

Министерство науки и высшего образования Российской Федерации  
ФГБОУ ВО «Удмуртский государственный университет»  
Институт языка и литературы  
Кафедра лингвистического и лингводидактического  
сопровождения иноязычной профессиональной коммуникации

**Р.Ш. ЧЕРМОКИНА, Р.Г. ШИШКИНА**

**FINDING POWER I:  
generating ideas and energy  
to make the world better**

Учебно-методическое пособие для студентов 2 курса  
гуманитарного цикла (аналитико-коммуникативный цикл)

Ижевск  
2025

**ISBN 978-5-4312-1266-6**

© Чермокина Р.Ш., Шишкина Р.Г., 2025  
© ФГБОУ ВО «Удмуртский  
государственный университет», 2025

УДК 811.111(075.8)  
ББК 81.432.1я73  
Ч-489

*Рекомендовано к изданию учебно-методическим советом УдГУ*

**Рецензенты:** д-р филол. наук, доцент, зав. каф. иностранных языков в сфере права, экономики и управления УдГУ **Л.А. Юшкова**,  
канд. филол. наук, доцент, зав. каф. иностранных языков, УдГАУ **И.Ю. Русанова**.

**Чермокина Р.Ш., Шишкина Р.Г.**

Ч-489 Finding power I: generating ideas and energy to make the world better : учеб.-метод. пособие / Р.Ш. Чермокина, Р.Г. Шишкина. – Электрон. (символьное) изд. (2,7 Мб). – Ижевск : Удмуртский университет, 2025. – 87 с. – Текст : электронный.

Учебно-методическое пособие имеет коммуникативную направленность, основывается на использовании проблемно-речевых и творческих упражнений, аутентичных ситуаций общения, предполагающих развитие компетенций подготовленной и спонтанной иноязычной коммуникации, а также совершенствования критического и творческого мышления. Пособие может быть использовано при организации самостоятельной работы студентов.

Предлагаемое учебно-методическое пособие адресовано студентам 2 курсов неязыковых вузов, обучающимся по гуманитарным направлениям подготовки в рамках дисциплины «Иностранный язык».

**Минимальные системные требования:**

Celeron 1600 Mhz; 128 Мб RAM; WindowsXP/7/8 и выше; разрешение экрана 1024×768 или выше; программа для просмотра pdf

**ISBN 978-5-4312-1266-6**

© Чермокина Р.Ш., Шишкина Р.Г., 2025

© ФГБОУ ВО «Удмуртский  
государственный университет», 2025

**Чермокина Регина Шамиловна, Шишкина Раиса Гавриловна**  
**Finding power I: generating ideas and energy to make the world better**

Учебно-методическое пособие для студентов  
2 курса гуманитарного цикла (аналитико-коммуникативный цикл)

---

Подписано к использованию 10.06.2025  
Объем электронного издания 2,7 Мб, тираж 10 экз.  
Издательский центр «Удмуртский университет»  
426034, г. Ижевск, ул. Ломоносова, д. 4Б, каб. 021  
Тел. : +7(3412)916-364 E-mail: editorial@udsu.ru

---

## ПРЕДИСЛОВИЕ

Быстрая обновляемость технологий и знаний, трансформация на рынке труда, расширение каналов коммуникации, развитие новых инструментов (социальные сети, дистанционные курсы обучения, искусственный интеллект и др.) требуют от современного специалиста креативности, способности генерировать идеи, критическое мышление и коммуникабельность, которые относятся к предпринимательскому мышлению, необходимого для эффективного труда. Данные особенности нового времени определяют основные направления в разработке новой парадигмы иноязычного образования в условиях современной образовательной среды: введение новых требований к компетенциям выпускников, таких как коммуникационная компетенция, критическое мышление и предпринимательская компетенция.

Ситуация естественной включённости студентов в цифровизацию требует создания баланса в отношении offline взаимодействия и энергетического подкрепления, что вписывается в концепции педагогики отношений (Анна Степанова: концепция педагогики отношений помогает составлять персональные траектории развития, повышать мотивацию и делать обучение более эффективным, при составлении личной образовательной стратегии важна роль ментора или наставника, который выполняет сопровождающую функцию и помогает удерживать фокус внимания). Данное учебно-методическое пособие уделяет особое внимание развитию коммуникативных навыков студентов. Проблемно-речевые и творческие упражнения, аутентичные ситуации общения, направлены на развитие умения работать в команде, эффективно общаться и выступать публично. Задания также направлены на практику подготовленной и спонтанной иноязычной коммуникации и совершенствования критического и творческого мышления, что будет способствовать их профессиональному росту и адаптации на рынке труда.

Учебно-методическое пособие "FINDING POWER: generating ideas and energy to make the world better" разработано с учетом современных требований, и направлено на развитие не только языковых навыков, но и творческого мышления, способностей к коммуникации и генерации новых идей, оно призвано помочь студентам раскрыть свой потенциал и создать полезные идеи для улучшения мира. Мы верим, что каждый способен внести свой вклад в совершенствование общества, и мы хотели бы помочь найти студентам силу и энергию для этого.

## Part I

### Images of POWER

- 1) Continue the statements and share your ideas with partners (in pairs first and then together in the group).



- A) A true will power is to open the refrigerator after 6 pm to take a box of yogurt and...
- B) People who lack the will power to go to the dentist are driven there...
- C) Will power is when you have "My messages (1)" and you...

- 2) Check the original versions of the previous statements, compare if they are alike. Discuss how many of you have this power.

and take only yogurt!

by the force of pain.

turn off the computer and go to bed

- 3) Read the joke and offer your version. Make your group harmful recommendations.

– Never stop training your will power. Push up 15 times instead of 10. Run not 2, but 3 kilometers. They say that you need to sleep 8 hours? Why not 9 or 10? Fight, improve the result!

– Eat the whole cake, not a piece, drink the whole bottle of whiskey, not a glass!

- 4) Set together short term common goals at the class. Agree on the ways to reach them.

5) Read the lyrics of Sia *Never give up*

(<https://rutube.ru/video/1ca0bb002cf121d74344e9c0c2176abf/> ).

What metaphors do you see?

6) Watch a clip and guess the story plot.

(<https://rutube.ru/video/8e972ead8836dc503d586d45f368c82f/> ).

Discuss in groups what images of power you can see in the clip.



Movie: *Lion* (2016)

Song: Sia – *Never Give Up*

Synopsis:

Five year old Saroo gets lost on a train which takes him thousands of miles across India, away from home and family. Saroo must learn to survive alone in Kolkata, before ultimately being adopted by an Australian couple. Twenty-five years later, armed with only a handful of memories, his unwavering determination, and a revolutionary technology known as Google Earth, he sets out to find his lost family and finally return to his first home.

7) Find your songs about power. Listen to them together and compare the notions of power presented in the songs.

8) Choose a picture below you would like to describe and express ideas about the power it represents, its role in our life and ways to obtain and strengthen it. It is better to do it in a written form but it shouldn't take longer than 10 minutes.

You may use the following patterns:

The most appealing picture for me is the one where you can see (*the object in the middle of the picture*) (*verb+ing*)...

I'd highlight the picture where (*the object in the middle of the picture*) (*is/are*) (*verb+ing*)...

I've picked up the picture which depicts (*the object in the middle of the picture*)...

It seems to me it represents...

It may stand for...

It is quite probable/ obvious to embody...

I would dare suggest the picture symbolizes...

To my mind the picture mirrors ...

The picture conjures the image of...

No doubt...

As far as I can judge...

According to my personal experience...

Based on the sources spread in mass media...

Taking into account the material I've come across...

9) Share your ideas with your classmates in the group (see what power is the most attractive for the participants, try to see reasons).

Pay attention to the grammar which turned out to be the most challenging (Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous, Past Simple – tasks 18–22).

Read the definitions of the word *power* and underline those which have been discussed and ponder if you can add your own definition based on the discussed issues to your vocabulary.

Finalize what synonyms of the word *power* you may offer.







Compare your synonyms with the list below. Write down new words you have discovered, and highlight those you have found particularly interesting and useful (reference)

*власть*: power, authority, rule, control, grip, dominion

*мощность*: power, capacity, output, energy, duty, width

*сила*: force, power, strength, intensity, might, energy

*мощь*: power, might, capacity, vis

*энергия*: energy, power, vigor, vitality, intensity, might

*способность*: ability, capacity, power, capability, faculty, aptitude

*держава*: power, orb, globe, mound

*степень*: power, degree, extent, rate, stage, grade

*могущество*: power, might, potency, puissance, potence

*влияние*: influence, impact, effect, power, sway, action

*возможность*: opportunity, possibility, potential, capacity, ability, power

*полномочие*: authority, power, proxy, commission, competency, procuration

*производительность*: performance, productivity, capacity, output, efficiency

*божество*: deity, divinity, god, godhead, idol, power

10) Each member of the class should take turns and choose one of the energy images. They should conceal the image they have chosen from the rest of the class. Then, using gestures and movements the whole class should guess which of the energy images they are referring to, as well as discussing why the other images wouldn't apply.



You may use the following patterns:

It looks like... as/ since...

It reminds me of ... due to/ thanks to...

Are you hinting at...?

Could it be ...

11) Analyse whether a 3D presentation has confirmed the ideas about that kind of energy or added any new notions or contradicted them?

12) In groups of 2 or 3 decode the word “power” tucking up words beginning with the letters P, O, W, E, R as the ones reflecting the image of the word POWER. Present the results in front of the whole group. Compare the choices and classify the words characterizing power according to the type of power.

13) Look at the quote and say based on it what you can conclude about Martin Luther King, Jr. If you have the background knowledge of him, share.

*I am not interested in power for power's sake, but I'm interested in power that is moral, that is right and that is good.*

[Martin Luther King, Jr.](#)

14) Collect some information about Martin Luther King, Jr. and work in pairs by taking turns and asking

Do you know...?

Tell what you found about Martin Luther King, Jr or his time while you were communicating with the mates.



15) Martin Luther King’s speech “I have a dream” is one of the most famous examples of eloquent rhetoric in a speech. Write your own power speech of your dream to present in front of the group.

16) Revise Present Simple and do the exercises: [Present Simple — правила и примеры употребления. Как образуется Презент Симпл](#)

Let's test together. Fill in the appropriate verb in the form of the Present Simple:

1. About 375 million people \_\_\_\_\_ English as their first language.
2. An adult human skeleton \_\_\_\_\_ about 200 bones.
3. Giant tortoises \_\_\_\_\_ for about 150 years.
4. Most spiders \_\_\_\_\_ eight eyes.
5. Sound \_\_\_\_\_ at about 340 metres per second.
6. The human heart usually \_\_\_\_\_ about 80 times a minute.
7. On average, cats \_\_\_\_\_ about 15 hours every day.
8. The Prime Minister of Great Britain \_\_\_\_\_ at Number 10, Downing Street, London.



In pairs ask questions to check the memory of the above facts.

17) Revise Present Continuous and do the exercises: [Present Continuous — правила и примеры употребления. Как образуется Презент Континиус](#)

Let's test. Fill in the verbs in the proper tense according to the context

1. Will you please be quiet? I \_\_\_\_\_ to do my homework.
2. (on the phone) Can I phone you later? We \_\_\_\_\_ just \_\_\_\_\_ our dinner.
3. Could you stop the car, please? I \_\_\_\_\_ sick.
4. (on the phone) Can I take a message? Ray \_\_\_\_\_ a shower at the moment.



5. Is it OK if we take a taxi? I \_\_\_\_\_ problems with my car today.

6. (on the phone) Would you start cooking the dinner? I \_\_\_\_\_ the office now.

18) Revise Present Perfect and do the exercises: [Present Perfect \(Презент Перфект\) — правила и примеры употребления](#) , Revise Past Simple and do the exercises: [Past Simple — правила и примеры употребления. Как образуется Паст Симпл](#)

Imagine what verbs are omitted and put them in the correct form in the Present Perfect or Past Simple.

1. My grandparents \_\_\_\_\_ to the United States in 1968.
2. They're still in the US, so they \_\_\_\_\_ there for more than 50 years.
3. My grandparents \_\_\_\_\_ to visit us last week.
4. They \_\_\_\_\_ us every summer since I was born.
5. Sorry, Greg \_\_\_\_\_ to work today. Can I take a message?

6. Sorry, Greg \_\_\_\_\_ five minutes ago. Can I take a message?
7. It's 11 a.m. – I \_\_\_\_\_ 25 emails this morning, most of them spam!
8. It's 6 p.m. – I \_\_\_\_\_ 25 emails this morning, most of them spam!



19) Revise Present Perfect Continuous [Present Perfect Continuous, правила и примеры употребления](#) and do the exercise there.

Imagine what verbs are omitted and put them in the correct form in the Present Perfect Continuous or Present Perfect.

1. I \_\_\_\_\_ five emails today.
2. Sorry the kitchen's a mess. Ollie \_\_\_\_\_ .



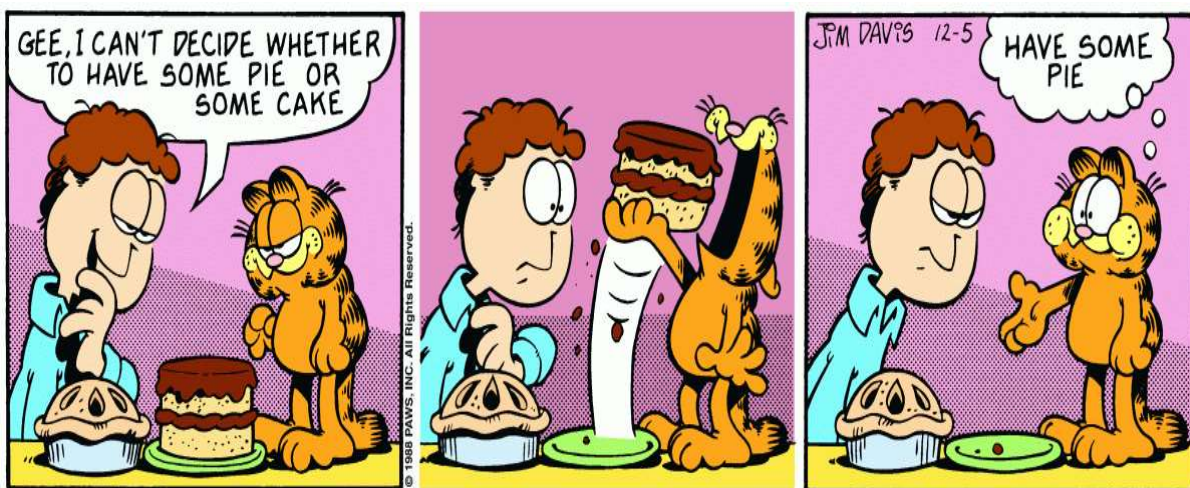
3. Sorry I'm late! Have you \_\_\_\_\_ long?
4. He \_\_\_\_\_ English for six years.



