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**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
ДО КУРСУ
«ОСНОВНА ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)»**

*Для здобувачів вищої освіти ступеня бакалавра спеціальності 035
Філологія спеціалізації 035.041 «Германські мови та літератури»
(переклад включно), перша – англійська*

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Методичні рекомендації до курсу «Основна іноземна мова (англійська)» : для здобувачів вищої освіти ступеня бакалавра спеціальності 035 Філологія спеціалізації 035.041 «Германські мови та літератури» (переклад включно), перша – англійська [Електронне видання] / О. В. Ігіна, М. В. Кашуба, О. А. Розанова ; ОНУ ім. І.І. Мечникова. – Одеса : Фенікс, 2022. – 49 с.

Методичні рекомендації призначені для здобувачів вищої освіти 3-4 курсів денної та заочної форм навчання факультету романо-германської філології. Мета методичних вказівок полягає у розвитку лексичної компетенції здобувачів освіти у межах запропонованих тем (освіта, працевлаштування, туризм, міжнародні відносини, охорона здоров'я, технології тощо).

Методичні вказівки складаються з двох частин. У першій частині наведено методику виконання завдань та вправ, обґрунтовуються методи навчання та пояснюються функції вправ, які представлені у другій частині методичних рекомендацій. Виконання запропонованих завдань допоможе здобувачам освіти активувати нову лексику, розвинути навички усного та письмового мовлення, перекладу, роботи з текстом у комунікативному аспекті.

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1. PART ONE

Vocabulary: theoretical methods and approaches

The given set of materials is characterized by a global focus, and as such it aims at modern students – people who are curious about the English language and the contemporary world. It enables learners to be better informed and helps them understand and express their ideas and feelings about all types of environment they live in. It is based on both a broadly communicative approach with the language contextualized in texts and a task-based approach with a target of the language practical usage. Pair and group work is an integral and very important part of the learning process.

Lack of vocabulary is one of the main problems many students face. Consequently, students struggle to make sense of texts and express themselves. Put simply, they need more words, and this need is especially acute in a university context, with the additional demand of subject study. The given set of materials contains a wide range of lexicon, correlated with and applied in various types of activities. The vocabulary of the given course is intended to become part of students' active vocabulary.

The given set of materials suggests practicing and memorizing new vocabulary through a range of activities such as:

- Multiple choice exercises
- Fill-in and cloze exercises
- Transformation exercises
- Co-text (other words that are likely to occur within a text containing the item)
- Translation exercises
- Genre (the kind of text the item will generally be used in)
- Word formation and related words within the same word family
- Function and pragmatic use (how the item can be used to do different things)
- Spelling exercises (crosswords) etc.

When designing exercises, we can either write discrete items, or ask students to apply more integrative language use. Discrete-item testing means testing only one thing at a time (e.g. testing a verb tense or a word), whereas integrative testing means asking students to use a variety of language and communicative skills to complete a task successfully. A further distinction needs to be made between direct and indirect test items. A direct test item is one that initiates students to do something applying the language (e.g. write a letter; reply to a newspaper article or take part in a conversation). Direct test items are nearly always integrative. Indirect test items are those which let us check the students' knowledge of language rather than get them to use it. For instance, indirect test items might focus on word collocations or the correct use of a preposition. Direct test items have more to do with *activation*, while on the contrary, indirect items are more closely related to study.

There are many different ways of testing students' knowledge of vocabulary. We will look at three of the most common [5].

Multiple-choice exercises are those where students are given alternatives to choose from. Sometimes students are instructed to choose the 'correct' answer (because only one answer is possible). But sometimes, instead, they can be told to choose the 'best' answer (because, although more than one answer is possible, one stands out as the most appropriate).

Fill-in and cloze exercises involve a student writing a word in a gap in a sentence or paragraph. Gap-fill (or fill-in) exercises are fairly easy to write, though it is often difficult to leave a gap where only one item is possible. In such cases, we will need to be aware of what different answers we can accept. They also make marking a little more complex, though we can design answer sheets where students only have to write the required word against different letters.

A variation on fill-ins and gap-fills is the cloze procedure, where gaps are put into a text at regular intervals (say every sixth word). As a result, students are forced to produce a wide range of different words based on everything from a singular word to a collocation from a list of Active Vocabulary. We use this type

of exercises to ensure that students have a chance of filling in the gaps successfully – and thus demonstrating their knowledge of English vocabulary.

In *Transformation exercises* students are asked to change the word structure or to use another phrase to show their knowledge of both vocabulary and grammar. In this exercise type they are given a sentence and then asked to produce an equivalent sentence using a given word. In order to complete the item successfully, the students have to know the meaning of the word and how to use it in grammatical constructions. A variation of this exercise is designed to focus more exactly on word formation. These kinds of transformations work very well as testing students' knowledge of both grammar and vocabulary. However, the items are quite difficult to construct.

There are many other kinds of indirect tests in the given set of materials, such as to put jumbled words in order, to make correct sentences and questions, etc. [8].

While practicing and activating vocabulary much attention is paid to set expressions, synonyms, antonyms and abbreviation.

Set expressions have their own specific features, which enhance their stability and cohesion. These are their euphonic, imaginative and connotative qualities. It has been often pointed out that many set expressions are distinctly rhythmical, contain alliteration, rhyme, imagery, contrast, are based on puns, etc. These features have always been treated from the point of view of style and expressiveness. All these qualities ensure the strongest possible contact between the elements, give them their peculiar muscular feel. Consider the following sentence: *Tommy would come back to her safe and sound* (*Safe and sound* is somehow more reassuring than the synonymous word *uninjured*, which could have been used).

Synonyms can be defined in terms of linguistics as two or more words of the same language, belonging to the same part of speech and possessing one or more identical or nearly identical denotational meanings, interchangeable, at least in some contexts without any considerable alteration in denotational meaning, but differing in

morphemic composition, phonemic shape, shades of meaning, connotations, style, valency and idiomatic use. Additional characteristics of style, emotional colouring and valency peculiar to one of the elements in a synonymic group may be absent in another or all of the others.

The basis of a synonymic opposition is formed by the first of the above named components, i.e. the denotational component. It will be remembered that the term *opposition* means the relationship of partial difference between two partially similar elements of a language. A common denotational component forms the basis of the opposition in synonymic group. All the other components can vary and thus form the distinctive features of the synonymic oppositions.

Antonyms may be defined as two or more words of the same language belonging to the same part of speech and to the same semantic field, identical in style and nearly identical in distribution, associated and often used together so that their denotative meanings render contradictory or contrary notions.

Contradictory notions are mutually opposed and deny one another, e. g. *alive* means ‘not dead’ and *impatient* means ‘not patient’. *Contrary* notions are also mutually opposed but they are gradable, e. g. *old* and *young* are the most distant elements of a series like: *old* : : *middle-aged* : : *young*, while *hot* and *cold* form a series with the intermediate *cool* and *warm*, which, form a pair of antonyms themselves. The distinction between the two types is not absolute, as one can say that *one is more dead than alive*, and thus make these adjectives gradable [7].

