



ХМЕЛЬНИЦЬКА ОБЛАСНА РАДА
ХМЕЛЬНИЦЬКИЙ УНІВЕРСИТЕТ УПРАВЛІННЯ ТА ПРАВА
ІМЕНІ ЛЕОНІДА ЮЗЬКОВА

ЗАТВЕРДЖЕНО

Рішення методичної ради університету
27.08.2025 року,
протокол № 1

Перша проректорка, голова методичної
ради університету, кандидатка наук з
державного управління, доцентка

_____ Ірина КОВТУН

27.08.2025 року
м.п.

НАВЧАЛЬНО-МЕТОДИЧНІ МАТЕРІАЛИ
з навчальної дисципліни
«ПРАКТИЧНИЙ КУРС ОСНОВНОЇ ІНОЗЕМНОЇ МОВИ»
для підготовки на першому (освітньому) рівні
здобувачів вищої освіти освітнього ступеня бакалавра
за спеціальністю 035 Філологія
035.041 Германські мови та літератури
(переклад включно), перша – англійська
галузі знань 03 Гуманітарні науки
(для ОПП 2022)

м. Хмельницький
2025

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1. Структура вивчення навчальної дисципліни

1.1. Тематичний план навчальної дисципліни

№ те ми	Назва теми	Кількість годин											
		Денна форма						Заочна форма навчання					
		усьог	у тому числі					усьог	у тому числі				
			л	п/с	Лаб	інд	с.р.		л	п/с	лаб.	інд	с.р.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Introductions and Greetings. Small talk. Personality types	30	–	10	–	–	20	–	–	–	–	–	–
2	Importance of foreign languages in global world	30	–	10	–	–	20	–	–	–	–	–	–
3	Education and Study. The System of Higher Education in Ukraine	40	–	20	–	–	20	–	–	–	–	–	–
4	Leonid Yuzkov Khmelnytskyi University of Management and Law	30	–	10	–	–	20	–	–	–	–	–	–
5	Home reading	128	–	40	–	–	88	–	–	–	–	–	–
6	Nature. Travel	50	–	20	–	–	30	–	–	–	–	–	–
7	Work. Different types of professions	48	–	18	–	–	30	–	–	–	–	–	–
8	Crime	54	–	20	–	–	34	–	–	–	–	–	–
9	Communication. Cultures	50	–	20	–	–	30	–	–	–	–	–	–
10	Environment	40	–	20	–	–	20	–	–	–	–	–	–
11	Sport	40	–	20	–	–	20	–	–	–	–	–	–
12	Medicine	40	–	20	–	–	20	–	–	–	–	–	–
13	Transport	30	–	10	–	–	20	–	–	–	–	–	–
14	Literature and Film	50	–	20	–	–	30	–	–	–	–	–	–
15	Architecture and Art	40	–	20	–	–	20	–	–	–	–	–	–
16	Psychology	40	–	20	–	–	20	–	–	–	–	–	–
17	Technology	40	–	20	–	–	20	–	–	–	–	–	–
18	International Relations	50	–	20	–	–	30	–	–	–	–	–	–
19	Fashion and Consumerism	40	–	20	–	–	20	–	–	–	–	–	–
20	People and Ideas	40	–	20	–	–	20	–	–	–	–	–	–
21	Journalism and Media	40	–	20	–	–	20	–	–	–	–	–	–
22	Law and Society	50	–	20	–	–	30	–	–	–	–	–	–

23	Business and Economics	50	–	20	–	–	30	–	–	–	–	–	–
	Усього годин	1050	–	438	–	–	612	–	–	–	–	–	–

1.2. Практичні заняття

Практичне заняття 1-5

Питання для усного опитування та дискусії

Тема 1. Introductions and Greetings. Small talk. Personality types

Greetings. / Привітання.

Introductions. Meeting new people.

Information exchange (about oneself, one's family, friends).

Personal lifestyles.

Personal traits.

Making contacts.

The ways to ascertain data.

How to attract attention of a stranger.

Thanks.

Apologising. Response to apology.

Commands, requests, permission, wishes.

Safe topics.

Farewells.

Загальні відомості про англійську мову. Будова мовного апарату та його функціонування.

Особливості англійської вимови і транскрипція. Корекція голосних і приголосних, які мають аналоги в українській мові. Приголосні звуки в англійській мові.

Правила читання. Інтонація розмовних питальних та спонукальних речень.

Іменник. Утворення множини іменників та правопису множини іменника. Винятки. Присвійний відмінок іменника.

Методичні рекомендації

З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

Лексичний мінімум, який необхідно засвоїти для обговорення теми:

to introduce oneself, to be born, to come from, district, region, to make one's dream come true, to make a progress, to be good at, to enter/to get into university, to be enrolled at the University, to be engaged in, to devote, to be proud of, to follow in one's father's/mother's footsteps, by profession, by nature, by education, to graduate from, to o one's best, to work hard, a good beginning makes a good ending, to finish/leave school, to work overtime, to look forward to, to break the ice, to smb at ease, to be polite, to have approachable body language, open stance, casual eye contact, a warm friendly smile, to demonstrate interest/desire to communicate, to take the initiative, to say hello the first, to ask an open-ended question, to demonstrate confidence, to show interest in the other person, to guide the conversation, to pay a compliment, to start a conversation, to be well-informed/prepared, to be knowledgeable about sth, to discuss topics/experiences, to focus on, to feel self-conscious, to make the other person feel important, to control internal/external distractions, to daydream, to keep the tone light/positive, to be interested in, to discuss general-interest subjects, to demonstrate to others, to be approachable/friendly, to avoid a faux pas, to leave unsaid, to make smb appear thoughtful, to close a conversation, to use a graceful exit line, to melt from conversations, to avoid personal questions/mean gossip/off-color jokes, controversial issues

Граматичний мінімум, яким необхідно оперувати:

Іменник. Утворення множини іменників та правопису множини іменника. Винятки. Присвійний відмінок іменника.

Фонетика:

Загальні відомості про англійську мову. Будова мовного апарату та його функціонування. Особливості англійської вимови і транскрипція. Корекція голосних і приголосних, які мають аналоги в українській мові. Приголосні звуки в англійській мові. Правила читання. Інтонія розмовних питальних та спонукальних речень.

Мовленнєві зразки “Addressing people”:

Mr.../ Mrs... Miss.../Ladies and gentlemen!

Dear friend! / Dear friends! / Honoured colleagues!

Мовленнєві зразки “Greetings”:

Hello! Hi! / Good morning/ afternoon/ evening! / How do you do! How are you? / Fine, thank you. And you? / I’m fine, thank you. / Not bad. / So-so. / Glad to meet/see you. / Pleased to meet you. / Nice to see you again. / How’s life? / How’s the family? / Hello, how are things?

Мовленнєві зразки “Farewells”:

Good-bye! / Good luck! / Remember me to ... / See you soon. / So long.

Мовленнєві зразки “Introductions”:

Excuse me, are you ...? / May I introduce myself, I’m ... / Let me introduce you to .../ I’d like to introduce you to

Мовленнєві зразки “Thanks”:

Thank you. / Thank you very much. / Thanks so much. / You’re welcome. / I’m very grateful / obliged to you. / You are very kind. / Thank you for the invitation / your help / congratulating me / the advice / your attention / your hospitality /the warm reception.

Практичне заняття 6-10

Питання для усного опитування та дискусії

Тема 2. Importance of foreign languages in global world

Languages and Communication.

International importance of English.

The importance of English in future profession.

Practical pieces of advice how to master a foreign language.

Артикль. Основні функції означеного та неозначеного артиклів та їх вживання. Відсутність артикля перед зліченими іменниками. Вживання артикля з назвами речовин, з абстрактними іменниками та з власними іменами.

Методичні рекомендації

З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

Лексичний мінімум, який необхідно засвоїти для обговорення теми:

word, phrase, sentence, noun, verb(regular/irregular), adjective, adverb, preposition, phrasal verb, meaning of the word, idiom, to define, definition, vocabulary, to memorize, to enrich vocabulary, to build up one’s vocabulary, to improve language skills, to borrow words, sound, intonation, to pronounce, to imitate(the intonation), to learn the language by ear, to learn by heart, to practice, to get out of practice, to brush up, grammar, rule, drill, formal/informal English, social English, to speak English fluently, to have a good command of, to be good at (spoken English), to master English, to improve one’s knowledge, to study on one’s own, to understand/misunderstand, to have sth at one’s disposal, total number, widespread, to be considered, to be in use, means of communication, to store, artificial/dead/natural/global/native/first language, mother tongue, bilingual, multilingual, astonishing, cable, business deal, to be conducted, broadcasting company, to transmit, to exceed.

Граматичний мінімум, яким необхідно оперувати:

Артикль. Основні функції означеного та неозначеного артиклів та їх вживання. Відсутність артикля перед зліченими іменниками. Вживання артикля з назвами речовин, з абстрактними іменниками та з власними іменами.

Фонетика:

Загальні відомості про англійську мову. Будова мовного апарату та його функціонування. Особливості англійської вимови і транскрипція. Корекція голосних і приголосних, які мають аналоги в українській мові. Приголосні звуки в англійській мові. Правила читання. Інтонація розмовних питальних та спонукальних речень.

Мовленнєві зразки “Invitations”:

I'd like to invite you to... / Where can we meet? / Is that time convenient?

Мовленнєві зразки “Requests”:

May I have a look? / sit here/come in? / Could you help me, please? / May I ask a favour of you? Please give me .../Please wait for me .../Please show me

Мовленнєві зразки “Agreement”:

With pleasure. /Thank you, but I will be busy then. / Good. / Fine. / Of course. / Yes, that's true. /I have no objection. / I agree with you. That suits me. /Good idea. / That's very convenient for me. / I think so. / You are right. / Quite correct.

Практичне заняття 11-20

Тема 3. Education and Study. The System of Higher Education in Ukraine

Питання для усного опитування та дискусії

The structure of the higher education of Ukraine.

Educational-qualification degrees.

Levels of accreditation.

State standards of education.

Management of education.

Методичні рекомендації

З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

Лексичний мінімум, який необхідно засвоїти для обговорення теми:

to make one's dream come true, to make a progress, to be good at, to improve one's knowledge, to enter/to get into university, to be enrolled at the University, freshman, at the request of, executive self-governed body, bodies of state administration, state security bodies, bodies of local self-government, state enterprise, full-time/part-time, to graduate from, graduate, postgraduate student/course, to attend, lecture, seminar, tutorial, lecturer, to be available, to have at one's disposal, D.S., C.S., Full Professor, scientific adviser, curriculum, skills, assistant professor, academic course, degree, to get a degree (in), to pass qualification examination, teaching staff, acknowledged, exchange program, to carry out research, book depository, distinguished/outstanding scholars, training in Law, to maintain Candidate theses, the instructional language, higher educational institution, dean, rector, department /chair, Master of Law, to train, to establish, scientist, founder, laboratory, department/faculty, educational institution of higher learning, extra-mural, subject, timetable, to revise for an exam, to take/do/sit/pass an exam, to resit an exam, to fail an exam, to skip classes/lectures, test, to check progress, scholarship, hostel, dormitory, to finance one's own study, to get money from the government, free course, fee-paying student.

Граматичний мінімум, яким необхідно оперувати:

Часи групи Simple. Правила утворення та вживання. Present Simple для вираження майбутньої дії.

Займенник. Особові, присвійні, зворотні, взаємні, вказівні, питальні, сполучні, неозначені, заперечні, означальні та кількісні. Порядок слів у розповідному реченні. Типи питальних речень. Порядок слів у питальних реченнях. Непрямі запитання.

Мовленнєві зразки “Disagreement”:

I don't agree with you./ Nothing of the kind. / On the contrary./ I don't want to./ I do not agree./ You are mistaken.

Мовленнєві зразки “Refusal”:

No, thank you./No, I can't./Excuse me, but I have things to do./ I'm sorry./I'm very sorry about that./ Too bad./I'm very distressed./I'm very sad to hear that.

Практичне заняття 21-25

Тема 4. Leonid Yuzkov Khmelnytskyi University of Management and Law

Питання для усного опитування та дискусії

Leonid Yuzkov Khmelnytskyi University of Management and Law.

From the history of our University.

Learning and living facilities.

Personal information and future profession.

The University's customs and traditions.

The students' first impressions.

Методичні рекомендації

З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

Лексичний мінімум, який необхідно засвоїти для обговорення теми:

Department of Management and Economics, Law Department, Bachelor/Master Degree, Jurisprudence, Management of Organizations, Administrative Management, Public Management and Administration, State Service, Social Security, the Cabinet of Ministers of Ukraine, level of accreditation, educational level, to make one's dream come true, to make a progress, to enter/to get into university, to be enrolled at the University, freshman, at the request of, executive self-governed body, bodies of state administration, state security bodies, bodies of local self-government, state enterprise, full-time/part-time, to graduate (from), a graduate, postgraduate student/course/education, to attend a lecture/seminar/ tutorial, lecturer, to be available for, Doctor of Sciences/D.S., Candidate of Sciences/C.S., Professor, Full Professor, Assistant Professor, Senior lecturer, probationer teacher, scientific adviser, curriculum, skills, assistant professor, academic course, degree, to get a degree (in), to receive diploma, to pass qualification examination, teaching staff, student body, acknowledged, exchange program, to carry out training/research, to be engaged in, to cope with, to be available for, to certify, to obtain knowledge and skills, to complete the full academic course book depository, distinguished/outstanding scholars, training in Management/Law, to maintain Candidate theses, the instructional language, higher educational institution, dean, rector, department /chair, to train, to establish, scientist, founder, laboratory, department/faculty, extra-mural, subject, timetable, to revise for an exam, to take/do/sit/pass an exam, to retake an exam, to fail an exam, to skip classes/lectures, test, to check progress, scholarship, hostel, dormitory, to finance one's own study, to get money from the government, free course, fee-paying student.

Граматичний мінімум, яким необхідно оперувати:

Часи групи Continuous. Правила утворення та вживання. Вживання Present Continuous для вираження запланованої майбутньої дії. Вживання дієслова to go з інфінітивом іншого дієслова. Прикметник. Ступені порівняння прикметника.

Мовленнєві зразки “Apologies”:

Forgive me. / I'm terribly sorry about... / Please accept my apologies for... / I'd like to apologise for.../ I apologise for.../ I'm sorry. / Excuse me, please. / Pardon me, please. / Please pardon the ...

(interruption/disturbance). / Please pardon me for taking you away from your work. / Please don't be angry. / That's my fault. It annoys me when.../ I'm not to be blame.

Sorry... - I'm late.
 - I kept you waiting
 - I caused you so much trouble for breaking into your conversation.
 - I didn't mean to offend you.

Мовленнєві зразки “Response to apology”:

That's quite all right. / I understand completely. / No problem. / Forget it. / You don't need to apologize. It's OK.

Практичне заняття 26-45

Тема 5. Home reading

John Grisham as a modern American author.

Novel “Theodor Boone: The abduction”.

Theo as a dynamic character.

April Finnemore as “not just any girl”.