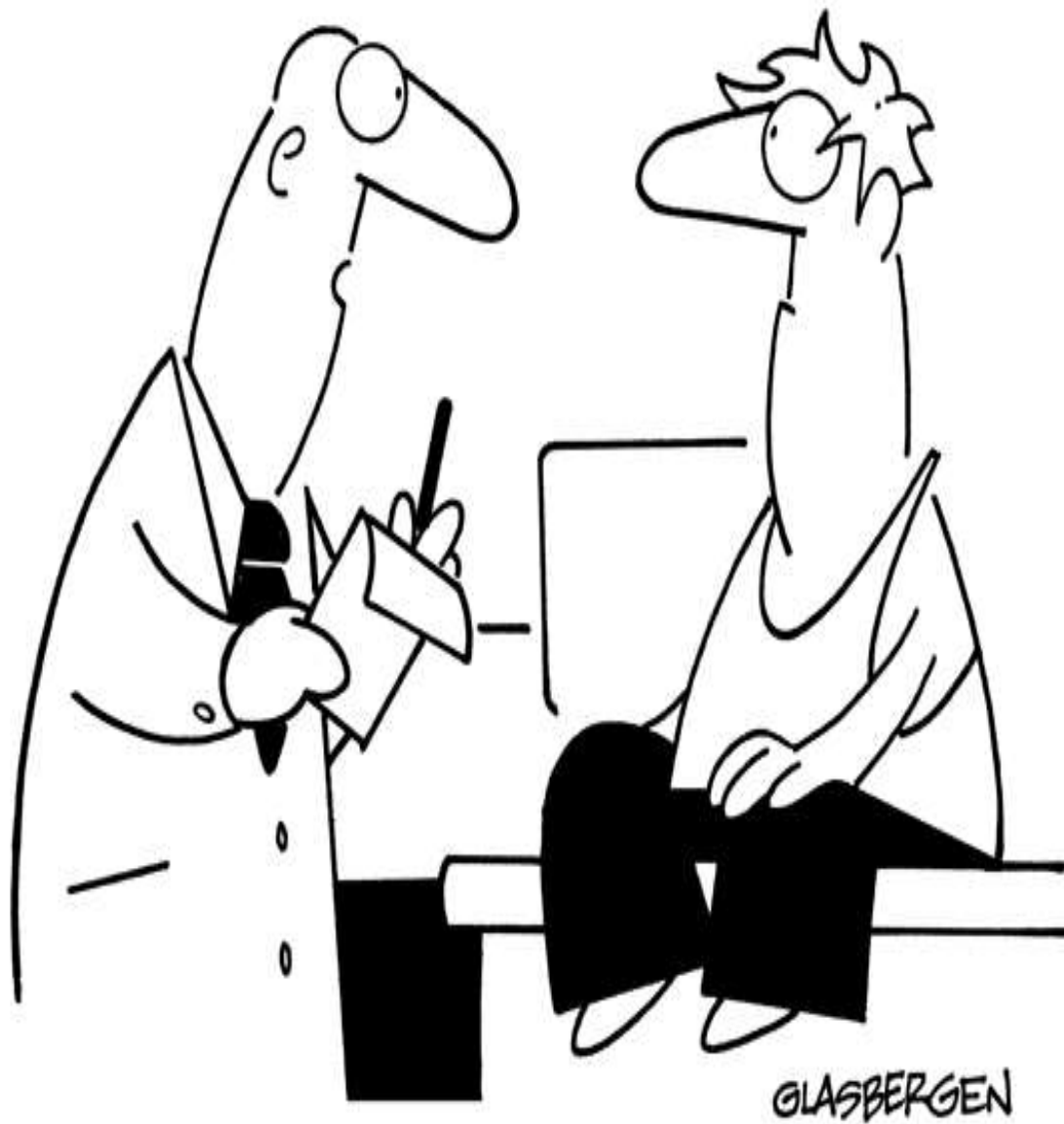
5. I \_\_\_\_\_ that film! It was terrible.
6. They've been playing for forty minutes but no one \_\_\_\_\_ a goal yet.
7. We \_\_\_\_\_ each other for years.
8. I really need a break! I \_\_\_\_\_ all morning!
9. Hey, you look different. Have you \_\_\_\_\_ your hair?
10. Can we go if we \_\_\_\_\_ ?
11. Your hands are really dirty! What have you \_\_\_\_\_ ?
12. Who \_\_\_\_\_ all the cake?! There's none left.

20) Do the task [Present Tenses – тест по английскому языку](#)

21) Comment on the pictures in pairs and then with the whole group (Power of Grammar)







**"You're under a lot of stress. I'm prescribing  
ice cubes to help you chill out."**



22) Read the poem by Edgar A. Guest below, paraphrase the lines, listen to the recording <https://rutube.ru/video/d7e24cb0026edb3790d9dad27950c11a/> , parrot it. In pairs discuss the ideas: agree or disagree, illustrating your ideas with the examples in the past or the present:

## Can't

Can't is the worst word that's written or spoken;  
Doing more harm here than slander and lies;  
On it is many a strong spirit broken,  
And with it many a good purpose dies.  
It springs from the lips of the thoughtless each morning  
And robs us of courage we need through the day:  
It rings in our ears like a timely-sent warning  
And laughs when we falter and fall by the way.

Can't is the father of feeble endeavor,  
The parent of terror and half-hearted work;  
It weakens the efforts of artisans clever,  
And makes of the toiler an indolent shirk.  
It poisons the soul of the man with a vision,  
It stifles in infancy many a plan;  
It greets honest toiling with open derision  
And mocks at the hopes and the dreams of a man.

Can't is a word none should speak without blushing;  
To utter it should be a symbol of shame;  
Ambition and courage it daily is crushing;  
It blights a man's purpose and shortens his aim.  
Despise it with all of your hatred of error;  
Refuse it the lodgment it seeks in your brain;  
Arm against it as a creature of terror,  
And all that you dream of you some day shall gain.

Can't is the word that is foe to ambition,  
An enemy ambushed to shatter your will;  
Its prey is forever the man with a mission  
And bows but to courage and patience and skill.  
Hate it, with hatred that's deep and undying,  
For once it is welcomed 'twill break any man;  
Whatever the goal you are seeking, keep trying  
And answer this demon by saying: "I can."

Learn it by heart.

23) Could you continue the statement of Spiderman's uncle, "With great power comes..."?

Watch the video ([PartActivity23](#)) to check if whose idea coincided with the opinion of Spiderman's uncle and answer the following questions:

Who is this video aimed at?

What powers are presented and have we discussed them?

If the answer to the question above is positive, another question is if we have discussed them then in which clue.

What power do you have or want to have? What do you need to do to maintain it?

24) Divide the whole group into 5 teams. Each team has to listen to one of the powers:

[PartActivity 24-1](#)

[PartActivity 24-2](#)

[PartActivity 24-3](#)

[PartActivity 24-4](#)

[PartActivity 24-5](#)

(get it in a random way like a lottery pull):

the first stage is to listen and discuss as the whole;

the second stage is to discuss each point, fixing the key words or statements;

the third stage is to get ready to share the information and your conclusions with the rest, for this sake define the strategy of the presentation and divide the roles.

After each presentation the spectators have to react asking the questions and sharing their opinion on the presented.



## Part II

### POWER through desire and motivation



1) Read the extract from the book *The Prince and the Pauper* by Mark Twain.

Someone wakes up in a slum and is glad to see a new day. Especially when your stepfather does not beat you. Someone is lying on a soft bed. Such destinies are so different. What can they have in common? What desires do they have?

How does the author describe the vicinity? What is the author's motivation?

#### Chapter II. Tom's early life.

...London was fifteen hundred years old, and was a great town—for that day. It had a hundred thousand inhabitants—some think double as many. The streets were very narrow, and crooked, and dirty, especially in the part where Tom Canty lived, which was not far from London Bridge. The houses were of wood, with the second story projecting over the first, and the third sticking its elbows out beyond the second. The higher the houses grew, the broader they grew. They were skeletons of strong criss-cross beams, with solid material between, coated with plaster...

The house which Tom's father lived in was up a foul little pocket called Offal Court, out of Pudding Lane. It was small, decayed, and rickety, but it was packed full of wretchedly poor families. Canty's tribe occupied a room on the third floor. The mother and father had a sort of bedstead in the corner; but Tom, his grandmother, and his two sisters, Bet and Nan, were not restricted—they had all the floor to themselves, and might sleep where they chose...

Bet and Nan were fifteen years old—twins. They were good-hearted girls, unclean, clothed in rags, and profoundly ignorant. Their mother was like them. But the father and the grandmother were a couple of fiends. They got drunk whenever they could; then they fought each other or anybody else who came in the way; they cursed and swore always, drunk or sober; John Canty was a thief, and his mother a beggar. They made beggars of the children, but failed to make thieves of them. ... a good old priest ...used to get the children aside and teach them right ways secretly. Father Andrew also taught Tom a little Latin, and how to read and write; and would have done the same with the girls, but they were afraid of the jeers of their friends, who could not have endured such a queer accomplishment in them.



All Offal Court was just such another hive as Canty's house. Drunkenness, riot and brawling were the order, there, every night and nearly all night long. Broken heads were as common as hunger in that place. Yet little Tom was not unhappy. He had a hard time of it, but did not know it...

...No, Tom's life went along well enough, especially in summer. He only begged just enough to save himself... he put in a good deal of his time listening to good Father Andrew's charming old tales and legends about giants and fairies, dwarfs and genii, and enchanted castles, and gorgeous kings and princes. His head grew to be full of these wonderful things, and many a night as he lay in the dark on his scant and offensive straw, tired, hungry, and smarting from a thrashing, he unleashed his imagination and soon forgot his aches and pains in delicious picturings to himself of the charmed life of a petted prince in a regal palace. One desire came in time to haunt him day and night: it was to see a real prince, with his own eyes. He spoke of it once to some of his Offal Court comrades; but they jeered him and scoffed him so unmercifully that he was glad to keep his dream to himself after that.

He often read the priest's old books and got him to explain and enlarge upon them. His dreamings and readings worked certain changes in him, by- and-by. His dream-people were so fine that he grew to lament his shabby clothing and his dirt, and to wish to be clean and better clad. He went on playing in the mud just the same, and enjoying it, too; but, instead of splashing around in the Thames solely for the fun of it, he began to find an added value in it because of the washings and cleansings it afforded...

...By-and-by Tom's reading and dreaming about princely life wrought such a strong effect upon him that he began to *act* the prince, unconsciously. His speech and manners became curiously ceremonious and courtly, to the vast admiration and amusement of his intimates. But Tom's influence among these young people began to grow now, day by day; and in time he came to be looked up to, by them, with a sort of wondering awe, as a superior being. He seemed to know so much! and he could do and say such marvellous things! and withal, he was so deep and wise! Tom's remarks, and Tom's performances, were reported by the boys to their elders; and these, also, presently began to discuss Tom Canty, and to regard him as a most gifted and extraordinary creature. Full-grown people brought their perplexities to Tom for solution, and were often astonished at the wit and wisdom of his decisions. In fact he became a hero to all who knew him except his own family—these, only, saw nothing in him.

Privately, after a while, Tom organised a royal court! He was the prince; his special comrades were guards, chamberlains, equerries, lords and ladies in waiting, and the royal family. Daily the mock prince was received with elaborate ceremonials borrowed by Tom from his romantic readings; daily the great affairs of the mimic

kingdom were discussed in the royal council, and daily his mimic highness issued decrees to his imaginary armies, navies, and viceroyalties.

...And still his desire to look just once upon a real prince, in the flesh, grew upon him, day by day, and week by week, until at last it absorbed all other desires, and became the one passion of his life.

### Chapter III. Tom's meeting with the Prince.

... One day fate gives him such an opportunity. The boy sees Prince Edward VI through the palace fence. The prince even invites Tom to go inside.

"... Hast thou a pleasant life there?"

"In truth, yes... There be Punch-and-Judy shows, and monkeys—oh such antic creatures! and so bravely dressed! – and there be plays wherein they that play do shout and fight till all are slain, and 'tis so fine to see, and costeth but a farthing—albeit 'tis main hard to get the farthing, please your worship."

"Tell me more."

"We lads of Offal Court do strive against each other with the cudgel, like to the fashion of the 'prentices, sometimes."

The prince's eyes flashed. Said he—

"Marry, that would not I mislike. Tell me more."

"We strive in races, sir, to see who of us shall be fleetest."

"That would I like also. Speak on."

"In summer, sir, we wade and swim in the canals and in the river, and each doth duck his neighbour, and splatter him with water, and dive and shout and tumble and—"

"Twould be worth my father's kingdom but to enjoy it once! Prithce go on."

"We dance and sing about the Maypole in Cheapside; we play in the sand, each covering his neighbour up; and times we make mud pastry—oh the lovely mud, it hath not its like for delightfulness in all the world! –we do fairly wallow in the mud, sir, saving your worship's presence."

"Oh, prithce, say no more, 'tis glorious! If that I could but clothe me in raiment like to thine, and strip my feet, and revel in the mud once, just once, with none to rebuke me or forbid, meseemeth I could forego the crown!"

