

The National University of “Kyiv-Mohyla Academy”

English Language Department

# **ENGLISH FOR RESILIENCE**

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Kyiv 2023

УДК 811.111:[37.015.3:005.32](07)

Федорів Я.Р., Фіногіна Т.С., Піроженко І.Д. "English for Resilience". Київ: Національний університет «Києво-Могилянська академія». 2023. 106 с.

"English for Resilience" is a comprehensive coursebook designed to enhance English language skills while promoting resilience and motivation. The book is structured into three parts, offering synchronous class activities, independent work, and application of knowledge. The ten units cover various topics, including self-awareness, positive thinking, goal setting, communication, problem-solving, resilience in relationships and the workplace, self-care and well-being. Each lesson incorporates engaging activities such as introductory discussions, surveys, analysing inspirational videos, role-play, vocabulary building activities, and writing tasks.

The book provides resources for teachers, including a sample lesson plan, survey questions, and further reading suggestions. It also directly addresses students, offering a collection of engaging activities, projects, and sample answers to enhance their oral and written language skills. Additionally, self-check and final examination questions are included to assess their progress.

The book activities are thoughtfully designed to enhance students' vocabulary, listening, speaking, reading, writing, critical thinking, cultural awareness, and confidence in applying resilience skills. Whether used as a primary coursebook for a specifically designed syllabus or as a supplementary resource for other English as a Foreign Language (EFL) courses, it aims to support both students and teachers who face challenging circumstances.

«Англійська для незламних» — це комплексний навчальний посібник, розроблений для розвитку навичок володіння англійською мовою з одночасним сприянням підвищення стійкості мотивації студентів. Книга складається з трьох частин, які містять матеріали для синхронних занять в аудиторії чи онлайн, а також асинхронні завдання для самостійної роботи та практичного застосування набутих студентами знань. Тематичні розділи посібника охоплюють питання розвитку самосвідомості, позитивного мислення, встановлення цілей, ефективного спілкування, вирішення проблем, гармонійних виробничих та міжособистісних стосунків, турботи про себе та оточення. Види діяльності, за допомогою яких студенти розвивають мовні навички та риси психологічної стійкості, передбачають групові обговорення, взаємні опитування, аналіз відеоматеріалів, рольові ігри, лексичні вправи та творчі письмові завдання.

Книга містить ресурси для викладачів, зокрема зразок плану заняття, опитувальники та пропозиції щодо додаткових матеріалів і завдань для самостійної роботи студентів. Студентам пропонується низка цікавих комунікативних завдань, проектів, зразків відповідей на завдання з метою покращення їхніх усних і письмових навичок мови та розвитку впевненості. Крім того, включено питання для самоперевірки та підсумкового іспиту.

Практичні й творчі завдання передбачають розширення словникового запасу студентів, розвиток навичок аудіювання, говоріння, читання, письма, критичного мислення, культурної обізнаності та впевненості. Посібник “English for Resilience” покликаний допомогти і студентам долати труднощі і здобувати знання незалежно від складних життєвих обставин, а тому може використовуватися і як основний навчальний ресурс для спеціально розробленої програми, і як додатковий ресурс під час викладання інших нормативних чи вибіркових курсів англійської мови як іноземної.

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**Затверджено** Вченою радою Національного університету ,Києво-Могилянська академія’

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# Preface

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## To the Teachers

Dear Teachers,

It is our pleasure to introduce to you the "English for Resilience" course, designed to help your students develop their English language skills while also enhancing their resilience and motivation. This structure of the book is designed so as to guide and help you navigate through the course, with clear instructions and valuable insights on how to make the most of each lesson.

The course covers a variety of engaging and interactive activities, aimed to help students to practise their English skills while learning about the important concepts of resilience and motivation. Through carefully crafted exercises, students will learn how to face challenges and overcome obstacles, develop a growth mindset, and cultivate a positive attitude towards learning.

The course is built around ten topics, each with a different focus, from stress management and burnout prevention to goal setting and self-care. The book consists of three major parts offering synchronous class activities (Part 1), independent work (Part 2), and application of the obtained knowledge (Part 3). Each lesson includes an introductory discussion based on a survey, related TED Talks\* to introduce and enhance the topic, a vocabulary building activity, a role-play or a speech presentation, and a writing task. Homework includes reading, listening, and writing activities with comprehension questions, a speech topic to present in the next class, and a summarising quiz.

As teachers, you play a crucial role in guiding your students through this course. This book is designed to support you in that role by providing you with a sample lesson plan, tentative survey questions, and suggestions for further reading and resources.

We hope this coursebook provides valuable resources for you to use in your teaching practice and for your students to benefit from their experience with "English for Resilience."

\* The incorporation of TED Talks into educational settings complies with the TED Talks Usage Policy (<https://www.ted.com/about/our-organization/our-policies-terms/ted-talks-usage-policy#h2--projecting-ted-talks-to-a-group>). This policy allows educators to use TED Talks to stimulate discussions and complement course materials. Educators are encouraged to stream TED Talks from TED.com or TED's official YouTube channel and share links with students on online forums or class websites. By adhering to the Creative Commons licence and guidelines, educators can ethically enhance learning experiences and engage students using TED Talks.

### Teaching goals and learning objectives for English for Resilience"

1. Building vocabulary related to resilience, such as words and phrases for coping, problem-solving, and adapting to change.
2. Developing listening and speaking skills to communicate effectively in difficult situations, such as giving and receiving feedback, negotiating, and managing conflicts.
3. Enhancing reading comprehension skills to understand and analyze resilience-related texts, such as case studies, news articles, and personal narratives.

4. Improving writing skills to express ideas, feelings, and solutions related to resilience, such as journaling, reflective writing, and proposals.
5. Developing critical thinking skills to evaluate the effectiveness of different resilience strategies and solutions, such as risk assessment, contingency planning, and community building.
6. Fostering cultural awareness and empathy to understand how different cultures and contexts may affect resilience, such as resilience in times of natural disasters or social upheaval.
7. Building confidence and motivation to apply resilience skills and strategies in real-life situations, such as job interviews, team projects, and personal challenges.

## **To the Students**

Welcome to "English for Resilience" coursebook, designed to help you enhance your English language skills while developing your resilience and motivation. This coursebook aims to provide you with the tools you need to become more resilient and motivated in both your personal and professional life.

This coursebook is designed for students whose level of English is B1-B2, yet it will also be useful to those who have a basic understanding of the English language and want to improve their communication skills while learning practical strategies for developing resilience and motivation. Throughout the course, you will encounter a variety of exercises, activities, and reading materials that will help you to expand your vocabulary, grammar, and comprehension skills.

The coursebook is divided into two parts, each including ten units focused on a particular aspect of resilience and motivation, such as stress management, goal setting, and positive thinking. Each unit contains a variety of materials: oral activities, vocabulary exercises, and reading assignments, to help you to learn and practise the skills you need to develop your resilience and motivation.

In addition, the coursebook includes a range of resources to support your learning, including a glossary of key terms, a list of additional resources for further reading, and a detailed index for easy reference.

We hope that this coursebook will help you achieve your personal and professional goals by improving your English language skills and your resilience and motivation. We wish you all the best as you embark on this journey of self-improvement and look forward to supporting you along the way.

### **Students' language skills to be developed with "English for Resilience" course**

1. Speaking: Expressing opinions, giving and receiving feedback, presenting ideas, and participating in group discussions.
2. Listening: Understanding spoken language, recognizing and interpreting emotions, understanding different accents and dialects, and being able to follow complex instructions.
3. Reading: Comprehending written materials, including news articles, academic texts, and social media posts, and inferring meaning from context.
4. Writing: Producing written materials, including essays, reports, and emails, and being able to structure arguments and convey ideas clearly.

5. Vocabulary: Developing a range of words related to resilience, such as perseverance, adaptability, grit, and resourcefulness, and understanding idiomatic expressions and phrasal verbs.
6. Grammar: Developing a range of grammar structures, such as the use of modals for possibility and necessity, conditionals, and reported speech.
7. Pronunciation: Improving pronunciation and intonation to convey emotions, stress, and emphasis in spoken language.

## **Acknowledgements**

We would like to express our heartfelt appreciation to the NaUKMA bachelor master's students who have contributed to the selection of TED talks and the formulation of questions for discussion in each unit of this publication. Their dedication, enthusiasm, and commitment to promoting resilience in the English language learning process have been invaluable.

We express our gratitude to the students for willingly signing the Information Release form and giving their consent for their names to be mentioned in this publication. We would like to acknowledge the efforts of Polina Kucher, Sofia Pihareva, and Oleksandra Tureiska for their diligent work in selecting the TED talks for Unit 1 and formulating thought-provoking questions for discussion. Unit 2 owes its contributions to Alina Zabuzna, who provided valuable insights and suggestions to enhance the learning experience. We extend our gratitude to Anastasiia Martynovets and Sofia Volovyk for their contributions to Unit 3, Sofia Levun for Unit 4, Tetiana Sayenko for Unit 5, Lina Kazka for Unit 6, Anastasiia Petrus for Unit 7, Mariana Ostapovska and Kateryna Tarasenko for Unit 8, and Mariana Vasylyk for Unit 9, Vlada Barniakova and Lasysa Kozak for Unit 10. Their collaboration and enthusiasm have significantly enriched the learning materials, ensuring that this publication provides engaging and meaningful content for learners. Their contributions exemplify the spirit of resilience and dedication to education.

Once again, we extend our deepest gratitude to all the students involved for their invaluable contributions to this project.

# PART 1. TOPIC ACTIVATION

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## UNIT 1: INTRODUCTION TO RESILIENCE

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Goals:

- Defining resilience and introducing the vocabulary related to coping mechanisms
- Expressing emotions and thoughts related to difficult situations
- Listening and responding to others' experiences of resilience

Welcome to the course “English for Resilience”! In this unit, we will embark on a journey to explore the foundations of resilience and understand its significance in our lives. Resilience is the ability to bounce back from adversity, adapt to change, and thrive in the face of challenges. It is a valuable skill that can empower us to overcome obstacles, build inner strength, and lead a more fulfilling life.

In this unit, we will focus on defining resilience and its core components. We will explore the mindset and attitudes that contribute to resilience, such as optimism, perseverance, and self-belief. Through interactive activities and thought-provoking discussions, we will examine the importance of resilience in various aspects of life, including personal relationships, work, and well-being.

Furthermore, we will discuss the role of self-awareness in developing resilience, as understanding our emotions, strengths, and limitations is essential for effectively navigating difficult situations. We will also explore the concept of mindfulness and its connection to resilience, as being present in the moment can enhance our ability to cope with challenges and maintain a positive outlook.

Throughout this unit, we will engage in exercises, reflections, and practical strategies to cultivate resilience in our lives. By the end of the unit, you will have a solid foundation in understanding resilience and be equipped with practical tools to enhance your own resilience in the face of adversity.

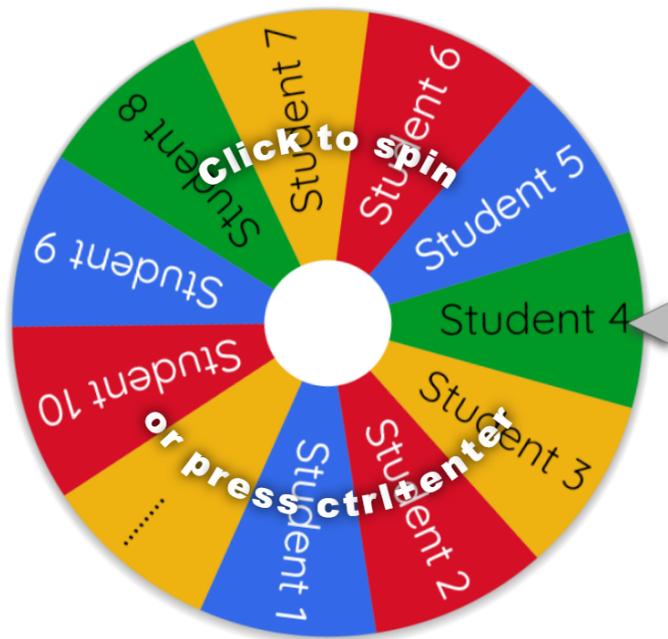
Get ready to embark on this transformative journey of self-discovery and empowerment as we explore the power of resilience together!

### Icebreaker. Introductions: Name Game

Instructions:

- Get everyone to turn on their cameras.
- Run the Wheel of Names to define the order of the students: <https://wheelofnames.com/>
- The first student says his / her name and where he / she comes from.
- The second student then says his / her name and where he / she comes from, as well as the name and the native city / town of the preceding student.

- Each student after that adds the names and places of all of the students before them.



Entries 11 Results 0  Hide

Shuffle Sort

Add image  Advanced

Student 1  
 Student 2  
 Student 3  
 Student 4  
 Student 5  
 Student 6  
 Student 7  
 Student 8  
 Student 9  
 Student 10  
 .....

### Instructions for Survey Based Introductory Discussion

1. Instruct the students to complete an online survey on resilience in up to 10 min. The survey is compiled using Google Forms.
2. Share the summary findings of the survey results with the class.
3. Divide students into small groups or pairs to discuss specific aspects of the survey results (e.g., sources of stress, resilience-building strategies). Facilitate a discussion by asking the following questions:
  - a. What surprises you about the survey results?
  - b. Do you notice any common themes or challenges in the responses?
  - c. How do the survey results align with or differ from your expectations?
  - d. What strategies or approaches do you think could address the challenges identified in the survey?
  - e. How can we apply the survey insights to enhance our own resilience?
4. Bring the class back together and allow each group to share their findings. Encourage other groups to ask questions or provide additional comments based on their analysis.

*Note:* The survey is conducted with the students' consent, i.e. they willingly sign the Information Release Statement (see in PART 3), allowing their responses to be used in the class discussions, with respect to their anonymity if required.

## Survey questions

### Controlled Survey Questions

1. How confident are you in your ability to overcome challenges in your personal and professional life?
  - a) Very confident
  - b) Somewhat confident
  - c) Not very confident
  - d) Not confident at all
  
2. Which of the following do you believe is the most important factor in building resilience?
  - a) Having a positive attitude
  - b) Having a support system
  - c) Having a sense of purpose
  - d) Having the ability to adapt to change
  
3. In what ways have you demonstrated resilience in the past?
  - a) Overcoming a personal challenge
  - b) Overcoming a professional challenge
  - c) Overcoming a physical challenge
  - d) Other (please specify)

### Open Question:

What motivates you to become more resilient and overcome challenges in your life?

## Instructions for Activities Based on the Video:

1. Find a quiet and comfortable space where you can watch the Ted Talk without distractions.
2. Access the provided link to the Ted Talk video. Make sure you have a reliable internet connection.
3. Before starting the video, take a moment to read the title and brief description of the Ted Talk to get an idea of what it will be about.
4. Start playing the video and pay close attention to the speaker's message and delivery.
5. After watching the Ted Talk, take some time to reflect on the main ideas and key points presented.

## **Vocabulary Tasks based on the video:**

1. Write out from the TED talk and research (the part of speech, the meaning, translation, synonyms, opposites, examples in a context) 5-10 new (or interesting) words or phrases.
2. Copy-paste your words and phrases into the common chat – just the words, without any additional information.
3. Take turns introducing to the class the words from your lists in the chat (one by one). The first question is “What do you know about this word (say, “sophisticated”)?”
4. Depending on the answers that you get from the class, please ask additional question(s), for example the following:
  - What’s the Ukrainian equivalent?
  - How would you explain the meaning of this word/phrase?
  - Is it a formal or colloquial word/phrase?
  - Do you know its synonyms?
  - What’s the antonym?
  - Could you give an example of a simple sentence which will show how you can use this word or phrase in your everyday communication?

## **Content Video 1**

### **“How To Make Stress Your Friend” by Kelly McGonigal**

<https://www.youtube.com/watch?v=RcGyVTAoXEU&t=19s> [14:28]

### **Discussion Questions:**

1. How do you deal with stress?
2. How can the change in how you think about stress make you healthier?
3. What is the hormone oxytocin? What are its functions during the stress?
4. What did the study that tracked about 1,000 adults in the United States show?
5. How useful was this TED talk for you, what new information did you get out of it?

## **Content Video 2**

### **"The Power of Vulnerability" by Brené Brown**

[https://www.ted.com/talks/brene\\_brown\\_the\\_power\\_of\\_vulnerability](https://www.ted.com/talks/brene_brown_the_power_of_vulnerability) [20:03]

## Discussion Questions:

1. How does the speaker's experience with being labelled as a storyteller rather than a researcher reflect society's perception of different professions? How can we challenge these perceptions to create a more inclusive and open-minded society?
2. The speaker discusses the concept of shame and its impact on connection. How does shame manifest in our lives, and what are the consequences of allowing shame to control our actions and relationships? How can we overcome shame and cultivate a sense of worthiness and belonging?
3. The speaker highlights the importance of vulnerability and its role in living a whole-hearted life. Why do we struggle with vulnerability, and how does it affect our ability to connect with others and experience joy and love? What strategies can we employ to embrace vulnerability and live more authentically?

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## UNIT 2: SELF-AWARENESS AND MINDFULNESS

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### Goals:

- Mastering the vocabulary related to mindfulness and self-awareness
- Practising mindfulness exercises
- Discussing the benefits of mindfulness for resilience

Welcome to the unit on "Self-awareness and Mindfulness." In this module, we will explore the profound impact that self-awareness and mindfulness can have on our overall well-being and resilience.

Self-awareness is the foundation of personal growth and understanding. It involves recognizing our thoughts, emotions, and behaviours, as well as understanding how they influence our actions and interactions with others. By cultivating self-awareness, we can develop a deeper understanding of ourselves, our strengths, and areas for growth.

Mindfulness, on the other hand, is the practice of being fully present in the moment, without judgement. It allows us to observe our thoughts, feelings, and sensations with curiosity and acceptance. By practising mindfulness, we can develop a greater sense of clarity, calmness, and emotional resilience.

Throughout this unit, we will explore various techniques and exercises to enhance self-awareness and cultivate mindfulness. We will delve into topics such as self-reflection, emotional intelligence, active listening, and stress management. Engaging in these activities will not only deepen our self-awareness but also provide us with practical tools to navigate challenging situations and foster positive relationships.

By the end of this unit, you will have a greater understanding of yourself, a toolbox of mindfulness practices, and the skills to apply them in your daily life. Get ready to embark on a transformative journey of self-discovery and growth. Let's begin!

## Icebreaker. Define the Term

Mindfulness Definition Challenge:

1. Explain to the participants that they will be working in teams competing in a challenge to come up with the best definition of *mindfulness*.
2. Instruct the class to brainstorm and discuss their understanding of *mindfulness* and to create a concise and accurate definition of *mindfulness*.
3. Assign a team captain or facilitator within each group to ensure everyone has a chance to contribute and to keep the discussion focused.
4. Encourage teams to consider various aspects of *mindfulness*, such as awareness, present moment focus, non-judgment, and acceptance.
5. Each team will share a document or a virtual whiteboard where they will collaboratively write and edit their definitions.
6. Remind participants to communicate effectively within their teams, share their perspectives, and listen to others' ideas.
7. Set a time limit for the challenge, such as 10-15 minutes.
8. **Divide** the participants into small teams or breakout rooms. Get each team engaged in brainstorming and discussion.
9. Monitor the teams' progress and provide guidance or clarification if needed.
10. Once the time is up, have each team share their definition with the entire class.
11. Facilitate a discussion to compare and contrast the definitions, highlighting the key elements and similarities/differences among them.
12. Encourage students to ask questions, offer feedback, and engage in a respectful dialogue to further refine the definitions.

## Survey Based Introductory Discussion

Follow the instructions for the discussion in Unit 1.

### Survey questions

Controlled Survey Questions

1. On a scale of 1 to 5, how confident are you in your ability to cope with stress?
2. How frequently do you practise stress-reducing activities such as meditation, exercise, or deep breathing?

3. What is your go-to method for dealing with stress?

Multiple-answer question (Mark all that apply):

What is your go-to method for dealing with stress?

1. Exercise or physical activity
2. Meditation or mindfulness practices
3. Spending time outdoors or in nature
4. Listening to music or engaging in creative activities
5. Spending time with friends or loved ones
6. Engaging in hobbies or interests
7. Taking a break or stepping away from the stressor
8. Seeking support from a therapist or counsellor
9. Practising deep breathing or relaxation techniques
10. Engaging in self-care activities, such as taking a bath or getting a massage.

