

Житомирський державний університет імені Івана Франка
ННІ іноземної філології
Кафедра міжкультурної комунікації та іншомовної освіти

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
ДО ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ

з обов'язкової освітньої компоненти

"КОМУНІКАТИВНІ СТРАТЕГІЇ АНГЛІЙСЬКОЇ МОВИ"

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Вид-во "Свроволинь", 2023. – 112 с.

Методичні рекомендації до організації самостійної роботи з освітньої компоненти "Комуникативні стратегії англійської мови" призначені для здобувачів освіти другого (магістерського) рівня вищої освіти. Рекомендації є додатковим засобом навчання та контролю, що доповнює комплект підручників Speak Out (C1, Advanced) і слугує для оптимізації навчального процесу. Текст включає: зміст, передмову, критерії оцінювання, завдання для самостійної роботи та рекомендації до їх виконання; посилання на інтерактивні тести та списки літератури.

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PREFACE

Dear Students!

These recommendations were created to provide you with a framework of learning the educational component "Communicative Strategies of English" by the book-set Speak Out (C1, Advanced). The materials are divided by units and subunits (topics).

Every subunit includes the following rubrics:

- lesson plans;
- assignments and instructions;
- evaluation;
- references.

Lesson plans help you identify which assignments are planned for the classroom and for independent work according to the university schedule.

Assignments and instructions are a set of activities that provide you with self-assessment possibility before doing a test and productive activities in the next section.

Evaluation outlines the assignments which have to be done and submitted to the teacher. The QR-codes suggested provide the access to correspondent platforms. The same platforms can be accessed through the links suggested in references.

Finally, *references* are subdivided into main, additional and internet resources. The main ones include Speak Out (C1, Advanced) books and links to the platforms created for the course. Additional references are audio- / video-resources attached to the book-set. Internet resources include references to additional online grammar and vocabulary materials correspondent to the topics you learn.

We wish you success in your independent work!

EVALUATION CRITERIA

Due to the «Regulations on the Criteria and Procedure for Evaluating Educational Achievements of Higher Education Applicants in Zhytomyr Ivan Franko State University According to the European Credit Transfer and Accumulation System» the evaluation of students' academic performance is carried out by means of current, modular and final control.

Evaluation Scale

University Scale	Points	ECTS Scale	
		Mark	Descriptor
<i>Credit is passed</i>	90-100	A	excellent performance with a few mistakes or without any
	82-89	B	higher than average performance with several mistakes
	74-81	C	average performance with a moderate number of mistakes
	64-73	D	below than average performance with a considerate number of mistakes
	60-63	E	minimal acceptable performance
<i>Credit is failed</i>	35-59	FX	poor performance with a possibility to repass the credit
	1-34	F	repeating the course is demanded

A **credit** and an **exam** are forms of the final control.

A **credit mark** (CM, term 1) equals the average index of the final marks of modules 1 and 2.

$$CM = (M1 + M2) / 2$$

An **exam mark** (EM, term 2) can be counted as the average of the final marks of modules 3 and 4, if it is ≥ 60 , or as the average of the latter and the examination answer mark.

$$EM = (M1 + M2) / 2 \text{ (if it is } \geq 60 \text{) or}$$

$$EM = \underline{\underline{(M1 + M2) / 2 + EAM}}$$

TERM 1.
Topic 1. LEAD-IN

I. LESSON PLANS

Lesson	Classwork	Homework
1	SB p. 6 ex. 1-5	Placement test

II. ASSIGNMENTS AND INSTRUCTIONS



1. Do the Placement Test.
2. Count the results by the Placement Test Keys.
3. Submit the sum to the teacher.

III. EVALUATION

To get a mark for lesson 1 do Evaluation (1) in Topic 2.

IV. REFERENCES

Main:

Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book+DVD Pack & MyLab. Pearson Publishers. – 2016. – 175 p.

Additional:

Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book Audio L.1-2

Internet resources:

Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Placement Test. URL: <https://scherbanatasha.wixsite.com/ribrahy/communicative-strategies-tests>

UNIT 1. ORIGINS
Topic 2. What's in a Name?

I. LESSON PLANS

Lesson	Classwork	Homework
2	SB p. 6, p. 8 ex. 1-2	SB p. 8 ex. 3-4, p. 9 (read the article), WB p. 4 ex. 1
3	SB p. 9 ex. 5-7, p. 128, p. 10, WB p. 4 ex. 2-3	SB p. 10 ex. 11 or WB p. 5 ex. 5

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

to be named after	to clear one's name
to live up to one's name	to call somebody by name
to make a name for oneself	in name only
to be a household name	middle / given name
to put one's name forward	maiden / married name

2. Guess vocabulary items by their definitions:

- to be as good as your family reputation;
- it is a family name a woman takes after marriage;
- to prove that somebody is innocent;
- a famous person whose name is well-known;
- to become famous;
- to suggest yourself for a particular purpose or job;
- a person's first name;
- a status or position that is claimed but not possessed in reality.

3. Make up sentences with topical vocabulary items describing the following persons:



4. Change the sentences below using the Continuous Aspect and 'always' to make them express irritation:

- My neighbour watches TV until midnight.
- I lose keys and cannot recall where I have left them.
- My dog plays with my shoes and chews them.
- Car drivers splash pedestrians with dirty water.
- Red tape gives everyone extra work.
- You are authoritative, which is unnerving.

5. Paraphrase the following sentences using the words in brackets:

- We plan to name our daughter Alice (considering, naming).
- It took him two months to find a name for a book (has been trying).
- Now she is in Vinnytsia but she plans to move to Lviv (staying, thinking, moving).
- Would you be so kind as to lend me your car (was hoping).
- They listen to this horrible band at such a volume that it drives me crazy (always listening).
- My article is not ready yet, I started it 3 days ago but I need more time (have been writing).

III. EVALUATION



1. Write a personal or a professional profile:

- the profile should comply with the demands (see: SB p. 10 ex. 11 or WB p. 5 ex. 5);
- make sure it is linguistically correct;
- it should be submitted to the platform on time.



2. Choose a question, comment, record and submit:

- a) Is the family name a great value for you? Why?
 - b) How can you represent yourself in social networks to the advantage?
- the record should contain not less than 10 sentences and 4-6 topical vocabulary items;
 - it should be linguistically correct;
 - it should be submitted to the platform on time.



3. Do test 1.1.

There are 20 questions.

Every correct answer is 5 points.

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students' Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.
2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.
3. Platform to submit written works and oral comments: <https://padlet.com/scherbanatasha/oz99vy75g1tytkow>
4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

Clare A., Wilson JJ., White L. Speak Out 2nd Advanced.
Students` Book Audio

Internet resources:

1. Continuous Aspect. *YouTube* : website. URL:
[https://www.google.com/search?q=continuous+aspect+advanced+level&oq=continuous+aspect+advanced+level&aqs=chrome..69i57j33i160l3.19653j1j4&sourceid=chrome&ie=UTF-](https://www.google.com/search?q=continuous+aspect+advanced+level&oq=continuous+aspect+advanced+level&aqs=chrome..69i57j33i160l3.19653j1j4&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:db3729b2,vid:QW0HgA-BoLQ)

[8#fpstate=ive&vld=cid:db3729b2,vid:QW0HgA-BoLQ](https://www.google.com/search?q=continuous+aspect+advanced+level&oq=continuous+aspect+advanced+level&aqs=chrome..69i57j33i160l3.19653j1j4&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:db3729b2,vid:QW0HgA-BoLQ)

2. Continuous Aspect. *British Council. Learn English* : website.
URL: <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/continuous-aspect>

3. Phrases related to: name. *Phrases* : website. URL:
<https://www.phrases.com/psearch/name>

4. Name. *The Free Dictionary* : website. URI:
<https://idioms.thefreedictionary.com/name>

Topic 3. What Are You Like?

I. LESSON PLANS

Do the exercises in the lesson plans below:

Lesson	Classwork	Homework
4	SB p. 11 ex. 1-2, p. 128, WB p. 5 ex. 4	SB p. 11 fill in the blanks in ex. 2 with information from ex. 1, WB ex. 4D
5	SB p. 11 ex. 3, SB p. 12 ex. 4, p. 148	WB p. 6 ex. 1-3, p. 148, SB p. 11 – learn the vocabulary
6	SB p. 12 ex. 5-6, SB p. 13, WB p. 7 ex. 5	WB p. 6-7 ex. 4, learn the idioms

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

perceptive	neurotic	solitary	impetuous
inspirational	prejudiced	rebellious	easy-going
over-ambitious	to be set in one's ways	a pain in the neck	life and soul of the party
conscientious	apathetic	inquisitive	selfish
obstinate	insensitive	conservative	liberal
considerate	circumspect	temperamental	introverted
a big cheese	mature	a loose cannon	a wet blanket
a rotten apple	gregarious	a yes-man	a whizzkid
a busybody	a chatterbox	a tough cookie	a dark horse
an old hand	open-minded	black sheep	a couch potato

2. Correct the mistakes:

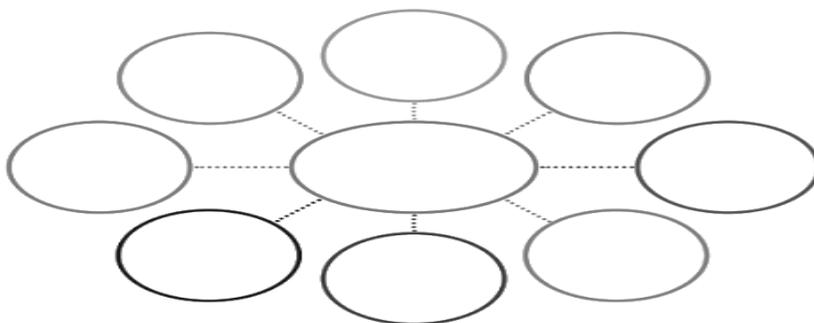
- My uncle is a bit of a busy soul.
- I'd never have thought that your wife is a black horse.
- My granny is set in her roads.
- Your friend is such a wet pillow.

- I hope to become a big bread in the corporation.
- Her son is a whizzchild; he can repair everything.

3. Complete the following sentences to make them true for you:

- When I am exhausted I tend to be...
- I have an inclination to be... when I am angry.
- Nine times out of ten I will... if I don't know an answer.
- At weekends my parents are not inclined to...
- My best friend is prone to...
- When I was a child I would...

4. Think about someone you respect / disrespect and describe him or her with 5-8 adjectives (see the topical vocabulary above).



5. Paraphrase the following sentences using the words in brackets:

- I usually go to bed early (tend).
- My ex-boyfriend calls me every day (keeps on).
- Elvis did a lot of sport activities at school (used to).
- We always pretend to be somebody else (prone).
- Every time I oversleep I take a taxi (inclined).
- This pen is useless (will, write).

III. EVALUATION



1. Write about your daily routines:

- the text should comply with the demands (see: SB p. 11 ex. 1-2), be 6-8-sentence-long;
- it should contain the topical grammar and be lexically and grammatically correct;
- it should be submitted to the platform on time.



2. Choose a question, comment, record and submit:

- a) What unwanted things keep happening to you?
 - b) What qualities does your best friend possess?
- the record should contain at least 10 sentences and 4-6 topical grammar / vocabulary items;
 - it should be linguistically correct;
 - it should be submitted to the platform on time.



3. Do test 1.2.

There are 20 questions.

Every correct answer is 5 points.