2) Discuss with your partner if you had a chance to swap places with anybody whose shoes you would like to be in.



3) Share with the group who your partner would like to swap places with. Is it connected with the partner's dream (recall your classmate's dream)?

You may use the following patterns:

If I am not mistaken, ... dreams to.... So it seems to me, his/her wish to swap places with ... is (not) connected with her/his dream...

If my memory doesn't fail, ... dreams to.... I reckon his/her desire to swap places with is

(not) closely related ...

As far I remember, ... dreams to.... So his/her desire to swap places with ... sounds (il)logical

I do remember ... dreams to.... So I am (not) surprised, he/she wants badly to swap places with ...



I am sure ... dreams to.... So no doubt he/she aspires to ...when he/she swaps places with...

4) Watch and translate the video about Elon Musk's dreams, desires, motivations.

Speak about things which were new, unexpected or disturbing...

**Part II activity 4.**

5) Speak on issues below:

A) Discuss if the dream, desire and motivation are the same.

You may use the following patterns:

To my mind,...

In my opinion, ...

I find...

I suppose...

I favor...

I reckon ...

I guess ...

B) Read and compare the ideas in the text with yours.



Power through desire and motivation can be a very powerful force in achieving our objectives and reaching our goals. When we have a strong desire for something, we tend to feel more motivated and driven to pursue it, even in the face of obstacles or challenges. One way to tap into our desire and motivation is to set clear, specific, and measurable goals. This helps us to focus our energy and resources in a meaningful way, and gives us a clear sense of direction and purpose. We can also find motivation through positive reinforcement and rewards, such as praise, recognition, or even small treats to keep ourselves motivated. Another important factor is to maintain a positive mindset and attitude. When we believe in ourselves and our abilities, we are more likely to persevere and overcome obstacles. This can be achieved through practices such as positive self-talk, visualization, and mindfulness. Lastly, building a support network can be a key factor in keeping oneself motivated and accountable. Surrounding ourselves with like-minded individuals who share our goals and aspirations can provide us with a sense of community and support, and remind us of why we are working so hard to achieve our desires.

6) Discuss in pairs the proverbs (what they mean and if you agree with them)

He begins to die that quits his desires.

Examine well the counsel that favours your desire.

The greatest tranquility is when we desire nothing.

7) Listen to Chapters I and II of the audiobook [Learn English through Story Level 3 – Elon Musk – Graded Reader – WooEnglish – смотреть онлайн в поиске Яндекса по Видео](#) (to work at your pronunciation, parrot the speaker while looking at the text, to work at listening, repeat the words of the speaker without looking at the text). Do the following grammar and vocabulary tasks. Afterwards highlight particular Elon Musk's dreams, desires, motivations which are revealed in those chapters vividly. Are they related to the facts from the previous video about Elon Musk's dreams, desires, motivations?

### Chapters 1-2

A) Translate the words and think of their synonyms and other words with the same root

1. descent
2. own
3. entrepreneur
4. engross
5. pick on
6. remain



B) Compare your results with the examples below

1. *происхождение*  
origin, descent, birth, genesis, background, lineage  
descendant (потомок), descendance (происхождение, спуск), ascendance (господство)
2. *владеть*  
possess, hold, govern, manage, be master of, get,  
owner, (владелец), ownership (собственность), disown (отречься)
3. *предприниматель*  
employer, industrialist, undertaker, manufacturer, boss  
enterprise (предприятие, предпринимательство, предприимчивость,  
инициатива, промышленное предприятие, смелое предприятие)
4. *поглощать*  
absorb, swallow, devour, consume
5. *выбирать, придира́ться, дразнить*  
tease, badger, pick on, vex, rib, dangle  
picker (сборщик), picky (придирчивый, разборчивый)
6. *оставаться*  
stay, remain, continue, keep, stay on, stick

C) Fill in the appropriate prepositions:

1. He was born \_\_\_\_ June, 28 in 1971 in Pretoria, South Africa.
2. His parents were \_\_\_\_ Swiss-Canadian and British descent.
3. He developed a passion \_\_\_\_ reading and technogy.
4. His childhood was not \_\_\_\_\_ challenges.
5. Despite his difficulties he remained dedicated \_\_\_\_ learning and love \_\_\_\_ books.
6. He continued to focus \_\_ his education.



7. \_\_\_\_\_ his early experiences in South Africa, his love \_\_\_\_\_ technology, space and innovation began to emerge.

D) Translate

1. It helped shape entrepreneur's path.
2. He was engrossed in science fiction novels that fueled his fascination with space and exploration.
3. He faced bullying in school where he was often picked on for his introverted nature.

E) Chapter 2

Meet the families of words and test yourself if you know or can guess their meanings:

Entrepreneur  
Entrepreneurial  
Entrepreneurship

Found  
Founder  
Foundation  
Lay the foundation

Apply for  
Applied  
Application

Acquire  
Acquisition

Direct  
Director  
Direction  
Directory

Sign  
Signify  
Significance  
Significant



Signature

Present

Presence

Convenient

Convenience

Identity

Identify

Solid

Solidity

Solidify

Capital

Capitalize



F) Translate the word combinations:

At the dawn of, In its infancy. In its early days

Attracted the attention of venture capital firms

Garner the attention

To aim to/at

Set his sights on

Set it apart

By the late 1990s

Early 1980s



G) Revise the grammar: <https://englishplan.ru/grammatika/so-i-am-neither-is-he>

Agree with the statements using so... or neither...

1. Elon Musk explored the opportunities of IT. (Bill Gates).
2. My relationship with parents is not strained. (mine).

3. Mozart's passion for music grew from childhood. (Chaikovsky).
4. I have determination to succeed with every patient. (You).
5. They did not study in Oxford. (We).
6. We earned a new experience. (You).
7. We will excel in our competence. (They).
8. We pursue first of all quality. (We).
9. They aimed to provide local clinics with high tech support.(We).
10. He used his personal savings as initial capital. (We).

H) Comment on the picture



I) Revise the grammar: <https://englishinn.ru/tag-question.html>

Complete the tag questions

1. You have gained valuable knowledge at the course,....?
2. That is your endeavour, ...?
3. You have enrolled in our next course, ...?
4. We are going to plan our next collaboration venture, ...?
5. Our cooperation is marked with mutual understanding, ...?
6. We can be proud of some achievements,...?
7. We'll make a bold decision, ...?
8. It was a precursor to efficient dentricity, ...?
9. We all face different challenges in the early stages of our carreer, ...?
10. There are some obstacles, ...)

J) Comment on the picture



8) Consult with the dictionary to see synonyms of desire and their examples, write them down, translate, find differences: <https://www.thesaurus.com/browse/desire>

9) The movie Just like Heaven (can be found in [Inoriginal – фильмы, сериалы и мультфильмы на английском языке в оригинальной озвучке с русскими, английскими и двойными субтитрами.](#))

A) Watch the first 15 minutes and match the words and word combinations with their translation, recall who used the words and word combinations in what circumstance:





1. Sutures
2. EKG
3. Swollen ankles
4. Trauma
5. UTI
6. Pneumonia
7. Diabetic coma
8. No fracture
9. Wrap it up
10. Internal hemorrhaging
11. I'll scrub up
12. Attending physician
13. Bowel obstruction
14. Can you take a quick peek?

- a) Вы можете быстро взглянуть?
- b) Швы
- c) ИМП (Инфекция мочевых путей)
- d) Лечащий врач
- e) Пневмония
- f) Непроходимость кишечника
- g) Диабетическая кома
- h) Без перелома
- i) Внутреннее кровотечение
- j) ЭКГ
- k) Распухшие лодыжки
- l) Травма
- m) Выскоблить
- n) Перебинтовать

B) Put the verbs into the defined tense and translate the whole sentences. Check in the film who said it and in what circumstances and check watching the first 20 minutes of the movie.



1. How long \_\_\_\_\_ you \_\_\_\_\_ on? (be, Present Perfect)
2. Then she can be \_\_\_\_\_ (discharge, Passive Voice)
3. You \_\_\_\_\_ not \_\_\_\_\_ me up with a complete stranger (set, Present Progressive)



4. He \_\_\_\_\_ n't \_\_\_\_\_ this kind of thing either (do, Present Simple)
5. I'd just like you to meet one who \_\_\_\_\_ n't \_\_\_\_\_ (bleed, Present Progressive)
6. I \_\_\_\_\_ already \_\_\_\_\_ 2 marriage proposals (have, Present Perfect)
7. You \_\_\_\_\_ \_\_\_\_\_ it (earn, Present Perfect)
8. I \_\_\_\_\_ \_\_\_\_\_ you this huge favor (do, Present Progressive)
9. I think I \_\_\_\_\_ you I gonna need something furnished (tell, Past Simple)
10. You \_\_\_\_\_ n't \_\_\_\_\_ (exist, Present Simple).

C) Watch next 20–30 minutes. Explain reasons of using the underlined grammar

Are you hearing voices or seeing things that aren't quite real to you?

I'll take it as a "Yes".

D) What is the role of the man on the left in the life of David and Elizabeth?



E) Put the verbs into the defined tense and translate the whole sentences. Check in the film who said it and in what circumstances.

1. \_\_\_\_\_ your recent alcohol consumption \_\_\_\_\_? (increase, Present Perfect)

2. \_\_\_\_\_you recently \_\_\_\_\_ consult from a mental health care professional? (seek, Present Perfect)
3. How \_\_\_\_\_ you \_\_\_\_\_? (know, Present Simple)
4. \_\_\_\_\_ you \_\_\_\_\_ paranoid, like people are out to get you? (feel, Present Simple)
5. Why \_\_\_\_\_ you \_\_\_\_\_ me so many questions? (ask, Present Progressive)
6. You \_\_\_\_\_, quite convincingly that you \_\_\_\_\_ an apartment that in fact \_\_\_\_\_ to somebody else. (fantasize, rent Present Perfect; belong, Present Simple)
7. I \_\_\_\_\_ to set it on this lovely mahogany...(go, Present Progressive)
8. The power of Christ \_\_\_\_\_ you. (compel, Present Simple).

F) Interpret the state and intentions of the person saying the following:

1. Stay away from me.
2. I have a hot moist cup of coffee in my hand. There is no coaster on the table.
3. Grow up. It has a view, a fireplace. People would kill their grandmothers for a lot less in this city.
4. Do you believe in this stuff?
5. Well, you don't until you do.
6. Spirit, awake.

Spirit, partake.

Spirit, without fear.

Spirit, appear.

7. It's weird to have a squatter in your living room.
8. Let's not stray from the point.

G) Restore the statements where the words below are used in the movie. What is the message of each statement?

1. Pick up a pillow, stain, spill, cough syrup
2. Sheet, soil, from Nordstrom, receipt, drawer
3. Come to terms, mentally ill
4. Definitely a presence, hostile, cancer-causing ray of spirit hate searing towards your body

H) What do the words and phrases have in common?

1. sublet, tenant, a month-to month thing, give a real lease
2. Passing on Guide to the afterlife
3. UFO, ufology
4. Encounter, ectoplasm, soniferous, seance

I) Translate into Russian according to the episodes in the movie, recall the situations:

1. Missed.
2. Rest in peace.
3. All set.
4. Hideous reasons

J) Watch the whole movie from\_00:30:00 till 01:33:00 and then work with the designated partners at the movie part defined below:

00:30:00–00:40:00, 00:40:00–00:50:00, 00:50:00–00:60:00, 01:00:00–01:10:00,  
01:10:00–01:20:00, 01:20:00–01:33:00

You should watch your own part thoroughly and fix it as a video+power point presentation according to the plan (not more than 3 minutes):

I A brief retelling of the part with the vocabulary support or typescript subtitles.

II Interpretation of situations based on the vocabulary, grammar, behavior.

10) In pairs recall the facts from the book *The Prince and The Pauper* and about Elon Musk to talk over their ambitions, aspirations, eagerness, inclinations, passion... and their realizations.



11) In groups of 3 recall the facts about famous people to talk over their ambitions, aspirations, eagerness, inclinations, passion... and their realizations.



12) In groups of 4 talk over your ambitions, aspirations, eagerness, inclinations, passion... and your realizations.

13) Translate the Latin proverb “libens, volens, potens” into Russian, compare it with the English version: ready, willing and powerful.

Look at pictures advertising something. Comment on them.



14) Make the conclusion of the chapter.

## Part III

### Mind Power



1) Energy is necessary to fuel movement, for example, for transport it is produced from coal, gas, oil, sun, wind, atom. Mind power is generated from thoughts that make us act. Let us ponder on it.

A) Share your ideas about ways to sharpen our intelligence to increase our mind power in small groups of 3-4 students. Model a holistic program to increase our mind power.

B) Your group should appoint a spokesperson to present your model to the whole class. Be respectful and attentive while listening to others' models.

C) After all the groups have presented their ideas, discuss the questions:

- What common ways or patterns do you notice?
- Are there contradictory ways?
- Which patterns seem to be applicable for everyone? Which ways are particular?
- Do you remember an example from history to confirm some of the ways?



D) Watch the video to see which ideas were covered in your models and which were omitted: [9 Proofs You Can Increase Your Brain Power – смотреть онлайн в поиске Яндекса по Видео](#) 2. Let us work with the text below.

A) Check in pairs if we do the recommended stuff by Dr. James R Bavis to be mentally fit.

### **Exercising your brain: 6 ways to build mental fitness**

Posted January 24, 2022 by Dr. James R Bavis

Just as our bodies require care and exercise over the course of our life, so do our brains — especially as we age. Lifting weights strengthens our muscles, while strengthening our mental “muscles” improves our memory, attention, brain speed, people skills, intelligence and navigation.

The key is variety. Similarly when we exercise our body, if doing something becomes too easy, it’s time to make a change to build brainpower. The more something is second nature, the less our brain has to work to do it.

For example, if you can do a crossword puzzle in record time, it’s time to increase the difficulty level to challenge yourself and get the best work out for your brain.

