



СИЛАБУС ДИСЦИПЛІНИ «Іноземна мова(англійська)»

Ступінь вищої освіти - Бакалавр
Спеціальність **291 Міжнародні відносини, суспільні комунікації та регіональні студії**
Освітня програма «Міжнародні відносини, суспільні комунікації та регіональні студії»
Рік навчання **2022-2023**, семестр **IV**
Форма навчання **денна** (денна, заочна)
Кількість кредитів **ЄКТС4**
Мова викладання **англійська** (українська, англійська, німецька)

Лектор курсу

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ОПИС ДИСЦИПЛІНИ

Навчальна дисципліна “Англійська мова” є вибірковою компонентою (за вибором університету) циклу загальної підготовки фахівців з міжнародних відносин, яка спрямована на 1) формування вмінь та навичок використання знань з англійської мови як у процесі повсякденного спілкування з представниками інших країн з різноманітних питань, так і на етапі підготовки до участі у міжнародних конференціях, проектах та дискусіях та подальшої роботи в посольствах, консульствах, дипломатичних представництвах; представництвах інших держав і міжнародних організацій на теренах України, а також навчити слухачів проводити письмовий обмін діловою інформацією; 2) здобуття знань про будову англійської мови, її систему, особливості функціонування певних моделей та структур; 3) виявлення стилістичних подібностей та розбіжностей з рідною мовою; 4) подальший розвиток комунікативних навичок студентів в навчальній та професійній діяльності; 5) збагачення духовного світу студентів, розширення їх кругозору, кола знань про специфіку спілкування у професійній та діловій сферах.

Основними завданнями вивчення дисципліни “Англійська мова” є

- 1) розвиток та удосконалення таких видів мовленнєвої діяльності як аудіювання, говоріння, діалогічне та монологічне мовлення, читання та письмо в межах лексико-граматичних тем, визначених програмою;
- 2) формування у студентів наступних компетенцій:
 - здатності до інтелектуального, культурного, морального, фізичного і професійного саморозвитку та самовдосконалення;
 - готовності до сприйняття культури та звичаїв інших країн і народів;
 - психолінгвістичної готовності (включаючи вмотивованість) до англомовної навчальної діяльності;
 - здатності до міжкультурної письмової та усної комунікації рідною та іноземною мовами у професійній сфері;
 - готовності до роботи в іншомовному середовищі;
- 3) засвоєння студентами мовного матеріалу (лінгвістичних, соціолінгвістичних, дискурсних, прагматичних знань) та оволодіння різними видами мовленнєвої діяльності (комунікативними вміннями у читанні, аудіюванні, нормованого відтворення усного та

писемного мовлення, а також перекладу неспеціалізованих і професійно орієнтованих текстів у межах сфер і ситуацій, типових для певної спеціальності);

4) розширення словникового запасу студентів за рахунок загальнонавчальної, загальнонаукової, загально професійної та спеціальної лексики, що супроводжується формуванням умінь ефективного й адекватного оперування загальнолексичними і термінологічними мінімумами;

5) формування сталих умінь розпізнавання, розуміння та відтворення фонетичних, граматичних і стилістичних форм, характерних для спеціальності «Міжнародні відносини, суспільні комунікації та регіональні студії».

Згідно з вимогами освітньо-професійної програми студенти повинні:

знати:

- базову професійно-орієнтовану лексику (обсяг не менше 4000 лексичних одиниць);
- стратегії мовного спілкування (ініціювання та підтримка ділових контактів, переговори, робочі діалоги, презентації, ділові телефонні розмови);
- основи ділової мови за фахом;
- основні структури і функції мови, необхідні для оволодіння усними і письмовими формами професійного спілкування іноземною мовою в повсякденних ситуаціях;
- граматичні структури та ідіоматичні вирази англійської мови.

вміти

- брати участь в обговоренні професійних питань в межах тем, визначених програмою та розуміти комплексну інформацію в різних текстах;
- читати професійно спрямовані тексти з максимальним вилученням необхідної інформації з прочитаного;
- говорити на теми повсякденної тематики в ситуаціях, пов'язаних з професійною діяльністю;
- писати ділові листи, електронні повідомлення, заповнювати документи, пов'язані з професією, складати резюме.
- відповідати на запитання стосовно основного змісту прочитаного тексту та певних деталей;
- переказувати базовий англомовний текст англійською мовою;
- робити переклад короткого україномовного тексту/документу англійською мовою;
- сприймати на слух та розуміти монологічне та діалогічне мовлення, відтворене у нормальному темпі;
- ініціювати та підтримувати розмову англійською мовою, обмінюючись репліками;
- висловити власну думку, оцінку тощо;
- зробити повідомлення з ділової тематики та за змістом запропонованого тексту обсягом 20 – 25 речень;
- сприймати на слух та розуміти висловлювання/тексти, які побудовані на вивченому лексичному та граматичному матеріалі.

СТРУКТУРА КУРСУ

| Тема | Години (лекції/лабораторні, практичні, семінарські) | Результати навчання | Завдання | Оцінювання |
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| Semester 4 | | | | |
| Module 1 | | | | |
| Theme 1. Places. Lonely planet. Home from home. Welcome to perfect city. London. | Laboratory class 1 – 2 hours | 1. Discuss current events in the world and Ukraine and analyze them. 2. Develop vocabulary; | 1. Warming up. Inform the audience on the latest news. 2. Vocabulary. Landscapes. What comes to mind when | 2 points |

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| | | <p>learn the new words by heart and practise them in own sentences.</p> <p>3. Develop the grammar comprehension skill.</p> <p>4. Develop the reading comprehension skill.</p> <p>5. Learn to speak monologically and dialogically on the suggested topic: e.g., bilingualism and multilingualism in modern world.</p> | <p>you think of the word <i>landscape</i>? Match the words in the box with synonyms 1-8. Complete the sentences with adjectives from Ex. 1B. Look at the photos. Use the vocabulary to describe the scenes.</p> <p>3. Reading. Lonely planet. Where do you think the places in the photos are? Read the texts and match stories 1-3 with the photos A-C. Discuss. Have you ever been to any of these places? Would you like to visit them?</p> <p>4. Grammar. Noun phrases. Perform the grammar and language bank tasks in writing.</p> <p>5. Speaking. Think of a snapshot moment of a special holiday. Where were you? How did you feel? Why is the memory important for you? Compare you snapshot moments with other students.</p> | |
| <p>Theme 1. Places. Lonely planet. Home from home. Welcome to perfect city. London.</p> | <p>Laboratory class 2 – 2 hours</p> | <p>1. Discuss current events in the world and Ukraine and analyze them.</p> <p>2. Develop vocabulary; learn the new words by heart and practise them in own sentences.</p> <p>3. Listen to and discuss self-identity issues.</p> <p>4. Develop the</p> | <p>1. Warming up. Inform the audience on the latest news.</p> <p>2. Writing. A description of a place; learn to add detail. Perform the writing tasks. Right you guidebook entry (200-250 words).</p> <p>3. Listening. Discuss the questions. Listen to an interview with an expert on</p> | <p>2 points</p> |

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| | | <p>grammar comprehension skill.</p> <p>5. Learn to speak monologically and dialogically on the suggested topic.</p> <p>6. Learn to write a website review.</p> | <p>homes around the world. What is the man's answer to question 1 above? Look at the words/expression in the box. What do they mean and what does the speaker say about them? Read the extracts from the recording and discuss the questions.</p> <p>4. Vocabulary. –Y adjectives. Perform the vocabulary and vocabulary bank tasks in writing.</p> | |
| <p>Theme 1. Places. Lonely planet. Home from home. Welcome to perfect city. London.</p> | <p>Laboratory class 3 – 2 hours</p> | <p>1. Discuss current events in the world and Ukraine and analyze them.</p> <p>2. Develop vocabulary; learn the new words by heart; practice them in the sentences of their own.</p> <p>3. Develop the listening comprehension skill.</p> <p>4. Learn to. Accept apologies.</p> <p>5. Learn to speak monologically and dialogically on the suggested topic.</p> | <p>1. Warming up. Inform the audience on the latest news in writing. Speaking. Work in pairs. You are going to design a dream alternative home. Think about the following topics and make notes. Design your ideal alternative home.</p> <p>2. Grammar. Relative clauses. Perform the grammar and language bank tasks in writing.</p> <p>3. Vocabulary Plus. Prefixes. Read about a hotel. Why is it famous? Find and underline an example of a word beginning with each prefix in the table. Complete the second column of the table with the meanings in the box. Add your own examples to the third column of the table. Correct the false statements. Complete the words by adding prefixes. Perform the</p> | <p>2 points</p> |

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| | | | <p>vocabulary and vocabulary bank tasks in writing.</p> <p>4. Vocabulary. City life. Work in groups and discuss the questions. Read the article. Does it mention any of the issues you discussed in Exercise 1A? Look at the words connected to city life. Which do you know? Work with other students to complete sentences 1-4. Listen to the pronunciation of some words with and without suffixes. Notice how a different syllable is stressed when a suffix is added to the root word. Listen again and repeat.</p> | |
| <p>Theme 1. Places. Lonely planet. Home from home. Welcome to perfect city. London.</p> | <p>Laboratory class 4 – 2 hours</p> | <p>1. Discuss current events in the world and Ukraine and analyze them. 2. Develop the skill of the theoretical material visual perception. 3. Develop the listening comprehension skill. 4. Develop the reading comprehension skill. 5. Learn to write a web ad for people to apply.</p> | <p>1. Warming up. Inform the audience on the latest news in writing. 2. Function. Making a proposal. Listen to someone proposing an idea to improve an area of their city. Complete the notes. Put phrases under the correct headings and perform the language bank tasks in writing. 3. Learn to. Suggest modifications. Speaking. Work in groups. Think of an area you know, for example part of your city, and make notes on the questions. Present your proposal to the class. Which idea do you think should win the grant?</p> | <p>2 points</p> |

