

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Національний університет «Одеська політехніка»
Кафедра англійської філології та перекладу

Методичні рекомендації
до проведення практичних занять та
завдання до самостійної роботи з навчальної дисципліни
«Практичний курс англійської мови» для здобувачів I курсу,
денна (заочна) форма навчання.

Для здобувачів інституту: українсько-німецького навчально-наукового

Рівень підготовки – перший (бакалаврський) рівень вищої освіти

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Методичні рекомендації до проведення практичних занять та завдання до самостійної роботи з навчальної дисципліни «Практичний курс англійської мови» для здобувачів I курсу, денна (заочна) форма навчання спеціальності 035 Філологія освітня програма «Германські мови та літератури (переклад включно), перша – англійська» / Мітіна О.М., Майстренко Л.В., Чепелюк Н.І. Одеса.ОНПУ, 2024.58.С.

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Методичні рекомендації до проведення практичних занять та завдання до самостійної роботи з навчальної дисципліни «Практичний курс англійської мови» спрямовані на підтримку здобувачів у процесі освоєння англійської мови в контексті реальних комунікативних ситуацій. Вони покликані забезпечити комплексний підхід до навчання, що включає активне застосування мовних навичок, розвиток комунікативної компетенції та підготовку до практичного використання англійської мови у різних сферах діяльності.

Ці рекомендації мають на меті допомогти здобувачам не лише вдосконалювати свою граматичну та лексичну базу, а й розвивати здатність до ефективного спілкування, орієнтуючись на сучасні стандарти мовної практики. Вони містять конкретні поради щодо виконання завдань, розподілу часу для самостійної роботи, а також вказівки на основні аспекти, які слід враховувати під час практичних занять.

Практичні завдання, що включені до цього посібника, сприяють розвитку навичок аудіювання, говоріння, читання та письма, а також навичок критичного мислення і аналізу. Виконання цих завдань допоможе студентам підготуватися до реальних ситуацій спілкування англійською мовою, що є важливим аспектом у навчальному процесі і майбутній професійній діяльності.

Бажаємо успіхів у вивченні англійської мови і сподіваємося, що ці методичні рекомендації стануть корисним інструментом для досягнення високих результатів.

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ВСТУП

Наведені матеріали відповідають програмі навчальної дисципліни «Практичний курс англійської мови» для здобувачів 1 курсу першого (бакалаврського) рівня вищої освіти: спеціальність: 035-Філологія, Освітня програма: «Германські мови та літератури (переклад включно), перша – англійська» (2024 р. Національного університету «Одеська політехніка» і мають на меті методичне забезпечення проведення практичних занять та завдання до самостійної роботи .

Стосовно практичних занять, за змістом вони відповідають програмі навчальної дисципліни, мають обсяг відповідно :

денна форма здобуття освіти

Сем естр	Кількість					Індивідуальна робота	Форма підсумкового контролю
	аудиторних занять			годин			
	Лекції	Практичні	Лаборат орні	Аудиторні заняття	Самостійн а робота		
1		45		90	180	-	Екзамен
2		30		60	120		Екзамен

заочна форма здобуття освіти

Семес тр	Кількість					Контрольні роботи	Індивідуальна робота	Форма підсумкового контролю
	аудиторних занять			годин				
	Лекції	Практич ні	Лаборато рні	Аудиторні заняття	Самостійна робота			
2		2	-	4	266	1	—	Екзамен

Мета методичних вказівок полягає у формуванні у здобувачів іншомовної комунікативної компетенції, що передбачає вміння:

- брати участь в усному спілкуванні іноземною мовою в діалогічній та монологічній формі;
- читати англомовні тексти, та використовувати їх як джерело нових знань, а також сприймати, інтерпретувати та повідомляти їх комунікативну цінність;
- розуміти сприйняте на слух мовлення;
- продукувати писемні твори і формулювати власні думки на письмі;
- використовувати фонові знання та національно-культурний компонент мови з метою спілкування;
- користуватися елементами невербальної поведінки на основі сукупності даних та відомостей про специфіку країни, мова якої вивчається, її національну культуру.

