

**КОМУНАЛЬНИЙ ЗАКЛАД ВИЩОЇ ОСВІТИ
«Вінницький гуманітарно-педагогічний коледж»**

В І С Н И К

**НАУКОВО-МЕТОДИЧНИХ ДОСЛІДЖЕНЬ
ВІННИЦЬКОГО ГУМАНІТАРНО-ПЕДАГОГІЧНОГО
КОЛЕДЖУ**



ВИПУСК № 1 (39)

Вінниця – 2022

ВІСНИК НАУКОВО-МЕТОДИЧНИХ ДОСЛІДЖЕНЬ

Вінницького гуманітарно-педагогічного коледжу

ВИПУСК № 1 (39)

Свідоцтво про державну реєстрацію

друкованого засобу масової інформації

Серія ВЦ № 1065-423-ПР від 24 грудня 2019 року

Журнал

(науково-виробничий, навчальний, довідковий)

Журнал присвячений висвітленню широкого спектру теоретичних та прикладних проблем педагогіки, психології, окремих методик та філології, підтримує традиції інтеграції вишівської науки з практикою, сприяє поширенню досвіду наукової, науково-педагогічної та виробничої діяльності, становленню кадрів вищої кваліфікації; розрахований на спеціальну категорію читачів, зокрема педагогічних та науково-педагогічних працівників закладів вищої, середньої та дошкільної освіти, здобувачів освіти та молодих науковців.

Вісник заснований у січні 2012 року, виходить 3 рази на рік

Мова видання: українська, російська, англійська, німецька

Тематичні напрями Вісника:

- ❖ Інтеграція науки та практики як механізм ефективного розвитку
- ❖ Педагогічні та лінгвістичні аспекти викладання
- ❖ Германістика та славістика у сучасному науковому просторі
- ❖ Психолого-педагогічні умови формування та розвитку особистості вихованця
- ❖ Лабораторія педагогічної майстерності та професійного саморозвитку педагога
- ❖ Challenges in Education
- ❖ Відомі імена року
- ❖ Конкурси

Номер затверджено на засіданні науково-методичної ради

КЗВО «Вінницький гуманітарно-педагогічний коледж»

Протокол № 3 від 18 лютого 2022 року

Головний редактор: директор КЗВО «Вінницький гуманітарно-педагогічний коледж», спеціаліст вищої категорії, викладач-методист Войцехівський К.Ф.; **відповідальний редактор:** методист коледжу, спеціаліст вищої категорії, викладач-методист, Руда Т.В., **медіа-редактор:** к.пед.н., доц. Марценюк О.Г.

Редакційна колегія: д.пед.н., проф. Заболотний В.Ф., д.філ.н. Войцехівська Н.К., д.філ.н., проф. Слободинська Т.С., спеціаліст вищої категорії, викладач-методист Когутюк О.В., к.мист-ства Іскра С.І., к.пед.н. Головська І.В., спеціаліст вищої категорії, викладач-методист Луцинкевич Л.А., Царик А.П.

Відповідальність за зміст статей несуть автори

Матеріали видаються в авторській редакції

В 53 Вісник науково-методичних досліджень Вінницького гуманітарно-педагогічного коледжу/[ред.кол.: Войцехівський К.Ф. (гол.ред) та інші]. – Вінниця: Вінницька міська друкарня, 2022. – Випуск 1(39). – 124с.

© КЗВО «Вінницький гуманітарно-педагогічний коледж», 2022

ЗМІСТ

<i>СЛОВО РЕДАКТОРА</i>	<i>6</i>
------------------------------	----------

ЛАБОРАТОРІЯ ІННОВАЦІЙНОЇ ПЕДАГОГІКИ, МЕТОДИКИ ВИКЛАДАННЯ ТА ВИХОВАННЯ

Тарашевська О.В., Цісар І.В.

Здоров'язбережувальні технології на заняттях з логоритміки	7
--	---

Калашнюк Є.Й.

Національне мистецтво як чинник формування професійної культури та компетентності майбутнього вчителя музики.....	10
---	----

Павленко М. В.

Фортепіанна мініатюра як засіб художньо-естетичного розвитку здобувачів освіти	13
--	----

Мельник А. Ю.

Інноваційні стратегії навчання для сучасної педагогіки.....	17
---	----

Нечипоренко Т.А.

Сучасні виховні технології в позакласній виховній роботі	21
--	----

Матвієнко Н.А.

Розвиток критичного мислення на уроках української мови та літератури	34
---	----

Бевз В.В.

Тестовий контроль у методах і засобах особистісно-орієнтованого навчання ...	37
--	----

Буга О.І.

Економічні ділові ігри на базі комп'ютерних технологій	43
--	----

ТВОРЧА ЛАБОРАТОРІЯ

Стасенко А.М.

Корисні поради при підготовці до ЗНО з історії України здобувачів освіти в умовах змішаного навчання	47
--	----

Бабій В.М.

Бідність в Україні: міф чи реальність	50
---	----

Марценюк О.Г.