The term *abbreviation* may be used for a shortened form of a written word or phrase used in a text in place of the whole for economy of space and effort. Abbreviation is achieved by omission of letters from one or more parts of the whole, as for instance *abbr* for *abbreviation*, *bldg* for *building*, *govt* for *government*, *wd* for *word*, *doz* or *dz* for *dozen*, *ltd* for *limited*, *B.A.* for *Bachelor of Arts*, *N.Y.* for *New York State*. Sometimes the part or parts retained show some

alteration, thus, *oz* denotes *ounce* and *Xmas* denotes *Christmas*. Doubling of initial letters shows plural forms as for instance *ll* for *lines* or *cc* for *chapters*. These are in fact not separate words but only graphic signs or symbols representing them. Consequently, no orthoepic correlation exists in such cases and the unabbreviated word is pronounced: *ll* [lainz].

Vocabulary input is derived from the “Language Leader” (Advanced) unit topics and texts, allowing the teacher to build on words and phrases the students already know to create lexical sets. Additional attention is paid to word building and lexical patterns. The vocabulary is recycled through the speaking activities in each part.

It is important to offer students stimulating topics that engage their interest and increase their motivation for learning. The following topics have been chosen to practice the vocabulary and related thematic words: “Education and Employment”, “Tourism and Conservation”, “International Relations”, “Health and Care”, “Fashion and Consumerism”, “Technology and Change”, “People and Ideas”, “Journalism and Media”, “Law and Society”.

Current teaching practice is the direct result of not only argument and discussion as teaching methods but also the subject of acquisition and learning. Both abstract theory and practical techniques have been debated, have gone in and out of fashion, and have influenced what was and is included in classroom and teaching materials. The main method which is used is Communicative Language Learning (CLT) where bilingual teachers help students to translate what they want to say from their first language into the language they are learning. CLT has two main guiding principles: the first is that language is not just patterns of grammar with vocabulary items slotted in but also involves different language functions which students should learn how to perform using a variety of language exponent. Students must also be aware of the need for appropriacy when talking and writing to people in terms of the kind of language they use.

The second principle of CLT is that if students get enough exposure to language and opportunities for language use – and if they are motivated – then

language learning will take care of itself. Thus, CLT has a lot in common with the acquisition view of language absorption. As a result, the focus of much CLT has been on students communicating real messages, and not just grammatically controlled language. The deployment of many communicative activities, where students use all and any language they know to communicate, shows this aspect of CLT at work.

CLT has had a thoroughly beneficial effect since it reminded teachers that students learn languages not so that they know about them, but so that they can communicate with them. Giving them different kinds of language, pointing towards aspects of style and appropriacy, and above all giving opportunities to try out real language within the classroom humanized what had sometimes been too rigidly controlled.

One of the teacher's main aims should be to help students to sustain their motivation. We can do this in a number of ways. The activities we ask students to take part in will, if they involve the students or excite their curiosity – and provoke their participation – help them to stay interested in the subject. We need, as well, to select an appropriate level of challenge so that things are neither too difficult nor too easy. We need to display appropriate teacher qualities so that students can have confidence in our abilities and professionalism. We need to consider the issue of affect – that is, how the students feel about the learning process.

But however, much we do to foster and sustain student motivation, we can only encourage by word and deed, offering our support and guidance. Real motivation comes from within each individual, from the students themselves.

This message may be difficult for some students from certain educational backgrounds who have been led to believe that it is the teacher's job to provide learning. In such cases, teachers will not be successful if they merely try to impose a pattern of learner autonomy. Such standard practice (getting students to try out new vocabulary) is on small way of encouraging student involvement in learning. We get them to look for the meanings of words and how they are

used in the language by using monolingual learners' dictionaries (dictionaries written only in English, but which are designed especially for learners). As students get used to working things out for themselves and/or doing work at home, so they can gradually start to become more autonomous.

Getting students to do various kinds of homework, such as written exercises, compositions or scenarios is one of the best ways to encourage students' learning the vocabulary. According to the Common European Framework of Reference (CEFR) the ultimate objective of language teaching is to promote methods of modern language teaching which will strengthen independence of thought, judgement and action, combined with social skills and responsibility. Thus, when designing English lessons, the teachers need to take into consideration that the point of teaching is to enable students to study, develop their critical thinking, and make them independent thinkers.

The given set of materials is designed for university students, as well as for anyone who appreciates a content-rich, intelligent approach to learning. The materials can be used to help prepare students for a range of common challenges, such as exams, everyday and professional application, etc.

2. PART TWO

2.1 Education and Employment

- I.** Write down Active Vocabulary units [3, p.p. 6-7] which correspond to the given definitions:
- any division of learners within a class, grouped together because of similar ability
 - to make or become less intellectually demanding or sophisticated
 - a list of all the courses of study offered by an educational establishment
 - the ability to communicate or interact well with other people

- to refuse to accept or admit smth
- state or assert that smth is the case, typically without providing evidence or proof
- to give reasons in support of an idea, typically with the aim of persuading others to share one's views

II. Attach synonyms to the given words. Use Active Vocabulary [3, p. 6-7]:

- differentiation; gap
- to refer to smth
- memorization
- to assist, to help
- debate/discussion/argumentation
- monotonous
- being interested/induced/inspired
- the type of gaining knowledge that includes many areas

III. Translate into English using Active Vocabulary [3, p. 165]:

1. Технологічний процес сприяв зниженню ролі зубріння в західній освіті.
2. Здатність тільки згадувати якісь речі не призводить до їх подальшого розуміння.
3. Сьогодні легше отримувати хороші оцінки в зв'язку зі зниженням критеріїв і стандартів системи освіти.
4. Західна система навчання часто використовує креативність і нововведення в якості основних цілей всебічної / збалансованої освіти.
5. Здатність здійснювати елементарні обчислення і бути грамотним є базовими в освітньому процесі.
6. Школи повні хвальків і розумників.
7. Самооцінка і жвавість розуму - дуже важливі якості, які розвиваються в університеті.

8. Різнобічні люди - це ті, хто здатні до самостійного навчання і самостійного мислення.

IV. Explain the meanings of these abbreviations [3, p. 11].

Find their Ukrainian equivalents:

BA, MA, BULATs, CV, IELTS, MBA, MSc, PhD, TOEFL

V. Fill in the gaps using Active Vocabulary [3, p. 150]:

↔ You may expect a careers consultant to supply you with three types of guidance, such as _____ and _____ developing _____ which imply _____ and _____ respectively.

2. Careers consultants support traditionally two types of students: _____ and _____.

3. Careers consultants also _____ closely _____ academic departments within universities.

4. Two types of questions "Can you do the job?" and "Do you want to do the job?" _____ all the questions that you are asked in the interview.

5. Careers consultants advise not to prepare answers to specific questions because you cannot _____ what you are going to be asked during the interview.

6. You need to have sort of one CV _____, not CV, which contains _____ on it, in order to _____ that CV for each job that you are applying for.

7. Competency-based questions focus on your _____.

8. The other sort of questions asked by interviewers concern your _____ in other words why you want the job.

9. Applying for the position in a company you usually deal with three types of written documentation: _____s, _____s, _____s.