Практичне значення та використання отриманих знань: поглиблення та розвиток знань та вмінь:

з аудіювання:

- розуміти об'ємні висловлювання та лекції, простежувати навіть за складною аргументацією на досить знайомі теми;
- розуміти більшість телевізійних новин та програм про поточні події;
- розуміти більшість фільмів на літературній мові;

з читання:

- володіти технікою читання;
- вільно читати вголос у нормальному темпі і перекладати підготовлений текст, робити лексичний і граматичний аналіз тексту в межах пройденого матеріалу;

- читати статті та повідомлення з сучасних проблем, автори яких займають особливу позицію або мають особливу точку зору;
- розуміти сучасну літературну прозу;
- ставити питання до тексту і вміти на них відповідати;
з діалогічного мовлення:
- знати основні закономірності фонетичного складу мови та оволодіти її звуковою стороною;
- слідкувати за збереженням навичок вимови, набутих після вивчення колективного курсу та контролювати себе за допомогою транскрипції, фонетичних правил та таблиць;
- опанувати визначену кількість слів та словосполучень: 1100 лексичних одиниць активно та 700-900 лексичних одиниць пасивно;
- брати участь у діалозі з достатнім ступенем невимушеності й спонтанності, так щоб відбулася природна інтеракція з носіями мови;
- брати активну участь у дискусії у знайомих контекстах, викладаючи й захищаючи свою точку зору;
з монологічного мовлення:
- правильно вимовляти звуки і правильно використовувати основні інтонаційні моделі в підготовленому повідомленні та у вільному мовленні;
- переказувати прочитаний чи прослуханий текст;
- представити чіткі, детальні висловлювання про широке коло питань, що стосуються сфер власних інтересів;
- висловити точку зору на запропоновану тему, наводячи аргументи “за” і “проти”;
з писемного мовлення:
- писати диктанти на засвоєний матеріал з незнайомими словами (на вивчені правила орфографії – 1000 друкованих знаків за 1 академ. годину);
- перекладати письмово з рідної мови на іноземну речення на вивчений лексичний і граматичний матеріал (20-25 речень за 2 академ. години);
- написати чіткий, детальний текст на широке коло тем, пов’язаних з власними інтересами;
- написати есе чи доповідь, узагальнюючи інформацію або наводячи аргументи “за” чи “проти” певної точки зору;
- писати листи, наголошуючи на особистому значенні минулих і теперішніх подій;
- підвищення загального рівня культури і мовлення здобувачів.

Семестр 1

Практичні заняття

Практичне заняття № 1-3.

Вступний курс. Фонетичний курс. Розповідь про себе. Моя родина. Проблема поколінь. Друзі.

Мета заняття: формуванні комунікативних англомовних умінь студентів для застосування їх у вирішенні професійних завдань та у повсякденному житті. розвивати діалогічне мовлення; вчити правильно давати відповіді на поставлені запитання; практикувати у читанні та перекладі тексту за темою заняття;

Завдання до практичних занять:

1. **Fill in the blanks with the correct word from the box:** (*generation, stability, independence, discussion, perspective, experience, values*)
 - o My parents value _____ in life, while I am more focused on _____.
 - o We had a long _____ about the best career choice for me.
 - o It's important to have a different _____ when approaching new ideas.
 - o The lack of _____ in our society often leads to confusion among the younger generation.
2. **Match the words to their definitions:**
 - o **Perspective**
 - o **Compromise**
 - o **Success**
 - o **Traditional**
 - o **Independence**
 - o **Generational gap**