З досвіду укладання практикуму до атестації іншомовного читання та говоріння (анотація видання).....	55
--	----

ЛАБОРАТОРІЯ МОЛОДИХ ВЧЕНИХ

Сіранчук Тетяна

Екологічна стежка як перший крок до екологічної свідомості дошкільника.....	71
---	----

Щаслива Юлія	
Використання елементів арт-терапії в корекційно-виховній роботі з дітьми	74
Кича Наталія	
Педагогічні умови підготовки вчителя початкових класів до організації освітнього процесу в дистанційному режимі	78
Зінченко Віта	
Теоретичні основи впровадження змішаного навчання в систему підготовки майбутніх вчителів початкової школи	82
Присяжнюк Д.С., Мартинюк Ю.Г.	
Вінницькі силовики на міжнародній арені	88
Романуха Ю. В., Кушко І. С.	
Минуле та нові звершення Обласного наукового ліцею-інтернату КЗВО «Вінницький гуманітарно-педагогічний коледж»	92
Клапко С.В.,	
Видатний український мислитель і письменник Сковорода Григорій Савич	
Конкурси	97
Вимоги до підготовки науково-методичних статей з Збірника «Вісник науково-методичних досліджень» Вінницького гуманітарно-педагогічного коледжу»	104
Приклади оформлення бібліографічного опису у списку використаних джерел з урахуванням національного стандарту України дсту 8302:2015	118
Вимоги до підготовки науково-методичних статей збірника «Вісник науково-методичних досліджень» Вінницького гуманітарно-педагогічного коледжу»	124

6. Олійник Г. Проблема бідності: соціальний контекст", SocialWork&Edition, Vol. 4, № 2 [Електронний ресурс]. - Режим доступу: file:///C:/Users/Ja/Downloads/1189792527191PB.pdf

7. Демографічна та соціальна статистика, Державна служба статистики України [Електронний ресурс]. — Режим доступу: <http://www.ukrstat.gov.ua/>

8. Підгорний А.З. Соціально-демографічна статистика. Одеса, 2019. -422 с

*Стаття надійшла до редакції
12 січня 2022*

З ДОСВІДУ УКЛАДАННЯ ПРАКТИКУМУ ДО АТЕСТАЦІЇ ІНШОМОВНОГО ЧИТАННЯ ТА ГОВОРІННЯ

(анотація видання)

УДК 378.016:811.111'243(076)

МАРЦЕНЮК О.Г.

кандидат педагогічних наук,

доцент кафедри германської та слов'янської філології

КЗВО «Вінницький гуманітарно-педагогічний коледж»

Практикум до атестації іншомовного читання та говоріння студентів освітнього ступеня – бакалавр, спеціальності 014 – Середня освіта. Мова і література (англійська), укладений відповідно до програми підготовки студентів з дисципліни «Практичний курс англійської мови». З повною версією якого можна познайомитись через електронний репозитарій коледжу.

Даний Практикум побудований згідно з вимогами до застосування кейс методу, в основі якого лежить використання 100 ситуацій та кейсів, апробованих на базі автентичних ресурсів видавництва National Geographic Learning “Outcomes” (Upper Intermediate).

Видання укладене з метою узагальнення практичних матеріалів, спрямованих на активізацію та формування навичок студентів з іншомовного говоріння на теми побутового та професійного характеру; розвиток комунікативної компетенції (використання автентичного вокабуляру, сталих фраз та ідіом). Також Практикум систематизує необхідний літературний матеріал для коректного лінгвістичного аналізу художніх текстів, якій не обмежується лише переказом, або стилістичним аналізом, а набагато ширше представляє аналіз оригінального художнього тексту англійською мовою на усіх рівнях.

Практикум складається з кількох частин: у загальній вступній частині описуються вимоги до атестації сформованих навичок іншомовного аудіювання, читання та говоріння, усі висуюються як під час проміжної атестації, так і під час державної; у практичному блоці надається рекомендований перелік основних коротких оригінальних художніх оповідань англійською мовою для лінгвістичного аналізу, описуються вимоги та приклад такого лінгвістичного аналізу художнього тексту; кейс частина представлена висловлюваннями та цитатами відомих людей для аналізу, а також ситуаційний блок представлений п'ятьма розгорнутими ситуаціями до кожної теми (всього 16), до кожного кейсу поданий необхідний вокабуляр, який допоможе розкрити лексичну тему.

Отже, даний Практикум допоможе усім учасникам освітнього процесу: викладачам і студентам, узагальнити практичний мовний матеріал та об'єктивно провести і пройти атестацію рівня сформованості навичок іншомовного читання та говоріння.

Наводимо уривок з Практикуму.

Test format – Speaking

20 minutes

The speaking component assesses your use of spoken English.

Part 1 - you will be given a card which asks you to talk about a particular situation. You will have one minute to prepare before speaking for up to two minutes. The examiner will then ask one or two questions on the same topic.

Part 2 - you will be asked further questions about the topic in Part 1. These will give you the opportunity to discuss more abstract ideas and issues.

