

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ЖИТОМИРСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ  
імені ІВАНА ФРАНКА



*Кафедра слов'янської і германської філології  
та перекладу*

## **ПРАКТИЧНИЙ КУРС АНГЛІЙСЬКОЇ МОВИ**

Навчально-методичний посібник  
до обов'язкової освітньої компоненти  
для підготовки здобувачів  
другого (магістерського) рівня вищої освіти

*Укладачі:*

**Аліна Велика**  
**Тетяна Нікішова**  
**Валерій Вигівський**

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університету імені Івана Франка  
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**Рецензенти:**

**Лариса ШЕВЦОВА** – кандидат педагогічних наук, доцент, викладач ВСП «Житомирський фаховий торговельно-економічний коледж ДТЕУ»;

**Людмила СУВОРОВА** – кандидат філологічних наук, доцент, доцент кафедри педагогічних технологій та мовної підготовки Державного університету «Житомирська політехніка»;

**Тамара ЛИТНЬОВА** – кандидат педагогічних наук, доцент, зав. кафедри іноземних мов і новітніх технологій навчання Житомирського державного університету імені Івана Франка.

**Укладачі:**

**Аліна ВЕЛИКА** – старший викладач кафедри слов'янської і германської філології та перекладу Житомирського державного університету імені Івана Франка.

**Тетяна НІКІШОВА** – викладач кафедри слов'янської і германської філології та перекладу Житомирського державного університету імені Івана Франка.

**Валерій ВИГІВСЬКИЙ** – кандидат філологічних наук, доцент, доцент кафедри слов'янської і германської філології та перекладу Житомирського державного університету імені Івана Франка.

**П 69**

**Практичний курс англійської мови:** навчально-методичний посібник до обов'язкової освітньої компоненти для підготовки здобувачів другого (магістерського) рівня вищої освіти / укладачі: Велика А. М., Нікішова Т. Є., Вигівський В. Л. – Житомир: Вид-во ЖДУ ім. І. Франка, 2024. 54 с.

Навчально-методичний посібник розроблено для вивчення освітньої компоненти «Практичний курс англійської мови» для підготовки здобувачів другого (магістерського) рівня вищої освіти спеціальності «014 Середня освіта» за освітньою програмою Українська мова і література, англійська мова в закладах освіти.

Запропонований посібник містить основні питання, необхідні для поглиблення та розширення знань здобувачів вищої освіти з іноземної(англійської мови).

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## ПЕРЕДМОВА

Програма вивчення освітньої компоненти «Практичний курс англійської мови» для підготовки здобувачів магістерського рівня вищої освіти відповідає освітньо-професійній програмі Українська мова і література, англійська мова в закладах освіти.

**Предмет** вивчення освітньої компоненти – читання, письма, говоріння й аудіювання англійською мовою.

**Метою вивчення дисципліни** є орієнтування на подальший розвиток комунікативних умінь й навичок здобувачів – умінь обговорювати прочитане, аналізувати і порівнювати, коментувати, вести бесіди, дискусії, брати участь у рольових іграх. Особлива увага приділяється стимулюванню самостійної, творчої роботи студентів, подальшому розвитку їх співпраці в процесі комунікації.

Основні **завдання** вивчення освітньої компоненти:

- формувати вміння вільно користуватися англійською мовою у різних комунікативних ситуаціях;
- розвивати чотири види мовленнєвої діяльності на відповідних рівнях;
- засвоїти теорії граматики і семантики правил та закономірностей іноземної (англійської) мови;
- формувати вміння використання соціокультурних знань в комунікації іноземною мовою;
- формувати вміння застосування культурологічної інформації у професійній діяльності;
- удосконалювати мовленнєву підготовку шляхом використання автентичних англомовних матеріалів.

### **Компетентності:**

Змістовно освітня компонента спрямована на формування здобувачами вищої освіти здатності розв'язувати складні спеціалізовані задачі у галузі 01 Освіта / Педагогіка.

ІК. Здатність розв'язувати складні задачі або проблеми в галузі освіти, що передбачає здійснення інновацій та/або проведення педагогічних досліджень і

характеризується невизначеністю умов.

ЗК1. Здатність застосовувати знання у практичних ситуаціях.

ЗК5. Здатність генерувати нові ідеї (креативність) та приймати обґрунтовані рішення.

ФК1. Здатність до поглиблення знань і розуміння предметної області та професійної діяльності.

ПК8. Здатність проектувати безпечне освітнє середовище, освітні програми й індивідуальні освітні маршрути учнів з іноземної мови та зарубіжної літератури.

ПК9. Здатність здійснювати науково-педагогічне спілкування у філологічній галузі, планувати і проводити навчальні заняття та виховні заходи з іноземної мови та зарубіжної літератури у закладах середньої та вищої освіти, в тому числі за умов дистанційного та змішаного навчання.

ПК10. Здатність застосовувати при продукуванні текстів в усній та письмовій формах різностильові та різножанрові одиниці з урахуванням комунікативної ситуації та комунікативного завдання відповідно до етичних і моральних норм поведінки, прийнятих в іншомовному середовищі.

ПК11. Здатність використовувати в професійній діяльності для організації успішної комунікації системні знання про основні періоди розвитку літератури, що вивчається, від давнини до ХХІ століття, еволюцію напрямів, жанрів і стилів, чільних представників та художні явища, а також знання про тенденції розвитку світового літературного процесу та української літератури.

ПК12. Здатність володіти технологіями навчання іноземної мови і літератури, використовувати різноманітні методи і прийоми навчання іноземної мови та зарубіжної літератури в закладах середньої та вищої освіти, оцінювати їх ефективність і розробляти шляхи їх удосконалення.

ПК13. Здатність проектувати форми та методи контролю якості освіти, здійснювати оцінювання та моніторинг результатів навчання учнів на засадах компетентнісного підходу, обирати та розробляти ефективні види контрольних вимірювальних матеріалів.

Програмні *результати* навчання

ПРН9. Демонструє граматичну правильність, лексичний діапазон і соціолінгвістичну відповідність власного мовлення, вільно володіє сучасними лексико-граматичними, орфоепічними, орфографічними та пунктуаційними нормами англійської мови для здійснення професійної комунікації і міжособистісного спілкування в усному і писемному мовленні; конструює стилістично довершений текст певного стилю.

ПРН12. Використовує гуманістичний потенціал іноземної мови і культури для формування духовного світу громадян України, забезпечує організацію діалогу мов і культур на заняттях з іноземної мови і зарубіжної літератури.

*Soft skills:*

- орієнтованість на результат;
- самостійність;
- дисциплінованість;
- саморозвиток;
- увага до деталей.

**I. ОПИС ОСВІТНЬОЇ КОМПОНЕНТИ**  
**«ПРАКТИЧНИЙ КУРС АНГЛІЙСЬКОЇ МОВИ»**

Найменування показників	Галузь знань, спеціальність, ОПП Рівень вищої освіти	Характеристика освітньої компоненти	
		денна форма	заочна форма
Кількість кредитів – <b>5</b>	01 Освіта/Педагогіка	Обов'язкова	
	014 Середня освіта		
Модулів – <b>2</b>	Українська мова і література, англійська мова в закладах освіти	Рік підготовки:	
Загальна кількість годин - <b>150</b>		<b>I-й</b>	
		Лекції	
Тижневих годин для денної форми навчання: аудиторних – <b>2,8</b> ; самостійної роботи студента – <b>5,6</b> год.	другий (магістерський)	<b>0 год.</b>	<b>0 год.</b>
		Практичні/Семінарські	
		-	-
		практичні	
		<b>50 год.</b>	<b>0 год.</b>
		Самостійна робота	
		<b>100 год.</b>	<b>0 год.</b>
		Індивідуальна робота	
		-	-
Вид контролю: екзамен			

***Примітка.***

Співвідношення кількості годин аудиторних занять до самостійної і індивідуальної роботи становить:

для денної форми – 33,3% : 66,6%

## **II. ІНФОРМАЦІЙНИЙ ОБСЯГ ОСВІТНЬОЇ КОМПОНЕНТИ**

### ***Модуль 1. „Людина та природа” (“Man and Nature”).***

Тема 1. Глобальні проблеми забруднення навколишнього середовища (Global Environmental Problems):

Тема 2. Погода та природні катаклізми (Disasters and Weather).

Тема 3. Стан навколишнього середовища в Україні (The State of the Environment in Ukraine).

### ***Модуль 2. „Людина та її культура ” (“Man and Manners”).***

Тема 4. Культура та культурний шок (Cultures and Culture Shock).

Тема 5. Національні характеристики і стереотипи (National Characteristics and Stereotypes).

Тема 6. Сучасні манери (Modern Manners).



### III. СТРУКТУРА ОСВІТНЬОЇ КОМПОНЕНТИ

Назви змістових модулів і тем	Кількість годин											
	Денна форма					Заочна форма						
	Всього	У тому числі					Всього	У тому числі				
		Л.	П./С	Ла б.	С.Р.	І н д.		Л.	П./С.	Л аб	С. Р.	І н д.
<b>Модуль 1: „Людина та природа” (“Man and nature”).</b>												
Глобальні проблеми забруднення навколишнього середовища (Global Environmental Problems).	-	-	9	-	16							
Погода та природні катаклізми (Disasters and Weather).	-	-	9	-	16							
Стан навколишнього середовища в Україні (The State of the Environment in Ukraine).	-	-	7	-	18							
<b>Всього за модулем 1</b>	<b>0</b>	<b>0</b>	<b>25</b>	<b>0</b>	<b>50</b>							
<b>Модуль 2. „Людина та її культура” (“Man and manners”).</b>												
Культура та культурний шок (Cultures and Culture Shock).	-	-	9	-	17							
Національні характеристики і стереотипи (National Characteristics and Stereotypes).	-	-	9	-	17							
Сучасні манери (Modern Manners).	-	-	7	-	16							
<b>Всього за модулем 2</b>	<b>0</b>	<b>0</b>	<b>25</b>	<b>0</b>	<b>50</b>							
<b>Всього</b>	<b>0</b>	<b>0</b>	<b>50</b>	<b>0</b>	<b>100</b>							

## IV. МАТЕРІАЛИ ДЛЯ ПРОВЕДЕННЯ ПРАКТИЧНИХ (СЕМІНАРСЬКИХ ЗАНЯТЬ)

### Module 1. Man and Nature

#### Topic 1. Global Environmental Problems.

**The purpose of the lesson:** to acquaint the applicants with the educational component, its content and content. Consider the main thematic definitions, vocabulary and points of the thematic presentation, grammatical material.

**Basic concepts of the topic:** environment, personal environment, types of pollution, global environmental problems.

#### **Lexical topics:**

1. Introduction. Educational component "Practical English language course": goal, task, subject and object of study, content.
2. How environmentally aware are you?
3. Different types of pollution
4. Global Environmental Problems

#### **Grammar:**

1. Tenses (Past-Present-Future)
2. Infinitive (The – ing form)

#### **Subjects of individual work on the topic:**

- Global Environmental Problems

**Examples of grammar tasks** (source: Evans V., Dooley J. Grammarway 4: English Grammar Practice):



#### **Underline the correct tense.**

- 1 The plane leaves/has left at four o'clock. We must be at the airport by two o'clock.
- 2 It gets/is getting colder and colder every day.
- 3 Have you seen Linda? I have been looking/am looking for her for almost an hour.
- 4 Sam is a very interesting person. He knows/has known all kinds of unusual facts.
- 5 First, you are heating/heat the oven to a temperature of 180°C.
- 6 Have you heard the news? They have just elected/ have been electing a new club chairman!
- 7 Martha is finding/has found a new job. She is starting next week.