Theo's parents' offices.

Theo's parents' personalities and interests.

Theo's uncle as an unconventional person.

Mr. Mount's class.

Theo's passion for law.

County courthouse.

Review of the book.

Film production.

Методичні рекомендації

З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

Лексичний мінімум, який необхідно засвоїти для обговорення теми:

to strew clothes, to dismiss the notion, a light sleeper, to call on a cell phone, a phone log, to keep answers vague, to volunteer information, to make a promise, to be sloppy with questions, to be about to do sth, to vow not to tell a soul, drug conviction, to keep vague answer, to shoot a fierce look, to be caught in a vise, pecan waffle, log cabin, gas pump, mint fudge, crowded diner, rear seat, hearing, to be tight-lipped, to ponder, to dwell on, to offer up a little fib, frantic, to be reluctant, nap, a demand for ransom, to release, to seize, frantic, weird, to claim, notoriety, to dig up the facts, to hit the street, to comb an area, to hold sth back, to keep an eye on, to have extraordinary skills, to confront the truth, to hold one's tongue, to be at stake, to look for key words and sentences, to clear one's throat, to clench one's jaw, to do sth out of affection, to sneak to the front door, to conceal the truth, to tack flyers, to pull weeds, to yank a pen, to slump shoulders, with a sneer, to shove out the hand, to suck in, to bicker, futile, to gag, to buy booze, bluff, to quit, to snap fingers, to rack one's brain, to stop dead cold, to out, to smell the money, to handcuff, to film live coverage, to resist arrest, to arrest for public drunkenness, to be ready for the fistfight, distracted, subdued, elaborate, strenuous, stunning, desperate, notorious, pretrial, hang around, seal off, take in, mill about, dart about, chase, wacky, moist, moody, to skip school, to nail, hideous, aloof, to vanish without a trace, to shake a head on disbelief, to face criminal charges for abduction, to come through with some fiction, to reach out with a handshake, to start kindergarten, to give a puzzled look, an all-night gas station, to punch a number of the phone, to fill in the details, to pass the phone back and forth, to heap praise on smb

Граматичний мінімум, яким необхідно оперувати:

Інфінітив. Герундій. Пасивний стан.

Мовленнєві зразки “Summarizing information”:

First / firstly, second / secondly, third / thirdly etc

Next, last, finally
In addition, moreover
Further / furthermore
Another
Also
In conclusion
To summarise
So
As a result
As a consequence (of)
Therefore
Thus
Consequently
Hence
Due to

Практичне заняття 46-50

Тема 6. Nature. Travel

Питання для усного опитування та дискусії

Article about travel and tourism
Famous explorers
Wilfred Thesiger
Excerpt from “Arabian Sands”

Методичні рекомендації

З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

Лексичний мінімум, який необхідно засвоїти для обговорення теми:

destination, itinerary, accommodation, sightseeing, travel insurance, package tour, tourist attraction, local cuisine, sustainable tourism, off-the-beaten-path, explorer, expedition, uncharted territory, discovery, navigation, mapmaking / cartography, endurance, hardship, survival skills, indigenous people, desert explorer, bedouin, nomadic life, tribal customs, austerity, resilience, hospitality, harsh environment, cultural immersion, solitude, vast emptiness, shifting dunes, blistering heat, desolation, horizon, caravan, silence, timeless landscape.

Граматичний мінімум, яким необхідно оперувати:

Present perfect simple vs past simple

Мовленнєві зразки “Giving opinions, agreeing /disagreeing, making suggestions”:

Giving Opinions

Neutral: “In my opinion”, “I think/believe that”, or “From my perspective”.

Strong: “I’m (absolutely) convinced that”, “I strongly believe”, “There is no doubt that”.

Informal: “If you ask me”, “I reckon”, “I guess”.

Academic/Professional: “I would argue that”, “It seems to me that”, or “I hold the view that”.

Agreeing

Total Agreement: “I couldn’t agree more”, “Absolutely”, “Exactly”, “You’re 100% right”.

Partial Agreement: “I agree up to a point, but...” or “That may be true, but...”.

Weak/Reluctant: “I suppose so”, “I guess you’re right”.

Idiomatic: “We’re on the same page” or “We see eye to eye”.

Disagreeing

Polite/Softened: “I see your point, but...”, “I’m afraid I disagree”, “I’m not so sure about that”.

Strong/Direct: “I totally disagree”, “No way!”, “I beg to differ”.

Redirecting: "That's not always true because...", "I have a different opinion on that".

Making Suggestions

Direct: "Let's...", "Why don't we [verb]?"

Polite/Indirect: "What if we...?", "I suggest/recommend that..."

Offering Alternatives: "An alternative solution might be...", "Instead, I wonder if we could..."

Практичне заняття 51-59

Тема 7. Work. Different types of professions

Питання для усного опитування та дискусії

Job advertisements

Homeworking

Leaflet about job interviews

Career path

Методичні рекомендації

З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

Лексичний мінімум, який необхідно засвоїти для обговорення теми:

vacancy, job opening, requirements, qualifications, work experience, competitive salary, full-time / part-time, responsibilities, deadline for applications, equal opportunities employer, remote work, flexible schedule, work-life balance, home office, productivity, virtual meeting, self-discipline, isolation, digital tools, time management, job interview, interviewer, applicant / candidate, strengths and weaknesses, body language, dress code, common interview questions, follow-up email, first impression, professional attitude, career path, entry-level position, promotion, career advancement, job satisfaction, long-term goals, professional development, transferable skills, career change, lifelong learning.

Граматичний мінімум, яким необхідно оперувати:

Present perfect continuous vs Present perfect

Мовленнєві зразки "Asking questions, giving answers":

Asking Questions

Direct: "What do you think?" or "How does this work?"

Polite/Indirect: "I was wondering if you could help me," "Could you tell me...?" or "Would you mind explaining that?"

Checking for Understanding: "Am I making sense?" or "Are you following me?"

Formal: "May I ask your opinion on this?" or "I would like to know your thoughts".

Giving Answers

Direct/Informal: "Sure," "No problem," or "I think so".

Polite/Helpful: "I'd be happy to help with that," "Certainly," or "My pleasure".

Uncertain: "I'm not entirely sure, but..." or "I'd have to check on that".

Diplomatic: "To be honest, I'm still waiting for more information" or "Actually, it's a bit more complicated".

Практичне заняття 60-69

Тема 8. Crime

Питання для усного опитування та дискусії

Cyber crime

Psychology of crime

Bank robberies

Методичні рекомендації

З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

Лексичний мінімум, який необхідно засвоїти для обговорення теми:

cyber crime, hacking, data breach, identity theft, phishing, malware, ransomware, online fraud, cyber security, digital footprint, criminal behavior, motive, personality disorder, antisocial behavior, aggression, impulse control, environmental factors, moral reasoning, deviant behavior, criminal profiling, bank robbery, armed robbery, getaway car, security system, surveillance cameras, vault, hostage, accomplice, eyewitness, criminal investigation.

Граматичний мінімум, яким необхідно оперувати:

Conditionals (1)

Мовленнєві зразки “Reaching a decision”:

Moving Toward a Decision

“Let’s look at the points we agree on.”

“Okay, so the general consensus seems to be...”

“Can we all agree to move forward with this plan?”

“All things considered, I think we should...”

“Let’s quickly go over what we’ve decided so far.”

Finalizing and Concluding

“We have concluded that...”

“I think we have reached an agreement here.”

“Finally, we have arrived at the following outcome...”

“I’ve made up my mind, and I think we should...”

“To sum up, here are the key takeaways.”

Common Decision Idioms

“At the end of the day”: Used when finally ready to decide after considering all factors.

“Bite the bullet”: To make a difficult or unpleasant decision.

“The die is cast”: Used when something is completely decided and cannot be changed.

“Take the plunge”: To finally commit to a major decision.

“Up in the air”: Describes a plan or issue that remains unsettled

Практичне заняття 70-79

Тема 9. Communication. Cultures

Питання для усного опитування та дискусії

Six degrees of separation

Communication course

Extract from “You just don’t understand” (identifying stylistic devices)

Culture shock

Culture difference

Методичні рекомендації

З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

Лексичний мінімум, який необхідно засвоїти для обговорення теми:

six degrees of separation, social network, interconnectedness, chain of acquaintances, social ties, mutual connection, network theory, small world phenomenon, social proximity, information flow, interpersonal communication, verbal communication, non-verbal communication, active listening, feedback message, encoding/decoding, communication barrier, miscommunication, persuasive communication, communication

competence, repetition, contrast, parallel structures, rhetorical question, anecdote, direct address, inclusive language, conversational tone, examples from everyday speech, gender-based communication, culture shock, adaptation, disorientation, homesickness, cultural adjustment, reverse culture shock, coping strategies, frustration, acculturation, cultural awareness, cultural differences, values and beliefs, social norms, traditions and customs, cultural identity, stereotypes, cross-cultural communication, cultural sensitivity, ethnocentrism, cultural diversity.

Граматичний мінімум, яким необхідно оперувати:

The continuous aspect

Мовленнєві зразки“ Outlining problems, offering solutions”:

Outlining Problems

Defining the Issue: “The main problem is that...”, “We’ve encountered a problem with...”, “One of the growing concerns is...”.

Highlighting Urgency/Impact: “This is having an impact on...”, “We noticed a significant increase in [errors/complaints]...”, “This issue is critical because it affects...”.

Identifying Causes: “The reason why this problem occurs lies in...”, “This can be attributed to...”, “The root cause appears to be...”.

Technical/Business Specific: “We’ve hit a roadblock with...”, “Our defect rates are higher than usual”.

Offering Solutions

Proposing Ideas: “I propose/suggest that we...”, “One possible way to solve this would be...”, “I’m convinced that this will work”.

Introducing Steps: “To address this, we need to...”, “The first step would be to...”, “We could implement a workaround until...”.

Softened/Brainstorming: “What if we tried...?”, “How about we...?”, “Perhaps we could consider...?”.

Focusing on Benefits: “This solution will allow us to...”, “The big advantage of this approach is...”, “This should result in a [percent]% increase in efficiency”.

Structured Frameworks

The "5 Whys": Repeatedly ask “Why?” to drill down to the fundamental cause.

Problem-Solution-Benefit: State the problem, propose the solution, and immediately finish with the expected benefit to gain buy-in.

Практичне заняття 80-89

Тема 10. Environment

Питання для усного опитування та дискусії

Noisy neighbours

Climate change in the context of sustainable development

Extract from “A short history of nearly everything”

Методичні рекомендації

З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

Лексичний мінімум, який необхідно засвоїти для обговорення теми: noisy neighbours, noise pollution, disturbance, nuisance, excessive noise, complaint, to file a complaint, soundproofing, to resolve a conflict, local authorities, climate change, global warming, sustainable development, carbon footprint, greenhouse gas emissions, renewable energy, environmental protection, climate mitigation, climate adaptation, intergenerational responsibility, scientific discovery, hypothesis, empirical evidence, observation, breakthrough, complexity of the universe, scale of time, uncertainty, curiosity, accessible science writing.

Граматичний мінімум, яким необхідно оперувати:

Indirect questions

Мовленнєві зразки “Polite questions”:

Opening Courtesies

Start with an attention-getter to avoid sounding abrupt:

“Excuse me, [question]?”

“Pardon me, [question]?”

“Sorry to bother you, but [question]?”

Indirect Question Starters

Turning a direct question into an indirect one softens the delivery and shows respect for the other person’s time:

“Could you tell me...?”

“I was wondering if you could help me with...?”

“Do you happen to know...?”

“Would you mind telling me...?”

“I’d like to find out...”

“Do you think it would be possible to...?”

Asking for Permission

Use these phrases to inquire about what is allowed or comfortable for others:

“May I [verb]...?” (e.g., “May I come in?”)

“Would you mind if I [past tense verb]...?” (e.g., “Would you mind if I joined you?”)

“Is it all right if I...?”

“Do you mind if I...?”

Seeking Clarification

If you need someone to repeat or explain something, use these gentler alternatives to “What?”:

“I’m sorry, I didn’t quite catch that. Could you repeat it, please?”

“Pardon me?”

“Could you possibly explain that again?”

“I’m not sure I follow. Would you mind clarifying?”

Tips for Politeness

Use Past Tense: Words like “wanted”, “needed”, or “was wondering” make a request sound less demanding.

Add “Possibly” or “Kindly”: These words further soften direct requests.

Word Order: In indirect questions, the subject comes before the verb (e.g., “Could you tell me where the station is?” instead of “...where is the station?”).

Практичне заняття 90-99

Тема 11. Sport

Питання для усного опитування та дискусії

Charles Miller

A karate club

Being a top athlete

Методичні рекомендації

З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

Лексичний мінімум, який необхідно засвоїти для обговорення теми: pioneer, founder, to introduce a sport, football association, organized sport, sporting culture, amateur level, influence, legacy, to popularize, karate club, martial arts, dojo, sensei, training session, discipline, self-defence, belt system, sparring, respect, top athlete, peak performance, rigorous training, physical endurance, mental toughness, motivation dedication, competitive spirit, injury prevention, professional career.

Граматичний мінімум, яким необхідно оперувати:
Quantifiers. Definite and zero articles

Мовленнєві зразки “Emphasis and comparison”:

Adding Emphasis

Emphasis helps highlight the most important parts of your message.

Adverbs and Adjectives: Use strong words like “unquestionably”, “undeniably”, “definitely”, “crucially”.

Cleft Sentences: Focus on specific information by starting with “It is/was” or “What”.

“It was the marketing strategy that drove our success” (rather than the product).

“What we really need is more time”.

Auxiliary “Do”: Add “do” or “did” before a verb for strong conviction.

“I do believe we should reconsider the proposal”.

Inversion (Formal): Move negative or restrictive words to the beginning for dramatic effect.

“Seldom have I seen such dedication”.

Making Comparisons

Comparison phrases identify similarities or differences between ideas.

Highlighting Similarities:

“Likewise” or “Similarly”: “The first quarter was successful; likewise, the second quarter shows promise”.

“In the same way”: “We must manage our budget in the same way we manage our time”.

Highlighting Differences (Contrasting):

“Conversely” or “On the contrary”: Used to present an opposing idea.

“On the flip side”: A favorite for informal or semi-formal contrast.

“Whereas”: “The new model is faster, whereas the old one was more durable”.

Modifying Comparatives:

Big differences: Use “far”, “way”, “considerably”, or “a good deal” (e.g., “This is far more effective”).

Small differences: Use “slightly”, “a bit”, “marginally” (e.g., “The costs are slightly higher than expected”).

Equality: Use “as...as” or “more or less the same” to show two things are equal.

Практичне заняття 100-109

Тема 12. Medicine

Питання для усного опитування та дискусії

Medical breakthrough

Article about malaria

Article about bionic eye

Методичні рекомендації

З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

Лексичний мінімум, який необхідно засвоїти для обговорення теми: medical breakthrough, innovative treatment, cutting-edge technology, clinical trial, life-saving procedure, early diagnosis, research findings, scientific advancement, to revolutionise healthcare, patient outcomes, malaria, mosquito-borne disease, parasite, Plasmodium, transmission, symptoms, fever, prevention, antimalarial drugs, public health measures, bionic eye, visual prosthesis, implant, artificial vision, retinal damage, to restore sight, neural signals, brain stimulation, assistive technology, quality of life.