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| | | | 4. DVD preview. Work in pairs and discuss the questions. Read the programme information. What do you think the writer means by “London is a world in a city”? | |
| Theme 1. Places. Lonely planet. Home from home. Welcome to perfect city. London. | Laboratory class 5 – 2 hours | 1. Discuss current events in the world and Ukraine and analyze them. 2. Review and practise on Communities. 3. Learn to make class presentations. | 1. DVD view. Watch the DVD and complete the information. Answer the questions. Work in pairs. Discuss the questions. 2. Listening. Listen to two people from Canada and Argentina. Make notes on what they say about their countries. Which questions don't they answer? Do the speakers complete the key phrases? 3. Writing. A proposal. Write a short proposal (200-250 words) for you documentary idea. Use the instructions in Exercise 7B. 4. Lookback. Places. Perform the lookback tasks in writing. 5. Give a PowerPoint presentation "Places/ Lonely planet/Home from home/Welcome to perfect city/ London." | 2 points |
| Theme 1. Places. Lonely planet. Home from home. Welcome to perfect city. London. | Self-study 1 – 4 hours | | | 7 points |
| Theme 2. International | Laboratory class 6 – 2 | 1. Discuss current events in | 1. Make a report on the latest Ukrainian | 2 points |

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| relations and diplomacy. | hours | <p>the world and Ukraine and analyze them.</p> <p>2. Develop the reading comprehension skill.</p> <p>3. Develop vocabulary; learn the new words by heart; practice them in the sentences of one's own.</p> <p>3.</p> <p>4. Dialogue and role play on the specific topic.</p> | <p>and world news orally or in writing.</p> <p>Lead-in. Before you read the text, answer or discuss the questions. Scan the text and answer the questions 1.</p> <p>2. Reading. International relations. Translate it in writing. Compose your sentences with words in bold type in writing.</p> <p>3. Speaking about the following points according to the text.</p> <p>4. Vocabulary development and practice. Match the synonyms. Match the words with their definitions. Fill in the gaps with the correct form of the words in the list. Make sentences using the collocations in writing.</p> | |
| Theme 2. International relations and diplomacy. | Laboratory class 7 – 2 hours | <p>1. Learn to speak monologically and dialogically on the suggested topic.</p> <p>2. Develop vocabulary; learn the new words by heart; practice them in the sentences of one's own.</p> <p>3. Practise two-ways translation thoroughly.</p> <p>4. Develop the reading comprehension skill.</p> <p>5. Learn to make class presentations.</p> | <p>1. Make sentences with the words/phrases in the list.</p> <p>2. Translate the sentences 1 into Ukrainian using the active vocabulary. Pay attention to the words and word combinations in bold type and practice them in own sentences in writing.</p> <p>3. Read a text "International organization" and decide which word A, B, C or D best fits each space. Write out all useful expressions</p> | 2 points |

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| | | | <p>and memorize them.</p> <p>4. Complete each word with suitable letter. The number of dots corresponds to the number of missing letters. Read the text and translate it in writing. Write out all useful expressions and memorize them.</p> | |
| Theme 2. International relations and diplomacy. | Laboratory class 8 – 2 hours | <p>1. Discuss current events in the world and Ukraine and analyze them.</p> <p>2. Develop vocabulary; learn the new words by heart; practice them in the sentences of their own.</p> <p>3. Develop the reading comprehension skill.</p> <p>4. Practise two-ways translation thoroughly.</p> <p>5. Participate in dialogues and role play on the specific topic.</p> | <p>1. Underline the right word. Read a text "European Union" and translate it in writing. Write out all useful expressions and memorize them. Make a mini-presentation based on the text.</p> <p>2. Find the following words or phrases in the article below. Read and translate the article in writing. Memorize all useful expressions.</p> <p>3. Write eight comprehension questions about an article "NATO" for other students to answer.</p> <p>4. Speaking and writing. Express your point of view: answer/discuss the following questions in writing (5-6 questions).</p> | 2 points |
| Theme 2. International relations and diplomacy. | Laboratory class 9 – 2 hours | <p>1. Discuss current events in the world and Ukraine and analyze them.</p> <p>2. Develop vocabulary; learn the new words by heart;</p> | <p>1. Listening. Listen to the recording and complete the text by writing the missing words in each gap. Listen to the recording and tick the three sentences out of the six below which</p> | 2 points |

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| | | <p>practice them in the sentences of one's own.</p> <p>3. Develop the reading comprehension skill.</p> <p>4. Practise two-ways translation thoroughly.</p> <p>5. Participate actively in debates.</p> <p>6. Memorize all useful expressions.</p> | <p>have the same meaning as statements in the recording. Read and translate the transcript of the recording. Write out all useful expressions and memorize them.</p> <p>2. Make a report on the latest Ukrainian and world news in writing.</p> <p>3. Comment on the following statements and quotations. Do you agree or disagree with them?</p> <p>4. Diplomacy. Before you read the text, answer or discuss the questions. Scan the text and answer the question.</p> | |
| Theme 2. International relations and diplomacy. | Laboratory class 10 – 2 hours | <p>1. Discuss current events in the world and Ukraine and analyze them.</p> <p>2. Develop the listening comprehension skill.</p> <p>3. Develop the reading comprehension skill.</p> <p>4. Learn to speak monologically and dialogically on the suggested topic.</p> <p>5. Learn to express your point of view on the specific topic in writing.</p> | <p>1. Reading. Diplomacy. Translate it in writing. Decide which of statements 1-5 are true and which are false. Compose your sentences with words in bold type in writing.</p> <p>2. Speaking. Comment on the notions expressed in the article. Make a short summary of the article.</p> <p>3. Vocabulary development and practice. Match the synonyms. Fill in the gaps with the correct form of the words in the list. Make sentences using the collocations in writing. Make sentences with the</p> | 2 points |

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| | | | <p>words/phrases in the list.</p> <p>4. Translate the sentences into Ukrainian using the active vocabulary. Pay attention to the words and word combinations in bold type and practice them in own sentences in writing.</p> | |
| Theme 2. International relations and diplomacy. | Self-study 2 – 4 hours | | <p>1. Make a report on the latest Ukrainian and world news in writing.</p> <p>2. Put the following prepositions in each space in the text below: on, by, to, with, for, in, to, with, by, to. Read a text "Diplomatic personnel" and translate it in writing. Write out all useful expressions and memorize them.</p> <p>3. Read a text "Diplomatic missions" and decide which word A, B, C or D best fits each space 1. Write out all useful expressions and memorize them.</p> <p>4. Find in the text English equivalents for the following words and collocations. Read and translate a text "Credentials" and translate it in writing. Compose your own sentences with active vocabulary in writing.</p> <p>5. Decide which one word in each group of</p> | 7 points |

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| | | | <p>three words is incorrect. Read a text "Role of the ambassador" and translate it in writing 1. Write out all useful expressions and memorize them.</p> <p>6. Use the words and phrases to complete a text "Negotiation". Read the article about diplomatic agreements. Five sentences have been removed from the text. Put the correct sentences from A-E in each space to form a logical, coherent and correct text. Read the text and translate it in writing. Write out all useful expressions and memorize them.</p> <p>7. Speaking and writing. Express your point of view: answer/discuss the following questions (5-6 questions).</p> | |
| <p>Theme 3. Justice. Fight for justice. Social issues. Do the right thing. The con artist.</p> | <p>Laboratory class 11 – 2 hours</p> | <p>1. Discuss current events in the world and Ukraine and analyze them. 2. Develop vocabulary; learn the new words by heart; practice them in the sentences of one’s own. 3. Develop the reading comprehension skill. 4. Learn to write a short essay; learn to structure paragraphs.</p> | <p>1. Warming up. Inform the audience on the latest news. Vocabulary. Crime collocations 1. Choose the correct words from the box to complete collocations 1-8. Choose the correct collocations to complete the sentences 1-6. 2. Reading and speaking. American violet: a criminal justice story. Perform the reading and speaking tasks.</p> | <p>2 points</p> |

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| | | <p>5. Develop the grammar comprehension skill.</p> | <p>3. Grammar. Introductory: it. Perform the grammar and language bank tasks in writing.</p> <p>4. Vocabulary Plus. Lexical chunks 1. Read sentences and add any more phrases with justice to your list. Which underlined phrases could be replaced with the following. Listening. Look at the film poster and read the synopses. What do the films have in common? Which would you prefer to watch? Why? Listen to someone reading the first synopsis. Notice how they chunk the language, pausing between the chunks (marked T). When we speak, we group words into meaningful chunks of language. Mark possible chunks in the second synopsis. Listen again and shadow read the story</p> | |
| <p>Theme 3. Justice. Fight for justice. Social issues. Do the right thing. The con artist.</p> | <p>Laboratory class 12 – 2 hours</p> | <p>1. Discuss current events in the world and Ukraine and analyze them. 2. Develop the grammar comprehension skill. 3. Develop the listening comprehension skill. 4. Develop vocabulary; learn the new words by heart; practice them in</p> | <p>1. Warming up. Inform the audience on the latest news. Vocabulary. Social issues. Speaking. Work in groups. Look at the photos and discuss the questions.</p> <p>2. Work in two groups 1. Group A: look at the expressions in box A. Group B: look at the expressions in box B. Discuss what they mean and think of an</p> | <p>2 points</p> |