A. Freedom to make your own decisions
B. A difference in outlook between older and younger people
C. Achieving a goal or a desired outcome
D. A decision made when both sides adjust their demands
E. Based on customs and ideas passed from one generation to another
F. A point of view, or way of looking at things
3. **Fill in the blanks with the appropriate form of the word in parentheses:**
 - o My sister's opinion is often more _____ (tradition) than mine.
 - o The _____ (independent) of young people is often misunderstood by older generations.
 - o My family prefers the _____ (stable) of a regular job, while I want to try something different.
4. **Choose the correct answer:**
 - o I _____ to see my friends on weekends. a) use
b) used
c) am used
d) used to
5. **Rewrite the sentence in the past perfect:**
 - o Before we moved to Kyiv, we lived in a small town.
6. **Fill in the blanks with the correct form of the verb:**
 - o I _____ (be) to many countries, but I've never been to Japan.
 - o We _____ (not see) each other for a long time before our last meeting.
7. **Correct the mistake in the sentence:**

- o I've always admired how my parents approach to life.
- 8. **Complete the sentence using the correct conditional form:**
 - o If I _____ (have) more time, I would spend it with my friends.
- 9. **Choose the correct article (a, an, the) or leave it blank if no article is needed:**
 - o _____ generation gap can sometimes lead to misunderstandings.
 - o My parents are very supportive, but they don't understand _____ career path I chose.
- 10. **Fill in the blanks with the correct form of the adjective:**
 - My sister is _____ (smart) than I am.
 - He is the _____ (old) in our group of friends.

САМОСТІЙНА РОБОТА

1. Write an essay to the topic «About myself». «My family». «The problem of generations». «Friends».

2. Translate the text

Привіт! Мене звуть Олександр, і я хочу розповісти трохи про себе, свою родину та друзів.

Я народився і виріс у Києві. Моя родина — це мама, тато та старша сестра. Мама працює лікарем, а тато — інженером. Я завжди захоплювався їхньою працею, але часто ми мали різні погляди на життя через різницю у віці та досвіді. Моя сестра — дуже розумна й успішна, але інколи вона дуже серйозна і не розуміє моїх прагнень і бажань. Здається, що між нами є певна "проблема поколінь", адже мої батьки і сестра більше орієнтовані на стабільність і традиційні цінності, тоді як я прагну до змін, нових ідей і незалежності.

Мої друзі — це мої однокласники, з якими ми можемо обговорювати будь-які питання. Деякі з них мають схожі інтереси, як у мене, але також є друзі, які дуже відрізняються від мене. Я завжди вважаю, що важливо мати різноманітних людей у своєму житті, оскільки це допомагає розвиватися і бачити світ з різних точок зору.

Хоча я маю чудових друзів, іноді я відчуваю, що між поколіннями в моїй родині і моїми друзями існує певний розрив у розумінні. Я намагаюсь знаходити компроміси, слухати та розуміти їхні погляди, і це допомагає зберігати гармонію у стосунках.

3. **Rewrite the sentence using the word in parentheses:**

- I prefer independence to stability. (rather)

4. **Change the sentence into the passive voice:**

- My parents taught me the importance of honesty.

5. **Combine the two sentences using a relative clause:**

- My friends are very supportive. They always encourage me.

6. **Fill in the blank with an appropriate conjunction (but, although, so, because):**

- I respect my sister, _____ she often doesn't understand my point of view.

7. **Fill in the correct preposition:**

- I always talk _____ my friends about my problems.
- I've learned a lot _____ my parents.

8. **Write a short essay (150-200 words) on how you balance your family's traditional values and your own modern views.**

9. **Choose one of the following topics and write a paragraph of about 100 words:**

- The differences in communication between generations.

- The role of friends in our lives.

10. Complete the sentences with a suitable word:

- I am proud of my _____ to stand up for my beliefs.
- The _____ between our two families is growing as we experience more differences.

11. Put the words in the correct order:

- (has / she / been / for / long / waiting / a / time / this / very).

12. Correct the sentence if necessary:

- I have never meet someone who shares my ideas completely.

КОНТОЛЬНІ ЗАПИТАННЯ

What is the generation problem?

What are some questions about the generation gap?

What is the sociological problem of generations Mannheim?

What is the struggle between generations?

What is the generational problem?

What is the biggest problems facing today's generation?

Практичне заняття № 4-6.

Члени родини. Біографія.

Мета заняття: формуванні комунікативних англомовних умінь студентів для застосування їх у вирішенні професійних завдань та у повсякденному житті. Закріпити знання з видів артикля (неозначений a, an (the indefinite article); означений the (the definite article); нульовий артикль (the zero article)).