Marking and assessment

Fluency and coherence

This refers to the ability to talk with normal levels of continuity, rate and effort and

Task type and format	Part 1 is the individual long turn. The examiner gives the test takers a task card which asks the test takers to talk about a particular topic, includes points to cover in their talk and instructs the test takers to explain one aspect of the topic. Test takers are given one minute to prepare their talk, and are given a pencil and paper to make notes. The examiner asks the test takers to talk for 1 to 2 minutes, stops the test takers after 2 minutes, and asks one or two questions on the same topic. Using the points on the task card effectively, and making notes during the preparation time, will help the test takers think of appropriate things to say, structure their talk, and keep talking for 2 minutes. Part 1 lasts 10-15 minutes, including the preparation time.
Task focus	This part of the test focuses on the ability to speak at length on a given topic (without further prompts from the examiner), using appropriate language and organising ideas coherently. It is likely that the test takers will need to draw on their own experience to complete the long turn.

to link ideas and language together to form coherent, connected speech. The key indicators of fluency are speech rate and speech continuity. The key indicators of coherence are logical sequencing of sentences, clear marking of stages in a discussion, narration or argument, and the use of cohesive devices (e.g. connectors, pronouns and conjunctions) within and between sentences.

Lexical resource

This criterion refers to the range of vocabulary used and the precision with which meanings and attitudes can be expressed. The key indicators are the variety of words used, the adequacy and appropriacy of the words used and the ability to circumlocute (get round a vocabulary gap by using other words) with or without noticeable hesitation.

Grammatical range and accuracy

This refers to the range and the accurate and appropriate use of the test takers' grammatical resource. The key indicators of grammatical range are the length and complexity of the spoken sentences, the appropriate use of subordinate clauses, and the range of sentence structures, especially to move elements around for information focus. The key indicators of grammatical accuracy are the number of grammatical errors in a given amount of speech and the communicative effect of error.

Pronunciation

This criterion refers to the ability to produce comprehensible speech to fulfil the Speaking test requirements. The key indicators will be the amount of strain caused to the listener, the amount of the speech which is unintelligible and the noticeability of L1 influence.

SITUATIONS

Reveal your personal feelings and attitude to situations. Analyze them from different points of view, using appropriate vocabulary

I. ENTERTAINMENT VOCABULARY BANK

<i>to tend to</i>	<i>the film is awful, catchy, disturbing, dull, gripping, hilarious, over-the-top, uplifting, weird</i>	<i>to show, to depict</i>
<i>as a rule</i>	<i>the painting is conventional, dramatic, atmospheric, abstract, realistic, ambiguous, open to interpretation, intimate, with bold/subtle colours</i>	<i>style: realism, cubism, pointillism, impressionism, expressionism, abstraction</i>
<i>not as much as I used to</i>	<i>painting/drawing/picture The painting shows... In the background/At the back of the picture, you can see...</i>	<i>genre: still life, everyday life, animal painting, landscapes, fine art, portrait, historical painting (religious, mythological, allegorical)</i>
<i>to agree on everything (most things, very much)</i>	<i>In the foreground/At the front of the picture, there is...</i>	<i>plot structure of the film: exposition, complication, climax, denouement</i>
<i>to find smth a bit ...</i>	<i>To the left/to the right of the (man)...</i>	<i>comedy/horror/fantasy/tragedy/voyage and return/rags to riches/adventure</i>

1.1 Describe a museum you enjoyed visiting. You should say:

- ❖ Where this museum is;
- ❖ What you can see in this museum;
- ❖ How long you spent in the museum;
- ❖ Explain why you would recommend this museum.

1.2 Describe a place that you would like to travel to. You should say:

- ❖ Where you would like to go;
- ❖ How you would go there;
- ❖ Who you would go with;
- ❖ Explain why you would like to go to this place.

1.3 Talk about a place in open air where you go to relax. Please say:

- ❖ Where and when you go;
- ❖ Why you find it relaxing;
- ❖ How you relax in that place;
- ❖ If you take a book with when you are travelling or you prefer e-book, why\why not.

1.4 Describe a musical event in your country. You should say:

- ❖ What the event it is;
- ❖ Where it takes place;
- ❖ What kind of music is played;
- ❖ And you should explain why you enjoy it.

1.5 Describe a movie that you saw recently. You should say:

- ❖ What the movie was about;
- ❖ Where you saw it;
- ❖ Who you were with;
- ❖ What you liked about the movie and some words about its plot.



Look at the pictures, describe them and say some words about their painting genres and style.