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| | | <p>the sentences of one's own.</p> <p>5. Learn to speak monologically and dialogically on the suggested topic.</p> | <p>example sentence for each. What stress patterns do the expressions in Exercise 2A have? Match them with the patterns below. Listen and check. Repeat the collocations slowly and tap your fingers at the same time (use both hands). Now say the collocations at full speed. Perform the vocabulary bank tasks.</p> <p>3. Listening. Work in pairs and discuss the questions. Listen to three speakers talking about the people below. What issues is each involved in? Why do the speakers admire them? Compare your ideas with a partner. Then listen again to check. Discuss the questions below with other students.</p> <p>4. Practise Grammar. The perfect aspect. Read 1-7 and match the verbs used in these sentences to tenses a)-g). Read the description of perfect tenses. Look at the sentences in Exercise 6A and answer the questions. Work in pairs. Decide if there is a difference in meaning between the pairs of sentences. If so, what is the difference? Perform the grammar and language bank tasks in writing.</p> | |
| Theme 3. Justice. | Laboratory | 1. Discuss | 1. Writing. A | 2 points |

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| <p>Fight for justice. Social issues. Do the right thing. The con artist.</p> | <p>class 13 – 2 hours</p> | <p>current events in the world and Ukraine and analyze them. 2. Learn to speak monologically and dialogically on the suggested topic. 3. Develop vocabulary; learn the new words by heart; practice them in the sentences of one's own. 4. Develop the listening comprehension skill.</p> | <p>problem-solution essay; learn to use parallelism. Perform the writing tasks 1. 2. Do the right things. Vocabulary. Decisions. Match the phrases 1-4 with phrases a)-d) which have similar meanings. Use phrases a-d from Exercise 1A to complete the text below. What would you do in this situation? Tell other students. Discuss. What difficult decisions/ dilemmas might the people below face? Think of a real/imaginary dilemma you have faced. Describe it using some of the expressions in Exercise 1A. Work in pairs and compare your stories. 3. Function. Expressing hypothetical preferences. Read a true story and discuss questions 1-3. Listening. Listen to two people discussing the story. Would the speakers do what Ann Timson did? Listen again and try to work out what the expressions below mean. What words do you think complete the expressions for expressing hypothetical preferences? Perform the language bank tasks in writing.</p> | |
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| | | | <p>4. Learn to. Add emphasis. Rewrite the sentences so the meaning stays the same. Use the words in brackets. Look at expressions a)-e) from the recording in Exercise 4A. Put them under the correct headings below. Intonation: adding emphasis. Listen to the intonation of the phrases above. Repeat them using the same intonation.</p> | |
| <p>Theme 3. Justice. Fight for justice. Social issues. Do the right thing. The con artist.</p> | <p>Laboratory class 14 – 2 hours</p> | <p>1. Discuss current events in the world and Ukraine and analyze them. 2. Develop vocabulary; learn the new words by heart; practice them in the sentences of their own. 3. Develop the skill of the theoretical material visual perception. 4. Develop the listening comprehension skill. 5. Learn to write a wiki entry.</p> | <p>1. Make a report on the latest Ukrainian and world news in writing. 2. Speaking. Read the dilemmas below. Think about what you would do and complete the notes for each situation. Use phrases from Exercises 5A and 7A to help express your ideas 1. Work in group and compare your ideas. 3. The Con Artist. Work with other students. What do the words in bold mean? Read the programme information. What is the play on words in the title? Watch the DVD and answer the questions. What do the people in the clip say about these things? Match 1-5 with a)-e). Work with other students and discuss the questions.</p> | <p>2 points</p> |

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| | | | <p>4. Recount a crime story. Listening. Read the notes about a forger and his family. How do you think they might have been caught? What do you think happened in the end? Listen to two people talking about the case and check your ideas from Exercise 6A. Listen again and tick the key phrases you hear. Which phrases are idioms? What do they mean? Work in pairs. Follow instructions 1-4.</p> | |
| <p>Theme 3. Justice. Fight for justice. Social issues. Do the right thing. The con artist.</p> | <p>Laboratory class 15 – 2 hours</p> | <p>1. Discuss current events in the world and Ukraine and analyze them. 2. Develop vocabulary; learn the new words by heart; practice them in the sentences of one’s own. 3. Develop the reading comprehension skill. 4. Develop the grammar comprehension skill. 5. Learn to speak monologically and dialogically on the suggested topic. 6. Practise word building.</p> | <p>1. Warming up. Inform the audience on the latest news. 2. Writing. A short article. Read a short article "The Garden Shed Gang" based on the fact file in Exercise 6 A. Write a short article (200-250 words) about one of the court cases you discussed in Exercise 7. Use the fact files on pages 161 and 163 and invent any additional details necessary. 3. Lookback. Justice. Perform the lookback tasks in writing. 4. Give a PowerPoint presentation "Justice/ Social issues/Do the right thing/The con artist".</p> | <p>2 points</p> |
| <p>Theme 3. Justice. Fight for justice. Social issues. Do the right thing. The con artist.</p> | <p>Self-study 3 – 4 hours</p> | | <p>1. Make a report on the latest Ukrainian and world news in writing.</p> | <p>7 points</p> |

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| | | | <p>2. Grammar.</p> <p>Introductory it. Add it /it's in the correct place(s) in the sentences. Rewrite the sentences using it/it's and the words in brackets. The perfect aspect. Choose the correct answer, a), b) or c). Complete the sentences with the correct perfect form of the verbs in brackets. Perform the grammar tasks in writing.</p> <p>3. Writing. A problem-solution essay. Read the essay and match the underlined expressions to uses (1–5). Match the expressions below to uses (1–5). Find one example of parallelism in the first paragraph and one in the third. Choose the best option. Choose the correct option to maintain the parallelism. Look at these examples. Which expressions of cause and effect are followed by a clause and which by a noun? Write a problem-solution essay on ONE of these topics (300–350 words).</p> <p>4. Reading. It's organic so it must be good! Work in pairs and discuss. Read the blog post and check your answers to Exercise 1. Read the</p> | |
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| | | | <p>blog post again. Underline the correct alternative. Translate the blog in writing. Compose sentences of your own with the words given in bold.</p> <p>5. Vocabulary. Crime collocations. Complete the sentences with one word. The first letter of each word is given. Match a beginning in A with a word in B and an ending in C to make sentences. Lexical chunks. Underline the correct alternatives. Social issues. Put the letters in italics in the correct order to complete the sentences. Tick the statements you agree with. Find and correct the mistake in each sentence. Decisions. Complete the text with the words in the box. Focus on come. Match the underlined phrases with their meanings a)–n). Which two phrases have two different meanings? Complete the spidergram with the phrases from Exercise 7. Complete the sentences with the correct form of phrasal verbs and phrases from Exercise 8. Perform the vocabulary tasks in writing.</p> <p>6. Reading and listening. Complete the sentences with the</p> | |
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| | | | <p>words/phrases in bold in the blog post. Are the sentences in Exercise 4 true for you? If not, change them so that they are. Work in groups or pairs and discuss. What is your opinion of the blog? Choose one option. Explain your reasons. Listen to two people, Rachel and Charlie, discussing the importance of eating well and answer the questions. Underline the correct alternative. The words in the box are from the recording. Complete the sentences 1–8 with the words in the box. Work in pairs or small groups and discuss.</p> <p>7. Grammar. Expressing hypothetical preferences and adding emphasis. Find and correct the mistakes in six of the sentences. Complete the conversations with the phrases in the box. There are two extra phrases. Consolidation. Choose the correct answer, a), b) or c).</p> | |
| <p>Theme 4. Constituent acts of the United Nations and other international organizations: charter, statutes, constitutions.</p> | <p>Laboratory class 16 – 2 hours</p> | <p>1. Learn to make a report on the latest Ukrainian and world news. 2. Develop the listening comprehension skill. 3. Learn to speak monologically</p> | <p>1. Make a report on the latest Ukrainian and world news orally or in writing. Reading. Read documents "Charter of the United Nations" and "Charter of the Organization of African Unity" and</p> | <p>2 points</p> |

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| | | <p>and dialogically on the suggested topic.</p> <p>4. Develop the grammar comprehension skill.</p> <p>5. Compose sentences of your own with words in bold type.</p> <p>6. Develop the reading comprehension skill.</p> | <p>translate them in writing.</p> <p>2. Read the text and answer the checkup questions. Complete the following sentences using the required information from the above text. Suggest the English for the following collocations.</p> <p>3. Fill in each blank with the suitable word or phrase from the text. Study the text in exhibit 13, point out words and phrases pertaining to the formal style. Memorize the phrases below. Suggest their Ukrainian equivalents in writing.</p> <p>4. Study the use of italicized words in different phrases; suggest their Ukrainian equivalents in writing. Decipher the following Latin abbreviations consulting Appendix I if necessary.</p> | |
| <p>Theme 4. Constituent acts of the United Nations and other international organizations: charter, statutes, constitutions.</p> | <p>Laboratory class 17 – 2 hours</p> | <p>1. Learn to make a report on the latest Ukrainian and world news.</p> <p>2. Develop vocabulary; learn the new words by heart; practice them in the sentences of one's own.</p> <p>3. Learn to write a restaurant review; learn to link ideas.</p> <p>4. Learn to give</p> | <p>1. Make a report on the latest Ukrainian and world news orally or in writing. Substitute the English equivalents for the Ukrainian expressions in brackets consulting Appendix III if necessary. Translate into Ukrainian taking note of the phrases in bold type in writing.</p> | <p>2 points</p> |