Open Question

What are some stressors you face in your daily life, and how do you typically cope with them?

## Content Video 1

**“Mindfulness and the Art of Mindfulness Research” by Xinyan Shi**

<https://youtu.be/9oND1zoJyzA> [11:00]

### Discussion Questions:

1. How did the speaker's personal experiences and challenges lead them to discover mindfulness? Can you relate to any similar experiences in your own life that have led to personal growth or transformation?
2. The speaker mentioned that mindfulness is about being present in the moment and observing without judgement. How do you think practising mindfulness can benefit individuals in their daily lives, both personally and professionally?
3. The speaker discussed the concept of neuroplasticity and how regular meditation can lead to positive changes in the brain. What are your thoughts on the idea that mindfulness can physically change and adapt the brain? Do you believe this can have a lasting impact on focus, intuition, and self-awareness?

## Content Video 2

### “Journey to the Center of Self: Why Identity Is so Important” by Sidney Muntean

[https://www.ted.com/talks/sidney\\_muntean\\_journey\\_to\\_the\\_center\\_of\\_self\\_why\\_identity\\_is\\_so\\_important](https://www.ted.com/talks/sidney_muntean_journey_to_the_center_of_self_why_identity_is_so_important) [6:45]

#### Discussion Questions:

1. Imagine that we met for the first time and you need to describe yourself briefly with the help of identity associations. What are they like? (examples can be: age, profession, achievements, race, ethnicity, culture, age group, sexual orientation, religion, relationships, family, or even possessions.)
2. Do you think these identity associations describe you in full or are they still not enough for a person to get the full picture of your personality?
3. What is an adoptive association?
4. Why did the speaker decide that she should stop relying on other people’s opinions about her?
5. Do you think there are many adoptive associations in your perception of yourself? If so, do they interfere with your life or do they help you?

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## UNIT 3: POSITIVE THINKING AND GRATITUDE

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#### Goals:

- Mastering vocabulary related to positive thinking and gratitude
- Identifying and challenging negative thought patterns
- Expressing gratitude and appreciation

In this unit, we embark on a journey of exploring the power of positive thinking and gratitude. By shifting our mindset and cultivating a sense of appreciation, we can unlock a multitude of benefits and enhance our resilience. Throughout this unit, we will delve into the principles of positive thinking and gratitude, exploring various techniques and exercises to cultivate a positive mindset and incorporate gratitude into our daily lives.

Positive thinking is a mindset that focuses on optimistic and constructive thoughts, even in the face of challenges. It allows us to reframe negative situations and find opportunities for growth and learning. By cultivating positive thinking, we can cultivate a resilient mindset that empowers us to overcome obstacles and bounce back from setbacks. In this unit, we will explore various techniques and exercises to identify negative thought patterns and replace them with positive and empowering thoughts. We will also learn strategies to challenge self-limiting beliefs, embrace self-compassion, and develop a more optimistic outlook on life.

Gratitude is the practice of acknowledging and appreciating the good things in our lives, big and small. It helps us shift our attention from what is lacking to what we have, fostering a sense of abundance and contentment. Cultivating gratitude enhances our well-being, strengthens relationships, and fuels a positive outlook on life. Throughout this unit, we will explore various techniques and exercises to incorporate gratitude into our daily lives, nurturing a grateful mindset.

Get ready to embark on this transformative journey of cultivating positivity and gratitude. Together, we will discover the immense power they hold in shaping our thoughts, emotions, and overall well-being. Let's begin our exploration of positive thinking and gratitude!

### **Icebreaker. Gratitude Wheel game**

1. Enter the participants' names in the Wheel of Names <https://wheelofnames.com/> to define the order of the students.
2. Explain to the students that the goal of the game is to share one thing about their parents or other family members that they feel grateful for. Share your own gratitude and appreciation to set an example and provide the students with the time to think of their own experiences.
3. Encourage participants to be specific in their expressions of gratitude and appreciation, mentioning particular qualities, actions, or moments they are grateful for. Encourage them to express themselves with an open heart and genuine appreciation.
4. Instruct the participants to actively listen to the expressions of gratitude and avoid duplication. If someone brings up qualities or traits that have already been stated, encourage the student to refer to the participant who previously acknowledged those qualities.
5. Start the Wheel of Names to randomly select the students to speak.
6. Continue the process, with each participant taking turns expressing their gratitude.
7. Continue the game until everyone has had a chance to express their gratitude and appreciation.
8. After completing the full circle, open the floor for participants to share their reflections or thoughts on how the practice of appreciation and gratitude fosters a positive and uplifting atmosphere, promotes a sense of connection and positivity, and strengthens relationships. Allow participants to practise expressing gratitude and appreciation for each other.

### **Survey Based Introductory Discussion**

Follow the instructions for the discussion in Unit 1.

#### **Survey questions**

Controlled Survey Questions:

1. On a scale of 1 to 5, where 1 represents "Not at all" and 5 represents "Extremely," please rate the extent to which you believe positive thinking can impact your overall well-being and happiness.

2. How often do you practise gratitude in your daily life? Please select one of the following options:
- Daily
  - Several times a week
  - Once a week
  - Occasionally
  - Rarely or never
3. In your opinion, to what extent does practising positive thinking and gratitude influence your outlook on life and your ability to cope with challenges?
- Not at all influential
  - Slightly influential
  - Moderately influential
  - Highly influential
  - Extremely influential

Open Question:

Please share a personal experience or story where positive thinking or gratitude has had a meaningful impact on your life or the lives of those around you.

## Content Video 1

**“The Future Will Be Shaped by Optimists” by Kevin Kelly**

<https://www.youtube.com/watch?v=FrgBWQ-mVEc> [9:52]

### Discussion Questions:

1. What is optimism for you? Do you think that you are an optimist? Why do you think so?
2. What, according to the speaker, happens faster - good or bad?
3. Why don't we see much progress now?
4. Name three reasons why we should be optimistic.

## Content Video 2

### “The Gift and Power of Emotional Courage” by Susan David

[https://www.ted.com/talks/susan\\_david\\_the\\_gift\\_and\\_power\\_of\\_emotional\\_courage](https://www.ted.com/talks/susan_david_the_gift_and_power_of_emotional_courage) [16:48]

#### Discussion Questions:

1. What is emotional agility?
2. Do you prefer to say everything is okay when it's not?
3. How many people judge themselves for having so-called “bad emotions”?
4. What do we lose when we embrace false positivity?
5. Do you embrace false positivity? Why?

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## UNIT 4: GOAL SETTING AND PLANNING

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#### Goals:

- Mastering the vocabulary related to goal setting and planning
- Setting SMART goals for resilience
- Developing action plans to achieve goals

"Setting SMART goals for resilience" refers to the practice of creating goals that are Specific, Measurable, Achievable, Relevant, and Time-bound in order to enhance resilience. The concept of SMART goals is widely used in personal development, productivity, and goal-setting practices. When applied to resilience, SMART goals help individuals identify and work towards building their resilience in a structured and effective manner.

**Specific:** Goals should be clear and well-defined, focusing on specific areas of resilience that one wants to develop. For example, setting a goal to improve coping skills during stressful situations.

**Measurable:** Goals should be quantifiable so that progress can be tracked and evaluated. This involves establishing specific criteria or indicators to measure the progress or achievement of the goal. For example, setting a goal to engage in a relaxation technique for 10 minutes every day.

**Achievable:** Goals should be realistic and attainable, taking into consideration one's resources, abilities, and constraints. It is important to set goals that are challenging yet within reach. For example, setting a goal to exercise for 30 minutes, three times a week, considering one's current fitness level.

**Relevant:** Goals should align with one's overall objectives and values. They should be meaningful and relevant to one's personal growth and well-being. For example, setting a goal to develop effective communication skills to enhance relationships and support networks.

Time-bound: Goals should have a specific time frame or deadline for completion. This helps create a sense of urgency and accountability. For example, setting a goal to read one resilience-focused book within the next month.

By setting SMART goals for resilience, individuals can focus their efforts, track their progress, and make tangible strides towards building their resilience and overcoming challenges. It provides a structured framework to guide the goal-setting process and increases the likelihood of success in developing resilience skills.

## Survey Based Introductory Discussion

Follow the instructions for the discussion in Unit 1.

### Survey questions

Controlled Survey Questions:

1. How often do you set specific goals for yourself? Please select one of the following options:
  - a. Daily
  - b. Weekly
  - c. Monthly
  - d. Occasionally
  - e. Rarely or never
2. On a scale of 1 to 5, where 1 represents "Not at all confident" and 5 represents "Extremely confident," please rate your confidence in your ability to create a realistic and achievable plan to reach your goals.
3. Which of the following strategies do you typically use when setting and planning for your goals? Please select all that apply:
  - a. Breaking down goals into smaller, manageable tasks
  - b. Setting deadlines and timelines
  - c. Seeking support and accountability from others
  - d. Tracking progress and adjusting plans as needed
  - e. Visualising success and using positive affirmations

Open Question:

4. Describe a specific goal that you have successfully achieved in the past. How did you approach the goal-setting and planning process, and what strategies or techniques did you find most effective in reaching that goal?

## Group Work. Developing Time Management Skills

Student Nina intends to develop her time management skills. Nina's time management plan includes such actions as creating a daily task list, prioritising activities, minimising distractions, and regularly evaluating progress. By following this plan, Nina intends to work towards her goal of improving time management skills and ultimately enhance her productivity and reduce stress.

Pair Work Discussion:

How confident are you that Nina's plan is SMART?

1. Specific: Is the goal of improving time management skills clearly defined? Can you provide more specific details about what aspects of time management you want to focus on?
2. Measurable: How will you measure your progress in improving time management skills? Can you establish specific criteria or indicators to track your improvement?
3. Achievable: Is the goal of improving time management skills realistic and attainable for you? Consider your current commitments, resources, and abilities. Can you break down the goal into smaller, manageable steps?
4. Relevant: How does improving time management skills align with your overall objectives and values? Why is it important for you to enhance your time management abilities?
5. Time-bound: Have you set a specific time frame or deadline for achieving the goal of improving time management skills? When do you aim to see noticeable improvements?

After discussing these questions, participants can assess whether the goal of improving time management skills meets the criteria of being SMART. They can provide feedback and suggest any necessary adjustments to make the goal more specific, measurable, achievable, relevant, and time-bound.

## Content Video 1

**"Why the Secret to Success Is Setting the Right Goals" by John Doerr**

[https://www.ted.com/talks/john\\_doerr\\_why\\_the\\_secret\\_to\\_success\\_is\\_setting\\_the\\_right\\_goals?utm\\_campaign=tedsread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/john_doerr_why_the_secret_to_success_is_setting_the_right_goals?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare) [11:42]

**Discussion Questions:**

1. In the talk, John Doerr emphasises the importance of setting meaningful and audacious goals for individuals and organisations. Why do you think setting ambitious goals is crucial for success? Can you think of any examples from your own experience or from the talk that illustrate this point?
2. John Doerr mentions the concept of "Objectives and Key Results" (OKRs) as a goal-setting system. How does this system work, and what are its advantages in terms of setting and achieving goals? Can you see any potential challenges or limitations of using OKRs in different contexts?

3. The talk highlights the significance of having a clear sense of purpose and a compelling "why" behind the goals we set. How does a strong sense of purpose contribute to goal achievement and motivation? Can you think of any personal or professional examples where a clear sense of purpose drove individuals or organisations to achieve remarkable results?
4. Open Question: Reflecting on your own goal-setting and planning process, can you share an example of a goal that you successfully achieved? How did you approach setting that goal, and what strategies or techniques did you find most effective in planning and working towards its achievement?

## Content Video 2

### “Inside the Mind of a Master Procrastinator” by Tim Urban

<https://youtu.be/arj7oStGLkU> [14:03]

#### Discussion Questions:

1. Have you ever had moments when you completed a task at the very last moment before a deadline? Tell us about the most memorable one.
2. What is the difference between the brain of a procrastinator and the brain of a proven non-procrastinator according to Tim Urban?
3. What things or activities often distract you from important work?
4. Why is listening to a rational decision-maker more important than relying on an instant gratification monkey?
5. What is the name of every procrastinator's guardian angel? What are his abilities?
6. When can procrastination be dangerous to a person's well-being?
7. What is your impression of Tim Urban's speech? What was the discovery for you in this video?

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## UNIT 5: COMMUNICATION AND ASSERTIVENESS

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#### Goals:

- Mastering the vocabulary related to communication and assertiveness
- Practising assertiveness skills
- Discussing the importance of effective communication for resilience

Assertiveness is crucial for successful communication as it plays a vital role in expressing one's needs, opinions, and boundaries effectively and respectfully. Assertiveness allows individuals to communicate their

thoughts and feelings in a clear and confident manner, while also considering the rights and perspectives of others. Here are some reasons why assertiveness is important for successful communication:

1. **Expressing oneself:** Assertiveness enables individuals to express their thoughts, feelings, and ideas in a direct and honest way. It helps in sharing perspectives, contributing to discussions, and ensuring that one's voice is heard.
2. **Setting boundaries:** Assertiveness allows individuals to establish and maintain personal boundaries. It helps in saying "no" when necessary, setting limits, and avoiding situations where one may feel uncomfortable or taken advantage of.
3. **Resolving conflicts:** Assertive communication promotes constructive conflict resolution. It allows individuals to address conflicts openly, express concerns, and work towards finding mutually beneficial solutions.
4. **Building self-confidence:** Assertiveness helps individuals develop self-confidence and self-esteem. By expressing themselves assertively, individuals can assert their worth, stand up for their rights, and feel more empowered in their interactions with others.
5. **Enhancing relationships:** Assertiveness contributes to the development of healthy and respectful relationships. It fosters open and honest communication, builds trust, and encourages mutual understanding and respect among individuals.

Thus, assertiveness is essential for successful communication as it enables individuals to express themselves effectively, set boundaries, resolve conflicts, build self-confidence, and cultivate positive relationships. It empowers individuals to communicate their needs and opinions while maintaining respect for others, leading to more meaningful and productive interactions.

## **Survey Based Introductory Discussion**

Follow the instructions for the discussion in Unit 1.

### **Survey questions**

Controlled Survey Questions

1. How often do you experience self-doubt?
  - a. Rarely
  - b. Sometimes
  - c. Often
  - d. Almost always
2. What is your usual response when facing self-doubt?
  - a. Avoidance
  - b. Seeking support from others

- c. Positive self-talk
- d. Taking action anyway

3. Which of the following factors do you think contributes the most to self-doubt?

- a. Lack of confidence
- b. Fear of failure
- c. Perfectionism
- d. Negative self-talk

#### Open Question

Can you share an experience where you overcame self-doubt? What did you do to overcome it and what was the outcome?

### **Role Play: Resolving Conflict Through Honest Communication**

Objective: The role play aims to provide participants with an opportunity to express their thoughts, feelings, and ideas about a problematic issue in a direct and honest way. It also emphasises the importance of active listening and ensuring that everyone's voice is heard during the discussion.

#### Instructions:

1. Divide participants into pairs or small groups of 3-4 members.
2. Let each team choose a specific problematic issue to discuss. This could be a common conflict, a disagreement among friends, or any relevant scenario. Instruct them to communicate assertively, emphasising the importance of active listening, respecting diverse opinions, and ensuring everyone's voice is heard.
3. Each team should appoint a team member as the "Facilitator/Monitor" responsible for ensuring equal participation and encouraging open and honest communication. The facilitator/monitor should actively observe and intervene, if necessary, to ensure that everyone gets an opportunity to speak, the discussion remains respectful, and the objectives of the role play are achieved. The focus should be on active listening, empathetic responses, and fostering a safe environment for open communication.
4. Allow 10-15 minutes for group discussions, encouraging participants to express their perspectives and emotions related to the issue.
5. After the discussion, ask each team to share a summary of their discussion, highlighting the key points raised and any challenges encountered.
6. Summarise the key takeaways and emphasise the significance of open and assertive communication in effectively resolving conflicts.

## Content Video 1

### "10 Ways to Have a Better Conversation" by Celeste Headlee

[https://www.ted.com/talks/celeste\\_headlee\\_10\\_ways\\_to\\_have\\_a\\_better\\_conversation?referrer=playlist-the\\_most\\_popular\\_talks\\_of\\_all&autoplay=true](https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation?referrer=playlist-the_most_popular_talks_of_all&autoplay=true) [11:21]

#### Discussion Questions:

1. Are you a good conversationalist? Why do you think so?
2. What is necessary for good communication and conversation with each other and what is the main reason for not being able to conduct a live dialogue according to Celeste Headlee?
3. What tips have you heard from other people about having great conversations? Do you think these tips really help?
4. When do you feel that you have managed to establish a connection with a person and that this person is "yours"?
5. Which of Celeste Headlee's 10 rules for a good conversation do you agree with, and which seem strange, and why?
6. Do you have many friends and acquaintances? If yes, why do you think you do? If not, then – why, again?
7. To what final and basic concept does all of the above boil down to according to the author?? Do you agree with it?

## Content Video 2

### "How to Build Your Confidence -- and Spark It in Others" by Brittany Packnett Cunningham

[https://www.ted.com/talks/brittany\\_packnett\\_cunningham\\_how\\_to\\_build\\_your\\_confidence\\_and\\_spark\\_it\\_in\\_others?utm\\_campaign=tedsread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/brittany_packnett_cunningham_how_to_build_your_confidence_and_spark_it_in_others?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare) [13:21]

#### Discussion Questions:

1. How does the speaker's personal experience with confidence highlight its importance in achieving one's goals and making a positive impact in the world? Share your own examples or reflections on the role of confidence in your life.
2. The speaker emphasises the role of permission, community, and curiosity in nurturing confidence. Discuss how these factors contribute to building confidence in individuals and how they can be fostered in educational and social environments. Share any personal experiences or strategies you have encountered that support the development of confidence.

3. The speaker mentions the societal biases and disparities that affect confidence, with some individuals being rewarded for their confidence while others are punished. How can we address these biases and create a more inclusive and supportive environment that encourages confidence for all individuals, regardless of their background or identity? Share your thoughts on the steps that can be taken at personal, institutional, and societal levels to promote equal opportunities for building confidence.

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## UNIT 6: PROBLEM-SOLVING AND DECISION-MAKING

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Goals:

- Mastering the vocabulary related to problem-solving and decision-making
- Identifying problems and brainstorming solutions
- Making informed decisions for resilience

Welcome to the unit on Problem-solving and Decision-making, where we will explore essential skills to effectively navigate challenges and make informed choices. In our daily lives, we encounter a wide range of problems and decisions that require careful consideration and strategic thinking. This unit aims to equip you with practical tools and techniques to enhance your problem-solving and decision-making abilities.

Throughout this unit, we will delve into the fundamental concepts and processes involved in problem-solving and decision-making. We will learn how to define problems, analyse root causes, generate creative solutions, and evaluate the best course of action. Additionally, we will explore decision-making models, such as the rational decision-making model and the intuitive decision-making model, to help us make sound judgments in various contexts.

Problem-solving and decision-making are vital skills in both personal and professional settings. They empower us to overcome obstacles, seize opportunities, and achieve our goals. By honing these skills, we can become more effective problem solvers and decision makers, fostering resilience and adaptability.

Through engaging activities, case studies, and practical exercises, you will have the opportunity to apply problem-solving and decision-making strategies to real-world scenarios. This unit will challenge you to think critically, analyse information, consider multiple perspectives, and ultimately make informed choices.

Get ready to enhance your problem-solving and decision-making skills, as we embark on this journey of exploring effective strategies and techniques. By the end of this unit, you will be equipped with valuable tools to approach problems and decisions with confidence and resilience. Let's dive into the world of problem-solving and decision-making!

## Survey Based Introductory Discussion

Follow the instructions for the discussion in Unit 1.

### Survey questions

Controlled Survey Questions:

1. On a scale of 1 to 5, with 1 being the lowest and 5 being the highest, how confident do you feel in your problem-solving and decision-making abilities?
2. Which aspect of problem-solving and decision-making do you find most challenging:
  - a. defining problems,
  - b. analysing root causes,
  - c. generating solutions, or
  - d. evaluating the best course of action?

Open Questions:

1. In your personal or professional life, can you provide an example of a recent problem or decision you encountered and how you approached resolving it?
2. Please share any additional thoughts or questions you have regarding problem-solving and decision-making.

## Group Work: Problem-Solution

Objective: The objective of this group activity is to apply the concept of assertiveness and develop problem-solving skills by proposing and defending a solution to a previously identified problem.