Граматичний мінімум, яким необхідно оперувати:

Future continuous. Future perfect

Мовленнєві зразки “Predicting”:

High Certainty (90–100%)

Use these when you are sure or have clear evidence:

“I’m certain that...”, “I’m sure that...”: Standard for high confidence.

“It is bound to happen”: Suggests a feeling of inevitability.

“There is no doubt that...”: A strong way to emphasize a prediction.

“Mark my words...”: A serious phrase used for very strong, personally held predictions.

Medium Certainty (50–80%)

Use these for probable outcomes based on current trends:

“It’s likely that...” or “It’s probable that...”: Based on evidence or logical reasoning.

“There’s a good chance that...”: Indicates a high probability.

“I expect that...”: Often used in professional contexts to forecast outcomes.

“It’s on the cards that...”: An idiomatic way to say something is likely to occur.

Low Certainty (Under 50%)

Use these for guesses or remote possibilities:

“I have a feeling that...”: Based on intuition or a "hunch" rather than hard facts.

“If I had to guess, I’d say...”: Clearly identifies the statement as an educated guess.

“There’s a slight/slim chance that...”: Highlights that an event is possible but not probable.

“I wouldn’t be surprised if...”: Used when a prediction seems plausible despite being uncertain.

Grammar for Predictions

Will: Used for general assumptions or beliefs about the future (e.g., “I think it will rain later”).

Going to: Used when there is present evidence for the prediction (e.g., “Look at those clouds; it’s going to rain”).

Future Perfect: Used for predictions that will be completed by a specific time (e.g., “By 2030, we will have reached our goal”).

Практичне заняття 110-114

Тема 13. Transport

Питання для усного опитування та дискусії

Road safety

Future transport

Great railway journeys

Методичні рекомендації

З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

Лексичний мінімум, який необхідно засвоїти для обговорення теми: road safety, traffic rules, pedestrian crossing, speed limit, seat belt, road accident, reckless driving, traffic congestion, road signs, drink-driving, future transport, autonomous vehicles, electric cars, sustainable transport, smart mobility, hydrogen-powered vehicles, high-speed transport, urban mobility, traffic management systems, environmental impact, railway journey, scenic route, sleeper train, panoramic view, historic railway, steam locomotive, cross-country travel, railway heritage, long-distance travel, travel experience.

Граматичний мінімум, яким необхідно оперувати:

Modal verbs

Мовленнєві зразки “Persuading, recommending action”:

Persuading Others

Effective persuasion uses high modality words that convey confidence and urgency.

Emphasizing Benefits: “Implementing this will streamline your daily tasks and enhance your efficiency”.

Building Curiosity: “I’m not sure this is for you, but...” or “What if we could...?”.

Confident Assertions: “I am certain that...”, “There is no doubt that...”, or “It is imperative that...”.

Creating Urgency: “Now is the time to...”, “The fact of the matter is...”.

Recommending Action

Modern professional language favors actionable insights and alignment over vague suggestions.

Direct Calls to Action: “Please review these changes and share your feedback by Friday”, “Let’s make it happen”.

Aligning the Team: “Let’s align on this before the meeting ends”, “Can we arrange a short meeting to align?”.

Proposing a Path: “I suggest we circle back to this after reviewing the data” or “Let’s get the ball rolling by...”.

Collaborative Recommendations: “What do you think would work best here?” or “How can I support you in this approach?”.

Persuasion Strategies

The “Because” Technique: Providing a clear reason for a request significantly increases its acceptance.

SMART Goal Alignment: Frame recommendations within the Specific, Measurable, Achievable, Relevant, and Time-bound framework to ensure they are actionable.

Address Objections Early: Use the “even if” technique to mitigate potential resistance before it arises.

Практичне заняття 115-124

Тема 14. Literature and film

Питання для усного опитування та дискусії

Books and films

Extract from “Great Gatsby”

Gender and reading

Методичні рекомендації

З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

Лексичний мінімум, який необхідно засвоїти для обговорення теми: book adaptation, plot, storyline, character development, narrative, setting, theme, genre, visual effects, faithful adaptation, symbolism, imagery, metaphor, narrator, first-person narration, illusion, disillusionment, decadence, social class, the American Dream, reading habits, gender differences, literary preferences, reading motivation, stereotypes, access to education, literacy rates, cultural expectations, representation in literature, inclusive reading.

Граматичний мінімум, яким необхідно оперувати:

Used to, would

Мовленнєві зразки “Proposing, bargaining, talking about needs”:

Proposing

When introducing an idea or deal, use these phrases to set a confident yet diplomatic tone:

“I’d like to propose a course of action that satisfies both parties”.

“We are offering [terms]. How does that align with your expectations?”.

“This proposal is tailored to meet your specific goals”.

“I’d like to put forward an alternative approach for your consideration”.

Bargaining

Bargaining often involves “if-then” structures to reach a compromise:

The Conditional Offer: “I can accept that if you could...” or “We could offer you [X] if you can agree on [Y]”.

Checking for Flexibility: “Is there any room for flexibility here?” or “How feasible is it for you to...?”.

Meeting in the Middle: “Let’s talk about how we **could meet in the middle**” or “How about we meet halfway on this point?”.

Stating Limits: “I’m afraid we can only go as low as...” or “Our absolute bottom line is...”.

Talking About Needs

Clear communication of requirements prevents “scope creep” and ensures project success.

High-Level Needs: “Our main concern is...” or “What we are looking for is...”.

Technical Requirements: Using “shall” often denotes a mandatory legal or technical requirement, while “should” denotes a recommendation.

Seeking Clarity: “Help me understand what you need to make this work” or “Could you elaborate on your priorities?”.

Establishing Boundaries: “That is outside the scope of this agreement” or “We draw the line at...”.

Практичне заняття 125-134

Тема 15. Architecture and art

Питання для усного опитування та дискусії

Famous buildings

Unusual buildings

Famous bridges

Photography

Contemporary sculptures

Методичні рекомендації

З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

Лексичний мінімум, який необхідно засвоїти для обговорення теми: landmark, architectural style, skyscraper, heritage site, iconic, historical monument, façade, interior design, construction, preservation, unconventional design, futuristic architecture, asymmetrical, innovative structure, eco-friendly building, sustainable materials, organic shapes, experimental architecture, eye-catching, architectural landmark, suspension bridge, arch bridge, steel structure, span, engineering masterpiece, traffic flow, pedestrian bridge, to connect areas, load-bearing capacity, landmark bridge, photography, composition, lighting, angle, focus, depth of field, exposure, black-and-white photography, portrait photography, visual storytelling, contemporary sculpture, abstract art, installation, mixed media, public art, conceptual art, artistic expression, modern materials, interpretation, interaction with space.

Граматичний мінімум, яким необхідно оперувати:

The passive

Мовленнєві зразки “Talking about requirements”.

Stating Essential Requirements

Use these phrases for non-negotiable items:

“This is a prerequisite for moving forward with the project”.

“It is mandatory that the software complies with security standards”.

“We require a minimum of three weeks for the testing phase.”

“A key stipulation of this contract is the inclusion of [feature]”.

“This is a deal-breaker for us; we cannot proceed without it” .

Discussing Flexibility and Preferences

Use these for items that are desirable but not strictly necessary:

“While not essential, it would be highly beneficial if...”

“Our preference would be for a local supplier, but we are open to other options”.

“That feature is a “nice-to-have” rather than a primary requirement”

“We have some flexibility regarding the delivery date, provided the quality is maintained”.

Inquiring About Requirements

When you need to understand what others need from you:

“What are your top priorities for this quarter?”

“Could you define the scope of your requirements more clearly?”

“Are there any regulatory or compliance needs we should be aware of?”

“What are the technical specifications required for this integration?”

Clarifying and Confirming

“Let me summarize the requirements to ensure we are on the same page.”

“Just to clarify, is [item] a strict requirement or a recommendation?”

“Am I correct in understanding that your main need is [X]?”

Практичне заняття 135-144

Тема 16. Psychology

Питання для усного опитування та дискусії

The Belbin model

Peer pressure

Criminal profiling

Методичні рекомендації

З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

Лексичний мінімум, який необхідно засвоїти для обговорення теми: Team Role Self-Perception Inventory (TRSPI), shaper, implementer, completer finisher, coordinator, teamworker, resource investigator, plant, monitor evaluator, specialist, allowable weakness, functional role vs. team role, cognitive diversity, interpersonal synergy, conformity, normative social influence, informational social influence, groupthink, social validation, compliance, internalization, identification, adolescent egocentrism, risk-taking behavior, ostracism, social exclusion, resistance strategies, peer-mediated intervention, behavioral evidence analysis (BEA), modus operandi (MO), signature behavior, victimology, organized offender, disorganized offender, geographic profiling, criminal consistency hypothesis, staging, trophy/souvenir taking, pre-offense behavior, post-offense behavior, linkage analysis, forensic psychology.

Граматичний мінімум, яким необхідно оперувати:

Relative clauses

Мовленнєві зразки “Clarifying”

Asking for Clarification (When you don’t understand)

“Could you clarify what you meant by that?”

“I’m sorry, I didn’t quite catch that. Could you repeat it?”

“I’m not sure I follow you. Could you explain it in more detail?”

“Could you elaborate on the last point?”

“In other words, are you saying that...?”

Checking Your Understanding (Paraphrasing)

It is professional to repeat what you think you heard to confirm you are correct:

“So, if I understand you correctly, you’re saying that...?”

“Correct me if I’m wrong, but do you mean...?”

“Just to clear things up, are we talking about [Project A] or [Project B]?”

“So, the main takeaway is that... Is that right?”

“Let me see if I’ve got this right: you want me to...?”

Using Inverted Commas “” for Written Clarification

When emailing or messaging, use quotes to refer to specific terms that need explaining:

“What exactly does the team mean by “high priority” in this context?”

“Could you define the term “as soon as possible”? Does that mean today or by Friday?”

“When you say “budget adjustments,” are we talking about a decrease or an increase?”

Clarifying to Others (When you want to be understood)

“Does that make sense?”

“Let me rephrase that to be clearer.”

“To put it simply, we need to...”

“Please stop me if any of this is unclear.”

Практичне заняття 145-154

Тема 17. Technology

Питання для усного опитування та дискусії

Failed inventors
The Amish
GM food

Методичні рекомендації

З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

Лексичний мінімум, який необхідно засвоїти для обговорення теми: prototype, obsolescence, patent infringement, design flaw, market viability, technical glitch, miscalculation, redundancy, commercial failure, underfunding, innovation gap, conceptual error, technological bottleneck, pioneer disadvantage, low-tech lifestyle, technological rejection, manual labor, self-sufficiency, non-conformity, traditionalism, horse-and-buggy, deliberate living, selective adoption, community-centric, pre-industrial, agrarian society, craftsmanship, off-the-grid, genetic engineering, transgenic crops, biotechnology, dna splicing, pest resistance, herbicide tolerance, biofortification, yield enhancement, cross-contamination, monoculture, food security, gene flow, regulatory approval, biodiversity loss.

Граматичний мінімум, яким необхідно оперувати:

Conditionals (2,3)

Мовленнєві зразки “Reassuring and encouraging”

Reassuring Someone

Use these when someone is worried, uncertain, or has made a mistake:

- “Don’t worry, we’ll figure it out together”.
- “It’s a minor setback, but nothing we can’t handle”.
- “Rest assured, we have a backup plan in place”.
- “You’re on the right track; just keep going”.
- “There’s no need to stress; we have plenty of time to fix this”.
- “I have full confidence in your ability to handle this”.

Encouraging Action and Effort

Use these to motivate others to start or continue a task:

- “You’ve got this!” (A very popular, high-energy phrase).
- “Keep up the great work!”
- “I’m really impressed with your progress so far”.
- “Give it a try – what’s the worst that could happen?”
- “Your hard work is definitely paying off”.
- “Every small step counts toward the final goal”.

Phrases Using Inverted Commas “”

It is common to use quotes to highlight specific positive feedback:

- “Remember the team motto: “Progress over perfection”.
- “You did a great job on that “deep dive” analysis yesterday.”
- “I truly believe you can “level up” your performance this month”.
- “Don’t let a “fear of failure” stop you from proposing new ideas”.

Offering Support

- “I’m here for you if you need anything”.
- “Is there anything I can do to make this easier for you?”
- “Feel free to reach out if you hit a roadblock”.
- “We’re all in this together”.

Практичне заняття 155-164
Тема 18. International relations
Питання для усного опитування та дискусії

The oil spill crisis
INTERPOL
Transnational crime
International organizations
Ambassadors

Методичні рекомендації

З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

Лексичний мінімум, який необхідно засвоїти для обговорення теми: environmental catastrophe, ecological impact, containment boom, dispersant, offshore drilling, wildlife rehabilitation, bioremediation, shoreline contamination, cleanup operation, maritime pollution, tanker leak, liability protocols, sovereign waters, ecosystem resilience, international notice, red notice, law enforcement cooperation, database sharing, global security architecture, cross-border investigation, operational support, criminal intelligence, national central bureau, fugitive recovery, cybercrime coordination, general assembly, police forensics, extradition protocol, human trafficking, money laundering, arms smuggling, illicit trade, organized crime syndicate, racketeering, drug cartel, border security, jurisdictional complexity, shadow economy, cyber warfare, global contraband, financial fraud, black market, intergovernmental body, multilateral treaty, non-governmental organization, collective security, diplomatic mission, humanitarian aid, supranational entity, peacekeeping mandate, conflict resolution, global governance, regulatory framework, charter obligations, development assistance, observer status, diplomatic immunity, credentials presentation, embassy protocol, envoy, diplomatic mission, bilateral relations, persona non grata, foreign policy, consulate, public diplomacy, high commissioner, state visit, diplomatic pouch, mediation efforts.

Граматичний мінімум, яким необхідно оперувати:

Subordinate clauses. Modal perfect

Мовленнєві зразки “Reflecting on your culture, making criticisms, discussing stereotypes”.

Reflecting on Your Culture

Use these phrases to describe your own background without making generalizations:

- “In my culture, we tend to value directness/indirectness”.
- “A common cultural norm where I grew up is to...”
- “Speaking from my own cultural background, I would say...”
- “We generally place a high priority on [hospitality/punctuality/hierarchy]”.
- “Traditional values in my country often clash with modern work-life balance”.

Making Criticisms

In professional settings, criticism is often framed as “constructive feedback” or “areas for growth” to avoid being offensive.

The Softened Approach: “I have some reservations about this approach.”

Focusing on Improvement: “One area where we could improve is...”

The “I” Statement: “I find it difficult to support this because...”

Direct but Professional: “To be honest, this doesn’t meet the standards we agreed upon.”