Завдання до практичних занять:

1. Fill in the blanks with the correct word from the box:

(generous, strict, supportive, distant, hardworking, reliable, sociable, reserved)

- o My mother is very _____; she always listens to my problems and gives great advice.
- o My father is more _____, but when he speaks, it's always very important.
- o My brother is quite _____; he makes friends easily and loves to talk.
- o My grandfather is a very _____ man; he has always been a role model for the family.

2. Match the words with their definitions:

- o **Supportive**
- o **Generous**
- o **Hardworking**
- o **Reliable**
- o **Strict**
- o **Sociable**

A. Always gives help to others

B. Enjoys being with people

C. Someone who works a lot and does their job well

D. Not easily trusting or forgiving

E. Always keeps their promises

F. Not lenient, enforces rules strictly

3. Complete the sentence with the correct form of the word in brackets:

- o My father is always _____ (support) when I make difficult decisions.
 - o My brother is very _____ (sociable) and has many friends.
 - o My mom is more _____ (reserved) than my dad.
4. **Fill in the blanks with the appropriate word from the box:**
(relative, immediate family, extended family, cousin, aunt, nephew, niece, grandmother)
- o I have an aunt who lives in another city. She is my father's _____.
 - o My _____ is coming to visit us this weekend. He is my brother's son.
 - o Our _____ includes only our parents and siblings.
5. **Use the correct form of the word to complete the sentences:**
- o She has a very _____ (help) nature and always tries to assist others.
 - o My uncle is a _____ (generosity) person who often donates to charity.
6. **Choose the correct answer:**
- o My sister _____ (has, have) two children, both of whom are very active.
 - o I _____ (am, is, are) always glad to spend time with my family.
7. **Complete the sentences with the correct form of the verb:**
- o When I was a child, I _____ (spend) a lot of time with my grandparents.
 - o By the time we arrive, they _____ (finish) their dinner.
8. **Make the following sentence negative:**
- o My brother likes to play video games every day.
9. **Choose the correct form of the article (a, an, the, or no article):**
- o My father is _____ engineer, and my mother is _____ teacher.
 - o We live in _____ city called Kyiv.
10. **Fill in the correct preposition:**
- o I'm really close _____ my family.
 - o I don't see my cousins very often, but I try to keep in touch _____ them.
11. **Fill in the blanks with the correct form of the verb:**
- o I have never _____ (be) to France, but I hope to go there next year.
 - o By the time my parents arrive, we _____ (finish) dinner.
12. **Complete the sentences using the appropriate form of the adjective:**
- o My brother is _____ (young) than me.
 - o My grandmother is the _____ (old) member of our family.
13. **Rewrite the following sentence in the future perfect tense:**
- o By the time my family visits me, I will finish my work.
14. **Correct the mistake in the sentence:**
- o My father have a lot of interesting stories from his youth.
15. **Complete the sentence with the correct conditional form:**
- o If I _____ (have) a larger house, I would invite all my family to stay.
16. **Choose the correct word (who/which):**
- o This is my aunt _____ lives in the USA.
 - o I have a cousin _____ is studying in London.
17. **Put the words in the correct order:**
- o (have / they / how / family / big / a)?
18. **Fill in the correct modal verb:**
- o You _____ (should / can) visit your grandparents more often.
 - o I _____ (must / may) ask my parents for permission before I go to the party.
19. **Rewrite the sentence using the passive voice:**
- o My uncle built the house himself.

САМОСТІЙНА РОБОТА

1. Write out key words for the topic «Family members», «Biography» and write synonyms and antonyms to them

2. Translate the text

Мене звуть Ірина, і я хочу поділитися кількома фактами про свою родину та біографію.

Моя родина не велика, але дуже згуртована. Моя мама, Ольга, працює викладачем у університеті, а тато, Сергій, інженер. Моя мама завжди була для мене прикладом доброти та працелюбства, а тато — прикладом рішучості та відданості своїй справі. У мене є молодший брат Олексій, який навчається в школі. Він дуже енергійний і завжди вносить веселощі в наші будні.