Instructions:

1. Have the participants work in previously organised groups of 3-4 members (see Unit 5).
2. Let each group work on the same problem or scenario they discussed in the previous lesson. Instruct them to brainstorm and select one solution that they believe is the most effective and feasible. They should consider the reasoning behind their choice, the potential benefits and drawbacks of the solution, and any necessary supporting evidence or examples. Emphasise the importance of active listening, respect for different viewpoints, and the use of assertive communication during this exchange. Ensure that the discussion remains constructive.
3. Give the groups 10-15 minutes to brainstorm and come up with a solution to the problem. Encourage them to consider various perspectives, think critically, and be creative in finding potential solutions.
4. Once the discussion is over, have each group present their chosen solution to the whole class. Encourage them to be assertive in their presentation, clearly and confidently expressing their ideas.

5. After each presentation, allow time for other teams to ask questions and engage in a constructive discussion or debate.
6. Conclude the activity by summarising the different solutions proposed by each group and highlighting the strengths and weaknesses of each approach. Encourage students to draw connections between the activity and real-life situations, discussing how assertiveness and effective problem-solving can contribute to more productive and collaborative outcomes. Provide feedback that is both supportive and constructive.

**Optional Home Assignment:** Write an up-to 150-word paragraph on the role of assertiveness in problem-solving, the benefits of considering multiple perspectives, and the importance of respectful communication during discussions.

## Content Video 1

**"What if We Used the Problem as Part of the Solution?" by Katie Francfort**

[https://www.ted.com/talks/katie\\_francfort\\_what\\_if\\_we\\_used\\_the\\_problem\\_as\\_part\\_of\\_the\\_solution?utm\\_campaign=tedsread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/katie_francfort_what_if_we_used_the_problem_as_part_of_the_solution?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare) [12:39]

### Discussion Questions:

1. How does Katie Francfort's thought experiment of using mosquitoes in the supply chain of vaccine delivery challenge conventional thinking about problem-solving?
2. What are some other examples of far-fetched ideas or unconventional approaches that have led to innovative solutions in different fields?
3. In what ways can thinking boldly and considering unlikely sources or methods help us address complex problems and find creative solutions? Can you think of any real-world examples where this approach has been successful?

## Content Video 2

**"What Should I Do with My Life?" by Charlie Parker**

[https://www.youtube.com/watch?v=Fo3e\\_0ITVjo](https://www.youtube.com/watch?v=Fo3e_0ITVjo) [15:03]

### Discussion Questions:

1. What is one of the most important decisions of a person's life?
2. Who did you want to be as a child and who do you dream of becoming now? Has your dream changed? If so, why?

3. What is the difference between children's and adults' answers to the question "What do you want to be?"
4. If we paraphrase all the answers of adults, what is their bottom line (gist)?
5. What theory about the death of dreams does the author have? Do you agree with him?
6. Which "guys" was the author talking about and what does he advise to do with them?
7. What visualisation exercise did the author advise you to do in order to decide who you want to be? Do you find it useful?

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## UNIT 7: RESILIENCE IN RELATIONSHIPS

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Goals:

- Mastering the vocabulary related to relationships and resilience
- Practising healthy communication and conflict resolution skills
- Identifying and building supportive relationships

In the unit on "Resilience in Relationships," we will explore the essential elements for cultivating strong and resilient connections with others. Relationships play a crucial role in our lives, and navigating the ups and downs can sometimes be challenging. In this unit, we will focus on mastering vocabulary related to relationships and resilience, practising healthy communication and conflict resolution skills, and identifying and building supportive relationships.

Effective communication is the foundation of any successful relationship, and developing the skills to express ourselves clearly and listen actively is key. Throughout this unit, we will engage in various activities to enhance our communication skills and learn how to resolve conflicts in a constructive and respectful manner. We will also explore the importance of empathy, active listening, and assertiveness in building strong connections.

Resilience in relationships involves being able to adapt, support one another through difficult times, and maintain a sense of trust and understanding. We will delve into strategies for developing resilience within relationships, such as setting boundaries, managing expectations, and fostering mutual respect.

Through interactive exercises, role-plays, and reflective discussions, you will have the opportunity to apply the concepts and skills learned to real-life situations. By the end of this unit, you will have mastered the vocabulary related to relationships and resilience, practised healthy communication and conflict resolution skills, and gained insights into building supportive relationships that can withstand challenges.

Get ready to explore the dynamics of resilience in relationships and develop the tools needed to nurture and strengthen your connections with others. Let's embark on this transformative journey together and discover the power of resilience in fostering meaningful and fulfilling relationships.

## Survey Based Introductory Discussion

Follow the instructions for the discussion in Unit 1.

### Survey questions

Controlled Questions

1. On a scale of 1 to 5, how comfortable are you with giving feedback to others?
2. Do you prefer giving feedback in person or in writing?
3. Have you ever received feedback that was difficult to hear? How did you handle it?

Multiple-answer question

How do you handle negative feedback? (Mark all that apply)

Choices for the question of handling critical feedback that was difficult to hear:

1. Take a break and come back to the feedback later
2. Reflect on the feedback and try to see it from the perspective of the person giving it
3. Seek clarification or more information from the person giving the feedback
4. Discuss the feedback with a trusted colleague or mentor
5. Take notes on the feedback to help process it more fully
6. Develop an action plan to address the feedback and improve in the areas identified
7. Ignore the feedback and move on
8. Other (please specify)

Open Question

What do you think are the most important aspects of giving and receiving feedback effectively?

### Pair Work: Supportive Relationships

- Divide the class into pairs and let each pair select one of the prompts below:
  - a. What are some key qualities or characteristics of supportive relationships?
  - b. Share an example of a supportive relationship you have experienced in your personal or professional life. What made it supportive?
  - c. How can active listening contribute to building supportive relationships? Share an experience where active listening played a role in a supportive interaction.

- d. In what ways can empathy and understanding enhance supportive relationships?
- e. How can effective communication foster a supportive environment? Share strategies or examples of effective communication in supportive relationships.
- f. Discuss any challenges or obstacles that can hinder the development of supportive relationships. How can these challenges be overcome?
- g. Share practical tips or strategies for building and maintaining supportive relationships in various contexts.
- Instruct the participants to actively listen to each other and engage in respectful dialogue.
  - Assign 10-15 minutes for the discussions.
  - After the discussion time is over, have each pair share the key insights or ideas that emerged during their discussions with the whole class.

**Optional Home Assignment:** Write an up-to 150-word paragraph reflecting on the importance of building supportive relationships and how they contribute to personal well-being, professional growth, and a positive social environment.

## Content Video 1

### "The art of asking" by Amanda Palmer

[https://www.ted.com/talks/amanda\\_palmer\\_the\\_art\\_of\\_asking](https://www.ted.com/talks/amanda_palmer_the_art_of_asking) [13:31]

#### Discussion Questions:

1. How did Amanda Palmer's experience as a living statue influence her approach to connecting with people in her music career?
2. What role did crowdfunding play in Amanda Palmer's music career? How did it change her relationship with her fans?
3. According to Amanda Palmer, what is the key to establishing a strong connection between artists and their audience? How can this connection be fostered in the digital age?

## Content Video 2

### "Why Gender Equality Is Good for Everyone — Men Included" by Michael Kimmel

<https://youtu.be/7n9IOH0NvyY> [15:58]

### Discussion Questions:

1. What interaction has changed the speaker's life?
2. What happened to the speaker's colleague?
3. What do men think about when they hear "gender equality"?
4. What was the show where the speaker took part?
5. What are the speaker's arguments that prove gender equality is "win-win" not "win-lose"?
6. What does the data demonstrate?

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## UNIT 8: COPING WITH CHANGE AND UNCERTAINTY

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### Goals:

- Mastering the vocabulary related to change and uncertainty
- Practising coping skills for dealing with change and uncertainty
- Discussing the importance of adaptability for resilience

Welcome to the unit on Coping with Change and Uncertainty, where we will explore strategies and skills to navigate the ever-changing world with resilience and adaptability. Change is a constant in life, and being able to cope with uncertainty is a valuable skill that can empower us to thrive in challenging times. In this unit, we will focus on mastering the vocabulary related to change and uncertainty, practising coping skills for dealing with these challenges, discussing the importance of adaptability for resilience, and engaging in a role play activity to enhance our cultural adaptability.

Throughout this unit, we will delve into the different aspects of change and uncertainty and examine how they impact our lives. We will explore techniques to manage stress, build resilience, and cultivate a positive mindset in the face of uncertainty. By practising coping skills such as mindfulness, flexibility, and problem-solving, we can develop the resilience needed to adapt and thrive in times of change.

The role play activity, the Cultural Adaptability Challenge, will provide an opportunity to apply our coping skills in a simulated real-life scenario. By navigating through cultural differences and unknown situations, we will enhance our adaptability and gain insights into the importance of open-mindedness and flexibility.

By the end of this unit, you will have mastered the vocabulary related to change and uncertainty, practised coping skills for dealing with these challenges, and gained a deeper understanding of the role of adaptability in building resilience. Get ready to embrace change, cultivate adaptability, and discover the strength within you to navigate through uncertainty with confidence and resilience.

## Survey Based Introductory Discussion

Follow the instructions for the discussion in Unit 1.

### Survey questions:

Controlled survey questions:

1. On a scale of 1 to 5, how comfortable are you with change and uncertainty?
  - 1: Not at all comfortable
  - 5: Extremely comfortable
2. Which coping skills do you currently use to deal with change and uncertainty? (Select all that apply)
  - Mindfulness
  - Flexibility
  - Problem-solving
  - Seeking support from others
  - Planning and organisation
  - Other (Please specify)
3. How important do you believe adaptability is for building resilience in the face of change and uncertainty?
  - Very important
  - Somewhat important
  - Neutral
  - Not very important
  - Not at all important

Open question:

4. Can you share a personal experience where you successfully coped with a significant change or uncertainty? How did you apply coping skills and what was the outcome?

## Role Play: Cultural Adaptability Challenge

Objective: To enhance participants' understanding of cultural adjustment and develop their adaptability skills within a resilience-building context.

Instructions:

1. Divide participants into three groups.

2. Explain the purpose of the game. Provide each group with a scenario that involves a cross-cultural interaction or situation that requires adaptability.
3. Each group should discuss and come up with a plan of action on how they would handle the given scenario, considering cultural adjustment and adaptability. Encourage participants to be creative and incorporate different aspects of cultural adaptability, such as open-mindedness, empathy, communication skills, and flexibility.

**Scenario 1:** You have recently moved to a new country for work. Your colleagues invite you to a local cultural event. How do you adapt to the new cultural environment and engage with your colleagues?

**Scenario 2:** You are part of a team working on a project that involves collaborating with individuals from different cultural backgrounds. How do you navigate cultural differences and ensure effective communication and collaboration?

**Scenario 3:** You are travelling to a foreign country for a vacation. How do you adapt to the local customs, traditions, and etiquette to have a positive and respectful experience?

4. Conduct a role-playing activity where each group presents their scenario and demonstrates how they would handle the situation.
5. After each presentation, allow time for constructive feedback and suggestions for improvement. Conclude by summarising the key takeaways and emphasising the importance of ongoing cultural learning and adaptability in building resilience in an interconnected world.

**Optional Home Assignment:** Write a short paragraph on the challenges and benefits of cultural adaptability, drawing connections to resilience-building. Discuss how understanding and adapting to different cultures can enhance personal growth, foster resilience, and contribute to successful cross-cultural interactions.

## Content Video 1

**“How To Get Comfortable with Being Uncomfortable” by Luvvie Ajayi Jones**

[https://www.ted.com/talks/luvvie\\_ajayi\\_jones\\_get\\_comfortable\\_with\\_being\\_uncomfortable](https://www.ted.com/talks/luvvie_ajayi_jones_get_comfortable_with_being_uncomfortable) [10:15]

### Discussion Questions:

1. What ways does the speaker use to improve this world?
2. What is the domino effect for the speaker? How does the speaker create the domino effect?
3. What childhood dream did the speaker have?
4. How difficult was it for the speaker to accept the fact of her destiny? How long did it take her to do this?
5. What did Luvvie do in Mexico, which of her fears did she overcome?

6. How did the public respond to her accusation of discrimination which happened at one of the speaker's conferences?
7. Why isn't silence always better than speaking openly?

## Content Video 2

### "The Courage to Live with Radical Uncertainty" by Shekinah Elmore

[https://www.ted.com/talks/shekinah\\_elmore\\_the\\_courage\\_to\\_live\\_with\\_radical\\_uncertainty?utm\\_campaign=tedsread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/shekinah_elmore_the_courage_to_live_with_radical_uncertainty?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare) [15:44]

#### Discussion Questions:

1. How did the speaker's experience with cancer impact her perspective on uncertainty and living life to the fullest? How did she navigate the challenges and make decisions in the face of uncertainty?
2. In the talk, the speaker emphasises the importance of considering the patient's whole life and not just focusing on cancer control. What are your thoughts on this approach? How might it influence the way oncologists and patients discuss treatment options and make decisions?
3. The speaker mentions that the worst thing that can happen is not always what is commonly perceived in the context of cancer. What does she mean by this? How can reframing the worst-case scenario help individuals facing cancer or other challenges in life?

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## UNIT 9: RESILIENCE IN THE WORKPLACE

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#### Goals:

- Mastering the vocabulary related to resilience in the workplace
- Identifying workplace stressors and developing coping strategies
- Discussing the importance of work-life balance for resilience

Welcome to the unit on Resilience in the Workplace, where we will explore the essential skills and strategies needed to thrive in a professional setting. The workplace can be a challenging environment, but by cultivating resilience, we can navigate through obstacles and excel in our careers. In this unit, our goal is to master the vocabulary related to resilience in the workplace, identify common stressors, and develop effective coping strategies to overcome them. We will also discuss the significance of work-life balance and its impact on our overall resilience and well-being.

One exciting activity in this unit is a role-play on a job interview. You will have the opportunity to practise being both the interviewer and the interviewee. Through this role-play, you will refine your communication

skills, explore different interview scenarios, and gain insights into the hiring process. As part of the exercise, you will also learn how to deliver a mild and respectful denial to an applicant, providing constructive feedback while maintaining professionalism and empathy.

Throughout the unit, we will delve into various topics such as managing workplace stress, enhancing communication skills, and fostering positive relationships with colleagues. By mastering the vocabulary specific to resilience in the workplace, you will gain the confidence to effectively communicate and handle challenging situations.

To enrich our learning experience, we will also watch a content video titled "A Guide to Believing in Yourself (But for Real This Time)" by Catherine Reitman. This inspiring video will provide practical tips on building self-confidence and resilience in the workplace.

By the end of this unit, you will have mastered the vocabulary related to resilience in the workplace, developed coping strategies to manage stressors, and gained valuable insights into the hiring process through the job interview role-play. Get ready to enhance your professional resilience and thrive in the workplace. Let's embark on this transformative journey together!

## **Survey Based Introductory Discussion**

Follow the instructions for the discussion in Unit 1.

### **Survey questions**

Controlled Questions:

1. On a scale of 1-10, how often do you experience anxiety related to your work or studies?
  - a. Rarely
  - b. Occasionally
  - c. Frequently
  - d. Almost always
2. Which of the following do you find the most challenging at work or in your studies?
  - a. Time management
  - b. Dealing with difficult people
  - c. Completing tasks on time
  - d. Other (please specify)
3. Which coping strategies would you use to manage workplace stress? (Choose all that apply)
  - a. Exercise
  - b. Meditation or mindfulness

- c. Talking to a friend or family member
- d. Taking a break or vacation
- e. Other (please specify)

Open Questions:

1. In your experience, what is one example of a work-life balance challenge you have faced, and how did you address it? Please share your thoughts and any strategies you found helpful.
2. In your opinion, what are the most effective ways to manage work-related stress?

### Role-Play: A Job interview

1. Display to the class a set of profession-related words randomly scattered on a screen.
2. Divide participants into teams of 3-5 members and instruct them that they have to combine the words so that the word combinations make names of professions.
3. Explain that the students will be working in teams and conducting a job interview for one of the professions they will receive as a team.
4. Once the profession names are created and verified with the instructor, ask the teams to create a character who will be applying for a job. The character should have a background, skills, and experiences relevant to the profession applied for.
5. Randomly distribute the profession names to the teams, ensuring that each team receives a different profession (e.g., Marketing Analyst, Finance Administrator, Bubble Wrap Popper, Graphic Designer, Software Engineer, Unicorn Tamer, Human Resources Manager, Sales Representative, Space Tourism Guide, etc.).
6. Provide each team with a set of job interview questions they will ask their job applicant. These questions can be prepared in advance or generated through a random selection process.
7. Instruct the students that each team will select a set of questions for their character's job interview. They should choose questions that will allow their character to showcase his/her skills, experience, and suitability for the job. Think how you would deliver **a mild and respectful denial to an applicant**, providing constructive feedback while maintaining professionalism and empathy.
8. Give the teams some time (10-15 min) to plan and prepare for their job interview.
9. After the preparation time is over, each team will take turns performing their job interview for the whole class. Encourage them to stay in character and make the interaction as realistic as possible.
10. After each role play, provide an opportunity for the class to provide feedback and ask follow-up questions to the interviewee character. Encourage constructive feedback and observations on the strengths and areas for improvement in the role play.
11. Facilitate a summary discussion after all the role plays have been performed. Ask the teams to reflect on their experience, share insights gained, and discuss the importance of preparation and effective communication in job interviews.
12. Conclude the activity by highlighting key takeaways and offering any additional guidance or tips for successful job interviews.

### Optional Home Assignment: Write a Letter of Response to a Job Rejection

Instructions:

1. Imagine that you have applied for a position and received a rejection letter from the employer.
2. Write a letter of response expressing your gratitude for the opportunity to apply and your understanding of their decision.
3. Use this letter as an opportunity to showcase your professionalism, resilience, and positive attitude.
4. Feel free to express your continued interest in the company or position, while remaining gracious and respectful.
5. Reflect on the feedback or reasons provided for the denial and consider how you can improve or grow from the experience.
6. Edit and proofread your letter for clarity, grammar, and overall effectiveness before submitting it.

## **Content Video 1**

### **"The Happy Secret To Better Work" by Shawn Achor**

[https://www.ted.com/talks/shawn\\_achor\\_the\\_happy\\_secret\\_to\\_better\\_work](https://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work) [12:04]

#### **Discussion Questions:**

1. What is the "cult of the average" that the speaker refers to, and why does he believe it is problematic?
2. How does the speaker's personal anecdote about his sister falling off the bunk bed relate to the concept of positive psychology?
3. According to the speaker, what factors contribute to long-term happiness and success, and how can individuals cultivate these factors in their lives?

## **Content Video 2**

### **"A Guide to Believing in Yourself (But for Real This Time)" by Catherine Reitman**

<https://www.youtube.com/watch?v=jpRqbP9Nv9k> [13:13]

#### **Discussion Questions:**

1. What occupation did Catherine use to replace acting? How was it going ?
2. What is the name of her show? What is its purpose?
3. How do you understand the role of Aaron Sorkin in her speech?
4. Are you ready to say "yes" to your choices?

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## UNIT 10: SELF-CARE AND WELL-BEING

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Goals:

- Mastering the vocabulary related to self-care and well-being
- Identifying self-care needs and developing self-care plans
- Discussing the importance of self-care for resilience

Welcome to Unit 10: Self-Care and Well-being, where we will explore the crucial role of self-care in fostering resilience and maintaining overall well-being. In this unit, our primary goals are to master the vocabulary related to self-care and well-being, identify our individual self-care needs, and develop personalised self-care plans.

Taking care of ourselves is essential for building resilience and navigating life's challenges. By prioritising self-care, we can recharge, rejuvenate, and better cope with stress. Throughout this unit, we will delve into various self-care practices, such as mindfulness, relaxation techniques, physical exercise, and cultivating healthy habits. By mastering the vocabulary specific to self-care and well-being, you will gain a deeper understanding of these practices and their benefits.

As part of our interactive learning experience, we will engage in a group discussion about sports and games. This activity provides an opportunity to reflect on the lessons we can learn from sports, such as enjoying victories and gracefully accepting losses. We will explore how these principles can be applied to our own lives, promoting resilience and a positive mindset.

To enrich our understanding of self-care and well-being, we will also watch a content video titled "Why Having Fun Is the Secret to a Healthier Life" by Catherine Price. This video highlights the importance of incorporating enjoyable activities into our lives to promote well-being and overall health.