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.
2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.
3. Platform to submit written works and oral comments: <https://padlet.com/scherbanatasha/oz99vy75g1tytkow>
4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

Clare A., Wilson JJ., White L. Speak Out 2nd Advanced.
Students` Book Audio

Internet resources:

1. Describing Habits. *English Language Centres* : website.
URL: <https://www.ecenglish.com/learnenglish/lessons/describing-habits>
2. Past habits – 'used to', 'would' and the past simple. *British Council. Learn English* : website. URL: <https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/past-habits-used-to-would-and-the-past-simple>
3. Adjectives of personality. *ESLCollective* : website.
URL: <https://en.islcollective.com/english-esl-worksheets/grammar-topic/adjectives-to-describe-personality-and-character/adjectives-of-personality/1301>
4. Personality adjectives. *ESLCollective* : website. URL: <https://en.islcollective.com/english-esl-worksheets/grammar-practice/general-grammar-practice/adjectives-to-describe-personality-and-character/personality-adjectives/73346>
5. Vocabulary: personality adjectives. *Xunta* : website. URL: https://www.edu.xunta.gal/espazoAbalar/sites/espazoAbalar/files/datos/1574074371/contido/vocabulary_personality_adjectives.html

Topic 4. Picture Perfect

I. LESSON PLANS

Lesson	Classwork	Homework
7	SB p. 14 ex. 1-3, p. 128	WB p. 8 ex. 1-3
8	SB p. 15 ex. 5-7	WB p. 8 ex. 4

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

to capture the beauty	it might suggest that	to hazard a guess	to make a guess
evocative	to reckon	to give the impression of being	
iconic	provocative	to look sort of	revealing
to be pretty sure	striking	to be forty-ish	...and stuff

2. Fill in the blanks with the following words: suggest, keep, capture, stuff, impression, make, sure, sort, hazard:

- To ___ the beauty of the model the photographer chose a close-up shot.
- He gives the ___ of being a clever person.
- I am pretty ___ that he is forty-ish.
- Let me ___ a guess.
- This library suits my research perfectly: there are dictionaries, books on psychology, pedagogy, linguistics and ___.
- She was very rude. It might ___ that she has learnt the truth.
- I ___ reserving energy for more ambitious projects.
- The sitter is quite nice but she looks ___ of plain.
- I'd ___ a guess that this painter belongs to the old school.

3. Describing the portraits below using the hints:



- To capture the beauty of the model...
- The sitter gives the impression of being...
- I'd hazard a guess that it is a...
- The picture makes me think...
- They look sort of...
- If I had to make a guess...

4. Paraphrase the following sentences using the information in brackets:

- She is forty-two or forty-three (-ish).
- I am not sure but I think that they will never come (I'd hazard).
- Your father must be influential enough to start such a project (pretty sure).
- Looking at this picture I feel several emotions at once (evocative).
- The artist wants to tease the audience judging by his pictures (provocative).
- If you asked me, I'd say that this picture is worthless (to make a guess).
- You have to take this art course to be able to show the attractiveness of the model (capture).

III. EVALUATION



1. Choose and describe a portrait in writing:

- the text should comply with the demands (see: SB p. 158 ex. 7A), be 6-8-sentence-long;
- it should make use of topical vocabulary and grammar and be linguistically correct;
- it should be submitted to the platform on time.

2. Choose a question, comment, record and submit:



- a) If a famous photographer suggested taking a portrait of you – what location, clothes, style would you prefer?
- b) What makes a photograph evocative?
 - the record should contain not less than 10 sentences and 4-6 topical vocabulary items;
 - it should be linguistically correct;
 - it should be submitted to the platform on time.

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.
2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.
3. Platform to submit written works and oral comments: <https://padlet.com/scherbanatasha/oz99vy75g1tytkow>
4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

- Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book Audio

Internet resources:

1. Vague expressions. *Cambridge Dictionary* : website. URL: <https://dictionary.cambridge.org/grammar/british-grammar/vague-expressions>
2. Speculation. *Longman English* : website. URL: <https://www.ldoceonline.com/dictionary/speculation>
3. Adjective Words to Describe a Picture or Photo. *EnglishBix* : website. URL: <https://www.englishbix.com/adjective-words-to-describe-picture/>
4. 1000+ Words to Describe Picture. URL: <https://describingwords.io/for/picture>
5. 719 adjectives to describe picture. *Inspirassion* : website. URL: <https://inspirassion.com/en/adj/picture>
6. Describing pictures in English. *English Hilfen* : website. URL: https://www.englisch-hilfen.de/en/words/describing_pictures.htm

Topic 5. Francesco's Venice

I. LESSON PLANS

Lesson	Classwork	Homework
9	SB p. 16-17 ex. 1-8	SB p. 18

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

to bequeath to somebody	to hand something down	to treasure something	an heirloom / legacy
to inherit	a possession	to be in the family for generations	

2. Choose the correct variant:

- My mother handed down / up her car to me.
- The house was bequeathed / inherited to my brother.
- This bank account is the heirloom / legacy which I inherited from my parents.
- We inherited / handed down the table from our granny.
- This possession / heirloom has been in my family for twenty years.
- I inherited / treasured a ring from my father.

3. Complete the following sentences to make them true for you:

- If I could choose I would like to inherit...
- ... has been in my family for generations.
- My heirloom is...
- Of all my possessions I treasure... most.
- My parents handed... down to me
- I'd love to bequeath... to my children.

III. EVALUATION



Write about a treasured family possession or a place important to you:

- the text should comply with the demands (see: SB p. 17 ex. 9), be 8-10-sentence-long;
- it should make use of topical vocabulary and grammar and be linguistically correct;
- it should be submitted to the platform on time.

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.
2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.
3. Platform to submit written works and oral comments: <https://padlet.com/scherbanatasha/oz99vy75g1tytkow>
4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book Audio
2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. DVD

Internet resources:

1. Legacy vs Heirloom - What's the difference? *WikiDiff* : website. URL: <https://wikidiff.com/legacy/heirloom>
2. Inherit vs Bequeath - What's the difference? *WikiDiff* : website. URL: <https://wikidiff.com/inherit/bequeath>

UNIT 2. OPINIONS
Topic 6. Words of Wisdom

I. LESSON PLAN

Lesson	Classwork	Homework
10	SB p. 20-21, ex. 1-4, p. 130; WB p. 9 ex. 1	WB p. 9 ex. 2
11	SB p. 21 ex. 5-6, p. 22, p. 148, WB p. 10 ex. 3-5	WB p. 10 ex. 6, SB p. 22, 149; learn the idioms

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

to find your feet	to deal with a setback
to be on a steep learning curve	to have a profound effect on somebody
to learn the ropes	to trust one's instincts
to be over the hill	to regurgitate a book
to go far	to be hard to swallow
to reach the peak	a half-baked idea
to go downhill	to be food for thought
to find oneself at a crossroads	the foundations of the argument
to be bright (clever)	to go with one's gut feeling
to shine at a subject (to be good at it)	to construct / support a theory
a flash of inspiration	to make a killing
to be dim (not clever)	to launch a campaign
to join forces	to target the audience

2. Choose an appropriate variant:

- Every newbie has to find his feet / legs.

- If you do not have enough information just trust / check your instincts.
- Procrastination is a burden; you have to make / deal with a setback.
- When I found myself on a steep / gentle learning curve, I decided to train intensively.
- His words had a profound effect / affect on me.
- You will never understand the procedure of planning lessons before learning the ropes / yarn.

3. Correct the mistakes:

- My parents have always told me that she will go near.
- The idea of singing at the concert is half-cooked and easy to swallow.
- If Marry studies well, she will climb the peak soon.
- The lecture has given me a dish for thought.
- We decided to lunch an advertising campaign.
- To suppose his theory, the professor conducted a series of experiments.
- I preferred not to panic and go with my good feeling.

4. Complete the following sentences to make them true for you:

- I found myself at a crossroads when...
- Our family always join forces when...
- The last time I had a flash of inspiration was when...
- To reach the peak in my profession I need...
- The worst half-baked idea I heard was...
- ... had a profound effect on me.
- I always trust my instincts when...
- ... is hard to swallow.

5. Using the following chart make up 2 sentences connected to: regrets, dreams, annoyance or imaginary situations:

1. REGRET ABOUT PAST EVENTS	2. UNREAL CONDITIONS RELATED TO THE PAST	THIRD CONDITIONAL	
		<i>If I hadn't eaten that shellfish,</i>	<i>I would have been fine.</i>
		<i>If she hadn't come,</i>	<i>you wouldn't thank her.</i>
		STRUCTURES WITH THE SAME MEANING AS 3RD CONDITIONAL	
		<i>I regret</i>	<i>going out last night.</i>
		<i>If only</i>	<i>I hadn't left the oven on.</i>
		<i>He wishes</i>	<i>he'd gone to university.</i>
		<i>Supposing you'd met the President,</i>	<i>what would you have said?</i>
		<i>Imagine you'd missed the flight,</i>	<i>what would you have done?</i>
		<i>Had I known her,</i>	<i>I would have said hello.</i>
1. IMAGINARY SITUATIONS	2. DREAMS / UNREALISTIC DESIRES	SECOND CONDITIONAL	
		<i>If I had a lot of money,</i>	<i>I would buy this house</i>
		<i>If I didn't come,</i>	<i>I wouldn't have a credit.</i>
		STRUCTURES WITH THE SAME MEANING AS 2ND CONDITIONAL	
		<i>If only</i>	<i>we had matches.</i>
		<i>I wish</i>	<i>you were here.</i>

Annoyance	<i>If only</i>	<i>you'd be more sensible!</i>
	<i>I wish</i>	<i>you would be quiet!</i>
REGRET / UNREAL SITUATIONS RELATED TO PRESENT	MIXED CONDITIONAL If something had been different in the past, the present or future would be different.	
	<i>If she'd listened to me,</i>	<i>she wouldn't be in debt now.</i>

6. Using the following idioms comment on one of the following situations:

- To be on a steep learning curve
- To trust one's instincts
- To learn the ropes
- To take advantage of
- To have a profound effect on somebody
- To find one's feet
- To deal with a setback
- To go with one's gut feeling

Situation 1. Representatives of a foreign charity foundation ask you to work as a volunteer in a summer camp for kids with disabilities. You will get no pay and you will have to attend special sessions throughout the year. In the same time, you will have lots of communicative practice and new experience.

Situation 2. You have a pen-friend from another country. You generally like the person. He / she invites you to visit his / her place in summer to get to know each other better but you do not understand your status well. Also you do not understand who is going to pay for you visit and where you are going to live.

III. EVALUATION



1. Choose a question, comment, record and submit:

- a) What piece of advice changed something in your life? What exactly was it?
- b) What is your most ambitious dream? What are you planning to do about it?
 - the record should contain not less than 10 sentences and 4-6 topical vocabulary items;
 - it should be linguistically correct;
 - it should be submitted to the platform on time.



2. Do test 2.1.

There are 20 questions.

Every correct answer is 5 points.

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.
2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.
3. Platform to submit written works and oral comments: <https://padlet.com/scherbanatasha/oz99vy75g1tytkow>
4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book Audio

Internet resources:

1. Grammar Advanced. *ESL Lounge Student* : website. URL: <https://www.esl-lounge.com/student/grammar-guides/grammar-advanced.php>

2. Third conditional – past unreal situations. *Test English* : website. URL: <https://test-english.com/grammar-points/b1/third-conditional-past-unreal-situations/>

3. 11 English idioms about knowledge and learning. *Preply* : website. URL: <https://preply.com/en/blog/10-english-idioms-about-knowledge/>

4. 37 Idioms About School, Education, and Academic Learning. *Get More Vocab* : website. URL: <https://getmorevocab.com/idioms-school-education-academic-learning/>

5. Idioms about learning and studying to expand your English knowledge. *Improving Your English* : website. URL: <https://improving-your-english.com/vocabulary/idioms/idioms-about-learning/>

Topic 7. Changing Your Mind

I. LESSON PLANS

Lesson	Classwork	Homework
12	SB p. 23, 149	WB p. 11
13	SB p. 24	WB p. 12 ex. 4-5; SB p. 130, learn verb patterns with gerunds and infinitives
14	SB p. 25, WB p. 12 ex. 6	write a discursive essay using one of the topics SB p. 24 ex. 6A

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

to be opinionated	opinion is divided
convincing	preconception
narrow-minded attitude	eye-opening experience
to keep one's opinion to oneself	to be entitled to one's opinion
to have a difference in opinion	to keep an open mind
to challenge the perspective	to be a matter of opinion
to have second thoughts	personal opinion
stereotype	general opinion

2. Open the brackets:

- I usually do not regret (to do) something in the past.
- I regret (to tell) you that you are fired.
- Are you interested in (to buy) this sofa or not?
- (To sing) in the bathroom means (to be) happy.
- I hoped (to believe) you but it is hard to swallow.
- They allowed me (to stay) for a fortnight.
- He refused (to pay) that is why they asked him out.
- I hate (to come) late.
- They seemed (to bring) me the present.

3. Correct the mistakes:

- She mentioned to have seen this dog before.
- I love to read before going to sleep.
- They seem to stay here for a month already.
- I was considered being the best student in the group.
- It is not common forgetting your brother's birthday.
- I fail to have cooked meals on time every day.