**2****Choose the correct answer.**

- 1 'I met our new boss this morning.'  
'I ...**C**... him, too. He's very nice.'  
**A** am meeting   **B** have been meeting   **C** have met
- 2 '..... in a hotel?'  
'No, but my parents did last summer in Rome.'  
**A** Have you ever stayed   **B** Did you ever stay  
**C** Are you ever staying
- 3 'Who is in that new film?'  
'Well, a young actress ..... the leading role.'  
**A** has been playing   **B** plays   **C** has played
- 4 'Is David at home?'  
'Yes, but he ..... a shower at the moment.'  
**A** is having   **B** has been having   **C** has
- 5 'Why are you so upset?'  
'I ..... my favourite ring.'  
**A** lose   **B** have been losing   **C** have lost
- 6 'Have you found a house yet?'  
'No, I ..... with my aunt at the moment.'  
**A** stay   **B** am staying   **C** have stayed

**3****Put the adverbs of frequency in the correct position.**

- 1 A: Do you wear sunglasses in the winter?  
B: No, I do. (never)  
*No, I never do.*
- 2 A: Do you like fishing, Alan?  
B: Yes, I go fishing at weekends. (sometimes)
- 3 A: Do you go to the gym very often?  
B: Yes, I go. (once a week)
- 4 A: How often do you visit your parents?  
B: I visit them. (every weekend)
- 5 A: Do you eat in restaurants very often?  
B: No, I do. (rarely)
- 6 A: Do you like oysters?  
B: I don't know. I have eaten oysters. (never)
- 7 A: How often do you go on holiday?  
B: I go on holiday. (once a year)
- 8 A: When do you read your post?  
B: I read it on the way to work. (usually)
- 9 A: Shall I lock the door?  
B: Of course. You should lock the door when you go out. (always)
- 10 A: You are breaking things! (always)  
B: I'm sorry. I don't mean to.

**4****Identify the tenses, then match them to the correct descriptions.**

- |  |  |  |
|--|--|--|
| <p>1 The plane to Sydney <b>leaves</b> at eleven o'clock.</p> <p>2 I <b>have written</b> two letters this morning.</p> <p>3 They <b>'re going</b> on holiday on Saturday.</p> <p>4 Graham <b>has known</b> Errol for five years.</p> <p>5 You <b>'re always leaving</b> the door open.</p> <p>6 We <b>are rehearsing</b> a new play at the moment.</p> <p>7 George <b>has bought</b> a new car.</p> <p>8 Lisa <b>has been cleaning</b> the house all morning.</p> <p>9 Look! Alison <b>has dyed</b> her hair!</p> <p>10 More and more people <b>are recycling</b> their rubbish.</p> |  | <p><b>a</b> actions which started in the past and continue up to the present</p> <p><b>b</b> action which has recently finished and whose result is visible in the present</p> <p><b>c</b> to put emphasis on the duration of an action which started in the past and continues up to the present</p> <p><b>d</b> to express criticism or annoyance</p> <p><b>e</b> timetables and programmes</p> <p><b>f</b> actions that we have arranged to do in the near future</p> <p><b>g</b> action which has happened within a specific time period which is not over at the moment of speaking</p> <p><b>h</b> action which happened at an unstated time in the past</p> <p><b>i</b> changing or developing situations</p> <p><b>j</b> temporary actions</p> |
|--|--|--|

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**Identify the tenses, then match them to the correct descriptions.**

- |   |   |
|---|---|
| <p>1 People <b>used to have/had</b> very simple lives in those days.</p> <p>2 She <b>was talking</b> on the phone when her boss came in.</p> <p>3 Sam was in hospital because he <b>had crashed</b> his car.</p> <p>4 They <b>had been studying</b> hard all morning, so they were tired.</p> <p>5 I <b>was cooking</b> lunch while he <b>was pouring</b> the drinks.</p> <p>6 We <b>had been living</b> in the house for a year before we decorated the kitchen.</p> <p>7 Princess Diana <b>did</b> a lot of work for charity.</p> <p>8 At two o'clock this afternoon they <b>were having</b> lunch at work.</p> <p>9 First, she <b>knocked</b> on the door. Then, she <b>went</b> inside.</p> <p>10 We <b>had bought</b> the tickets before we went to the theatre.</p> | <p>a to talk about actions of people who are no longer alive</p> <p>b action which happened before another past action or before a stated time in the past</p> <p>c actions which happened immediately one after the other in the past</p> <p>d to put emphasis on the duration of an action which started and finished in the past before another past action</p> <p>e action which was in progress at a stated time in the past</p> <p>f two or more simultaneous actions</p> <p>g action in progress when another action interrupted it</p> <p>h action which lasted for some time in the past and whose result was visible in the past</p> <p>i past habit or state which is now finished</p> <p>j action which finished in the past and whose result was visible in the past</p> |
|---|---|

**17**

**Put the verbs in brackets into the correct tense.**

- 1 A: What *...were you doing...* (you/do) at ten o'clock this morning?  
 B: I ..... (read) some important documents in my office.
- 2 A: Why are you so disappointed?  
 B: Because I ..... (hope) that I would pass the test, but I didn't.
- 3 A: Have you found your bag yet?  
 B: No, but I ..... (report) it stolen to the police yesterday.
- 4 A: Did you enjoy the play last night?  
 B: No, even though I ..... (read) good reviews of it before I bought the tickets.
- 5 A: Have you written your report yet?  
 B: I ..... (just/start) when you came in, actually.
- 6 A: Sorry I'm late.  
 B: Where have you been? I ..... (expect) you an hour ago.
- 7 A: We ..... (go) to an antique market yesterday.  
 B: ..... (you/buy) anything?
- 8 A: Were you surprised that the factory closed down?  
 B: Not really. In fact, I ..... (know) it was going to happen.
- 9 A: Julia did well in the test, didn't she?  
 B: Yes. She ..... (study) very hard for it.

**18**

**Put the verbs in brackets into the correct tense.**

- A When Simon 1) *...arrived...* (arrive) at the cinema, dozens of people 2) ..... (queue) outside. They 3) ..... (wait) to see the same film as Simon. Simon, however, 4) ..... (buy) a ticket in advance, so he 5) ..... (walk) straight to the front of the queue and 6) ..... (enter) the cinema. He 7) ..... (feel) relieved that he didn't have to queue. He 8) ..... (reach) his seat just as the lights 9) ..... (go down) for the start of the film.
- B Last weekend, Cathy 1) ..... (hire) a car and 2) ..... (drive) to the seaside. When she 3) ..... (arrive) the wind 4) ..... (blow) and the sky 5) ..... (be) cloudy. She 6) ..... (get out) of the car and 7) ..... (take) a walk along the seafront. Then she 8) ..... (decide) to go for fish and chips at a nearby restaurant that she 9) ..... (see) earlier and liked the look of. By the time she 10) ..... (leave) the restaurant, it 11) ..... (already/grow) dark. As she 12) ..... (walk) to her car it 13) ..... (begin) to rain. However, Cathy 14) ..... (not/mind) because she 15) ..... (have) a wonderful day.

## Common mistakes

- Eating junk food it is unhealthy. *X*  
Eating junk food **is** unhealthy. ✓
- I'd better to leave now. *X*  
I'd better leave now. ✓
- You would better see a doctor. *X*  
You had better see a doctor. ✓
- They made me to reveal the plans. *X*  
They made me reveal the plans. ✓
- He stopped to eat fried food as it gave him indigestion. *X*  
He stopped eating fried food as it gave him indigestion. ✓
- Did you remember buying some bread? *X*  
Did you remember to buy some bread? ✓
- I'd like going to the cinema tonight. *X*  
I'd like to go to the cinema tonight. ✓
- You must to work harder. *X*  
You must work harder. ✓
- The soup is too hot to eat it. *X*  
The soup is too hot to eat. ✓
- Would you mind to give me a lift? *X*  
Would you mind giving me a lift? ✓
- I am enough strong to lift this box. *X*  
I am strong enough to lift this box. ✓
- She left the house without to lock the door. *X*  
She left the house without locking the door. ✓
- I went to the library for to borrow some books. *X*  
I went to the library to borrow some books. ✓
- I saw a burglar to break into my neighbour's house. *X*  
I saw a burglar break into my neighbour's house. ✓

22

Cross out the unnecessary word.

- 1 He went to the florist's for to buy a bouquet of flowers.
- 2 Emily is not so talented enough to enter the competition.
- 3 I don't go for camping very often.
- 4 Mrs Keaton made her daughter to stay at home during the holidays.
- 5 I hope that to hear from you soon.
- 6 We saw Helen to get into her car and drive away at top speed.
- 7 Bungee jumping it is a dangerous activity.
- 8 She will always remember about cruising the Caribbean.
- 9 The tickets were too expensive for me to buy them.
- 10 He dislikes to being alone at the weekends.
- 11 You had better not to leave without your passport.
- 12 The house needs being painting.
- 13 Children would love being given toys.
- 14 To spending a lot of money on clothes is foolish.

23

Underline the correct preposition.

- 1 Adam complained of/about/for having a sore throat.
- 2 She was concentrating of/on/for writing the report when the phone rang.
- 3 The two men were charged for/with/of armed robbery.
- 4 I take care about/for/of my neighbour's cat when she goes on holiday.
- 5 The politician refused to comment on/for/about the new law.
- 6 Sheila's friends congratulated her on/for/about passing her exams.
- 7 Contrary with/of/to what had been written in the papers, the three women were proved innocent.
- 8 The new teacher found it hard to cope about/for/with the naughty children.

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## Topic 2. Disasters and Weather

**The purpose of the lesson:** Consider the main thematic definitions, vocabulary and points of the thematic presentation, grammatical material.

**Basic concepts of the topic:** weather, air, cloud, heat, blizzard, chilly, drizzle, fog, dry, cold, pool/puddle, weather forecast, frost, ice, hail, precipitation, rain/rainy, sky, snow, snowstorm, sun, temperature, below freezing, blinding snowstorm, dew, thunder; disasters, hurricanes, tornadoes, typhoons, earthquakes, volcanoes, floods, drought, famine, avalanche.

### **Lexical topics:**

1. Disasters and weather.
2. Things our grandchildren may never see

### 3. Climate Change Now

#### Grammar:

1. Adjective-Adverbs (Comparison)
2. Nouns
3. Articles (Word Formations)
4. Modal Verbs

#### Subjects of individual work on the topic:

- Disasters and Weather

#### Examples of grammar tasks (source: Evans V., Dooley J. Grammarway 4: English Grammar Practice):

10

Say the sentences in as many ways as possible, using the adverbs in brackets.