**II. SIGHTSEEING
VOCABULARY BANK**

<i>to have high hopes to live up/to fail to live up expectations</i>	<i>to date back, to dominate, to be knocked down, to renovate, to soar, to steer clear</i>	<i>amusement parks, galleries, historic buildings, street markets, zoos, flea market</i>
<i>affluent, grand, high-rise, historic, deprived, residential, rough, run- down, stunning, trendy, up- and-coming</i>	<i>carnival/festival: a mask (to make your own, to wear, to hide behind); a float (to build, to ride on, in the shape of fish); a costume (to dress up in, a very ornate, to wear</i>	<i>the diversity results in clashes between cultures; to house a collection of things</i>

	<i>national);</i> <i>bonfire (to make, sit round,</i> <i>throw wood on);</i> <i>firework display (to watch, a</i> <i>spectacular, to cancel, to</i> <i>miss);</i> <i>parade (to hold, to take part,</i> <i>through town);</i> <i>confetti (to throw, to be</i> <i>showered with, to sweep up</i> <i>all)</i>	
--	--	--

2.1 Describe a city/town that you like to visit. Please say:

- ❖ What town it is;
- ❖ Why you like it;
- ❖ How you know about this town;
- ❖ What attracts you the most in this town.

2.2 Talk about an old building that you have visited recently, please say:

- ❖ What that building is;
- ❖ Where it is located;
- ❖ Why you visited that building;
- ❖ If it needs to be knocked down or renovated.

2.3 Talk about a place in your town you like most, you should say:

- ❖ What place in your town that is and how to get there (make a detail rout with the description of buildings alongside);
- ❖ Why you visit the place;
- ❖ How often you visit the place;
- ❖ When you last visited the place/

2.4 Talk about a cultural festival which people are celebrating in your country, please say:

- ❖ When and where it is celebrated;
- ❖ How it is celebrated;
- ❖ What the difference between its celebration the past and at present is;
- ❖ What the difference between your place's festival and abroad.

2.5 Talk about the recent changes in your hometown. Please say:

- ❖ Which part of your hometown these changes have affected;
- ❖ When and where these changes were made;
- ❖ How you felt about it;
- ❖ What buildings and areas dominate in your place.

III. THINGS YOU NEED

VOCABULARY BANK

<i>to remove stains (spot) of</i>	<i>flat tyre, to check oil level, to</i>	<i>a plier, tongs, tools, a</i>
-----------------------------------	--	---------------------------------

<i>coffee (grass, oil, paint, wax);</i>	<i>charge the battery, a scratch, a leak, to fuse a plug, to repair a wheel, to fix smth by tools, to reboot a computer, inner tube, brake pads, a rip,</i>	<i>plaster, a hook, a sellotape, a driller, a lock, a safety pin, a tack, a clip, a saw, a screw, a torch, a bandage, a needle, a nail, a hammer, a peg, a bulb</i>
<i>compulsive hoardings</i>	<i>to be obsessed</i>	<i>DIY</i>

1.1 Talk about something that you have made by yourself (from wood, metal, paper or other material). Please say:

- ❖ What you made;
- ❖ Why you made it;
- ❖ How you made it;
- ❖ Explain how you felt about it.

1.2 Talk about a piece of home equipment that you have (not electronic), please say:

- ❖ What the equipment is;
- ❖ How you got it;
- ❖ What purpose you use it for;
- ❖ What you did with it the last and what the result was.

1.3 Think of the situation when you needed to improvise to do some things with the lack of special equipment e.g. to open a bottle without a corkscrew. Please say:

- ❖ What the situation was;
- ❖ How you found a decision of it;
- ❖ If you know some ways of removing such kinds of stains as coffee, grass, oil, paint and wax; share them;
- ❖ What you did if you needed to put up a picture on the wall; to make holes in the wall or if you knocked over a cup and it smashed on the floor.

1.4 Think of smth you collect or used to collect or if have never collected anything, imagine you are the owner of the collection. Please say:

- ❖ What collection it is;
- ❖ How long you have been collecting it and what the most favorite unit is;
- ❖ What the most expensive item is in your collection and what recollections you have as for getting it;
- ❖ If you know smb who is characterized as a hoarder or is obsessed by compulsive hoarding, share such information.

1.5 Imagine that you bought smth which went wrong (a top which didn't fit, a tablet which was scratched, face cream which gave you spot, a kettle which had a leak, a watch which came off, shoes which soles came off, jeans which were ripped). Please say:

- ❖ What it was and how you dealt with it;
- ❖ If you complained and how you did it;
- ❖ What is customer care like in your country;
- ❖ Which companies have good or bad reputation for customer care and why.

IV. SOCIETY

VOCABULARY BANK

<i>to make difference</i> <i>to go bankrupt</i> <i>to boom</i> <i>to boost</i> <i>to undermine</i> <i>to struggle</i> <i>to be soft</i>	<i>bureaucracy</i> <i>recession</i> <i>shortages</i> <i>gender discrimination</i> <i>homelessness</i> <i>domestic violence</i> <i>bullying at school</i>	<i>hater</i> <i>racism</i> <i>double standards</i> <i>to be caught in film</i> <i>extreme poverty</i> <i>rising population</i> <i>hunger</i>
<i>to make ends meet</i> <i>to save on a rainy day</i> <i>to vote and elect</i> <i>to launch a new initiative</i>	<i>school dropout rates</i> <i>drug and alcohol abuse</i> <i>family breakdown</i>	<i>child mortality</i> <i>to implement</i> <i>successfully</i> <i>to meet target</i>

4.1 Think of the government, economy and society of your country and say:

- ❖ If the government made difference since they came to power and what, if they have done a lot to help the poor;
- ❖ If there is too much bureaucracy and share your experience about it;
- ❖ What government policies are undermining national unity;
- ❖ If economy is booming or in recession and what are the features of it.