People of all ages can benefit from incorporating a few brain exercises into their lives to stay mentally sharp for the long haul. All it takes is a few minutes each day. Studies have found it’s most beneficial to work on these exercises a little bit each day, instead of spending a few hours each week.

Summa Health offers 6 ways to reach your desired mental fitness level, in addition to a balanced diet and regular physical activity. These exercises can improve just about everything in your life because, if you think about it, your brain is at the core of everything you do.

#### **Play games**

Doing crossword puzzles, Sudoku games, jigsaw puzzles and other games that rely on logic, math, word and visuospatial skills are great ways to increase brainpower. These types of games require multiple cognitive abilities, which challenges your brain and improves processing speed and memory. Now you know it’s OK, even healthy, for adults to carve out a few minutes each day to play games.

## **Read a variety of books**

Books are filled with interesting characters, infinite information and facts. Challenge your brain by reading a variety of topics, from historical fiction to contemporary classics to romance. Your brain will get a workout imagining different time periods, cultures and people, while learning new things and building vocabulary. Plus, you'll be developing interesting stories to share with others.

## **Use all your senses**

Try incorporating activities that simultaneously engage all five of your senses, from taking a cooking class to visiting a farmer's market or food festival to trying a new restaurant. Using all your senses helps to strengthen your brain by focusing on smelling, touching, tasting, seeing and hearing all at the same time.

## **Daily meditation**



Meditation is known to calm your body, slow your breathing and reduce stress and anxiety. But, what you may not know is daily meditation also can improve your memory and processing power. By creating a calm mental state, you engage your brain in new and interesting ways. All it takes is stealing five minutes each day to meditate in a quiet spot.

## **Learn a new skill**

No matter your age, your brain is capable of learning new skills at any point in your life. It's a great way to strengthen brain connections because when you learn a new skill, you work multiple areas of your brain. For example, your memory comes into play, your brain learns new movements and you associate things differently.



Learning to play an instrument, building a ship in a bottle, learning new dance moves or a new language all challenge your brain in new ways and can add something fun and interesting to your life, to boot.

Then, once you've learned the new skill, teach it to someone else. It's one of the best ways to expand your learning – and brainpower.

## **Train your brain**

Brain training has become a popular exercise in recent years. From formal courses, online programs and books, people are realizing the benefits of training their brains to sharpen response times and attention.

One example program is called Brain HQ. It's a brain-training program that offers dozens of brain exercises designed to improve memory, attention, brain speed, intelligence, navigation and communication. Brain HQ works by continually measuring your performance to serve up exercises that are tailored for you. The exercises take less than 5 minutes and can be done at home using your computer or phone.

The old adage rings true: "You don't use it, you lose it." Whichever exercises you choose, focusing on your brain health has been proven to improve your concentration, focus, memory and mental agility, no matter your age. Hey, you may even learn something new and enriching along the way.

B) Make conclusions about the results of the checking and share ideas about the process of reading or discussing or revealing. You may need Past Continuous, Past Perfect and Past Perfect Continuous.

3. Let us turn to grammar to express successfully your ideas.

A) Revise Past Simple and Past Continuous and do the exercises:

<https://learnenglish.britishcouncil.org/grammar/a1-a2-grammar/past-continuous-past-simple>

Imagine or recall what verbs are omitted and put them in the correct form in the Past Continuous ([https://bbresources.s3.amazonaws.com/sites/3/Grammar2-PastCont\\_2627.pdf](https://bbresources.s3.amazonaws.com/sites/3/Grammar2-PastCont_2627.pdf)).

1. I \_\_\_\_\_ TV when parents came home.
2. You \_\_\_\_\_ your bicycle when I saw you.
3. Tom \_\_\_\_\_ for his test yesterday at seven o'clock.
4. The boys \_\_\_\_\_ football when it started to rain.
5. My parents \_\_\_\_\_ the house when I got home.
6. \_\_\_\_\_ the dogs \_\_\_\_\_ at midnight last night?



7. When I phoned my friend, she \_\_\_\_\_ supper.
8. They \_\_\_\_\_ while I \_\_\_\_\_ my homework.

B) Write questions using the Past Continuous.

1. you / walk / in the street / at seven o'clock / last night / ?

2. your father / sleep / at eight o'clock / this morning / ?

3. you / listen / to music / in the bedroom / when Mum come in / ?

4. your brother / wait / at the bus stop / ?

---

5. your friends / swim / at eleven o'clock / in the morning / ?

---

C) Revise Past Perfect and do the exercises:

<https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/past-perfect>. Imagine or recall what verbs are omitted and put them in the correct form in the past perfect (simple or continuous) and/or the past simple.

1. When I \_\_\_\_\_ home, I \_\_\_\_\_ that I \_\_\_\_\_ my phone at work.

2. When Sandi finally \_\_\_\_\_ her licence, she \_\_\_\_\_ driving lessons for more than two years.

3. The thief \_\_\_\_\_ only arrested after he \_\_\_\_\_ more than 10 houses in the village.

4. I \_\_\_\_\_ sorry when I \_\_\_\_\_ about Jim's problems, though I \_\_\_\_\_ him very much.

5. When my mum \_\_\_\_\_ to visit us in Hong Kong last year, she \_\_\_\_\_ on an aeroplane before.

6. Caireen \_\_\_\_\_ last night to say that she \_\_\_\_\_ all her exams.

7. When the driver \_\_\_\_\_ asleep, he \_\_\_\_\_ non-stop for 20 hours.

8. When I \_\_\_\_\_ (see) the film everyone was talking about,

I \_\_\_\_\_ it \_\_\_\_\_ one of the most boring films I (ever see).

D) Revise Past Perfect Continuous: <https://puzzle-english.com/directory/how-to-use-ppc?ysclid=lr3n0vnsxn207057250>

and do the exercises: <https://engfairy.com/the-past-perfect-continuous-tense-uprazhneniya/?ysclid=lr3n2z7whd904072330>

Complete the sentences in the Past Perfect Continuous Tense.



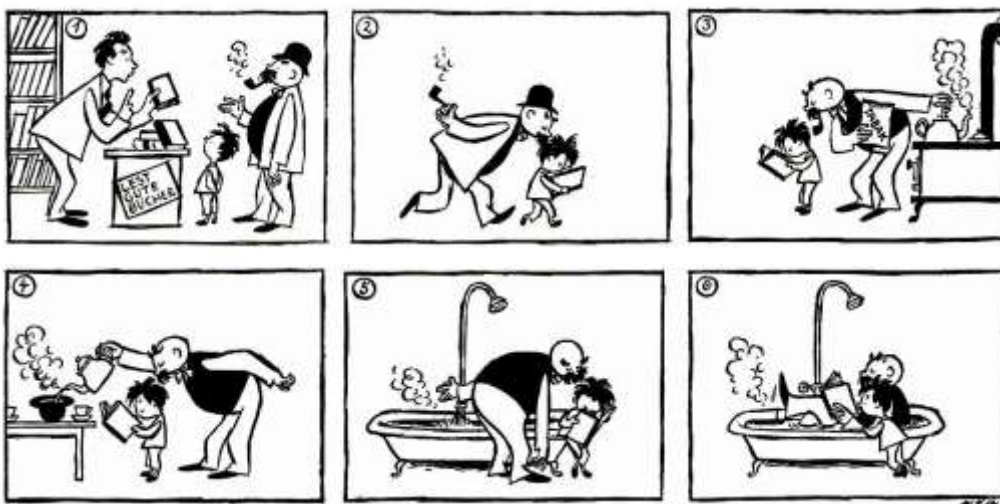
Example: ... before we came from the supermarket. Liz/ to clean/the flat/for two hours. – Liz had been cleaning the flat for two hours before we came from the supermarket.

1. ... before Tom came to the court. Helen/to play/tennis/for an hour and a half.
2. ... before he retired. Mr Black/to work/as a lawyer/for twenty-five years.
3. ... when the bus arrived. We/ to wait/f or forty minutes.
4. Sheila looked tired because She/to sew/a dress/for her little daughter/all day.
5. Before Jack got to level four .... He/to play/the same game/for three hours.
6. Mike's neighbours were angry because .... He/to listen/to loud music/for four hours/yesterday evening.
7. Everybody was very hungry because .... They/to work/all day/without/a break for lunch.
8. ... when suddenly the car broke down. We/ to drive/for five hours.
9. ... before the plane landed in the airport late in the evening yesterday. They/to fly/for six hours.
10. ... since Easter. Alex and Den/to prepare/for the exams.



E) Do the task <https://www.native-english.ru/tests/past-tenses?ysclid=lr3n5rzzlq534183857>

F) Comment on the pictures (Power of Grammar)





4) There is some creative work

A) Suggest activities discussed above 2A to do them next time together. Do them.

B) Recollect the way you were doing those activities your classmates had prepared for you, different forms of Past tenses might be helpful here.

5) Browse different meanings of the word mind and see if there is any hint at power there, then discuss them in pairs

a) mind verb (BE ANNOYED)

to be annoyed or worried by something:

Do you think he'd mind if I borrowed his book?

[ + doing sth ] Tim won't mind lending you his car.

He doesn't seem to mind doing all the driving.

I don't mind taking her (= I am willing to take her) if you're too busy.

b) mind verb (LOOK AFTER)

to look after someone or something:

Could you mind my suitcase while I go to the toilet?

Who's minding the baby?

do you mind/would you mind

something you say when politely asking someone to do something:

Do you mind not smoking in here, please?

Would you mind if I borrowed your phone?

c) mind verb (BE CAREFUL)

something you say when telling someone to be careful with something- dangerous:

Mind the iron it's still very hot!

d) never mind

something that you say to tell someone that something is not important:

"I forgot to bring any money." "Never mind, you can pay me next week."

something you say to emphasize that something is impossible:

I can't afford to buy a bike, never mind a car!

e) mind you

something you say before saying the opposite of what you have just said:

We had a lovely holiday in France. Mind you, the weather was appalling.

6) *Read the text and find the ideas that draw the connections between the parts of the book*

The mind of the human beings is the storehouse of immense power. It not only creates desires, it is also instrumental in fulfilling those. It is in this light that the adage "Where there is will, there is a way" has to be seen. But often people have doubts about the capacity of this wonderful power house to deliver. The reason being that they find many of their desires unfulfilled.

There is a need to understand this in greater depth. In fact, the very people who doubt the power of the mind in helping them get what they want may have had experiences to the contrary. That is, they would have achieved what they desired on certain occasions. This is then the issue that needs to be analysed. Why at times you get what you desire and why at times you don't need to be probed.

The answer lies in the subconscious mind. Apparently, this subconscious mind is dormant, but that does not mean it is fully inactive or comatose. It is still working, though the activities related to that work may not be felt or perceived by the conscious mind. What you desire may be achieved by you when you are able to harness the power

of the subconscious mind, and people have experienced this. Yogis and saints perform wondrous feats which are commonly supposed to be miracles, the uncanny events.

Psychologists put such phenomena under the broad umbrella of parapsychology. But those explanations notwithstanding, the fact remains that such things do happen that fall beyond the realms of apparent rationality. Apparent because rationality itself is bounded by limitations and at times cannot extend beyond a certain level.

Of course, mathematical science has a very prudent answer to such issues in the theory of chance, the probability of the likely and the unlikely. But chance itself is another fuzzy concept and cannot be explained in black and white. An important question that crops up is that can human mind be trained to arouse the powers of the subconscious every time one desires? This is what is still not understood because the ability to arouse the subconscious depends on many factors and controlling all of them is not possible every time.

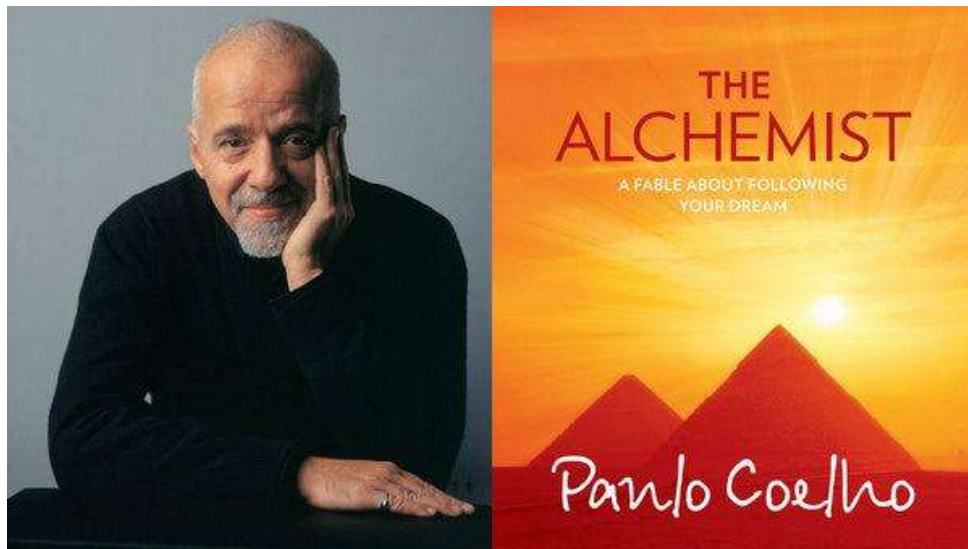


But let us examine how desires can be fulfilled with the power of the subconscious. People often attribute this to God or prayers, but why is it that God intervenes and prayers work sometimes and not every time? There lies the answer. It is the power of desire, the intensity, and the strength with which the subconscious is invoked or aroused.

In the *Ramcharitmanas*, there is a beautiful couplet: “*Jehike jehi par satya sanehu, so tehi milaye, na kachhu sandehu.*” The meaning is that whosoever desires something with real intensity, he will certainly get it. This is the essence of the Biblical canon: “love the lord, your God with all your heart and with all your soul and with all your mind.”

In Paulo Coelho’s classic work of fiction, *The Alchemist*, it is said that if the intensity of the desire is genuinely strong and comes from the heart, the forces of the nature conspire to ensure that it is achieved. And this lies behind the ancient proverb: “The doctor dresses the wounds and the God heals it.” Cases of medical wonders are legion and the reason is patient’s faith.