By the end of this unit, you will have mastered the vocabulary related to self-care and well-being, identified your unique self-care needs, and developed a comprehensive self-care plan. Get ready to prioritise your well-being and discover the transformative power of self-care. Let's embark on this journey to self-care and resilience together!

### Survey Based Introductory Discussion

Follow the instructions for the discussion in Unit 1.

### Survey questions

Controlled Questions

1. How often do you practise mindfulness techniques to manage stress?

- a. Daily
- b. Weekly
- c. Monthly
- d. Rarely
- e. Never

2. How often do you engage in physical exercise to reduce stress levels?

- a. Daily
- b. Weekly
- c. Monthly
- d. Rarely
- e. Never

3. Which of the following activities do you find most effective in reducing stress?

- a. Meditation
- b. Yoga
- c. Listening to music
- d. Reading
- e. Taking a walk

4. How often do you engage in physical activity per week?

- a. Less than 1 day
- b. 1-2 days
- c. 3-4 days
- d. 5-6 days
- e. Every day

5. How many hours of sleep do you typically get each night?

- a. Less than 5 hours
- b. 5-6 hours
- c. 6-7 hours
- d. 7-8 hours

e. More than 8 hours

6. How often do you engage in mindfulness or meditation practices?

a. Never

b. Rarely

c. Occasionally

d. Once a week

e. Multiple times a week

### Open Questions

1. What are some other strategies or activities that you use to maintain a healthy lifestyle and reduce stress?
2. What other techniques have you found effective in managing stress? Please share your experiences.

## Group Work: Sports and Games

Divide the class into 4 teams and let them choose the type of group activity, A or B:

### A. Group Discussion: The Impact of Sports and Games on Resilience

Instructions:

1. Assign a moderator for each group to facilitate the discussion.
2. Provide discussion prompts and questions related to the impact of sports and games on resilience.
3. Allocate a specific amount of time (10-15 min) to discuss each prompt.
4. After the discussion, reconvene as a whole group to share key insights and reflections.

*Discussion Prompts:*

1. How have sports and games played a role in your own personal development and resilience?
2. In what ways can participating in sports and games foster resilience and mental toughness?
3. Share an example of a sports or game experience where you faced challenges or setbacks and how you overcame them.
4. Discuss the benefits of teamwork and collaboration in sports and games and how it can contribute to resilience.
5. Reflect on the role of sportsmanship and fair play in building resilience and maintaining positive relationships.

6. How can the lessons learned from sports and games be applied to everyday life situations to enhance resilience?
7. Share any personal strategies or techniques you use to stay motivated and resilient in sports and games.

### **B. Role Play: Overcoming Challenges in a Sports Competition**

Instructions:

1. Assign each team a specific sports scenario where they encounter a challenge or setback.
2. Each team should role-play the scenario, with one participant taking on the role of the athlete facing the challenge and the other participant acting as a supportive coach, a teammate, a family member, etc.
3. Encourage participants to explore strategies for overcoming the challenge and providing encouragement and support.
4. After the role plays, reconvene as a whole group to discuss key insights and lessons learned.

Scenarios:

1. A basketball player who is struggling with shooting accuracy.
2. A swimmer experiencing a sudden loss of confidence before an important race.
3. A runner facing a physical injury during a marathon.
4. A tennis player struggling with mental focus and concentration.
5. A scenario of your own choice.

## **Content Video 1**

### **“Why Having Fun Is the Secret to a Healthier Life” by Catherine Price**

<https://youtu.be/iMBJrvEwv8s> [12:34]

**Discussion Questions:**

1. What is the dictionary definition of the word “fun”?
2. What are the three factors that make up the feeling of “fun”?
3. How does Price define playfulness?
4. How does Price define connection?
5. How does Price define flow?
6. What are 4 ways that fun benefits us?

7. What are ways to have more everyday moments of fun?

## Content Video 2

### "Why People Love Watching Sports" by Kate Fagan

[https://www.ted.com/talks/kate\\_fagan\\_why\\_people\\_love\\_watching\\_sports?utm\\_campaign=tedsread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/kate_fagan_why_people_love_watching_sports?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare) [14:31]

### Discussion Questions:

1. How do stakes and storylines in sports contribute to fan investment and engagement? Can you think of any specific examples that illustrate this?
2. In the media coverage of women's sports, why do you think some lesser-known moments receive less attention compared to major events? What impact does this have on fan engagement and the growth of women's sports?
3. How can sports organisations and media outlets enhance the promotion and coverage of lesser-known moments in women's sports? What strategies can be employed to increase fan investment and create a more inclusive and diverse sports landscape?

# PART 2. INDEPENDENT WORK

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## Unit 1: Introduction to Resilience

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- Mastering the vocabulary related to resilience and coping mechanisms

### Breakdown

#### 1 Read these extracts 1-3 from defect policy statements.

1. In the case of product **failure**, please contact the number below to obtain a return code. Please return the **defective** unit to us in its original packaging together with a description of the fault and a note of the return code.
2. If you are not completely satisfied with the quality of our products or if the packaging is **damaged**, please retain the product and the packaging and return to the address above within 48 hours of receipt. Please include a note about the nature of the problem and state whether you would prefer a refund or replacement.
3. Products may be returned for product dissatisfaction, size changes and manufacturer **defects** if a product is damaged we will pay for shipping.

#### 2 Match the words in bold from the texts in 1 to definitions 1-4.

1. with a mistake or fault in it:
2. harmed or spoiled:
3. a mistake or fault:
4. case of something not working / functioning as expected:

#### 3 Match 1-8 to a-h.

1. The campaign has gone wrong
  2. We can't do any work on our computers at the moment
  3. We didn't get the products in time for Christmas
  4. It has definitely broken down
  5. I need to exchange my new keyboard
  6. I can't open this file
  7. There must have been a misunderstanding
  8. We'll have to use the stairs
- 
- a. because it's faulty - the space bar doesn't work.
  - b. because the lift is out of order.
  - c. because the product has a major flaw and it won't be ready in time for the launch.
  - d. because I asked for 40 but I got 14!
  - e. because our supplier let us down. They are very unreliable.
  - f. because the format of it is incompatible with the software I use.
  - g. because the server is down. There must be a bug that needs to be fixed.
  - h. because it won't do anything and this red light is on.

#### 4 Complete these sentences with words from the list. You will need to change the form of the words.

*fault / rely / break / understand / defect / damage / fail*

1. Poor translation caused a major \_ between the parties
2. The job advertisement was a \_. It didn't produce any suitable applicants.
3. It broke down because of a \_ contact in the electrical circuit.
4. These communication \_ between departments are becoming a real problem.
5. We can't have anyone \_ on the team. We need to depend on each other 100%.
6. The screens on all of these calculators are cracked. They were probably \_ during transportation
7. I don't believe it! We've had yet another delivery of \_ goods from that supplier. We won't be using them again.

**Sample answer:** 1 misunderstanding

**5 Complete this email with the correct answer from the options in 1-7.**

Dear Help Desk,

I really need your help. I'm trying to use a disk on my computer, but it keeps going (1). I think it could be that the disk is (2) with my computer, or maybe the CDROM driver is out of (3). It could even be a (4) in the program or a (5) on the disk. It would be great if you could fix the problem as soon as possible. I need to use the disk today because I know that the system will be (6) tomorrow for maintenance. Please don't (7) me down.

Best regards,  
Joe Morris

1. a up b wrong c away 2. a included b incomplete c incompatible 3. a touch b time c order 4. a bug b rug c plug	5. a patch b spot c flaw 6. a off b down c up 7. a let b put c got
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**Sample answer:** 1 b

## Unit 2: Self-awareness and Mindfulness

- Mastering the vocabulary related to mindfulness and self-awareness

### Performance

#### 1 Read the article.

#### Employee of the month scheme at Elmgrove Park Hospital

The employee of the month scheme, which recognizes the work of individual staff, has been very successful. Howard Lawrence, Associate Director of the hospital trust is not surprised by this. 'At Elmgrove Park Hospital we have fantastic, **enthusiastic** staff who are highly **motivated** to ensure that each patient is relaxed and comfortable during their stay', he says.

Nominations can be submitted either by members of staff or by patients. Since the scheme was launched in 2003, the winners have included:

James Briggs, ward assistant: April 2006. James was nominated for showing exceptional commitment to all aspects of his work and for being **flexible, patient, and helpful** at all times.

Nathan Wells, porter: March 2006. Nathan was chosen not only for being **hard-working, dependable, fast, and efficient**, but more importantly for his sunny personality.

Ana Suarez, clinical nurse specialist: December 2007. Her colleagues nominated Ana for being **caring, understanding, and dedicated**, not just to clients, their partners, and families, but also to the staff in the department.

**2 Here are some nominations for employee of the month. Match the adjectives in bold in the newsletter in 1 to these descriptions. You may use more than one adjective if necessary.**

1. Paula is able to adapt to any changes or deal with any new situation.
2. You never see him relaxing. He's always doing something.
3. Samuel really wants to help customers and the people he works with.
4. Even with difficult customers, he'll listen for as long as it takes.
5. She's positive about any new idea. I've never heard her complain.
6. Inga is always punctual and never off work.

**3 Turn these adjectives into nouns by changing the endings of the words.**

*patient dedicated punctual confident flexible creative motivated dependable enthusiastic ambitious*

- 1 -ce:
- 2 -ion:
- 3 -iasm
- 4 -tty:

**4 Match the adjectives in the list to comments 1-7.**

*confident / punctual / hard-working / patient / enthusiastic / ambitious / creative*

1. I like his original ideas and new ways of approaching things.
2. She doesn't seem to have any doubts about her abilities.
3. I think they'll both do anything to get to the top.
4. It's important, as a manager, to spend time listening to your employees and not expect them to always get things right the first time round.
5. He's always the first one in and the last one out, at work. You never see him resting.
6. Whatever the plan, she's always smiling and ready to try it out.
7. Workers in this country are never late for work. It's considered very bad.

**Sample answer:** 1 creative

**5 Complete these sentences by finishing the words.**

1. People like doctors and nurses must be so dedicate\_ to their work.
2. I'm not convinced about the depend\_ of this machinery. It's very old.
3. We're a car\_ company, where the customer is number one.
4. You need a lot of motivate\_ when you're self-employed.
5. May I say how help\_ all your staff have been today. Thank you very much.
6. They say that women are able to do more than one job at a time and are more flexib\_ than men.
7. He's young and has lots of enthusias\_, so we should probably spend time and money on training him.

**Sample answer:** 1 dedicated

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## Unit 3: Positive Thinking and Gratitude

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- Mastering the vocabulary related to positive thinking and gratitude

### Success

Success starts from within. Unlock the power of your mind and cultivate a success-oriented mindset that will fuel your ambitions and drive you towards achieving your goals. Learn how to overcome challenges, stay motivated, and tap into your unlimited potential.

#### 1 Read the article.

#### A perfect product

It has been an enormously important product over the ages. Its qualities of strength, light weight, and softness make it the perfect material for products such as quality clothing, parachute material, medical sutures, racing bike tyres and even a wide variety of cosmetic products like moisturiser and shampoo. But silk has not always been readily available.

The Chinese jealously guarded the mysteries of silk production until (so one of the legends goes) two monks **came across** some silkworm eggs and **managed** to smuggle them out of the country, risking their lives, but taking the **know-how** with them as far as Byzantium.

The secrets of silk gradually spread through India and the Middle East, reaching Europe, where Italy was the first European country to **succeed** in establishing a successful silk manufacturing industry in the thirteenth century. France then borrowed the **expertise** of the Italian workers to create its own silk industry.

It was not easy to get the secrets of silk manufacturing out of China. But, in today's business world, it's far easier to share knowledge and skills, and to **find out** about new products or techniques. By **searching** on the Internet or even jumping on a plane to the other side of the globe, it is possible to **look for** ways of improving products, without endangering the lives of the people who make the discovery.

#### 2 Match words or phrases in bold from the text in 1 to definitions 1-4.

1. skills / knowledge:
2. achieve / become able to:
3. discover:
4. try to find:

#### 3 Match a word from A to a word from B to make *adjective + noun phrases*.

A		B	
complete	great	disaster	triumph
absolute	amazing	flop	waste of time
total	real	achievement	success
significant		breakthrough	

1. I suppose I feel a bit sorry for him. I'm sure he didn't expect it to be such an absolute flop. Everything went wrong from start to finish - it really was a total disaster. I didn't learn anything new and it was just so boring! I wish I hadn't gone. It was a complete waste of time.
2. They've worked really hard on this and finally it looks like they've made a significant breakthrough. Everyone is very excited about it and we are sure it's going to be a great success in the not too distant future.
3. What an amazing achievement! Nobody thought they'd be able to do it. It's hard to believe they managed to complete such a huge project in only six months. It's a real triumph.

**4 Choose the correct answer from the options to complete these sentences.**

1. Can you help me \_ my briefcase? I don't remember where I put it.  
 a look into  
 b look for  
 c find out
  
2. We \_ to finish the report by working all night.  
 a could  
 b succeeded  
 c managed
  
3. It was totally unexpected - we \_ some documents about the founding of the company.  
 a came across  
 b found out  
 c looked for
  
4. Scientists have \_ in producing a substitute for natural rubber.  
 a succeeded  
 b managed  
 c been able
  
5. They are still \_ for new energy sources.  
 a searching  
 b finding out  
 c coming across
  
6. We need to find someone with management \_ to run the training session.  
 a expertise  
 b skill  
 c achievement

**Sample answer: 1 b**

**5 Match a word from A to a word from B and complete sentences 1-5.**

<b>A</b>	<b>B</b>
absolute / amazing / significant / great / complete	success / breakthrough / flop / achievement / waste of time

1. The conference was an \_. Only five people came to my presentation.
2. The trip was a \_ I spent three days there and found out nothing.
3. There has been a \_ in negotiations for the new site.
4. The sugar-free version has been a \_. Sales have doubled in three months.
5. Salesperson of the year three years running! What an \_! Nobody has ever managed it before.

**Sample answer: 1 absolute flop**

## Unit 4: Goal Setting and Planning

- Mastering the vocabulary related to goal setting and planning

### Projects

**1 Read and complete the phrases in column A. Then work with a partner. Take turns to cover column A while your partner tests you using the definitions in column B.**

*Example:*

A. How can you say 'finish on time'?

B 'Meet the deadline'?

A Yes.

A	B
1. _ the deadline	= finish on time
2. fall _ schedule	= make slow progress
3. catch _	= get back to the original schedule
4. be back _ track	= work to the predicted schedule
5. finish _ schedule	= finish before the planned date
6. _ resources	= make use of people, money, time
7. stay _ budget	= spend the right amount of money
8. _ tasks	= give people different responsibilities
9. get _ a task	= do a job
10. _ updates	= receive reports on progress

So this is my project - a centre for senior citizens. We have to finish by the end of the week, and I think we'll meet the deadline. We fell behind schedule because of the Thanksgiving holiday, but we managed to catch up last week and we're back on track now - we may even finish ahead of schedule.

It was hard at first, knowing how to allocate the sources - you know - who does what, when, how much it will cost, stuff like that. I have managed to stay within budget, but only just!

I think the key thing I've learnt is the importance of delegation. I try as much as possible to delegate tasks and trust people to get on with them. If I tried to do everything myself, we'd never finish on time. Teamwork is essential and I get updates from people every two days, so that I don't lose control of the project.

I'm very happy with the project - so far, things are going according to plan. So, fingers crossed for the last few days.

**2 Put the letters in brackets in the right order to find words that match these definitions.**

1. something available to exploit and use: (ESCRORUSE)
2. timetable of activities: (CSEHDLUE)
3. news on how something is progressing: (UTEPAD)
4. money spending plan: (BDTUGE)
5. the last day for finishing a piece of work or project: (ADENDELI)
6. working together: (EAWKTMRO)
7. practical abilities: (LSIKLS)

**Sample answer:** 1 resources

**3 Match 1-8 to a-h.**

1. It's always difficult to allocate
2. You need to learn how to delegate
3. What I like about my boss, is she always lets me get

4. We're falling
5. It's difficult to stay within
6. If we continue like this we should meet
7. Hi Melinda, it's Hanna. I need to get an
8. I'm sure we'll be able to catch

- a. resources - skilled staff are in short supply.
- b. behind schedule, so we all need to work this weekend.
- c. update on how the project is progressing.
- d. tasks - you can't possibly do everything yourself.
- e. up - there are three more weeks left.
- f. on with my work on my own.
- g. budget - we always overspend.
- h. the deadline without too much trouble.

1 a

#### 4 Complete this email with the correct form of a suitable word from 3 above.

Dear Jan,

I'm afraid it looks like we are not going to be able to meet (1) next Friday. We've fallen behind (2) because we were not (3) sufficient (4). We need more (5) with the appropriate skills to be put on the project immediately. Of course, this does mean that we won't be able to stay within our (6) either. I will send you an (7) after our team meeting this afternoon to let you know what is decided.

Very best wishes,  
Gerald

### Innovation

#### 1 Read the article.

#### Food for Thought

The Breakthrough Café is the **brainchild** of Mitchell Ditkoff and John Havens. The aim is that customers will have at least one '**a-ha**' **moment** during everything that is a combination of 'party, restaurant, and brainstorming session'.

Over a three-course meal, customers begin by meeting each other and reading their name badges. The name badge also contains the words: 'How can I ...?' Each customer completes this with a question about an idea or **obstacle** in their life. For example, 'How can I start my own catering business?', 'How can I find someone to invest in my **prototype**?', 'How can I get a new job?' As well as discussing and giving advice to each other, there are 'innovators' who serve food and drink, but also act as **facilitators** to encourage **innovative** ideas.

Ditkoff explains how he first **came up with** the **concept**. 'I've asked thousands of people: "Where do you get your best ideas? What is the **catalyst**?" Less than one per cent of people say they get their ideas at work. They get their ideas when they are happy, away from the office, late at night, and in the company of friends.'

#### 2 Match the words in bold from the text in 1 to definitions 1-9.

1. an idea for something new:
2. an idea or invention of one person or group of people:
3. new and original:
4. when you suddenly realise or understand something:
5. people who help you:

- 6. something to cause change:
- 7. think of a new idea or plan:
- 8. something stopping you:
- 9. the first form of something new:

**3 Tick (✓) adjectives each speaker uses to describe the three categories in the table.**

	<i>Job / Company</i>	<i>Technology</i>	<i>Idea</i>
dynamic original reliable revolutionary simple sophisticated traditional			

	<i>Job / Company</i>	<i>Technology</i>	<i>Idea</i>
dynamic original reliable revolutionary simple sophisticated traditional	✓		

**Conversation 1**

A: I have a good job with a good income, and my employer is fine - a bit traditional, but they've always been very reliable. But I really need a change. I want a job that's ... well, more exciting and more dynamic.  
 B: Maybe you need to come at this differently.  
 A: How do you mean?  
 B: Well, why not try to make the company you work for a bit more up to date? Make it the kind of place you really want to work in...

**Conversation 2**

A: Hello. Sorry, what's your name? I can't read your badge.  
 B: It's William.  
 A: Hi, William. What's your question?  
 B: Well. I've come up with a revolutionary idea for cleaning the house, but I want to know how I can sell it.  
 A: That's interesting. I'm in the sales business. What's your product?  
 B: Well, it's a prototype at the moment. But it's a sophisticated piece of technology that allows you to monitor the level of dirt in the home. It all came about when I was cleaning the carpets one day...

**Conversation 3**

A: Well, I've always wanted to start my own business, but I always come to the conclusion that I can't do it.  
 B: What kind of business were you thinking of?  
 A: Well, I had this idea the other day when I came across an article in the paper. It's simple really - and not very original - but this person had started a home-catering company from their own kitchen - you know, cooking for dinner parties or preparing buffets at weddings. That kind of thing. The article said there's a lot of money in it.

B: It's funny, but I think I read the same thing. I even said to my husband I should do something like that.

A: Really?

#### 4 Complete the text with the correct answer from the options in 1-9.

##### The teenage entrepreneur

In many ways, the company Doherty Preserves looks like your typical local food company, with a simple (1) and (2) customer base. It sells a (3) range of marmalades, jams and fruit preserves, based on old recipes, to delicatessens and local markets. And like every other food business these days, the company is aiming to reach a more health-conscious consumer, so not a (4) idea.