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| | | <p>an advice or warnings.</p> <p>5. Learn to make generalizations.</p> <p>6. Compose dialogues and role play on the specific topic.</p> | <p>2. Study the following table; mind the use of the Oblique Moods and modal phrases. Translate into English. Translate into Ukrainian in writing taking note of the words and phrases in bold type.</p> <p>3. Translate into Ukrainian deciphering the abbreviations. Consult Appendix II if necessary. Translate the following into English making use of the suggested words and phrases in writing.</p> <p>4. Study the following text taking note of its syntactic and stylistic peculiarities. Use it for translation. Précis the following text in English in about one-third of its size.</p> | |
| <p>Theme 4. Constituent acts of the United Nations and other international organizations: charter, statutes, constitutions.</p> | <p>Laboratory class 18 – 2 hours</p> | <p>1. Learn to make a report on the latest Ukrainian and world news.</p> <p>2. Develop the skill of the theoretical material visual perception.</p> <p>3. Develop the listening comprehension skill.</p> <p>4. Learn to write an email calling for action to protect some places.</p> | <p>1. Make a report on the latest Ukrainian and world news orally or in writing. Write a draft Charter of an international organization using the information below. See also exhibit I3 and tables 12 and 13. Establishment of the organization.</p> <p>2. Speak on the style and composition of the UN Charter as a unique instrument of international relations.</p> | <p>2 points</p> |

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| | | | <p>3. Reading. Statute of the International Court of Justice. Statute of the International Bureau of Education. Translate the instruments in writing.</p> <p>4. Read the text and answer the checkup questions. Complete the following sentences using the required information from the above text. Suggest the Ukrainian for the following phrases.</p> | |
| <p>Theme 4. Constituent acts of the United Nations and other international organizations: charter, statutes, constitutions.</p> | <p>Laboratory class 19 – 2 hours</p> | <p>1. Discuss current events in the world and Ukraine and analyze them. 2. Review and practise on History. 3. Review and practise on the Environment. 4. Learn to make class presentations.</p> | <p>1. Make a report on the latest Ukrainian and world news orally or in writing. Fill in each blank with the suitable word or phrase from the text. Study the text in exhibit 14, point out words and phrases pertaining to the formal style. Memorize the phrases below, suggest their Ukrainian equivalents. Define the following terms in English consulting the Glossary of Diplomatic Terms if necessary.</p> <p>2. Study the use of italicized words in different phrases, suggest their Ukrainian equivalents. Explain the meaning of "relating to" as used in exhibit 14 (Article 2). Memorize the following phrases. Fill in each blank with the</p> | <p>2 points</p> |

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| | | | <p>required word or phrase. Consult assignment IX.</p> <p>3. Translate into English in writing replacing the words in bold type by their Latin equivalents. Translate into English in writing deciphering the abbreviations. Consult Appendix II if necessary.</p> <p>4. Read the final provisions from the IAEA Statute below, translate into Ukrainian in writing. Précis the Statute of the International Court of Justice.</p> | |
| <p>Theme 4. Constituent acts of the United Nations and other international organizations: charter, statutes, constitutions.</p> | <p>Laboratory class 20 – 2 hours</p> | <p>1. Learn to make a report on the latest Ukrainian and world news. 2. Develop the reading comprehension skill. 3. Compose your own sentences with active vocabulary. 4. Memorize all useful expressions. 5. Learn to speak monologically and dialogically on the suggested topic. 6. Develop vocabulary; learn the new words by heart; practice them in the sentences of one's own.</p> | <p>1. Make a report on the latest Ukrainian and world news orally or in writing. Write a few articles of the Statute of the International Atomic Energy Agency devoted to its establishment, functions, organs and relations with other international governmental organizations. Use the information below (see also exhibit 14).</p> <p>2. Speak on the style and composition of statutes of international organizations.</p> <p>3. Reading. Constitutions of United Nations Specialized Agencies. Constitution of the World Health</p> | <p>2 points</p> |

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| | | | <p>Organization. Translate the instruments in writing.</p> <p>4. Read the text and answer the checkup questions. Complete the following sentences using the required information from the above text. Fill in each blank with the suitable word or phrase from the text.</p> | |
| <p>Theme 4. Constituent acts of the United Nations and other international organizations: charter, statutes, constitutions.</p> | <p>Laboratory class 21 – 2 hours</p> | <p>1. Learn to make a report on the latest Ukrainian and world news. 2. Practise two-ways translation thoroughly. 3. Compose your own sentences with active vocabulary. 4. Develop the reading comprehension skill. 5. Memorize all useful expressions. 6. Participate actively in debates.</p> | <p>1. Make a report on the latest Ukrainian and world news orally or in writing. Study the text in exhibit 15, point out words and phrases pertaining to the formal style. Memorize the phrases below, suggest their Ukrainian equivalents. Decipher the following Latin abbreviations consulting Appendix I if necessary.</p> <p>2. Study the use of italicized words in different phrases, suggest their Ukrainian equivalents. Translate the following into Ukrainian consulting Appendix I if necessary. Find out the meanings of "hereby", "herein", "hereinafter" and "whereof", as used in the text and exhibit. Consult a dictionary if necessary. Combine the words from group A and B wherever possible, explain</p> | <p>2 points</p> |

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| | | | <p>them in English.</p> <p>3. Make up a few sentences according to the models in writing. Translate into Ukrainian in writing. Translate into English in writing paying attention to the words and phrases in bold type.</p> <p>4. Translate into Ukrainian taking note of the words and phrases in bold type. Translate into English in writing making use of the suggested words and phrases.</p> | |
| <p>Theme 4. Constituent acts of the United Nations and other international organizations: charter, statutes, constitutions.</p> | <p>Self-study 4 – 3 hours</p> | | <p>1. Make a report on the latest Ukrainian and world news in writing.</p> <p>2. Translate the Convention of the United Nations Educational, Scientific and Cultural Organization into Ukrainian in writing.</p> <p>3. Do the two-way translation of the texts, comment on their syntactic and stylistic peculiarities.</p> <p>4. Complete the following final provisions of a constitution. Write a draft constitution of an international organization using the information below. See also exhibit 15.</p> <p>5. Perform the</p> | <p>7 points</p> |

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| | | | <p>placement test in writing.</p> <p>6. Speak on the style and composition of constitutions of international organizations.</p> <p>7. Give a PowerPoint presentation "Constituent acts of the United Nations and other international organizations: charter, statutes, and constitutions".</p> | |
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| <p>Theme 5. Trends. Future gazing. A global language? Trendsetters. Tech trends.</p> | <p>Laboratory class 22 – 2 hours</p> | <p>1. Discuss current events in the world and Ukraine and analyze them.</p> <p>2. Develop the reading comprehension skill.</p> <p>3. Compose your own sentences with active vocabulary.</p> <p>4. Practise two-ways translation.</p> <p>5. Memorize all useful expressions.</p> <p>6. Participate actively in debates.</p> | <p>1. Warming up. Inform the audience on the latest news. Reading. You are going to read a text "Future predictions" that predicts the Earth's future 1,000 years or more from now. What do you think it might say about the following? Read the text to see if you were correct. Work in pairs and answer the questions.</p> <p>2. Vocabulary. Predictions. Perform the vocabulary tasks. Speaking. Work in pairs and answer the questions. Speaking. Machines of the future. Read about some ideas of the future below. Discuss the questions.</p> <p>3. Grammar. Future forms. Check what you know. Match sentences 1-5 with rules a)-e). Read about three other</p> | <p>2 points</p> |

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| | | | <p>ways to talk about the future. Look at sentences 6-8 and choose the correct option to complete rules f)-h). Connected speech. Tick the sentences you hear. Are both alternatives in sentences 1-8 possible? If so, is the meaning different? Perform the grammar and language bank tasks in writing.</p> <p>4. Vocabulary Plus. Prepositional phrases. Work in pairs. Read some predictions about global developments. Complete the paragraphs with suitable prepositions (one or two words). Use one preposition for each paragraph, once in every sentence. Replace the underlined words below with prepositional phrases from Exercise 10A. Then use your own ideas to complete as many of the predictions as you can. Perform the vocabulary Plus tasks in writing.</p> | |
| <p>Theme 5. Trends. Future gazing. A global language? Trendsetters. Tech trends.</p> | <p>Laboratory class 23 – 2 hours</p> | <ol style="list-style-type: none"> 1. Discuss current events in the world and Ukraine and analyze them. 2. Develop the reading comprehension skill. 3. Learn to decipher the jumbled words. | <ol style="list-style-type: none"> 1. Warming up. Inform the audience on the latest news. A global language? Vocabulary. Language. Complete the questions using the words in the box. Can you explain the meaning of the phrases in bold? Discuss the | <p>2 points</p> |