- 1 I will cut the grass. (on Sunday)  
*...I will cut the grass on Sunday./On Sunday, I will cut the grass....*
- 2 Joanne has been writing letters to her friends. (all day)
- 3 He has been working. (all day/in his office)
- 4 We placed the box. (on the table/carefully)
- 5 They bought some fruit. (yesterday/at the market)
- 6 He walked. (quietly/out of the room/during the film)
- 7 The party was amazing. (utterly)
- 8 We were lost. (completely)
- 9 Jenny has been reading her magazine. (all morning/in the garden)
- 10 They knew they had lost the match. (then)
- 11 They have been talking. (in the hall/for hours)
- 12 She changed her clothes. (quickly)
- 13 I was feeling tired. (extremely)
- 14 He is doing his homework. (quietly/in his bedroom)
- 15 We watched a film. (last night/at the cinema)

11

Underline the correct word.

- 1 Being a nurse is a **quite/pretty** stressful job.
- 2 He has **rather/fairly** a funny name.
- 3 Jane is **rather/quite** more athletic than Susan.
- 4 She stayed out **rather/fairly** too late last night.
- 5 That story was **quite/rather** true.
- 6 She is **quite/fairly** a friendly woman.
- 7 I didn't expect to enjoy the film, but it was **fairly/rather** brilliant.
- 8 He is **rather/fairly** good at his job, but he sometimes makes mistakes.
- 9 It was a **fairly/quite** interesting book, but it wasn't the best I've read.
- 10 This tin opener doesn't work. It's **fairly/quite** useless.
- 11 It was **pretty/rather** a long way from the station to the hotel.
- 12 It was **rather/pretty** a waste of time watering the plants. It's raining now.



ticket: £20  
London-Leeds: 4.5 hrs

The coach is **cheap**.  
It is **slow**, though.



ticket: £45  
London-Leeds: 2 hrs

The train is **more expensive**  
than the coach. It is also **faster**.



ticket: £100  
London-Leeds: 40 mins

The plane is **the most expensive**  
of all. It is also **the fastest**.

- ◆ For comparison, adjectives have got two forms: **the comparative and the superlative**
- ◆ We use the **comparative form + than** to compare two people, things, etc.  
e.g. Tina is **shorter than** Pam.  
This chair is **more comfortable than** the other one.
- ◆ We use **the + superlative form + of/in** to compare one person, thing, etc with more than one person, thing, etc. in the same group. We use **in** when we talk about places.  
e.g. Peter is **the smartest of all** my students.  
*Don's* is **the most expensive** restaurant in our town.
- ◆ The comparative of **one-syllable adjectives** is formed by adding **-er**, and the superlative by adding **-est**. e.g. soft - **softer** - **softest** The comparative of **real, right and wrong** is formed with **more** and the superlative with **most**. e.g. real - **more real** - **most real** Some one-syllable adjectives of abstract meaning such as **clear, safe, true, free, wise**, etc. take either **-er/-est** or **more/most**. e.g. clear - **clearer** - **clearest** OR clear - **more clear** - **most clear**
- ◆ The comparative of **two-syllable adjectives** ending in **-y** is formed by adding **-ier** and the superlative by adding **-iest**. e.g. easy - **easier** - **easiest** (more usual) Also easy - **more easy** - **most easy** (less usual)
- ◆ Some two-syllable adjectives such as: **clever, common, stupid, narrow, gentle, friendly, simple**, etc. take either **-er/-est** or **more/most**.  
e.g. common - **commoner** - **commonest**  
OR common - **more common** - **most common**
- ◆ The comparative of adjectives ending in **-ing** (interesting), **-ed** (pleased), **-ful** (careful) and **-less** (careless) is formed with **more** and the superlative with **most**. e.g. thrilling - **more thrilling** - **most thrilling**
- ◆ The comparative of adjectives of **three or more syllables** is formed with **more** and the superlative with **most**.  
e.g. intelligent - **more intelligent** - **most intelligent**

6

Underline the correct word.

- 1 A: I have a Physics exam tomorrow.  
B: Oh dear. Physics is/are a very difficult subject.
- 2 A: My office is three miles from my house.  
B: Three miles is/are a long way to walk to work.
- 3 A: My little brother has got measles.  
B: Oh dear. Measles is/are quite a serious illness.
- 4 A: Jane looked nice today, didn't she?  
B: Yes. Her clothes were/was very smart.
- 5 A: I've got two pounds. I'm going to buy a CD.  
B: Two pounds is/are not enough to buy a CD.
- 6 A: The classroom was empty when I walked past.  
B: Yes. The class was/were all on a school outing.
- 7 A: Have you just cleaned the stairs?  
B: Yes, so be careful. They is/are very slippery.
- 8 A: Did you ask John to fix your car?  
B: Yes. His advice was/were that I take it to a garage.
- 9 A: Did you enjoy your holiday?  
B: Yes, thank you. The weather was/were wonderful.
- 10 A: These trousers is/are very old.  
B: You should buy a new pair.
- 11 A: How is/are the company doing lately?  
B: Great. We opened up two more branches.
- 12 A: I am going to travel for two years when I finish school.  
B: Two years is/are a long time to be away from home.

7

Finish the sentences, as in the example.

- 1 You need a lot of experience to do this job.  
A lot of experience ...is needed to do this job...
- 2 They gave us some interesting information.  
The information .....
- 3 She likes Maths more than any other subject.  
Maths .....
- 4 We had mild weather this winter.  
The weather .....
- 5 We called the police immediately.  
The police .....
- 6 I told them some exciting news.  
The news .....
- 7 He was irritated because of the bad traffic.  
He was irritated because the .....
- 8 I stayed in very luxurious accommodation.  
The accommodation .....
- 9 The driver took the luggage out of the car.  
The luggage .....
- 10 She gave me very sensible advice.  
The advice she gave me .....
- 11 These shorts are too big for me.  
This pair of shorts .....
- 12 The hotel is in magnificent surroundings.  
The hotel surroundings .....
- 13 She's got long blonde hair.  
Her hair .....



**16** Add the correct prefixes to the words in bold.

- Kate is now doing a *post* graduate degree.
- Mr Bell is an .....-**teacher**. He retired ten years ago.
- This is an .....**national** company. It has offices all over the world.
- Sharon is .....**weight** for her age and height. She eats very little.
- John is very .....-**social**. He is often rude to people.
- The .....-**finals** of the championship are next week.
- You can .....**book** a vegetarian meal on this flight.
- The men tried to .....**code** the secret message.
- The restaurant .....**charged** us by £20 for our meal, but we refused to pay until they had checked the bill.
- When you've finished reading, please .....**place** the books on the shelves.

**18** Fill in the correct form of the words in brackets.

- A Sophie can be very **1** *careless* (care) at times. Although she tries to be **2** ..... (help) and is always willing to offer her **3** ..... (assist), more often than not her **4** ..... (clumsy) causes great **5** ..... (frustrate) to her family and friends.
- B The **1** ..... (organise) of the firework display has been a difficult job, but now the children were shrieking with **2** ..... (excite) as each **3** ..... (colour) **4** ..... (explode) lit up the sky. In the warm glow of the bonfire we could see that every child wore a **5** ..... (express) of great **6** ..... (happy).
- C We are having an **1** ..... (extend) built to our house. The **2** ..... (build) have been working on it **3** ..... (construct) for two weeks and now it looks quite **4** ..... (impress). The extra space will be very **5** ..... (use).

**2** Fill in the gaps with *must*, *mustn't* or *needn't/don't have to*.

- A: You *must* study hard to pass the exams.  
B: I know. I study every evening.
- A: You ..... be late for your job interview.  
B: I know. I'll leave early so as to get there on time.
- A: Shall I collect the children from the party?  
B: No, you ..... collect them. Mrs Shaw is giving them a lift home.
- A: Do you want me to wait for you after work?  
B: No, you ..... wait. I can walk home by myself.
- A: You ..... interrupt while people are talking.  
B: No. It's very bad manners to do that.
- A: My dog has been ill all week.  
B: Oh dear! You ..... take him to the vet.
- A: It's Sally's birthday on Wednesday.  
B: I know. I ..... remember to buy her a present.
- A: Shall I wash the dishes for you?  
B: No, you ..... do that. I'll do them later.

**3** Fill the gaps with *needn't have* or *didn't need to* and the correct form of the verb in

- 1** I realised I ..... (leave) my keys at home when I went to the office.
- 2** We ..... (go) to the cinema last night, but we were too tired.
- 3** I ..... (wear) a coat when I went to the park, but it was very warm.
- 4** Peter ..... (watch) the concert last night, although it was on quite late.
- 5** When we were children, we ..... (play) outside until it got dark.
- 6** Yesterday, we ..... (bring) our favourite toys to school.
- 7** I ..... (come) to the party last night, but I was busy.
- 8** When Dennis lived with his parents, he ..... (come) in at whatever time he liked.

**8** Fill in the gaps with *could* or *was/were allowed to*.

- The children *were allowed to* go to the cinema on their own yesterday.
- When I was young, we ..... wear whatever we liked to school.
- Peter ..... watch a concert on TV last night, although it was on quite late.
- When we were children, we ..... play outside until it got dark.
- Yesterday, we ..... bring our favourite toys to school.
- When Dennis lived with his parents, he ..... come in at whatever time he liked.

**16** Rephrase the following sentences in as many ways as possible.

- 1 You had better ask your teacher to help you with your studies.  
...*You ought to/should ask your teacher to help you with your studies...*
- 2 Can you hold this bag for me, please?
- 3 Why don't we go for a picnic this weekend?
- 4 It wasn't necessary for John to go to work because it was Sunday.
- 5 We managed to do the puzzle, although it was difficult.
- 6 You are to report to the manager as soon as you reach Manchester.
- 7 You are forbidden to enter this area.
- 8 Do you mind if I take this chair?
- 9 You don't need to feed the dog. I've already done it.
- 10 You ought to have locked the doors when you went out.
- 11 I strongly advise you to take legal action.
- 12 We are supposed to obey the law.

**18** Complete the sentences, as in the example. Sometimes more than one answer is possible.

Modal	Use
1 You ... <i>can</i> ... go to the cinema.	giving permission
2 You ..... have any sweets.	refusing permission
3 ..... we go for a walk?	making a suggestion
4 ..... I stay at Paul's house tonight, please?	asking for permission
5 You ..... have worked harder.	expressing criticism
6 You ..... talk in the library.	expressing prohibition
7 Sally ..... invite us to her party.	expressing possibility
8 They ..... be lost.	expressing a positive logical assumption
9 You ..... do your homework before you go out.	expressing obligation
10 She ..... be older than me.	expressing a negative logical assumption
11 Steve ..... walk. He's broken his leg.	expressing lack of ability

**20** Choose the correct answer.

- 1 ...*B*... I borrow your pen? Mine doesn't work.  
A Needn't      B Can      C Ought
- 2 I ..... go to the bank. I haven't got any money.  
A must      B mustn't      C may
- 3 Lizzie ..... spell her name before she was three.  
A might      B could      C must
- 4 ..... you help me with the shopping, please?  
A Must      B Shall      C Will
- 5 You ..... go to the post office. I'll go later.  
A needn't      B might      C must
- 6 You ..... to study hard for your exams.  
A need      B can't      C shall
- 7 You ..... to be at work by nine o'clock.  
A must      B should      C are
- 8 No reporters ..... approach the scene of the accident.  
A might have      B were allowed to      C needn't
- 9 We ..... phone Mary. It's her birthday today.  
A needn't      B ought to      C are able to
- 10 What time ..... I pick you up from work?  
A mustn't      B will      C shall
- 8 '..... you open the door for me, please?'  
'Yes, certainly.'  
A Shall      B Must      C Would
- 9 'Ben had a hard time trying to find the leak in the pipe.'  
'But he ..... stop it, wasn't he?'  
A was allowed to      B was able to      C could
- 10 'I saw Tina in town last night.'  
'You ..... have seen her. She's on holiday in Spain.'  
A would      B could      C can't
- 11 'Where's Colin?'  
'I'm not sure. He ..... be in the study.'  
A might      B will      C ought
- 12 'I feel very tired today.'  
'You ..... have stayed up so late last night.'  
A shouldn't      B could      C might
- 13 'Did you phone Alan yesterday?'  
'No, I ..... . He came round to see me.'  
A didn't need to      B needn't      C have to
- 14 '..... you give me a lift to work tomorrow?'  
'Yes, I'll pick you up at eight o'clock.'  
A May      B Shall      C Will
- 15 '..... I help you, madam?'  
'Yes, I'm looking for the manager.'  
A Would      B Must      C May

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### **Topic 3. The State of the Environment in Ukraine**

**The purpose of the lesson:** Consider the main thematic definitions, vocabulary and points of the thematic presentation, grammatical material.