4. Choose the correct variant:

- You keep talking about your preferences all the time, you are too opinionated / convincing.
 - This attitude is narrow-minded / open-minded, let's change the perspective.
 - If you say it – go ahead, you are entitled to / challenged by your opinion.
 - I was frightened and started having second thoughts / challenging the perspective about going to the house.
 - Your choice of a political party is a matter / case of opinion.

5. Complete the following sentences to make them true for you:

- I am never sorry...
- I am considered...
- I would hate...
- I regret...

6. Share your stereotypes of a: teacher, police officer, millionaire, granny, student following the outline:

- Age
- Gender
- Appearance
- Income

7. Challenge any of the stereotypes above using examples or incidents.

III. EVALUATION



1. Write a discursive essay using linking words:

- the essay should comply with the demands (see: SB p. 25), be based on one of the topics (SB p. 24 ex. 6A); and consist of 8-10 sentences;
- it should be lexically and grammatically correct
- it should be submitted to the platform on time.

2. Choose a question, comment, record and submit:

a) Would you define the word 'friends' as 'people who share your opinion on the most important aspects of life'? Why?

b) What is more important: to be or to be considered good (powerful / strong / rich etc.)?

- the record should contain not less than 10 sentences and 4-6 topical vocabulary items;
- it should be linguistically correct;
- it should be submitted to the platform on time.

3. Do test 2.2.

There are 20 questions.

Every correct answer is 5 points.



VI. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students' Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.

2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.

3. Platform to submit written works and oral comments: <https://padlet.com/scherbanatasha/oz99vy75g1tytkow>

4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

Clare A., Wilson JJ., White L. Speak Out 2nd Advanced.
Students' Book Audio

Internet resources:

1. Linking/Transition Words: Things You Need to Know. *Library and learning services* : website. URL: https://libguides.staffs.ac.uk/academic_writing/linking
2. Infinitives and gerunds – verb patterns. *Test English* : website. URL: <https://test-english.com/explanation/a2/infinitives-and-gerunds/>
3. Opinion. *The Free Dictionary* : website. URL: <https://idioms.thefreedictionary.com/opinion>
4. Ways of giving your opinion. *Macmillan Dictionary* : website. URL: <https://www.macmillandictionary.com/thesaurus-category/british/ways-of-giving-your-opinion>

Topic 8. Who Do You Trust?

I. LESSON PLANS

Lesson	Classwork	Homework
15	SB p. 26-27, p. 130	WB p. 13

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

vested interest	to have an axe to grind
in good faith	to play the devil's advocate
to speak one's mind	to sit on the fence
to beat about the bush	libel trials

2. Guess the following idioms:

- It is a court hearing based on a written statement which wrongly accuses someone.
- It means to talk about everything but nothing important.
- It is the same as to say what you really think.
- Only conscientious workers have this attitude to work.
- To do this means to say something which is contrary to what you believe.

3. Correct the mistakes:

- Stop beating around the tree.
- Say your mind, do not linger.
- We are serving our country in great faith.
- Lies usually leads to liberal trials.
- The brothers have an ace to grind.
- We shall play, you'll be the demon's advocate.

4. Make up sentences about your studies:

- To my knowledge...

- Quite frankly, I...
- If you ask me...
- The reality is...
- If you want my honest opinion, ...

III. EVALUATION



Choose a question, comment, record and submit:

- What are the most and the least trusted professions in Ukraine?
- What does it mean for you as a would-be teacher to work in good faith?
 - the record should contain not less than 10 sentences and 4-6 topical vocabulary items;
 - it should be linguistically correct;
 - it should be submitted to the platform on time.

IV. REFERENCES

Main:

- Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students' Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.
- Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.
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Additional:

Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students' Book Audio

Internet resources:

1. Work Idioms. *English-at-home.com* : website. URL: <https://english-at-home.com/idioms/work-idioms/>
2. 12 work idioms and expressions. *My English Teacher* : website. URL: <https://www.myenglishteacher.eu/blog/work-idioms/>
3. Idioms to talk about work in IELTS Speaking. *Keith Speaking Academy* : website. URL: <https://keithspeakingacademy.com/idioms-to-talk-about-work-in-ielts-speaking/>

Topic 9. Chess Master

I. LESSON PLANS

Lesson	Classwork	Homework
16	SB p. 28-29	SB p. 30
17	WB p. 14-16	WB p. 17
18	Additional Reading Lesson, Module Test 1	

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary

innate talent	to inherit
to put someone's success down to	to be academically / artistically / physically gifted
life-long passion	to shape somebody's future
personality traits	child prodigy

2. Guess the following idioms:

- It is a synonym to 'giftedness'.
- It means to define someone's further life.
- It is an extremely gifted child.
- It is a synonym to 'talented'.
- It means 'to explain a cause of somebody's achievements'.

3. Correct the mistakes:

- Her inner talents revealed themselves in her extracurricular activities.
- The boy insisted his appearance from his mother.
- My tutor took my success down to my giftedness.
- Arts are my life-along passion.
- This course is difficult to overestimate; it will shake your future.
- Your son is a whizzkid, an adult prodigy.

4. Make up sentences true for you:

- My life-long passion is...
- Among my innate talents are...
- My best friend is ... gifted.
- To talk about my success, I would put it down to...
- When I was a child it was... that shaped my future.

III. EVALUATION



1. Write a summary of your opinion about one of the following topics:

- a) Which factor is more decisive: talent or education?
- b) Should children start school earlier than they do?



- it should contain not less than 8-10 sentences;
- it should be lexically and grammatically correct
- it should be submitted to the platform on time.

2. Do Module Test 1.

There are 50 questions.

Every correct answer is 2 points.

3. Additional Reading Lesson:

Choose an interview and read it. Single out 3 ideas the person shares and find arguments used to make the point. Write a 6-8-sentence summary and submit it to the platform above (see QR-code 1).



IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students' Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.

2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.

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4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book Audio

2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. DVD

Internet resources:

1. Talent // The Free Dictionary. URL: <https://idioms.thefreedictionary.com/talent>

2. Skill Idioms: 10 Useful Phrases & Idioms about Skills // Espresso English. URL: <https://7esl.com/idioms-about-skills/>

3. Synonyms for talented // Power thesaurus. URL: <https://www.powerthesaurus.org/talented/synonyms/idiom>

Internet resources for additional reading:

1. Opinion. CNN : website. URL: <https://edition.cnn.com/opinions>

2. Interview Directory. *The Talks* : website. URL: https://the-talks.com/interviews/all/hollywood-icons/?utm_source=Facebook&utm_medium=Ad&utm_campaign=Julianne%20Moore%2045%2B%20landing%20page&utm_content=Julianne%20Moore%2045%2B%20Landing%20page%20Eastern%20Eux&fbclid=IwAR3MDS1BUe0fGZKXnqDzC2J8LeasOhdBbTkTUR6BFfr2Fe45L5fOJyyFC30#julianne-moore

UNIT 3. PLACES
Topic 10. Lonely Planet

I. LESSON PLANS

Lesson	Classwork	Homework
19	SB p. 32-33, ex. 1-4, WB p. 18 ex. 1.	WB p. 18 ex. 2 SB p. 132 (3.1, find mnemonic techniques and learn)
20	SB p. 32 ex. 5-6, p. 133 (A-B), WB p. 19 ex. 3.	WB p. 19 ex. 4
21	SB p. 34 ex. 7-8	SB p. 34 ex. 9

II. INSTRUCTIONS AND EVALUATION CRITERIA

1. Learn the topical vocabulary:

picturesque	ancient	theatre culture
tranquil	deserted	cobbled streets
bustling	run-down	clichés
magnificent	unspoilt	poodles
shabby	stunning	flea markets
dilapidated	brehtaking	velib bikes
not altered by tourism	uninhabited	terraced cafés

2. Match adjectives to synonyms and antonyms:

Adjectives	Synonyms	Antonyms
1. peaceful	1. run-down	1. bustling
2. stunning	2. magnificent	2. modest
3. crowded	3. deserted	3. deserted
4. empty	4. picturesque	4. crowded
5. historic	5. tranquil	5. modern
6. lovely	6. bustling	6. appalling
7. dilapidated	7. ancient	7. repaired
8. pristine	8. unspoilt	8. spoilt

3. Choose an appropriate variant:

- This building is *historic* / *historical* because it used to be a gymnasium.
- I do not think that this shop can function any more, it is *dilapidated* / *appalling*.
- The beach is *deserted* / *pristine* these days; it is hardly possible to get there.
- This is a great *tranquil* / *bustling* city popular for its theatre culture.
- The kitchen looks *run-down* / *stunning* with new furniture.

4. Complete each of the following collocations with 2 words:

- an old leather jacket;
- my favourite cream-and-cherry jelly;
- some fresh fried bacon;
- a big striped mug;
- five tiny Siamese kittens;
- a thrilling movie episode.

5. Using the rules in SB p. 132 (3.1) write a phrase describing a building, dish, piece of furniture, clothing etc. (minimum 6 words), e.g.: *A nine-storied new white brick house where I live.*

III. EVALUATION



1. Write a guidebook entry:

- the text should comply with the demands (see: SB p. 34 ex. 7A and 9), be 6-8-sentence-long;
- it should make use of topical vocabulary and be lexically and grammatically correct;
- it should be submitted to the platform on time.



2. Do test 3.1.

There are 20 questions.
Every correct answer is 5 points.

3. Choose a question, comment, record and submit:



- a) What place in the world that you have visited or know about is worth spending time and money on? Why?
- b) Where in Ukraine would you bring foreign tourists? What is special about it?
 - the record should contain not less than 10 sentences and 4-6 topical vocabulary items;
 - it should be linguistically correct;it should be submitted to the platform on time.

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.
2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.
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4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book Audio

Internet resources:

1. Noun phrases. *British Council. Learn English* : website. URL: <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/noun-phrases>
2. Noun phrases. *Academic English English* : website. URL: <https://academic-englishuk.com/noun-phrases/>

3. 9 Beautiful idioms in English to describe cities, places, and events. *Preply* : website. URL: <https://preply.com/en/blog/9-idioms-in-english-to-describe-cities-places-and-events/>

4. English idioms: the world and its places. *See City* : website. URL: <https://www.cct-seecity.com/en/>

5. Place. *Go English.com* : website. URL: <http://www.goenglish.com/Idioms/Place.asp>

Topic 11. Home from Home

I. LESSON PLANS

Lesson	Classwork	Homework
22	SB p. 35, p. 150 (adjectives) WB p. 20 ex. 2.	WB p. 20 ex. 1
23	SB p. 36 ex. 6-8, p. 132.	SB p. 36 ex. 9 WB p. 21 ex. 3.
24	SB p. 37 ex. 10-13, SB p. 150 (prefixes).	WB p. 21 ex. 4

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

a refuge from wild animals	to act as an insulator	to insulate from chilly weather
wooden stilts	earthbound	primitive dwellings
built according to the habitat	to have an awakening	to take one's breath away
nomads	shady	gloomy
spacious	dreary	poky
conducive to creativity	airy	adorned with figurines
overpopulated	quaint	secluded
scenic	awe-inspiring	sprawling
ramshackle	understatement	to pre-date
maladministration	degenerate	proactive
up and running	irreplaceable	anti-establishment
immortalised	overexposed	non-conformity
crammed	gaudy	non-descript

2. Describe the pictures using the vocabulary learnt:



3. Fill in the blanks with prefixes:

- The village cannot accept more visitors of the festival; it is extremely ___ populated.
- The hotel is dilapidated as a result of ___ administration.
- To say that the economy is ruined is an ___ statement, it is much worse than the previous year.
- The singer was ___mortalised in the movie.
- The café serves Brazilian coffee and rolls but not many people know about it. It is ___estimated.
- Your ___behaviour at the lesson was ___descript.

4. Using the vocabulary items suggested comment on the following situation: *degenerate, understatement, irreplaceable, overexpose, anti-establishment, unfortunately, misbehavior, immortalize, non-conformity.*

Situation: You are thinking of visiting a concert, a fashion show, a play by a fashion designer, singer or director whose appearance and reputation leave much to be desired. It costs a fortune but it is going to be a spectacle. You are in 2 minds.

5. Complete the clauses with proper relative pronouns:

- This is my brother ___ I have never seen.
- We presented ourselves ___ they invited us in.
- The idea ___ came to me yesterday, worked out.
- We have two aunts ___ studied at school and are illiterate.
- I prefer dishes ___ contain protein (without protein).

III. EVALUATION



1. Write a description of your dream house:

- the description should comply with the demands (see: SB p. 36 ex. 9A) and be 8-10-sentence-long;
- it should be linguistically correct;
- it should be submitted to the platform on time.