Cultural Criticism: “One critique of my own culture is that we can be overly cautious when making decisions.”

Discussing Stereotypes

When addressing generalizations, use these phrases to challenge biases:

- “That’s a common stereotype, but in reality, it’s more complex”.

"I think that is a misconception; many people I know don't act that way".
"While there might be a grain of truth to that, it doesn't apply to everyone".
"We should be careful not to generalize an entire group based on one trait".
"That sounds like a cliché that doesn't reflect modern reality".

Using Inverted Commas “”

Quotes are often used to distance yourself from a labels or to highlight specific cultural concepts:
"We often talk about the "stiff upper lip" in British culture, but that is changing".
"The idea of a "melting pot" is central to understanding the US".
"Some people use the term "culture shock," but I prefer to call it a learning curve".
"I try to avoid "pigeonholing" people based on where they are from.

Практичне заняття 165-174 **Тема 19. Fashion and consumerism** Питання для усного опитування та дискусії

Paris: fashion capital
Global consumerism
Haute couture

Лексичний мінімум, який необхідно засвоїти для обговорення теми: fashion week, flagship store, atelier, designer label, garment district, style icon, cultural heritage, runway show, trendsetting, luxury sector, craftsmanship, aesthetic influence, fashion house, ready-to-wear, mass production, brand loyalty, hyper-consumption, disposable income, fast fashion, market saturation, commercialization, purchasing power, advertising campaign, supply chain, material desire, globalization, consumer behavior, ethical sourcing, collection, hand-stitched, high-end fashion, artisanal technique, bespoke, runway piece, extravagant design, couturier, elite clientele, sewing craftsmanship, limited edition, fashion elite, avant-garde.

Граматичний мінімум, яким необхідно оперувати:
Future in the past, emphatic structures, inversion, cleft sentences

Мовленнєві зразки “Discussing hypothetical ideas”.

Proposing Hypothetical Scenarios

Use these to open up a discussion about possibilities:
"What if we decided to change our entire approach?"
"Suppose we had an unlimited budget; what would be our first priority?"
"Imagine a situation where this technology becomes obsolete".
"Let's say we move the deadline to next month; how would that affect the team?"
"If we were to start from scratch, what would we do differently?"

Speculating on Outcomes

Use these to predict what *might* happen in those scenarios:
"In that case, we would likely see a shift in the demand".
"That could potentially lead to a significant increase in efficiency".
"Ideally, this would allow us to reach a broader audience".
"Hypothetically speaking, we could double our output by the end of the year".
"It's conceivable that this would solve our main bottleneck".

Discussing Likelihood and Conditions

"Provided that we have the right resources, that scenario is quite plausible".
"Assuming the data is accurate, the results would be impressive".
"That would be contingent on whether we get the necessary approvals".
"Unless we find a better alternative, that remains our best hypothetical option".

Using Inverted Commas “”

Quotes are frequently used to frame "thought experiments" or hypothetical concepts:

“Let’s engage in some “blue-sky thinking” for a moment”.
“How would we handle a “worst-case scenario” regarding the supply chain?”
“What if we created a “digital twin” of the project to test our theories?”
“Let’s look at the “what-ifs” before we commit to a final plan”.

Grammar Tip: The Second Conditional

When talking about hypothetical situations in the present or future, use the Second Conditional (If + past simple, would + verb):

“If we had more data, we would make a better decision”.
“If I were in your position, I would consider the alternative”.

Практичне заняття 175-184

Тема 20. People and ideas

Питання для усного опитування та дискусії

Copernicus
Art and creativity
Ideas that changed the world

Методичні рекомендації

З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

Лексичний мінімум, який необхідно засвоїти для обговорення теми: heliocentrism, celestial spheres, astronomical revolution, planetary motion, paradigm shift, scientific method, geocentric model, orbital mechanics, mathematical proof, de revolutionibus, radical theory, cosmology, Renaissance science, observable phenomena, aesthetic expression, abstract thought, conceptualization, artistic medium, visual metaphor, cultural resonance, divergent thinking, cognitive flexibility, masterpieces, inspiration, craftsmanship, creative process, avant-garde, stylistic innovation, intellectual breakthrough, enlightenment, universal suffrage, democracy, globalization, industrialization, secularism, human rights, philosophical movement, technological leap, revolutionary concept, social reform, scientific discovery, cultural transformation.

Граматичний мінімум, яким необхідно оперувати:

Irregular plurals

Мовленнєві зразки “Approving ideas, expressing doubt”.

Approving Ideas

Use these phrases to give the “green light” and show support for a proposal:

“I’m all for it”. (Informal and enthusiastic).
“That sounds like a solid plan”.
“I think you’ve hit the nail on the head with this one”.
“This aligns perfectly with our strategic goals”.
“I’m happy to give this my full endorsement”.
“Let’s run with it”. (Meaning: let’s start implementing it immediately).

Expressing Doubt or Skepticism

It is common to express doubt by “red-flagging” specific concerns to remain constructive:

“I have some reservations about...”
“I’m not entirely convinced that this is the right move”.
“I’m a bit skeptical about the projected timeline”.
“That sounds good in theory, but I’m worried about the practical application”.
“I have some doubts regarding the scalability of this idea”.
“I’m struggling to see how this fits into our current budget”.

Using Inverted Commas “”

Use quotes to refer to specific parts of a plan that you are approving or questioning:

“I really like the “user-centric” aspect of your proposal”.
“I have to “flag” a potential issue with the third phase of the project”.
“Is this what we would call a “game-changer”, or is it just a minor update?”
“I’m giving this the “thumbs up”, provided we address the security concerns”.

The “Yes, but...” Approach (Diplomatic Doubt)

This is a standard technique for showing approval for the *concept* while doubting the *execution*:
“I agree with the goal, but I’m not sure this is the best way to get there”.
“It’s an interesting idea, but I have my doubts about the feasibility”.

Практичне заняття 185-194

Тема 21. Journalism and media

Питання для усного опитування та дискусії

Successful interview
Being cautious
Effectiveness in the public sector as an instrument for sustainable development

Методичні рекомендації

З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

Лексичний мінімум, який необхідно засвоїти для обговорення теми: body language, active listening, rapport building, professional etiquette, competency-based questions, verbal communication, follow-up letter, mock interview, non-verbal cues, elevator pitch, candidate profile, first impression, behavioral interviewing, star technique, risk assessment, prudence, preventative measures, contingency planning, due diligence, vigilant approach, risk mitigation, safety protocol, analytical thinking, skepticism, deliberate action, foresight, circumstantial evidence, cautious optimism, public administration, governance framework, institutional capacity, policy implementation, accountability, transparency, resource allocation, social equity, environmental stewardship, long-term planning, public-private partnership, bureaucratic efficiency, civic engagement, infrastructure investment, investigative reporting, editorial independence, media ethics, press freedom, news cycle, mass communication, digital literacy, citizen journalism, source protection, misinformation, broadcast media, public discourse, sensationalism, objectivity.

Граматичний мінімум, яким необхідно оперувати:

Verb patterns, prepositional verbs

Мовленнєві зразки “Being cautious”.

Using Tentative Language

Avoid making absolute statements by using softeners:
“It appears that there might be a slight delay”.
“It seems to me that we should proceed with caution”.
“To the best of my knowledge, the data is accurate, but I’d like to double-check”.
“I’m inclined to believe that this is the cause, though more testing is needed”.
“Tentatively, we are looking at a launch date in March”.

Expressing Concern and Risk

Use these phrases to highlight potential dangers without sounding alarmist:
“I’d like to red-flag a potential security risk here”.
“We need to tread carefully when dealing with this new regulation”.
“I have some apprehensions about the current timeline”.
“Let’s not jump the gun before we have all the facts”.
“It might be wise to wait and see how the market reacts first”.

Phrases Using Inverted Commas “”

Quotes are used to distance oneself from uncertain terms or to frame a cautious approach:

“We should adopt a “safety-first” approach for this deployment”.
“I’m a bit worried about the “hidden costs” that might emerge later”.
“Let’s do a “sanity check” on these numbers before presenting them”.
“We need to be careful of “scope creep” as the project develops”.

Conditional Caution

Use “if” and “unless” to limit your responsibility:

“As long as the conditions remain stable, we should be fine.”
“Unless we see a significant change, I’d suggest staying the course.”
“Subject to further review, I think this plan is viable.”

The “Playing Devil’s Advocate” Technique

A common strategy to express caution without sounding negative:

“Just to play devil’s advocate, what happens if the plan fails?”
“Looking at this from a worst-case scenario perspective...”

Практичне заняття 195-204

Тема 22. Law and society

Питання для усного опитування та дискусії

Justice systems
Juvenile justice
Law makers

Методичні рекомендації

З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

Лексичний мінімум, який необхідно засвоїти для обговорення теми: adversarial system, inquisitorial system, judicial independence, due process, legal precedent, rule of law, criminal prosecution, civil litigation, court hierarchy, legal counsel, standard of proof, acquittal, sentencing guidelines, restorative justice, delinquency, rehabilitation, youth detention center, diversion program, age of criminal responsibility, parental accountability, social work intervention, corrective measures, minor offense, reformatory school, peer jury, protective custody, probation officer, recidivism prevention, legislative body, statutory law, parliamentary sovereignty, bill proposal, constitutional amendment, public policy, lobbying, drafting legislation, partisan politics, regulatory oversight, ratification, constituency, legal reform, bicameral system, social control, legal sociology, jurisprudence, normative behavior, civil liberties, social justice, legal literacy, human rights advocacy, public order, ethical standards, systemic inequality, common law, social contract, judicial activism.

Граматичний мінімум, яким необхідно оперувати:

Reporting using nouns, adverbs of degree

Мовленнєві зразки “Balancing an argument”.

Introducing the Two Sides

“On the one hand, [Point A]; on the other hand, [Point B]”.
“There are two sides to every coin regarding this issue.”
“While [Point A] is a valid concern, we must also consider [Point B]”.
“We need to weigh the pros and cons of this decision”.

Adding Counter-Arguments

“That said, we cannot ignore the potential risks”.
“Despite this, there is evidence to suggest otherwise”.
“Conversely, some experts argue that...”
“At the same time, we must take the fact into account”.
“Having said that, the long-term benefits might outweigh the short-term struggles”.

Using Inverted Commas “”

Quotes help isolate specific concepts or “labels” while balancing your view:

“We need to find the “sweet spot” between innovation and security”.

“While this is a “quick fix”, it doesn’t solve the underlying problem”.

“Some might call this a “necessary evil”, but others see it as a mistake”.

“We are looking for a “win-win” outcome for both departments”.

Concluding with a Balanced Judgment

“All things considered, the most balanced approach seems to be...”

“Taking everything into account, I believe we should...”

“On balance, the evidence supports the first option”.

“In the final analysis, we must prioritize the team’s well-being”.

Professional Tip: The “Yes, and...” Method

Instead of saying “Yes, but...” (which can feel dismissive), modern professionals use “Yes, and...” to add a balancing thought without negating the previous one.

“Yes, that is a great feature, and we need to make sure it doesn’t slow down the system”.

Практичне заняття 205-219

Тема 23. Business and economics

Питання для усного опитування та дискусії

Ups and downs

Financial crisis

Business presentations

Методичні рекомендації

З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

Лексичний мінімум, який необхідно засвоїти для обговорення теми: market volatility, fluctuations, economic cycle, boom and bust, period of instability, peak and trough, erratic performance, rebound, downturn, resilience, changing fortunes, unforeseen obstacles, oscillating trends, corrective phase, market crash, liquidity crunch, systemic risk, debt default, toxic assets, insolvency, bailout, credit squeeze, hyperinflation, economic recession, bank run, fiscal instability, austerity measures, subprime mortgage, visual aids, data visualization, executive summary, persuasive storytelling, keynote, target audience, pitch deck, public speaking, non-verbal communication, audience engagement, slide deck, rhetorical devices, handling q&a, core message, macroeconomics, supply and demand, fiscal policy, gross domestic product, inflationary pressure, trade deficit, market equilibrium, venture capital, corporate governance, entrepreneurial ecosystem, monetary regulation, economies of scale, competitive advantage, global trade.

Граматичний мінімум, яким необхідно оперувати:

Alternatives to if, phrasal verbs

Мовленнєві зразки: “Deciding and justifying priorities, evaluating evidence”

Deciding and Justifying Priorities

When setting a roadmap, you must explain the logic behind the rank of each item.

Ranking Importance: “We need to prioritize this task because it has the highest impact on our project”.

Justifying the “Why”: “This takes precedence over other tasks due to the looming regulatory deadline.”

The “Trade-off” Phrase: “By focusing on [X], we are intentionally putting [Y] on the back burner to ensure quality”.

Urgency vs. Importance: “While [A] is urgent, [B] is more strategically significant for our long-term growth”.

Resource Allocation: “Given our limited bandwidth, it makes the most sense to allocate resources to the project with the highest ROI”.

Evaluating Evidence

Before making a final call, use these phrases to weigh the information available:

Assessing Quality: “The evidence for this trend is compelling but requires further validation”.

Highlighting Gaps: “We have plenty of qualitative data, but we are lacking quantitative proof to support this claim”.

Questioning Reliability: “How credible is the source of this data? We should cross-reference it with our internal metrics”.

Drawing Conclusions: “The weight of the evidence suggests that our current strategy is no longer effective”.

Finding Patterns: “If we look at the data points from the last quarter, a clear pattern emerges”.

Using Inverted Commas “”

Quotes are often used to define prioritization frameworks or specific types of evidence:

“We are using the “Eisenhower Matrix” to distinguish between urgent and important tasks”.

“This decision is based on “hard data” rather than just a gut feeling”.

“Let’s identify the “low-hanging fruit” that we can tackle immediately”.

“We need to avoid “vanity metrics” and focus on numbers that actually drive growth”.

1.3. Самостійна робота студентів (прикладі типових завдань)

Тема 1. Introductions and Greetings. Small talk. Personality types

Завдання

Для більш ґрунтовного вивчення НТ1 необхідно опрацювати зміст текстів, а саме:

Text №1: English Today. English for Lawyers: навчальний посібник Хмельницький: ХУУП, 2009. С. 12

1: Read and translate the text in writing. Write out unfamiliar words on the topic with transcription and translation.

2: Learn new vocabulary.

3: Retell the text.

4: Read a text about reasons why some people are not popular with their coworkers. For questions 1 to 7, choose the correct missing sentences. There is ONE extra sentence you DO NOT need to use [<https://test-english.com/reading/b1/why-your-coworkers-hate-you-b1-english-reading-test/>].

5: Watch a video about Albert Einstein. For questions 1 to 7, decide if the statements are true or false [<https://test-english.com/listening/b1/biography-albert-einstein-listening-test/>].

Тема 2. Importance of foreign languages in global world

Завдання

Для більш ґрунтовного вивчення НТ2 необхідно опрацювати зміст текстів, а саме:

Text №2: The International Character of English. English for Lawyers: навчальний посібник Хмельницький: ХУУП, 2011. С. 16

1: Read and translate the text in writing. Write out unfamiliar words on the topic with transcription and translation.