**Basic concepts of the topic:** agriculture, air pollution, acid rain, activists, animal rights, biodegradable, breeding in captivity, condensation, conservation, conservation program, conserve, contaminated, decay, drought, ecosystem, emissions, endangered species, environmentalist, erosion, extinct, flood, fossil fuels, genetically modified, global warming, greenhouse effect, greenhouse gases, landfills, natural resources, ocean, organic, organic farming, ozone layer, poaching, pollute, pollution, power lines, preserve, rainforest, recycling, research, solar power, species, tidal energy, toxic waste, untapped resources, wildlife.

#### **Lexical topics:**

1. The State of the Environment in Ukraine
2. Water pollution
3. Land pollution
4. Air pollution

#### **Grammar:**

1. The Passive
2. Have something done
3. Emphasis
4. Inversion

#### **Subjects of individual work on the topic:**

- The State of the Environment in Ukraine

**Examples of grammar tasks (source: Evans V., Dooley J. Grammarway 4: English Grammar Practice):**

6

Fill in by or with.

- 1 She was woken up ...by... a loud noise.
- 2 The parcel was tied up ..... string.
- 3 John was told off ..... his mother.
- 4 This picture was painted ..... a famous artist.
- 5 The chair was covered ..... a woollen blanket.
- 6 The walls were decorated ..... posters.

10

Rewrite the following passages in the passive.

A Yesterday afternoon, the school held a sports day. John's teacher entered him for the 100m race because people thought John was the fastest runner in the school. John's teacher blew the whistle and the race started. Loud cheers filled the air as John's friends cheered him on. John overtook all the other runners and, as people had expected, John won the race. The headmaster gave him a trophy as a prize.

.....  
 .....  
 .....  
 .....  
 .....

11

Rewrite the sentences in the active.

- 1 Her excuse may not be believed by her parents.  
...Her parents may not believe her excuse....
- 2 The painting has been valued by an expert.  
.....
- 3 He likes being given presents.  
.....
- 4 The bill must be paid immediately.  
.....
- 5 Hot water is provided by the hotel 24 hours a day.  
.....
- 6 Our newspaper is delivered by a boy every morning.  
.....
- 7 Her wedding dress will be made by a designer in Paris.  
.....
- 8 The meeting was attended by several important art critics.  
.....
- 9 Preparations are being made by the event organisers.  
.....

13

Write a correct sentence for each picture, as in the example.



1 Jack / paint / fence  
...Jack is painting the fence....



2 Melanie / take / picture  
.....  
 .....



3 Paul / fill / tooth  
.....  
 .....



4 Helen / mop / floor  
.....  
 .....



5 Jane / paint / nails  
.....  
 .....



6 Tim / prune / tree  
.....  
 .....

OK: He asked her, 'Shall we go now?'

20

Punctuate the following, making any other necessary changes.

- 1 would you like a drink she asked me.  
...'Would you like a drink?' she asked me....
- 2 shall we go out tonight Bill asked  
.....
- 3 David said shut the door please  
.....
- 4 why are you crying Steve asked Jenny  
.....
- 5 I'm sorry I'm late he said I was stuck in traffic  
.....
- 6 Rachel said I'm afraid I can't help you  
.....
- 7 I don't want eggs she said to her mother I'd rather have a steak  
.....

22

Turn the following sentences from direct into reported speech or vice versa.

- 1 'What are your plans for the weekend?' he asked her.  
...He asked her what her plans for the weekend were....
- 2 Malcolm suggested that they go fishing that afternoon.  
.....
- 3 Simon denied having damaged the car.  
.....
- 4 'Could you open the door for me, please?' Kate asked Harry.  
.....
- 5 Julia claimed to have met Kevin Costner.  
.....
- 6 'You never listen when I'm talking to you,' she said.  
.....
- 7 The instructor said, 'This is how you open the parachute.'  
.....

9

Rewrite the sentences, beginning with the words in bold.

- The rain came **down**.  
...*Down came the rain*...
- The birds flew **away**.
- My house is **at the end of the road**.
- The actors came **onto the stage**.
- The aeroplane rose **up into the sky**.
- The Grand Hotel stands **at the foot of the mountain**.
- The policeman walked **down the street**.
- The window cleaner climbed **up the ladder**.

10

Rewrite the sentences using the words/phrases given.

- I have seldom eaten at such an expensive restaurant.  
Seldom ...*have I eaten at such an expensive restaurant*...
- She had no sooner fallen asleep than the telephone rang.  
No sooner .....
- We not only got lost, but our car broke down.  
Not only .....
- I have never heard such a terrible story before.  
Never before .....
- We realised only then that the jewels had been stolen.  
Only then .....
- Business has rarely been so good.  
Rarely .....
- The boss has not once given him a bonus.  
Not once .....
- You should not enter this room under any circumstances.  
Under no circumstances .....
- I got to know Peter only after meeting him several times.  
Only after .....

## Common mistakes

- **Rarely they** travel abroad any more. X  
**Rarely do they** travel abroad any more. ✓
- **Hardly** had she left the house **than** it started raining. X  
**Hardly** had she left the house **when** it started raining. ✓
- **Not only she is** arrogant but also rude. X  
**Not only is she** arrogant but also rude. ✓
- **Only after had he finished** his work **he had** a break. X  
**Only after he had finished** his work **did he have** a break. ✓
- 'I enjoy going to open-air concerts.' **So I do.** X  
'I enjoy going to open-air concerts.' **So do I.** ✓
- She is a lively person. **as her** brother. X  
She is a lively person. **as is her** brother. ✓
- 'Where did you buy this rug?' **asked he.** X  
'Where did you buy this rug?' **he asked.** ✓

11

Chris Young is a fashion designer. He is talking to his staff about keeping the designs for his next show a secret. Put the verbs in brackets into the correct form.



Under no circumstances 1) ...*should you tell*... (you/should/tell) anyone about the plans for the show next week and in no way 2) ..... (you/must/give) our competitors any clues about our designs. Not until the day after the fashion show 3) ..... (you/will/be able to) talk to reporters about the clothes. Only in this way 4) ..... (the show/will/be) a success. If you all follow these orders, not only 5) ..... (you/will/get) a large bonus after the show, but you will also be given some time off.

12

Fill in the blanks with a suitable word or phrase.

- Never ...*before had she seen*... such a beautiful dress.
- No sooner ..... than there was a knock at the door.
- Only by ..... did we finish the report on time.
- On no account ..... arrive late on Monday morning.
- Not only ..... my wallet, but my watch was missing, too.
- Only when ..... did I realise I had been asleep.
- Not since I was young ..... such an enjoyable day.
- Under no circumstances ..... be informed of this agreement.

18

Fill in the gaps with the correct form of the words in brackets.

- The plants flourished in the ...*warmth*... of the greenhouse. (warm)
- Suddenly we caught ..... of the glittering blue sea. (see)
- Animals in the wild have to fight for ..... (survive)
- I lost my keys, but ..... my neighbour has a spare set. (fortune)
- My brother is a very talented ..... (music)
- We should treat all ..... creatures with kindness and respect. (life)
- The aircraft reached a ..... of 35,000 feet. (high)
- The company have received several ..... about their latest product. (complain)
- She is a very ..... driver and never exceeds the speed limit. (caution)
- Taking a computer course has been ..... to my career. (benefit)
- She has made ..... useful contacts throughout her career. (number)

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## Module 2. Man and Manners

### Topic 4. Cultures and Culture Shock

**The purpose of the lesson:** Consider the main thematic definitions, vocabulary and points of the thematic presentation, grammatical material.

**Basic concepts of the topic:** culture, cultural differences, identity, customs, counties, symbols, national symbols, flags, polite, well-mannered, reserved, they are taught, hardly ever lie, truth, familiar, are proud of, to keep up, to preserve, peace and quiet, health.

#### **Lexical topics:**

1. What is culture?
2. Cultural differences
3. A sense of identity

#### **Grammar:**

1. Reported Speech
2. Conditional
3. Wishes
4. Had Better/Would rather
5. Unreal Past

#### **Subjects of individual work on the topic:**

- Cultures and Culture Shock

**Examples of grammar tasks (source: Evans V., Dooley J. Grammarway 4: English Grammar Practice):**

**11**

**Complete the following sentences with an appropriate conditional clause.**

- 1 Were I you, ...*I'd go to the police.*.....
- 2 If I hadn't met her, .....
- 3 Only if you work hard, .....
- 4 If they had been more careful, .....
- 5 If I won a lot of money, .....
- 6 Unless it rains, .....
- 7 I would have told you earlier, .....
- 8 But for your suggestions, .....
- 9 Should Annie phone, .....
- 10 If you had tried harder, .....



17

Read the text and complete the sentences below using Type 3 Conditionals, as in the example.



The 'Titanic' was a British luxury passenger liner which sank during its maiden voyage from Southampton to New York in 1912. On 14th April, the 'Titanic' hit an iceberg in the Atlantic Ocean. Distress signals were sent to the 'Californian', a ship 20 miles away, but their radio operator was off duty and the signals were not received. Some of the passengers got into lifeboats, but, although the 'Titanic' was luxurious, it did not have enough lifeboats for all the passengers on board. As a result, the loss of life was great. Many people died because the sea was very cold. Luckily, another ship, the 'Carpathia', rescued some of the passengers. As a result of this disaster, new rules were made to ensure that sea voyages would be safer in future. It is now believed that the 'Titanic' sank so quickly because it was too large.

- 1 If the ship had not hit an iceberg, *it wouldn't have sunk...*
- 2 If the 'Californian's' radio operator had been on duty, .....
- 3 If the 'Titanic' had had enough lifeboats, .....
- 4 If the sea hadn't been so cold, .....
- 5 If the 'Carpathia' had not arrived, .....
- 6 If the 'Titanic' had not sunk, .....
- 7 If the 'Titanic' had not been so big, .....

27

Fill in the correct particle.