2. Choose a statement, comment, record and submit:

- Future homes will differ from the modern ones.
 - The place of living defines one's life and vice versa.
- the record should contain not less than 10 sentences and 4-6 topical vocabulary items;
 - it should be linguistically correct;
- it should be submitted to the platform on time.



3. Do test 3.2.

There are 20 questions.
Every correct answer is 5 points.

IV. REFERENCES

Main:

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4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students' Book Audio

Internet resources:

1. Relative clauses – defining and non-defining. *Test English* : website. URL: <https://test-english.com/grammar-points/b2/relative-clauses/>
2. Grammar – Advanced. *ESL Lounge Student* : website. URL: <https://www.esl-lounge.com/student/grammar-guides/grammar-advanced-6.php>
3. House Idioms in English. *English-at-home-com* : website. URL: <https://english-at-home.com/idioms/house-idioms/>
4. Home Idioms: 28 Useful Idioms about the House and Home. *TESL* : website. URL: <https://7esl.com/idioms-about-the-house/>

Topic 12. Welcome to Perfect City

I. LESSON PLANS

Lesson	Classwork	Homework
25	SB p. 38-39 ex. 1-5, p. 132	WB p. 22 ex. 1-2
26	SB p. 39 ex. 6-7 WB p. 22 ex. 3	SB ex. 7 p. 39

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

tolls	amenities / facilities
infrastructure	regeneration
congestion	to drive away loitering teenagers
abandonment	to negotiate rights of way
a pickpocket	user-friendliness

2. Correct the mistakes:

- Pocketpicks take advantage of visual clutter to steal pedestrians' money or bags.
- The abandon of several dilapidated buildings in the city is a decision meant to ensure safety.
- Use-friendliness can be applied to any segment of infrastructure.
- You have to pay tolerance to use private roads.
- Degeneration of abandoned gardens is a useful investment into our future.
- The new stadium will be a convenient congestion.

3. Using the following phrases make up a research proposal based on your scientific paper:

- To give a bit of background information...
- The aim of the project is...

- What we plan to do is...
- This solution will help to...
- The short-term/long-term benefits include ...
- To sum up, we are proposing...

III. EVALUATION



1. Produce and record an oral proposal:

- it should comply with the demands (see: SB p. 39 ex. 7), contain 6-8 sentences including phrases from the assignment above;
- it should be linguistically correct;
- it should be submitted to the platform on time.



2. Write a list of rules which could make life in cities better for all people:

- it should contain 8-10 sentences;
- it should be linguistically correct;
- it should be submitted to the platform on time.

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.
2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.
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4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book Audio

Internet resources:

1. English idioms: town and around. *See City* : website. URL: <https://www.cct-seecity.com/en/2016/06/english-idioms-town-and-around/>
2. 9 Beautiful idioms in English to describe cities, places, and events. *Preply* : website. URL: <https://preply.com/en/blog/9-idioms-in-english-to-describe-cities-places-and-events/>
3. City. *The Free Dictionary* : website. URL: <https://idioms.thefreedictionary.com/city>
4. Phrases related to city. *Phrases* : website. URL: <https://www.phrases.com/psearch/City>

Topic 13. London

I. LESSON PLANS

Lesson	Classwork	Homework
27	SB p. 40-41, ex. 1-7, p. 42	SB p. 41 ex. 8
28	Additional Reading Lesson	

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

to drive one's success	On the downside...
to revolutionise something	a sense of longing / solidarity
to have a distinct character	to pitch a plan / make a pitch
highs and lows of something	to raise awareness
a financial powerhouse	a watchword
a hot shave	a tailored suit
a bowler hat	to be upbeat

2. Guess the words / word combinations by their definitions:

- It is a synonym to 'a motto' or 'a keyword'.
- It means 'a financial center enabling activities of other financial institutions'.
- It means that a piece of clothing was sewn by individual measurements.
- It is close to 'a feeling of loss'.
- It means 'advantages and disadvantages'.

3. Correct the mistakes:

- If you hope to get a grant you have to do a pitch first.
- Every profession has its highs and downs.
- By this documentary we hoped to rise the awareness of the audience.
- Ability to work hard runs his success.

• My friends are very upbeat, they attend every concert and show.

- I have never tried a hot shade, this barber shop provides it.

4. Make up sentences true for you:

- It is... that usually drives my success.
- If I applied for a grant, I'd make a pitch connected to...
- I had a sense of solidarity with... when...
- We should raise people's awareness of...
- When I was a child, I ... upbeat and....

III. EVALUATION



1. Write a proposal for a documentary:

- the text should comply with the demands (see: SB p. 41 ex. 8) and be 8-10-sentence-long;
- it should be lexically and grammatically correct
- it should be submitted to the platform on time.



2. Additional Reading Lesson:

Choose an interview and read it. Single out 3 ideas the person shares and find arguments used to make the point. Write a 6-8-sentence summary and submit it to the platform above (see QR-code 1).

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students' Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.
2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.
3. Platform to submit written works and oral comments:
<https://padlet.com/scherbanatasha/oz99vy75g1tytkow>

4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book Audio
2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. DVD

Internet resources:

1. London. *The Free Dictionary* : website. URL: <https://idioms.thefreedictionary.com/London>
2. 6 English Idioms Around London. *YouTube* : website. URL: <https://www.youtube.com/watch?v=KFGICjnvlp8&t=26s>
3. Synonyms for talented. *Power thesaurus* : website. URL: <https://www.powerthesaurus.org/talented/synonyms/idiom>
4. Five expressions to become a London pro. *Busuu* : website. URL: <https://blog.busuu.com/english-expressions/>
5. English idioms: the world and its places. *See City* : website. URL: <https://www.cct-seecity.com/en/2016/07/english-idioms-the-world-and-its-places/>
6. 8 idioms with world. *Moving English Lessons* : website. URL: <https://movingenglishlessons.com/8-idioms-with-world/>

Internet resources for additional reading:

1. Opinion. *CNN* : website. URL: <https://edition.cnn.com/opinions>
2. Interview Directory. *The Talks* : website. URL: https://the-talks.com/interviews/all/hollywood-icons/?utm_source=Facebook&utm_medium=Ad&utm_campaign=Julianne%20Moore%2045%2B%20landing%20page&utm_content=Julianne%20Moore%2045%2B%20Landing%20page%20Eastern%20Eux&fbclid=IwAR3MDS1BUe0fGZKXnqDzC2J8LeasOhdBbTktUR6BFfr2Fe45L5fOJyyFC30#julianne-moore

UNIT 4. JUSTICE
Topic 14. Fight for Justice

I. LESSON PLANS

Lesson	Classwork	Homework
29	SB p. 44 ex. 1-5, WB p. 23 ex. 1	SB p. 151 (4.1), SB p. 134 (4.1)
30	SB p. 45 ex. 6-8, WB p. 23 ex. 2-3	WB p. 23 ex. 4
31	SB p. 46, WB p. 24 ex. 5	WB p. 24 ex. 6

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

to protest / prove one's innocence	to suspend / appeal against a sentence
to commit / carry out / report a crime	a drug-related / driving offence
to report to a probation officer	a wrongful / previous conviction
to put on probation	to hold someone in custody
to go on the rampage	to charge with assault
to come into force / to come into effect	to be legally confined by the police
to fire a tear-gas at someone	to pose a threat to the public
to cause a risk to others	a police / dawn / drugs raid
to receive a penalty	violent, frenzied behaviour
miscarriage of justice	to be accused by a court
a sense of justice	to demand justice
criminal justice	to bring to justice
to escape justice	rough justice

2. Find synonyms and antonyms (not all of them are present in the table):

to admit a charge	to protest one's innocence
to commit a crime	to plead guilty to the charge
to charge with a crime	to carry out a crime
to report a crime	to appeal against a sentence
to suspend the sentence	a convicted criminal
a wrongful conviction	to win the case
to make a conviction	to confess to an offence
to agree to the guilty plea	to sign a plea agreement
to prove one's innocence	to accuse of a crime

3. Paraphrase the sentences:

- He *admitted the charge*.
- They *committed* a driving offence.
- The principal was *charged with* a crime.
- The shop-assistant decided to *prove* her innocence.
- They never *agreed to the guilty plea*.
- We *protested* our innocence in the court.
- I will never *confess to the offence*.

4. A criminal Joe Thompson committed a murder and is in prison now. Read the following actions and restore the order of events:

- He pleaded guilty.
- He committed a murder.
- A neighbor reported the murder.
- He was convicted.
- He was sentenced to 20 years in prison for killing his neighbor.
- He protested his innocence.
- The police found additional evidence to prove his guilt.
- He was accused of the crime.
- He was arrested and kept in custody.
- He was brought to trial.

5. Look at the pictures and decide:

- what might have happened?
- what is going on now?
- what will happen soon?



6. Comment on the pictures above:

- It is hard to understand...
- It's no wonder that...
- It is important to...
- It is pointless to...
- It's easy to believe that...

III. EVALUATION



1. Write a synopsis of a film:

- the text should comply with the demands (see: SB p. 46 as an example), be 6-8-sentence-long;
- it should make use of topical vocabulary and grammar and be linguistically correct;
- it should be submitted to the platform on time.



2. Choose a topic, comment, record and submit (see: SB p. 44 ex. 5)

- the record should contain not less than 6 sentences and 4-6 topical vocabulary items;
- it should be linguistically correct;
- it should be submitted to the platform on time.



3. Do test 4.1.

There are 20 questions.

Every correct answer is 5 points.

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.

2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.

3. Platform to submit written works and oral comments: <https://padlet.com/scherbanatasha/oz99vy75g1tytkow>

4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book Audio

Internet resources:

1. Introductory it. *Learn English* : website. URL: <https://www.ecenglish.com/learnenglish/lessons/introductory-it>

2. Introductory it. *English Grammar* : website. URL: <https://www.englishgrammar.org/introductory-2/>

3. 10 English idioms about crime. *Preply* : website. URL: <https://preply.com/en/blog/10-english-idioms-about-crime/>

4. 16 Idioms and Expressions about Crime. *English Lesson* : website. URL: <https://www.englishlessonviaskype.com/16-idioms-and-expressions-about-crime/>

5. 40 Idioms about Crime and Criminal Justice. *Get More Vocab* : website. URL: <https://getmorevocab.com/idioms-about-crime-criminal-justice/>

Topic 15. Social Issues

I. LESSON PLANS

Lesson	Classwork	Homework
32	SB p. 47-48 ex. 1-5	SB p. 151 (4.2)
33	SB p. 48 ex. 6-8, SB p. 134, WB p. 25 ex. 1-3	WB p. 25 ex. 4
34	WB p. 26 ex. 5, SB p. 49 ex. 9-11	SB p. 49 ex. 12

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

human rights	white-collar crime
intellectual property	illiteracy
child labour	poverty
economic development	gender inequality
capital punishment	ensorship
religious freedom	ageism
environmental awareness	organized crime
gun control	antisocial behaviour
illegal immigration	free trade
civil liberties	freedom of speech

2. Choose correct variants:

- Teacher training includes *human rights* / *gun control* education, and in some universities there are special courses.
- Nowadays young people can access *intellectual property* / *religious freedom* on their phones.
- He said that there should be also specific initiatives to ban *child labour* / *ensorship* in home work.
- In some developing countries the first steps are taken to mitigate *gender inequality* / *environmental awareness*.

- Nobody would ever get away with such violent *antisocial behavior / poverty*.

3. Paraphrase the sentences:

- I am a human and I know my *rights of a man*.
- They have approved the project on these antimonopoly policies for the sake of *trading who they want with*.
- *Death penalty* has been disproved at all levels.
- *Crossing the country border without a proper permission* usually ends badly.
- *Chronic lack of money* prevents people from getting proper education.

4. Complete the following sentences using the Perfect and Perfect Continuous Tenses:

- I think that by 2025 I...
- By the end of the next winter I will...
- I... English for ... years already.
- This year I have...
- ... for more than 10 years already.

5. Answer the following questions:

- What social issues have you ever faced?
- Did you manage to solve the problem? How?
- What social issues are impossible to solve? Why?

III. EVALUATION



1. Write a problem-solving essay:

- the essay should comply with the demands (see: SB p. 49 ex. 12) and be 10-12-sentence-long;
- it should be linguistically correct;
- it should be submitted to the platform on time.