What is surprising, is that the company was the (5) of a 14-year-old. Now aged 16, Fraser Doherty first (6) with the idea of selling preserves when his grandmother taught him a secret recipe for marmalade. This was the 'a-ha' (7) for Fraser and within weeks he'd begun selling to the neighbours. From there he employed friends to sell door-to-door on a commission basis.

Such (8) from one so young might be put down to a good education, but Fraser says, 'It's a million miles away from what I learnt at school.' Similarly, the (9) of money has never proved a problem, 'I don't concern myself so much with profits and productivity - what's important to me is improving quality and customer satisfaction.'

- |                    |                 |                    |
|--------------------|-----------------|--------------------|
| 1. a prototype     | b catalyst      | c concept          |
| 2. a reliable      | b dynamic       | c original         |
| 3. a traditional   | b revolutionary | c state-of-the-art |
| 4. a revolutionary | b reliable      | c simple           |
| 5. a facilitator   | b brainchild    | c invention        |
| 6. a came across   | b came out      | c came up          |
| 7. a time          | b minute        | c moment           |
| 8. a breakthrough  | b innovation    | c reliability      |
| 9. a obstacle      | b prototype     | c brainchild       |

Sample answer: 1 c

#### 5 Put the letters in brackets in the right order to find words that match these definitions.

1. something that gets in the way: (OSALTBCE)
2. the first form of something new: (ROPETPTOY)
3. an idea for something new: (OCNEPCT)
4. something is this when you can depend on it: (ELREIBLA)
5. not complicated: (EMSLIP)
6. new and original: (NNAIOVIVTE)
7. something is this when it can change the way things are done or thought about: (AEVYROONLTUIR)

Sample answer: 1 obstacle

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## Unit 5: Communication and Assertiveness

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- Mastering the vocabulary related to communication and assertiveness

### Working together

#### 1 Match the words in A to the words in B to make phrases.

A		B	
take	common	skills	closely
team	form	forces	venture
work	joint	responsibility	goals
join	mutual	benefit	player
complementary	shared	alliances	ground

**2 Work with a partner. Match the phrases you made in 1 to definitions 1-10.**

1. when two people have different abilities that work well together:
2. come together to form a team:
3. put yourself in a position to be blamed if something goes wrong:
4. advantageous to both sides:
5. make partnerships:
6. have a strong working relationship with:
7. project that is being worked on by two or more parties:
8. similar objectives:
9. someone who works well in a team:
10. similar ideas or experience in something:

**Harriet:** OK, so this is Geri. Let's have a look at her responses.

**Conrad:** OK, then. Statement one. She disagrees with that. That's good, isn't it? I mean, we want someone who takes responsibility for their own work.

**Harriet:** Mm, yeah, absolutely. And two. She put 'agree'. That's rather worrying - we want someone who's a team player, and who can work closely with other people.

**Conrad:** Yes, but even team players have to work on their own.

**Harriet:** Yes, but she will have to join forces with other people quite regularly. I just wonder if she'll cope with that. Anyway, what about three? She put 'agree'. For me, that's a good answer - she recognizes the importance of people having complementary skills.

**Conrad:** Yes, I agree with you. Number four? Oh, 'agree' again. That's not so good.

**Harriet:** No, not good at all - especially as our department is about finding common ground between people and forming alliances. It's definitely not about one side winning.

**Conrad:** Do you think she wants to show us she's competitive? I mean, everyone knows that for a joint venture to work well it has to be of mutual benefit.

**Harriet:** ... Um, so they can achieve their shared goals. Yes, maybe. Let's look at the last two, shall we? So, five, she agrees with that, that's good.

**Conrad:** So she's open to suggestions.

**Harriet:** And six? She said 'agree'. Maybe she has problems trusting her colleagues. I'm not too happy about that.

**Conrad:** Um, me neither. I think we should address this point in the interview...

**3 Match 1-10 to a-h.**

1. In my opinion, we need to *join*
2. We have a *shared*
3. They have *complementary*
4. We'll need to *work*
5. I think if we work together, it will be to our *mutual*
6. We want someone who is a *team*
7. It's time for the company to *take*
8. The team isn't working well together. We need to find some *common*
9. The two companies want to start a *joint*
10. Telecommunications companies often try to *form*

- a. *alliances* with web companies to enter the broadband market.
- b. *responsibility* for its actions.
- c. *goal* - together we want to become the new market leaders.
- d. *ground* between everyone.
- c. *venture* in China.
- f. *closely* on this project, so that nothing goes wrong.
- g. *skills*. Hannah is a brilliant sales person and Cindy is an excellent administrator.
- h. *benefit*.
- i. *forces* with a local partner in order to get the contract.
- j. *player*, not who only wants to work on their own.

Sample answer: 1 i

**4 Match the collocations in *italics* from 1 to these definitions.**

- 1. to get together with somebody else to do something:
- 2. to accept a duty to do something, or to accept blame for something:
- 3. a person who is good at working with other people:
- 4. to do something alongside someone else:
- 5. abilities that work well together:
- 6. interests and aims that you share with someone:
- 7. to make an agreement to work together to achieve something everyone involved wants:
- 8. a new business that is started by two or more companies:
- 9. a positive effect that something has on two people or two groups:
- 10. an objective that is the same as someone else's objective:

Sample answer: 1 join forces

**Processes**

**5 Choose the correct answer from the words in *italics*.**

- 1. All our jackets are made out *from / of / with* leather.
- 2. If you mix hydrogen *into / with / from* oxygen, you get water.
- 3. They pick *off / out / up* the bins about once a week and take them to the recycling centre.
- 4. Put your coin *at / through / in* this slot to get coffee.
- 5. The paper is fed *off / into / up* the printer at this end.
- 6. There are three main *stages / places / areas* to this procedure.
- 7. The *last / end / big* product is sold all over the world.

Sample answer: 1 of

**6 Put the stages of advertising on a search engine website in the right order 1-6.**

- a. First of all, you need to say where your customers are located and what language the advertisement will be in.
- b. The basic procedure is simple - just follow the steps on the search engine's web page.
- c. Finally choose how you are going to pay for your ad.
- d. Having written it, you need to choose the keywords that describe your business.
- e. There are essentially four main stages.
- f. Then you need to write your ad.

Sample answer: 1 b

**7 Complete this text with words and phrases from the list.**

*having / essentially / you're ready to / basic procedure / there are / once you've done / first of all*

The (1) is quite simple and (2), (3) three main stages. (4), insert the disk. Then, the computer will automatically start to load the software. If it asks you any questions, just click 'yes' or 'next'. (5) loaded it all, you'll probably have to restart it. (6) all that, (7) go online.

**Sample answer:** 1 basic procedure

## Unit 6: Problem-solving and Decision-making

- Mastering the vocabulary related to problem-solving and decision-making

### Security

**1 Read these articles.**

#### Credit agency reports security breach

More than 1,400 Canadians have been notified of a major security breach at Equifax Canada Inc., a national consumer-credit reporting agency. According to reports, unauthorised access was gained to the personal, detailed credit files which contained social insurance numbers, bank account numbers, home addresses, and job descriptions. With identity theft in Canada rising in one year from 8,100 to 13,000 reported cases, the industry is once again asking how to safeguard databases against identity theft, and deter people from entering the system without passwords.

#### Burglar doing 'overtime'

Police arrested a man last week for stealing from his company's warehouse. Over a period of three months, the employee used his own security pass to open up the warehouse in the middle of the night and load a van in full view of security cameras. The boxes contained DVDs and CDs. When police questioned security staff, who were paid to monitor for such activity, they said, 'We thought he was just doing overtime.' A member of staff finally reported the man when he saw him selling DVDs in a street market on a Saturday afternoon.

The company has decided to review its security procedures.

**2 Find the words in the articles to put into these categories.**

<i>Security measures</i>	<i>Security breaches</i>

<i>Security measures</i>	<i>Security breaches</i>
password	

**3 Find the verbs in the articles to complete these *verb + preposition* phrases.**

<b>1</b>	<b>2</b>	<b>3</b>
insure / protect / etc + against	stop / prevent / etc + (someone/something) from	check / scan / etc + for

**4 Look at these extracts from a credit card company information leaflet. Use a *verb + preposition* phrase from 3. Then work with a partner and compare your answers.**

1. You can \_ your card \_ loss for as little as €1 per month.
2. To \_ anyone else \_ getting your card by mistake, all cards are sent by recorded delivery.
3. \_ the envelope \_ any signs that it might have been opened before you accept the delivery.
4. To \_ anyone else \_ using your card, make sure you sign it immediately.
5. To \_ fraud, never write your PIN (Personal Identification Number) down - keep it in your head.
6. Make sure you \_ your monthly bank statement \_ any unauthorised use of your card.

**5 Choose the correct answer from the words in brackets.**

**Security fears stop network administrators (1 from / against) sleeping**

A new survey shows that many of the people who look after our networks can't sleep at night. Around 35% of network administrators say that monitoring the network (2 of / for) security breaches and preventing hackers (3 from / by) entering the system are major concerns. Another 24% lose sleep over how to safeguard (4 against / with) the latest virus.

Many network administrators said they had little or no budget for training users in proper security practices on the computer. This might include learning ways to protect (5 for / against) hacking or checking (6 for / of) malicious programs.

**Sample answer:** 1 from

**6 Use a word from A and a word from B below to match definitions 1-8.**

<b>A</b>		<b>B</b>	
security	antivirus	machine	measures
unauthorised	X-ray	number	TV
security	PIN	software	breach
CC	identity	theft	access

1. actions taken to deter people like hackers or thieves:
2. stealing people's personal information and using it:
3. without the right to look at or use something, e.g. personal information, on a computer:
4. a secret code used to gain access, e.g. at a cash machine:
5. it allows you to see inside bags:
6. when something that is usually protected, is no longer secure:
7. a system to allow you to watch what is happening in other parts of the building:
8. it protects your computer from attacks via email or the Internet:

**Sample answer:** 1 security measures

**Decisions**

**7 Franz is taking an interview. Complete these words.**

1. a discussion where different expert opinions are heard before a decision is made: con\_
2. an argument or open conflict: con\_
3. something you agree to accept or do in order to reach an agreement or end an argument: con\_
4. an agreement where you get part of what you want: com\_
5. general agreement between a group of people: con\_

**Interviewer:** What's your company like, Franz?

**Franz:** Well, it's a large company. We're a major car manufacturer.

**Interviewer:** And how are decisions made?

**Franz:** Well, in a traditional way, I would say. Senior managers make decisions and expect everyone else to follow.

**Interviewer:** With no consultation?

**Franz:** Not really. Not what I would call consultation.

**Interviewer:** So what happens if the workforce doesn't agree?

**Franz:** Well, the union is quite strong, so it can give the workers' point of view.

**Interviewer:** And does this lead to strikes?

**Franz:** No, not very often. Generally, everyone tries to avoid confrontation. Both sides make concessions and they reach some kind of compromise, you know, a consensus which is more or less acceptable to everyone.

**8 Stella is taking an interview. Match words from the list to definitions 1-9.**

go for brainstorm options	in favour of majority hierarchy	backing put forward carry out
---------------------------------	---------------------------------------	-------------------------------------

1. the power and decision-making structure of an organisation:
2. generate ideas imaginatively and energetically:
3. present / propose:
4. choices / alternatives:
5. support / approval:
6. most of the people:
7. for, not against:
8. choose:
9. perform / execute:

**Interviewer:** So, Stella, how are decisions made?

**Stella:** Well, we're organised on democratic principles - no one's in charge and there's no hierarchy. We have regular meetings where we brainstorm ideas. You know, we work together and generate lots of different ideas and suggestions - everybody has the right to put forward ideas and proposals. Then we examine the options in detail and decide which one should get our backing.

**Interviewer:** So if the majority's in favour of it, then it goes ahead?

**Stella:** Not exactly. We'll only go for something if there's a two-thirds majority.

**Interviewer:** And is it successful?

**Stella:** We like it, it works for us. I'm always happier carrying out a decision in which I've had some sort of say.

**9 Match the verbs in A to the nouns in B to make phrases. There is sometimes more than one combination. Then compare your answers with your partner's.**

A			B		
put forward	make	carry out	your mind	an idea	a say
have	reach	avoid	major	confrontation	ideas
express	evaluate	make up	decisions	a suggestion	an opinion
			a consensus		

**Aidan:** Basically, a lot more people are involved in the decision-making process. It usually starts with middle managers who put forward an idea for something.

**Interviewer:** What would be the change they'd like to introduce?

**Aidan:** Yes. And, what they do is they produce a document which goes to everyone who might have a say. As the document is passed around, people express their opinions, or make suggestions until they reach a consensus.

**Interviewer:** Right.

**Aidan:** And eventually it moves up the management spiral to senior managers who carefully evaluate the ideas in the document before making a final decision.

**Interviewer:** So, it's quite a long process.

**Aidan:** True, it does take a lot of time, but the big advantage is that we can carry out major decisions and avoid confrontation at the same time. We also avoid a lot of the problems which happen when you make up your mind too quickly.

**10 Complete these minutes of a meeting with words and phrases from the list.**

*majority / put forward / backing / carry out / hierarchy / brainstorming*

All levels of the firm's (1) were represented at the meeting. The meeting began with a (2) session in small groups, after which a spokesperson from each group (3) its three main proposals. A lively discussion followed, in which a large (4) supported a 'first come, first served' approach to parking. A proposal to have a new self-service canteen was less popular and only received the (5) of a third of those present. It was agreed that senior management would decide whether to (6) these decisions at their next meeting.

**Sample answer:** 1 hierarchy

**11 Match 1-6 to a-h.**

1. He'll do anything to avoid	a a consensus at today's meeting.
2. It's important to reach	b ideas and presenting clear summaries.
3. It's time for us to make up	c a concession without getting something in return.
4. Have you made	d a compromise, which pleased nobody.
5. Don't bother expressing	e a decision about my holiday request, Paula?
6. Rule one is never to make	f a confrontation. He hates arguments.
7. They finally reached	g our minds about which system to adopt.
8. She is very good at evaluating	h an opinion. He just expects you to agree.

**Sample answer:** 1 f

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## Unit 7: Resilience in Relationships

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- Mastering the vocabulary related to relationships and resilience

### Customers

**1 Complete these sections of a website homepage with verbs from the list.**

*requirements / care / satisfaction / services / expectations*

#### We're here to help

Whatever you require, our call centres are open to assist you with all issues concerning our products and (1).

#### The design team

Our in-house design team assesses the proposed area of development to give the best layout of equipment, it then monitors every stage of the installation for completion (2).

#### After-sales

The After-Sales Service extranet site provides online (3) and support 24/7.

### Technical support

Our technical support team ensures that the equipment is always in perfect working order and matches your (4).

### Tailor made courses

We tailor our courses to meet the specific (5) of our clients, with in-house training courses.

### 2 Which sections of the website in 1 should these customers click on?

- 1 I want to download a copy of the instructions for your treadmill.
- 2 We're interested in having a small gym for employees in our office building but I don't think there's space for it.
- 3 Would it be possible to get some more information about your products?
- 4 I'd like all of my staff to understand how the machines work.
- 5 I can't seem to change the speed of the treadmill.

### 3 Complete this table.

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>
1	serve	–
2	satisfy	satisfied
3	supply	supplied
4	care	caring
5	expect	expected
6	require	required
7	produce	–

### 4 Complete this text with the correct form of words from the table in 3.

Customers always (1) a company to (2) them with top-quality goods and (3). They are (4) if their (5) are met. If their (6) are not met, however, it is the role of the customer (7) department to try to sort out any problems. If the customer is efficient and helpful (8) and feels that the company really (9) about them, this will result in a happy customer who is more likely to buy the company's (10) and services again.

### 5 Complete these questions with the correct form of words from the website sections in 1 to match the words in brackets.

1. What kind of customers do you (help)? What do they usually (need)?
2. How do you (evaluate) their needs?
3. Is there a department at your company which continually (checks) customer service?
4. What do you think is one way to (guarantee) customer satisfaction?
5. Are you able to (give) 24-hour-a-day support to your customers?
6. Is it important to be able to (adapt) your products or services?

Sample answer: 1 assist

### 6 Complete these sentences with words from the list. You may need to change the form of the words.

*care / serve / require / help / expect / satisfy*

1. All your staff are very \_. Whenever I have a problem, there's always someone waiting to sort it out.
2. First of all, I need to find out about your \_. What exactly do you need?
3. I'll just put you through to customer \_. They should be able to help you.

4. In this company we really \_ about our customers and were always thinking of how we can keep them happy.
5. The results show that we're not always matching up to people's \_.
6. We regularly do market research to find out about levels of \_ with our products.

**Sample answer:** 1 helpful

**7 Choose the correct answer from the words in *italics*.**

1. We usually *assess* / *adjust* your progress by having tests once a month.
2. This questionnaire allows us to find out about you and *tailor* / *monitor* the course to your needs.
3. We *check* / *guarantee* complete satisfaction, or your money back.
4. Is there a way to *provide* / *evaluate* the success rate of the training?
5. How will you *care* / *ensure* the safety of the passengers?
6. To increase your heart rate while running, just *adjust* / *serve* the level of difficulty on the control panel.
7. We *satisfy* / *provide* sports equipment to the biggest names in the industry.

**Sample answer:** 1 assess

**8 Match the words from the list to these definitions.**

*evaluate / adapt / guarantee / services / satisfy / care*

1. something companies supply - not products:
2. to make sure of something:
3. to judge / assess something:
4. to change something to suit a particular need:
5. to look after:
6. to make someone feel pleased and contented:

**Guests & visitors**

Seville is an important destination for business travellers. It hosts many conferences and exhibitions. The local chamber of commerce is doing a survey at the airport to find out why business travellers come to Seville. Listen to two interviews.

**Interviewer:** Can I ask why you have come to Seville?

**Traveller:** Actually, I'm on a research trip. I'm looking for somewhere to hold our next European conference.

**Interviewer:** Oh, really? So, what does that involve?

**Traveller:** Well, visiting different venues, you know, hotels and exhibition centres that could host a big event, and looking at their facilities. I also need to find out about the entertainment a city like Seville can offer - opportunities for sightseeing, the nightlife...

**Interviewer:** Oh, the nightlife is very good - there are lots of restaurants and bars. And where are you staying?

**Traveller:** At the Patio. It's a small family hotel in the centre, opposite the cathedral.

**Interviewer:** Yea, I know it, it's a very nice place. It's very well known for its hospitality.

**Traveller:** That's good.

**Interviewer:** So, is it all business, or will there be time for pleasure?

**Traveller:** Well, a little bit of both, I hope. If I have time, I'll maybe go on an excursion to Cordoba. I'd also like to try some local specialities in the restaurants, and to do some shopping and buy a few souvenirs too.

**9 Match the words from the list to definitions 1-10.**

<i>conference</i>	<i>exhibition</i>	<i>venue</i>	<i>hospitality</i>	<i>sightseeing</i>
<i>entertainment</i>	<i>excursion</i>	<i>facilities</i>	<i>nightlife</i>	<i>speciality</i>

1. visiting interesting buildings and places as a tourist:
2. a large meeting where people with the same work or interests come together:
3. the place where a conference or a big event is held:
4. space, equipment, and services provided (e.g. by a hotel):
5. friendly and welcoming behaviour to guests:
6. a type of food or product that a restaurant or place is famous for:
7. things to do in the evening (e.g. bars, restaurants, etc.):
8. somewhere you go to see different products or works of art:
9. a short, organised trip made for interest or pleasure:
10. activities which people do for fun and relaxation:

**10 Match a word from A to a word or phrase from B to make a new phrase. Then match each new phrase to pictures a-h.**

<b>A</b>		<b>B</b>	
freshen	meet	out	(someone) up
pick	show	around	in
look	drop	(someone) off	up with
check	eat	up	(someone) around

**11 Complete this review of a hotel.**

HOTEL REVIEWS

This first-class hotel and conference centre welcomes guests from all over the world. Its (1) are second to none. There are 300 ensuite rooms and five apartment suites. For business guests, they have ten meeting rooms, two of which are big enough to be used as (2) halls.

They also organise events for the guests - a guided (3) around the town centre provides a popular evening (4) for those who enjoy a bit of (5). For a quieter time, they serve regional (6) every evening in their four-star restaurant. All in all, this is a top class (7) for business or for pleasure.