2: Learn new vocabulary.

3: Write a dialogue according to one of the situations presented before the text.

4: Watch a video about languages. For questions 1 to 7, choose the correct answer [<https://test-english.com/listening/b1/why-do-languages-die-listening-test/>].

5: Watch a video about the city of York in England. For questions 1 to 7, say if the statements are true or false [<https://test-english.com/listening/b1/york-england-a-medieval-town-b1-english-listening-test/>].

6: Read a text about learning English, and for questions 1 to 6, choose the correct option [<https://test-english.com/reading/b1/learning-english-forum-your-answer-reading-test/>].

Тема 3. Education and Study. The System of Higher Education in Ukraine

Завдання

Для більш ґрунтовного вивчення НТЗ необхідно опрацювати зміст текстів, а саме:

Text №2: Some University Customs. English for Lawyers: навчальний посібник. Хмельницький: ХУУП, 2011. С. 31

1: Read and translate the text in writing. Write out unfamiliar words on the topic with transcription and translation.

2: Learn new vocabulary.

3: Listen to four people share their personal school experiences, and for questions 1 to 7, choose the correct answer [<https://test-english.com/listening/b1/stories-of-school-and-education-b1-english-listening-test/>].

4: Підготуйте презентацію за темою “One of the most famous universities in Ukraine”.

5: Watch a film “A man of Renaissance”, review it.

Тема 4. Leonid Yuzkov Khmelnytskyi University of Management and Law

Завдання

1: Підготуйте презентацію за темою “Часи групи Continuous”.

2: Підготуйте презентацію за темою “Прикметник. Ступені порівняння прикметника”.

3: Підготуйте презентацію за темою “Our university”.

4: Watch a film “On the basis of sex”, review it.

Тема 5. Home reading

Завдання

Виконання завдань з посібника Нагорної О.О., Гуменчук О.Є. A Reading Skills Book (on the basis of the novel “Theodore Boone: The Abduction” by John Grisham): навч. посіб. Хмельницький: ХУУП. 2016. 62 с.

Тема 6. Nature. Travel

Завдання

Для більш ґрунтового вивчення НТ 6 необхідно опрацювати зміст текстів, а саме:

1: Fill in the gaps.

Ecotourism, Off-the-beaten-track, Sustainability, Biodiverse, Impact, Hidden gem

1. We decided to visit a “_____” in the mountains that tourists rarely discover.
2. The Amazon rainforest is one of the most “_____” places on Earth.
3. “_____” is crucial for protecting nature while allowing people to travel.
4. If you want to avoid crowds, try going “_____” this summer.
5. Our main goal is to minimize our carbon “_____” during the trip.

2: Answer the question.

“Imagine you could travel to any remote natural location in the world (e.g., Antarctica or the Galapagos Islands). Where would you go, and how would you ensure your visit is eco-friendly?”

3: Write an essay (100–120 words) to the topic: “Mass Tourism vs. Environmental Protection”

4: You are a manager of National Park. Tourists pollute the site. Offer solutions to the problem. Justify priorities. Use phrases: “The root cause is...”, “I propose that we...”, “We must prioritize... because...”.

6: Read the text, complete the tasks [<https://test-english.com/reading/b1-b2/world-walker-reading-test/>].

7: Listen to three people talking about places they stayed on holiday, and for questions 1 to 7, choose the correct answer [<https://test-english.com/listening/b1/where-did-you-stay-b1-english-listening-test/>].

Тема 7. Work. Different types of professions

Завдання

1: Match the professions with definitions “AI Prompt Engineer”, “Sustainability Consultant”, “Cybersecurity Analyst”, “Content Creator”, “Data Scientist”.

1. Someone who protects a company’s digital assets from hackers: “_____”.
2. A person who helps businesses reduce their carbon footprint: “_____”.
3. Someone who uses statistical methods to analyze complex information: “_____”.
4. A specialist who writes instructions for artificial intelligence: “_____”.
5. Someone who produces engaging media for digital platforms: “_____”.

2: Open the brackets, using the correct tense.

I (work) _____ as a “Freelancer” for three years now.

1. My manager (just / send) _____ me the updated contract.
2. How many emails (you / write) _____ since this morning?
3. She (study) _____ for her “Project Management” certification all week.
4. We (not / finish) _____ the meeting yet, but we (discuss) _____ the budget for two hours.

3: Answer the questions:

Interviewer: “How long have you been looking for a new role?”

You (Present Perfect Continuous): _____.

Interviewer: “What major projects have you completed recently?”

You (Present Perfect): _____.

Interviewer: “We see you are interested in “Remote Work”. Have you ever worked in a distributed team before?”

You (Present Perfect): _____.

4: Write 10 polite questions to a professional (“Could you tell me...”, “I was wondering...”).
“Could you tell me how long you have been working in this field?”

5: Write 6–8 sentences about the skills you are acquiring. Use Present Perfect Continuous for the process of studying.

“I have been learning [X] because I believe it is a mandatory skill nowadays”.

6. Read the text and underline the sentences that match.

Treasure Hunter

Claudio Bonifacio is a modern day treasure hunter. For most people, the title 'treasure hunter' more than likely conjures up images of intrepid explorers braving unfriendly natives and fighting pirates to find a chest full of sparkling jewels – or something like that, anyway. But contrary to this stereotype, Bonifacio finds most of his bullion (gold and silver) in libraries full of ancient shipping records rather than with the help of the ancient magical map you might expect. He has spent many years searching the naval archives in Seville, from which he has located the positions of more than 2,500 sunken galleons – the ships the Spaniards used to sail the high seas from the 15th to the 18th centuries.

Bonifacio has turned his activities into a very lucrative career. Such is his fame as a marine archaeologist that he can demand very large fees. He provides the information he gathers out from his research to companies with the resources to raise the bullion from the wrecks.

Bonifacio has worked for several Latin American governments, including the government of Cuba which was interested in some galleons which it knew had sunk somewhere off the Cuban coast. He has also carried out survey work for the Spanish government and the Italian national council.

However, Bonifacio is unwilling to reveal the names of his private clients, or say how much money they have made from the wrecks. The reason for this is that they wish to remain anonymous due to uncertainty about ownership of the ocean floor. Countries such as Honduras, where Bonifacio has discovered many wrecks, insist on claiming all the treasures found in their territorial waters. One of the richest wrecks Bonifacio has ever found is the 'San Roque', located near an island in Honduran waters. It is estimated to contain 180 chests of gold and silver. Honduras plans to recover the treasure from more than 20 Spanish galleons in its territorial waters, including the 'San Roque', in order to pay back some of its huge national debt. This unfortunately means that the company who hired Bonifacio to locate the 'San Roque' will miss out on a share of the profits.

Bonifacio is unsure of exactly how much bullion has been found by others as a result of his years of hard work, but he is sure that it must be many millions of dollars worth. “I hear reports”, he says, “but in this type of work there is a great amount of secrecy, not only because of the problems of governments demanding the entire treasure, but also for tax reasons”.

Bonifacio's passion has also led to the discovery of old Spanish and Portuguese gold mines in South America, Mexico and the Caribbean. “In the 1560s and 1570s”, he explains, “most of the gold and silver transported to Europe was stolen from the Incas and the Aztecs; but later, mines provided the main source of bullion. Mining technology in those days, however, was naturally very basic and the mines were not worked very efficiently. Most were eventually abandoned because it was believed there was no more gold to be found”.

Now, though, with modern day techniques, the world's mining companies are of course only too happy to pay me to search the records and find them! They know only too well that there is more than likely still plenty of gold just waiting to be discovered.

1 What does ‘that’ (line 4) refer to?

A. what Claudio Bonifacio is like

B. what treasure hunters usually find

C. the type of people that usually become treasure hunters

D. how people imagine treasure hunters to be

2 Where does Bonifacio look for clues to hidden treasure?

- A. in secret libraries
- B. around the Spanish coast
- C. in historical documents
- D. on ancient maps

3 The word “lucrative” means producing

- A. a lot of money
- B. great success
- C. a good reputation
- D. great satisfaction

4 How does Bonifacio make a living?

- A. People employ him to raise bullion from shipwrecks.
- B. He sells information about the whereabouts of sunken treasure.
- C. Governments buy bullion he raises from shipwrecks.
- D. He usually keeps a share of any bullion found.

5 What problem do Bonifacio’s private clients face?

- A. how exactly to raise the shipwrecks
- B. Bonifacio's insistence on knowing who they are
- C. the possibility that they could be breaking the law
- D. Bonifacio's refusal to tell them everything they want to know

6 The government of Honduras

- A. believes Honduras has more wrecks in its waters than other countries.
- B. hopes to solve a particular problem by finding bullion in wrecks.
- C. has already raised many of the wrecks in Honduran waters.
- D. shares the treasure from wrecks in its waters with whoever finds it.

7 Bonifacio doesn’t know the total amount of bullion found due to his work because

- A. some of his clients won't tell him how much they find.
- B. there are complications related to tax.
- C. governments never tell him the truth.
- D. he has never been particularly interested in knowing.

8 What does ‘them’ (line 42) refer to?

- A. the mining companies
- B. modern day mining techniques
- C. records from old mines
- D. abandoned gold mines

7: Listen to six people share their personal work experiences, and for questions 1 to 6, choose the correct answer [<https://test-english.com/listening/b1/personal-work-stories-b1-english-listening-test/>].

Тема 8. Crime

Завдання

1: Fill in the blanks using the terms in inverted commas: “Cybercrime”, “White-collar crime”, “Identity theft”, “Sentence”, “Deterrent”.

1. Using someone’s credit card details without permission is a clear case of “_____”.
2. Many experts believe that stricter laws act as a powerful “_____” to potential offenders.

3. “_____” often involves complex financial fraud committed by business professionals.
4. If the judge is harsh, the defendant will receive a maximum “_____”.
5. As technology advances, “_____” is becoming more difficult for police to track.

2: Complete the sentences by putting the verbs in the correct form. Remember: If + Present Simple, will + Verb.

1. If the hacker (penetrate) the server, they (access) thousands of private files.
2. If you (not / report) the “fraud” immediately, the bank (not / be) able to freeze your account.
3. The jury (deliver) a guilty verdict if the prosecution (provide) enough evidence.
4. If law enforcement (improve) digital tracking, crime rates (fall).
5. If he (confess) now, the judge (give) him a lighter punishment.

3: Imagine you are part of a school safety committee deciding how to deal with “cyberbullying”. Use the following phrases to write a 10-sentence summary of your decision:

- “All things considered...”
- “The general consensus is...”
- “We have concluded that...”
- “If we implement this rule, then...” (First Conditional)

4: Rank these three pieces of evidence from 1 (Most Important) to 3 (Least Important) for a trial and justify your choice in one sentence.

- A blurry CCTV video.
- A DNA sample from the crime scene.
- A witness statement from a neighbor.

Example Justification: “I prioritize the DNA sample because it provides “hard data” that is difficult to dispute”.

5: Read the text and underline the sentences that match.

A thief who dropped a winning lottery ticket at the scene of his crime has been given a lesson in honesty. His victim, who picked up the ticket, then claimed the \$25,000 prize, managed to trace him, and handed over the cash.

The robbery happened when maths professor was changing a tyre on an Italian motorway. Another motorist, who stopped “to help” stole a suitcase from his car and drove off. The professor found the dropped ticket and stuffed it in his pocket before driving home.

Next day, he saw the lottery results on TV and, uncrumpling the ticket, realised it was a winner. Then began a battle with his conscience. Eventually, he decided he could not keep the money despite having been robbed.

He advertised in newspapers and on radio. Professor Sabbatucci received hundreds of calls. But there was one voice he recognized – and he arranged to meet the man in a park. The robber, a 35-year-old unemployed father of two, gave back the suitcase and burst into tears. He could not believe what was happening. “Why didn't you keep the money?” he asked.

The professor replied: “I couldn't because it's not mine”. Then he walked off, spurning the thief's offer of a reward.

1. What happened on an Italian motorway?
 - A. accident
 - B. mugging
 - C. ragging
 - D. wedding
2. What was the professor doing on a motorway?
 - A. He was repairing a wing
 - B. He was changing a roof-rack

- C. He was replacing a wheel
 - D. He was fixing an exhaust-pipe
3. What did the professor do with the ticket?
 - A. Placed it in a small bag that is sewed in a garment
 - B. Tore it
 - C. Pushed it into his wallet
 - D. Threw it away
 4. When did the professor understand it was a winner?
 - A. When he uncreased the ticket
 - B. When he found the ticket
 - C. When he grasped the ticket
 - D. When he dropped the ticket
 5. The professor didn't retain the money despite...
 - A. his conscience
 - B. having been mugged
 - C. his salary
 - D. having been beaten up
 6. A. Why did the victim decline the thief's proposal of fee?
 - A. Because he was a 35-year-old unemployed
 - B. Because he was a father of two
 - C. Because of his principles.
 - D. Because he was rich.

6: Read the text, answer the questions.

Hi-Tech Thievery

Hi-tech bandits and mischief-makers are on the loose, stealing phone messages, selling access codes, taking computer parts and using advanced equipment to commit fraud and other crimes. According to a survey released by a New York accounting firm, more than a quarter of all American companies have suffered some sort of loss.

Recently, the large computer company IBM said that it was helping the FBI investigate the theft of computer parts, which may have cost the company tens of millions of dollars. As the majority of the population becomes more computer literate, hi-tech crime is increasing. In California and Southeast Asia, organised crime is costing companies a fortune.

Most of the parts are microprocessors and memory chips. There is great demand for the chips on the black market, and there have been at least ten armed robberies in California, all for memory chips.

The biggest problem, though, is telecommunications fraud, especially involving cellular phones. There are 11 million cell phones in America alone, and each has its own serial number and identification number.

The reason is that the numbers validate phone calls and charge the customer. In New York City, police recently arrested a gang of six men for selling phones with stolen serial and identification numbers. When a call is made from one of the illegal cell phones, the charge is made to the real owner.

Using electronic devices, the gang picked these numbers up from the airwaves. Then, police say, they used personal computers to programme the stolen numbers into cell phones. These phones were often sold to immigrants for about 250 dollars. They would often make international phone calls and run up huge bills on other people's accounts. Phone pirates are also active in Hong Kong. In a police raid on an electronics shop, 130 phones were found and seven people were arrested.

A recent report suggests that companies are often at risk from security breaches by their own employees.

And so-called wide-area networks are opening formerly internal information to the outside world. To beat high-tech crime, companies will have to rely on even more technology. New digital cellular phones will have more complex numbers that won't be transmitted and so can't be copied. But because many American firms have tightened security on their telephones, thieves are now attacking firms in other countries.

New techniques for protecting information will help stem the tide of high-tech crime – but thieves will always find new ways of beating the system.

1. What kind of loss have many American companies suffered?
2. What company was helping the FBI investigate the theft of computer parts?
3. Why is hi-tech crime increasing?
4. What computer parts are of great demand for on the black market?
5. What phones does telecommunications fraud involve?
6. Who is the charge made to when a call is made from one of the illegal cell phones?
7. What will companies have to rely on to beat high-tech crime?
8. New techniques for protecting information will help stem the tide of high-tech crime, won't they?