2. Choose a statement, comment, record and submit:

- a) Child labour should be banned in spite of any benefits or reasons behind it.
- b) Simple habits of saving resources can change a lot in the world.
- the record should contain not less than 8 sentences and 4-6 topical vocabulary items;
 - it should be linguistically correct;
 - it should be submitted to the platform on time.



3. Do test 4.2.

There are 20 questions.

Every correct answer is 5 points.

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.

2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.

3. Platform to submit written works and oral comments: <https://padlet.com/scherbanatasha/oz99vy75g1tytkow>

4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book Audio

Internet resources:

1. Perfect aspect. *Learn English* : website. URL: <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/perfect-aspect>

2. Advanced - Perfect Aspect. *WeLoveTeachingEnglish Grammar* : website. URL: <https://www.weloveteachingenglish.com/en/free-lessons/advanced/verbs/perfect-aspect.html>

3. Useful Social Life Idioms, Phrases and Sayings. *TESL* : website. URL: <https://7esl.com/social-life-idioms/>

4. Phrases related to: social issues. *Phrases* : website. URL: <https://www.phrases.com/psearch/social%20issues>

Topic 16. Do the Right Thing

I. LESSON PLANS

Lesson	Classwork	Homework
35	SB p. 50, p. 134, WB p. 27 ex. 1-2	WB p. 27 ex. 3-4
36	SB p. 51, 54	WB p. 28

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary

to take something into consideration	to think something through
to be faced with a dilemma	to weigh up pros and cons
to consider benefits and drawbacks	to bash somebody with a bag
to be in predicament	bystanders
to bear something in mind	to assess the situation
to defy thieves	to hear a commotion
to be pinned down by the public	footage
to take on robbers	to confront drug dealers

2. Correct the mistakes:

- After taking everything on consideration we chose the Carpathians as a holiday destination.
- Please, think everything about, do not rush.
- I was faced to a dilemma whether to tell the police about my friend's theft.
- I really love the dress but it is too expensive, let's weigh on the pros and cons.
- If we stay here longer my mom will bash us from a shopping bag.
- I am on a predicament after I was convinced to buy this car.
- I never remember people's names but I will try to bear yours of mind.

3. In what situation would you say the following?

- I am in a predicament.
- It is important; you have to take all these things into consideration.
- I was faced with a dilemma.
- I would advise to weigh up the pros and cons.
- Wherever you go, bear these things in mind.
- Always assess the situation first.
- You have to take on robbers.

4. Answer the following questions:

- In which situation would you bash anybody?
- What was the last commotion you evidenced?
- Have you ever confronted people who did wrong things? In what way?
- In what way can you aid the community now in Ukraine?
- What has your best footage been so far? Who captured you?
- Have you taken on any situations where you were in danger?
- What are the social issues that you would defy given time and desire?
- What offenses aren't usually committed in broad daylight?

III. EVALUATION



1. Choose a dilemma, comment, record and submit (see: SB p. 51 ex. 8):

- the record should contain not less than 8 sentences and 4-6 topical vocabulary items;
- it should be linguistically correct;
- it should be submitted to the platform on time.



2. Write about a dilemma or a predicament that you faced. What was your decision?

- the text should contain at least 8 sentences, be lexically and grammatically correct;
- it should be submitted to the platform on time.

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students' Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.

2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.

3. Platform to submit written works and oral comments: <https://padlet.com/scherbanatasha/oz99vy75g1tytkow>

4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students' Book Audio

Internet resources:

1. Idioms about Decisions. *Basic* : website. URL: <https://basicenglishspeaking.com/6-common-idioms-about-decisions/>

2. English Idioms about Decisions. *English Lesson* : website. URL: <https://www.englishlessonviaskype.com/idioms-about-decisions/>

3. Idioms about Making Decisions. *Ginseng English* : website. URL: <https://ginsengenglish.com/blog/idioms-decisions>

4. 11 Brilliant Idioms that You Can Use to Express Your Decision. *Blog* : website. URL: <https://www.lingualbox.com/blog/11-swaggy-idioms-you-can-use-to-talk-confidently-about-your-decisions>

Topic 17. The Con Artist

I. LESSON PLANS

Lesson	Classwork	Homework
37	SB p. 52-53, p. 161, 163	WB p. 29
38	WB p. 30	WB p. 31
39	Additional Reading Lesson, Module Test 2	

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

a con artist	to con someone out of money
a mastermind	fake
a provenance	to forge / to make forgeries
to embark on a criminal scheme	to establish genuine sounding provenance
to let something slip	to give the game away
to fool experts	to live in relative squalor
to be a part of a scam	to be charged with treason

2. Read the definitions; agree or disagree:

- A mastermind is a person who provides ideas for a project or a company.
- A con artist is a skillful liar.
- Provenance is a synonym to province.
- To let something slip is to let something fall down by accident.
- To charge somebody with treason means to involve this person into treason.
- To make forgeries means to produce art objects that claim to be masterpieces by other artists.
- To give the game away is to stop playing.

3. Answer the questions:

- Why do people embark on criminal schemes? Do you think it is worth it?
- What examples of criminal schemes that con people out of their money do you know?
- Why do you think people who earn thousands sometimes live in relative squalor?
- What famous artworks have been forged?

4. Agree or disagree:

- To establish provenance is the best way to prove the originality of an artefact.
- If I were charged with a serious crime like treason, I would accept a lesser one, like forgery, to save my life.
- Nobody can fool art experts, sooner or later all people who embark on criminal schemes get caught by the police.

III. EVALUATION



1. Write a short article about one of the court cases in SB p. 53 ex. 7:

- it should be at least 6-8 sentences, lexically and grammatically correct;
- it should be submitted to the platform on time.



2. Do Module Test 2.

There are 50 questions.
Every correct answer is 2 points.



3. Additional Reading Lesson:

Choose an interview and read it. Single out 3 ideas the person shares and find arguments used to make the point. Write a 6-8-sentence summary and submit it to the platform above (see QR-code 1).

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students' Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.
2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.
3. Platform to submit written works and oral comments: <https://padlet.com/scherbanatasha/oz99vy75g1tytkow>
4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students' Book Audio
2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. DVD

Internet resources:

1. Idioms About Crime. *Vocabulary - Idioms* : website. URL: <https://www.wordsoach.com/idioms?category=idioms-about-crime>
2. Idioms About Art. *Vocabulary - Idioms* : website. URL: <https://www.wordsoach.com/idioms?category=idioms-about-art>
3. The Art of Forgery – Art Forgers Who Duped The World. *Artland Magazine* : website. URL: <https://magazine.artland.com/the-art-of-forgery-art-forgers-duped-world/>

Internet resources for additional reading:

1. Opinion. *CNN*. URL: <https://edition.cnn.com/opinions>
2. Interview Directory. *The Talks* : website. URL: https://the-talks.com/interviews/all/hollywoodicons/?utm_source=Facebook&utm_medium=Ad&utm_campaign=Julianne%20Moore%2045%2B%20Landing%20page&utm_content=Julianne%20Moore%2045%2B%20Landing%20page%20Eastern%20Eux&fbclid=IwAR3MDS1BUe0fGZXNqDzC2J8LeasOhdBbTkTUR6BFfr2Fe45L5fOJyFC30#julianne-moore

TERM 2.
UNIT 5. ORIGINS
Topic 18. Family Secrets

I. LESSON PLANS

Lesson	Classwork	Homework
1	SB p. 56-57 ex. 1-5A, p. 152 (5.1), p. 136	WB p. 32 ex. 1-2
2	SB p. 57 ex. 5B-8, WB p. 4 ex. 3	WB p. 32 ex. 4
3	SB p. 58, WB p. 33 ex. 5	Test 5.1

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

to keep oneself to oneself	to reveal a secret
to be held behind closed doors	classified information
to let something slip	between me and you
to spill the beans	a covert operation
to keep schtum	to have something to hide
to let the cat out of the bag	to look furtive
to give the game away	to be hush-hush
to be confessional	to blurt out a secret
to divulge a secret	top secret

2. Match synonyms. More than one variant is possible:

to give the game away	to be covert
to let the cat out of the bag	between me and you
to let something slip	to be confessional
to keep / stay schtum	to divulge a secret
behind closed doors	to spill the beans
to be furtive	to keep oneself to oneself

3. Paraphrase the following sentences using the words in the box:

- I did not divulge the secret.
- You have spoilt the fun by letting it slip.
- Everybody is too confessional; are you guys drunk?
- My younger sister looks secretive like holding something back.

divulge, confess, reveal, secretive, keep schtum, disclose, remain silent, let it slip, let the cat of the bag, furtive, spill the beans, confessional.

4. Restore the previous situation due to the answer:

- They will say anything to manipulate you but keep yourself to yourself.
- This information has been held behind closed doors since his Granny was born.
- We have to stay schtum, don't let it slip.
- Because he said: "I know everything, spill the beans".
- She was so irritated that she let the cat out of the bag.
- And they told me: "You look furtive, come on give your game away!"
- Don't you think that remaining silent will be an obstacle? Your brother will divulge the secret to me.

5. Answer the following questions:

- Who in your family prefers to keep themselves to themselves? Is it a good idea?
- Do you think you should be an open book for your children?
- Can you think of any situation when you had to stay schtum but let it slip?
- Who of your friends always spills the beans when the game is over?
- What was the funniest situation when somebody let the cat out of the bag?

6. Look at the pictures, and guess what might/could/must have happened.



MODEL: He / she

might have
could have
must have

done sth

7. Look at the pictures and explain what is going on, what was done and had to (could) be done differently.



MODEL: He / she

should(n't) have
ought to have
needn't have

done sth



8. Do the following sentences refer to assumption or criticism?

- 1) a) He should have brushed his hair.
b) He must have brushed his hair.
- 2) a) He might have visited a bad stylist.
b) He needn't have done his hair himself.
- 3) a) He could have overslept the 1st lesson.
b) He ought to have looked into the mirror before leaving the house.

III. EVALUATION



1. Write a narrative:

- the text should comply with the demands (see: SB p. 58 ex. 12) and be 8-10-sentence-long;
- it should be linguistically correct;
- it should be submitted to the platform on time.



2. Choose a topic, comment, record and submit (see: SB p. 57 ex. 8):

- the record should contain not less than 6-8 sentences and 4-6 topical vocabulary items;
- it should be linguistically correct;
- it should be submitted to the platform on time.



3. Do test 5.1.

There are 20 questions.

Every correct answer is 5 points.

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.

2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.

3. Platform to submit written works and oral comments: <https://padlet.com/scherbanatasha/oz99vy75g1tytkow>

4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

Clare A., Wilson JJ., White L. Speak Out 2nd Advanced.
Students` Book Audio

Internet resources:

1. Modal verbs and modality. *Cambridge Dictionary* : website.
URL: <https://dictionary.cambridge.org/grammar/british-grammar/modal-verbs-and-modality>

2. Modal verbs. *British Council. Learn English* : website.
– URL: <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/modal-verbs>

3. English Idioms About Secrets. *Speak Better English with Harry* : website. URL: <https://www.englishlessonviaskype.com/english-idioms-about-secrets/>

4. Twenty-Five Idioms about Keeping and Spilling Secrets. *Spellzone* : website. URL: https://www.spellzone.com/blog/twenty_five_idioms_about_keeping_and_spilling_secrets.htm

Topic 19. Truth or Myth?

I. LESSON PLANS

Lesson	Classwork	Homework
4	SB p. 59-60, p. 160 ex. 1-3, WB p. 34 ex. 3, SB p. 136	WB p. 34 ex. 1-2, SB p. 61 ex. 7
5	SB p. 60-61 ex. 4-6, 8, 9, p. 160, WB p. 35 ex. 4	WB p. 35 ex. 5, SB p. 152 (5.2)

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

to disprove / debunk a myth	intuitively true conventional wisdom	to uncover the truth a fallacy
to verify	to mull / pore / look / think OVER	
a commonly held perception	to speed / brighten / jazz UP	to go / carry / keep ON
pension / cry / call / switch OFF	to find / speak / stand / call OUT	to slow / narrow / crack DOWN
put / blow / take AWAY	to bring / think / look / cast (your mind) BACK	to mess / stand / hang AROUND

2. Think what other people do for you. Do they trim your hair, polish your fingernails, cook your food, send you goods via the Internet? Make up 5 sentences:

MODEL: I had my hair trimmed in the beginning of May.