10. Looking for work can be a long process sometimes. So be _____ and do not _____.

VI. Fill in the blanks forming derivatives [3, p. 8] from the list below:

ambition infection empathy persuade
passion speculate fiction affection

1. She was a very_____ mother.
2. Her enthusiasm was _____.
3. Who is your favorite_____ character ?
4. He is a _____ speaker.
5. You have to be_____ to achieve your goals.
6. The report is highly _____ and should be ignored.
7. She is a _____ defender of civil liberties.
8. You should be _____ to understand other people's feelings and problems.

VII. Match the words with their meanings [3, p. 6]:

1. the feeling of being better than other people
 2. copying another person's ideas, words, work
 3. the subjects that are taught at school
 4. evaluation
 5. trying to make smth easier for people to understand
 6. the process of learning smth by repeating it until you remember it
dividing
 7. g students into groups of the same level of abilities
- | | |
|-----------------|------------------|
| a. curriculum | e. assessment |
| b. streaming | f. rote learning |
| c. dumbing down | g. plagiarism |
| d. elitism | |

1	2	3	4	5	6	7

VIII. Paraphrase the following expressions [3, p. 7]:

- put forward the idea
- say smth is not true
- bring to one's attention
- make the point strongly
- decide after consideration
- state that smth is true
- express an opinion

2.2. Tourism and Conservation

I. Translate into English using phrasal verbs [3, p. 17]:

- марнувати життя
- розслабитися (2)
- возз'єднатися з природою
- втекти
- оглядати визначні пам'ятки
- вдихати атмосферу
- триматися осторонь
- бути обдертим, немов липка

1.relax, enjoy your life	a. take in the sights
2.absorb smth in your senses	b. get away from
3.not worth what you paid	c. get back to nature

4.avoid smb/smith because of problems	d. lounge around
5.return	e. let one's hair down
6.enjoy oneself, esp. spending money	f. soak up the atmosphere
7.go far away from people	f. live it up on holiday
8.have a holiday, vacation escaping from people	g. steer clear of
9.stand, sit or lie in a lazy way	h. go off the beaten track
10.take notice of smth with your eyes	i. get/be ripped off

II. Match the following phrases with prepositional verbs [3, p.17]:

1	2	3	4	5	6	7	8	9	10

III. Write down the explanation to the given types of holiday and tourism, using as much Active Vocabulary [3, p. 16] as possible (including travel collocations):

Variant 1

- adventure holiday
- backpacking
- city break
- cruise
- safari
- self-catering holiday
- sightseeing tour
- safari

Variant 2

- working holiday

- battlefield tourism
- culinary tourism
 - ecotourism
- disaster tourism
- celebrity tourism
- health/medical tourism
- volunteer tourism

IV. Translate into English using Active Vocabulary [3, p.p. 166-167]:

- на борту найсучаснішого судна
- відкрити для себе мальовничі грецькі острови
- чому б не спробувати скелелазіння в закритому приміщенні
- на місці не сидиться, любить подорожувати
- вибрати каюту з захоплюючим видом на океан
- стрибки з висоти сторч головою
- побалувати себе смачними місцевими делікатесами
- пропонувати унікальний досвід на борту корабля
- вимогливий мандрівник
- побалувати себе великою різноманітністю процедур
- подорожувати з кимось в двомісній каюті
- в серці гучної прекрасної столиці
- організовані екскурсії
- підрахувати "вуглецевий слід"
- оцінити кулінарну майстерність знаменитих шеф-кухарів
- пригода, яку не можна пропустити
- стійкий розвиток
- археологічні розкопки

2.3. International Relations

I. Explain the meanings of these abbreviations [3, p. 29].

Find their Ukrainian equivalents:

WHO, IMF, NASA, UNESCO, NATO, WTO, EU, ASEAN, ICAO, OPEC, IOC .

II. Complete the expressions [3, p. 26] with prepositions and define autosemantic parts of speech they go with:

have a passion____

have a love____

have an obsession____

have a fascination____

have a reluctance____

have the ability____

be proud to be great____

III. Match the adjectives with their meaning [3, p. 30]:

1. aware of and able to understand other people	a. sensitive
2. very serious, formal, old fashioned	b. assertive
3. deceitful, dishonest	c. dignified
4. intended to make people angry or upset	d. outgoing
5. expressing opinions strongly with confidence	e. aloof
6. not careful about what you say, do, especially something embarrassing	f. stuffy
7. deserving respect, calm and serious	g. indiscreet
8. sociable, friendly	h. devious
9. distant, remote, not friendly	i. charming
10. good at expressing ideas clearly in	j. committed

words	
11. very pleasant or attractive	k. diligent
12. willing to work hard, giving your time and energy to smth impulsive	l. impulsive
13. showing care and effort in your work or duties	m. passionate
14. impetuous rash	n. articulate
15. having strong feelings of enthusiasm for smth	o. diligent

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

IV. Attach synonyms to the given words using Active Vocabulary [3, p. 27].

Translate them into Ukrainian:

- careful, scrupulous, precise
- modest
- generous, welcoming, open
- detached, indifferent, unsociable
- opinionated, intolerant, assertive, insistent
- touchy/-ing, sensitive, agitated
- charming, appealing
- practical, sensible, down-to-earth
- having good taste, upbringing, manners, education
- dishonest, cunning, deceitful, not sincere or candid
- icy, phlegmatic, reserved

V. Fill in the gaps with the words [3, p. 30] from the list below. You do not need all the words.

bewildered, recalcitrant, buzz, passionately, trundled, popular consciousness, shared purpose, whizz, apprenticeship, charged, hype, permeable, hierarchical, bilingual, collegiate, intensity, smashed into, crazed, excitement, hordes of people, to be up to, speed on, international cooperation, pervade

1. Is it really Benedict Cumberbatch's best film performance or is that just media_____?
2. He got a little_____ from wine.
3. The_____ of the conflict had put the lines of humanitarian and relief workers at serious risk and Agency staff had performed admirably.
4. I know you're_____ at work.
5. One day, when I was on patrol, I felt something _____ past my ear.
6. The bus_____ by.
7. It is also essential that the council maintain its_____ nature and foster a genuine spirit of consensus.
8. Collaboration involves voluntary cooperation between people in pursuit of a_____
9. Outside_____ run by without seeing us.
10. Several delegations also remarked that sanctions were a useful tool intended to change the behavior of a_____ state.
11. Dan left school at 16 and started his_____ in a piano factory.
12. According to some studies stereotypes to the effect that politics is not women's business still prevail in the_____
13. Terrorism exploits_ _____ borders and the existence of informal and illegal financial and trade networks.
14. "What's happening?" asked_____ young man as he opened the door to four the policemen.
- 15._____ children can switch from one language to another without even realizing it.
16. The goals are intended to be complementary, rather than_____

17. But you need _____ the situation.

2.4. Health and Care

I. Paraphrase using Active Vocabulary [3, p. 38]:

- to be careful
- to tackle
- to encourage
- merriment
- mess, disorder
- attractive
- to reveal
- happiness
- regular visits to a doctor