- 1 The train pulled *in* at the station and hundreds of people got off.
- 2 The taxi pulled ..... outside my house. I paid the driver and got out.
- 3 Put your ideas ..... on paper and I'll look at them later.
- 4 I'll put you ..... to the correct department, madam.
- 5 Put ..... your gloves. It's very cold outside.
- 6 Walter's parents tried to put him ..... becoming an artist.
- 7 She put her tiredness ..... the fact that she had been working very hard.
- 8 Ignore James. He's not really ill, he's just putting it .....
- 9 That shop has put ..... its prices again.
- 10 Kelly is trying to put ..... some money every week for her summer holidays.
- 11 The firemen put the fire ..... very quickly.
- 12 You'll just have to put ..... the noise until the repairs are finished, I'm afraid.
- 13 The snowstorm caused the team's expedition to be put ..... a few days.

9

Put the verbs in brackets into the correct tense.

- 1 A: If you *pass* (pass) a bakery, ..... (you/buy) some bread, please?  
B: Yes, of course. How much do you need?
- 2 A: Did you invite Tim to the party?  
B: No, but when I ..... (speak) to him, I ..... (invite) him.
- 3 A: May I go out now, please?  
B: Yes, provided you ..... (do) your homework.
- 4 A: Mum seems very busy at the moment.  
B: Were I you, I ..... (offer) to help her.
- 5 A: Hurry up, or else we ..... (miss) the train.  
B: I know, I'm being as quick as I can.
- 6 A: Unless you ..... (work) hard, you ..... (fail) the exam.  
B: I know, I've been studying every evening.
- 7 A: I forgot to ask Simon for his phone number.  
B: If I ..... (see) him today, I ..... (ask) him for you.
- 8 A: Peter won't help me with my homework.  
B: I'm sure he ..... (help) you if he ..... (have) the time.
- 9 A: I'm not going to tell him what happened.  
B: What if he ..... (find out) on his own?
- 10 A: If I ..... (not/buy) that lottery ticket, I ..... (never/win) all this money!  
B: I know. Isn't it amazing!
- 11 A: Unless you ..... (go) to bed now, you ..... (be) tired in the morning.  
B: I know, I'm going.
- 12 A: I need some wrapping paper.  
B: Well, if I ..... (find) any at the shop, I ..... (buy) some for you.
- 13 A: Can I have some chocolate cake, please?  
B: Well, as long as you ..... (eat) all your dinner, you can have some chocolate cake.
- 14 A: I hate going into town.  
B: So do I. Whenever I ..... (go) into town, I ..... (come back) with a headache.
- 15 A: You'd better apologise, otherwise he ..... (never/speak) to you again.  
B: You're right, I will.

28

Fill in the gaps with the correct preposition from the list. Some prepositions can be used more than once.

at, by, for, in, on, out of, off, under, to, with

- 1 She wrote the report *by* hand, as the computer wasn't working.
- 2 You look worried. What's ..... your mind?
- 3 ..... Tim's surprise, his boss gave him a bonus.
- 4 Passengers must check in ..... arrival at the airport.
- 5 He's saving money ..... a view to buying a car.
- 6 Don't worry. I've got everything ..... control.
- 7 He was ..... breath after running for ten minutes.
- 8 I think I'll have a sandwich, ..... second thoughts, I'll have a salad.
- 9 Steve has not been ..... touch with us recently.
- 10 We must put out the fire ..... all costs.
- 11 People living in developing countries are ..... need of our help.
- 12 Where have you been? I've been waiting ..... ages.
- 13 James is ..... a bad mood today.
- 14 Medicine should be kept ..... reach of children.
- 15 This hotel is the cheapest on the island ..... far.
- 16 Her name is Joanna, but we call her Jo ..... short.
- 17 She searched ..... vain for the missing money.
- 18 I don't believe in love ..... first sight.

2

Match the items in column A with those in column B in order to make correct Type 0 conditional sentences, as in the example.

e.g. 1 - d ...If you wash woollen clothes in hot water, they shrink....

A	B
1 Wash woollen clothes in hot water.	a They die.
2 Put food in the fridge.	b It becomes ice.
3 Don't water plants.	c It gets rusty.
4 Put water in the freezer.	d They shrink.
5 Leave metal out in the rain.	e It falls to the ground.
6 Drop something.	f It stays fresh for longer.
7 Throw a pebble into the sea.	g You get green.
8 Mix blue and yellow.	h It sinks.

3

A friend of yours is going to Monaco. You have been there before. What information do you give him/her? First, match the items in column A to the ones in column B, then make sentences, as in the example.



e.g. ...If you want to stay at a five-star hotel, go to the Hotel de Paris. It's very luxurious....

A

1 stay at a five-star hotel ...g...

4

In pairs, ask and answer questions about what you would do in each of the following situations, as in the example. Use your own ideas.

SA: What would you do if you saw someone committing a robbery?

SB: If I saw someone committing a robbery, I would call the police.

- ... you / see / someone committing a robbery
- ... you / find / a lot of money
- ... a fire / start / in your home
- ... you / have / a headache
- ... you / see / a stray dog outside your house
- ... your boss / shout / at you

5

Read the headlines and make a conditional sentence for each, as in the example.

e.g. If the prisoner hadn't escaped, he wouldn't have robbed the bank.

1 ESCAPED PRISONER ROBS BANK

2 STUDENTS' HARD WORK RAISES THOUSANDS FOR CHARITY

3 FOOTBALLER ROWS WITH MANAGER AND QUILTS TEAM

4 ACTRESS IN CAR ACCIDENT - FILMING DELAYED

5 BRAVE TEENAGER SAVES CHILD FROM DROWNING

6 HEAVY RAINS CAUSE FLOODING OF CREEK VALLEY

7

Put the verbs in brackets into the correct tense.

- She would have come to dinner if we ...had invited... (invite) her.
- If you had locked the door, the burglars ..... (not/get) in.
- Were I you, I ..... (put on) some warmer clothes.
- Joan ..... (be able to) come to the party if she wasn't working.
- Had I heard any news, I ..... (tell) you immediately.
- Paul ..... (ruin) his shirt if he climbs that tree.
- If Mark ..... (be) younger, he could join the army.
- She would have stayed at home if she ..... (know) there would be so much traffic.
- Should he ..... (get) this job, he will be able to buy his own flat.
- If you ..... (put) your keys in your pocket, you wouldn't have lost them.
- She will be here at eight unless she ..... (lose) her way.
- If I were you, I ..... (not/go) out in this weather.
- Emily ..... (call) me if she had changed her mind.
- If you like Tom Cruise, you ..... (love) this film.
- Dave ..... (be) home at six o'clock, provided he catches the five o'clock bus.

9

Put the verbs in brackets into the correct tense.

- A: If you ...pass... (pass) a bakery, ..... (you/buy) some bread, please?  
B: Yes, of course. How much do you need?
- A: Did you invite Tim to the party?  
B: No, but when I ..... (speak) to him, I ..... (invite) him.
- A: May I go out now, please?  
B: Yes, provided you ..... (do) your homework.
- A: Mum seems very busy at the moment.  
B: Were I you, I ..... (offer) to help her.
- A: Hurry up, or else we ..... (miss) the train.  
B: I know, I'm being as quick as I can.
- A: Unless you ..... (work) hard, you ..... (fail) the exam.  
B: I know, I've been studying every evening.
- A: I forgot to ask Simon for his phone number.  
B: If I ..... (see) him today, I ..... (ask) him for you.
- A: Peter won't help me with my homework.  
B: I'm sure he ..... (help) you if he ..... (have) the time.
- A: I'm not going to tell him what happened.  
B: What if he ..... (find out) on his own?
- A: If I ..... (not/buy) that lottery ticket, I ..... (never/win) all this money!  
B: I know, isn't it amazing!
- A: Unless you ..... (go) to bed now, you ..... (be) tired in the morning.  
B: I know, I'm going.

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### **Topic 5. National Characteristics and Stereotypes**

**The purpose of the lesson:** Consider the main thematic definitions, vocabulary and points of the thematic presentation, grammatical material.

**Basic concepts of the topic:** culture, cultural differences, identity, customs, counties, symbols, national characteristics, national stereotypes, British social types, Americans social types.

#### **Lexical topics:**

1. National characteristics
2. National stereotypes
3. Do we see ourselves as we really are?
4. British social types
5. Americans and their values

#### **Grammar:**

1. Clauses
2. Linking Words
3. Pronouns
4. Possessives
5. Demonstratives

#### **Subjects of individual work on the topic:**

- National Characteristics and Stereotypes

**Examples of grammar tasks (source: Evans V., Dooley J. Grammarway 4: English Grammar Practice):**

1

Fill in the gaps with **by, until, while, before, hardly ... when, as soon as, when, as long as or by the time.**

- You can keep those CDs for **as long as** you like.
- I can't do any washing ..... the washing machine is repaired.
- We saw the smoke ..... we turned into our street.
- We had ..... gone to bed ..... there was a knock at the door.
- Sarah parked the car ..... Paul dashed into the bank.
- I have to finish these letters ..... I can leave the office.
- Wait here ..... I get back.
- I was washing my hair ..... the phone rang.
- You must be home ..... eleven o'clock tonight.
- ..... Sue reached the bank, it had closed.

3

Underline the appropriate time phrases and put the verbs into the correct tense.

- I'll call you **while/the moment** I **get** (get) home.
- You can visit me **whenever/till** you ..... (want) to.
- We went for a walk **after/until** we ..... (eat) breakfast.
- Once/Before** he ..... (read) the manual, he knew how to operate the machine.
- I was doing the ironing **during/while** he ..... (wash) the car.
- They didn't get married **until/by the time** they ..... (save) enough money for their honeymoon.
- I'll write to you **as soon as/immediately** I ..... (have) the results.
- I got to the station **till/just as** the train ..... (pull in).

7

Rewrite the sentences using the word(s) in brackets.

- She went to bed because she was tired. (since)  
*...She went to bed since she was tired...*
- The singer cancelled her appearance. She was feeling unwell. (on account of)  
.....
- She hadn't eaten all day, and therefore she was hungry. (as)  
.....
- He was rude and, as a result, the teacher punished him. (because of)  
.....
- The reason why the Prime Minister did not attend the press conference was that he was out of the country. (for)  
.....
- He has passed his exams, so his parents are pleased with him. (now that)  
.....
- The job was very dangerous, so she turned it down. (the reason for)  
.....
- His car ran out of petrol, so it wouldn't move. (due to)  
.....
- He was late. He took a taxi. (since)  
.....

8

Complete each sentence with two to five words, including the word in bold.

- It was very cold, so I wore my coat.  
**as** I wore my coat **as it was** very cold.
- We didn't go for a walk because it was raining.  
**account** We didn't go for a walk ..... the rain.
- He didn't tidy his room. As a result, his mother shouted at him.  
**because** His mother shouted at him ..... his room.
- She didn't close the gate. As a result, the dog escaped.  
**due** The dog escaped ..... she didn't close the gate.
- The reason why she got a lot of presents was that it was her birthday.  
**for** The fact that it was her birthday was ..... a lot of presents.
- We didn't understand the lecture, so we asked the tutor to explain.  
**since** We asked the tutor to explain, ..... the lecture.
- The car skidded on the road because it was icy.  
**due** The car skidded on the road ..... ice.
- I couldn't sleep because it was noisy.  
**of** I couldn't sleep ..... noise.