3. Have you ever thought of compiling a bucket list? Write down 5 dreams / desires that have already been achieved?

4. Match synonyms:

to debunk a myth	misconception
to uncover the truth	common knowledge
fallacy	to prove
to verify	to reveal the facts
conventional wisdom	to disprove a fallacy

5. Fill in the blanks using the topical vocabulary:

- In spite of conventional ____, Russia's ambition of becoming a global leader is not simply about nostalgia or psychological trauma.
- It was a matter of days to debunk a ____ about Belarus as a peace maker.
- The need of redistributing the assets seems obvious and intuitively ____.
- Daily jogging in the evening seems highly popular but the idea of its healthiness sounds like a ____.
- A commonly held ____ is that infants are born with blue eyes but later the colour will change.

6. Choose the correct preposition:

- Before introducing the reforms, the administration had to find ____ what the staff needs.
- The first thing to be done in this region is cracking ____ on child abuse.
- While choosing a neighbor, look for someone who is not used to messing ____.
- How many valuable workers have been pensioned ____ this year?
- That's your right of course, but if you go on mulling everything ____ we'll miss the train.
- I told you, I'll never put on this dress, take it ____.
- Looking ____, he realized that he had always loved both of the sisters.
- Your candidates are not bad but Nat stands ____.
- Sometimes I think I cannot carry ____ but there is always the next brighter day.

III. EVALUATION



1. Choose an idea, comment, record and submit (see: SB p. 60 ex. 5 for structure and p. 160 for ideas):

- the record should contain not less than 6-8 sentences and 4-6 topical vocabulary items;
- it should be linguistically correct;
- it should be submitted to the platform on time.



2. Do test 5.2.

There are 10 questions.

Every correct answer is 10 points.

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students' Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.

2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.

3. Platform to submit written works and oral comments: <https://padlet.com/scherbanatasha/oz99vy75g1tytkow>

4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students' Book Audio

Internet resources:

1. Passive for distancing (for Advanced level): правила вживання. *Green Forest Journal* : website. URL: <https://greenforest.com.ua/journal/read/passive-for-distancing-for-advanced-level>

2. Passive Voice: Intermediate & Advanced Exercises (and Explanation). *English Current* : website. URL: <https://www.englishcurrent.com/exercises/passive-voice-exercises/>

3. 12 Widely Repeated Phrase Origins, Debunked. *Mental Floss* : website. URL: <https://www.mentalfloss.com/posts/popular-phrase-origins-debunked>

4. English Phrases That We Get Wrong Everyday! DEBUNKED. *YouTube* : website. URL: https://www.youtube.com/watch?app=desktop&v=RK_rG3IaFuw

Topic 20. Tell Me No Lies

I. LESSON PLANS

Lesson	Classwork	Homework
6	SB p. 62-63, ex. 1-4, p. 136, WB p. 36 ex. 2	WB p. 36 ex. 1, SB p. 66 ex. 1
7	SB p. 63 ex. 5-6, WB p. 36 ex. 3, SB p. 66 ex. 2-3	SB p. 66 ex. 4-5

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

investigative journalism	to protect one's sources
to take out / issue an injunction	classified military records
whistle-blowing (-er)	to pose a huge risk
sensitive information	to publish more scoops

2. Fill in the blanks using the topical vocabulary:

- Every newspaper has to protect its ____, otherwise journalists will not get scoops.
- Fake news ____ a huge risk to those involved.
- ____-blowers have to be very accurate with information, otherwise they can ruin reputation of others.
- These documents have been top secret since 1987 and are still ____.
- After catching his secretary in the family archive, Johnson took out an injunction.
- ____ journalism can affect your family members, be careful.
- You shouldn't have discussed the financial situation of your father at the meeting, it is a sensitive information for the company.

3. Make a point on the following statement using the outline:

STATEMENT: *It is important to teach children to comply with demands that the society poses. Healthy conformism or collectivism is vital.*

OUTLINE:

- My point is that...
- There are several reasons why I think that...
- The facts suggest / The evidence shows...
- After all...
- If you think about it...

4. Answer the questions:

- Are you risky enough to do things like investigative journalism?
- Have you ever been a whistle-blower for someone's illegal actions?
- What kind of information may be classified in our country?
- What information is sensitive for you personally?

III. EVALUATION



1. Choose an idea that you can promote and make a point in writing using prompts (see SB p. 63 ex. 3C):

- the text should be 6-8-sentence-long;
- it should be linguistically correct;
- it should be submitted to the platform on time.



2. Choose a question (see: SB p. 63 ex. 5B-6), comment, record and submit:

- the record should contain not less than 6-8 sentences and 4-6 topical vocabulary items;
- it should be linguistically correct;
- it should be submitted to the platform on time.

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.
2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.
3. Platform to submit written works and oral comments: <https://padlet.com/scherbanatasha/oz99vy75g1tytkow>
4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book Audio

Internet resources:

1. How-to Promote an Idea. *Amory Starr* : website. URL: <https://amorstarr.com/how-to-promote-an-idea/>
2. 7 Tips to Help Convey Ideas Clearly. *GSD* : website. URL: <https://www.gurukulschoolofdesign.com/blog/7-tips-to-help-convey-ideas-clearly>
3. Investigative journalism. *Cambridge Dictionary* : website. URL: <https://dictionary.cambridge.org/dictionary/english/investigative-journalism>
4. Injunction. *Cambridge Dictionary* : website. URL: <https://dictionary.cambridge.org/dictionary/english/injunction>

Topic 21. Secret Island

I. LESSON PLANS

Lesson	Classwork	Homework
8	SB p. 64-65 ex. 1-7	SB p. 65 ex. 8
9	Additional Reading Lesson	

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

deserted	tuberculosis
abandoned rubble	disintegrating buildings
uninhabited	designated
rehabilitation	a bird sanctuary
quarantine	a well-kept secret

2. Choose the correct variant:

- Watch your step, there is rubble / sanctuary everywhere.
- This building has been uninhabited / disintegrated since 2020, when the roof cracked.
- Isolation and quarantine / rehabilitation protected the inhabitants of the village from contagious COVID-19.
- The platform is designated / disintegrated to facilitate cooperation.
- After the rubble / sanctuary is taken away, we'll be able to lay the bricks again.

3. Make up sentences with the topical vocabulary items describing the following pictures:



III. EVALUATION



1. Write your own guide:

- the text should comply with the demands (see: SB p. 65 ex. 8);
- it should be linguistically correct;
- it should be submitted to the platform on time.



2. Additional Reading Lesson:

Choose an article and read it. Single out 3 ideas the author shares and find arguments used to make the point. Write a 6-8-sentence summary and submit it to the platform above (see QR-code 1).

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.
2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.
3. Platform to submit written works and oral comments: <https://padlet.com/scherbanatasha/oz99vy75g1tytkow>
4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibraly/communicative-strategies-tests>

Additional:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book Audio
2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. DVD

Internet resources:

1. All the hidden gems in Prague according to an expat. *The Travelling Frenchy* : website. URL: <https://thetravellingfrenchy.com/hidden-gems-prague/>

2. Hidden Gems of London That Most Tourists Never See. *Full Suitcase* : website. URL: <https://fullsuitcase.com/london-hidden-gems/>

3. 10 hidden gems in Berlin: Beyond the Brandenburg Gate. *GO* : website. URL: <https://www.ef.com/wwen/blog/language/10-hidden-gems-in-berlin/>

Internet resources for additional reading:

1. Opinion. *CNN* : website. URL: <https://edition.cnn.com/opinions>

2. Interview Directory. *The Talks* : website. URL: https://thetalks.com/interviews/all/hollywood-icons/?utm_source=Facebook&utm_medium=Ad&utm_campaign=Julianne%20Moore%2045%2B%20landing%20page&utm_content=Julianne%20Moore%2045%2B%20Landing%20page%20Eastern%20Eux&fbclid=IwAR3MDS1BUe0fGZKXnqDzC2J8LeasOhdBbTkTUR6BFfr2Fe45L5fOJyyFC30#julianne-moore

UNIT 6. TRENDS
Topic 22. Future Gazing

I. LESSON PLANS

Lesson	Classwork	Homework
10	SB p. 68-69, ex. 1-6	WB p. 37 ex. 1-2, p. 138 (6.1)
11	SB p. 69-70 ex. 7-11A, p. 153 ex. 1A-B	SB p. 70 ex. 11B
12	WB p. 37 ex. 3, p. 38 ex. 4-6	WB p. 43-44 ex. 6-7

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

to seal something off	to trigger mass extinction
the signs are...	according to estimates
to raise the sea level	to erode / to corrode
to be likely to do / have done	to decompose
may well have happened	to bathe in gamma radiation
to be fused together	to become extinct
to collide with something	to become a distant memory
to melt the ice	to become a thing of the past
a supernova	to die out / cease to exist
to be (blown) off course	to be over the hill
to be off the pace	to be over the moon
to be off balance	to be over the top
to be above suspicion	to be under the weather
to be above board	under the impression
above all	to be under oath

2. Fill in the blanks:

- The girl in a boat was too weak and having been blown ____ course she left the boat in a wrong place.
- The child loves cherries and plums but above ____ are mandarins.

- His wife was on vacation at the time of the theft, she is ___ suspicion.
- ___ the impression of her speech I went home and bought a painting course for myself.
- I'll skip the walk today, I'm ___ the weather.
- You have been quarrelling for 2 hours already, it's ___ the top.
- While boarding the bus, I went ___ balance and fell down by the door.
- Catch up, you're ___ the pace.

3. Choose the correct variant:

- According to estimates / estimations, this financial year may be full of surprises for investors.
- If I were you, I wouldn't buy this vacuum cleaner, the pipe has eroded / corroded.
- This fusion / collision of two families will bring peace to their members and all the neighbourhood.
- The device can become a far / distant memory soon.
- The contamination of water has tricked / triggered mass extinction of unique species in the region.
- After the grass decomposes / corrodes, the soil will be ready for ploughing.

4. Make up 4 predictions about the situation in Ukraine and 4 about your life in the next 10 years using the following chart:

1. Be going to + infinitive	1. Personal intentions <i>We're going to stay with John next summer.</i>
	2. Predictions based on evidence. <i>I think she is going to fall.</i>
2. Present Continuous	Pre-arranged actions, plans in future <i>We're visiting Sheila on Sunday</i>
3. Will (Future Simple)	1. Strong predictions. <i>We'll win the cup this year.</i>

	<p>2. Future facts <i>He'll start school next year. I'll probably see you tomorrow.</i></p> <p>3. Decisions made at the moment. <i>I think I'll have a nap.</i></p>
4. Present Simple	<p>1. Future events fixed in timetables and programmes. <i>My train arrives at 5.00</i></p>
5. Future Continuous	<p>1. Actions in progress at some time in the future <i>This time next week I'll be lying on the beach.</i></p> <p>2. Future deductions based on normal practice <i>I expect the Smiths will be having their annual party soon.</i></p> <p>3. Future actions that are a part of the normal course of events <i>I'll be seeing Jackie at college, so I'll give her the note.</i></p>
6. Future Perfect	<p>A future action which will be finished by a moment in the future. <i>The builders will have finished our house by January.</i></p>
7. Future Perfect Continuous	<p>A time-consuming future action which will be finished at a certain point in the future <i>By 2018, I'll have been studying French for twenty years</i></p>
8. Modal verbs:	<p>Predictions ("may" is more formal) <i>They might visit us in Barcelona in spring.</i> <i>COVID-19 pandemic may be over next year.</i></p>
<ul style="list-style-type: none"> • could; • might, may; • be to 	<p>Official plans, arrangements, orders from the authority <i>The President is to visit Poland next Monday.</i> <i>The factory is to close for 3 weeks for repairs.</i> <i>You're not to cross the road without me</i></p>

<ul style="list-style-type: none"> • be due to 	<p>Formal arrangements in timetables and routes</p> <p><i>The plane is due to land at 6.00.</i></p> <p><i>Clare's due to have her operation in 3 weeks' time.</i></p> <p><i>The train is due in London at 5 am</i></p>
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III. EVALUATION



1. Choose a topic you are interested in (environment, sport, technology, media etc.), write 3 predictions, their consequences and problems or benefits they will cause:

- the text should be at least 8 sentences;
- it should be linguistically correct;
- it should be submitted to the platform on time.



2. Choose a topic (see: SB p. 69 ex. 4), comment, record and submit:

- the record should contain not less than 6-8 sentences and 4-6 topical vocabulary items;
- it should be linguistically correct;
- it should be submitted to the platform on time.