II. Give English equivalents [3, p. 38]:

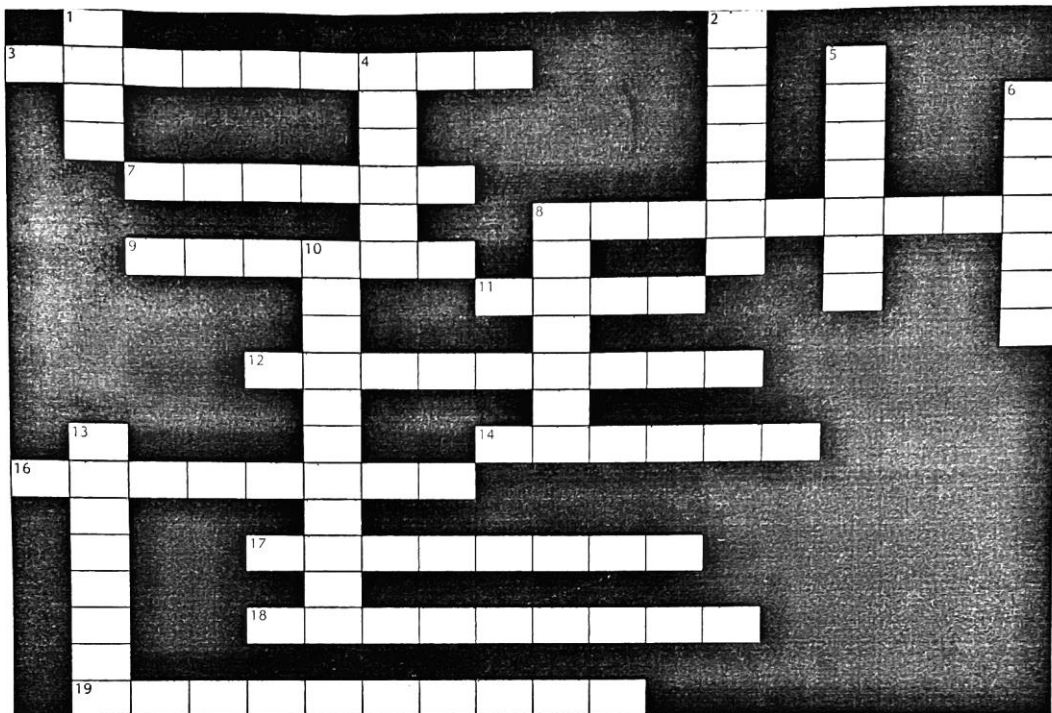
- середня тривалість життя
- гідна справа
- вимагати, охоплювати
- реорганізація
- надмірні вимоги
- в геометричній прогресії
- загроза
- розуміння

III. Translate into English using Active Vocabulary [3, p. 37]:

- омега-3 жири
- серцевий напад
- вірус грипу

- біль у грудях
- кров'яний тиск
 - високе споживання солі
 - операція на серці
 - тривалість життя
 - солярій
 - пологова палата
 - імунна система
 - дитяча смертність
 - передчасне старіння

IV. Complete a HEALTHY CROSSWORD [4, 04A.pdf]



ACROSS

- 3 and 1 down: a large room in a hospital where women who are pregnant or who have just had a baby stay (9, 4)
 7 a mass of diseased cells in the body that have divided and increased too quickly (6)
 8 someone trained to help people who are hurt or to do medical work, but who is not a doctor or nurse (9)
 9 see 4 down
 11 see 8 down
 12 the act of putting a drug into someone's body using a special needle (9)
 14 see 2 down
 16 a crack or break in a bone or other hard substance (8)
 17 a cream that you rub into the skin, especially as a medical treatment (8)
 18 a disease that affects a particular part of the body and is caused by bacteria or a virus (9)
 19 life _____: the length of time that a person or animal is expected to live (10)

DOWN

- 1 see 3 across
 2 and 14 across: when the heart stops working (7, 6)
 4 and 9 across: what the body uses to protect itself against disease (6, 6)
 5 a doctor who operates on the body, for example a heart _____ (7)
 6 a general medical examination that a doctor or dentist gives you to make sure you are healthy (5, 2)
 8 and 11 across: a cover put around an arm, leg, etc. to keep a broken bone in place while it mends (7, 4)
 10 blood _____: the process of putting blood from one person's body into someone else's body as a medical treatment (11)
 13 blood _____: the force with which blood travels through the body (8)

V. Match the words with their meaning [3, p. 41]:

1. looking or feeling younger or more lively	a.exasperating
2. exciting and encouraging you to do or feel smth	b. relieved
3. disappointed, disenchanted	c. invigorating
4. making smb feel healthy and full of energy	d. elated
5. feeling angry with smb because you were made to feel it	e. disorientating
6. very exciting and enjoyable	f. antagonised
7. annoying, infuriating	g. exhilarating
8. feeling happy because smth unpleasant has stopped	h. rejuvenated
9. feeling very happy and excited because of smth good that has happened	i. inspiring
10. making smb feel confused	j. disillusioned

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

VI. Match the words with the following categories [3, p. 39]:

medical professions, places, types of medical treatment, health problems, ways of measuring health

GP	conventional medicine
have a scan/an X-ray	have a check up
post-operative infection	long waiting lists
palliative care	doctor's surgery
pharmacist	preventive medicine
outdated equipment	lack of funding
hospice	life expectancy
infant mortality	premature ageing
heart attack	maternity ward
surgeon	

2.5. Fashion and consumerism

I. The Big Suffix Quiz [4, 05A.pdf]:

Guess and write down a word instead of WHAT in each question. Use the words from the box with suitable suffixes.

conscious	Popular	violate
active	Probable	exist
obsess	Faithful	insane
convenient	Modern	capable

-ability	-ness	-ion
-ity	-ist	-(n)ce

QUIZ CARD	
1. Not allowing people to voice their opinions is a WHAT of human rights?	
2. A shop where you can buy food, magazines, etc., that is often open 24 hours a day, is known as a WHAT store?	
3. As opposed to a traditionalist, one might be known as a WHAT?	
4. There is little WHAT that we will ever meet aliens?	
5. WHAT is the state of being seriously mentally ill, so that you cannot live normally in society?	
6. Having a WHAT, like playing computer games, can lead to losing your friends and social life?	
7. If you have been hit hard on the head, you might lose WHAT?	
8. Someone who works hard doing practical things to achieve social or political change is a WHAT?	
9. Very few people believe in the WHAT of ghosts?	
10. A scandal can destroy the WHAT of a politician or film star?	
11. WHAT is an important characteristic of any relationship?	

12.Many countries still do not have the WHAT to produce nuclear weapons?	
--	--

II. Translate the given collocations [3, p. 47] into Ukrainian:

Consumer

- boom
- choice
- confidence
- demand
- goods/products
- groups
- issues
- price index
- society
- spending
- trends
- watchdog

III. Fill in the gaps with the appropriate collocation [3, p. 47]:

- Consumer_____ can provide information regarding coverage of costs and reimbursement.
- Few in Argentina, which is enjoying a consumer _____, are worried about inflation.
- Journalists in Israel play an important role as _____ of democracy and protectors of human and consumer rights.