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| | | <p>4. Compose your own sentences with active vocabulary.</p> <p>4. Practise two-ways translation.</p> <p>5. Memorize all useful expressions.</p> <p>6. Develop the listening comprehension skill.</p> <p>7. Develop the grammar comprehension skill.</p> | <p>questions above. Perform the vocabulary bank tasks in writing.</p> <p>2. Listening. Work in pairs. Read about the radio programme and answer the questions. Listen to part of the programme. Tick the topics that are mentioned. Two of the sentences below are incorrect. Listen to the programme again and correct them. Discuss. How do you think English will change in the next 200 years? Do you think it will continue to be a global language? Do you think other languages will become more important?</p> <p>3. Grammar. Concession clauses. Check what you know. Read the predictions about the future of English. Underline the correct alternatives. Use the rule below to help you identify the main clauses and concession clauses in sentences 1-7 above. Answer the questions. INTONATION: concession clauses. Listen to the sentences. Which part of the sentence uses the higher intonation: the concession clause or the main clause? Listen again and repeat the intonation patterns. Write one</p> | |
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| | | | <p>sentence to connect each pair of ideas. Use the words in brackets. Think carefully about the punctuation.</p> <p>4. Speaking. Work in groups of three and read about three ideas for language learning. Student A: read the text below. Student B: turn to page 159. Student C: turn to page 162. Take turns to explain the ideas you read about. Discuss the pros and cons of each idea. Which language learning ideas do you think are likely to be popular in the future?</p> | |
| <p>Theme 5. Trends. Future gazing. A global language? Trendsetters. Tech trends.</p> | <p>Laboratory class 24 – 2 hours</p> | <ol style="list-style-type: none"> 1. Discuss current events in the world and Ukraine and analyze them. 2. Learn to write an essay. 3. Compose your own sentences with active vocabulary. 4. Practise two-ways translation. 5. Memorize all useful expressions. 6. Develop the reading comprehension skill. 7. Learn to make class presentations. | <ol style="list-style-type: none"> 1. Warming up. Inform the audience on the latest news. 2. Writing. A report; learn to describe trends. Look at the graph. What does it tell you about which languages will be important in the future? Can you make any predictions based on the evidence provided? Read the first part of a report about languages on the internet. Answer the questions. Read the guidelines for writing a formal report. Which guidelines 1-6 are followed in the report in Exercise 9B? What would you expect to find in the remaining part of the report? Look at sentences 1-6. Which alternative is not | <p>2 points</p> |

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| | | | <p>possible according to the graph in Exercise 9A? Cross out the incorrect alternative. Complete the report in Exercise 9B by continuing the last paragraph and adding a conclusion (150 words). Use the language in Exercise 11A to help.</p> <p>3. Trendsetters. Vocabulary. Trends. Discuss the questions. Read the text about how trends spread and translate it in writing. What is the main idea of the text? What is your answer to the question at the end of the text? Read the text again and find the words that complete the phrases in bold.</p> <p>4. Function. Describing cause and effect. Listen to people describing how two trends started and answer the questions. Read the expressions below for describing cause and effect. Can you remember which expressions the speakers in Exercise 3A used? Listen again to check. Perform the language bank tasks in writing</p> | |
| <p>Theme 5. Trends. Future gazing. A global language? Trendsetters. Tech trends.</p> | <p>Laboratory class 25 – 2 hours</p> | <p>1. Discuss current events in the world and Ukraine and analyze them. 2. Develop the reading comprehension</p> | <p>1. Warming up. Inform the audience on the latest news in writing. 2. Writing. Rewrite the sentences using the words in brackets.</p> | <p>2 points</p> |

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| | | <p>skill.</p> <p>3. Compose your own sentences with active vocabulary.</p> <p>4. Practise two-ways translation.</p> <p>5. Memorize all useful expressions.</p> <p>6. Develop vocabulary; learn the new words by heart; practice them in the sentences of one's own.</p> | <p>Change the verb tenses as necessary.</p> <p>Speaking. Prepare a two-minute presentation: What has changed in your lifetime in your country? Think about trends in fashion, cost of living, free time, etc. Choose one issue. Note the causes and effects of the changes.</p> <p>3. Learn to summarise your views. Look at the expressions in the box. When do you think we usually use these expressions? What is their purpose? Complete the sentences in any way you choose. Compare your answers in pairs. Listen to completed sentences. Are any of the endings similar to yours? Practice saying the words, omitting the swallowed sounds.</p> <p>4. Tech trends. Perform the DVD preview and DVD view tasks in writing.</p> | |
| <p>Theme 5. Trends. Future gazing. A global language? Trendsetters. Tech trends.</p> | <p>Laboratory class 26 – 2 hours</p> | <p>1. Discuss current events in the world and Ukraine and analyze them.</p> <p>2. Develop the reading comprehension skill.</p> <p>3. Compose your own sentences with active vocabulary.</p> | <p>1. Warming up. Inform the audience on the latest news. Listening. Read a description of crowdfunding from a wiki. Have you ever been involved in crowdfunding? Listen to two people discussing whether to invest in an innovation. What is the gadget and what</p> | <p>2 points</p> |

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| | | <p>4. Practise two-ways translation.</p> <p>5. Memorize all useful expressions.</p> <p>6. Develop the grammar comprehension skill.</p> | <p>do they think of it? Listen again. Which key phrases do they use? You are going to decide which tech trends to fund. Work in two groups. Group A, turn to page 164. Group B, turn to page 162. Read the information and then follow instructions a)-c) below.</p> <p>2. Writing. Read an online article about a trend. How might it help the whole world? Write about one of the trends you discussed in Exercise 8. Invent any details necessary (200-250 words).</p> <p>3. Lookback. Trends. Perform the lookback tasks in writing.</p> <p>4. Give a PowerPoint presentation "Trends/ Future gazing/A global language/ Trendsetters".</p> | |
| <p>Theme 5. Trends. Future gazing. A global language? Trendsetters. Tech trends.</p> | <p>Self-study 5 – 4 hours</p> | | <p>1. Make a report on the latest Ukrainian and world news in writing.</p> <p>2. Grammar. Future forms. Choose the correct answer, a), b) or c). Complete the sentences with the best future form of the verbs in brackets. Concession clauses. Rewrite each pair of sentences in two different ways using the words in brackets. Complete the sentences with the words and phrases in</p> | <p>7 points</p> |

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| | | | <p>the box. There is one extra word or phrase.</p> <p>3. Writing. A report 1. Look at the table and answer the questions. Read the report and answer the questions. Choose the correct option according to the text. Use the prompts to write sentences describing social and technological trends. Complete the report in exercise 2 (150 words).</p> <p>4. Reading. Tattoos rule, but for how long? Work in pairs and discuss. Read the article and translate it in writing. Choose the best summary, a), b), c) or d). Read the article again. Underline the correct alternative. Complete the sentences with the correct form of the words in the box. Work in pairs or groups and discuss. Do you agree with the writer's opinion about tattoos? Do you think they will go out of fashion one day? Did anything surprise you about the article? If so, what?</p> <p>5. Vocabulary. Predictions. Complete the conversation with the phrases in the box. Prepositional phrases. Underline the correct alternatives. Find and correct the mistake in each</p> | |
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| | | | <p>sentence. Language. Put the letters in italics in the correct order to complete the sentences. Find and correct the mistake in each sentence. Trends. Complete the conversation with the correct words. The first and last letter of each word is given. Focus on in. Complete the spidergram with the phrases in the box. Match the phrases from Exercise 7 with their meanings a)–n). Perform the vocabulary tasks in writing.</p> <p>6. Listening and vocabulary. Listen to six different people talking about tattoos and complete the table. Listen again and match the people 1–6 with the information a)–l). The words/phrases in the box are from the recording. Complete the sentences 1–8 with the correct form of the words/phrases in the box. Work in pairs and discuss. Crossword. Use the clues to complete the crossword with words and phrases from Unit 6.</p> <p>7. Grammar. Describing cause and effect; summarizing your views 1. Put the words in brackets in the correct order to</p> | |
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| | | | complete the sentences. Complete the phrases. Consolidation. Choose the correct answer, a), b), or c). | |
| Theme 6. Freedom. The great escape. Switching off. Free to make mistakes. Gandhi: the road to freedom. | Laboratory class 27 – 2 hours | <ol style="list-style-type: none"> 1. Learn to make a report on the latest Ukrainian and world news. 2. Develop the use of prepositions skill. 3. Compose your own sentences with active vocabulary. 4. Practise two-ways translation. 5. Memorize all useful expressions. 6. Develop the reading comprehension skill. 7. Participate actively in debates, comment on the statements. | <ol style="list-style-type: none"> 1. Warming up. Inform the audience on the latest news. 2. Reading. The great escape. Look at the photos and the title of the story. What do you think might have happened? Turn to page 161. Read the text and translate it in writing. Read part two of the story and check your ideas. Work in pairs. Complete the sentences using information from part two of the story. Work in pairs and discuss the questions. 3. Grammar. Cleft sentences. Sentences 1-4 express ideas in the story, but are phrased slightly differently. Rewrite them using the prompts in italics. Check your answers in the stories on pages 80 and 161. What is the effect of starting the sentences with the phrases in italics? Read the rule to check. Rewrite the sentences using the prompts. Complete the sentences to make them true for you. Perform the grammar and language bank tasks | 2 points |

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| | | | <p>in writing.</p> <p>4. Vocabulary. Collocations. Complete the common collocations with the words/phrases in the box. Work in pairs. Can you explain the difference in meaning (if there is one) between the different collocations in each group? Work in pairs and answer the questions using appropriate collocations.</p> | |
| <p>Theme 6. Freedom. The great escape. Switching off. Free to make mistakes. Gandhi: the road to freedom.</p> | <p>Laboratory class 28 – 2 hours</p> | <p>1. Learn to make a report on the latest Ukrainian and world news. 2. Develop the reading comprehension skill. 3. Compose your own sentences with active vocabulary. 4. Practise two-ways translation. 5. Memorize all useful expressions. 6. Learn to complete each word with suitable letters. 7. Practise finding in the text English equivalents for the words and collocations.</p> | <p>1. Warming up. Inform the audience on the latest news. Speaking. What would you do if you were stranded on an island? Would you try to raise the alarm or make a break for it yourself? Turn to page 164 and read the rules of a game. Work in groups. Decide on a list of five things which you think would be useful to you in this situation. Work out an escape plan. Tell other students about your plan.</p> <p>2. Vocabulary Plus. Suffixes. Check what you know. Add the headings in the box to the correct columns in the table. Underline the suffixes in the words in the table. One word in each sentence is incorrect. Change or add the suffix to correct it.</p> | <p>2 points</p> |