4.2 Think of the latest elections in your country and say:

- ❖ What kind of election it was and if you voted, who for and if not, why;
- ❖ Why you think people choose not to vote and what could be done to encourage them;
- ❖ Finish the sentence: the government is so worried about its popularity ...
- ❖ Finish the sentence: the government minister was involved in such a terrible public scandal ...

4.3 Choose one of the following situations which describes condition in your country best and give details proving that you are right:

- ❖ The government is incompetent; they are soft on crime; the president is a bit corrupt; the opposition have some good ideas, but their leader is a bit weak.
- ❖ Your president has a good image on TV and in the world; the economy is fine; the government is given too much power to different regions.
- ❖ The government is doing a lot to improve education; they have made some mistakes and some parts of the economy are doing badly.
- ❖ It's good that the opposition wants to cut taxes and you are personally doing well and live in a nice area.

4.4 Think of social problems which are very deep in your country and in the world and say:

- ❖ What from the following social issues are the most and the least important in your country and abroad, why you think so (gender discrimination, homelessness, family size, domestic violence, bullying at school, school dropout rates, the destruction of the environment, drug and alcohol abuse, family background, racism);
- ❖ How would you feel about growing up as a part of a big family and what would be difficult about it or what would be good;
- ❖ What you think of some initiatives that your government or other authorities have launched recently and successfully implemented;

❖ What you think the root causes of the homelessness (extreme poverty, child mortality) are and what the best way is to tackle it.

4.5 Think of your party experience and say:

- ❖ What your best/worst party experience is;
- ❖ If you usually take a gift when you go to a party;
- ❖ If you usually arrive early, on time or late, why;
- ❖ What your perfect party would involve.

V. SPORTS AND INTERESTS

VOCABULARY BANK

<i>to hit a powerful drive and to make a hole in it; to come off the track, to overtake a corner and to loose a control; to hit a post and a bar twice, to call a time-out to discuss tactics</i>	<i>to get promoted to the top division; to be tackled; to come on as a substitute after a player got injured</i>	<i>to get a red card; to loose five first-round matches in a row and to be sacked; to make really dubious decision</i>
<i>to tear ligament to have cuts and bruises to bruise a knee to twist ankle to loose consciousness to drown to loose arm to be killed</i>	<i>bungee jumping tai chi shooting hang-gliding handstands ballroom dancing parachuting yoga</i>	<i>flexibility hand-eye coordination speed stamina strength healthy lifestyle sweat shape</i>

5.1 Think of your favourite free-time activity and say:

- ❖ How long you have been doing this activity;
- ❖ How you got interested in it;
- ❖ Who of your close friends or relatives go in for any of these activities:

enjoys sports with a bit of a risk; is a member of a sport club; takes part in a music or drama group; does volunteer work for a charity; like wandering round flea market and junk shops; loves doing puzzles; likes knitting or sewing; likes to spend time on Facebook or other social media; lies in bed till lunchtime and then chill out at home;

❖ If you know anybody who has an unusual hobby or hidden talent for doing something.

5.2 Think about how sportive you are and your attitude to health life style and say:

- ❖ How fit and healthy you are in terms of lifestyle, speed, stamina, strength, flexibility;
- ❖ What the best way is to improve your coordination, general health;
- ❖ What your own understanding is of the following chain: free time – health – sport – happiness;

- ❖ What sport and activities you are good and bad and why.

5.3 Imagine that you are sport commentator. Comment your favourite kind of sport using the following vocabulary:

❖ To hit a powerful drive and to make a hole in it; to come off the track, to overtake a corner and to lose a control; to hit a post and a bar twice, to call a time-out to discuss tactics; to get promoted to the top division; to be tackled; to come on as a substitute after a player got injured; to get a red card; to lose five first-round matches in a row and to be sacked; to make really dubious decision.

5.4 Imagine that you are taking part in discussion on some sport topic. Join this discussion and say:

- ❖ If you know someone who is a big sport fan, in what way and what team they support;
- ❖ What the most popular sports are in your country and if you like them and why;
- ❖ What you think the popular sport in the world is;
- ❖ About a sporting event where something went wrong.

5.5 Think of the sport and say:

- ❖ What the benefits are of doing and watching sport;
- ❖ If know someone who is mad in any extreme kind of sport, what and who is;
- ❖ If you would like to try some extreme kind of sport what and why;
- ❖ If you know someone who was badly injured in sport and what happened.