Мої батьки народилися в Україні і вирости в різних містах. Мама — в Києві, а тато — в Харкові. Вони познайомилися, коли працювали в одному науковому інституті. Я народилася в Києві, і це місто для мене є дуже важливим. Я люблю гуляти по його вулицях і згадувати, як проводила час із родиною, коли була маленькою.

Що стосується моїх друзів, я маю кілька дуже близьких подруг, з якими ми знайомі вже більше десяти років. Вони завжди підтримують мене і допомагають у складних ситуаціях.

Моя родина — це не тільки люди, з якими я пов'язана кровно, але й мої друзі, яких я вважаю членами родини через їхню підтримку і довіру. Ми разом проводимо свята, відпочиваємо, і просто підтримуємо один одного в будь-яких ситуаціях.

3. Write a short biography (150-200 words) of one of your family members, including information about their background, profession, and character.
4. Describe your family and its members, including their names and roles in the family.) (Explain what your parents do for a living.
5. Talk about your brothers or sisters, if you have any.
6. Mention the cities or countries where your parents were born.
7. Discuss any generational differences you notice, such as values, attitudes, or lifestyle.
8. Name the oldest person in your family and describe them.
9. Explain which family member you have the closest relationship with and why.
10. (Describe the relationship you have with your grandparents and how they influence you.
11. Discuss any common interests or activities you enjoy with your family.
12. Explain if you have moved or lived somewhere else besides where you grew up, and why.
13. Explain who has been the most supportive of your career or educational choices.
14. Share a special memory or family event that stands out in your life.
15. Talk about the connection you have with your cousins, uncles, aunts, or other relatives.
16. Describe any family traditions, holidays, or special rituals you follow.
17. Talk about the important values or lessons your family taught you.
18. Share some advice or wisdom you have gained from older family members.
19. Describe how your family celebrates special occasions like birthdays or holidays.
20. Explain if and how your family has influenced your career or educational decisions.
21. Describe the ways you keep in touch with family members who live in different cities or countries.
22. Explain what is most important to you in your family and why.

КОНТОЛЬНІ ЗАПИТАННЯ

Control Questions on Family Members and Biography

Who are the members of your family?
 What is your mother/father's job?
 How many siblings do you have?
 Where were your parents born?
 What is the difference between your generation and the previous one in your family?
 Who is the oldest member of your family?
 Who do you get along best with in your family? Why?
 What role do your grandparents play in your life?
 Have you ever lived in another city or country?
 Do you share any interests or hobbies with your family members?
 Who was the first person to support you in your career or education?
 Can you describe a memorable event that involved your family?
 How would you describe your relationship with your cousins or extended family members?
 What are some traditions or customs in your family?
 What values or principles were emphasized in your family when you were growing up?
 What advice or lessons have you received from your parents or elders?
 How do you usually celebrate family birthdays or holidays?
 Have your family members influenced your choice of profession or studies?
 How do you stay connected with your family members who live far away?
 What do you value most about your family?

Практичне заняття № 7-12.

Опис фізичних ознак людини. Словесний портрет . Характер людини. Риси характеру — моральні та етичні якості особи.

Мета заняття: розвивати у студентів пам'ять і мислення; вдосконалювати навички студентів при перекладі речень; розвивати діалогічне мовлення; вчити правильно давати відповіді на поставлені запитання; практикувати у читанні та перекладі тексту за темою заняття

Завдання до практичних занять:

1. Write the plan of your discussion on the topic «Description of the physical characteristics of a person», «Verbal portrait Human character», «Character traits – moral and ethical qualities of a person»
- **Task 2:** Write an essay reflecting on your own moral and ethical qualities. Choose three traits that you consider to be the strongest in your character (e.g., honesty, empathy, responsibility). Explain why you think these traits define you and provide examples from your life that demonstrate them.
 - **Task 3:** Read a short story or watch a video about a famous historical figure (e.g., Nelson Mandela, Mahatma Gandhi). Identify three moral or ethical traits that person exhibited and explain how these traits contributed to their actions and decisions.
 - **Task 4:** In groups, discuss a scenario where a person faces an ethical dilemma (e.g., finding a wallet with money). Debate what actions the person should take, and each group member should argue their perspective based on different moral and ethical traits such as integrity, fairness, or generosity.
 - **Task 5:** Choose a character from a book or film who displays a strong moral or ethical trait (e.g., courage, kindness, loyalty). Write a short analysis of how this trait influences the character's decisions and relationships throughout the story.