- In the area of consumption, the global research project on consumer _____ and the global survey on youth and sustainable consumption behavior have involved various African countries.
- Reforms affect market conditions by creating new market opportunities and expanding consumer _____.
- Market studies may provide insight into competition and consumer _____ in markets and facilitate solutions for detected problems.
- China took product quality and safety seriously and had boosted consumer _____.
- “Western consumer _____” is becoming the dominant economic model of the world.
- The price policy of our company is based on marketing research of a consumer _____.
- “Environmentally preferable” or “green” consumer _____ are considered as part of the environmental sector.
- The consumer _____ and the employment rate are among the indicators that are of the highest priority.

IV. Match the words from Box **A** with the words from Box **B** and Box **C** to form compound adjectives with nouns [3, p. 48]:

high year eye time life hand war present smoke world half post

A

—

war renowned free catching consumed quality made old day long damaged
consuming

B

generation latte factory passion advertising eighteen Wolfsburg Beetle product
room activity shoes

C

V. Fill in the blanks with Active Vocabulary [3, p. 48]:

1. war _____ factory
2. smoke _____ room
3. _____ catching advertising
4. time _____ activity
5. _____ renowned Beetle
6. _____ war generation
7. high _____ product
8. half _____ latte
9. present _____ city

VI. Match the words in the box with words 1-7 to make compound adjectives [3, p. 49]:

back centred conscious critical headed
hearted minded natured tempered willed

1. kind- _____
2. self - _____, _____, _____
3. good- _____
4. laid- _____
5. strong- _____
6. level- _____
7. fair- _____
8. short- _____

VII. Translate into English using Active Vocabulary [3, p. 50]:

1. В останньому випуску нашого циклу "Навколо світу" ми розглядаємо причини, чому ця продвинута нація споживачів так одержима брендами.
2. Хто відповідальний за популяризацію розумних купівельних звичок?
3. Високий рівень чистого доходу, сильна купівельна культура і масовий приплив туристів - головні двигуни цього тренда.

4. Більш того, ми вивчаємо зв'язок між новими споживчими звичками в країні і психічним здоров'ям її населення.
5. Судові тяжби привертають увагу до роботи цехів, де люди працюють в рабських умовах.
6. Захисники прав тварин протестували на Тижні Моди в Мілані, вискакуючи на подіум, скандуючи "Хутро - мертве", розмахуючи банерами "Ганьба Хутру".
7. Підвищення екологічної свідомості споживачів досягло того рівня, де нарешті індустрія моди починає слідувати гаслу: "Зелене зараз - самий писк моди!"
8. Чи міг він собі уявити, що спровокує величезні дебати про моду, моделей і анорексію.
9. За бумом споживання пішов серйозний спад.
10. Худорляві моделі негативно впливають на самосприйняття молодих людей..

2.6. Technology and Change

I. Match the words [3, p. 58] with their meanings:

- | | |
|--------------------|---|
| 1. insight | a) put firmly and deeply into smth else |
| 2. prominent | b) a sudden, clear understanding of smth, especially a complicated idea |
| 3. cross-reference | c) important and easily seen |
| 4. embed | d) provide reference to another related text of data source |

II. Match the words (1-9) with the words (a-i) to make collocations [3, p. 61]:

- | | |
|-------------|---------------|
| 1. code | a) control |
| 2. test | b) test |
| 3. false | c) tube |
| 4. complex | d) systems |
| 5. academic | e) assessment |
| 6. health | f) data |

- | | |
|---------------|-------------|
| 7. diagnostic | g) subject |
| 8. research | h) sequence |
| 9. quality | j) results |

III. Choose one of these machines and write a short explanation which you would trust in place of a human and which you would not :

1. A self-driving car
2. A robotic surgeon
3. A computer-generated online friend
4. A virtual teacher
5. A robot police officer

IV. Choose the correct option [3, p. 171]:

1. It's so easy to lose /loose track of time when you are on your phone.
2. Technology is useful, but it makes you lone/ lonely/ alone.
3. Going to bed late/ lately every night is not good for your health.
4. The arise/ raise/ rise in antisocial behaviour is due to too much screen time.
5. So it seems, after all/ finally/ lastly, that money doesn't buy you happiness.
6. If present/ actual trends continue, cybercrime will affect/ effect all of us.

V. Give the English equivalents [3, p. 57]:

- стрес виникає внаслідок чогось
- технології прискорюють все в світі
- енергія вітру допомагає зменшити промислові викиди
- розвиток інформаційних технологій призводить до створення штучного інтелекту
- створення змодельованих немовлят
- новітні машини з дуже складною електронікою

VI. Choose the correct option [3, p. 171]:

1. Are you economic/ economical? Do you hate waste?
2. Do you lay/ lie on your front when you are sleeping?
3. Are there any historic/ historical buildings near your schools?
4. Will you ever get an occasion / opportunity to go to Australia?
5. Would you say you were a person of strong principles/ principals?
6. Are you a conscious/ conscientious student?

VII. Complete the definitions with the words given below [3, p. 56]:

branded	custom-made	cutting-edge	premium
entry-level	mid-range	own brand	user-friendly

1. Of a lower price/ quality _____
2. Of a medium price/ quality _____
3. Easy to understand or operate _____
4. Using the latest design or technology _____
5. Designed for a particular person _____
6. Produce and sold by shop _____
7. Produced by a recognized company _____
8. Of a higher price/ quality _____

VIII. Complete the text with the correct form of the words given below [3, p. 60].

There are two extra words:

advise depend economy invent late practice see sure

Satellite Navigation is not a recent _____ by any means, as the first portable navigation system became available in the Netherlands in 2004. However, since then the cost of purchasing one has decreased considerably and today it's possible to find a device at a very _____ price. It's no surprise that more and more drivers decide to follow the step-by-step instructions they hear, without

having to check the map. For me, the popularity of sat-nav systems is further proof that we are becoming too _____ on technology. In the past, most people were able to read maps, but _____ I think most people have lost this ability. What is even more worrying is the fact that some people seem to be losing their common sense too. Every summer I read articles about people who got into trouble because they had blindly followed the _____ of their sat-nav, for example, the tourists who drove their rental car into the ocean just because their device told them to drive ahead. Driving requires focus --- you can't lose _____ of where you are going. Road and traffic signs are just as important as your sat-nav.

IX. Translate into English using Active Vocabulary [3, p. 57]:

1. Розвиток технологій породжує лінь і сприяє сидячому образу життя.
2. У цього новітнього комп'ютера більше пам'яті, ніж у інших комп'ютерів на ринку.
3. Я не бачу сенсу в цих крутих годинниках GPS. Я хочу щось простіше, щоб добре виглядало і точно показувало час.
4. Цей старий комп'ютер - музейна реліквія. Він у тебе вже 15 років, тобі потрібен новий.
5. Інтернет - це приголомшливий винахід, але це - палиця з двома кінцями. Здійснювати кіберзлочини стало набагато легше.
6. Без сумніву, тривалість життя в бідних країнах збільшилася завдяки новітнім технологічним винаходам.
7. Ці вебсайти були популярні пару років тому, але вони застаріли. Ніхто на них не заходить.
8. Ви знали, що вона все ще користується Windows 9? Вона зовсім відстала від життя.
9. Втручатися у природу небезпечно.
10. Касети були витіснені компакт дисками з продажу в 1990х роках, а диски були витіснені флешками на початку 2000х.