**VI. ACCOMODATION
VOCABULARY BANK**

<i>a self-catering apartment</i> <i>a posh hotel</i> <i>B@B (a bed and breakfast)</i>	<i>a bit crowded</i> <i>area is rough</i> <i>a landlord</i> <i>a flatmate</i>	<i>stages of culture shock:</i>
<i>stunning view</i> <i>to be efficient</i> <i>to overlook a building site</i> <i>unbearably hot</i> <i>to be isolated</i>	<i>to be homesick</i> <i>culture shock</i> <i>a jet lag</i> <i>to move to</i> <i>to adapt</i> <i>to experience</i>	<i>elation</i> <i>resistance</i> <i>transformation</i> <i>integration</i>

6.1 Imagine that you stay in a hotel or rent a flat and have some problems. Say what you would do in each of them:

- ❖ The bath has leaked and flooded the house. Your landlord wants you to pay for the damage.
- ❖ You recently started university. You are sharing a flat with three other students, all from different countries. You realize you are the tidiest person in a flat. You are always tidying up after everyone else – and it annoys you. You decide to talk to the person you think is the messiest – an English student.

❖ You are staying in a hotel. You need to get up early in the morning for an important meeting tomorrow. There is a huge wedding party going on downstairs. You decide to go and ask them to keep the noise down.

❖ You're fairly sure you left your camera and laptop in your hostel room when you went out this morning, but now you can't find them. You think a member of staff might have stolen them.

6.2 Imagine the following situations in more details and expand them:

❖ Don't get me wrong. My roommate is great for very short periods of time. It just that after too much of her, I have an overwhelming desire to fall asleep. We shared a flat for a year and then one day she just left without paying her share of the bills, leaving me really badly short of money.

❖ Our old place really wasn't that great! I think we are looking back at it in overly optimistic way. I've told my landlord I'm not going to pay anymore rent until he gets the heating fixed, so it's his turn to react and do something.

❖ They pay a lot in rent, so they must be struggling to make ends meet now she's lost her job. I don't know how they can afford a place like that, considering what they earn. It must have cost an arm and leg.

❖ I only moved here a few months ago. It was really hard to begin with, but bit by bit I'm finding my feet.

6.3 Imagine you are staying in five-star hotel in Cairo and you have to share a room with your boyfriend's mother. Say:

- ❖ If you are satisfied with everything and why;
- ❖ If you like the interior and service of the hotel and why;
- ❖ If you like the weather during your staying that place;
- ❖ What view you have out the window and if you like it and why.

6.4 Imagine your friend has moved from your native city to Hong Kong. Say:

- ❖ What your friend's life in your native city was like: social life, social circle, places to eat, nightlife, thing to do in free time and so on;
- ❖ How easy he/she has found moving to Hong Kong and why;
- ❖ What things he/she has to get used to;
- ❖ Which place you would rather live in and why.

6.5 Think of a time when you experienced culture shock and had to adapt to new ways of doing things. Say:

- ❖ How you understand a term "culture shock" and what you know about four stages people go through: elation, resistance, transformation and integration;
- ❖ If you have ever been homesick, when and why;
- ❖ Why it might be a problem if you don't complete the cycle;
- ❖ What kind of things you think a foreigner might find difficult about your country.

VII. NATURE

VOCABULARY BANK

loud thunder incredible flashes of lightning to freeze to death to get soaked to pour down to blow down trees	environmentally friendly vivisection fried maggots bullfighting Prevention of Cruelty to Animals	invasive plants and animals root seed stem blossom
--	--	--

7.1 Think of a time when you experienced really extreme weather and say:

- ❖ Where you were;
- ❖ What you were doing;
- ❖ What happened;
- ❖ If you are environmentally friendly and why you think so.

7.2 Imagine that you find yourself in one of the following situation, describe what happened in each of them before and afterwards:

- ❖ I woke up in the middle of the night because the thunder was so loud and then there were these incredible flashes of lightning. It was quite scary.
- ❖ It was boiling and humid and there was no air conditioning on the bus. It was unbearable. I thought I was going to pass out!
- ❖ I lost all feelings in my fingers and my lips turned blue. I thought I was going to freeze to death.
- ❖ I got absolutely soaked on the way. When left it was fine, but then the clouds came in and it suddenly started pouring down, and of course I hadn't brought a umbrella or anything.

7.3 Think of animal world and say:

- ❖ What your attitude to the vivisection – carrying out experiments on animals;
- ❖ What you think about sport which involve animals;
- ❖ If you have a pet and what your relationship with it is;
- ❖ If you agree or disagree that if everyone became vegetarian, we would all be healthier and happier – and it'd be much better for the long-term future of the world.

7.4 Think of plant life and say:

- ❖ What kills plants and trees;
- ❖ How plants and trees can cause problems;
- ❖ What food you can get for free near where you live;
- ❖ What some different uses of herbs are.

7.5 Think of nature and say:

- ❖ How connected to nature you are;
- ❖ If you have any plants in your house, what they are;
- ❖ If there are any invasive plants or animals in your country, what's the effect and what's being done about it;

- ❖ If you know any flowers or plants connected to particular festivals or events in your country.