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| | | | <p>You may need to change some letters in the original word. What parts of speech are the corrected words? Find two verbs, two nouns, two adjectives and two adverbs. Add the corrected words from Exercise 9A to the groups below. Word stress: suffixes. Look at the words in Exercise 10A. Mark the main stressed syllable in each word. Listen to check your answers. Listen again and repeat the words, focusing on the correct stress patterns. Work in pairs. Take turns to choose words from Exercise 10A. Use them to make questions for your partner.</p> <p>3. Switching off. Vocabulary. Idioms: relaxing. Look at the photos. Which of these activities would you find most relaxing? Why? Replace the words in italics in 1-6 with the idioms in the box. Word stress: idioms Listen to the answers to Exercise 2. Where is the stress on the idioms? Is it on the verb or on another word e.g. noun/adjective? Listen again and repeat the expressions. Choose three of the expressions in Exercise 2 and write true sentences about</p> | |
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| | | | <p>yourself. Compare your sentences in pairs.</p> <p>4. Listening. Listen to three people talking about how they spend their free time and answer the questions. Listen again. Then write questions for these answers. Discuss with other students. Which person's method of relaxation is closest to yours? Which would you most like to try? Why?</p> | |
| <p>Theme 6. Freedom. The great escape. Switching off. Free to make mistakes. Gandhi: the road to freedom.</p> | <p>Laboratory class 29 – 2 hours</p> | <p>1. Learn to make a report on the latest Ukrainian and world news. 2. Develop the definitions matching skill. 3. Compose your own sentences with active vocabulary. 4. Practise two-ways translation. 5. Memorize all useful expressions. 6. Develop the listening comprehension skill.</p> | <p>1. Warming up. Inform the audience on the latest news. 2. Grammar. Participle clauses. Read about someone who found true freedom by learning a new skill. What did she learn and how did she do it? Check what you know. Underline the present and past participles in the text. The first two have been done for you. Match example sentences 1-4 with rules a)-d). Read rules e) and f). Find an example of each in the text. Make one sentence from two. Use participles and the words in brackets. Omit some words. Perform the grammar and language bank tasks in writing. 3. Speaking. Discuss. Where do you go to</p> | <p>2 points</p> |

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| | | | <p>get away from your day-to-day routine and what do you do? Work with other students. Look at the list of activities below and answer the questions.</p> <p>4. Writing and reading. Sparngall Spa Retreat: relax, rejuvenate, recharge. A leaflet; learn to use subheadings. What is the purpose of leaflets, brochures and information sheets? What are their typical features? Read the guidelines to check. Read a leaflet about a place to relax and answer the questions. Find a heading, a subheading and a slogan in the leaflet. How are they different? Think about the types of words that are used and their purpose. Why do you think subheadings are useful? Tick the ideas you agree with. Read the scenario and think of an idea you can write about. Make notes and think of subheadings. Write a promotional leaflet for your idea (250 words).</p> | |
| <p>Theme 6. Freedom. The great escape. Switching off. Free to make mistakes. Gandhi: the road to freedom.</p> | <p>Laboratory class 30 – 2 hours</p> | <p>1. Discuss current events in the world and Ukraine and analyze them. 2. Learn to speak monologically and dialogically</p> | <p>1. Make a report on the latest Ukrainian and world news in writing. 2. Free to make mistakes. Vocabulary. Risk. Work in pairs and answer the</p> | <p>2 points</p> |

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| | | <p>on the suggested topic.</p> <p>3. Develop the listening comprehension skill.</p> <p>4. Develop vocabulary; learn the new words by heart; practice them in the sentences of one's own.</p> <p>5. Develop the grammar comprehension skill.</p> <p>6. Learn to write An advice forum message and edit it for accuracy.</p> | <p>questions. What do you think the words/phrases in bold in the article mean? Use some of them to complete the sentences below. You may need to use just part of the phrase, or adapt it to fit the context. Do you agree with the statements in Exercise 2B? Why/Why not?</p> <p>3. Function. Exchanging opinions. Listen to people talking about the story in Exercise 2A. Who agrees with the following statements, the man (M) or the woman (W)? Listen again and complete the phrases you hear. Put phrases a)-h) under the correct headings. perform the function and language bank tasks in writing.</p> <p>4. Learn to convince someone. Listen to the speakers trying to convince the listener of their opinion. How does the speaker try to sound polite? Listen again and repeat the phrases, copying the tone. Use the prompts in brackets to write responses which try to change A's opinion. Practise the conversations in pairs. Focus on polite tone.</p> | |
| <p>Theme 6. Freedom. The great escape. Switching off. Free to make mistakes. Gandhi: the road to</p> | <p>Laboratory class 31 – 2 hours</p> | <p>1. Develop vocabulary; learn the new words by heart; practice them in the sentences of one's own.</p> | <p>1. Gandhi: the road to freedom. Discuss with other students: what do you know about the topics in the box? Read sentences 1-8 about Mohandas</p> | <p>2 points</p> |

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| <p>freedom.</p> | | <p>2. Develop the reading comprehension skill. 3. Develop the grammar comprehension skill. 4. Learn to speak monologically and dialogically on the suggested topic.</p> | <p>Gandhi's life story. What do you think the words and expressions in bold mean? Read the programme information. True or false: the programme will describe how Gandhi helped India gain independence. Look at Exercise 1 again. Watch the DVD. What new information do you know now? Compare your ideas with other students. Watch the DVD again and answer the questions. Work in pairs and retell Gandhi's story. Use as many of the words and phrases from Exercise 2 as you can. Read the extracts from the programme and discuss the questions with other students.</p> <p>2. Freedom. Read some answers to the question: 'What does freedom mean to you?' Which of these answers do you like? Listen to two people discussing what freedom means to them. Who mentions the topics below: the man or the woman? Listen again and tick the key phrases you hear. Follow stages 1-3.</p> <p>3. Writing. What freedom means to you. Read one person's description of what freedom means to them. Is it about</p> | |
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| | | | <p>personal or political freedom, or both? Write your own description of what freedom means to you.</p> <p>4. Lookback. Freedom. Perform the lookback tasks in writing.</p> | |
| <p>Theme 6. Freedom. The great escape. Switching off. Free to make mistakes. Gandhi: the road to freedom.</p> | <p>Self-study 6 – 4 hours</p> | | <p>1. Make a report on the latest Ukrainian and world news in writing. Perform the grammar tasks in writing 1.</p> <p>2. Grammar. Cleft sentences. Match the sentence halves. Rewrite the sentences using the words in brackets. You may need to change some words. Participle clauses. Complete the sentences with the correct form of the verbs in brackets. Complete the second sentence so it has a similar meaning to the first. Perform the grammar tasks in writing 1.</p> <p>3. Writing. A leaflet. Look at the leaflet quickly. Which features of a good leaflet does it include? Read the leaflet in detail and answer the questions. Read the additional information about Sycamore Fells. Think of a suitable subheading for each paragraph. What type of holiday do you think these slogans are describing? Write a promotional leaflet for</p> | <p>7 points</p> |

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| | | | <p>a holiday destination (250 words).</p> <p>4. Reading. Bhutan: Gross National Happiness. Work in pairs or small groups and discuss. Read the article and check your answers in Exercise 1. Why is Bhutan unique? Read the article again. Circle the correct answer. Translate the article in writing.</p> <p>5. Vocabulary. Collocations. Match 1–8 with the endings a)–h). Suffixes. Complete the sentences with the correct form of the words in the box. Find and correct the mistake in each sentence. Idioms: relaxing. Complete each sentence with one word. The first letter of each word is given. Complete the sentences with the correct form of the idioms in the box. Risk. Put the letters in italics in the correct order to complete the sentences. Focus on take. Replace the underlined phrases in the sentences with the phrases in the box. Complete the spidergram with the phrases in the box from Exercise 7. Complete the sentences with the correct form of phrases from Exercise 8.</p> <p>6. Reading and</p> | |
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| | | | <p>listening. Complete the sentences with the correct form of the words in the box. Work in pairs or small groups and discuss. After reading the text, what is your impression of Bhutan? Would you like to visit the country more or less? Why? Listen to a conversation between two people, Joe and Helen, who have just been on holiday in Bhutan. Which of them had a positive/ negative experience? Why? Give two reasons to support each opinion. Listen again. Are the sentences true (T) or false (F)? Correct the false sentences. The words and phrases in the box are from the recording. Replace the words in italics in 1–8 with the words and phrases in the box. Work in pairs or small groups. Look at the sentences in Exercise 8. Which do you agree or disagree with? Why? Use some of the expressions to describe what would be your ideal holiday experience.</p> <p>7. Grammar. Exchanging opinions. Match the sentence halves. Match functions a)–d) with sentences 1–8 in Exercise 1. Complete the conversations with the words and phrases in the box.</p> <p>Consolidation. Choos</p> | |
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| | | | e the correct answer, a), b) or c). | |
| Theme 7. Unilateral legal acts: ratification, accession, acceptance and approval, reservations, denunciation. Resolutions. | Laboratory class 32 – 2 hours | 1. 1. Discuss current events in the world and Ukraine and analyze them. 2. Develop vocabulary; learn the new words by heart; practice them in the sentences of one's own. 3. Develop the listening comprehension skill. 4. Learn to manage enquiries and role-play a phone call. 5. Learn to speak monologically and dialogically on the suggested topic. | 1. Make a report on the latest Ukrainian and world news orally or in writing. Reading. Ratification. Translate the instrument into Ukrainian in writing. Instrument of ratification. Exhibit. 2. Read the text and answer the checkup questions. Complete the following sentences using the required information from the above text. Study the texts in exhibits 16 to 21, point out words and phrases pertaining to the formal style. 3. Memorize the phrases below, suggest their Ukrainian equivalents and compose the sentences of your own with them in writing. Define the following terms in English, consulting the Glossary of Diplomatic Terms if necessary. Study the use of "subject to" in different phrases. Mind that it may correspond to the Ukrainian "підлягає чому-небудь", "за умови", "у відповідності (з чим-небудь)". 4. Translate into Ukrainian in writing. | 2 points |
| Theme 7. Unilateral legal acts: ratification, accession, acceptance and | Laboratory class 33 – 2 hours | 1. Discuss current events in the world and Ukraine and analyze them. | 1. Make a report on the latest Ukrainian and world news orally or in writing. Fill in each blank with the | 2 points |