2.7. People and Ideas

I. Paraphrase using *Hand* idioms [3, p. 67]:

- When time phenomena go or happen simultaneously
- To be overloaded with work
- To be ready to help at any time
- To have plenty of time to do smth
- To be talented or skilled at any activity or performance
- When you wish to help but outer circumstances don't allow you to do it
- To help, assist
- How can we say about a person whom we can rely on with any task

II. Complete the sentences with the correct form of the words in brackets
[3, p. 66]:

1. Gary sometimes says horrible things to people. He can be _____(kindness).
2. Sandra hates waiting for anything, or anyone! She is so _____ (patience).
3. They are always doing things without thinking about the results. They are _____ (responsibility).
4. Jack always tries not to hurt other people's feelings. He's definitely not _____ (sensitivity).
5. Eva doesn't enjoy being with other people and she's not always kind to others. She is _____ (friendliness).
6. Mark is often rude to people. He's _____ (politeness).
7. Lisa is more interested in being happy than successful. She is _____(ambition).

III. Read the descriptions and choose the correct option [3, p. 70]:

1. Megan is brave enough to say things that shock people. She's quite daring/ insecure.
2. Janet understands difficult concepts and enjoys debating serious topics. She's intellectual/ witty.
3. Tom is diplomatic and is unlikely to upset or embarrass people. He's very thorough/ tactful.
4. Sue has a very gentle, loving nature. She's extremely perceptive/ affectionate.
5. Rick never talks about his achievements. He's very humble/ moody.
6. Harry believes that most people are good and honest. He's very spontaneous/ trusting.

IV. Match each comment with an appropriate compound adjective [3, p. 71] given below:

short-tempered laid-back fair-minded strong-willed
level-headed self-centred self-conscious good-natured

1. "Everyone seems really stressed. I'm cool. No problem."
2. "I'm not going to change my mind, I'm determined."
3. "I'm happy to fit in with what everybody else thinks."
4. "I was hopeless. I should have done so much better."
5. "I can see both sides of the argument."

V. Complete the second sentence so that it has a similar meaning to the first [3, p. 72].

Use between two and five words including the word in capitals. Do not change the word given:

1. People describe me as independent or rebellious.

FREE

People describe me as _____.

2. Students at our school don't have to wear school uniform.

REQUIRED

Students at our school _____ to wear school uniform.

3. My best friend is very shy and hates it when everybody looks at her.

ATTENTION

My best friend is very shy and hates_____.

4. Someone's posted a funny video on the school website.

BEEN

A funny video _____ on the school website.

5. If my parents shouted at me when I was younger I used to start crying.

INTO

I used to _____ if my parents shouted at me when I was younger.

6. My last exam results were extremely disappointing.

BITTERLY

I _____ my last exam results.

VI. Translate into English using Active Vocabulary [3, p. 172]:

1. Цікаво, що п'ять з семи останніх президентів США були шульгами.
2. Персональні тренування раніше були послугою тільки для багатих, але зараз вони доступні мільйонам людей, коли багато хто вибирає фітнес-консультації один на один: більш індивідуально підібрані програми тренувань замість простих розминок в залі.
3. Він не вірив, що дітей треба напихати інформацією; скоріше вони повинні вміти думати самі і формувати свою думку.
4. Творчі люди вивчають можливості; вони - гнучкі і відкриті до альтернативних рішень; вони критично мислять з приводу ідей, вчинків і наслідків.
5. Шульги - більш креативні, успішні і красномовні, зі словниковим запасом на третину більше, ніж у правшів.

6. Люди обирають електронні світлодіодні лампи, тому що вони дуже довговічні, ніколи не ламаються і зменшують рахунок за електроенергію.
7. За словами Руссо, головна мета освіти – не передавати інформацію, а виявляти, що є в кожній людині.
8. Передбачено, що, оскільки половина населення західного світу буде страждати від ожиріння до 2050 року, у тренера не буде нестачі клієнтів.
9. Творчість часто пов'язували з геніальністю, психічним здоров'ям і душевним настроєм. І поки деякі припускають, що це - риса характеру, з якою люди народжуються, інші стверджують, що цього можна легко навчити, використовуючи прості техніки.
10. Раніше в школах у багатьох країнах дітей змушували використовувати праву руку, що серйозно вплинуло на їх розвиток.

VII. Make 7 sentences of your own about outstanding people and their ideas.

Use topical vocabulary and active quantifiers [3, p. 69].

2.8. Journalism and Media

I. Match the verbs with their phrasal meanings [3, p. 81]:

resemble	come up
arise	get over
investigate	look around
recover	look into
inspect	come across
find by chance	look at
observe	look like
progress	get on

II . Match Active Vocabulary Units (a-u) [3, p. 76] with the words or phrases, which correspond to them in their meaning (1-21). Put down the translation nearby:

- | | |
|----------------------------|--|
| a) bias | 1) fighting, conflict, disagreement |
| b) scoop | 2) evenly, fairly |
| c) to break a story | 3) to promise, to declare |
| d) to speak off the record | 4) to befool |
| e) without bias | 5) to be the first to publicize |
| f) anchor | 6) to restrain, to subdue |
| g) to crack down | 7) fatality |
| h) to rig | 8) to separate |
| i) to be axed | 9) newsreader, newscaster |
| j) to pledge | 10) investigation |
| k) to split up | 11) exclusive story |
| l) to cover up | 12) to support |
| m) probe | 13) abnormal, unusual |
| n) freak | 14) said without intention of being published or
officially noted |
| o) toll | 15) bigotry, intolerance |
| p) to back | 16) affect, make an impact, influence |
| q) to quiz | 17) to take action |
| r) to quit | 18) to conceal, to hide |
| s) to hit | 19) to question |
| t) to curb | 20) to be sacked |
| u) clash | 21) to leave, usually permanently |

III. Paraphrase using Active *Media* Vocabulary [3, p. 77]:

- the popular press
- a very short part of a speech or statement

- quality newspaper
- to present a positive view of smth to influence people
- the number of visits to a website
- official rules
- governing what you may say about people in print
- passed from person to person on the internet
- the number of people who watch a broadcast
- popular at the moment
- the number of newspapers sold
- personal websites, blogs
- when ordinary people gather and spread news

IV. Translate into English using Active Vocabulary [3, p. 79]:

1. Нарис про вихід Британії з Євросоюзу був опублікований на першій шпальті "Нью Йорк Таймс".
2. У неї проблеми з концентрацією уваги.
3. Закінчуйте редагування цієї статті і готуйте її до друку.
4. Досить ходити навколо, скажи своє остаточне рішення.
5. Навіть якщо побачиш щось дуже погане, постарайся подати це з хорошого боку.
6. Все було навпаки. Це він хотів позиватися до них, а не я.
7. За допомогою вебсайту Організації Об'єднаних Націй щодня опівдні ведеться пряма трансляція брифінгів прес-секретаря.
8. Аналіз повідомлень у засобах масової інформації показав, що 767 статей на тему міграції були опубліковані в 64 країнах, з яких чверть це африканські країни.
9. Репортери з телебачення стежили за нею з сусіднього двору.
10. Спочатку робота була досить буденною.