VIII. CRIME AND PUNISHMENT VOCABULARY BANK

CRIME	PUNISHMENT	Useful Phrases and Grammar
to commit a crime, to break into, to steal, a bombing, a burglary, a disappearance, fraud, murder, a riot, smuggling, speeding, a street robbery, forgery, counterfeit, to be attracted and beaten to death (shot dead, poisoned dead), to smash, to set a fire, arson, terrorism, shoplifting, theft, mugging, rape, vandalism, football violence, manslaughter, illegal parking, drug dealing, extortion, treason, bribery, homicide, perjury, libel, kidnapping, pickpocketing, blackmail, swindle	to pay a fine, to raid smth, to lock in cells, offence, to be convicted, to be released for good behavior, an appeal, to try new approaches to rehabilitation, the prisoners are treated well (very harshly, with respect, like animals), to get a sentence (life or the death penalty), to serve a sentence, to win an appeal, a public order offence, to release from jail, to fall back into crime, to try in the court, a jury, a judge, presumption of innocence, to accuse smb of a crime, to charge smb with murder, to plead guilty	Oh you are joking! What happened? That's terrible! Someone must have got hold of my card details. His parents must be really worried, but they should've said something earlier. During the noughties, the number of cars that were stolen fell by almost 70%. There is quite a well-established correlation between poor reading skills and crime. difficulty with, experience in, influence on, the matter with, opinion about, reaction to, a solution to, trouble with, the problem with, emphases on, attention to, respect for, no point in, no hope of

8.1 You heard radio information about committing a crime of counterfeiting. Describe it and say the following:

- ❖ When and where it happened, who committed it;
- ❖ Why crimes like this occur;
- ❖ What punishment you think the seller and/or buyer should get, why;
- ❖ If you have ever heard of any similar crimes where you live and what kind of it.

8.2 A 17-year-old boy has disappeared after having an argument with his parents. He's been gone three days and they've just reported it to the police. Comment this situation and predict the following:

- ❖ Why the boy vanished, if he might have run away because of smth or smb;

- ❖ If it can have been the first time and when his parents reported about the boy's missing;
- ❖ Where the boy might have gone and why he didn't get in touch;
- ❖ If he might have been murdered and what the police had done already.

8.3 Think of a crime you have heard about or watched on TV. Comment it and include such information:

- ❖ What crime had happened and where it took place;
- ❖ Who committed this crime and why;
- ❖ What punishment the criminal(s) got;
- ❖ Give your personal opinion as for preventing similar crimes in your region.

8.4 Think of the last watched TV show or film about crime and the police and say the following:

- ❖ If such TV programs are popular in you country, what kind and why;
- ❖ If you like to watch them and what kind;
- ❖ Why you think crime shows are so popular around the world;
- ❖ Describe a plot of your favorite crime show or a movie.

8.5 Think about criminal situation in your country and give characteristic of it:

- ❖ How you would rate it in terms of crime and security (in your country, your city or town and area you live in);
- ❖ If you think that crime has increased, decreased or stayed the same over the last few years, why and if it is the same for kinds of crime;
- ❖ What you know about system of rehabilitation of prisoners and the condition of their keeping in prisons;
- ❖ How public trust native police and what are special measures for preventing youth crime (juvenile delinquency) in your country

IX. CAREERS AND STUDYING

VOCABULARY BANK

<i>to get promoted</i>	<i>to set up business</i>	Useful phrases for presentation on the subject:
<i>to hand in a notice</i>	<i>to run (do) business</i>	❖ Introduction:
<i>to get a pay rise</i>	<i>HR – manager (head hunters)</i>	<i>so hands up everyone who ..., today, I'm going to talk to you about, I'd like to begin by (giving you an overview, focus on, outlining the main trends in)...,</i>
<i>on-the-job training</i>	<i>4ps of marketing: place, price, promotion, product</i>	❖ Main part:
<i>to get made redundant</i>	<i>(non) profit organization</i>	<i>if we take a look at this</i>

		<i>table, it shows, I'll then move on to (reviewing what the literature, highlight some of the problems)</i>
<i>to be slowly (quickly) getting the hang of everything</i>	<i>want ad, job application, a letter of application, job interview</i>	❖ Conclusion:
<i>to delegate responsibility</i>	<i>applying for a job</i>	<i>in short, so, moving on to the results, I'll go on to conclude, to sum up</i>
<i>to find smth rewarding</i>	<i>employ (-ee, -er, -ment)</i>	
<i>to find smth emotionally draining</i>		
<i>menial work</i>	<i>to quit a job</i>	
<i>hire/fire</i>	<i>wage/salary/earnings</i>	
<i>part (full)-time job</i>	<i>low/high paid job</i>	
<i>to do a degree (Master's)</i>	<i>to force to retire</i>	
<i>a gap year</i>	<i>a risk-taker at work</i>	

9.1 You have little job experience (a tutor, a barman, a deliverer, a coach in a summer camp and so on). Share your job experience and say the following:

- ❖ What job is (was) and what you should do;
- ❖ What positive and negative aspects of that job are;
- ❖ What you would like to do in future and why;
- ❖ What you need to do to get the job you like.