3. Do test 6.1.

There are 20 questions.

Every correct answer is 5 points.

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.
2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.

3. Platform to submit written works and oral comments:
<https://padlet.com/scherbanatasha/oz99vy75g1tytkow>

4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

Clare A., Wilson JJ., White L. Speak Out 2nd Advanced.
Students` Book Audio

Internet resources:

1. Future idioms: look ahead with these expressions about the future. *Improving Your English* : website. URL: <https://improving-your-english.com/vocabulary/idioms/future-idioms/>

2. Predicting things and intuition. *Cambridge Dictionary* : website. URL: <https://dictionary.cambridge.org/topics/thinking-about-the-future/predicting-things-and-intuition/>

3. Advanced English Grammar: Future Tenses. *Espresso English* : website. URL: <https://www.espressoenglish.net/advanced-english-grammar-future-tenses/>

4. Advanced – Future Forms. *WeLoveTeachingEnglish* : website. URL: <https://www.weloveteachingenglish.com/en/free-lessons/advanced/verbs/future-form.html>

Topic 23. A Global Language?

I. LESSON PLANS

Do the exercises in the lesson plans below:

Lesson	Classwork	Homework
13	SB p. 71-72, ex. 1-6, p. 138 (6.2)	WB p. 39 ex. 1-2, p. 138 (6.2)
14	SB p. 72 ex. 7, SB p. 72 ex. 8, p. 159, p. 162, SB p. 73 ex. 9-11	WB p. 39 ex. 3, ex. 12
15	WB p. 40, p. 44 ex. 8-9	WB p. 43 ex. 4-5

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

a global language	dead language
a language command	official language
to mind one's language	everyday language
a language barrier	offensive language
to be an understatement to say the least	to get the wrong end of the stick
not to be able to get a word in edgeways	not to be able to make head or tail of what someone says
to talk shop	to talk at cross purposes
to run something by someone one more time	not to be able to catch what someone says
to need a good talking to	to get to the point

2. Correct the mistakes:

- Stop beating about the bush, get on the point at last.
- I cannot hold what she is speaking about.
- They were talking on cross purposes: he meant feminism and she was talking about abuse.
 - This reporter thinks she is very clever but she obviously cannot make head or tail from the idea.

- His ideas are being criticized not because they are bad, the listeners just get the wrong tail of the stick.
- Before investing this money run it with you mother.

3. Complete the following sentences to make them true for you:

- If it were me to decide on a global language, I'd choose...
- I only use offensive language when....
- My... always demands that everybody mind their language.
- I remember having a language barrier when...
- I prefer to run my ideas by my... before implementing them.
- I couldn't make head or tail when...
- In my family we prefer not to talk shop when...
- My... and I often talk at cross purposes.

4. Answer the following questions:

- Names of what dead languages do you know?
- When is it important to mind your language?
- What happens if you get the wrong end of the stick in a conversation?
 - What would you say to your interlocutor if you couldn't get a word in edgeways?
 - What decisions would you run by your parents?

5. Connect the following ideas in one sentence:

- I have been practicing this sound for months. I still mispronounce it (though).
- I burn the midnight oil. I have few days to get prepared for the exam (even if).
- It doesn't matter how many languages you know. Not everybody gets a decent pay (however).
- Knowing idioms is important. It doesn't matter what language you are learning (whichever).
- Learning grammar rules is a must. You need to be able to use them in communication (while).

III. EVALUATION



1. Write a report:

- the text should comply with the demands (see: WB p. 40 ex. 5), be 250-280-word-long;
- it should make use of topical grammar and be lexically and grammatically correct;
- it should be submitted to the platform on time.



2. Choose an idea (see: SB p. 72 ex. 8), find pros and cons, record and submit:

- the record should contain not less than 8 sentences and 2-3 concession clauses;
- it should be linguistically correct;
- it should be submitted to the platform on time.



3. Do test 6.2.

There are 20 questions.

Every correct answer is 5 points.

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.

2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.

3. Platform to submit written works and oral comments: <https://padlet.com/scherbanatasha/oz99vy75g1tytkow>

4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book Audio

Internet resources:

1. Idioms about Language. *Word Coach* : website. URL: <https://www.wordscoach.com/idioms?category=Idioms-about-language>

2. Idiomatic Expressions - Idioms about language. *My English Pages.com* : website. URL: <https://www.myenglishpages.com/english/vocabulary-lesson-idioms-categories.php?category=language>

3. 11 English idioms about knowledge and learning. *Preply* : website. URL: <https://preply.com/en/blog/10-english-idioms-about-knowledge/>

4. Concessive Clauses. *English for Students* : website. URL: <https://www.english-for-students.com/concessive-clauses-1.html>

5. Concessive clause - Although, even though... *My English Pages.com* : website. URL: <https://www.myenglishpages.com/english/grammar-lesson-concessions.php> 1

Topic 24. Trendsetters

I. LESSON PLANS

Lesson	Classwork	Homework
16	SB p. 74-75 ex. 1-3, p. 138 (6.3), WB p. 41 ex. 1-3, SB p. 75 ex. 4	WB p. 41 ex. 4, SB p. 75 ex. 8

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

to take off (a trend)	to lose its appeal	to stagnate to
to become instant classics	to capture the imagination	to strike a chord with the public
to become the latest thing	to be more than a passing trend	to rise dramatically in the past years
a word of mouth	pure luck	spread of fashion
to be attributed to	to have origins in	to lead to inspiration
to stem from	to result in ideas	to originate from / in
to take risks with	to be traced back to	to bring about

2. Fill in the blanks with the following words: about, appeal, pure, from, chord, off, with, trend, in:

- Adidas is unlikely to stagnate; it has taken ___ again.
- Apple has brought ___ a technological change.
- I prefer not to take risks ___ my appearance.
- Christmas carols, reviving in the city, is not a passing ___.
- The vampire theme has struck a ___ with the public.
- The modern denim fashion has its origins ___ workers' pants.
- The fact that you weren't caught by the police is the ___ luck.
- My mood stems ___ your indifference.

- The Coke in the morning has lost its ___ for me.

3. Make up opinion statements about the following fashion trends using the topical vocabulary items below:



- to take off
- to become instant classics
- to become the latest thing
- to lose its appeal
- to strike a chord with the public
- to capture the imagination
- to be a passing trend

4. Name the latest trends in teaching English as a foreign language.

III. EVALUATION



1. Choose an issue (see: SB p. 75 ex. 8), prepare a presentation and submit:

- the presentation should contain not less than 10 slides and 4-6 topical vocabulary items;
- it should be linguistically correct;
- it should be submitted to the platform on time.

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students' Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.
2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.
3. Platform to submit written works and oral comments: <https://padlet.com/scherbanatasha/oz99vy75g1tytkow>
4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students' Book Audio

Internet resources:

1. Vague expressions. URL: <https://www.scmp.com/yp/learn/learning-resources/article/3100490/15-clothing-and-fashion-idioms-make-your-writing-more>
2. English Idioms and the World of Fashion. *A.T.I. - Associazione no profit di traduttori e interpreti* : website. URL: <https://www.ati-associazione.org/blog-tirocinanti---testi-da-tradurre/english-idioms-and-the-world-of-fashion>
3. Fashion Idioms & Vocabulary. *EnglishBix* : website. URL: <https://www.ilac.com/fashion-idioms-vocabulary/>
4. Clothing Idioms. *English Club* : website. URL: <https://www.englishclub.com/vocabulary/idioms-clothing.htm>
5. Language for summary writing. *ELTC Language Resources* : website. URL: <https://eltc-language-resources.group.shef.ac.uk/lessons/language-for-summary-writing/>
6. Academic Summary skills. *Academic English. UK* : website. URL: <https://academic-englishuk.com/summary-language/>

Topic 25. Tech Trends

I. LESSON PLANS

Lesson	Classwork	Homework
17	SB p. 76-77 ex. 1-9A	SB p. 77 ex. 9B
18	SB p. 78, WB p. 42, p. 45	Module Test 3

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

a smart watch	a drone	a smart thermostat
an interactive TV	brain imaging	a driverless car
to tap into one's information	a year's breakout gadget	to push the boat out on the product
a take on something	to be to the fore	a venue
wearable technology	on the move	a dashboard

2. Choose the correct variant:

- After donating money to the charity I got a bank message signaling that someone was tapping *off* / *into* my password.
- I doubt I would entrust my life to a *driveless* / *driverless* car.
- This smart watch is this year's *breakout* / *breakdown* device.
- They have gone bankrupt after pushing the boat *out on* / *on out* the new laptop.
- You have to take *on* / *in* more responsibility for your work.
- *Wearable* / *wearing* technology is becoming more and more popular.

3. Complete the following sentences to make them true for you:

- If I were to choose a wearable technology, it would be ...
- I think it is ... devices which are to the fore now.

- My opinion of driverless cars is that they...
- I would like to have a device to be able to... on the move.
- It is important to keep information concerning ... away from hackers who can tap into it.
- I think that this year's breakout gadget is...

III. EVALUATION



1. Write about a trend (see: SB p. 77 ex. 9):

- the text should comply with the demands, be 200-250-word-long;
- it should make use of topical vocabulary and be linguistically correct;
- it should be submitted to the platform on time.



2. Do Module Test 3.

There are 50 questions.

Every correct answer is 2 points.

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students' Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.
2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.
3. Platform to submit written works and oral comments: <https://padlet.com/scherbanatasha/oz99vy75g1tytkow>
4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book Audio
2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. DVD

Internet resources:

1. Top 18 New Technology Trends for 2023. *Simplilearn* : website. URL: <https://www.simplilearn.com/top-technology-trends-and-jobs-article>
2. Top 19 New Technology Trends for 2022 – 2023. *KOENIG* : website.. URL: <https://www.koenig-solutions.com/blog/top-new-technology-trends>
3. Top 9 Technology Trends In The Next 5 Years. *Readwrite* : website.. URL: <https://readwrite.com/top-technology-trends/>

UNIT 7. TRENDS
Topic 26. The Great Escape

I. LESSON PLANS

Lesson	Classwork	Homework
19	SB p. 80-81, p. 8 ex. 1-5, p. 161, p. 140	WB p. 46 ex. 2-3
20	SB p. 81-82 ex. 6-9, p. 164 (7.1)	WB p. 46 ex. 1
21	SB p. 82 ex. 10, WB p. 46-47 ex. 4-6	SB p. 154 (7.1)

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

to raise / to set off / to sound / to trigger the alarm	to be presumed dead / rightly / wrongly / innocent
to search to no avail / in vain / frantically / extensively	to launch / be the subject of / pursue / lead an investigation into...
suffer from asthma / migraines / amnesia / hay fever	a day / night / early / late / split / 10-hour shift
to launch a massive search and a rescue mission	to receive the life insurance money
to go missing	to record an open verdict
shattered remains	to find a trace
to be arrested on suspicion of...	to keep up the pretence
to keep up the pretence	at an inquest
to serve time in prison	to be released from prison

2. Correct the mistakes:

- I was lucky not to suffer with insomnia at the time.
- After the man went missing we launched a massive insurance to find him.

- Not so many fraudsters dare to pretend dead or missing to receive the life insuring money.
- When the window cracked the mother rose the alarm.
- We never believed his death hoping to get an opened verdict.
- Sheltered remains of the ship were found on the shore.
- Being absolutely healthy she kept up the pretence of suffering with asthma.
- I remember him being arrested at suspicion of murder

3. Complete the sentences:

- If our dog went missing, we'd...
- When the gardens are in bloom she always suffers from...
- When a person is missing and the body has not been found the police records...
- After a criminal serves his time in prison, he is...
- Rescue missions are frequently launched in winter when...

4. Change the sentences below to make them cleft:

- My sister triggered the alarm (It was).
- He had been searched to no avail (It is he).
- We received money insurance after his death (it is money).
- She never came to her shift (What happened).
- The police recorded an open verdict (What they did).
- Stop keeping up the pretence that you have never seen me before (What you should do).
- My article is not ready yet, I started it 3 days ago but I need more time (have been writing).

III. EVALUATION



1. Write a summary of the text (SB p. 80 ex. 1):
 - it should contain at least 6-8 collocations mentioned in SB p. 81 ex. 6A;
 - it should be linguistically correct and submitted to the platform on time.



2. Think the situation over (SB p. 82 ex. 7), suggest a solution, record and submit:

- the record should contain not less than 6-8 sentences and be linguistically correct;
- it should be submitted to the platform on time.