7) Think of things that limit us, discuss it in the group and afterwards with the whole class.

8) Compare statements with the ones from the blog.

*The writer is a professor of management and public speaker. He can be reached at [ppathak.ism@gmail.com](mailto:ppathak.ism@gmail.com)*

Hello everyone, I hope you're all feeling fantastic. I'm very fired up today for another incredible blog post. Thank you for joining me!

We're going to talk about mind power, and by that, I mean the power of the mind and mindset. We'll be discussing viewpoints and all of these things that sort of involve the way we think. Mindset is powerful. It is critical throughout the entire coaching process as well as that of growing your business. As such, it's very important to know what influences how we think, as that is a vital part of learning how to control and alter our thought patterns as needed. With that in mind, I'd like to talk about the most common influencers when it comes to mindset.

## **The Top 6 Things That Influence Your Mindset.**

### **1. Economics**

Not surprisingly, people have different views based on their economic situation. Perhaps you grew up with nothing, or maybe you grew up with a lot of money. You might currently be middle class or you might be upper middle class, among other possibilities. Regardless, our disparate economic situations are bound to result in different ways of thinking.



## **2. Culture**

I love the diversity of culture in my hometown of Houston. It's amazing, I love people with multiple cultures, and I've always enjoyed different cultures. Still, culture is definitely something that affects the way you think. In ways good, bad, and in-between, your culture and where you come from impact your mind and how it works.

## **3. Upbringing**

Your family upbringing has a huge impact on your thinking. How did your family bring you up? Was it in a positive and encouraging way, a negative way, or somewhere in-between? Who raised you? All of these things influence so many aspects of the way you think. When we're thinking about business, money, or growth, there's a spectrum of thoughts that are based on how you grew up.

## **4. Education**

Your educational level most certainly impacts the way you think. If someone has a PhD, for instance, their education will probably be vastly different than someone with an MBA. There are some who have their BA or have gone to trade school, while others may have a high school diploma. The way you were educated impacts how you think, specifically how you think in business.

## **5. Experiences with entrepreneurs**

Your interaction with other entrepreneurs is a big factor when it comes to how you view things. Some people think entrepreneurially because they grew up around entrepreneurs or business owners. Others have negative ideas about owning their own business because they had bad experiences while growing up around a small business. When it comes to a person's thinking style, it can certainly vary. Some naturally think entrepreneurially, whereas others think like employees, or people who work for someone else. There are also people who think on a more technical level. None of these styles are right or wrong, they're just different. In any case, the experiences you have with other business owners have a lot to do with how you think about business.

## **6. Limiting beliefs**

Last but not least, limiting beliefs are a major influencer when it comes to how you think. It's important to think about your fears, doubts, and limiting beliefs. What holds you back? At EntreResults, we have a coaching methodology that has a process for overcoming limiting beliefs, which I've found often result from life experiences. These experiences are huge contributors to limiting beliefs.

Although limiting beliefs are part of a list of the top 6 things that influence the way we think, they are almost always the result of the experiences we've had regarding the first 5 things. With that in mind, let's talk a bit more about limiting beliefs and how to overcome them.

## **A Deeper Look at Limiting Beliefs**

Limiting beliefs can be a powerful deterrent for those looking to start a business. A lot of times people have limiting beliefs or fears like "I can't make a living as an entrepreneur". Even for those who are already in business, limiting beliefs can still be a problem. For example, at EntreResults I work with very successful, profitable small businesses that want to become big businesses, and some of the owners have a feeling that they can't create a business that runs without them. That, of course, is a limiting belief or fear. Fortunately, limiting beliefs don't have to hold you back. Now that we've taken a closer look at them, let's get into what we can do to get rid of them.

9) Read about the ways to overcome the barriers. Do you find them practical? What would you add or oppose or recommend?

### **The Two-Step Process for Overcoming a Limiting Belief**

#### **1. Recognize it**

When it comes to a limiting belief, it's important to identify it and call it out. Often it helps to have someone else assist you in calling it out, as you may not always realize your own limiting beliefs.

#### **2. Take Action**

Overcoming a limiting belief is an action-oriented process. In other words, you must take action to overcome a limiting belief. Don't try to think your way through it, act your way through it. That changes the way that you think.

Examples:

I remember early on I thought I was too young to coach. But then I realized, as I started taking action, that I was helping people in a massive way. I saw that I had a knack for sales coaching and business consulting, among other things. So that began to change the way I thought.

Another fear I had was that I couldn't write my first book. It was a limiting belief that stemmed deeply from the fact that I was never particularly good at writing. Once I started writing, however, things changed. I also got coaching and guidance from

people who had written books before. Now I have a couple of books published and publishing books and creating content is what my life's all about. As you can see, acknowledging and taking action on limiting beliefs is the key to eliminating them.

## Conclusion

In any case, I want to encourage you, no matter where you're at, to understand the power of the mind. I also want to remind you that you have to change the way you think (the mind power) to get to the next level. I'd love to assist you with it. If you need someone to guide you through a process that will help get you to the next level in regards to your belief system, I can help. Whether you need small business help, you're interested in business consulting, or you need sales coaching, I'd be honored to work with you. With that said, have a better than amazing day!

10) Let us regard the person endowed with immense mind power.

A) A preliminary talk about Nikola Tesla: what we know about him, his contribution, his power, his family and childhood.

B) Listen to Chapter One about Nikola Tesla

### Part III activity 10B

Discuss in pairs and then in the group what new facts you have learnt about him.

C) Recall or find statements where the following words were used.

captivate

craft

enhance

embark on

nestle

inherit

wonder

soak

encounter

split



Нашо Величанство ПЕТАР II  
Краљ Југославије

obsess

memorize

nurse

harness

annoy

D) Divide the group into 4 teams. Let each team prepare the explanation of one of the phrases, illustrate it in a dialogue and then pick it up in the 1st chapter.

have a knack for...

by rote

by stepping stone

no matter the odds

E) In pairs explain one of the words to your partner, let him/her guess. Find it in the text. Make up your statements about yourselves.

unquenchable

undeterred

unlike

invaluable

fascinated

lush

rich in



F) Discuss the words together with the whole group:

Do they have anything in common?

Which word sounds like a paradox?

Which one is the most attractive? Why?

- G) There is a phrase in Chapter I: “He was anything but simple”. Translate it and pay attention to the word BUT.

The same idea can be found in the following statements:

...anything but...

...everything but...

...nothing but...

...can't help...

Examine the links, write down the most interesting examples, read them for your partner for interpretation:

[meaning – What is the difference between "nothing but", "anything but", and "everything but"? – English Language & Usage Stack Exchange](#)

### Part III activity 10G

- H) In pair try to make up a linked review of the chapter using the following words, compare it with other pairs' reviews:

journey

simplicity

love for

barn

setback

perseverance

on the brink



- 11) There is a movie for you to challenge your memory, to revise some grammar, learn some vocabulary, train your listening skills and practice speaking, sharing ideas and discussing issues.

The movie "Matilda" (1996), directed by Danny DeVito, is a film adaptation of Roald Dahl's beloved novel of the same name. The story revolves around Matilda Wormwood, a bright and kind-hearted young girl who loves reading and learning,



despite being misunderstood and mistreated by her uncaring parents and the school's oppressive headmistress, Miss Trunchbull. With her intelligence, imagination, and a little bit of telekinesis, Matilda fights for a better life for herself and her friends.

- A) Watch first 30 minutes (can be found in [Inoriginal – фильмы, сериалы и мультфильмы на английском языке в оригинальной озвучке с русскими, английскими и двойными субтитрами.](#)) and do the tasks

I. Fill in the gaps (words)

Transmission's \_\_\_\_\_. bumpers are \_\_\_\_\_ off... What do I do with her? I \_\_\_\_\_ her! We should weld these bumpers on, but that \_\_\_\_\_ time and money. So we use Super Super Glue \_\_\_\_\_.

– I'm \_\_\_\_\_, you're dumb. I'm \_\_\_\_\_, you're wrong! There's nothing you \_\_\_\_\_ do about it.

– I can't take the hat \_\_\_\_\_.

II. What is omitted? (Grammar)

– \_\_\_n't people need good cars? \_\_\_'t you sell good cars?

– You \_\_\_'t wear a hat inside.

– You\_\_\_ pulling the skin!

– I still \_\_\_n't see how you glued your hat on, Harry.

What \_\_\_this trash you\_\_\_ reading?

III. Who said the following?

– Isn't that dangerous?

– Nobody ever got rich being honest.

– ..., you're a crook.

– I'm taking you all to Cafe Le Ritz!

– Let me see the money!

– Your hair looks awful!



#### IV Match antonyms

honest

safe

wonderful

dangerous

awful

dishonest

B) Watch next 30 minutes and do the tasks

I. Fill in the gaps (words)

But every human being is unique, for better or for \_\_\_\_\_. Most parents think their children are the \_\_\_\_\_ beautiful things alive. Others are \_\_\_\_\_ emotional.

If they had \_\_\_\_\_ her any attention, they'd have seen she was special.

You're \_\_\_\_\_ to eat the spinach! Babies... You're better off \_\_\_\_\_ tomatoes!

At two, Matilda had already learned how to take \_\_\_\_\_ of herself. As time went \_\_\_\_\_, she developed a sense of style.

The next morning, Matilda set \_\_\_\_\_ in search of a book.

Matilda's strong mind continued to grow, \_\_\_\_\_ by the authors – - who had sent their books out into the world, like ships onto the sea. The books gave Matilda a comforting \_\_\_\_\_: You are not alone.

Matilda \_\_\_\_\_ for a friend, like the kind people in her books. It \_\_\_\_\_ to her that talking dragons and princesses – - might exist only in story books. But she was \_\_\_\_\_ to discover she had a strength she didn't know of.

I \_\_\_\_\_ pride in my appearance.

\_\_\_\_\_ to the throne!

– I'm smart, you're \_\_\_\_\_. I'm right, you're wrong! There's nothing you can do about it.

I think your head \_\_\_\_\_ up.

Was it magic, or \_\_\_\_\_? We only use a tiny portion of our brains. The events of the following day made Matilda discover her \_\_\_\_\_.

The \_\_\_\_\_ likes to snap a whip in here to see who's hiding.

She makes weekly visits to show the teachers how to \_\_\_\_\_ kids.

– What are those... hanging down by your ears?

– You mean my \_\_\_\_\_?

If you became ill, your doctor would be a college \_\_\_\_\_. If you were \_\_\_\_\_, your lawyer would have gone to college, too.

We ought to sue her for interrupting our show.

Poor Brucey. He's going to \_\_\_\_\_.

Any children who \_\_\_\_\_ will go straight into the Chokey.

– You're the \_\_\_\_\_ image!

The apple never \_\_\_\_\_ far from the tree!

– She's afraid of a cat?

– Black cats. She's \_\_\_\_\_.

No kid likes being yelled at. But Harry's ranting and \_\_\_\_\_ – - gave Matilda the key to her power.

II. Who said the following?

– It's not cheap, it's stolen. Put your light on!

– I want a tight car, because I run a tight ship. My school is a model of discipline.  
"Use the rod. beat the child."

– Do you have brats?

– A boy, Mikey, and one mistake.

– They're all mistakes, children.

We only use a tiny portion of our brains.

What is the principal's name?

What does she like?

III. Match antonyms

1) expensive

2) weakness

- 3) loose
- 4) sane
- 5) honest
- 6) wonderful
- 7) safe
- 8) virtuous
- 9) expensive
- 10) weakness
- 11) gentle
- 12) detention
- 13) cellar
- 14) by chance
- 15) obedient
- 16) decent



- a) strength
- b) tight
- c) cheap
- d) strength
- e) tight
- f) cheap
- g) loft
- h) vicious
- i) disobedient
- j) dangerous
- k) deliberately
- l) release
- m) awful
- n) insane
- o) indecent
- p) dishonest

#### IV. Translate

Ах, ты умничаешь?

Если умничаешь, будешь наказана.

Typical, slothful cowardice! The distance the shot-put goes depends on your effort.

Don't sneer at educated people.

#### V. Match synonyms

- a) Lovekins
- b) small
- c) whack
- d) slide
- e) wriggle
- f) irritate
- g) rascal
- h) shout
- i) temporary
- 1) tiny
- 2) yell
- 3) squirm
- 4) smack
- 5) annoy
- 6) heartstrings
- 7) permanent
- 8) slither
- 9) scoundrel



## VI. Share your ideas about

1. The Value of Education and Literacy: Discuss how the film portrays the importance of reading and education in Matilda's life. How does Matilda's love of books and learning contrast with her family's attitude toward television and neglect of education?
2. Good vs. Evil: Explore the moral landscape of the film. How are good and evil depicted through the characters, such as Matilda and Miss Honey compared to Mr. and Mrs. Wormwood and Miss Trunchbull? What does the film suggest about the nature of these qualities?
3. Childhood vs. Adulthood: Debate how children are portrayed compared to adults. What does "Matilda" say about the wisdom and resilience of children and the often flawed nature of adulthood?
4. Abuse of Power and Authoritarianism: Examine Miss Trunchbull's authoritarian rule.

12) To crown up Part III there is an intellectual game 5 Minds, an English version of the Russian Game What?Where? When? The game collects people eager to work out their mind. The English tongue here is a tool to crack codes where logic and imagination are highly demanded. The questions contain hints, the players have to catch and develop them to get an answer. Thus, it is not a quiz of knowledge, though



background knowledge never hurts, it is a brainstorm of looking through different possible codes (no criticism stage) and trying to unwind the ideas and the captain has to pick up the version which sounds most reliable and consequent.

Groups of 5 members get the same question simultaneously and discuss it during 1 minute and half generating ideas, the answer is supposed to be written and delivered to the jury in 20 seconds.

The answer is expected to be short and clear.

No gadgets (mobile phones, laptops, e-books, etc.) are allowed.

Here are the questions to play.