9.2 On the contrary to you your parents have a big and rich job experience. Give its characteristic saying the following:

- ❖ If they got promoted and got a pay rise, why;
- ❖ If they handed in a notice and decided to quit a job, why;
- ❖ If they experienced a redundancy or struggled to cope;
- ❖ If they were slowly or quickly getting the hang of everything.

9.3 Give characteristic of the world of work in your country and work possibilities for young people:

- ❖ What the minimum age is for a person to have a paid job in your country;
- ❖ What part-time jobs are that young people in your country typically do when they are at school or at college, if you would do them and why;
- ❖ What the advantages or disadvantages are of young people working while studying;
- ❖ What changes in type of jobs have done over time and compare experience of your country and abroad.

9.4 Imagine your job is going badly. Think of reasons why, speaking on the following:

- ❖ You are not finding it very rewarding;
- ❖ You are finding it quite emotionally draining;
- ❖ Your boss never delegates responsibility to the rest of the team;
- ❖ You are thinking of quitting your job and retraining in another field.

9.5 Introduce in short presentation the main challenges in education (classroom size, poverty, technology, family factors, last reforms, bullying and so on) or results of research paper:

- ❖ Introduction;
- ❖ Main body;
- ❖ Conclusion.

X. SOCIALISING VOCABULARY BANK

<i>a small get-together</i>	<i>to put one's foot in it</i>	<i>to make a joke</i>
<i>to go clubbing with a bunch of friends</i>	<i>to set up a marquee</i>	<i>to make mistake in public</i>
<i>to treat oneself</i>	<i>to spend a fortune</i>	<i>outrage in the media</i>
<i>a weekend (city) break</i>	<i>to be out of hand</i>	<i>to have sympathy for</i>
<i>to go mad with dad's credit card</i>	<i>to burst into tears</i>	<i>to share work experience (photos) on Facebook</i>
<i>a romantic dinner in a posh restaurant</i>	<i>to turn up</i>	<i>a reception ceremony</i>
<i>a big do</i>	<i>to go to waste</i>	<i>a charity event</i>
<i>faux pas [Fr: fou pa:] embarrassment in a social situation</i>	<i>to feel a bit left out</i>	<i>to be live on air</i>

10.1 You are going to celebrate smth (a birthday, a big do, a reception and so on). Say:

- ❖ Two ideas for what to do and why;
- ❖ Where exactly you would do them;
- ❖ Give a reason to celebrate and suggest an idea of how to celebrate;
- ❖ Arrange your guests where and when to meet and if you need to book a table or booth in advance.

10.2 Spend some period thinking about the world in 30 years' time and say:

- ❖ How the world will be different and why;
- ❖ How and in what way your life will have changed;
- ❖ How you imagine your own family and relatives will have developed;
- ❖ Your worries and dreams will have come true.

10.3 Imagine that you have put your foot in it or done smth embarrassing in public and share this experience saying:

- ❖ When and where it took place;
- ❖ Who saw this situation and what their reaction was;
- ❖ How you found way out this situation;
- ❖ If your relationship with those people have changes after such situation.

10.4 Think of importance of the following rules while using social networks (Facebook, Instagram, Twitter and so on) and express your ideas as for:

- ❖ What social media you use and if you are careful about what you say or post;
- ❖ If you know some famous people who have made mistake in public (live on air);
- ❖ If smth caused outrage in the media in your country recently;
- ❖ Situation in media, which is characterized as faux pas (embarrassing).

10.5 Imagine that your friend has put his/her foot in one of the following situation and he/she shared with you.

- ❖ Expand the situation and describe it in details;
- ❖ Give some advice to your friend how to behavior afterwards.
 - *I asked her when the baby was due, but she wasn't actually pregnant. I felt awful afterwards.*
 - *I asked him how his girlfriend was – and he burst out crying! I hadn't realized they had split up.*
 - *I wanted to send a private email to a friend, but I ended up copying everyone in the office by accident.*
 - *On my first day at work, I turned up in a suit and tie – and found everyone else dressed really casually! I felt so stupid!*
 - *I pretended I'd lost his passport. It was meant to be a joke, but he didn't see the funny side of it.*
 - *My brother was organizing a surprising party for my birthday last week. And I forgot I wasn't supposed to know about it.*
 - *A top politician was asked on a live TV show how much bread costs – and he didn't have a clue.*
 - *A government minister made a stupid joke about the war – without realizing he was live on air.*
 - *A friend invites you to a party. When you get there, you don't know the host or anyone else apart from your friend, who spends the whole evening with someone else.*
 - *You get stuck talking to someone who seems OK to begin with, but then turns out to be a complete bore.*
 - *You go to a friend's house for dinner and are served a special dish – made of smth you really don't like.*
 - *Someone you don't know interrupts a conversation you are having.*
 - *This guy kept trying to chat me up and in the end I had to tell him to get lost. It was really awkward.*
 - *I felt a bit sorry for her, because hardly anyone turned up, and she'd prepared loads of food, which all just went to waste.*

*Стаття надійшла до редакції
12 січня 2022*