**Sample answer:** 1 facilities

**12 Replace the words in brackets with one of the verb phrases from the list. Add a pronoun if you need to.**

<i>go out</i>	<i>drop someone off</i>	<i>meet up with</i>	<i>eat out</i>
<i>pick someone up</i>	<i>freshen up</i>	<i>show someone around</i>	<i>check in</i>

**Pedro** It's difficult to park here. Can I (1 stop and leave you) in front of the hotel?

**Sabrina** Sure, I'll (2 register) and then I'd like to (3 have a wash, and change my clothes).

**Pedro** If you like, tonight I can (4 give you a tour of) the old city. We could (5 eat in a restaurant) by the port.

**Sabrina** That sounds great! I'd rather (6 leave the hotel) than stay in my room.

**Pedro** I'll (7 collect you) at 8.30 pm. We'll (8 see) Alberto and Maite in the main square.

**Sample answer:** 1 drop you off

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## Unit 8: Coping with Change and Uncertainty

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- Mastering the vocabulary related to change and uncertainty

### Logistics

#### 1 Read the article.

#### Dell does it differently

Conventional **manufacturers** have to keep supplies of **raw materials** in order to produce their goods. Ordinary **retailers** too, have to keep the appropriate stock levels to satisfy their **clients'** needs. Enormous sums of money are tied up in this **inventory**. By contrast, Dell only builds once it has received an order and delivery takes on average seven to ten working days from the date the order is placed. By dealing directly with consumers through mailshots, advertisements, and the Internet, it bypasses **distributors** and shopkeepers. And Dell's performance is truly breathtaking, its factories construct 80,000 machines per day and it can operate without **warehouses**. When an order is placed, the firm orders **components** from their **suppliers**. In addition, suppliers are expected to give credit even though Dell is paid in advance. This means that Dell has already been paid by its customers before it has to pay its own bills. Everything is so **streamlined** that it demands expert logistics and management of the **supply chain**.

#### 2 Match the words in bold from the text in 1 to definitions 1-11.

1. people who sell products to the public:
2. stock:
3. the place where goods are stored:
4. parts you need to construct something:
5. designed for optimal efficiency:
6. the series of processes and companies involved in making and selling a product:
7. customers:
8. the 'middleman' between the manufacturer and retailer:
9. providers of goods:
10. producers:
11. the basic substances used to make something:

#### 3 Complete these sentences.

1. A French \_ of electrical goods is outsourcing its production to China.
2. We need a more reliable \_. We can't afford to wait for spare parts.
3. We don't deal directly with shops. We let our \_ handle that.
4. Such a level of \_ costs money. We should only produce to order.
5. We need to \_ our supply chain. It has too many stages and is too inefficient.
6. We need to look at each step in the supply \_ to check that we are operating efficiently.
7. \_ is managing the supply chain, from production to the end-user.
8. We try to treat each \_ as an individual - that way they come back to us.
9. They stock their finished goods in a \_ the size of an aircraft hangar.
10. Problems with just one tiny \_ meant they had to recall 50,000 machines.
11. The chocolate factory relies on regular deliveries of \_ materials, such as cocoa and sugar, to maintain production levels.
12. Internet shopping has made life harder for the traditional \_.

Sample answer: 1 manufacturer

**4 Choose the correct answer from the words in *italics*.**

1. The book is currently out of stock, but it is *on / out of* order, so we'll have it soon.
2. We need to *stock up on / run out of* headed paper. Could you put an order in?
3. I ran *low on / out of* ink, so I couldn't print out the report.
4. We can keep *track of / on track* our order by satellite.
5. Let's stop at the next service station. We are running *low / out* on petrol.

Sample answer: 1 on

**5 Replace the words in *italics* with words from the list.**

<i>accurate</i>	<i>immediate</i>	<i>time-saving</i>	<i>up-to-date</i>	<i>efficient</i>	<i>customised</i>
<i>convenient</i>	<i>user-friendly</i>	<i>efficient</i>	<i>secure</i>	<i>cost-effective</i>	

1. All our *courses* are *changed* to suit a customer's personal needs and requirements.
2. You'd think that keeping work in-house would be *saving us money*, but in fact outsourcing can really reduce spending
3. That new café round the corner is a bit *expensive*, but it's really *near* for lunch.
4. Very few jobs are *guaranteed for life* these days. You never know when you'll be out of work.
5. You take a number at the bank now instead of queuing. It's really *good for reducing the long wait*.
6. We seem to have three people standing in one place all doing the same job. There must be a more *effective* way of using them.
7. This new software has made doing the monthly payroll much *less complicated*.
8. They've redesigned the controls to make it *easy for the operator*.
9. I'd like a report on the situation which is detailed and *says what's happening now!*
10. How *correct* are these figures? They don't appear to add up.
11. I'm sorry, but we can't give you an *instant answer*. We'll need a few days to discuss it first.

Sample answer: 1 customised

**6 What are these people talking about? Match a word from the list to comments 1-4.**

*business class / consultants / online banking / financial adviser*

1. They help the company to look at problems objectively and consider all the possibilities.
2. Having him allows me to concentrate on earning it and not what to do with it.
3. It makes it so much faster than having to go to an actual building and wait behind everyone else.
4. I don't have to worry about turning up so early, which allows me to get a decent night's sleep before I arrive.

Sample answer: 1 consultants

**Working life**

**7 Work with a partner. Match the words from the list to definitions 1-11.**

<i>fun</i>	<i>challenging</i>	<i>depressing</i>	<i>glamorous</i>	<i>rewarding</i>	<i>demanding</i>
<i>varied</i>	<i>routine</i>	<i>stressful</i>	<i>worthwhile</i>	<i>dull</i>	

1. a good thing to do:	7. predictable, the same every day:
2. boring:	8. makes us feel unhappy:
3. needing all our effort and attention:	9. different, not always the same:
4. difficult in a satisfying way:	10. makes us feel worried or anxious:

5. lively and enjoyable: 6. looks attractive from the outside:	11. makes us feel good:
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**8 Match the adjectives in the list to comments 1-9.**

<i>fun</i> <i>challenging</i> <i>depressing</i>	<i>worthwhile</i> <i>varied</i> <i>routine</i>	<i>stressful</i> <i>rewarding</i> <i>demanding</i>	<i>glamorous</i> <i>dull</i>
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1. What I like best about my job is that no two days are the same, so I never get bored.
2. One of the great things about my job is that I meet famous people and stay in some expensive hotels.
3. My job keeps me fully occupied and I don't have time to think about anything else until it's time to go home.
4. Sometimes I think to myself - you'll never be able to do that, but then I find a way to succeed. It really is quite satisfying.
5. Every morning, I arrive at the office, switch on the photocopier, and check the phone for messages. Then I start the coffee maker and open the mail.
6. I spend all day in front of a computer screen. I really don't think I can stand it much longer. It makes me feel so miserable.
7. I get quite worried and anxious. So many people depend on me. Even at home, I keep thinking about work - it stops me eating.
8. I really enjoy going to work. We have a fantastic time and everyone gets on so well together, it doesn't feel like work at all.
9. It's not the best paid job in the world, but I know that I make a difference to people's lives. There's no greater satisfaction than seeing someone walk again after a terrible accident.

**Sample answer:** 1 varied

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## Unit 9: Resilience in the Workplace

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- Mastering the vocabulary related to resilience in the workplace

### Working together

**1 Match the words in A to the words in B to make phrases. Then listen again and check your answers.**

<b>A</b>		<b>B</b>	
take	common	skills	closely
team	form	forces	venture
work	joint	responsibility	goals
join	mutual	benefit	player
complementary	shared	alliances	ground

**2 Work with a partner. Match the phrases you made in 1 to definitions 1-10.**

1. when two people have different abilities that work well together:
2. come together to form a team:
3. put yourself in a position to be blamed if something goes wrong:
4. advantageous to both sides:
5. make partnerships:
6. have a strong working relationship with:

7. project that is being worked on by two or more parties:
8. similar objectives:
9. someone who works well in a team:
10. similar ideas or experience in something:

**Harriet:** OK, so this is Geri. Let's have a look at her responses.

**Conrad:** OK, then. Statement one. She disagrees with that. That's good, isn't it? I mean, we want someone who takes responsibility for their own work.

**Harriet:** Mm, yeah, absolutely. And two. She put 'agree'. That's rather worrying - we want someone who's a team player, and who can work closely with other people.

**Conrad:** Yes, but even team players have to work on their own.

**Harriet:** Yes, but she will have to join forces with other people quite regularly. I just wonder if she'll cope with that. Anyway, what about three? She put 'agree'. For me, that's a good answer - she recognizes the importance of people having complementary skills.

**Conrad:** Yes, I agree with you. Number four? Oh, 'agree' again. That's not so good.

**Harriet:** No, not good at all - especially as our department is about finding common ground between people and forming alliances. It's definitely not about one side winning.

**Conrad:** Do you think she wants to show us she's competitive? I mean, everyone knows that for a joint venture to work well it has to be of mutual benefit.

**Harriet:** ... Um, so they can achieve their shared goals. Yes, maybe. Let's look at the last two, shall we? So, five, she agrees with that, that's good.

**Conrad:** So she's open to suggestions.

**Harriet:** And six? She put 'agree'. Maybe she has problems trusting her colleagues. I'm not too happy about that.

**Conrad:** Um, me neither. I think we should address this point in the interview...

### 3 Match 1-10 to a-h.

1. In my opinion, we need to *join*
  2. We have a *shared*
  3. They have *complementary*
  4. We'll need to *work*
  5. I think if we work together, it will be to our *mutual*
  6. We want someone who is a *team*
  7. It's time for the company to *take*
  8. The team isn't working well together. We need to find some *common*
  9. The two companies want to start a *joint*
  10. Telecommunications companies often try to *form*
- 
- a. *alliances* with web companies to enter the broadband market.
  - b. *responsibility* for its actions.
  - c. *goal* - together we want to become the new market leaders.
  - d. *ground* between everyone.
  - e. *venture* in China.
  - f. *closely* on this project, so that nothing goes wrong.
  - g. *skills*. Hannah is a brilliant sales person and Cindy is an excellent administrator.
  - h. *benefit*.
  - i. *forces* with a local partner in order to get the contract.
  - j. *player*, not who only wants to work on their own.

Sample answer: 1 i

**4 Match the collocations in *italics* from 3 to these definitions.**

1. to get together with somebody else to do something:
2. to accept a duty to do something, or to accept blame for something:
3. a person who is good at working with other people:
4. to do something alongside someone else:
5. abilities that work well together:
6. interests and aims that you share with someone:
7. to make an agreement to work together to achieve something everyone involved wants:
8. a new business that is started by two or more companies:
9. a positive effect that something has on two people or two groups:
10. an objective that is the same as someone else's objective:

**Sample answer:** 1 join forces

**Facilities**

**5 Read the article.**

**Dream factory**

Does this complex look like an opera house? Actually, it has hosted Dresden Opera's highly successful production of *Carmen*, but ordinarily, it is tourists and customers who are welcomed to this state-of-the-art car plant. For a start, the Volkswagen 'Glass Factory' houses an interactive experience for learning about VW. A well-equipped and spacious customer centre invites buyers to choose the most up-to-date model, with specific colours and interiors. The ground floor houses a fine restaurant, but the amazing thing is that it stands in a city-centre park next to Dresden's beautifully maintained baroque museums and churches.

**6 Find the words in the text that mean the opposite of these negative adjectives.**

1. badly-equipped:
2. old-fashioned:
3. cramped:
4. run-down:

**7 Read these comments from people talking about their places of work. Match the compound adjectives from the list to the comments.**

<i>badly equipped</i>	<i>state-of-the-art</i>	<i>well equipped</i>	<i>cramped</i>
<i>spacious</i>	<i>run down</i>	<i>well maintained</i>	<i>old-fashioned</i>

1. I can't even stand up here. Isn't it time we had bigger offices?
2. The problem is that we have more people than there are computers.
3. Our new factory has the most modern equipment in the world. They say the design and layout is how all production lines will be in the future.
4. Since we replaced the old computers with laptops, there's so much more room to work in.
5. They employ a lot of staff to keep the building in an excellent condition. Any repair work is done immediately.
6. I have everything I need in my office. A computer, a photocopier, a fax, and a coffee machine.
7. We have to keep calling the technicians out to fix the machinery. And when was the last time the walls were painted?
8. We all sit in rows and the boss sits at the front, watching us. No one is allowed to talk to anyone else unless we ask him first.

**Sample answer:** 1 cramped

## 8 Choose the correct answer from the words in *italics*.

1. The colour isn't *exactly* / *very* what I had in mind.
2. That's totally out of the question. It's *fairly* / *quite* impossible.
3. Sorry, I'm *really* / *exactly* tired. Can we stop there?
4. That's *fairly* / *quite* a good idea. Shall we see what the others think?
5. The negotiations went *fairly* / *extremely* well. We didn't get everything we wanted, but neither did they. I still think we might get what we want in the end.
6. This new software is *pretty* / *not very* easy to use. I learnt all the basic functions in less than an hour.
7. We're all not *exactly* / *extremely* happy with your performance this year, so I see no need for you to make any changes.
8. She's a *very* / *pretty* effective manager who deserves the huge salary she receives.

Sample answer: 1 exactly

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## Unit 10: Self-Care and Well-being

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- Mastering the vocabulary related to self-care and well-being

### Leisure time

#### 1 Find out your work-life balance.

**Write 2 if the statement is true for you, 1 if it's mostly true, and 0 if it's not true. Discuss your results in teams and then share them with the class.**

1. I have plenty of time for outside interests and hobbies.
2. I occasionally do overtime if it is paid.
3. I work flexitime or I am able to organise my work and home life around each other.
4. I leave my 'to do' list on my desk and rarely work from home.
5. I regularly relax by doing exercise or socialising with friends.
6. I regularly play sports in order to make useful work contacts.
7. I take all my paid leave every year and go on holiday.

#### 2 Do the quiz. Fill in the gaps with the right words.

*take / make / do / work*

1. \_ exercise / work / overtime
2. \_ me somewhere / some holiday / paid leave / time off
3. \_ late / from home / flexitime
4. \_ time / useful contacts / progress

#### 3 Complete this article with verbs from the list. Some verbs can be used more than once.

*take / make / do / work*

### Don't worry, be happy

Employers are finally realising that emotions have an effect on employees' performance. According to research by Peam Kandnla, a business psychology firm of employees also see a link between their moods and how well they (1) their work, Here's how to improve:

- Take control, if you want to (2) progress in your career, do something about it. Change your workplace or maybe even change jobs.
- If you're under too much pressure, tell somebody. Don't (3) late every day or be the person who always says, 'I'll (4) overtime!' See if your employer will let you (5) flexitime.
- Keep your body and mind healthy. (6) exercise and get feedback on your work. If other people appreciate you, this will make you feel more positive.
- Don't forget to (7) time for your family and friends. Make sure you (8) time off when you need it and go on holiday.

**Sample answer:** 1 do

**4 Choose the correct answer from the words to *italics*.**

1. I'm so *excited / exciting* about this new idea for flexitime.
2. Paperwork is really *bored / boring* but often necessary.
3. He's a *relaxed / relaxing* sort of character - to the point of being lazy!
4. The most *exhilarated / exhilarating* experience in the world is parachuting.
5. It isn't physical work, but working with computers can be *tired / tiring* after a few hours,
6. Do you think he's *interested / interesting* in the vacancy?
7. This new project is so *excited / exciting*.
8. I'm too *tired / tiring* to work late tonight.

**Sports**

**5 Read the text below and think of the word which best fits each space. Use only one word in each space.**

**Ballooning**

Nowadays the (1) common balloon flights are usually for pleasure or sport, but did you know that ballooning began (2) a science in the 18th century?

It all started in 1783, (3) the Montgolfier brothers were looking (4) the properties of smoke. What (5) their attention was the fact that smoke could make things rise. They experimented for a year or so (6) they were ready to show their invention to everyone. On their first attempt, they filled a silk bag (7) hot air from a fire. The balloon rose more than 1.5 km into the (8). Five months later, in November 1783, history was made once more when the first flight carrying passengers left the ground. The volunteers took off from Paris and remained in the air for over twenty minutes.

Soon afterwards, scientists all over Europe became interested (9) the potential of ballooning, and it wasn't long before the activity became very popular. (10) of enthusiastic fans also experimented with ballooning and contributed to its development. In the 19th century, gas balloons were used for many (11) purposes, the most important one being polar exploration.

In the twentieth century, hot-air ballooning was re-introduced, due to a much improved propane burner. This has (12) responsible for a whole new generation becoming interested in ballooning either for scientific (13) sporting reasons.

**Answers:**

1 most	4 into	7 with	10 Lots	13 or
2 as	5 caught	8 air/sky	11 different	
3 when	6 until/before	9 in	12 been	

**6 Use the word given in capitals to form a word that fits in the space.**

**Skateboarding**

In the early 1960s, a new craze swept through the (1 COAST) cities of the United States.

Being (2 PHYSICS) fit, the surfers wanted some fun while the surf was low. That's when an (3 ENERGY) new pastime called skateboarding was born. The skateboard was (4 ORIGIN) developed by attaching a plank of wood to roller-skates. However, skateboarding has undergone (5 DRAMA) changes since then. (6 PROFESSION) skateboarders now use plastic and fibreglass, which make the boards more durable and flexible. Nowadays, skateboarders spend (7 END) hours performing tricks and stunts many of which are (8 DANGER), so experts (9 ADVICE) skateboarders to wear protective gear such as helmets and elbow and knee pads, especially if they are not (10 SKILL). A skateboarder goes through many falls before becoming proficient, so it is (11 SENSE) to take precautions against accidents.

**Answers:**

1 coastal	3 energetic	5 dramatic	7 endless	9 advise	11 sensible
2 physically	4 originally	6 Professional	8 dangerous	10 skillful	

**7 Complete the text below with the correct form of the words in capitals.**

**A Tennis Star Is Born**

(1 WHEN) the tennis star Richard Krajicek stepped onto the court, his opponent needed to prepare for one of the (2 FAST) serves in the game. Krajicek was (3 PRIDE) of his 220 km/h serve, since his (4 SUCCEED) on the court could be partly attributed to it.

Without doubt, Krajicek can be described as (5 SOME) who was in pursuit of (6 EXCEL). At Wimbledon in 1997, bad weather conditions didn't dampen his spirits. The only (7 THINK) that went through his mind was that of holding the trophy. Krajicek had a lot of (8 DETERMINE) and beat his (9 AMERICA) opponent three sets to love. Many considered Krajicek to be the next great (10 EUROPE) tennis champion following in the footsteps of Boris Becker.

**Answers:**

1 Whenever	3 proud	5 somebody/one	7 thought	9 American
2 fastest	4 success	6 excellence	8 determination	10 European

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## PRACTICE EXERCISES

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### SELF-CHECK QUIZZES

The quizzes in this section are thematically grouped according to the topics covered in this coursebook and based on the professional materials that correspond to the English Language Teaching Standards: Hughes, John, & Jon Naunton (2008). *Business Result: Intermediate*. Oxford University Press.

#### Progress Test

**1 Which of the following is NOT a characteristic of a resilient person?**

- a. They have a positive outlook.
- b. They are able to adapt to change.
- c. They avoid challenges.
- d. They have good communication skills.

**Answer:** c. They avoid challenges.

**2 What is the first step in developing resilience?**

- a. Building a support network
- b. Setting goals
- c. Learning to manage emotions
- d. Identifying strengths and weaknesses

**Answer:** d. Identifying strengths and weaknesses.

**3 Which of the following is an example of an irrational thought?**

- a. "I can handle this challenge."
- b. "Everything always goes wrong for me."
- c. "I will try my best to overcome this obstacle."
- d. "I am not good enough to handle this."

**Answer:** b. "Everything always goes wrong for me."

**4 Which of the following is a strategy for managing stress?**

- a. Ignoring the problem and hoping it goes away
- b. Procrastinating and avoiding the situation
- c. Engaging in physical activity
- d. Blaming others for the situation

**Answer:** c. Engaging in physical activity.

**5 Which of the following is NOT a communication skill?**

- a. Listening
- b. Speaking clearly
- c. Interrupting others
- d. Using appropriate body language

**Answer:** c. Interrupting others.

**6 What is the best way to approach a difficult conversation with someone?**

- a. Avoid the conversation altogether
- b. Blame the other person for the problem
- c. Use "I" statements to express your feelings
- d. Speak loudly and aggressively

**Answer:** c. Use "I" statements to express your feelings.

**7 Which of the following is a technique for goal setting?**

- a. Setting vague and undefined goals
- b. Focusing on long-term goals only
- c. Writing down specific, measurable goals
- d. Avoiding goal setting altogether

**Answer:** c. Writing down specific, measurable goals.

**8 Which of the following is an example of a healthy coping mechanism?**

- a. Substance abuse
- b. Overeating
- c. Meditation
- d. Avoiding the problem

**Answer:** c. Meditation.

**9 Which of the following is NOT a benefit of positive self-talk?**

- a. Improved self-esteem
- b. Better problem-solving skills
- c. Increased stress levels
- d. Improved physical health

**Answer:** c. Increased stress levels.

**10 Which of the following is an example of an irrational belief?**

- a. "I must always be perfect."
- b. "I am capable of handling challenges."
- c. "I am not worthy of love."
- d. "I am allowed to make mistakes."