1. Dining sets for 12 people were first made in the Renaissance. Name the picture that made people start this tradition
2. You probably know that there is a low crime rate in Denmark. Former Danish Prime Minister Poul Nyrup Rasmussen once said that it is rare to see a Dane with this item if he does not have another one. These two items are now in the black box. What are they?
3. There are three models of human logic within three great civilizations:  
European – white or black;  
Chinese – the white turns into the black, the black turns into white;  
What is the Indian logic?
4. On Christmas Day, a sea of candles flares up there in Finland. In Finland, this tradition spread at Christmas after the Second World War. Now the Finns visit their honorable relatives there. Where do they go?
5. Here is a resident of the Cocos Islands in a traditional costume. Answer as accurately as possible, representatives of which European people owned the Cocos Islands since 1827 until 1978?
6. A Japanese schoolboy can give it to the girl he likes. This thing is the second in a row. Name it.
7. Bloemencorso is one of the largest festivals in the Netherlands, once it was dedicated to the artist Vincent Van Gogh being inspired by his pictures. You can see the picture from the parade. What is the figure made of?





8. According to the traditions of Okinawan karate, a student who had not reached perfection could apply the acquired skills in a real battle after receiving IT. Name IT in two words.

9. During the wedding dance, an Estonian girl traditionally DOES THIS to check that there is not a devil in disguise in front of her. What does she do?

10. In one of the regions, Sberbank held an action: customers who had issued a mortgage were provided with it for a few hours to enter the house. What were they provided with?

11. John Spilsbury (1739 – 1769) was a British cartographer and engraver. Spilsbury created them for educational purposes and called them "Dissected Maps", further they turned into a popular game. What is the name of the game?



12. The Crusaders said, “Let's go to talk to Pope”. The Russians went to the bear and Voltaire said, “I'll go to talk to the world's mind”. Where were all these people going?





## Answers

1. "The Last Supper".



Comment: according to the number of apostles.

Source: <http://www.kedem.ru/various/20090331-flatware/>

Author: Alexander Mitryakov.

2. A knife and a fork.

3. White is black, black is white.

Author: Alexander Kurnosov, Shakhty.

4. Cemetery.

Author: Regina Chermokina.

5. The Scots.

Source: [https://ru.wikipedia.org/wiki/Кокосовые\\_малайцы](https://ru.wikipedia.org/wiki/Кокосовые_малайцы)

Author: Alexander Mitryakov.

6. Button (jacket/shirt).

Comment: it is closest to his heart.

7. Flowers.

Comment: The Dutch word Bloemencorso translates simply — "parade of flowers" or "procession with flowers".

8. The red belt.

Comment: the colors of blood that is shed not in sparring, but in a real fight.

Author : Alexander Mitryakov.

9. She steps on his foot.

Comment: the devil has hooves instead of legs and it will not work to step on his foot.

Source: <http://bigpicture.ru/?p=579183>

Author: Alexander Mitryakov.



10. A cat.

Comment: according to tradition, it is believed that before entering the house, the first cat should enter the house.

Source:

<http://tjournal.ru/paper/cat-sberbank>



11. The jigsaw puzzle.

12. Defecate.

Author: Neverdovsky.



## Part IV

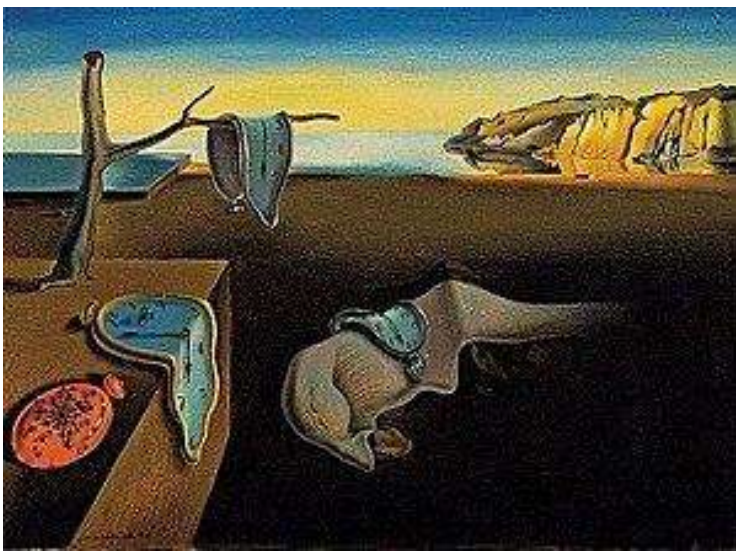
### Power of Planning (lean/agile management)

“Planning is bringing the future into the present so that you can do something about it now.”

Alan Lakein

1) Do the following in pairs or groups:

A) Look at the picture. Is it familiar to you? What are its titles? What is your interpretation of the picture?



B) Prepare a brief monologue: What is my initial vision of time management? Perform yours and listen to others fixing ideas after each monologue. Together analyze approaches, common and different features, ideas.

2) Listen to the speech, compare with the previous ideas, highlight things you find logical, attractive, useful or opposite.

[https://yandex.ru/video/preview/2785764369353696618?text=Laura%20Vanderkam%20on%20how%20to%20gain%20control%20over%20your%20free%20time&path=yandex\\_search&parent-reqid=1704635127308855-6084921117036782035-balancer-17leveler-kubr-yp-vla-110-BAL-2938&from\\_type=vast](https://yandex.ru/video/preview/2785764369353696618?text=Laura%20Vanderkam%20on%20how%20to%20gain%20control%20over%20your%20free%20time&path=yandex_search&parent-reqid=1704635127308855-6084921117036782035-balancer-17leveler-kubr-yp-vla-110-BAL-2938&from_type=vast)



3) There are idioms below. Individually look through where you can use them paraphrasing the statements of the speaker's recording above. Discuss the results in groups.

- “In the nick of time” – meaning just in time, at the last possible moment
- “Time is money” – meaning time is valuable and should not be wasted
- “A race against time” – meaning a situation where time is limited, and there is a need to act quickly
- “Time flies” – meaning time passes quickly
- “A matter of time” – meaning something is inevitable and will happen eventually

4) In pairs talk about your personal or anybody's experience related to the following idioms:

### **A devil of a time**

- Meaning: A difficult or frustrating time
- *He had **a devil of a time** getting home.*

### **For the time being**

- Meaning: At the present moment; for now
- *We shall put it aside **for the time being**.*

### **Bad time**

- Meaning: An inconvenient moment or an unfortunate experience
- *I want to impress on everyone that the **bad times** are over.*

### **Time to hit the road**

- Meaning: Time to depart
- *It is **time to hit the road** again.*

### **Around the clock**

- Meaning: At all times
- *The company worked **around the clock** to repair the problem.*



## Kill time

- Meaning: To do something while waiting
- *We played cards to **kill time** until the bus came.*

## As time goes by

- Meaning: As time passes or moves
- *As **time goes by**, they turn against each other.*

## Lose track of time

- Meaning: To be unaware of what time it is
- *You become so deeply absorbed in an activity that you **lose track of time**.*

## Caught in a time wrap

- Meaning: Unchanged in an **antiquated** or obsolete way
- ***Caught in a time wrap**, the explorers were unable to escape the ancient ruins they had stumbled upon.*

## Have a time of it

- Meaning: To experience particular trouble or difficulty
- *She **had a time of it** trying to finish the project before the deadline.*

5) Take part in a quiz recollecting the idioms about time

The idiom means that time is a valuable resource that should not be wasted. This is especially true in the business world, where time wasted can mean lost opportunities and lost profits.

The idiom means that there is a limited amount of time to complete a task, and time is running out. This idiom is often used in sports, where athletes must complete a task within a certain amount of time. It can also be used in the workplace, where deadlines are looming.

The idiom means that something happened just in time to prevent a disaster or failure.  
This idiom is often used in situations where a last-minute save is made.

Sometimes we find ourselves with extra time on our hands, and we need to find a way to pass it. This idiom means that we are doing something to pass the time until something else happens.

Have you ever noticed that time seems to pass more quickly when we are having fun?  
This is the idea behind the idiom. When we are enjoying ourselves, time seems to go by quickly. This idiom can also be used to express surprise that a certain amount of time has passed.

6) Fill in the gaps with the idioms:

against the clock, Time is money, in the nick of time

“We need to finish this project by the end of the week. \_\_\_\_\_, and we can’t afford to waste any more of it.”

“We need to finish this report \_\_\_\_\_. The deadline is tomorrow at noon.”

“I was about to miss my flight, but I made it to the airport \_\_\_\_\_.”

7) Alan Lakein is an American time management author and he is the author of “How to Get Control of Your Time and Your Life”. Lakein graduated from ‘Johns Hopkins University’ and ‘Harvard Business School’ and resided in Santa Cruz, California.

- A) Brainstorm: in groups build planning-related vocabulary.
- B) Look through the key vocabulary, compare with your list, add your words from the list if you find them important for planning. Find the words’ definitions.

Then, use each word in a sentence related to a planning scenario of your choice.



## Key Vocabulary:

1. Strategy
2. Goal
3. Objective
4. Task
5. Deadline
6. Prioritize
7. Schedule
8. Forecast
9. Risk
10. Assess

8) *Read and get ready for the further task:* Planning often requires talking about the future. English has several tenses that can be used when discussing future plans.

Grammar Point: Future Simple (will) vs. Going to

- Will is used for decisions made at the moment of speaking, predictions, and promises.
- Going to is used for plans or decisions made before speaking.

*Examples:*

- "I will answer the phone." (Decision made at the moment)
- "It's going to rain." (Prediction based on evidence)
- "I am going to study abroad next year." (Plan decided before speaking)

9) Do the grammar exercises to fix functions of the structures

A) Complete the sentences using (will) или going to:

- I \_\_\_\_\_ (call) you later to discuss the project.
- She \_\_\_\_\_ (start) a new time management course next month.
- We \_\_\_\_\_ (meet) at 7 PM tomorrow for the team meeting.
- They \_\_\_\_\_ (take) a vacation next year.

B) Talking about future plans is essential in both personal and professional contexts, share in pairs using “going to”:

- What are you going to do after you finish college?



- How are you going to improve your time management skills?
- Where are you going to go on your next vacation?
- What are you going to do on your upcoming holiday or project?

Use the new vocabulary and the grammar structures you've learned.

C) Try to incorporate complex sentences with "if" to explain conditions.

*Example Phrases to Use:*

- "If the weather is good, we will..."
- "Our goal is to..."
- "We have scheduled..."

10) Read the blog and pick up the principles of Lean Agile Management. Discuss those principles in the group and if they can be applied for personal self-management.

<https://www.apptio.com/blog/10-lean-agile-principles-that-transform-your-business/#:~:text=Lean%20Agile%20is%20a%20set,tasks%2C%20time%2C%20and%20money.>

**Jenny Fong. March 15, 2022**

Every business must keep pace, and then accelerate past, its competition. To do that, your team needs to be more productive to get tasks done at a faster rate. But how do you improve productivity?

**What is Lean Agile?**

	Agile	Lean
Emphasis	Working software	Eliminating waste
Focus	People	Process
Use to	Manage uncertainty	Deliver value
Workflow	Iterative	Continuous
Change	Embraced	Limited

Lean Agile is a set of principles and practices that minimize waste (Lean) and maximize value (Agile). Lean Agile helps teams deliver faster results by reducing the amount of work in process (WIP) and managing the flow to improve focus, reduce context switching, and remove waste: wasted tasks, time, and money.

Agile teams are encouraged to manage flow by creating cross-functional teams that work together to deliver one iteration at a time. When you put the two together, “Lean and Agile,” you implement Agile while recognizing Lean values and practices. Agile looks to improve the product itself; Lean looks to improve the process that delivers products.

Originally intended for manufacturing, Lean was later recognized as appropriate and applicable for software development. When using Lean, the focus is to minimize waste while maximizing customer value.

In software development, lean project management means removing unnecessary defects, features, revisions, and more, while Agile promotes adaptivity and collaboration in uncertain environments.

### **How Lean Agile began**

In 2001, 17 prominent developers called “organizational anarchists” had a meeting in Snowbird, Utah; among them was Jeff Sutherland, creator of “the Scrum.” The group included advocates of many competitive approaches, such as adaptive software development (ASD), extreme programming (XP), dynamic systems development method (DSDM), and feature-driven development (FDD). These approaches were known as “lightweight frameworks” since they involved simpler and fewer ways to adapt to new rapidly changing environments.

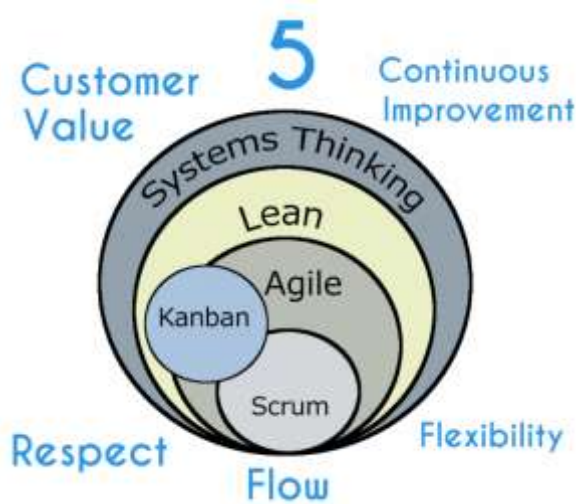
The group settled on a name for their movement: “Agile.” The group developed 12 operating principles, which they called “Principles Behind the Agile Manifesto.”

As agile methods evolved, MIT researchers studied the methods behind Japanese manufacturing systems, including the Toyota production system. They coined the term “Lean” since it described lean methodology/principles to improve productivity by eliminating waste through reductions in destructive, overburdening, and uneven workflows. Lean advocates focused more on customer collaboration, but eventually, Lean Agile implementation came together as valid applications of Lean Agile principles and values.

### **How Lean Agile works**

Rather than deliver software in large batches, Agile teams work to deliver working software as fast as possible by taking an iterative approach. Teams practicing Agile use the frequent deployment of code to receive customer feedback quickly and use it to influence their upcoming work. This means teams can implement changes required

even later in the development process. These iterative development principles align with lean principles to defer commitment and deliver fast.