**11****Complete each sentence with two to five words, including the word in bold.**

- 1 We took a taxi. We didn't want to be late.  
**not** We took a taxi ...*so as not to*... be late.
- 2 Tony is employing more staff. He wants to expand his business.  
**that** Tony is employing more staff .....  
..... his business.
- 3 Take your mobile phone. It is possible that someone may call you.  
**case** Take your mobile phone .....  
..... you.
- 4 We use a microwave to cook food quickly.  
**for** We use a microwave .....  
..... food quickly.
- 5 We took a camera. We wanted to take some photographs.  
**that** We took a camera .....  
..... some photographs.
- 6 She applied sunscreen. She didn't want to get sunburnt.  
**not** She applied sunscreen .....  
..... sunburnt.
- 7 I did my homework. I didn't want the teacher to be angry with me.  
**that** I did my homework .....  
..... not be angry with me.
- 8 Mark called John. He wanted to ask him for some advice.  
**to** Mark called John .....  
..... for some advice.
- 9 He checked his answering machine. There may have been a message for him.  
**case** He checked his answering machine .....  
..... message for him.
- 10 She put her jewellery in the hotel safe. She didn't want it to get stolen.  
**prevent** She put her jewellery in the hotel safe .....  
..... stolen.

**12****Fill in what (a/an), how, so or such (a/an).**

- 1 ...*How*... sweetly she sings!
- 2 ..... scary film that was!
- 3 She's ..... pretty!
- 4 ..... loud music!
- 5 ..... clever man he is!
- 6 This is ..... great news!
- 7 ..... tired they look!
- 8 He behaved ..... rudely!
- 9 ..... awful thought!
- 10 It's ..... tiring journey!
- 11 ..... lazy of you to stay in bed all day!
- 12 He is ..... amazing musician!

**13****Rephrase the sentences in as many ways as possible, as in the example.**

- 1 What delicious food!  
...*How delicious this food is! This is such delicious food! This food is so delicious! Isn't this food delicious!...*
- 2 This is such an interesting story!
- 3 How young he looks!
- 4 He's so handsome!
- 5 Don't they have a lovely house!
- 6 Doesn't she look happy!

19

How much do you know about films? Fill in the gaps with *who, which, whose, where* or *when*, then answer the questions.

- Name the actor ...*who*... plays Mr Bean.  
 (A) Rowan Atkinson      B Rolph Harris
- Name the US president ..... was first an actor.  
 A James Carter      B Ronald Reagan
- Name the US city ..... Hollywood can be found.  
 A Los Angeles      B Las Vegas
- Name the film ..... tells the story of a strong mythical character.  
 A Aladdin      B Hercules
- Name the character ..... nose grows when he tells lies.  
 A Pinocchio      B Peter Pan
- Name the year ..... the first studio was built in Hollywood.  
 A 1991      B 1911
- Name the year ..... *Titanic* was released.  
 A 1998      B 1988
- Name the superhero ..... lives in Gotham City.  
 A Superman      B Batman
- Name the place ..... *The Lion King* is set.  
 A Africa      B America

17

Complete the sentences using *else* as in the example.

- Hurry up, James. ...*everybody else*... (all the other people) has left.
- If you can't help me, I'll ask ..... (another person).
- The manager isn't in his office. He must be ..... (another place).
- Have you invited ..... (one more person) to the party?
- If you've finished your work, I can give you ..... (a different thing) to do.
- I only have the ironing to do now. I've done ..... (all the other things).

20

Fill in the gaps with *too much* or *too many*.

- A: Would you like to spend the weekend with us?  
 B: I can't. I have ...*too many*... things to do.
- A: Shall we go to London tomorrow?  
 B: No. It takes ..... time to get there.
- A: I had a terrible nightmare last night.  
 B: That's because you watch ..... horror films.
- A: ..... red meat is bad for your health.  
 B: I know. I rarely eat red meat.
- A: There are ..... people on this train.  
 B: I know. It's very crowded.
- A: I have spent ..... money this month.  
 B: You should have been more sensible.
- A: This sauce tastes awful.  
 B: I think I put ..... salt in it.
- A: I made ..... food for the party.  
 B: I know. There is a lot left over.
- A: There are ..... books in this bag.  
 B: I know. It's very heavy, isn't it?
- A: You are making ..... noise. I can't concentrate.  
 B: I'm sorry. I'll try to be quiet.

21

Fill in the correct relative pronoun/adverb. If it can be omitted, put it in brackets.

- When did you buy the jacket ...(*which/that*)... you are wearing?
- Is that the girl ..... sent you a Valentine's card?
- The reason ..... John is successful is that he works very hard.
- What did you do with the money ..... I gave you?
- Sam is mending the chair ..... he broke yesterday.
- Is this the place ..... you lost your jacket?
- Have you met the people ..... live next door to you?
- I'll never forget the day ..... my daughter was born.
- Claire is reading the book ..... she bought yesterday.
- I've been running. That's ..... I'm out of breath.
- This is the town ..... my favourite singer lives.
- What is the name of the woman ..... works in the chemist's?
- Is this the boy ..... parents own the factory?
- I'll never forget the time ..... she fell into the swimming pool.
- Where are the children ..... ball broke our window?

18

Fill in the gaps with *each* or *every*.

- We have two cars and ...*each*... of them is blue.
- There were lots of sweets and she ate ..... one of them.
- ..... of the two boxes has bottles inside.
- The teacher gave one book to ..... student.
- She gave ..... of the children an ice cream.
- He is wearing a different colour sock on ..... foot.
- I've got ..... book that author's ever written.
- I have seen almost ..... episode of this programme.
- Almost ..... T-shirt she owns is a designer label.
- The Olympic Games are held ..... four years.
- I eat an apple ..... day.
- She bought ..... of her friends a souvenir from Paris.

22

Fill in *many, few, much* or *little*.

Claire pushed the door open a 1) ...*little*... and looked inside. The house was small and there was not 2) ..... furniture. There were a 3) ..... chairs and a table, but there were very 4) ..... signs of comfort. There was not 5) ..... light, but Claire could see that there were not 6) ..... pictures or ornaments. It was as though the owner of the house spent very 7) ..... time there. After a 8) ..... more moments, she quietly closed the door and walked away.

23

Add *of* where necessary.

- A lot ...*of*... people have mobile phones these days.
- Many ..... her books are very old.
- Most ..... children enjoy watching cartoons.
- I've met several ..... his colleagues.
- A few ..... birds were singing in the tree.
- Have you ever seen any ..... Bruce Willis' films?
- Some ..... my friends live abroad.
- One ..... her books has won an award.
- I have hardly any ..... free time at the moment.
- A few ..... the guests arrived early.

**5 Write questions to which the words in bold are the answers.**

- 1 Mark is decorating **the living room**.  
...*What is Mark decorating?*...
- 2 She found **Steven's** wallet.  
.....
- 3 **Mum** made these cakes.  
.....
- 4 **Fiona's** dress was ruined at the party.  
.....
- 5 Melissa is wearing a **blue dress**.  
.....
- 6 **Bob** is the older of the two brothers.  
.....

**15 Underline the correct answer.**

- 1 A: You're new here. are you/aren't you?  
B: Yes. I started work here yesterday.  
A: Ah. Well, you've met everyone in the office. hadn't you/haven't you?  
B: Yes. There are a lot of people working here. aren't they/aren't there?
- 2 A: You will remember to lock all the doors when you leave. will you/won't you?  
B: Of course. I'm not stupid. am I/aren't I?  
A: No. But you forgot to lock the doors last week. didn't you/did you?  
B: You're not going to let me forget that. aren't you/are you?
- 3 A: You haven't seen Linda lately. have you/haven't you?  
B: I saw her today. I told you. did I/didn't I?  
A: Oh, yes! She didn't mention the party. did she/didn't she?  
B: No, she didn't. It's tomorrow night. is it/isn't it?

**19 How much do you know about films? Fill in the gaps with who, which, whose, where or when, then answer the questions.**

- 1 Name the actor who plays Mr Bean.  
A Rowan Atkinson      B Rolph Harris
- 2 Name the US president ..... was first an actor.  
A James Carter      B Ronald Reagan
- 3 Name the US city ..... Hollywood can be found.  
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A Aladdin      B Hercules
- 5 Name the character ..... nose grows when he tells lies.  
A Pinocchio      B Peter Pan
- 6 Name the year ..... the first studio was built in Hollywood.  
A 1991      B 1911
- 7 Name the year ..... Titanic was released.  
A 1998      B 1988
- 8 Name the superhero ..... lives in Gotham City.  
A Superman      B Batman
- 9 Name the place ..... The Lion King is set.  
A Africa      B America

**7 Use the prepositions in brackets to write questions to match the statements.**

- 1 She bought some flowers. Who ...did she buy them for? (for)
- 2 I got an invitation this morning. Who ..... ? (from)
- 3 Pedro comes from Spain. Where exactly ..... ? (from)
- 4 I read an interesting article yesterday. What ..... ? (about)
- 5 Lisa is excited. What ..... ? (about)
- 6 Linda played tennis. Who ..... ? (with)
- 7 Sam wrote a letter. Who ..... ? (to)
- 8 I went to a restaurant last night. Who ..... ? (with)

**Common mistakes**

- I'm really helpful, **am I not?** x  
I'm really helpful, **aren't I?** ✓
- Bob is keen on sports, **isn't Bob?** x  
Bob is keen on sports, **isn't he?** ✓
- Everybody is coming to the party, **isn't they?** x  
Everybody is coming to the party, **aren't they?** ✓
- Stay here, **don't you?** x  
Stay here, **won't you?** ✓
- He **rarely** visits you, **doesn't he?** x  
He **rarely** visits you, **does he?** ✓
- **Who did win** the competition? x  
**Who won** the competition? ✓
- Could you tell me **where is the bank?** x  
Could you tell me **where the bank is?** ✓
- 'Jack is leaving soon.' 'So I am.' x  
'Jack is leaving soon.' 'So am I.' ✓

**21 Fill in the correct relative pronoun/adverb. If it can be omitted, put it in brackets.**

- 1 When did you buy the jacket (which/that) you are wearing?
- 2 Is that the girl ..... sent you a Valentine's card?
- 3 The reason ..... John is successful is that he works very hard.
- 4 What did you do with the money ..... I gave you?
- 5 Sam is mending the chair ..... he broke yesterday.
- 6 Is this the place ..... you lost your jacket?
- 7 Have you met the people ..... live next door to you?
- 8 I'll never forget the day ..... my daughter was born.
- 9 Claire is reading the book ..... she bought yesterday.
- 10 I've been running. That's ..... I'm out of breath.
- 11 This is the town ..... my favourite singer lives.
- 12 What is the name of the woman ..... works in the chemist's?
- 13 Is this the boy ..... parents own the factory?
- 14 I'll never forget the time ..... she fell into the swimming pool.
- 15 Where are the children ..... ball broke our window?



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## Topic 6. Modern Manners

**The purpose of the lesson:** Consider the main thematic definitions, vocabulary and points of the thematic presentation, grammatical material.

**Basic concepts of the topic:** manners of behavior, changing manners, modern manners, table manners, communicative manners, good manners, bad manners, curious manners, happiness, cultural attitudes, national manners, work manners.