**Answer:** a. "I must always be perfect."

**Achievement Test**

1. The work can also be \_.

- A stressed                      B stressing                      C stressful

2. Being a teacher is quite a \_ and \_ job because you have to teach large groups of people who have different abilities.

- A challenging, paid      B challenging, rewarding      C confronted, rewarding

3. This person deals with customers and is \_ for responding to complaints.

- A responsive                      B responsible                      C response

4. Try to \_ a good impression on the people you meet.

- A get                      B do                      C make

5. The company \_ staff to spend up paid hours on community and social projects.

- A encourages                      B appeals                      C asks for

6. He needs a realistic schedule to \_ the deadline.

- A see                      B meet                      C notice

7. Profitable business ideas have a positive \_ the environment and the local community.

- A impact                      B effect on                      C effect

8. The organisation raises \_ among young people of social and environmental issues.  
A awareness            B aware            C understand why
9. We are planning the launch party which will \_ in one month.  
A take place            B take the place            C take a place
10. He wanted to create an organisation where he could \_ his schedule and have time for his family.  
A check            B control            C test
11. Do you have a good \_ balance?  
A working-life            B work-live            C work-life
12. Search \_ allow people to find relevant websites.  
A engines            B jets            C machines
13. What do you think of the \_ of goods?  
A choose            B choose            C choice
14. Management soon \_ they needed to encourage people.  
A remembered            B recognised            C realised
15. Are most business travellers positive or negative about business \_?  
A journey            B travel            C trip
16. When was the last time you gave a useful \_?  
A peace of advice            B piece of advise            C piece of advice
17. When they send a memo out, they say they would \_ punctuality at meetings.  
A appreciate            B evaluate            C assess
18. Last week, a man was arrested for \_ from his company's warehouse.  
A robbing            B stealing            C shoplifting
19. They have been working on this \_ project for five months now.  
A actual            B present            C current
20. I have recently been taking very short lunch \_.  
A breaks            B brakes            C periods
21. The security breach was \_ during a routine check for credit card fraud.  
A discovered            B invented            C found
22. The police are \_ the security breach.  
A exploring            B investigating            C searching
23. This is a very \_ subject because of the status of different job titles in different companies.  
A sensitive            B sensible            C reasonable

24. Does he \_ business differently from other companies?  
A make                      B do                      C carry out
25. How often do you run \_ something essential?  
A out of                      B of                      C out off
26. How do you keep \_ of your spending?  
A way                      B path                      C track
27. He arrived at the airport and \_ that his \_ was delayed.  
A found, flight              B found out, flight              C founded, fly
28. Their business grew rapidly, so did \_ challenges.  
A economic                      B economics                      C economical
29. The company needed help to \_ this problem.  
A decide                      B solve                      C deal
30. The meeting room is not really \_.  
A space                      B spacy                      C spacious
31. We have a canteen because there aren't many restaurants \_.  
A nearby                      B near                      C close
32. The company specialises in yoghourt and \_.  
A deserts                      B desserts                      C dessert
33. When did you last put forward an idea that was \_?  
A taken                      B got                      C accepted
34. The young people founded an independent computer games shop in the backstreets of a large \_ town.  
A historic                      B historical                      C history
35. If we don't keep this shop, we'll \_ most of our customers.  
A waste                      B loose                      C lose
36. If people cooperate more willingly, they \_ faster progress.  
A do                      B make                      C get
37. Over a three-course \_, customers have a brainstorm session.  
A course                      B dish                      C meal
38. Which obstacles have you already \_?  
A met                      B encountered                      C seen
39. I liked the idea that you have come \_.  
A up with                      B up                      C with

40. The company offered state-of-the-art technology products of the highest value, with the greatest \_ and \_.

A reliant, simple      B reliability, simplicity      C reliable, simpleness

41. Would you be prepared to buy food products at a discounted \_ if they had a defect?

A cost      B pay      C price

42. Do you know why it is important to get \_ your colleagues?

A on      B with      C on with

43. The producers were paid a \_ amount of money for the job.

A real      B realistic      C reality

44. Have you ever \_ 'no' to the invitations \_?

A said, made      B told, made      C said, done

45. There is a slight change of plan. They have \_ a table in a restaurant.

A asked for      B booked      C ordered

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47. The board recommended and nominated several employees for the \_.

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A behaviour      B being      C performance

50. What \_ did the product take to get to Europe?

A route      B itinerary      C road

51. The quality of \_, light \_ and \_ make silk the perfect material for products.

A strength, weight, softness

B strong, weigh, softness

C strength, weigh, softy

52. This company \_ shows its rise to becoming one of the most popular.

A history      B story      C narration

53. A big \_ of people in the company get a bigger \_ of money as perks.

A amount, number      B number, amount      C number, number      D amount, amount

## Answer keys to the Achievement Test

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## PUNCTUATION RULES

### M-dash.

1. She refused to give up—even when the odds were against her.
2. It's not about how many times you fall down—it's about how many times you get back up.
3. He knew it would be a difficult journey—filled with obstacles and setbacks—but he was determined to keep moving forward.

### N-dash.

The two most common types of dashes are the "M-dash" (—) and the "N-dash" (–). If you meant the "N-dash," I can offer some sentences with that punctuation:

1. Success is not achieved by luck or talent alone – it requires resilience and hard work.
2. Sometimes, the biggest obstacle to our own success – and resilience – is our fear of failure.
3. Building resilience is a journey – one that requires persistence, courage, and self-compassion.

Using N-dash to indicate time ranges, page ranges, or other ranges.

1. I worked on my project from 9:00 am–1:00 pm yesterday, and I plan to continue from 2:00 pm–5:00 pm today.
2. The book I am reading covers the period from the early 1900s–1960s and provides valuable insights into the resilience of the human spirit during times of crisis.
3. In order to build mental and emotional resilience, it is important to maintain a healthy lifestyle that includes regular exercise, good nutrition, and adequate sleep—these practices can have a significant impact on our well-being.

### The colon.

1. Setting goals is key to building resilience: by having a clear target to work towards, we can maintain our focus and motivation, even when faced with obstacles.
2. Self-care is a crucial part of maintaining motivation: taking the time to look after our physical and mental health can help us feel more energised and ready to take on new challenges.
3. The key to building resilience is to embrace failure: rather than viewing mistakes as a setback, we can use them as an opportunity to learn, grow, and improve our skills.

### The semicolon.

1. I have faced many challenges in my life; however, I have always found a way to overcome them and emerge stronger.
2. Resilience is the ability to bounce back from adversity; it is a skill that can be developed through practice and persistence.
3. To achieve success, it is important to set clear goals; however, it is equally important to remain flexible and adaptable to change.

### The hyphen in compound words.

1. To build resilience, it's important to have self-awareness and self-care strategies in place.
2. The key to motivation is setting achievable goals and tracking progress consistently.
3. Taking small, consistent steps towards your goals can lead to significant improvements in your resilience and motivation.
4. We need to adopt a growth mindset, which means being open-minded and willing to take on new challenges, rather than staying in our comfort zone.
5. Self-care is essential for maintaining well-being - this means taking time out for yourself to rest, recharge, and engage in activities that you enjoy.
6. Goal-setting is a powerful tool for motivation - by setting specific, measurable goals, we can focus our efforts and track our progress towards achieving them.

### Apostrophes.

1. It's important to have a positive mindset in order to achieve one's goals.

2. Don't let setbacks stop you from reaching your full potential.
3. Remember to celebrate your successes, no matter how small, to keep yourself motivated.

Possessive case.

1. The student's resilience was evident in how they bounced back from setbacks.
2. The coach's motivation techniques helped the team achieve their goals.
3. The speaker's message about perseverance resonated with the audience.

**Restrictive commas.**

1. One of the most important skills for building resilience is the ability to adapt to change, which requires a willingness to learn new things and to take risks.
2. Setting achievable goals and creating a plan to reach them is a key component of motivation, but it's also important to stay flexible and adjust your approach as needed.
3. The ability to stay focused and motivated in the face of setbacks is a hallmark of resilience, and it's something that can be developed with practice and perseverance.

**Oxford Comma.**

1. To achieve success, one needs determination, resilience, and a growth mindset.
2. The best way to overcome failure is through perseverance, hard work, and self-reflection.
3. The key to staying motivated is setting clear goals, creating a plan of action, and maintaining a positive attitude.

**Parentheses ().**

1. It's important to set realistic goals (ones that are challenging but achievable) in order to build resilience and maintain motivation.
2. Remember to take breaks throughout the day (even just a few minutes here and there) to help recharge your motivation and energy levels.
3. Sometimes it's helpful to seek support from others (such as a therapist or coach) when building resilience and working towards personal goals.

**Brackets [].**

**How to use brackets?**

Brackets are used in academic writing to clarify or provide additional information in a quoted or paraphrased sentence. They are used to indicate words, phrases, or information that are not originally present in the quoted material but have been added for clarity or to provide context.

Adding information:

- Original sentence: "The study found a positive correlation between exercise and mental health."
- Sentence with added information: "The study found a positive correlation between exercise and mental health [as reported by the participants]."

Clarifying meaning:

- Original sentence: "The participants reported feeling tired after the activity."
- Sentence with clarification: "The participants reported feeling tired [physically, not mentally] after the activity."

Correcting errors:

- Original sentence: "The author wrote, 'The study was conducted in 2001'."
- Sentence with correction: "The author wrote, 'The study was conducted in [2011]' [correction added for accuracy]."

When using brackets, it is important to ensure that the added information does not change the meaning of the original sentence. Additionally, the use of brackets should be kept to a minimum in academic writing, as overuse can make the writing appear cluttered and confusing.

1. [Setting achievable goals] is a crucial part of building resilience and staying motivated.
2. It's important to practise self-care (like getting enough sleep and exercise) [especially during times of stress and adversity].
3. Learning how to manage your time effectively [by prioritising tasks and avoiding distractions] can help increase your productivity and motivation.

### **Curly brackets {}.**

Curly brackets, also known as braces, are not commonly used in academic writing. They are more frequently used in computer programming and mathematical notation. However, in some cases, they can be used to provide additional information or clarification within a sentence or equation. Here are three examples of resilience and motivation related sentences punctuated with curly brackets:

1. The study found that the most effective coping strategies for dealing with stress were cognitive-behavioural techniques {such as mindfulness meditation} and physical exercise.
2. Participants in the resilience training program were encouraged to set realistic goals {e.g., improving their communication skills or developing a new hobby} in order to build confidence and motivation.
3. In her keynote speech, the motivational speaker emphasised the importance of focusing on your strengths {rather than dwelling on your weaknesses} in order to build resilience and achieve success.

## **WRITTEN TASKS**

These authentic written tasks can help students apply the concepts and skills they learn in each unit to real-life situations, while also developing their language skills in a meaningful and relevant way.

### **Reflective journal entry**

- Write a reflective journal entry on a time when you overcame a challenge or setback in your life.

### **Storytelling activity**

- Share a personal story of resilience and how it has shaped you as a person.

### **Personal finance plan**

- Create a personal finance plan, outlining how your life can build financial resilience through budgeting, saving, and investing.

### **Personal development plan**

- Create a personal development plan, outlining your goals and action steps for building resilience in various areas of your life.

### **Social media campaign**

- Hold a social media campaign, asking students to create a series of posts or videos on building resilience and share them on their social media channels.

### **Conflict resolution plan**

- Create a conflict resolution plan, outlining steps you can take to resolve conflicts effectively and build stronger relationships.

### **Research paper on resilience**

- Write a research paper on the topic of resilience, explore the scientific, psychological, and social aspects of resilience and how it can be developed.

### **Email to a mentor or support network**

- Draft an email to a mentor or support network, seeking guidance or advice on a particular challenge or obstacle you are facing.

### **Personal action plan**

- Create a personal action plan, outlining specific steps you can take to build resilience in your daily life, including self-care, stress management, and coping strategies.

# PART 3. APPLICATION

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## SUGGESTED LESSON PLAN

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An online lesson plan that incorporates an introductory survey, a YouTube video, a TED Talk, and a vocabulary-building activity:

### Sample Lesson Plan: Building Resilience and Motivation

Level: Intermediate

Objective: By the end of this lesson, students will be able to define and discuss the concepts of resilience and motivation and identify strategies for building these qualities in themselves.

Materials:

- Computers or other internet-enabled devices
- Introductory survey (created using Google Forms or another survey platform)
- Two Content Videos (TED Talks) related to resilience and motivation
- Vocabulary-building activity worksheet
- Online whiteboard or shared document(s) for group discussion

Time: 80 minutes

Procedure:

1. Introductory Discussion based on a survey (10 minutes)
  - Conduct an online survey to measure the students' understanding and experiences with resilience and motivation
    - Display the questions or share the link to the introductory survey to the students and give them 5 minutes to complete it. The survey should include questions related to the students' understanding of and experience with resilience and motivation.
  - Discuss the results of the survey as a class (5 minutes)
    - After the students have completed the survey, project the results on the online whiteboard or shared document and use them as a basis for discussion. Ask students to share their thoughts on the survey results and whether they were surprised by any of the answers.
2. Group Work (10-15 minutes)

- After the students have discussed the survey results, ask them to engage in a team or pair work and discuss or role play a scenario related to the lesson topic. After the allocated preparation time is over, ask the students to present their outcomes to the whole class.
3. Content Video 1 on building resilience and motivation (10-15 minutes)
- Introduce the topic of resilience and motivation by sharing a short YouTube video on the topic.
    - For instance, watch "The Power of Believing That You Can Improve" by Carol Dweck or a TED Talk on resilience. Good examples are "The three secrets of resilient people" by Lucy Hone or "The Surprising Science of Motivation" by Dan Pink.
  - Discuss the video
    - After viewing, ask students to share their thoughts on the video and whether it gave them any new insights on the topic.
4. Vocabulary-building activity (10 minutes)
- Provide a list of relevant vocabulary words related to resilience and motivation
    - Distribute the vocabulary-building activity worksheet to the students. The worksheet should include definitions of key terms related to resilience and motivation, as well as examples of how they can be applied in real-life situations.
  - Group work on reconstructing definitions.
    - Have students work in groups or pairs to match the words with their definitions. Ask students to complete the worksheet, and then reconvene as a group to discuss their answers.
5. Speech presentations (25 min).
- Based on the previous home assignment, invite 4 students to deliver their speeches (20 min).
  - Provide feedback to the presentations (5 min).
6. Conclusion and reflection (5 minutes)
- Ask students to share one thing they learned from the lesson and how they plan to apply it in their own lives.
  - Assign homework:
    - Listening and Reading: Assign Content Video 2 for independent work and ask the students to read the script. Alternatively, assign a relevant article (e.g., "The Importance of Resilience" by Forbes) for students to read and answer discussion or comprehension questions.
    - Writing and Speaking: Have the students choose an informative/persuasive speech topic related to resilience and motivation and prepare a 3-5-minute speech to

present in the next class. The topic is supposed to relate to the class discussions, texts, or videos.

- Summarising quiz: Assign a vocabulary quiz for students to practise the vocabulary related to the lesson topic.
- Close the lesson by thanking the students for their participation and encouraging them to continue building their resilience and motivation.

## **Alternative Activity for Non-Attending Students to Do Asynchronously**

An alternative activity for non-attending students to do asynchronously could be a reflective journal entry. The prompt could ask students to reflect on their own experiences with the topic discussed in class and share any personal insights or connections they have made. The journal entry should be shared online so that the teacher could provide feedback or follow-up questions to encourage further reflection and engagement with the material. This could also be an opportunity for students who may be shy or hesitant to participate in class discussions to share their thoughts and contribute to the learning community in a different way.

## **Notes on how to adapt the activities to different class sizes and levels**

The length and amount of work of the lesson may vary depending on the level and needs of the students. The instructors may choose to include additional activities or modify the existing ones to suit their teaching style and objectives.

## **SAMPLE SURVEY QUESTIONS**

### **Survey Questions on Burnout**

Controlled Survey Questions

1. On a scale of 1-5, how often do you experience burnout?
2. How do you usually cope with burnout?
3. Have you ever tried any specific strategies to prevent burnout?

Open Question

Can you share an experience when you felt burned out and how you dealt with it?

Multiple-answer question

What do you do to deal with burnout? (Mark all that apply)

1. Take a break and disconnect from work for a few days or weeks

2. Seek support from colleagues, friends, or family members
3. Practice relaxation techniques such as yoga, meditation, or deep breathing
4. Engage in physical activity such as running, hiking, or playing a sport
5. Seek professional help such as counselling or therapy
6. Use coping strategies such as positive self-talk, reframing negative thoughts, or setting realistic goals
7. Make changes to your work environment such as adjusting your schedule or workload
8. Pursue hobbies or interests outside of work to relieve stress and recharge
9. Make time for self-care such as getting enough sleep, eating well, and practising good hygiene
10. Other (please specify)

## **Survey Questions on Emotional Intelligence**

### Controlled Questions

1. How often do you engage in mindfulness or meditation practices?
  - a. Daily
  - b. Weekly
  - c. Monthly
  - d. Rarely
  - e. Never
2. Have you ever taken a course or workshop on emotional intelligence?
  - a. Yes, I have
  - b. No, I haven't
3. Do you think emotional intelligence can be developed or is it something you are born with?
  - a. It can be developed
  - b. It is innate

### Open Question

How do you think emotional intelligence can help individuals become more resilient in their personal and professional lives?

## **INFORMATION RELEASE STATEMENT**

Information Release statement certifies that the survey results will be used exclusively for education and research purposes. A sample statement is offered below:

By participating in this survey, you acknowledge that the information you provide will be used for research and educational purposes only. The results of this survey will be analysed and presented in a way that protects your anonymity and confidentiality. Your participation is voluntary, and you may choose to stop at any time.

Thank you for your contribution to our research and education efforts.

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## **RECOMMENDED SYNCHRONOUS ACTIVITIES**

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### **SAMPLE GROUP ACTIVITIES**

#### **Discussions in Teams**

##### Introduction to Resilience

- Collaborative brainstorming: Have students collaborate in small groups to create a mind map or list of things they consider to be important for building resilience, and share with the class.

##### Self-awareness and Mindset

- Reflective journaling: Have students reflect on their personal attitudes towards setbacks and challenges, and share their experiences with a small group.

##### Coping Strategies

- Role-play scenarios: Have students work in pairs or small groups to act out scenarios related to stress and resilience, and discuss coping strategies.

##### Positive Thinking

- Gratitude journal: Have students keep a gratitude journal for a week, and then share their experiences

The suggested activities can be modified, adapted, and utilised in the remaining units of the course. For example, the instructor may replace one of the topics with “Emotional Intelligence”:

##### Emotional Intelligence

- Emotional vocabulary exercise: Have students work in pairs or small groups to brainstorm and share emotions they have experienced and the words they associate with those emotions.

## **Tips for Facilitating the Team Work:**

- Use a collaborative online tool like WhiteBoard, Google Docs, Miro, or Padlet to allow real-time editing and sharing of ideas.
- Emphasise the importance of active listening and respectful communication during the challenge.
- Encourage creativity and critical thinking in crafting the definitions, while also considering the core principles of mindfulness.
- Consider awarding points or a prize to the team with the most accurate and comprehensive definition, as voted by the participants.

## **Motivational Games To Use In Video Meetings**

### Introduction to Resilience

1. "Two Truths and a Lie" - Students take turns sharing three statements about themselves, two of which are true and one that is false. The other students must guess which statement is the lie. This game encourages students to share personal experiences and build trust among the group.
2. "Resilience Quiz" - Create a quiz with questions related to the topic of resilience. This game will help students test their knowledge and understanding of the concept of resilience.