V. Translate into English using Active Vocabulary [3, p. 78]:

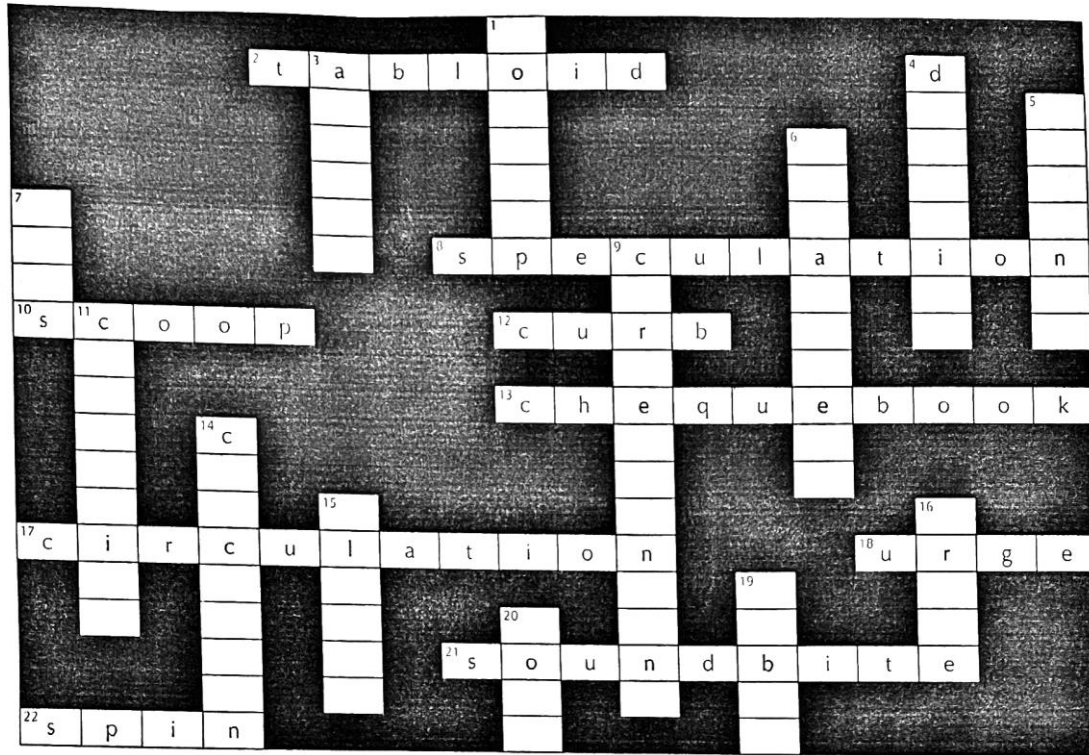
- стисле пояснення
- плачевні умови
- безцінний досвід
- зайві коментарі
- недбала робота
- амбітні надії
- нестримуваний сміх

VI. Express each headline [3, p. 77] as it would appear in an ordinary news announcement:

1. EU split over lifting of travel curbs
2. Head quits over rigged exams
3. Blaze kills Iranian missile results expert
4. MPs clash over border row
5. Flood toll rising
6. Commons storm over defence cuts
7. Editors urge end to press gags