Тема 9. Communication. Cultures

Завдання

1: Match the cultural terms in quotes to their modern definitions.

1. “High-context culture” – A. A culture where people value directness and clear verbal instructions.
2. “Low-context culture” – B. The psychological discomfort felt when moving to a new cultural environment.
3. “Culture shock” – C. A culture where communication relies heavily on implicit signals and non-verbal cues.
4. “Active listening” – D. Fully concentrating on what is being said rather than just passively “hearing” the speaker.

2: Complete the sentences using the correct continuous form (Present, Past, or Future Continuous).

1. Right now, many global companies (transition) _____ to a “digital-first” communication model.
2. At this time tomorrow, I (attend) _____ a workshop on “Intercultural Intelligence”.
3. While the team (discuss) _____ the project yesterday, a misunderstanding about the deadline arose.
4. Social norms (evolve) _____ constantly as we become more connected globally.
5. More professionals (rely) _____ on AI translation tools to bridge language gaps.

3: Read the scenario and use the phrases provided to outline the communication problem.
Scenario: A Japanese manager (High-context) and a Dutch employee (Low-context) are struggling to agree on project feedback.

- Phrase 1: “The main problem is that...”
- Phrase 2: “This is having an impact on...”
- Phrase 3: “The root cause appears to be...”

Your response (10 sentences) _____

4: Propose solutions for the problem in Task 3 using professional phrases. Ensure you use inverted commas “” for specific strategies.

1. “I propose that we implement “_____” to ensure everyone understands the feedback.”
2. “One possible way to solve this would be to create a “_____” for all project communications.”
3. “What if we tried “_____” sessions to build better team rapport?”

5: Write a short paragraph (150 words) comparing your native culture with another you have encountered. Use the Present Continuous to describe how things are changing.

Example: “In my country, people are slowly becoming more comfortable with “direct feedback”, whereas in the past, we were more indirect”.

6: Watch a video about Susan Bennett, the woman behind Siri, and for questions 1 to 7, choose the correct answer [<https://test-english.com/listening/b1/the-woman-behind-the-voice-of-siri-listening-test/>].

7: Listen to four people talk about their experiences living abroad. For questions 1 to 8, choose the correct answer [<https://test-english.com/listening/b1-b2/culture-shock-living-abroad-b1-english-listening-test/>].

Тема 10. Environment

Завдання

1: Make up indirect questions using Do you know / I wonder / Could you tell me / I'd like to know.

1. How does climate change affect wildlife?
2. What actions governments should take to reduce pollution?
3. Why are renewable energy sources becoming more popular?
4. How much waste an average family produces every year?
5. What environmental problems are the most serious in your country?

2: Make the sentences more polite.

1. Where can I recycle electronic waste?
2. Can you explain the effects of global warming?
3. Are you going to participate in the clean-up campaign?
4. How do you reduce water consumption at home?

Use:

Could you possibly... / Would you mind... / I was wondering if... / Would it be possible to...

3: Check grammar mistakes.

1. Could you tell me what can we do to save endangered species?
2. I wonder why is deforestation still a serious problem.
3. Would you mind to join the environmental meeting?
4. Do you know how many energy does solar power produce?

4: Fill in the gaps.

1. I was wondering ____ you could help me with my environmental project.
2. Do you know ____ long plastic waste remains in nature?
3. Would you mind ____ (turn) off the air conditioner to save energy?
4. Could you explain ____ recycling is important for the environment?

5. Write 10-15 sentences or prepare an oral presentation on the topic: “Environmental Responsibility in Everyday Life”

Use:

- at least 3 indirect questions
- at least 2 polite questions
- examples from real life
- personal viewpoint.

6: Read the text, complete the tasks [<https://test-english.com/reading/b1-b2/eco-terrorism-b1-english-reading-test/>]

7: Watch a video about solar roads. For questions 1 to 7, choose the correct option [<https://test-english.com/listening/b1-b2/solar-road/>].

Тема 11. Sport

Завдання

1: Choose the correct variant.

1. There are (few / a few / little) people who can run a marathon without training.
2. Athletes must drink (many / much / a lot of) water during competitions.
3. (Each / Every) player in the team has to follow the rules.
4. There isn't (enough / too / very) time to warm up before the match.
5. Only (a little / little) equipment is needed to start jogging.

2: Use the or zero article.

1. ___ football is the most popular sport in many countries.
2. She dreams of competing in ___ Olympic Games.
3. He plays ___ tennis professionally.
4. ___ sport helps young people develop discipline.
5. They watched ___ final match at the stadium.

3: Rewrite the sentences, using emphatic structures (do/does/did, It is/was ... that..., What ... is ...).

1. Sport helps people stay healthy.
2. She trains every day to improve her results.
3. Regular exercise improves mental health.
4. He won the race because of his determination.

4: Rewrite the sentences, using comparison.

1. Swimming is healthy. (healthier than)
2. This athlete is strong. (one of the strongest)
3. Running is exciting. (much more)
4. Team sports are popular. (as ... as)

5: Write 10–15 sentences on the topic: “The Role of Sport in Modern Life”

Use:

- at least 3 quantifiers
- definite або zero articles
- 1–2 examples of emphasis
- comparative / superlative degree.

6: Read the text, complete the tasks [<https://test-english.com/reading/b1-b2/extreme-weather-b1-english-reading-test/>]

Тема 12. Medicine

Завдання

1: Choose the correct variant: Future Continuous або Future Perfect.

1. By this time tomorrow, the doctor (will be examining / will have examined) the patient.
2. In ten years, scientists (will be developing / will have developed) new treatments for many diseases.
3. At 9 a.m. tomorrow, the nurses (will be preparing / will have prepared) patients for surgery.
4. By the end of this year, researchers (will be testing / will have tested) a new vaccine.
5. This time next week, I (will be recovering / will have recovered) from the operation.

2: Fill in the gaps using the correct form of Future Continuous або Future Perfect.

1. By 2050, medicine ___ (change) dramatically.
2. At this time tomorrow, the patient ___ (receive) treatment.
3. By the time the ambulance arrives, the doctor ___ (stabilise) the patient.
4. Next Monday at 10 a.m., surgeons ___ (perform) a heart operation.

3: Make up the sentences using the words for prediction (will, might, probably, likely to, unlikely to).

1. the future of online medical consultations
2. robot doctors / surgery
3. new vaccines / next decade
4. people / live longer lives

4: Check the mistakes.

1. By 2030, doctors will be discovered new treatments.
2. At this time tomorrow, the patient will have sleeping after the operation.
3. Scientists will probably develops medicine that can cure cancer.
4. Nurses will being working longer shifts in the future.

5: Write 10–15 sentences or prepare an oral presentation on the topic: “The Future of Medicine”

Use:

- at least 2 examples of Future Continuous
- at least 2 examples of Future Perfect
- words for prediction (probably, might, likely to)
- real examples from the sphere of medicine.

6: Listen to six people discuss their health problems and match each person to a medical condition. There are THREE extra health problems that you don't need to use [<https://test-english.com/listening/b1-b2/health-problems-b1-b2-english-listening-test/>].

Тема 13. Transport

Завдання

1: Imagine you are an urban planning consultant. Write a short proposal (80–100 words) recommending how your city can reduce traffic congestion and pollution. Use *should* and *ought to* for general recommendations, and *must* for urgent requirements.

“To improve air quality, citizens ought to use car-sharing apps. The city council must build more cycle lanes immediately”.

2: Choose a modern or futuristic mode of transport (e.g., High-speed rail, Electric Air Taxis, or Hyperloop). Write a pitch to convince a skeptical traveler to try it. Use modals of possibility and ability to highlight benefits.

“By using the Hyperloop, you will be able to travel between cities in minutes. You could save five hours of commuting every day!”

3: Create a safety brochure for a new e-scooter rental company. Write 10 rules for new users. Clearly distinguish between prohibition (*mustn't*) and lack of necessity (*don't have to*).

“You mustn't ride on the sidewalk. However, you don't have to wear a leather suit – a simple helmet is enough”.

4: Write a persuasive email to a friend who is planning a 10-hour road trip. Try to convince them to take the train instead. Use strong advisory structures to influence their decision.

“You had better check the fuel prices before you go; it's very expensive. If I were you, I would rather take the overnight train so you can sleep comfortably”.

5: Write a short paragraph (10 sentences) predicting how people will travel in 2050. Try to persuade the reader that your vision is the most likely. Use modals of degrees of certainty.

“Private car ownership might disappear entirely. Instead, we could see a network of autonomous pods that people may summon via an app”.

6: Listen to four commuters talk about their daily journeys to work. For questions 1 to 8, choose the correct answer [<https://test-english.com/listening/b1/how-do-you-travel-to-work-b1-english-listening-test/>].

7: Watch a video about the Hyperloop, a new concept of transportation. For questions 1 to 5, choose the correct answer. You can see the transcription after submitting your answers [<https://test-english.com/listening/b1-b2/the-hyperloop/>].

Тема 14. Literature and Film

Завдання

1: Choose a classic book that has already been made into a movie. Imagine you are a director proposing a new, modern remake. Write a proposal (100 words) explaining how previous versions are outdated and what your new version needs. Use *used to* and *would to* describe how old films portrayed characters or used certain technologies.

“In the 1940s version, the hero *used to* smoke in every scene. The film *would* often rely on simple practical effects. I propose a remake that focuses on CGI and psychological depth”.

2: You are an author and a film producer is trying to buy the rights to your latest novel. Write a dialogue (10–12 lines) where you bargain for a higher price and more creative control. Use bargaining phrases like “If you agree to [X], I will [Y]” or “My bottom line is...”. Express your needs regarding the script’s faithfulness to your book.

3: Write a short article (120 words) for a film blog comparing the “Golden Age of Cinema” to today’s streaming era. Describe past habits and current industry needs. Use *used to* for past states (e.g., theaters *used to* be the only place to watch movies) and *would* for repeated past actions (e.g., families *would* go to the cinema every weekend).

“Studios *used to* have long-term contracts with stars. Today, we need more flexible distribution models”.

4: You are the head of a film department at a university. You have a limited budget and must explain what your students need for their final projects. Write a list of 10 requirements using “needs” and “proposals”.

“Our students need access to 4K cameras. I propose we invest in new lighting equipment because the old gear *used to* break down constantly”.

5: Find a review of a book-to-film adaptation (like *The Great Gatsby* or *Pride and Prejudice*). Write your own comparison. Contrast how you *used to* imagine the characters while reading versus how they appear on screen. Use *would* only for repeated actions.

“Whenever I read the book, I *would* imagine the setting in dark colors. I *used to* think the protagonist was older than the actor in the film”.

6: Read the text about binge-watching and for questions 1 to 6, choose the correct answers [<https://test-english.com/reading/b1-b2/binge-watching-b1-b2-reading-test/>].

7: Watch a video where different actors and actresses talk about acting. Match the actors and actresses with what they say [<https://test-english.com/listening/b1-b2/actors-talk-acting/>].

Тема 15. Architecture and Art

Завдання

1: Research a famous landmark (e.g., the Eiffel Tower or the Colosseum) and write a short summary of its history. Focus on how the building has changed over time using past and present passive forms. Use phrases like: “The structure was designed by...”, “It has been renovated multiple times”, “Original materials were replaced by...etc”.

2: Imagine you are a client hiring an architect to design a modern gallery. Write a list of 6–8 requirements for the project. Use formal structures to express necessity and requirements. Use phrases such as: “It is required that...”, “A focus on natural light is needed”, “The building must be constructed using sustainable timber”.

3: Choose a damaged piece of art (e.g., a faded fresco or a cracked sculpture) and write a step-by-step restoration plan. Use the passive voice to describe the process, which keeps the focus on the artwork rather than the restorer.

“The surface will be cleaned with a specialized solution”, “Missing fragments are to be replaced”, “The painting is being kept in a climate-controlled room”.

4: Write a proposal for a new community park or public art space in your city. Combine passive voice with architectural requirements to sound professional.

“Accessibility for all citizens is considered a priority”, “Local artists will be commissioned to create murals”, “Safety features must be integrated into the final design”.

5: Research the concept of “Passive Design” in architecture (using natural energy for heating/cooling). Explain how a “Passive House” works using at least 5 architectural terms.

“Thermal mass is used to store heat”, “Unwanted heat gain is minimized by high-performance glazing”, “Correct orientation is required to capture solar energy”.

6: Watch a film “The woman in gold”, review it.

7: Watch a video about Detroit. For questions 1 to 5, choose the correct answer [<https://test-english.com/listening/b1-b2/detroit/>].

Тема 16. Psychology

Завдання

1: Practicing precise definitions is essential in psychology to distinguish between similar concepts. Write 5 definitions for common psychological terms (e.g., phobia, introvert, defense mechanism) using who, which, or that. Provide essential information that defines the term.

“A phobia is an anxiety disorder that causes an irrational fear of a specific object or situation”.

2: In clinical psychology, practitioners often add extra biographical details about a patient without changing the core diagnosis. Write a short “patient profile” (up to 10 sentences) for a fictional case. Use commas to separate extra information that is not essential to the sentence structure.

“The patient, who has been attending therapy for six months, showed significant progress today. His brother, whose support has been vital, also attended the session”.

3: Clarification is a core technique in counseling where a therapist restates or reorders a patient’s thoughts to ensure mutual understanding. Write a 6-line dialogue between a therapist and a client. The therapist must use at least two clarifying phrases (“So, what you’re saying is...”, “If I understand you correctly...”, “Could you clarify what you mean by...?”).

Client: “I feel stuck”. Therapist: “Could you clarify what you mean by “stuck”? Are you referring to your career or your personal life?”

4. Values clarification helps individuals understand their core beliefs and align their actions with their identity. Respond to a psychological prompt like: “Who are the people who have influenced you most?”. Use at least three relative clauses (who, whose, that) to describe these influences.

“I am deeply influenced by my mentor, whose calm approach to conflict helped me manage my own stress”.

5. In psycholinguistics, researchers study how the brain processes complex sentences like “object relative clauses”, which can sometimes be ambiguous. Take two simple sentences and combine them into one complex sentence. Then, write a “clarification” sentence to explain exactly who did what.

Sentences: The psychologist treated the patient. The patient was suffering from PTSD.

Combined: The psychologist treated the patient who was suffering from PTSD.

Clarification: To be clear, it was the patient, not the psychologist, who had the diagnosis.

6: Watch a video about cyberchondria. For questions 1 to 7, choose the correct answer [<https://test-english.com/listening/b1-b2/cyberchondria/>].

7: Read the text about the Fear of Missing Out, and for questions 1 to 10, choose the correct option [<https://test-english.com/reading/b1-b2/fear-of-missing-out-fomo-reading-test/>].

Тема 17. Technology

Завдання

1: Imagine you are pitching a futuristic piece of technology (e.g., a teleportation app or a smart contact lens) to a group of investors. Write up to 10 sentences explaining how the world would change if your product existed today. Use the Second Conditional for hypothetical situations (If + past simple, would + verb).