Lean helps improve focus and reduce context switching by managing the flow to limit the WIP and delivering quickly. Agile team members manage flow working as a cross-functional team to deliver one repetition at a time. This provides Lean users with the agility to make more informed decisions with the most up-to-date and relevant information.

Short feedback loops also help teams work on updated business requirements. Daily cooperation between developers and business stakeholders enables team members to eliminate things that do not provide value to the customer while prioritizing tasks based on company goals.

## 10 Lean Agile principles

Every business wants to meet deadlines as fast as possible. Lean Agile is an adaptive process that uses the phase-gated approach to do things one phase at a time. This is vital to the Scaled Agile Framework (SAFe). Product development teams use SAFe to improve productivity, time to market, employee engagement, and the end solution quality.

There are 10 chief underlying principles that help in the effective management of enterprises:

### 1. Take an economic view

The economic view is achieved by delivering often and delivering early. To do this, apply the following framework:

- Operate within the budget
- Leverage supplier
- Understand the economic trade-off
- Sequence jobs to yield maximum benefits

### 2. Apply systems thinking

Understand the system's aim as it offers a holistic way of developing solutions to problems by incorporating all system aspects and designing, deploying, developing, and maintaining.

Chief system aspects include:

- The system and solution are the same.
- The enterprise that develops the system is a system too.
- The value stream is required to be optimized.

### **3. Assume variability; preserve options**

The Lean Agile principles provide room for future design options. Design options will converge and open based on the situation and lead to optimal economic outcomes.

- Accept the current variability and re-examine the requirement points to refine the variability in future iterations.
- Follow a set-based design approach by developing a wider cast at the beginning itself, keeping different options open.
- Based on the availability of the system and the economy, use one option while preserving others to use later.

### **4. Build incrementally with fast, integrated learning cycles**

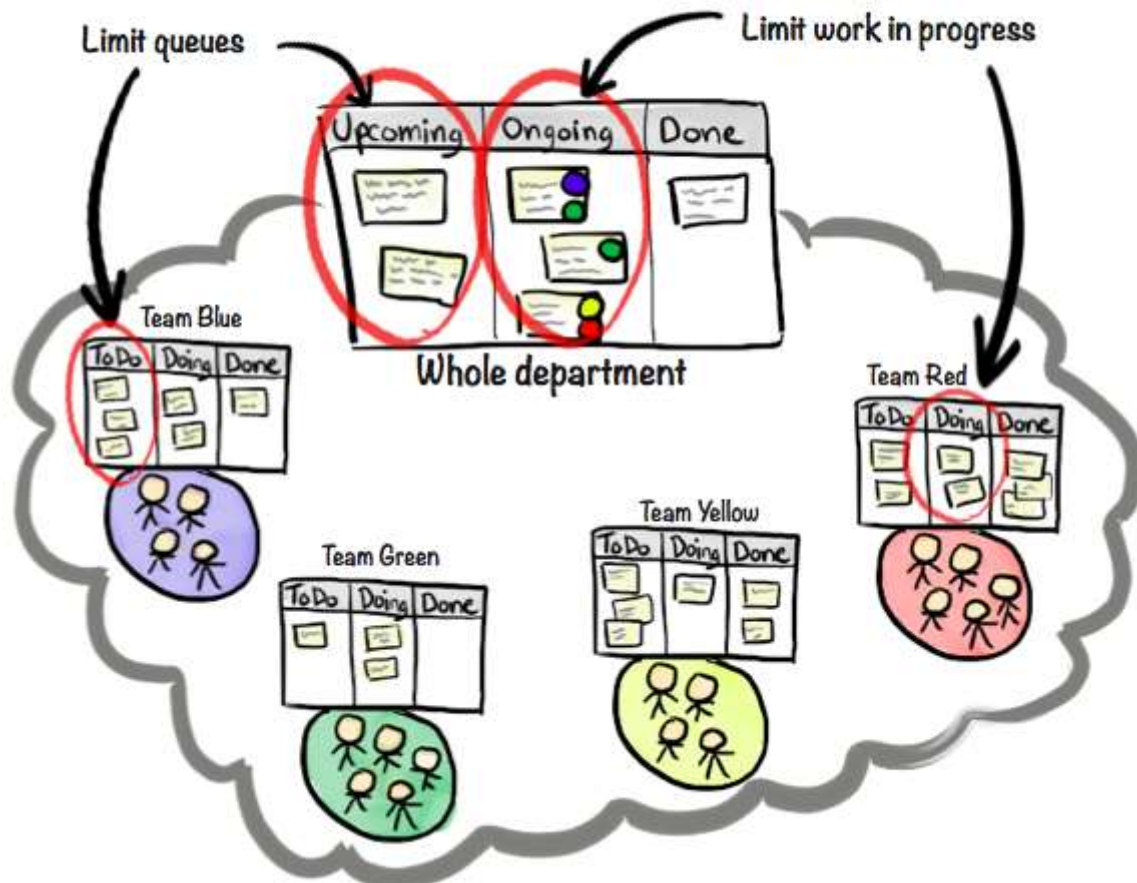
Reduce risks by allowing customers to view incremental builds. Incremental building allows for a rapid learning cycle. Use these integration points for complex systems to check each system and ensure they meet the responsibility.

### **5. Base milestones on an objective evaluation of working systems**

The Lean Agile principles break down traditional methods to set-based design. These increments build integrated learning cycles rapidly. Therefore, a milestone is involved at every point, which covers the entire SDLC from the testing requirement and creates a value increment.

## 6. Visualize and limit WIP, reduce batch sizes, and manage queue lengths

### Visualize & Limit WIP (example)



Visualizing the WIP allows it to be limited by lowering the batch size and managing queue lengths. To achieve a continuous flow and move new system features quickly, follow all three methods:

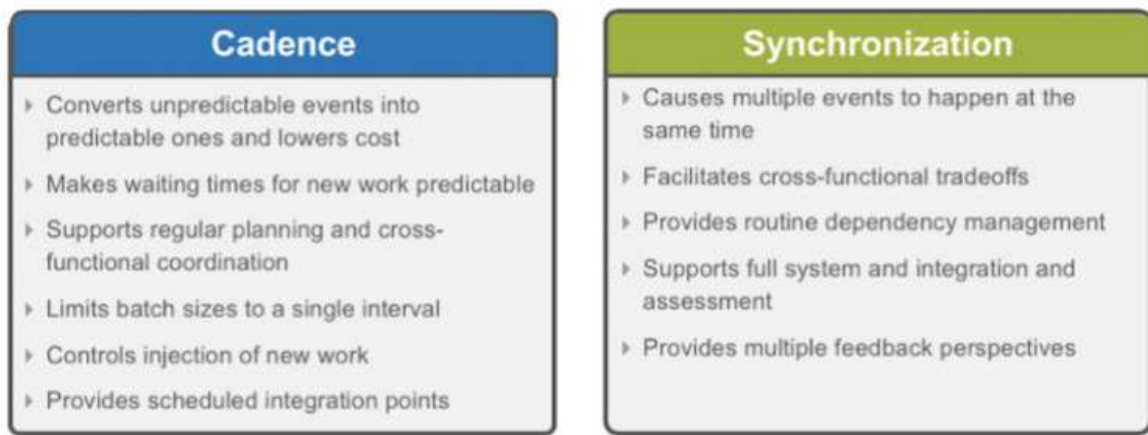
- Make WIP visible to all stakeholders
- Balance the WIP at the development capacity
- Limit WIP by lowering the work size

## 7. Apply cadence; synchronize with cross-domain planning

Cadence principles of flow:

- Prevent variance accumulation by using regular cadence.
- Enable small batch sizes with periodical cadence.
- Enable cadence by providing a sufficient capacity margin.





© Scaled Agile, Inc.

## 8. Unlock the intrinsic motivation of knowledge workers

The following guidelines are suggested by Lean Agile principles to motivate skilled workers:

- Education about the compensation for a role is required in an enterprise.
- Provide independence that defines the mission and purpose.
- They must make decisions and understand economics.
- Create a mutually influential environment.
- They will feel motivated if they can operate on their own.

## 9. Decentralize decision-making

Distribute the decision-making process to reduce delay and improve development flow to further enable faster feedback with innovative solutions.

## 10. Organize around value

Establish a new value-based organization with the following steps:

1. Rethink the organization.
2. Understand the flow value.
3. Realize value stream of agile teams and trains.
4. Collect value streams, calling it portfolio.
5. Reorganize based on values.

11) In pairs look through the above text again to see if all those terms are mentioned, pay attention to the context.

1. *Lean Management*: A systematic method for waste minimization within a manufacturing system without sacrificing productivity.

2. *Agile Management*: An iterative approach to product development and project management that helps teams deliver value to their customers faster and with fewer headaches.
3. *Iteration*: The process of repeating a set of operations until a specific condition is met.
4. *Sprint*: In Agile methodology, a set period during which specific work has to be completed and made ready for review.
5. *Kanban*: A scheduling system for lean and just-in-time manufacturing.
6. *Scrum*: A framework within which people can address complex adaptive problems while productively and creatively delivering products of the highest possible value.
7. *Backlog*: A list of tasks or work items to be completed in the project management context.
8. *Stand-up Meeting*: A short meeting to ensure team communication and production.

12) Have a look at brief ideas below about Agile Ceremonies which are important meetings that help the product development process stay on track. Do you find it possible to arrange them for yourself?

Elements of Agile Ceremonies:

1. *Sprint Planning*: A meeting where the team decides what to complete in the coming sprint.
2. *Daily Stand-up*: A quick, time-boxed meeting to synchronize the activities and create a plan for the next 24 hours.
3. *Sprint Review*: A meeting at the end of each sprint to check the work that was completed and not completed.
4. *Retrospective*: A meeting that takes place after a sprint ends where the team gathers to discuss what went well and what could be improved.

13) Summarize what you have learned in this part, prepare a brief presentation to share with the class about how planning in Lean/Agile could be beneficial for creating a Personal Plan.

14) *Project*: Develop a plan for achieving a personal goal. Include your strategies, objectives, tasks, and a timeline. Present your plan to the class and explain how you will execute it, using the vocabulary and grammar structures from this unit.

## 15) Engage in Debate – The Importance of Flexibility in Planning

Plans often change, and flexibility is key.

*Debate Topic:* Is it better to have a detailed plan and stick to it, or should we plan with flexibility in mind?

*Useful Expressions for Debating:*

- "On the one hand, having a detailed plan can..."
- "On the other hand, being flexible allows us to..."
- "It seems to me that..."
- "One must consider..."



## 16) Listen to the recording [How To Master The Flow State \(& Reach Effortless Success\)](#) – смотреть онлайн

[в поиске Яндекса по Видео](#) for the first time to pick up the link between the presented ideas and the essence of Part IV.

Listen to the recording the second time to fix the vocabulary, filling in the gaps to achieve complete understanding.

Listen to the recording the third time practicing shadow reading or speaking.

Prepare a speech (not longer than a minute or an essay not more than a page) meditating on an idea (a statement) of the recording.

17) The plans are realized in time if we are active but the statement itself is in the Passive Voice. Thanks to the Passive Voice, the fruit of our work is shown modestly. Work in groups for 5 minutes to recall the way the Passive Voice is constructed. Let each scheme be presented, compared, commented

18) Read in pairs the facts about inventions, pay attention to the Passive Voice structures. Let each couple present one of the inventions which should include when (perhaps, where and how) it was invented, how it is used now and how often it is used by you and why.

Before the invention of the wheel in 3500 B.C., humans were severely limited in how much stuff we could transport over land, and how far. Wheels were invented circa 3,500 B.C., and rapidly spread across the Eastern Hemisphere.

With this movable type process, printing presses exponentially increased the speed with which book copies could be made, and thus they led to the rapid and widespread dissemination of knowledge for the first time in history.

Penicillin was being mass-produced and advertised by 1944.

The first compass was invented in China during the Han dynasty between the 2nd Century B.C. and 1st Century A.D.; it was made of lodestone, a naturally-magnetized iron ore.

Thomas Edison is credited as the primary inventor because he created a completely functional lighting system, including a generator and wiring as well as a carbon-filament bulb like the one above, in 1879.

The internet is a global system of interconnected computer networks that is used by billions of people worldwide. In the 1960s, a team of computer scientists working for the U.S. Defense Department's ARPA (Advanced Research Projects Agency) built a communications network to connect the computers in the agency, called ARPANET, the predecessor of the internet. It used a method of data transmission called "packet switching", developed by computer scientist and team member Lawrence Roberts, based on prior work of other computer scientists.

This technology was progressed in the 1970s by scientists Robert Kahn and Vinton Cerf, who developed the crucial communication protocols for the internet.

The invention of the screw – a stronger but harder-to-insert fastener – is usually ascribed to the Greek scholar Archimedes in the third century B.C., but was probably invented by the Pythagorean philosopher Archytas of Tarentum.

The exact date fire was discovered has long remained a mystery, with some studies suggesting it was first used by hominins in [Kenya 1 million years](#) ago to cook meat.

Ancient Romans are credited as one of the first societies to use concrete in architecture, with Roman bathhouses and iconic sites such as the Colosseum and Pantheon dome constructed using concrete mixed with volcanic ash, lime, and seawater.

The [Wright brothers](#) were inspired by watching' birds in flight.

The earliest rudimentary vaccination is thought to date back to the 10th century in China, when people inoculated small scratches in the skin with small doses of smallpox to provide protection against the disease.

<https://www.livescience.com/33749-top-10-inventions-changed-world.html#section-2-printing-press>

19) Watch the movie Groundhog Day (can be found in [Inoriginal – фильмы, сериалы и мультфильмы на английском языке в оригинальной озвучке с русскими, английскими и двойными субтитрами.](#))



I. Watch the first 15 minutes and answer the questions:

If you could be anywhere where would you be?

How did Phil answer this question?

What tricks did he use to attract viewers?

What is Phil's attitude to Groundhog Day?

Why did Phil say, "For your information, Hairdo, a major network is interested in me."