### **Lexical topics:**

1. Changing manners
2. Some useful tips for tourists in NYC
3. A world guide to good manners
4. The pursuit of happiness
5. Cultural attitudes towards happiness
6. Your work is your identity
7. The world's most curious manners

### **Grammar:**

1. Question and Answers
2. Words often confused

### **Subjects of individual work on the topic:**

- Modern Manners

**Examples of grammar tasks (source: Evans V., Dooley J. Grammarway 4: English Grammar Practice):**

#### **5** Write questions to which the words in bold are the answers.

- 1 Mark is decorating **the living room**.  
...*What is Mark decorating?*...
- 2 She found **Steven's** wallet.  
.....
- 3 **Mum** made these cakes.  
.....
- 4 **Fiona's** dress was ruined at the party.  
.....
- 5 Melissa is wearing **a blue dress**.  
.....
- 6 **Bob** is the older of the two brothers.  
.....

#### **7** Use the prepositions in brackets to write questions to match the statements.

- 1 She bought some flowers. Who *...did she buy them for?* (for)
- 2 I got an invitation this morning. Who ..... ? (from)
- 3 Pedro comes from Spain. Where exactly ..... ? (from)
- 4 I read an interesting article yesterday. What ..... ? (about)
- 5 Lisa is excited. What ..... ? (about)
- 6 Linda played tennis. Who ..... ? (with)
- 7 Sam wrote a letter. Who ..... ? (to)
- 8 I went to a restaurant last night. Who ..... ? (with)

16

Fill in the question tags, then read the sentences aloud with the correct intonation.

sure	not sure	
	✓	1 You haven't got any money, ... <i>have you</i> ...?
✓		2 There's some water in the jug, .....?
	✓	3 She will be here on time, .....?
	✓	4 Mum can give me a lift, .....?
✓		5 You know my brother, .....?
✓		6 They live together, .....?
	✓	7 We have plenty of time, .....?
✓		8 That boy is very clever, .....?
	✓	9 You have a car, .....?
✓		10 The train will arrive soon, .....?
✓		11 He has finished his homework, .....?
	✓	12 That's my wallet, .....?

- 'Helen doesn't like rock music.' 'Neither I don't.' X
- 'Helen doesn't like rock music.' 'Neither do I.' ✓

17

Correct the mistakes.

- 'Paul doesn't like going to the theatre.' 'Neither I don't.'
- Sally is good at Maths, isn't Sally?
- She never writes to you, doesn't she?
- 'Mark is going to the supermarket.' 'So I am.'
- Who did make all this mess?
- Could you tell me when does the bus leave?
- Come back soon, don't you?
- She seldom receives visitors, doesn't she?
- Everybody is here now, isn't they?

18

Cross out the unnecessary word.

- Who did gave you this wonderful ring?
- That was Martha's sister, wasn't it she?
- How far is it the sports centre?
- You don't really mean that, do you mean?
- Didn't they not pay for the damage?
- Don't forget to give him a call, will you not?
- How long ago have you been studying Japanese?
- Have you any idea what time does the train leaves?
- They haven't got a green car, do have they?
- 'Is Tom going away this weekend?' 'I'm not afraid so.'
- Didn't we tell you to not watch that film?
- We need to find out where does Bob lives.
- Who did travelled to Portugal last month?
- 'What is Rod look like?' 'He's generous and kind.'

**ago - before**

- ago (adv)** before now  
e.g. Sandra left school six months ago.
- before (adv)** before a past time  
e.g. She washed her hair before she went to the party.

1

Fill in ago or before.

- They moved to this neighbourhood two years .....
- I have seen this film .....
- In 1996 she finished the degree which she had started four years .....
- He took up cycling ten years .....

**beside - besides**

- beside (prep)** next to  
e.g. The sofa is beside the fireplace in my house.
- besides (prep)** also, in addition to  
e.g. Besides buying us dinner last night, he paid for the theatre tickets.

**good - well**

- good (adj)** well-behaved, not naughty  
e.g. Their children are always good when they go out.
- well (adv)** in a skilful or good way  
e.g. He speaks Russian very well.
- well (adj)** healthy  
e.g. I don't feel well today.

4

Fill in good or well.

- If you're ..... at school today, we'll go to the park later.
- They sing very ..... together, don't they?
- Be a ..... girl at school today.
- After eating four burgers, he didn't feel .....
- Did Adam do ..... in the test?

**hard - hardly**

- hard (adj)** difficult, vigorous  
e.g. Tom found the exam very hard, and that's why he failed it.
- hardly (adv)** barely  
e.g. It was so hot last night that I hardly slept at all.

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## V. ΠΡΟΕΚΤΗΑ (ΤΒΟΡЧА РОБОТА)

### *I. Write an essay on one of the suggested topics:*

1. Global problems of environmental pollution in our present
2. Global problems of environmental pollution and their impact on our lives
3. Words for weather conditions: peculiarities of English-Ukrainian translation
4. Natural disasters and their consequences: an event that struck me
5. The state of the environment in Ukraine during the war
6. Culture and culture shock: the difference in concepts
7. National characteristics of Ukrainians in the modern world
8. Stereotypes about Ukrainians
9. Modern manners: experience of centuries or individual characteristics
10. Own topic

### ***Structure:***

- 1) *Introduction* (here it is important to describe the topic to be discussed without expressing your own opinion).
- 2) *The main part* (here it is important to express your opinion about the problem, give examples and evidence).
- 3) *Conclusion* (in this section you sum up and summarize all of the above. Remember that in this type of essay you should not make a specific conclusion, you can only divide all the arguments into two bowls by weight).

### ***Recommendations :***

- Follow the structure. Don't forget to use the draft. Mark yourself, outline a plan for writing an essay in English, make a list of all the arguments before you start writing. It is important to be fully armed and ready for any topic.
- An essay can be perfect in content, but if it contains grammatical errors, all is lost. Be sure to check your work after writing. It is advisable to do this twice. First, from the very beginning to the end, and then read the entire work in the reverse order. The work should be read in reverse order to detect errors in words.
- Be sure to stick to one of the three essay styles throughout your work. It is important to be specific in your essay, but you should not make it too short. Most often, an essay

consists of 180-320 words, depending on the purpose of writing.

- Do not forget about linking words. They show the author's literacy. Use quotes that will support one or another opinion.

**Useful phrases (source: *Есе з англійської мови - як писати есе англійською? (englishdom.com)*):**

It's generally believed that ...	Прийнято вірити, що...
Secondly, many people claim that ...	По-друге, багато хто заявляє, що...
An advantage, of... is ...	Перевага цього в тому, що...
On the other hand, it is often claimed that...	З іншого боку, завжди заявляють, що...
In addition most people would agree that the most serious disadvantage of... is...	До того ж, багато хто погодиться, що найсерйознішим недоліком є...
Furthermore, it is generally believed that...	Понад те, заведено вважати, що...
Taking everything into consideration...	Беручи до уваги...
Although, it must be said that there is no absolute answer to the question of...	Проте, слід сказати, що немає однозначної відповіді на це питання. ...
Thus, no one can deny or raise an objection against the fact that ...	Таким чином, ніхто не може заперечувати або висловлювати заперечення проти факту, що...
In the first place, it is my belief that ...	Насамперед, я вірю, що...
Secondly, what is more efficient...	По-друге, що є раціональнішим...
This can be clearly shown by the fact that ...	Це може чітко показати той факт, що...
In contrast, it must be admitted that ...	На відміну від цього, можна додати, що...
Taking everything in account, it must be said that ...	Беручи все до уваги, слід сказати, що...
People should focus their attention on ways to overcome the problem of ...	Людям слід зосередитися на шляхах розв'язання проблеми...
As the result...	Внаслідок цього...
Secondly, the alternative way to solve the problem of ... would be ...	По-друге, альтернативним розв'язанням проблеми буде...
One final suggestion, which would help enormously, is to ...	Одне фінальне рішення, що неодмінно допоможе...
To sum up, there are several measures which could be taken to improve...	Підсумувавши, є кілька заходів, яких слід вжити...

## **VI. НАУКОВА РОБОТА**

### **Напишіть наукову статтю на одну із запропонованих тем:**

1. Прагматика вивчення англійської мови у нашому сьогоденні
2. Особливості вивчення іноземної (англійської) мови студентами ЗВО гуманітарних спеціальностей
3. Сучасна англійська лексикологія (або один із її тематичних аспектів): стан вивчення
4. Особливості визначення роду іменників англійської мови (порівняльний аспект)
5. Специфіка вживання означеного артикля в англійській мові
6. Linking Words та їх функціональне призначення у сучасній англійській мові
7. Часові форми модальних дієслів англійської мови
8. Інноваційні методи у вивченні англійської мови у ЗВО
9. Методики запам'ятовування нових слів: ефективність та зручність
10. Власна тема

### **Стаття повинна містити такі елементи:**

1. Постановка проблеми у загальному вигляді та її актуальність.
2. Короткий аналіз опрацьованих та використаних досліджень (історіографія проблеми).
3. Формулювання мети статті (постановка завдання).
4. Виклад основного матеріалу з повним обґрунтуванням отриманих наукових результатів.
5. Висновки.
6. Джерела та література.

Обсяг статті – 2–6 сторінок тексту формату А4.

Мова статті – українська, англійська.

Текст статті має бути набраний через 1 інтервал, шрифт Times New Roman, кегль 14, поля: верхнє, нижнє, праве, ліве – 1,27 см, абзацний відступ 1,25.

Перед назвою статті необхідно подати ім'я та прізвище автора. Далі – через один інтервал жирними літерами друкується назва статті. Через один інтервал

– текст статті. Після тексту статті жирними літерами по центру сторінки друкується «Джерела та література». Посилання в тексті статті варто зазначати порядковим номером за переліком у списку джерел та літератури, виділеним двома квадратними дужками, через кому необхідно вказати номер сторінки на яку зроблено посилання. Наприклад [2, с. 24], де 2 – порядковий номер джерела зі списку джерел та літератури, а 24 – номер конкретної сторінки джерела. Якщо використовуються архівні джерела, вони оформлюються за прикладом [2, арк. 24]. «Джерела та література» оформлюється в алфавітному порядку за чинними бібліографічними вимогами — ДСТУ 2015 - ДСТУ 8302:2015: приклади оформлення джерел – Grafati.



## VII. ПИТАННЯ ДЛІА САМОКОНТРОЛІЮ

### **Topics:**

1. Introduction. Educational component "Practical English language course": goal, task, subject and object of study, content.
2. How environmentally aware are you?
3. Different types of pollution
4. Global Environmental Problems
5. Disasters and weather
6. Things our grandchildren may never see
7. Climate Change Now
8. The state of the environment in Ukraine
9. Water pollution
10. Land pollution
11. Air pollution
12. What is culture?
13. Cultural differences
14. A sense of identity
15. National characteristics
16. National stereotypes
17. Do we see ourselves as we really are?
18. British social types
19. Americans and their values
20. Changing manners
21. Some useful tips for tourists in NYC
22. A world guide to good manners
23. The pursuit of happiness
24. Cultural attitudes towards happiness
25. Your work is your identity
26. The world's most curious manners

### **Grammar:**

1. Tenses (Past-Present-Future)
2. Infinitive (The – ing form)
3. Adjective-Adverbs (Comparison)
4. Nouns
5. Articles (Word Formations)
6. Modal Verbs
7. The Passive
8. Have something done
9. Emphasis
10. Inversion
11. Reported Speech
12. Conditional
13. Wishes
14. Had Better/Would rather
15. Unreal Past
16. Clauses
17. Linking Words
18. Pronouns
19. Possessives
20. Demonstratives
21. Question and Answers
22. Words often confused

## VIII. ЕКЗАМЕНАЦІЙНІ БІЛІТИ

### Paper №1.

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. How environmentally aware are you?
2. What is culture?