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| <p>approval, reservations, denunciation. Resolutions.</p> | | <p>2. Develop the skill of the theoretical material visual perception. 3. Develop the listening comprehension skill. 4. Develop the reading comprehension skill. 5. Learn to write an entry for the forum.</p> | <p>required preposition. 2. Translate into Ukrainian. Complete the following instrument of ratification. 3. Draw up an instrument of ratification on behalf of the Government of Cameroon using the information below. Speak on the style and composition of instruments of ratification. 4. Reading. Accession, acceptance and approval. Instrument of accession. Exhibit 22. Read the documents and translate them in writing.</p> | |
| <p>Theme 7. Unilateral legal acts: ratification, accession, acceptance and approval, reservations, denunciation. Resolutions.</p> | <p>Laboratory class 34 – 2 hours</p> | <p>1. Discuss current events in the world and Ukraine and analyze them. 2. Develop vocabulary; learn the new words by heart and practise them in own sentences. 3. Develop the reading comprehension skill. 4. Develop the grammar comprehension skill. 5. Learn to speak monologically and dialogically on the suggested topic.</p> | <p>1. Make a report on the latest Ukrainian and world news orally or in writing. 2. Read the text and answer the checkup questions. Complete the following sentences using the required information from the above text. Study the texts in exhibit 22, point out words and phrases pertaining to the formal style. Study the use of italicized words in different phrases; suggest their Ukrainian equivalents in writing. Suggest the English for the phrases. 3. Memorize the following phrases.</p> | <p>2 points</p> |

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| | | | <p>Translate into Ukrainian taking note of the words and phrases in bold type and compose the sentences of your own with them in writing.</p> <p>4. Read Convention on the Protection of Producers of Phonograms Against Unauthorized Duplication of Their Phonograms. Translate into Ukrainian in writing.</p> | |
| <p>Theme 7. Unilateral legal acts: ratification, accession, acceptance and approval, reservations, denunciation. Resolutions.</p> | <p>Laboratory class 35 – 2 hours</p> | <p>1. Discuss current events in the world and Ukraine and analyze them. 2. Develop vocabulary; learn the new words by heart and practise them in own sentences. 3. Develop the listening comprehension skill. 4. Develop the grammar comprehension skill. 5. Learn to speak monologically and dialogically on the suggested topic. 6. Learn to write a letter of complaint. Learn to use formal written language.</p> | <p>1. Make a report on the latest Ukrainian and world news orally or in writing.</p> <p>2. Translate into English in writing taking note of the phrases in bold type. Read the following text; translate into Ukrainian.</p> <p>3. Complete the following instrument of accession. Draw up an instrument of accession on behalf of the Secretary of State for Foreign Affairs using the information below. Speak on the style and composition of instruments of accession.</p> <p>4. Reading. Reservations. Read the document and translate it in writing.</p> | <p>2 points</p> |
| <p>Theme 7. Unilateral legal acts: ratification, accession, acceptance and approval,</p> | <p>Laboratory class 36 – 2 hours</p> | <p>1. Discuss current events in the world and Ukraine and analyze them. 2. Learn to</p> | <p>1. Make a report on the latest Ukrainian and world news orally or in writing.</p> <p>2. Read the text and</p> | <p>2 points</p> |

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| <p>reservations, denunciation. Resolutions.</p> | | <p>speak monologically and dialogically on the suggested topic. 3. Develop the listening comprehension skill. 4. Learn to. Support your viewpoint. 5. Develop vocabulary; learn the new words by heart and practise them in own sentences.</p> | <p>answer the checkup questions. Complete the following sentences using the required information from the above text. Memorize the phrases below; suggest their Ukrainian equivalents.</p> <p>3. Study the use of "upon" in different phrases. Suggest the English for the following phrases. Translate into Ukrainian taking note of the words and phrases in bold type.</p> <p>4. Amendment to a Treaty. Read the following text, translate into Ukrainian. Speak on the style and composition of reservations.</p> | |
| <p>Theme 7. Unilateral legal acts: ratification, accession, acceptance and approval, reservations, denunciation. Resolutions.</p> | <p>Self-study 7 – 4 hours</p> | | <p>1. Make a report on the latest Ukrainian and world news in writing.</p> <p>2. Reading. Denunciation. Notice of denunciation. Exhibit 24. Translate the instrument in writing.</p> <p>3. Read the text and answer the checkup questions. Complete the following sentences using the required information from the above text. Study the text in exhibit 24, comment on its lexical peculiarities. Memorize the following phrases. Translate into</p> | <p>7 points</p> |

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| | | | <p>Ukrainian in writing taking note of the words and phrases in bold type.</p> <p>4. Reading. Resolutions. Rules of procedure. Summary records. Resolution relating to the Application of the Convention in Future Activities of International Organizations. Decision Adopted by the Universal Postal Congress. Recommendation on the Need to Establish World-Wide Technical and Operating Standards to Facilitate Communication. Directives concerning UNESCO's Relations with International Non-Governmental Organizations. Rules of Procedure. Agenda for the Forty-Second Session Adopted by the International Law Commission at its 2150th meeting on 2 May 1990. International Law Commission Summary Records of the Twenty-First Session. Exhibit 25, 26, 27, 28, 29, 30, 31. Translate the instruments in writing.</p> <p>5. Read the text and answer the checkup questions. Complete the following sentences using the required information from the above text. Study the texts in</p> | |
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| | | | <p>exhibits 25 to 29, point out words and phrases pertaining to the formal style. Memorize the phrases given below; suggest their Ukrainian equivalents in writing 1, 2.</p> <p>6. Define the following terms in English consulting the Glossary of Diplomatic Terms if necessary. Study the use of italicized words in different phrases, suggest their Ukrainian equivalents. Suggest the English equivalents of the phrases below consulting Appendix III if necessary 1, 2.</p> <p>7. Give a PowerPoint presentation "Unilateral legal acts: ratification, accession, acceptance and approval, reservations, denunciation".</p> | |
| <p>Theme 8. International law. Time. History in a box. I remember. Time savers. What is time?</p> | <p>Laboratory class 37 – 2 hours</p> | <p>1. Discuss current events in the world and Ukraine and analyze them. 2. Develop the skill of the theoretical material visual perception. 3. Develop the listening comprehension skill. 4. Learn to make class presentations on Pros and cons of traditional gender roles.</p> | <p>1. Make a report on the latest Ukrainian and world news orally or in writing. Lead-in. Before you read the text, answer or discuss the questions. Scan the text and answer the questions.</p> <p>2. Reading. International law. Translate it in writing. Compose your sentences with words in bold type in writing. Read the text below and decide which of the statements 1-5 are true and which are</p> | <p>2 points</p> |

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| | | | <p>false.</p> <p>3. Speaking. Comment on the notions expressed in the article in writing.</p> <p>4. Vocabulary development and practice. Match the words to their definitions, and then make sentences. Fill in the correct word from the list below. Make sentences using the collocations in writing 1. Fill in the correct prepositions, and then check with the text.</p> | |
| <p>Theme 8. International law. Time. History in a box. I remember. Time savers. What is time?</p> | <p>Laboratory class 38 – 2 hours</p> | <p>1. Discuss current events in the world and Ukraine and analyze them. 2. Develop the reading comprehension skill. 3. Develop the grammar comprehension skill. 4. Develop vocabulary; learn the new words by heart and practise them in own sentences. 5. Learn to write a story for a magazine.</p> | <p>1. Make written sentences with the words/phrases in the list. 2. Translate the sentences into Ukrainian using the active vocabulary. Pay attention to the words and word combinations in bold type and practice them in own sentences in writing. 3. Read a text "Sources of international law". Find in the text English equivalents for the following words and collocations. Read and translate a text "Credentials" and translate it in writing. Compose your own sentences with active vocabulary in writing. 4. Decide which one word in each group of</p> | <p>2 points</p> |