3. Do test 7.1.

There are 20 questions.

Every correct answer is 5 points.

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.

2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.

3. Platform to submit written works and oral comments: <https://padlet.com/scherbanatasha/oz99vy75g1tytkow>

4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book Audio

Internet resources:

1. Cleft Sentences // Cambridge Dictionary. URL: <https://dictionary.cambridge.org/grammar/british-grammar/cleft-sentences-it-was-in-june-we-got-married>

2. Cleft Sentences – Adding Emphasis // Test English. – URL: <https://test-english.com/grammar-points/b2/cleft-sentences/>

3. Cleft Sentences in the English Grammar // LanGeek. URL: <https://langeek.co/en/grammar/course/267/cleft-sentences>

Topic 27. Switching Off

I. LESSON PLANS

Do the exercises in the lesson plans below:

Lesson	Classwork	Homework
22	SB p. 83-84 ex. 1-6, p. 140, WB p. 48 ex. 1	SB p. 154 (7.2),
23	SB p. 84 ex. 7-8, WB p. 49	WB p. 48 ex. 2-3
24	WB p. 48 ex. 4, SB p. 85 ex. 9-12A	SB p. 85 ex. 12B

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

to take time out from something	to unwind / to switch off
to take one's mind off something	to go wild for a bit
to while away one's old age	to have some time off work
to let one'd hair down	to hang out
to chill out	to work all hours
to burn the midnight oil	to put one's feet up
to be jaded by life	to burn the candle at both ends

2. Correct the mistakes:

- I am jaded by office work; I need to take some time in from it.
- You need to take your mind of the marriage for a day.
- I have been the quickest of all, time to switch at.
- My home is the only place where I can take my hair down.
- Before the dissertation defense I had to burn the candle at both sides.
- When I am old, I'll while along breeding horses.

3. Paraphrase the sentences using the topical vocabulary:

- You cannot *work so much*, sometimes you need to *relax*.

- I need to *take my mind off* work and spend it travelling.
 - *Sitting up late* is useful and harmful in the same time.
 - *Being idle* is sometimes more harmful than workaholism; in the second case you are unlikely to starve.
- Obliged to finish my article on time, I forgot what *rest* meant.

- You cannot *work 24/7, put aside some time for yourself*.

4. Complete the following sentences to make them true for you:

- When I want to unwind I usually...
- The last time I was burning the midnight oil was...
- If I want to go wild for a bit, I...
- When I am old, I'll while away (doing)...
- If you have no ideas, it is useful to...
- Every time I feel jaded by life, I...

5. Make italicised sentences participle clauses:

- I had time to chill out. *I did not want to wake my mother.*
- I work all hours. *I have a task to accomplish.*
- *The teacher encouraged me to finish the assignment tomorrow.* I have to burn the midnight oil.
- *I am jaded by computer work.* I want to unwind.
- *I am hoping to win the prize.* I have to burn the candle at both ends.

III. EVALUATION



1. Write a promotional leaflet for your idea:

- the text should comply with the demands (see: SB p. 85 ex. 12) and be 250-word-long;
- it should make use of topical vocabulary and be lexically and grammatically correct;
- it should be submitted to the platform on time.



2. Comment on the question (see: SB p. 84 ex. 8A), record and submit your comment:

- the record should contain not less than 8 sentences and 4-6 topical vocabulary items;
- it should be linguistically correct;
- it should be submitted to the platform on time.



3. Do test 7.2.

There are 20 questions.

Every correct answer is 5 points.

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.

2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.

3. Platform to submit written works and oral comments: <https://padlet.com/scherbanatasha/oz99vy75g1tytkow>

4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book Audio

1. 13 English Idioms Related to Relaxation & Rest. *Our Blog* : website. URL: <https://www.englishlessonviaskype.com/13-english-idioms-related-to-relaxation-rest/>

2. Idioms About Rest & Relaxation. *Engoroo Online English School* : website. URL: <https://enguroo.com/2022/12/11/idioms-about-rest-and-relaxation/>

3. English Idioms and Idiomatic Expressions. MISTAKES and ERRORS. *Learn English Today* : website. URL: <https://www.learn-english-today.com/idioms/idiom-categories/mistakes/mistakes-errors.html>

4. Mistake. *Free Dictionary* : website. URL: <https://idioms.thefreedictionary.com/mistake>

5. Synonyms for Mistake. *Power Thesaurus* : website. URL: <https://www.powerthesaurus.org/mistake/synonyms/idiom>

Topic 28. Free to Make Mistakes

I. LESSON PLANS

Lesson	Classwork	Homework
25	SB p. 86-87 ex. 1-4, p. 140, WB p. 50 ex. 2	WB p. 50 ex. 1
26	SB p. 87 ex. 5-7, WB p. 50 ex. 3	WB p. 50 ex. 4

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

to unleash a media frenzy	overprotectiveness
to be ecstatic with independence	risk-averse culture
to travel unsupervised	ability to deal with danger
to land someone in a huge row	to take reasonable risks
to be labelled 'crazy'	to mollycoddle
to encourage independence in someone	everything-is-dangerous outlook
to expose someone to danger	to indulge someone
to be streetwise	to be thrown in at the deep end
unnecessary danger	deliberately

2. Fill in the blanks with the following words: mollycoddle, overprotective, ecstatic, crazy, averse, reasonable.

- When I refused to use my cell phone, I was labelled ____.
- The first time I stayed home without my parents I felt ____ with independence.
- Your readiness to do the house chores instead of your daughter will ____ her.
- You shouldn't expose your children to risks that you do not find ____.

- I am an ___ helicopter mother.
- The commercial core of our culture is risk-___.

3. Describe the following pictures using the topical vocabulary:



4. Express your opinion about the following statement using the expressions below:

STATEMENT: Try everything while you are young.

EXPRESSIONS:

- The point is...
- Surely I don't think...
- All I am trying to say is...
- I just think...
- I couldn't agree more with...
- I strongly disagree with...

III. EVALUATION



1. Present your attitude to the situation (see: SB p. 86 ex. 2A) in writing:

- make use of 4-6 topical phrases (see: SB p. 140 (7.3));
- the text should be linguistically correct;
- it should be submitted to the platform on time.



2. Comment on all the questions (see: SB p. 87 ex. 7A), record and submit:

- the record should contain not less than 7 sentences and 4-6 topical phrases;
- it should be linguistically correct;
- it should be submitted to the platform on time.

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.

2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.

3. Platform to submit written works and oral comments: <https://padlet.com/scherbanatasha/oz99vy75g1tytkow>

4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book Audio

Internet resources:

1. Risk and Safety Idioms. *English-at-home.com* : website. URL: <https://english-at-home.com/risk-and-safety-idioms/>

2. Risk. *The Free Dictionary* : website. URL: <https://idioms.thefreedictionary.com/risk>

3. SAFETY and DANGER. *Learn English Today* : website. URL: <https://www.learn-english-today.com/idioms/idiom-categories/safety-danger/safety1-batten-hair.html>

4. 4 Advanced English Expressions for talking about risks in business. *Business English with Christine* : website. URL: <https://christinarebuffet.com/blog/risks-advanced-english-expressions/>

Internet resources about dangerous behaviour:

1. Selfie deaths: 259 people reported dead seeking the perfect picture. *New beat* : website. URL: <https://www.bbc.com/news/newsbeat-45745982>

2. Why do people risk their life while taking 'dangerous' selfies? *Quora* : website. URL: <https://www.quora.com/Why-do-people-risk-their-life-while-taking-dangerous-selfies>

3. Dangerous Selfies. *CBS NEWS* : website. URL: <https://www.cbsnews.com/pictures/dangerous-selfies/2/>

Topic 29. Gandhi

I. LESSON PLANS

Lesson	Classwork	Homework
27	SB p. 88-89	Module Test 4
28	Additional Reading Lesson	

II. ASSIGNMENTS AND INSTRUCTIONS

1. Learn the topical vocabulary:

to rise to prominence	a subject to colonial domination	a violent clampdown
to be revered	to be a figurehead	to look with outrage
to galvanise a nation to action	a crowning moment	to rest on one's shoulders
tumultuous history	to be famed for...	astounding diversity

2. Choose the correct variant:

- My mother says that India has astounding *diversity* / *inversion*.
- The *crowning* / *crowding* moment in my career was when I obtained the grant money.
- Atrocities can galvanise a nation *to* / *for* action.
- Mary stood up to *raise* / *rise* prominence of the moment.
- A *violent* / *violence* clampdown led to riots.
- The *tumultuous* / *tedious* history of the family made everyone rebellious.

3. Complete the following sentences to make them true for you:

- Not so many people are revered in our country... is among them
- ... rests on ... shoulders.
- ... has astounding diversity.
- The crowning moment of my education will be...
- If I could choose, I'd like to be famed for...
- The most revered figure in my family is...

III. EVALUATION



1. Comment what freedom means to you, record the text and submit:

- make use of phrases and stages (see: SB p. 89 ex. 8-9);
- it should be 8-10-sentence-long, contain topical vocabulary and be linguistically correct;
- it should be submitted to the platform on time.



2. Do Module Test 4.

There are 50 questions.

Every correct answer is 2 points.



3. Additional Reading Lesson:

Choose an interview and read it. Single out 3 ideas the person shares and find arguments used to make the point. Write a 6-8-sentence summary and submit it to the platform above (see QR-code 1).

IV. REFERENCES

Main:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students' Book+DVD Pack & MyLab. Pearson Publishers. 2016. 175 p.

2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key. Pearson Publishers. 2016. 96 p.

3. Platform to submit written works and oral comments: <https://padlet.com/scherbanatasha/oz99vy75g1tytkow>

4. Platform to write a test: <https://scherbanatasha.wixsite.com/ibrally/communicative-strategies-tests>

Additional:

1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students' Book Audio

2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. DVD

Internet resources:

1. Idioms and Proverbs related to freedom, independence and liberty. URL: <https://www.facebook.com/watch/?v=228409725080340>

2. Freedom. *The Free Dictionary*: website. URL: <https://idioms.thefreedictionary.com/freedom>

Internet resources for additional reading:

1. Opinion. *CNN*. URL: <https://edition.cnn.com/opinions>

2. Interview Directory. *The Talks*: website. URL: https://the-talks.com/interviews/all/hollywood-icons/?utm_source=Facebook&utm_medium=Ad&utm_campaign=Julianne%20Moore%2045%2B%20landing%20page&utm_content=Julianne%20Moore%2045%2B%20Landing%20page%20Eastern%20Eux&fbclid=IwAR3MDS1BUe0fGZKXnqDzC2J8LeasOhdBbTkTUR6BFfr2Fe45L5fOJyyFC30#julianne-moore

3. 23 Inspirational Quotes About Freedom and Independence. *Country Living*: website. URL: <https://www.countryliving.com/life/g32646819/freedom-independence-quotes/>

REFERENCES

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1. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Students` Book+DVD Pack & MyLab : Pearson Publishers, 2016. 175 p.
2. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Workbook with Key : Pearson Publishers, 2016. 96 p.
3. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Teacher's Book : Pearson Publishers, 2016. 201 p.
4. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Reading and Listening : Pearson Publishers, 2016. 24 p.
5. Clare A., Wilson JJ., White L. Speak Out 2nd Advanced. Vocabulary Extra : Pearson Publishers, 2016. 36 p.

Additional:

1. Комунікативні стратегії: Підручник [за ред. А.Е. Левицького]. Київ : Логос, 2011. 336 с.
2. Байбакова І., Гасько О., Федоришина М. Спілкуємося англійською мовою. Львів : Видавництво Бескид Біт, 2008. 252 с.
3. Evans V., Dooley J. Upstream. Advanced : Express Publishing. 2003. 253 p.
4. Evans V., Scott S. Listening and Speaking Skills. For the revised Cambridge Proficiency Exam : Express Publishing, 2002. 65 p.
5. Oxford Advances Learner's Dictionary : Oxford University Press, 2001. 1568 p.
6. Oxford Guide to British and American Culture : Oxford University Press, 2001. 599 p.
7. Tomlinson B., Ellis R. Reading Advanced : Oxford University Press, 1993. 138 p.
8. Wells J.C. Longman Pronunciation Dictionary : Longman, 2000. 869 p.

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
ДО ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ**

з обов'язкової освітньої компоненти

"КОМУНІКАТИВНІ СТРАТЕГІЇ АНГЛІЙСЬКОЇ МОВИ"

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