“If everyone had this app, they wouldn’t have to spend hours in traffic. If we launched today, we would revolutionize travel”.

2: Think about a famous technological failure or a time your own device crashed (e.g., the global Microsoft/CrowdStrike outage or losing an unsaved document). Write 5 sentences analyzing how the situation could have been avoided. Use the Third Conditional for past regrets or hypothetical pasts (If + past perfect, would have + past participle).

“If the developers had tested the update more thoroughly, the system wouldn’t have crashed. If I had backed up my files to the cloud, I wouldn’t have lost my work”.

3: You are a senior technician helping a colleague who is terrified of using a new, complex AI software. Write a short dialogue (8–10 lines) where you use Second Conditionals to explain the benefits and phrases to reassure them. Use phrases like: “Don’t worry, you’ll get the hang of it”, “It’s perfectly normal to feel this way”, “You’re doing great”.

“If you clicked that button, the AI would generate the report automatically. Don’t worry, you can’t break the system by trying!”

4: Reflect on the history of the internet. How would your life be different if the internet had never been invented, and what would you do if it disappeared tomorrow? Write a short paragraph (100 words) answering these two questions.

Use at least two Third Conditionals for the past and two Second Conditionals for the future.

“If Tim Berners-Lee hadn’t created the Web, I would have studied using only paper books. If the internet disappeared tomorrow, I would probably spend more time outdoors”.

5: A friend has just lost their phone and is worried about their data security. Write an encouraging email to them suggesting actions and possible outcomes. Combine conditionals with supportive language.

“I’m sure everything will be fine! If you logged into your iCloud, you could lock the device remotely. If you had enabled two-factor authentication, your data would have been even safer, but don’t let it get you down – we can fix this now”.

6: Listen to an interview about the future of humans and technology. For questions 1–7, decide if the statements are True or False [<https://test-english.com/listening/b1-b2/will-humans-become-supermachines-b1-english-listening-test/>].

7: Watch a video about the ecocapsule, a new sustainable invention. For questions 1 to 5 decide if the statements are true or false. You can see the transcription after submitting your answers [<https://test-english.com/listening/b1-b2/the-ecocapsule/>].

Тема 18. International Relations

Завдання

1: Analyze a significant event in recent international history (e.g., a specific climate summit or a peace treaty). Write 10 sentences reflecting on what went wrong or right. Use a subordinate clause to set the context and a modal perfect to express a past possibility or regret.

“Although the delegates met for three days (subordinate clause), they should have addressed the trade deficit more directly (modal perfect)”.

2: International relations are often hindered by cultural generalizations. Identify a common stereotype about your own country. Write a paragraph explaining its origin and clarifying the reality. Use Relative Clauses (a type of subordinate clause) to provide detail.

“The idea that all people from my country are cold (subordinate clause) is a stereotype which stems from our formal business etiquette. In reality, we are quite hospitable once a relationship is established”.

3: Reflect on how your country’s diplomatic style or business culture is perceived abroad. Write a reflective journal entry (100 words). Use Modal Perfect to think about past interactions with other cultures.

“In the last meeting, I might have been too direct for my Japanese counterparts. I must have forgotten that in their culture, harmony is prioritized over blunt honesty”.

4: Imagine you are an analyst for an international NGO criticizing a specific global policy (e.g., plastic waste management or migration policy). Write 5 bullet points of criticism. Each point must start with a subordinate clause of concession (e.g., While..., Even though..., Despite the fact that...).

“While the new law aims to reduce carbon emissions (subordinate clause), the government could have provided more subsidies for renewable energy (modal perfect)”.

5: Write a dialogue between a diplomat and a cultural advisor before a major international summit. The advisor should criticize the diplomat’s previous performance and offer suggestions using subordinate clauses of purpose (so that, in order to).

Advisor: “You shouldn’t have used such informal language in the opening. I am telling you this so that you can avoid offending the Prime Minister (subordinate clause)”.

Diplomat: “I see. I might have misinterpreted the level of formality required”.

6: Watch a film “The Interpreter”, review it.

Тема 19. Fashion and Consumerism

Завдання

1: The fashion industry is often criticized for its environmental impact. Imagine you are a sustainable fashion advocate proposing a radical change to a clothing brand. Write 5 “cleft sentences” to emphasize exactly

what needs to change, followed by a second conditional to discuss the result. Use “What... is...” or “It is... that...”

“What consumers truly need is high-quality clothing that lasts decades. If we shifted to a “made-to-order” model, we would drastically reduce textile waste”.

2: Reflect on a fashion trend or a retail business model that was expected to succeed but ultimately failed (e.g., a specific “fast fashion” brand or the “Metaverse” fashion shows). Write a short report (100–150 words) describing the initial expectations versus the reality. Use Future in the Past (was/were going to, was/were to, would).

“In 2021, many analysts believed that digital clothing was going to replace physical fast fashion. Retailers were to launch massive NFT collections, but the trend collapsed before it could go mainstream”.

3: In luxury fashion, formal and emphatic language is used to create a sense of exclusivity and prestige. Write a 5-sentence promotional blurb for a new boutique. Each sentence must start with a negative or restrictive adverbial to trigger inversion. Use Never, Seldom, Not only, Under no circumstances.

“Not only does our collection feature hand-spun silk, but it also supports local artisans. Rarely have we seen such attention to detail in modern tailoring”.

4: Discuss the psychology of “impulse buying” and why people feel the need to follow every new “micro-trend” they see on social media. Write 10 sentences using the emphatic do/does/did or so/such to highlight your points.

“So powerful is the influence of social media that teenagers feel forced to buy new outfits every week. Some critics say we don’t need more clothes, but many people do feel a sense of belonging when they follow trends”.

5: Propose a hypothetical future for retail: a world where physical stores no longer exist and everything is sold via Augmented Reality (AR). Write a dialogue or a short paragraph discussing the pros and cons of this hypothetical world. Use Inverted Conditionals (e.g., Should you..., Were it to...) to sound more formal and persuasive.

“Were physical shops to disappear entirely, the social aspect of shopping would be lost. However, should AR technology improve, the convenience for consumers would be unparalleled”.

6: Watch a video about Islamic fashion, also called “modest fashion”. For questions 1 to 6, choose the correct option [<https://test-english.com/listening/b1-b2/islamic-fashion-gains-popularity/>].

7: Read an article about the growth and impact of the second-hand fashion industry. For questions 1-6, choose the correct answer [<https://test-english.com/reading/b2/second-hand-fashion-b2-english-reading-test/>].

Тема 20. People and Ideas

Завдання

1: Imagine you are presenting a new sociological study about how different groups of people interact with modern technology. Write 10 sentences describing your research findings. Each sentence must include at least one irregular plural noun (e.g., criteria, phenomena, media, analyses, data, people).

“The criteria for our study focused on how people adapt to new social media. Our analyses show that these phenomena are shifting rapidly now”.

2: You are part of a creative team discussing a radical new idea for a community project (e.g., a library of things or a rooftop garden). Write a short dialogue (6–8 lines) where you enthusiastically approve of a partner’s suggestions. Use phrases like: “That’s a brilliant suggestion”, “I’m fully behind that”, “That sounds like a winner”, “I couldn’t agree more”.

“I’m fully behind your idea to use solar panels; it fits our sustainability criteria perfectly!”

3: Not every new idea is a good one. Imagine a colleague proposes using “AI-generated dreams” to increase productivity. Write 5 responses expressing polite but firm doubt about the feasibility or ethics of the idea. Use phrases like: “I have some reservations about...”, “I’m not entirely convinced that...”, “That seems a bit far-fetched”, “I’m skeptical about the long-term effects”.

“I’m not entirely convinced that we have enough data to support this. It seems a bit far-fetched for our current budget”.

4: Reflect on historical “men and women of ideas” who changed the world (e.g., philosophers, scientists, or activists). Write a short paragraph (100 words) about a group of thinkers. Use plural forms of words like person, man, woman, genius (geniuses/genii), hypothesis, etc.

“The women who led the suffrage movement had many hypotheses about social change. These geniuses redefined how people view equality”.

5: Choose a tech trend, such as “Personal AI Life Coaches” or “Hyper-local Urban Farming”. Write two short reviews of the idea. One review should be from an optimist (Approving) and one from a critic (Expressing Doubt). Ensure you use the correct plural forms for basis (bases), crisis (crises), and person (people).

Optimist: “On the basis of these results, I think this idea is a winner!”

Critic: “I have serious reservations; if a crisis occurs, the system will fail”.

6: Watch a film “Internship”, review it.

7: Watch a video about Google’s offices in Silicon Valley. For questions 1 to 6 choose the correct option [<https://test-english.com/listening/b2/inside-googles-office/>].

Тема 21. Journalism and Media

Завдання

1: Journalists often use verb patterns like appear to, seem to, or be said to to avoid making unverified claims. Rewrite these "sensational" headlines to be more cautious. Use verb + infinitive patterns (seem, appear, tend).

“The Mayor stole the money”. → “The Mayor appears to have taken the money”.

2: Fill in the blanks with the correct preposition to complete common media-related actions.

1. The editor insisted _____ [on] checking the source again.
2. The journalist specialized _____ [in] investigative reporting.
3. They are currently looking _____ [into] allegations of fraud.

3: Match the reporting verb pattern with the level of “caution” it provides. Match these to scenarios like an unverified leak vs. an official press release. Use patterns: Claimed that... (Doubtful), Confirmed that... (Certain), Suggested that... (Cautious).

4: Make up a dialogue between “cautious” journalist and an “evasive” celebrity. The journalist must use phrases like “It is alleged that...” or “Sources suggest that...” to ask difficult questions without being sued for libel.

5: Watch an interview with Jonathan Franzen, on The Guardian section called Q&A. For questions 1 to 6, choose the correct answer [<https://test-english.com/listening/b1-b2/interview-jonathan-franzen/>].

6: Discuss the ethics of modern media using the following prompt: “Journalists should never believe in everything they read on social media”. Use at least three prepositional verbs (e.g., depend on, focus on, relate to) and one expression of caution (e.g., “I’m not entirely sure if...”).

7: Write a 10-sentence summary of a fictional news event (e.g., a UFO sighting or a corporate scandal). You must use being cautious language to avoid legal trouble.

8: Read a text about deepfakes. For questions 1 to 8, complete the text with the correct sentences. There is ONE extra sentence you DO NOT need to use [<https://test-english.com/reading/b2/regulating-deepfakes-b2-english-reading-test/>].

Тема 22. Law and Society

Завдання

1: Find a brief news report about a court ruling (e.g., a privacy law update or a climate litigation case). Summarize the outcome in 8–10 sentences. Instead of using reporting verbs (e.g., They alleged...), use nouns (e.g., The allegation was...). Use adverbs of degree to show the intensity of the legal reaction.

“Highly controversial was the assertion that the company ignored safety standards. There was a widespread belief that the fine was wholly inadequate”.

2: Write a short essay (120 words) on the topic: “Should facial recognition technology be used in public spaces to prevent crime?” Use balancing structures to present both sides of the legal debate. You must use inverted commas (“ ”) to highlight specific legal terms or quotes. Use phrases like: “On the one hand... yet on the other...”, “While it is true that...”, “Conversely...”, “Proponents argue...”.

“While it is true that surveillance increases safety, conversely, civil rights groups argue it is a gross violation of privacy. One must balance the “need for order” against the “right to anonymity”.

3: Imagine you are an investigative journalist reporting on a “corporate scandal” involving social media ethics. Write 5 headlines or opening statements for your article. Use adverbs of degree (utterly, strikingly, somewhat, extremely) and reporting nouns (rumor, claim, denial, confirmation).

“The CEO’s denial was strikingly unconvincing to the jury. There is an extremely high level of suspicion regarding the “data leak”.

4: Discuss the effectiveness of “rehabilitative justice” versus “punitive sentencing” in modern society. Write a balanced paragraph where you report the “claims” of both psychologists and lawmakers.

“Despite the claim that harsher sentences deter crime, many experts offer the suggestion that “rehabilitation” is infinitely more effective. We must weigh the “public demand for retribution” against the “long-term goal of social reintegration”.

5: Reflect on a new law passed. Write a review of the law’s reception. Use adverbs of degree to describe the public’s emotional response and reporting nouns to describe the feedback.

“The announcement of the new “Traffic regulations was somewhat expected. However, there is bitter disagreement over whether the protections are sufficiently robust for the average citizen”.

6: Listen to a radio interview with a forensic scientist. For questions 1 to 7, choose the correct answer [<https://test-english.com/listening/b1-b2/crime-scene-investigation-b1-english-listening-test/>].

7: Watch an interview with a victim of domestic abuse. For questions 1 to 9, decide if the statements are true or false. You can see the transcription after submitting your answers [<https://test-english.com/listening/b1-b2/interview-victim-domestic-abuse/>].

8: Watch a video about the future of airport security. For questions 1 to 8, decide if the following statements are True or False [<https://test-english.com/listening/b2/future-airport-security/>].

9: Read an article about exam security. For questions 1-6 choose the correct answer a, b or c [<https://test-english.com/reading/b2/have-we-taken-security-too-far/>]

Тема 23. Business and Economics

Завдання

1: Imagine you are seeking investment for a new “Green Tech” venture. You need to outline the conditions under which the business will succeed. Write up to 10 sentences describing your business projections. Instead of using “if”, use formal alternatives (provided that, as long as, on condition that, unless, supposing). “As long as market demand for carbon-capture technology remains high, we will scale rapidly. We will not seek further funding unless our initial KPIs are met by Q3”.

2: The global economy currently is volatile. Write a short economic update (80–100 words) describing recent trends in the stock market or the tech sector. Use at least 5 business-related phrasal verbs (phase out, pick up, bottom out, set back, wind down, level off, take over).

“After the recent crisis, tech stocks have finally bottomed out. As the government phases out fossil fuel subsidies, renewable energy investments are starting to pick up”.

3: You are the CEO of a company with a limited budget. You must choose between “expanding into the Asian market” or “investing in AI R&D”. Write a short memo (120 words) deciding on one priority and justifying it. Use such functional language: “The most pressing concern is...”, “This takes precedence because...”, “Given the current climate, we should prioritize...”

“Supposing we choose R&D, we could set back our expansion by a year. However, the most pressing concern is long-term innovation, which takes precedence over short-term growth”.

4: An analyst claims that a “global recession” is inevitable. You need to evaluate their evidence. Write 5 bullet points evaluating the evidence provided by the analyst. Use “if” alternatives and phrasal verbs.

“Provided that the inflation data is accurate, the report’s conclusion holds weight. However, we must account for the fact that employment rates have leveled off, which contradicts the claim”.

5: You are negotiating a contract with a new supplier who has just taken over a major manufacturing plant. Write 6 lines of dialogue where you bargain for a better price. Use “Otherwise” and “Should you [verb]...” (Inverted conditional).

Buyer: “Should you agree to a 10% discount, we will sign a two-year deal”.