What is Larry's attitude to Phil?

What is Phil's attitude to Larry?

What is Kenny's attitude to Phil?

What is Phil's attitude to Kenny?

What is Phil's attitude to Rita?

What is Rita's attitude to Phil Rita?



## II. Fill in

I said \_\_\_ him, “Probably right here...”

We can see nothing \_\_\_ be scared of.

Rita thinks it would be a great idea to stay for other events. You’ll get incredible \_\_\_\_.

Larry is dropping me \_\_\_\_\_.

I \_\_\_\_\_ you in a nice bed-and-breakfast.

## III. Tick in the map:



Elko Nevada,

California,

the Pacific Northeast,

Great plains,

The Rockies,

the Mexican Gulf,

Pittsburgh,

Altoona

## IV. Find the synonyms for the following words

Perhaps, no clouds, be careful, problems, humidity, height

V. Match the following words to their definitions.

1. weatherman (n)___	a. a very dirty, cheap, and bad hotel
2. close call (n) ___	b. something that is big and extraordinary
3. prima donna (n)___	c. a pancake
4. fleabag (n)___	d. the funny part of a joke
5. blizzard (n)___	e. a person who predicts if it is going to be hot or cold, rainy or sunny
6. chapped (adj)___	f. when something isn't able to move
7. moisture (n)___	g. a big snow or ice storm
8. doozy (n)___	h. when a car moves to the side of a road and stops
9. shadow (n)___	i. when something bad almost happens
10. déjà vu (n)___	j. dry skin
11. punch line (n)___	k. an opportunity or risk
12. relive (v)___	l. a dark image cast by something being lit
13. moron (n)___	m. a person who is spoiled, temperamental and demanding
14. stuck (v)___	n. liquid, usually water
15. flapjack (n)___	o. secure yourself before a big movement
16. hang on (v)___	p. repeat something again in your life
17. pull over (v)___	q. the feeling of having experienced something in the past, which is happening again in the present
18. chance (n)___	r. a person who isn't intelligent
19. sarcasm (n)___	s. another way to say "dress warmly"
20. check out (v)___	t. casual conversation to pass the time
21. chitchat (n)___	
22. groundhog (n)___	

23. bundle up (v)___	u. a famous person, usually an actor or rock star
24. galoshes (n)___	v. person who helps organize tv shows or movies
25. sausage (n)___	w. mean-spirited humour that makes fun of others
26. producer (n)___	x. the main stuff of a hot dog
27. celebrity(n)___	y. another word for rubber boots
	z. when you pay your bill and leave a hotel
	aa. a fat rodent that digs tunnels underground



VI. Learn the radio chitchat by heart.

VII. Who Said It, when? How does it characterize the person?

“Bundle up warm of course, but I think you can leave your galoshes at home.”

“He wrinkles up his little nose. He sees his shadow or he doesn’t see it. It’s nice people like it.”

“You know, people like blood sausage too. People are morons.”

“I hate this place. I stayed here two years ago. I was miserable. It’s a fleabag.”

“The big question on everyone’s lips ... on their chapped lips ... on their chapped lips ... “

“Did you want to talk about the weather or were you just making chitchat?”

“Will you be checking out today Mr. Connors?”

“I dated your sister Mary Pat a couple times until you told me not to anymore ... well?”

“The master? Punxsutawney Phil, the world’s most famous weatherman, the groundhog.”

“Okay ... Want to try it again, without the sarcasm?”

“Prima donnas.”

“I don’t know Phil. Perhaps it’s that giant blizzard we’re not supposed to get.”

“I make the weather. All of this moisture coming up out of the gulf is going to push off to the”

#### VIII. Match the synonyms

Clever

A bonehead

Brave

Gloomy

To sadden

Bright

Powerful

See you

To move

To head

To die

Courageous

Mistakes

Apparently

Likely

Intelligent,

To Upset

Omnipotent

A jerk

Bleak

Lustrous

So long

Errands

To pass away

#### IX. Match antonyms

To Speak

Greedy

Eagerly

Wept

Honored

Sung

Quickly

Indifferent

Coward

Rude

A bless

One-sided

Reluctantly

Alertly

Unwept

Unhonored

Unsung

Supportive

Courageous

Gentle

To untie your tongue

Generous

A curse

Versatile



X. Explain when we use these phrases

Suit yourself

Don't mess with me

Do me a favour

This is a riot

I'll drop you off

May I ask you a question? – Shoot

This is nuts

So long

XI. Translate the structures, offer your own alike sentences

The whole world is about to explode

Place too much emphasis on their career

Too humble to know he's perfect





20) Revise the Passive Voice <https://englex.ru/passive-voice/>, do the exercise in the end of that text and then do the following: fill in the verbs in the Passive Voice in the most appropriate tense.

Phil \_\_\_\_\_ (send) to the Punxsutawney to broadcast and comment on Groundhog Day.

His colleagues \_\_\_\_\_ (mock) by him therefore he \_\_\_\_\_ (regard) arrogant and haughty.

So he \_\_\_\_\_ (teach) a lesson, every day he \_\_\_\_\_ (return) to the same Groundhog Day.

He \_\_\_\_\_ (show) in evolution of his reactions, feelings, thoughts and decisions.

I \_\_\_\_\_ (carry away) with the unwinding his relations with Rita.

21) Comment on the pictures in pairs using Passive Voice. Write your comments down in your notebooks.



A)



B)



C)



D)



E)





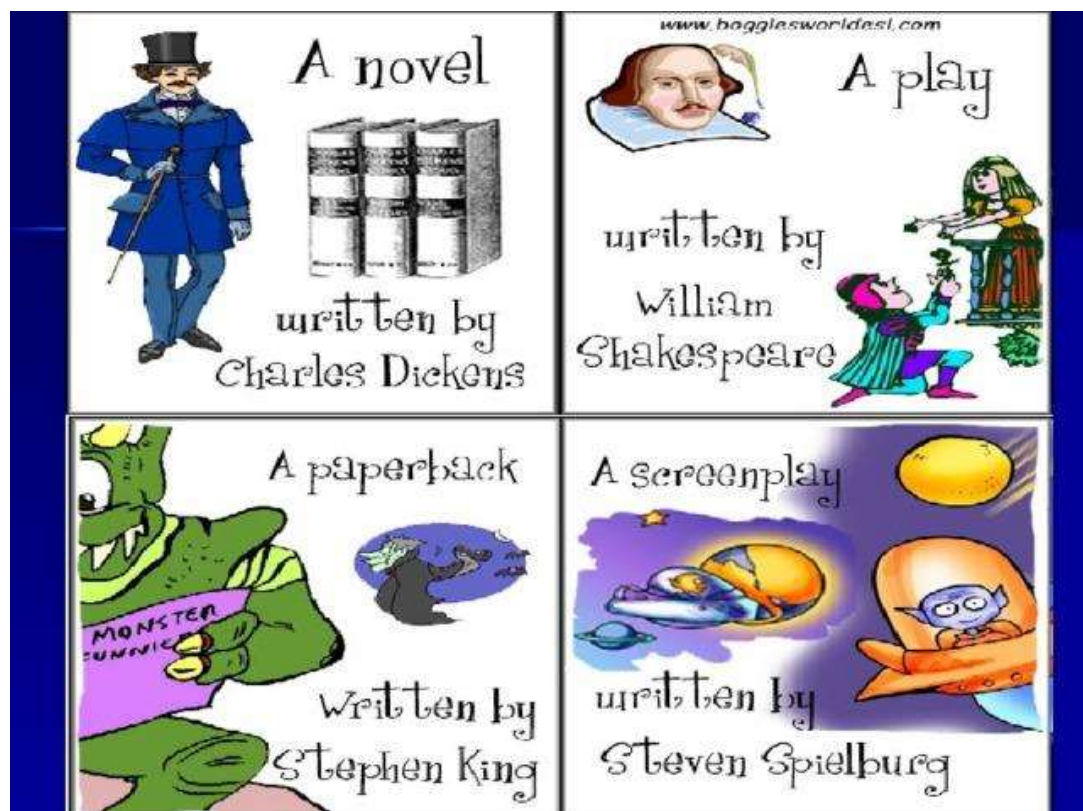
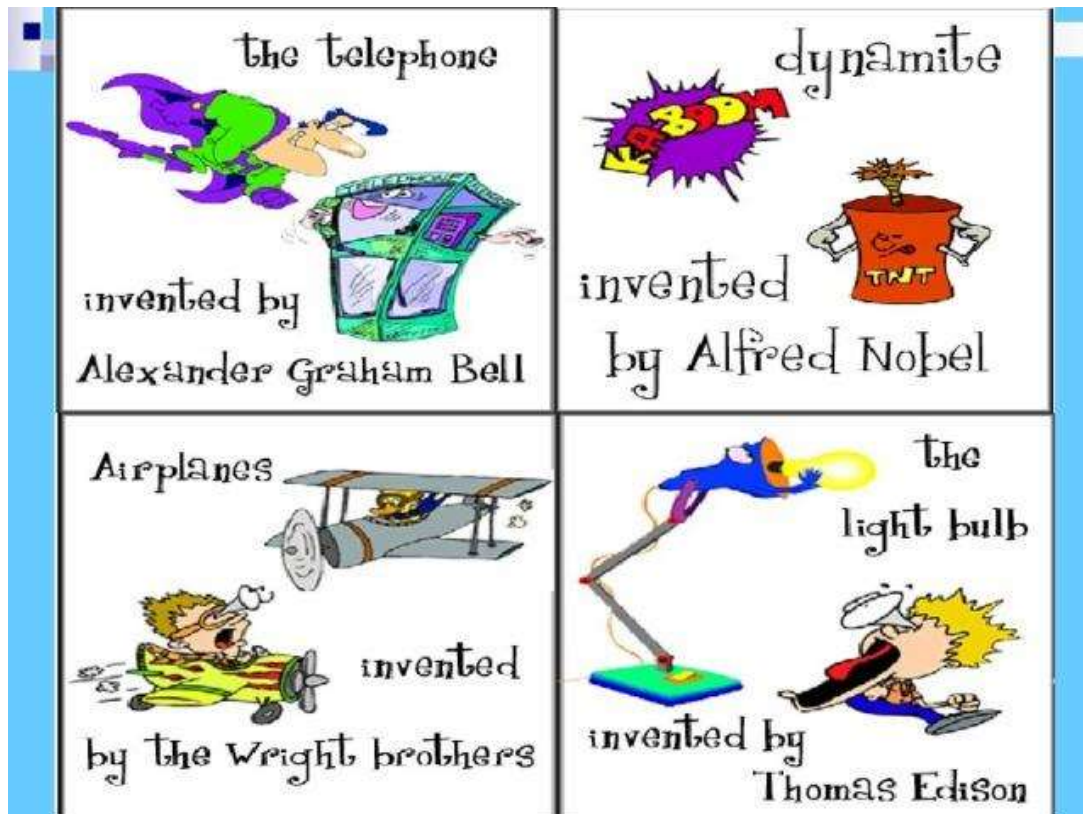
F)



G)

Now share impressions with the whole group.

22) Fulfill the statements to be in the Passive Voice together. In pairs check what you know about the facts. Compell with the whole group.



23) Prepare a report about one of the mentioned facts and find out how the people arranged the time to be a success.



24) Look through the saying about the time which ones reflect your feeling and ideas about it? Discuss in pairs.

“Lost time is never found again.” – Benjamin Franklin

“The bad news is time flies. The good news is you’re the pilot.” – Michael Altshuler

“The two most powerful warriors are patience and time.” – Leo Tolstoy

“Time is what we want most but use worst.” – William Penn

“Time you enjoy wasting is not wasted time.” – Marthe Troly-Curtin

“Time is a created thing. To say ‘I don’t have time’ is like saying ‘I don’t want to.’”  
– Lao Tzu

“The trouble is, you think you have time.” – Buddha

“Time is an equal opportunity employer. Each human being has exactly the same number of hours and minutes every day.” – Denis Waitley

“Time is the most valuable currency. Spend it wisely.” – Unknown

25) Pick up one of the sayings to deliver a speech summarizing the most important things for you we have touched in this chapter and course.

## CONTENT

<b>Introduction.....</b>	<b>3</b>
<b>Part I. Images of POWER .....</b>	<b>4</b>
<b>Part II. Power of desire and motivation .....</b>	<b>18</b>
<b>Part III. Mind Power .....</b>	<b>33</b>
<b>Part IV. Planning .....</b>	<b>59</b>

## **ОПИСАНИЕ ФУНКЦИОНАЛЬНОСТИ ИЗДАНИЯ:**

Интерфейс электронного издания (в формате pdf) можно условно разделить на 2 части.

Левая навигационная часть (закладки) включает в себя содержание книги с возможностью перехода к тексту соответствующей главы по левому щелчку компьютерной мыши.

Центральная часть отображает содержание текущего раздела. В тексте могут использоваться ссылки, позволяющие более подробно раскрыть содержание некоторых понятий.

## **МИНИМАЛЬНЫЕ СИСТЕМНЫЕ ТРЕБОВАНИЯ:**

Минимальные системные требования: Celeron 1600 Mhz; 128 Мб RAM; Windows XP/7/8 и выше; 8х CD-ROM; разрешение экрана 1024×768 или выше; программа для просмотра pdf.

## **СВЕДЕНИЯ О ЛИЦАХ, ОСУЩЕСТВЛЯВШИХ ТЕХНИЧЕСКУЮ ОБРАБОТКУ И ПОДГОТОВКУ МАТЕРИАЛОВ:**

Оформление электронного издания : Издательский центр «Удмуртский университет».

Компьютерная верстка: Р.Ш. Чермокина, С.Г. Морозов

Авторская редакция

---

Подписано к использованию 10.06.2025

Издательский центр «Удмуртский университет»

Объем электронного издания 2,7 Мб, тираж 10 экз.

426034, г. Ижевск, ул. Ломоносова, 4Б, каб. 021

Тел.: + 7 (3412) 916-364, E-mail: editorial@udsu.ru

---