VII. Media crossword matching [4, 08B.pdf]:

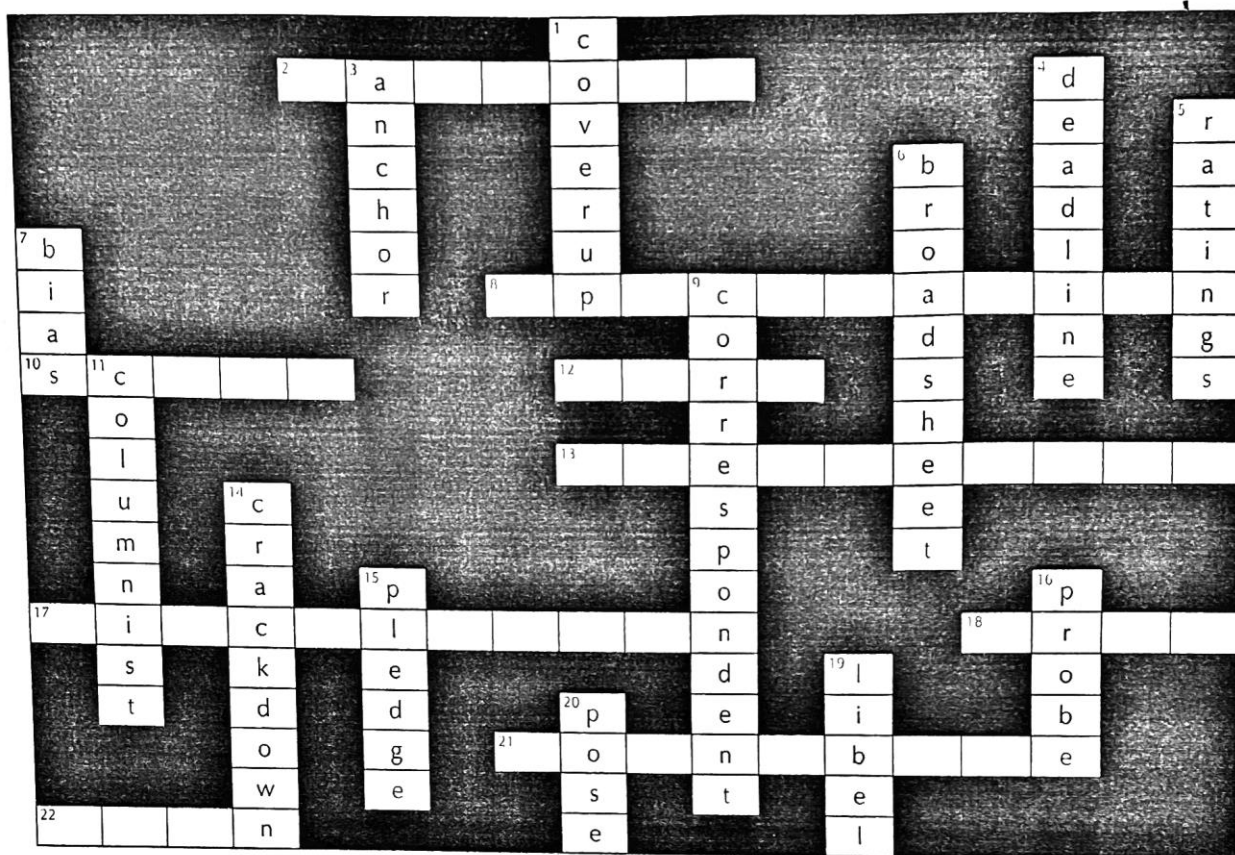
Variant 1



DOWN

- 1 an attempt to prevent the public from discovering the truth about something
- 3 someone who reads the news on TV and introduces news reports
- 4 a date or time by which you have to do or complete something
- 5 a list that shows which films, television programmes, etc. are the most popular
- 6 a newspaper printed on large sheets of paper, especially a serious newspaper
- 7 an opinion about whether a person, group or idea is good or bad, which influences how you deal with it
- 9 someone employed by a newspaper or a television station, etc. to report from a particular area or on a particular subject
- 11 someone who writes articles, especially about a particular subject, that appear regularly in a newspaper or magazine
- 14 action that is taken to deal more strictly with crime, a problem, protests, etc.
- 15 to make a formal, usually public, promise that you will do something
- 16 an investigation in which many questions are asked to discover the truth
- 19 when someone makes untrue statements that could damage a person's reputation
- 20 if you are going to _____ a question, you need to think it out carefully first

Variant 2



ACROSS

- 2 a newspaper that has small pages, a lot of photographs and stories mainly about sex, famous people, etc. rather than serious news
- 8 when you guess about the possible causes or effects of something without knowing all the facts
- 10 an important or exciting news story that is printed in one newspaper or shown on one television station before any of the others know about it
- 12 to control or limit something in order to prevent it from having a harmful effect
- 13 _____ journalism (disapproving term): when newspapers get material for articles by paying a lot of money for information about crimes or the private lives of famous people
- 17 the average number of copies of a newspaper or magazine that are usually sold each day, week, month, etc.
- 18 to strongly suggest that someone does something
- 21 a very short, but striking part of a speech or statement, especially one made by a politician, that is broadcast on a radio or television news programme
- 22 a slightly biased way of presenting information that can influence how people think about it

VIII. Translate into English using Active vocabulary [3, p. 78]:

1. тематичні статті з надійних джерел інформації
2. позиватися до когось через втручання в приватне життя
3. політики уникають відповіді, вони ходять навколо і часто прикрашають ситуацію
4. всі телеканали залучені в рейтингові війни
5. всі знаменитості люблять увагу преси
6. глянцеві журнали
7. серйозні новини
8. закон про наклеп
9. наклад газети
10. кількість переглядів в мережі
11. розважальна інформація
12. графічна інформація

IX. What are these people's roles in the media [3, p. 76]?

Reporter

Paparazzo

Editor

Blogger

Correspondent

Anchor

Moderator

Columnist

X. Paraphrase using Active Vocabulary [3, p. 76]:

1. any time, even at night
2. online programme
3. earn money

4. use the stuff by papparazi
5. visit smb who does not want to see them
6. personal websites and blogs
7. sensation
8. important, serious news
9. everywhere
10. ordinary and uninteresting
11. get info

XI. Paraphrase and translate the following expressions using Active Vocabulary [3, p. 77]:

1. to provide info that makes it seem more favorable for a particular person or political party
2. no longer useful or important so you can get rid of it
3. number of people watching a program
4. the most recent news about smth
5. popular at the moment
6. to pass from person to person
7. when ordinary people gather and spread news
8. not willing to answer questions directly (2)
9. to complete the work within a definite period of time
10. the number of visits to a website
11. the number of copies of the newspaper
12. an article about a person in a newspaper
13. to take action to court
14. a piece of time usually between two events
15. a very short speech or statement made by a politician that is broadcast on radio or TV

2.9. Law and Society

I. Translate into English using Active Idiomatic Phrases [3, p. 87].

Use each of them in a sentence of your own:

- не лізти не в свою справу
- влаштовувати сцену
- бути в центрі уваги
- не виносити сміття з хати
- приймати як належне
- вчасно зупинитися
- бути не вчасним
- ухилятися від відповідальності

II. Explain the meaning of the given words or phrases of a juvenile justice system [3, p. 88]:

- rehabilitation
- deterrent
- custodial sentence
- youth court
- young offender
- community service
- curfew
- electronic tagging
- boot camp
- juvenile delinquency

III. Put each of the following words and phrases [3, p. 89] in its correct place below:

wrongdoer	deterrent	law-abiding	death penalty
misdeeds	reform	humane	rehabilitate
barbaric	retribution	crime doesn't pay	corporal punishment

The Purpose of State Punishment

What is the purpose of punishment? One purpose is obviously to _____ the offender, to correct the offender's moral attitudes and anti-social behaviour and to _____ him or her, which means to assist the offender to return to normal life as a useful member of the community. Punishment can also be seen as a _____, because it warns other people of what will happen if they are tempted to break the law and so prevent them from doing so. However, a third purpose of punishment lies, perhaps, in society's desire for _____, which basically means revenge. In other words, don't we feel that a _____ should suffer for his _____?

The form of punishment should also be considered. On the one hand, some believe that we should "make the punishment fit the crime". Those who steal from others should be deprived of their own property to ensure that criminals are left in no doubt that "_____". For those, who attack others, _____ should be used. Murderers should be subject to the principal "an eye for an eye and a tooth for a tooth" and automatically receive the _____. On the other hand, it is said that such views are unreasonable, cruel and _____ and that we should show a more _____ attitude to punishment and try to understand why a person commits a crime and how a society has failed to enable him to live a respectable _____ life.

IV. Choose one of the following Crime Sayings and Quotes [3, p. 91], which appeals to you most. Write your comments explaining your reasons:

A good act does not wash out the bad, nor a bad act the good. Each should have its own reward. (George R.R. Martin)

Crime is to man as fleas are to dog, the likelihood of its presence increases as the quality of one's personal circumstances decreases. (Jerome P. Crabb)

This crime against humanity must never be forgotten. (Ronald Reagan)

To have once been a criminal is no disgrace. To remain a criminal is the disgrace. (Malcolm X)

There are crimes that, like frost on flowers, in one single night destroy character and reputation. (Henry Ward Beecher)

Little crimes breed big crimes. You smile at little crimes and then big crimes blow your head off. (Terry Pratchett)

Crime against the individual is the equivalent of crime against humanity. (Mahmoud Ahmadinejad)

Crime is the price society pays for abandoning character. (James Q. Wilson)

But from each crime are born bullets that will one day seek out in you where the heart lies. (Pablo Neruda)

When a man is denied the right to live the life he believes in, he has no choice but to become an outlaw. (Nelson Mandela)

Rape is a more heinous crime than murder since the rape victim dies throughout the period she lives. (Amit Abraham)

All crime is a kind of disease and should be treated as such. (Mahatma Gandhi)

Violence is a crime against humanity, for it destroys the very fabric of society.
(Pope John Paul II)

V.Explain the following crime phrases [3, p. 94]. Make up your own sentences using them:

do the time

put behind bars

cook the books

blow the whistle

go straight

cat burglar

do a runner

sharp practice

stool pigeon

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**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
ДО КУРСУ
«ОСНОВНА ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)»**

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