Supplier: “We can do that on condition that you pay the first invoice upfront; otherwise, the standard rate applies”.

6: Read an article about teenage millionaires, and for questions 1 to 10, match the information to the young entrepreneur [<https://test-english.com/reading/b2/teenage-social-media-millionaires-reading-test/>].

7: Watch an interview with media sensation Lilly Singh. For questions 1 to 8, choose the correct option [<https://test-english.com/listening/b2/interview-lily-singh/>].

1.4. Індивідуальні завдання

Індивідуальні завдання передбачаються у формі рефератів-оглядів або у формі індивідуальних науково-дослідних завдань (ІНДЗ) (письмовий переклад професійно-спрямованого оригінального тексту; письмове висвітлення теми ситуативних творчих завдань тощо).

Завдання у формі ІНДЗ обирається студентом добровільно на початку семестру. Виконання індивідуального завдання у формі ІНДЗ може передбачає:

- підбір та опрацювання літератури за темою;

- складання плану і виконання роботи (вступ, *перше питання* - розкриття теоретичних аспектів проблеми, виклад основних ідей та пропозицій авторів; *друге питання* - аналіз фактичних та статистичних даних; висновки; список використаної літератури та інформаційних джерел);

- презентація ІНДЗ на практичних заняттях (виступ до 5 хвилин).

Індивідуальне завдання у формі рефератів-оглядів обирається студентом добровільно на

початку семестру і виконується за усталеними вимогами.

1.4.1. Основні вимоги до написання рефератів-оглядів

При виконанні індивідуального завдання необхідно взяти до уваги, що реферат (лат. refero – доношу, повідомляю, переказую) – це короткий переказ змісту наукової роботи, книги або вчення, оформлене у вигляді письмової публічної доповіді; доповідь на задану тему, зроблена на основі критичного огляду відповідних джерел інформації (наукових праць, літератури по темі).

Зі свого боку, реферат-огляд складається на основі декількох джерел і зіставляє різні точки зору з досліджуваного питання.

Реферат-огляд, незалежно від теми, містить визначені реквізити: титульна сторінка встановленого зразка, вступ, розділи, висновки, список використаних джерел і додатки (у разі необхідності).

Обов'язково в тексті повинні бути посилання на джерела, що були використані при написанні реферату. Посилання подаються в круглих дужках з вказівкою прізвища автора джерела та сторінки (якщо подається точна цитата або числові дані), наприклад (Семенчук, 2018, 8).

Технічні вимоги: текст має бути набраний шрифтом Times New Roman, 14 кеглем через 1,5 інтервали. Поля: верхнє – 2,0 см, нижнє – 2,0 см, лівє – 3,0 см, правє – 1,0 см. Загальний обсяг реферату-огляду – до 15 сторінок формату А4.

LEONID YUZKOV KHMELNYTSKYI UNIVERSITY OF MANAGEMENT AND LAW
DEPARTMENT OF MANAGEMENT AND ECONOMICS
Linguistics Chair

Discipline:
Practical course of the basic foreign language

„ ...Title ... „

Reasercher:
Plotnikova
Iryna Stepanivna,
the 1th -year student
Department of Management and economics

Supervisor:
Nahorna Olha,
Head of the Chair, Doctor of Pedagogical
Sciencies

Khmelnyskyi
2025

1.4.2. Теми рефератів-оглядів та науково-дослідних завдань

1. Crime and Digital Ethics: The Role of Cybersecurity Law in Combating Cybercrime
2. Business and Psychology: Analyzing Consumer Behavior: The Psychology Behind Modern Marketing Strategies
3. International Relations and Language: The Diplomatic Advantage: How Multilingualism Shapes Global Negotiations and International Law
4. Media Law: The Fine Line: Freedom of the Press vs. Defamation Law in the Digital Age
5. Global Trade and Law: Legal Frameworks for International Trade: Analyzing the Impact of Sanctions and Trade Agreements
6. Higher Education and Technology: The Future of Learning: Integrating AI and Technology into the Ukrainian Higher Education System
7. Communication and Culture: Bridging the Gap: Effective Intercultural Communication Strategies in Global Business Environments
8. Technology and Transport: The Impact of Autonomous Vehicles on Urban Transport Systems and Future Legal Liability

9. Medicine and Tech: Telemedicine and Data Privacy: Legal and Ethical Challenges in Modern Healthcare Technology
10. Environment and Economics: Sustainable Business Models: Balancing Profit with Environmental Responsibility
11. Architecture and Tourism: Preserving Heritage: The Role of Architecture and Art in Promoting Cultural Tourism
12. Literature and Society: From Page to Screen: How Film Adaptations Influence the “Ideas” Presented in Classic Literature
13. Fashion and Psychology: The Psychology of Style: How Fashion Influences Personality Perception and Consumer Behavior
14. Nature and Sport: Ecotourism and Outdoor Sports: Promoting Sustainable Travel While Protecting Natural Habitats

1.4.3. Приклад тексту для письмового перекладу

Fighting Crime by Hearing

Sacha van Loo cannot see, but uses his highly developed listening skills to solve crimes.

Sacha van Loo is not your typical detective. He carries a white cane instead of a gun. Although not entitled to carry a firearm on the job or make arrests, van Loo is like a blind Sherlock Holmes, whose disability allows him to pick up clues that sighted detectives might miss. He is one of six blind police officers working in a ground-breaking unit that analyses taped or video recordings of suspects in criminal investigations.

It all started when Paul van Thielen, a director at the Belgian Federal Police, heard about a blind police officer working in the Netherlands. This led him to consider how blind people could use their strong sense of hearing to help fight crime.

Van Thielen was sure that blind people could be better than sighted people at listening to surveillance recordings and interpreting them. He set up the first blind police unit in Belgium, after a law was passed giving police extended powers to secretly record suspects who might be involved in serious crimes, such as child abduction and murder.

Initially, there were some fears about working with blind people. Some officers felt unsure about how to behave around their new workmates and believed they would need extra assistance.

To deal with these concerns, van Thielen organized sensitivity training for the sighted officers, with blind volunteers. “At first when members of the police heard that blind people were coming to work here, they laughed and told me that we were a police force and not a charity”, said van Thielen. “But attitudes changed when the blind officers arrived and showed their determination to work hard and be useful”.

Attitudes were not the only things to change. A lot of money was spent to make life easier for the new blind officers in the police station.

Lifts with voice-activated buttons were installed and each blind officer was given a special computer with a Braille keyboard and a system that translated pictures on the screen into sound. Van Loo also carries a small global positioning system device with a voice that directs him to his destination, street by street.

At work, Sacha van Loo’s talents have not gone unnoticed. In fact, his sense of hearing is so sharp that his power has been compared to those of a superhero. When the police listen in on a suspect making a phone call, van Loo can identify the number instantly by listening to the tones. By listening to a voice echoing off a wall, he can figure out whether a suspect is speaking from an airport lounge or a crowded restaurant. And from the purr of an engine, he can detect whether a suspect is driving a Peugeot, a Honda or a Mercedes.

Van Loo explains how his hearing has become so well developed. “I have had to train my ear to know where I am. It is a matter of survival to cross the street or get on a train. Some people can get lost in background noise, but as a blind man I divide hearing into different channels. It is these details that can make the difference between solving and not solving a crime”. Dealing with his blindness through his life has also given him the strength to deal with the stress of the job.

“Some of the things I have to listen to can be very disturbing”, he says. “I have overheard criminals plotting to commit murder, drug dealers making plans to drop off drugs, and even worse”.

Despite his handicap, his parents taught him at an early age to be independent. Van Loo's father even took him to the movies, and taught him to drive a car by guiding his hands on the steering wheel. "My parents accepted my blindness, which also helped me to accept it", he said.

On top of his well-developed hearing, Van Loo is a trained translator who speaks seven languages. These skills make him even more invaluable to the police force.

While other officers have taken hours to identify the nationality of a suspect by their voice, van Loo just uses the "library of accents in his head" to do the job quickly.

1.4.4. Ситуативні творчі завдання

1. Task: You are a student representative welcoming international guests to a conference on "Global Education". Situation: In pairs, perform a roleplay where you introduce yourself, engage in small talk about their travel to Ukraine, and explain why learning foreign languages is vital for their future career in international relations.

2. Task: Pitch an improvement for Leonid Yuzkov University. Situation: Groups must identify a specific need in the System of Higher Education in Ukraine (e.g., more practical internships). Present a "Business Plan" to a panel of "University Administrators" (other students), justifying the budget and expected outcomes.

3. Task: A "Psychological Profiler" interviews a suspect of a non-violent crime (e.g., corporate fraud). Situation: The profiler must use psychology-based questions to determine the suspect's personality type, while the suspect uses cautious language to avoid self-incrimination. Focus on using correct crime vocabulary and legal terminology.

4. Task: Live TV debate on a controversial "Viral Idea". Situation: A journalist interviews a visionary who wants to replace all transport in Khmelnytskyi with AI-driven pods. The journalist must express doubt about safety and privacy, while the visionary approves of the idea citing technological progress.

5. Task: A "Cultural Consultant" helps two diplomats from different cultures reach an agreement. Situation: Each diplomat has a "secret" cultural trait (e.g., avoids direct eye contact, values long silences). Students must navigate the communication barriers to sign a treaty regarding environmental protection.

6. Task: A consumerism critic reviews a new "Fast Fashion" brand. Situation: Write a blog post or film a "TikTok Review" where you analyze the impact of the fashion industry on nature. Use verb patterns (e.g., "The brand aims to reduce waste but fails to address water pollution") to express your critique.

7. Task: Create a "Health Tourism" package for Ukraine. Situation: Design a digital brochure for international travelers coming to Ukraine for medicine (e.g., dental or spa retreats). You must explain the transport options, the beautiful architecture they will see, and provide a list of "Must-Read" Ukrainian literature for their journey.

8. Task: A "Career Counselor" session. Situation: One student plays a student who is unsure about their work path. The counselor uses a psychology-based quiz to match the student's personality type with an unusual profession (e.g., "Art Conservator" or "Legal Tech Developer").

9. Task: Pitch a movie based on your Home Reading book. Situation: Act as a producer trying to convince a studio head. You must describe the Art and Architecture of the movie's setting and explain how the film will change the "Ideas" presented in the original literature.

10. Task: Khmelnytskyi is bidding to host a "Green" Sport event. Situation: Present a plan to a committee using technology to ensure the games don't harm nature. Explain how existing transport and local nature parks will be utilized for the events.

** Теми наукових робіт, рефератів, текстів для письмового перекладу, теми ситуативних творчих завдань можуть змінюватись викладачем.*

1.5. Підсумковий контроль

Підсумковий семестровий контроль проводиться у формі заліку та екзамену в письмово-усній формі.

1.5.1. Питання для підсумкового контролю у формі заліку / екзамену

1. Introductions and Greetings. Small talk.

1. Personality types.
2. Importance of foreign languages in global world.
3. Education and Study.
4. The System of Higher Education in Ukraine.
5. Leonid Yuzkov Khmelnytskyi University of Management and Law.
6. Home reading .
7. Nature.
8. Travel.
9. Work. Different types of professions.
10. Crime. Types of crime.
11. Communication. Cultures.
12. Environment.
13. Sport.
14. Medicine.
15. Transport.
16. Literature and Film.
17. Architecture and Art.
18. Psychology.
19. Technology.
20. International Relations.
21. Fashion and Consumerism.
22. People and Ideas.
23. Journalism and Media.
24. Law and Society.
25. Business and Economics.

1.5.2. Приклад залікового білету **Credit Card № 1**

1. Vocabulary test.
2. Grammar test.
3. Speak on the importance of English in future profession.

Vocabulary test

I. Give the Ukrainian equivalents to the following word combinations.

- 1) to be enrolled at the University
- 2) full-time training
- 3) to graduate from
- 4) to attend lectures and seminars
- 5) curriculum

Grammar Test

II. Open the brackets.

1. While I (to sunbathe), Tim (to swim).
2. She (to seal) the letter, (to put) a stamp on it and (to post) it.
3. I'm afraid I (to be) a little late.
4. They (to stay) at the Park Hotel at present.
5. Money (not to buy) happiness.

1.5.3. Приклад екзаменаційного білету **Exam Card № 1**

1. Theoretical Discussion (Report)

Prepare a 3-minute presentation addressing the following points:

How does multilingualism impact career prospects in fields such as International Relations, Law, and Business?

2: Situational Creative Task

The Situation: You are a representative of the International Relations Office at Leonid Yuzkov Khmelnytskyi University of Management and Law.

The Task: A first-year student is hesitant about taking an intensive English and German course, claiming that “translation apps are enough for today’s world”.

Acknowledge their point but express doubt about the effectiveness of apps in high-stakes legal or business negotiations.

Approve of the idea of using tech as a tool, but argue for the necessity of “human-to-human” communication.

3. Lexical and Grammar Check

1. Irregular Plurals: Use the plural forms of person, criterion, basis, and analysis in the context of global education.

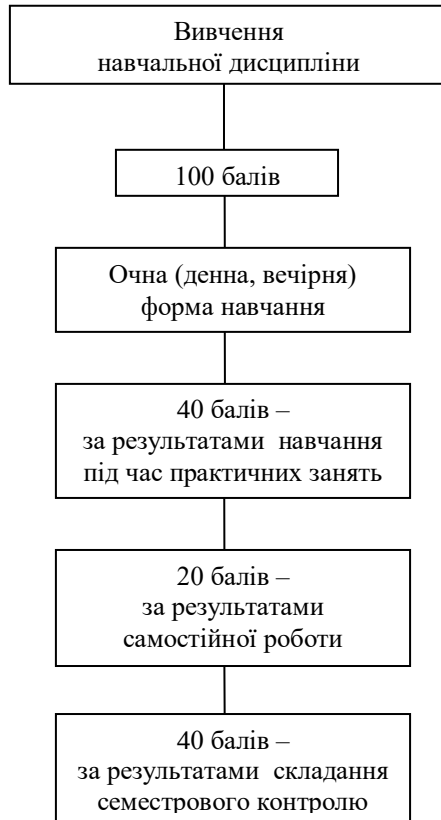
2. Being Cautious: Rephrase the following “too strong” statement to sound more academic and cautious:

“People who don’t speak English will never find a job in 2025”.

(Expected: “It seems that people who do not speak English might face difficulties finding certain types of employment in 2025”.)

2. Схема нарахування балів

2.1. Нарахування балів студентам з навчальної дисципліни здійснюється відповідно до такої схеми:



2.2. Обсяг балів, здобутих студентом під час практичних занять, самостійної роботи студентів, виконання індивідуальних завдань та семестрового контролю визначаються в Положенні про організацію освітнього процесу в Хмельницькому університеті управління та права імені Леоніда Юзькова, пункт 4 (<https://surl.li/yghnib>).

3. Рекомендовані джерела

3.1. Основні джерела

1. Нагорна О.О. Іноземна мова І (Англійська мова): навчально-методичні матеріали. Хмельницький: Хмельницький університет управління та права, 2011. 22 с.
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Обліковий обсяг 2,5 ум.др.арк.