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| | | | three words is incorrect. Read a text "Matters of international concern" and translate it in writing. Write out all useful expressions and memorize them. | |
| Theme 8. International law. Time. History in a box. I remember. Time savers. What is time? | Laboratory class 39 – 2 hours | <ol style="list-style-type: none"> 1. Discuss current events in the world and Ukraine and analyze them. 2. Develop vocabulary; learn the new words by heart and practise them in own sentences. 3. Develop the listening comprehension skill. 4. Develop the grammar comprehension skill. 5. Learn to speak monologically and dialogically on the suggested topic. 6. Develop vocabulary; learn the new words by heart and practise them in own sentences. | <ol style="list-style-type: none"> 1. Read a text "International law and national law", translate it in writing and decide which word A, B, C or D best fits each space. Write out all useful expressions and memorize them. Make a presentation based on the text. 2. Use the words and phrases to complete a text "Meaning of national jurisdiction". Read the text and translate it in writing. Write out all useful expressions and memorize them. 3. Put the following prepositions in each space in the text below: to, with, on, for, at, in, for, in, from, on. Read a text "Institute of international law" and translate it in writing. Write out all useful expressions and memorize them. 4. Find in the text synonyms in bold type for the following words. Read a text "Enforcement of international law" and translate it. Make a mini-presentation based on the text. | 2 points |
| Theme 8. International law. | Laboratory class 40 – 2 | 1. Discuss current events in | 1. Listening. Listen to the recording and | 2 points |

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| <p>Time. History in a box. I remember. Time savers. What is time?</p> | <p>hours</p> | <p>the world and Ukraine and analyze them. 2. Develop the reading comprehension skill. 3. Learn to summarize a plot. 4. Learn to speak monologically and dialogically on a suggested topic. 5. Learn to make class presentations on It's a great read.</p> | <p>complete the text by writing the missing words in each gap. Listen to the recording and answer the following questions. Read and translate the transcript of the recording. Write out all useful expressions and memorize them. 2. Speaking and writing. Express your point of view: answer/discuss the following questions in writing (5-6 questions). 3. Make a report on the latest Ukrainian and world news in writing. 4. Read the following statements, and decide if you agree or disagree. Prepare some arguments to support your viewpoint, then discuss the issue with your groupmates, responding to any counter-arguments they have.</p> | |
| <p>Theme 8. International law. Time. History in a box. I remember. Time savers. What is time?</p> | <p>Laboratory class 41 – 2 hours</p> | <p>1. Discuss current events in the world and Ukraine and analyze them. 2. Develop the reading comprehension skill. 3. Learn to speak monologically and dialogically on a suggested topic. 4. Develop vocabulary; learn the new words by heart</p> | <p>1. Warming up. Inform the audience on the latest news. 2. Reading. History in a box. Read the introduction to the text. What objects would you put in a time capsule to represent your culture? Read the article about time capsules. Are any of your ideas mentioned? Read the article again quickly to find out who, what or when the</p> | <p>2 points</p> |

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| | | <p>and practise them in own sentences.</p> <p>5. Develop the grammar comprehension skill.</p> | <p>underlined words refer to. Discuss. What do the contents of the time capsules tell us about the different societies in the text? Translate the article in writing.</p> <p>3. Vocabulary. Time expressions. Read extracts a)-f) from the article and answer the questions. There are two words missing in each sentence. Add the two missing words to each sentence. Use the expressions in Exercise 3A. Do you agree with statements 1-6? Compare your ideas in pairs.</p> <p>Vocabulary Plus. Proverbs. Look at the extract from the article on page 93 and underline the proverb. Do you have a similar saying in your language? What are proverbs? Think of a definition and compare your ideas. Work in two groups. Group A: when would you use the proverbs below? Match proverbs 1-6 with situations a)-f). Do you have equivalents in your language? Group B: turn to page 162. Work with a student from the other group. Take turns. Show your list of proverbs to your partner. Explain them in any order. Your partner guesses the proverb you are describing. RHYTHM : proverbs. Listen to</p> | |
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| | | | <p>the proverbs. Notice the rhythm and repeat. Many proverbs have two or three main stresses. Listen again and underline the stressed syllables. Work in pairs and discuss. Which of the proverbs do you generally agree with? Think of examples from your own life and tell your partner. Perform the vocabulary plus tasks in writing.</p> <p>4. Grammar. Future in the past. Find sentences a)-d) in the article. Answer questions 1-3. How do we make the 'future in the past'? Complete the table. Rewrite the sentences using the words in brackets. Complete the sentences for you, with two true and two false statements. Work in pairs. Take turns to read your sentences. Guess which of your partner's sentences are true. Perform the grammar and language bank tasks in writing.</p> | |
| <p>Theme 8. International law. Time. History in a box. I remember. Time savers. What is time?</p> | <p>Laboratory class 42 – 2 hours</p> | <p>1. Learn to make a report on the latest Ukrainian and world news. 2. Develop the reading comprehension skill. 3. Compose your own sentences with</p> | <p>1. I remember. Listening. Work in pairs. What do the smells in the box make you think of? Read the radio programme listing. What kinds of memories are evoked by particular smells? What is this</p> | <p>2 points</p> |

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| | | <p>active vocabulary.</p> <p>4. Practise two-ways translation.</p> <p>5. Memorize all useful expressions.</p> <p>6. Practise deciphering the jumbled words in brackets and filling in the gaps.</p> | <p>phenomenon called? Listen to the programme. Which smells from Exercise 1 are mentioned? What do the speakers say about each smell? Listen to the programme again, in three parts. Decide if the statements are true. Correct any mistakes. Complete the extracts with the phrases in the box. Check your answers in audio script 8.2 on page 172. Work in groups and discuss. Which smells bring back strong memories for you?</p> <p>2. Grammar. Ellipsis and substitution. Check what you know. Read the conversations and answer questions a) and b). Read the rules and answer the questions. Which words have been left out of the phrases/questions below? What does so replace? Perform the grammar tasks in writing. Underline the correct alternatives. Cross out any words which could be left out of the conversations in Exercise 6A. Listen and check your answers.</p> <p>3. Vocabulary. Memories. Complete the sentences. Choose the correct word in brackets and put it in the appropriate</p> | |
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| | | | <p>place. Which words from Exercise 8A can you use to talk about memories which are not very strong? Which words can you use to talk about memories which are very strong or clear? Perform the vocabulary tasks. Speaking. Read about the website talkingmemories.com. Would you use or visit a website like this? Why/Why not? Choose a stage of your life to talk about. Prepare to talk about memories from that stage of your life. Make notes using the prompts below. Work in groups and take turns. Talk about the special memories you have. Do others in the group have similar memories from that time?</p> <p>4. Writing. A personal story. Learn to improve descriptive writing.</p> | |
| <p>Theme 8. International law. Time. History in a box. I remember. Time savers. What is time?</p> | <p>Self-study 8 – 3 hours</p> | | <p>1. Make a report on the latest Ukrainian and world news in writing.</p> <p>2. Time savers. Vocabulary. Collocations with time. Function. Discussing ideas. Work in pairs. Read about three ways to save time at work. Which do you think are good ideas? You are going to listen to the beginning of an interview with a time management</p> | <p>7 points</p> |

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| | | | <p>consultant. What do you think the job involves? Listen and check. Work in pairs. Listen again and discuss. What does John say about the things in the box? Read audio script 8.5 on page 173. Find expressions for acknowledging an idea or introducing an alternative. Write them in the correct column of the table below. Work in pairs. Add the expressions in the box to the correct column of the table. Cross out the incorrect alternative in each sentence. Perform the vocabulary, function and language bank tasks in writing.</p> <p>3. Learn to solicit more information. Read some more extracts from the interview in Exercise 4A. Underline three expressions for soliciting more information. Here are five more expressions for soliciting information. Which words do you think are missing? Listen to the expressions in Exercise 8A and choose the correct answer. Put the words in the correct order to make questions. Add capital letters. Work alone. Think of as many ways as possible to save time while working, studying, travelling or</p> | |
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| | | | <p>doing housework.</p> <p>4. Perform the DVD preview and DVD view tasks in writing.</p> <p>5. A turning point. Listen to someone talking about major turning points in her life. Answer the questions in writing. Writing. A major decision. Work in pairs and read the forum entry. Do you think Jason made the right decisions? Write about a major decision in your life (250-300 words).</p> <p>6. Lookback. Time. Perform the lookback tasks in writing.</p> <p>7. Give a PowerPoint presentation "International law/Time/History in a box/I remember/Time savers/What is time?"</p> | |
| Всього за 1 семестр | | | | 70 |
| Залік | | | | 30 |
| Всього за курс | | | | 100 |

ПОЛІТИКА ОЦІНЮВАННЯ

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| <i>Політика щодо дедлайнів та перекладання:</i> | Роботи, які здаються із порушенням термінів без поважних причин, оцінюються на нижчу оцінку. Перекладання модулів відбувається із дозволу лектора за наявності поважних причин (наприклад, лікарняний). |
| <i>Політика щодо академічної доброчесності:</i> | Списування під час контрольних робіт та екзаменів заборонені (в т.ч. із використанням мобільних девайсів). Курсові роботи, реферати повинні мати коректні текстові посилання на використану літературу |
| <i>Політика щодо відвідування:</i> | Відвідування занять є обов'язковим. За об'єктивних причин (наприклад, хвороба, міжнародне стажування) навчання може відбуватись індивідуально (в он-лайн формі за погодженням із деканом факультету) |

ШКАЛА ОЦІНЮВАННЯ СТУДЕНТІВ

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|--------------------------|---|
| Рейтинг здобувача | Оцінка національна за результати складання екзаменів заліків |
|--------------------------|---|

| вищої освіти, бали | екзаменів | заліків |
|---------------------------|------------------|----------------|
| 90-100 | відмінно | зараховано |
| 74-89 | добре | |
| 60-73 | задовільно | |
| 0-59 | незадовільно | не зараховано |