#### **Practice:**

1. Complete a practical task.

### Paper №2.

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. Disasters and weather
2. Cultural differences

#### **Practice:**

1. Complete a practical task.

### Paper №3.

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. Things our grandchildren may never see
2. A sense of identity

#### **Practice:**

1. Complete a practical task.

### Paper №4.

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. Different types of pollution
2. National characteristics

**Practice:**

1. Complete a practical task.

**Paper №5.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. Global Environmental Problems
2. Do we see ourselves as we really are?

**Practice:**

1. Complete a practical task.

**Paper №6.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. Land pollution
2. British social types

**Practice:**

1. Complete a practical task.

**Paper №7.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. How environmentally aware are you?
2. Americans and their values

**Practice:**

1. Complete a practical task.

**Paper №8.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. Climate Change Now
2. Changing manners

**Practice:**

1. Complete a practical task.

**Paper №9.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. Disasters and weather
2. A world guide to good manners

**Practice:**

1. Complete a practical task.

**Paper №10.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. Land pollution
2. The pursuit of happiness

**Practice:**

1. Complete a practical task.

**Paper №11.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. Different types of pollution
2. Cultural attitudes towards happiness

**Practice:**

1. Complete a practical task.

**Paper №12.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. Climate Change Now
2. Your work is your identity

**Practice:**

1. Complete a practical task.

**Paper №13.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. The state of the environment in Ukraine
2. The world's most curious manners

**Practice:**

1. Complete a practical task.

**Paper №14.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. Water pollution
2. The pursuit of happiness

**Practice:**

1. Complete a practical task.

**Paper №15.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. How environmentally aware are you?
2. What is culture?

**Practice:**

1. Complete a practical task.

### **Paper №16**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. Land pollution
2. Cultural differences

#### **Practice:**

1. Complete a practical task.

### **Paper №17.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. Different types of pollution
2. A sense of identity

#### **Practice:**

1. Complete a practical task.

### **Paper №18.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. Things our grandchildren may never see
2. National characteristics

#### **Practice:**

1. Complete a practical task.

### **Paper №19.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. The state of the environment in Ukraine
2. Do we see ourselves as we really are?

**Practice:**

1. Complete a practical task.

**Paper №20.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. How environmentally aware are you?
2. British social types

**Practice:**

1. Complete a practical task.

**Paper №21.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. Water pollution
2. Americans and their values

**Practice:**

1. Complete a practical task.

**Paper №22.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. Different types of pollution
2. Changing manners

**Practice:**

1. Complete a practical task.

**Paper №23.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**



1. Air pollution
2. A world guide to good manners

**Practice:**

1. Complete a practical task.

**Paper №24.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. Land pollution
2. The pursuit of happiness

**Practice:**

1. Complete a practical task.

**Paper №25.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. Things our grandchildren may never see
2. Cultural attitudes towards happiness

**Practice:**

1. Complete a practical task.

**Paper №26.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. Air pollution
2. Your work is your identity

**Practice:**

1. Complete a practical task.

**Paper №27.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. Global Environmental Problems
2. Cultural attitudes towards happiness

**Practice:**

1. Complete a practical task.

**Paper №28.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. Disasters and weather
2. British social types

**Practice:**

1. Complete a practical task.

**Paper №29.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. Things our grandchildren may never see
2. A world guide to good manners

**Practice:**

1. Complete a practical task.

**Paper №30.**

**Monologue: Choose one of the two topics and try to reveal it as much as possible (18-20 sentences):**

1. Water pollution
2. The world's most curious manners

**Practice:**

1. Complete a practical task.

## ІХ. ОЦІНЮВАННЯ ТА МЕТОДИЧНЕ ЗАБЕЗПЕЧЕННЯ

Оцінювання здобувачів вищої освіти здійснюється відповідно до «Положення про критерії та порядок оцінювання навчальних досягнень здобувачів вищої освіти Житомирського державного університету імені Івана Франка згідно з Європейською кредитною трансферно-накопичувальною системою» [https://zu.edu.ua/offic/ocinjuvannya\\_zvo.pdf](https://zu.edu.ua/offic/ocinjuvannya_zvo.pdf).

Оцінювання навчальних досягнень здобувачів вищої освіти за всіма видами навчальних робіт проводиться за поточним, модульним та підсумковим контролюми.

### Шкала оцінювання знань здобувачів вищої освіти

Оцінка за університетською шкалою		Оцінка в балах	Оцінка за шкалою ECTS	
Екзамен	Залік		Оцінка	Пояснення
<i>Відмінно</i>	<i>Зараховано</i>	<b>90-100</b>	A	відмінне виконання лише з незначною кількістю помилок
<i>Добре</i>		<b>82-89</b>	B	вище середнього рівня з кількома помилками
		<b>74-81</b>	C	в цілому правильне виконання з певною кількістю суттєвих помилок
		<b>64-73</b>	D	непогано, але зі значною кількістю недоліків
<i>Задовільно</i>		<b>60-63</b>	E	виконання задовольняє мінімальним критеріям
<i>Незадовільно</i>	<i>Не зараховано</i>	<b>35-59</b>	FX	з можливістю повторного складання
		<b>1-34</b>	F	з обов'язковим повторним курсом

### Підсумкова оцінка з вивчених модулів за навчальний рік (ПОМ) розраховується:

№ модулю	M <sub>пн</sub> (відсоткове значення модулю освітньої компоненти)
Модуль 1	<b>M<sub>%1</sub> = 50</b>
Модуль 2	<b>M<sub>%2</sub> = 50</b>
Сума	100

#### ЕКЗАМЕН

Оскільки формою підсумкового контролю освітньої компоненти є екзамен, то здобувачі вищої освіти в яких підсумкова оцінка з вивчених модулів (ПОМ) за семестр становить 60 і більше балів, мають право не складати екзамен. У такому разі підсумкова оцінка з вивчених модулів (ПОМ) = Екзаменаційній оцінці (ЕО) = Підсумковій оцінці (ПО).

$$ПОМ = ЕО = ПО$$

У випадку складання екзамену підсумкова оцінка (ПО) визначається як середнє арифметичне балів підсумкової оцінки з вивчених модулів (ПОМ) та

екзаменаційної оцінки (ЕО).

$$ПО = (ПОМ + ЕО) / 2$$

### **Методичне забезпечення**

- навчальна програма освітньої компоненти
- робоча програма освітньої компоненти
- інструктивно-методичні матеріали для практичних/семінарських занять;
- методичні матеріали для організації самостійної та індивідуальної роботи;
- завдання для підсумкового контролю.

## **Х. ПОЛІТИКА ОСВІТНЬОЇ КОМПОНЕНТИ ЗВО**

### **Політика щодо академічної доброчесності**

Політика освітньої компоненти ґрунтується на засадах академічної доброчесності <https://zu.edu.ua/academic-integrity.html> та визначається системою вимог, які викладач ставить до здобувача у вивченні освітньої компоненти (правила поведінки на заняттях, користування засобами електронного зв'язку, тощо). Не допускається академічний та будь-який інший плагіат, фальсифікації, фабрикації, списування; забороняється використання додаткових джерел інформації під час оцінювання знань (в тому числі засобами електронного зв'язку); при використанні інтернет ресурсів та інших джерел інформації необхідно вказати джерело, використане під час виконання.

### **Політика щодо відвідування**

Здобувач вищої освіти зобов'язаний виконувати правила внутрішнього розпорядку університету [https://zu.edu.ua/offic/pravyla\\_vn\\_rozporyadku.pdf](https://zu.edu.ua/offic/pravyla_vn_rozporyadku.pdf) та відвідувати навчальні заняття згідно з розкладом <https://dekanat.zu.edu.ua/cgi-bin/timetable.cgi?n=999>, дотримуватися етичних норм поведінки. Присутність на занятті є обов'язковим компонентом оцінювання.

Забезпечення студентоцентрованого підходу та створення можливостей для навчання здобувачів вищої освіти, які не можуть відвідувати заняття з поважних причин, зокрема реалізується через «Положення про навчання студентів за індивідуальним графіком у Житомирському державному університеті імені Івана Франка». Індивідуальний графік навчання передбачає можливість вибіркового відвідування здобувачем аудиторних занять (лекційних, практичних, лабораторних, семінарських) і самостійного опрацювання матеріалу відповідних навчальних дисциплін.

### **Політика щодо перескладання**

Якщо здобувач вищої освіти був відсутній на заняттях з будь-якої причини, то відпрацювання здійснюється у встановлені викладачем терміни. Відповідно до положення «Положення про критерії та порядок оцінювання навчальних досягнень здобувачів вищої освіти Житомирського державного університету імені Івана Франка згідно з Європейською кредитною трансферно-накопичувальною системою» (нова редакція) [https://zu.edu.ua/offic/ocinjuvannya\\_zvo.pdf](https://zu.edu.ua/offic/ocinjuvannya_zvo.pdf) кожне лабораторне, семінарське та практичне заняття оцінюється. Усі завдання, передбачені програмою, мають бути виконані здобувачем вищої освіти у встановлені викладачем терміни.

### **Політика щодо дедлайнів**

Викладач встановлює конкретні терміни виконання завдань. Здобувач вищої освіти, який з поважних причин (внаслідок тимчасової непрацездатності, підтвердженої довідкою закладу охорони здоров'я, або який був звільнений від занять наказом Ректора Університету) пропустив навчальні заняття зобов'язаний ліквідувати академічну заборгованість не більше ніж за місяць з моменту виходу на навчальні заняття (дня припинення поважної причини). Здобувач вищої освіти, який без поважних причин не відвідав навчальні заняття або отримав

оцінку нижчу 60 балів, необхідно відпрацювати академічну заборгованість до проведення модульної контрольної роботи.

До підсумкової модульної контрольної роботи допускаються здобувачі вищої освіти, які отримали поточні оцінки на усіх передбачуваних робочою навчальною програмою аудиторних навчальних заняттях. До завершення відповідного модуля здобувачам вищої освіти дозволяється перескладати окремі елементи модуля (завдання) з метою отримання вищих поточних оцінок під час консультацій із навчальної дисципліни, які проводяться впродовж семестру.

#### **Політика щодо апеляцій**

Здобувачі вищої освіти мають право на оскарження оцінки з освітньої компоненти, отриманої під час контрольних заходів. Апеляція здійснюється відповідно до «Положення про апеляцію результатів контрольних заходів у Житомирському державному університеті імені Івана Франка» [https://zu.edu.ua/offic/pro\\_apelyacij.pdf](https://zu.edu.ua/offic/pro_apelyacij.pdf).

#### **Політика щодо конфліктних ситуацій**

Спілкування учасників освітнього процесу (викладачі, здобувачі) відбувається на засадах партнерських стосунків, взаємопідтримки, взаємодопомоги, толерантності та поваги до особистості кожного, спрямованості на здобуття істинного наукового знання. Вирішення конфліктних ситуацій здійснюється відповідно до «Положення запобігання та протидії булінгу» <https://zu.edu.ua/offic/pol-buling.pdf>.