### Developing Self-Awareness

1. 3. "Personality Quiz" - Students can take personality quizzes such as the Myers-Briggs Type Indicator or the Big Five personality traits. This game will help students understand their personality type and how it affects their behaviour and actions.
2. "Self-Reflection Journal" - Students can keep a journal where they write about their feelings, experiences, and goals. This game encourages students to reflect on themselves and their behaviour.

### Building Confidence

1. "Positive Affirmations" - Each student takes a turn sharing a positive affirmation about themselves. This game helps build self-confidence and positivity.
2. "Presentation Practice" - Students can practise public speaking by presenting on a topic of their choice. This game helps build confidence in speaking in front of others.

### Overcoming Challenges

1. 7. "Problem-Solving Game" - Students can play a game where they must solve a problem using critical thinking and creativity. This game helps students develop problem-solving skills.
2. "Obstacle Course" - Create a virtual obstacle course for students to complete. This game helps students build resilience by overcoming challenges.

### Self-Reflection

1. Journaling: Have students keep a reflective journal where they can reflect on their experiences and emotions. They can share their entries with the class and discuss how they can use self-reflection to develop resilience.
2. What If: In this game, students take turns asking each other "What if" questions related to difficult situations. They have to come up with creative and positive solutions to overcome those situations.

### Mindfulness

1. Guided Meditation: Play a guided meditation and have students reflect on their experience. They can share their thoughts and how mindfulness can help them develop resilience.
2. Mindful Observation: Have students observe a natural object, such as a flower, for a few minutes and reflect on their experience. This game can help students develop mindfulness and become more aware of their surroundings.

### Developing Coping Skills

1. "Mindfulness Exercise" - Guide students through a mindfulness exercise where they focus on their breath and present moment. This game helps students develop coping skills and stress management.
2. "Journaling Prompts" - Provide journaling prompts for students to reflect on their emotions and coping mechanisms. This game helps students develop coping skills and emotional regulation.

### Coping Strategies

1. Role Play: Divide the class into pairs and assign them different scenarios where they have to use coping strategies to overcome difficult situations. They can switch roles after each scenario and reflect on their experience.
2. Mind Mapping: Have students create a mind map of different coping strategies and how they can be applied in different situations. They can then share their mind maps with the class and discuss different coping strategies.

### Growth Mindset

1. Puzzle Game: Divide the class into groups and give them a challenging puzzle to solve. Encourage them to adopt a growth mindset and keep trying even if they fail at first.
2. Gratitude Game: Have students share things they are grateful for and how they have helped them develop a growth mindset. They can then create a list of ways to develop a growth mindset through gratitude.

### Emotional Intelligence

1. Charades: Divide the class into teams and have them act out different emotions while the other team has to guess what the emotion is. This game can help students develop emotional intelligence by recognizing and identifying different emotions.
2. Word Association: Have students play a game where they have to associate different words with different emotions. This game can help them develop a deeper understanding of emotional intelligence.

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## ASYNCHRONOUS WORK: SAMPLE REFLECTION WRITING

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### Reflecting on the Role of Assertiveness in Problem-Solving

*Assertiveness plays a crucial role in effective problem-solving. When individuals are assertive, they are able to express their thoughts, feelings, and ideas in a direct and honest manner. This allows for clear communication and ensures that everyone's voice is heard during discussions. By being assertive, individuals can confidently contribute their perspectives to problem-solving activities, promoting a diverse range of ideas and solutions.*

*Moreover, considering multiple perspectives is key to successful problem-solving. Each person brings their unique experiences, knowledge, and insights to the table. When participants actively listen and respect different viewpoints, they gain a broader understanding of the problem and potential solutions. Embracing diverse perspectives fosters creativity and encourages the exploration of innovative ideas that may not have been considered otherwise.*

*Respectful communication is of utmost importance during discussions. By maintaining a respectful tone and actively listening to others, participants create a safe and inclusive environment where everyone feels valued and heard. Respectful communication allows for constructive dialogue, where individuals can challenge ideas, ask probing questions, and provide feedback in a supportive manner. It helps to prevent misunderstandings, reduce conflict, and build stronger relationships within the group.*

*To sum up, assertiveness, consideration of multiple perspectives, and respectful communication are integral to effective problem-solving. These qualities promote collaboration, critical thinking, and open-mindedness, leading to more comprehensive and innovative solutions. By embracing these principles, participants can enhance their problem-solving skills and contribute to a positive and productive group dynamic.*

### A Sample Job-Seeking Motivational Letter

How can a job-seeking motivational letter be used in "English for Resilience"?

A job-seeking motivational letter can be used in "English for Resilience" to teach the students how to showcase their strengths, skills, and experiences in a positive and persuasive way, which can help them develop resilience in their job search. Here is an example of such a letter and how it can be matched to a course unit:

*Dear [Hiring Manager],*

*I am writing to express my interest in the [Position] at [Company]. As a [course major] graduate with experience in [related field], I am confident that I possess the skills and qualifications necessary to excel in this role.*

*In Unit 2 of the "English for Resilience" course, we learned about the importance of self-awareness and self-confidence in developing resilience. By reflecting on my strengths and accomplishments, I have identified my unique value proposition, which I believe aligns well with the needs of [Company]. In Unit 3, we learned about effective communication strategies, which I have applied in crafting this letter to showcase my strengths and communicate my enthusiasm for the position.*

*In my previous role at [Previous Company], I demonstrated strong [relevant skills] and was recognized for my [relevant achievements]. I am eager to bring these skills to the [Position] at [Company] and contribute to your [relevant company goals].*

*Thank you for considering my application. I look forward to the opportunity to further discuss my qualifications and experience with you.*

*Sincerely,*

*[Your Name]*

### **Sample Letter of Denying a Job to an Interviewee**

Here's an example of a mild and professional response:

*Dear [Interviewee's Name],*

*Thank you for taking the time to interview with our company for the [Job Position]. We appreciate your interest and effort throughout the application process.*

*After careful consideration and review, we regret to inform you that we have decided to pursue other candidates whose qualifications more closely align with the requirements of the role. We understand that this may be disappointing news, but please know that our decision was based on a thorough evaluation of all applicants.*

*We were impressed with your [specific strengths or qualities] and believe that you have valuable skills to offer. We encourage you to continue pursuing your career goals and exploring opportunities that match your expertise and aspirations.*

*We will retain your application on file for future reference, and we encourage you to keep an eye on our company's job openings. Should a suitable opportunity arise in the future, we may reach out to discuss it further.*

*Thank you again for your time and interest in our organisation. We wish you all the best in your future endeavours.*

*Sincerely,*

*[Your Name]*

*[Your Title/Organization]*

## Example Letter of Response to a Job Rejection:

*[Your Name]*

*[Your Address]*

*[City, State, ZIP Code]*

*[Email Address]*

*[Phone Number]*

*[Date]*

*[Employer's Name]*

*[Company Name]*

*[Company Address]*

*[City, State, ZIP Code]*

Dear *[Employer's Name]*,

*I hope this letter finds you well. I wanted to take a moment to express my appreciation for considering my application for the [Job Position] at [Company Name]. I was grateful for the opportunity to interview with your esteemed organisation and to learn more about your company culture and values.*

*I understand and respect your decision to proceed with another candidate for the position. While I am disappointed that I was not selected, I believe that everything happens for a reason, and I am confident that there is a better fit awaiting me in the future.*

*I want to express my sincere gratitude to you and your team for the time and effort invested in reviewing my application and conducting the interview process. It was a valuable experience that allowed me to further develop my skills and gain insights into the industry.*

*I remain genuinely interested in the work being done at [Company Name] and would welcome any future opportunities to collaborate or contribute to your organisation. Please keep me in mind for any relevant openings that may arise in the future.*

*Once again, thank you for your consideration and the opportunity to be part of the selection process. I wish you and your team continued success in achieving your goals.*

*Yours sincerely,*

*[Your Name]*

**Note:** These are just example letters, and you should personalise the chosen model to suit your own situation and style.

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## SUGGESTED SPEECH TOPICS

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### Informative Speech Topics

1. The benefits of practising mindfulness and meditation for mental resilience.
2. Coping mechanisms for dealing with stress and anxiety in the workplace.
3. The role of physical exercise in promoting emotional resilience.
4. The science behind resilience: how the brain and body respond to stress.
5. The importance of social support networks in promoting resilience and mental health.

### Persuasive Speech Topics

1. Why companies should invest in employee mental health and resilience training programs.
2. The benefits of creating a supportive and inclusive work environment for employee resilience and productivity.
3. The need for increased funding and resources for mental health services in schools and universities.
4. The importance of promoting resilience and self-care among healthcare workers.
5. The case for prioritising mental health and resilience education in high schools and colleges.

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## MID-TERM GROUP PROJECT

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Create a digital presentation or video discussing a current event or issue that requires resilience. Each group will be assigned a topic such as natural disasters, economic downturns, health crises, or social conflicts. Students will research and analyse the topic, focusing on how individuals and communities can build resilience in the face of such challenges. The presentation should include examples of successful resilience strategies, practical tips, and recommendations for future actions.

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## FINAL GROUP PROJECT

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Design a community-based resilience program. Students will work together to create a proposal for a resilience program that can be implemented in their local community. The program should be designed to address a specific resilience challenge, such as building social connections, improving mental health, or preparing for natural disasters. The proposal should include a detailed description of the program, including goals, target audience, activities, resources needed, and expected outcomes. Each group will present their proposal in a digital format, such as a video, website, or interactive presentation.

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# RESEARCH PAPER

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A research paper can be offered as an alternative assignment in case a student is shy or inconfident, or if he/she prefers to work alone rather than in a team. The students can choose their own topic according to their preferences or experience within the area of a particular unit. A paper should be sized up-to 1,000 words, follow the classical structure, and include citations in the assigned documentation format.

A sample research paper on stress management techniques explores the effectiveness of various stress management techniques and interventions.

Here is a sample outline of a paper on "English for Resilience."

## Sample Research Paper Outline on STRESS MANAGEMENT

### I. Introduction

- Briefly introduce the topic of stress management techniques and the importance of developing effective strategies for managing stress.

### II. Literature Review

- Review and summarise existing research on stress management techniques and interventions.
- Discuss the strengths and limitations of different techniques.

### III. Methodology

- Describe the methodology used to conduct the study, including sample size, data collection methods, and analysis procedures.

### IV. Results

- Present the results of the study, including any statistical analyses conducted.
- Interpret the findings and discuss their implications for stress management.

### V. Discussion and Conclusion

- Discuss the main findings of the study and their significance for the field of stress management.
- Offer recommendations for future research and practical applications of the findings.

### VI. References

- List all sources cited in the paper using APA style.

Here is an example of an in-text citation and reference in APA style:

In-text citation:

Research has shown that mindfulness meditation can be an effective technique for reducing stress (Wielgosz, Schuyler, Lutz, Davidson, & Newcombe, 2016).

Reference:

Wielgosz, J., Schuyler, B. S., Lutz, A., Davidson, R. J., & Newcombe, J. (2016). Mindfulness meditation and psychopathology. *Annual Review of Clinical Psychology*, 12, 16.1-16.28. doi: 10.1146/annurev-clinpsy-021815-093423

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## REVISION FOR THE EXAMINATION

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### Self-check questions

1. Did I set realistic goals for myself?
2. Have I been actively practising self-care and stress management techniques?
3. Am I taking responsibility for my own actions and choices in difficult situations?

### Questions for the Oral Exam in "English for Resilience"

1. **Question:** In what ways can resilience be beneficial in one's personal and professional life? Provide examples to support your answer.

**Sample Answer:** Resilience can bring numerous benefits to one's personal and professional life. In personal life, resilience can help individuals to cope with difficult situations such as loss of a loved one, financial crisis, or health issues. Resilient individuals have the ability to bounce back from such situations and move forward with a positive attitude. In professional life, resilience can help individuals to manage stress, handle conflicts, and overcome challenges. Resilient individuals are able to adapt to changing situations and find solutions to problems. For example, a salesperson who is rejected by a potential client may feel demotivated and give up, while a resilient salesperson will use the experience as an opportunity to learn and improve their sales pitch.

2. **Question:** How can effective communication skills contribute to resilience? Discuss with relevant examples.

**Sample Answer:** Effective communication skills can play a significant role in building resilience. When individuals are able to communicate their thoughts, feelings, and needs clearly, they are better equipped to manage stress, conflicts, and challenges. Good communication skills can help individuals to establish positive relationships, gain support, and seek feedback. For example, a team leader who communicates effectively with their team members is more likely to build a cohesive and productive team. In addition, effective communication can help individuals to manage conflicts in a constructive way. For instance, a resilient employee who faces a conflict with a coworker may use effective communication skills such as active listening, empathy, and assertiveness to resolve the issue and maintain a positive working relationship.

# SOURCES FOR FURTHER SKILLS DEVELOPMENT

It is important to note that the suitability of these sources will depend on the level and specific needs of the learners. Teachers may need to adapt and supplement the materials to meet their needs.

## TEXTS

1. Downes, C., & K. Elliott (2008). *Cambridge English for Job-Hunting*. Cambridge University Press.
2. *English for Everyone: Business English 1 Course Book* (2017). Dorling Kindersley Publishing.
3. Glendinning, E., & J. McEwan (2009). *Oxford English for Careers: Technology for Life*. Oxford University Press.
4. Powell, M. (2012). *International Negotiations*. Cambridge University Press.
5. Gore, Sylee, & David G. Smith (2007) *English for Socialising*. Cambridge University Press.

## TED Talks for Discussions and Reflections

### Coping with Depression and Anxiety

“This Could Be Why You're Depressed or Anxious” by Johann Hari.

[https://www.ted.com/talks/johann\\_hari\\_this\\_could\\_be\\_why\\_you\\_re\\_depressed\\_or\\_anxious](https://www.ted.com/talks/johann_hari_this_could_be_why_you_re_depressed_or_anxious)

Questions for discussion and reflection:

1. How do doctors usually explain a patient's depression or anxiety? In what way do they treat such diseases?
2. Can our way of living cause depression or anxiety? Why are problems with mental health becoming more and more widespread?
3. What is the issue with our society now? What can actually help you get rid of depression or anxiety?
4. Do you agree with the statement “if you think life is about money, status and showing off, you're going to feel blue”? Have you ever struggled with such junk thoughts?
5. Describe situations in your life when you felt much better after being with friends or in a group.

### Coping with Fear

“How We Can Face The Future Without Fear, Together” by Lord Jonathan Sacks.

[https://www.ted.com/talks/rabbi\\_lord\\_jonathan\\_sacks\\_how\\_we\\_can\\_face\\_the\\_future\\_without\\_fear\\_together/transcript?subtitle](https://www.ted.com/talks/rabbi_lord_jonathan_sacks_how_we_can_face_the_future_without_fear_together/transcript?subtitle)

Questions for discussion and reflection:

1. What do we worship in our time? How has the object of worship changed throughout the years? (from ancient times until now)
2. Why do we often find ourselves vulnerable, fearful and alone nowadays?
3. According to the speaker, what is the simplest way of safeguarding the future "you"?
4. How often do you have a fear of the future? What are your ways of coping with it?
5. Do you agree with the speaker's statement that people who are not like us make us grow?
6. What is the identity problem in America? Why do people feel threatened by strangers?
7. According to the speaker, what kind of nation can be called strong and great?
8. What is the final suggestion of the speaker? What should we strengthen?

## **Managing Anxiety**

"How to stay calm when you know you'll be stressed" by Daniel Levitin.  
[https://www.ted.com/talks/daniel\\_levitin\\_how\\_to\\_stay\\_calm\\_when\\_you\\_ll\\_be\\_stressed](https://www.ted.com/talks/daniel_levitin_how_to_stay_calm_when_you_ll_be_stressed)

Questions for discussion and reflection:

1. How can the concept of prospective hindsight or pre-mortem help in preventing or minimising the impact of unfavourable situations?
2. In what ways can spatial memory and designated spots for important items contribute to avoiding the stress and inconvenience of losing things?
3. Why is it important to ask about the number needed to treat and the potential side effects when making medical decisions, and how can this information aid in informed decision-making?

## **Social Media**

"Quit Social Media" by Dr. Cal Newport. <https://www.youtube.com/watch?v=3E7hkPZ-HTk>

Questions for discussion and reflection:

1. What two messages did the speaker want to deliver?
2. What are the three most common objections among people when it comes to the suggestion of quitting social media?
3. Is social media vital for your career? Do you agree with the author?
4. Why isn't social media even just harmless but can cause some significant damage to all the aspects of our life?

5. What does life look like without social media, according to the speaker's personal experience?
6. Do you agree with the author that we should quit social media and why?

### **Overcoming Obstacles**

"How I climbed a 3,000-foot vertical cliff -- without ropes" by Alex Honnold.  
[https://www.ted.com/talks/alex\\_honnold\\_how\\_i\\_climbed\\_a\\_3\\_000\\_foot\\_vertical\\_cliff\\_without\\_ropes](https://www.ted.com/talks/alex_honnold_how_i_climbed_a_3_000_foot_vertical_cliff_without_ropes)

Questions for discussion and reflection:

1. How did the speaker overcome their fear and gain comfort in free soloing? What strategies did they employ to manage fear?
2. What role did visualisation play in the speaker's preparation for free soloing El Capitan? How did visualisation help them eliminate doubt and fear?
3. Reflecting on the speaker's experience, what factors do you think contribute to achieving mastery in any field or pursuit? How does the speaker's journey relate to the concept of mastery and pushing personal limits?

### **Emotional Intelligence**

"Your body language may shape who you are" by Amy Cuddy.  
[https://www.ted.com/talks/amy\\_cuddy\\_your\\_body\\_language\\_may\\_shape\\_who\\_you\\_are](https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are)

Questions for discussion and reflection:

1. How does body language influence our perceptions of others? Can you think of any real-life examples where body language had a significant impact on a person's judgement or outcome?
2. According to the speaker, our nonverbal behaviour not only affects how others perceive us but also how we perceive ourselves. How do you interpret this claim? Can you think of instances where changing your body language or posture affected your own thoughts, feelings, or confidence levels?
3. The speaker suggests that power poses can have physiological effects on our hormones and behaviours. What are your thoughts on this claim? Do you believe that adopting a high-power pose for a few minutes can lead to meaningful changes in real-life situations? Can you think of any potential limitations or contexts where power posing may not be effective?

### **Resilient Leadership**

"Lead like the great conductors" by Itay Talgam.  
[https://www.ted.com/talks/itay\\_talgam\\_lead\\_like\\_the\\_great\\_conductors](https://www.ted.com/talks/itay_talgam_lead_like_the_great_conductors)

Questions for discussion and reflection:

1. How does the conductor's role contribute to creating harmony and order in an orchestra performance?
2. How do different conductors exhibit control and leadership in their conducting styles?
3. What are the different approaches and philosophies of conducting demonstrated by the conductors mentioned in the talk, and how do they impact the orchestra's performance?

## Developing Grit

"Grit: The Power of Passion and Perseverance" by Angela Lee Duckworth.  
[https://www.ted.com/talks/angela\\_lee\\_duckworth\\_grit\\_the\\_power\\_of\\_passion\\_and\\_perseverance](https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance)

Questions for discussion and reflection:

1. How does Angela Duckworth define grit, and why does she consider it a significant predictor of success?
2. What research methods did Angela Duckworth and her team use to study grit in different contexts, such as military training, spelling bee competitions, and teaching in tough neighbourhoods? What did they find?
3. According to Duckworth, what is the relationship between talent and grit? How does the concept of growth mindset contribute to building grit in individuals, especially children?

## Videos that Address the Problem of Motivation

These videos provide valuable insights into the science of motivation and offer practical tips for how students can improve their own motivation levels. They are also visually engaging and use animation or storytelling to illustrate complex ideas in an accessible way.

1. "The Puzzle of Motivation" by Dan Pink: <https://www.youtube.com/watch?v=rrkrvAUbU9Y>
2. "The Power of Believing That You Can Improve" by Carol Dweck: [https://www.youtube.com/watch?v=\\_X0mgOOSpLU](https://www.youtube.com/watch?v=_X0mgOOSpLU)
3. "The Science of Motivation" by AsapSCIENCE: <https://www.youtube.com/watch?v=pZT-FZqfxZA>
4. "The Surprising Truth About What Motivates Us" by RSA Animate: <https://www.youtube.com/watch?v=u6XAPnuFjJc>
5. "How to Motivate Yourself to Change Your Behavior" by Tali Sharot: <https://www.youtube.com/watch?v=xp002vi8DX4>

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