САМОСТІЙНА РОБОТА

- **Task 1:** Research a well-known leader (e.g., a political figure, business leader, or community activist) and analyze the moral and ethical qualities that made them an effective leader. Write a report discussing how these traits helped them in their leadership role.
- **Task2:** Create a list of moral and ethical traits (e.g., honesty, kindness, respect) and their unethical counterparts (e.g., dishonesty, cruelty, disrespect). For each pair, describe how these traits manifest in real-life scenarios.
- **Task 3:** Create a chart listing common moral and ethical traits, such as integrity, honesty, empathy, responsibility, and fairness. For each trait, provide a brief definition and examples of behavior that would demonstrate the trait.
- **Task 4:** Research a recent case where ethical issues were debated in society (e.g., a public scandal or a social justice issue). Write an analysis of how different moral and ethical qualities played a role in the public's reaction to the event.
- **Task 5:** Write a personal code of ethics. List the values and principles that are most important to you (e.g., honesty, kindness, respect) and explain why you have chosen them. Reflect on how these values guide your actions in everyday life.
- **Task 6:** In a debate format, argue whether leaders should be judged purely based on their results or if their moral and ethical qualities should play a crucial role in their evaluation. Provide examples of leaders who either upheld or failed to uphold strong ethical standards.
- **Task 7:** Interview someone you admire for their moral and ethical qualities (e.g., a teacher, community leader, or family member). Ask them about the principles that guide their actions and how they developed their ethical character.

КОНТОЛЬНІ ЗАПИТАННЯ

1. Description of the Physical Characteristics of a Person

1. **What is the person's height?**
(Describe how tall the person is—short, average, tall, or specific height in feet or centimeters.)
2. **What color is the person's hair?**
(Describe the color of their hair, and whether it is long, short, curly, straight, etc.)
3. **Does the person have any distinctive physical features?**
(For example, scars, freckles, dimples, a unique eye color, or any other special features.)
4. **What is the color of the person's eyes?**
(Describe the eye color, such as blue, green, brown, or any other distinctive color.)
5. **How would you describe the person's build or body type?**
(Use terms like slim, athletic, muscular, heavy-set, average, etc.)
6. **What type of clothing does the person wear?**
(Describe their style of clothing, whether it's formal, casual, fashionable, or specific types of clothes.)
7. **Does the person have any noticeable facial expressions?**
(For example, are they usually smiling, serious, or cheerful?)
8. **Does the person have any distinguishing marks or tattoos?**
(Describe if the person has tattoos, moles, or any special skin marks.)
9. **How would you describe the person's posture or the way they walk?**
(Are they confident, slouched, graceful, or quick-paced?)
10. **How would you describe the person's voice?**
(Is their voice deep, soft, loud, high-pitched, or clear?)
1. **How would you describe the person's personality in general?**
(Is the person cheerful, quiet, energetic, reserved, etc.?)
2. **Does the person get along well with others?**
(Are they sociable, friendly, or more introverted?)
3. **Is the person calm or does he/she tend to get angry easily?**
(Explain their temperament: are they even-tempered, quick to anger, or very patient?)

4. **What is the person's attitude towards work or responsibilities?**
(Are they hardworking, diligent, lazy, or unorganized?)
 5. **How would you describe the person's sense of humor?**
(Do they make jokes often, are they sarcastic, dry, or funny in a subtle way?)
 6. **Are they honest or do they tend to hide the truth?**
(Do they value honesty, or are they known for being secretive or deceptive?)
 7. **How does the person deal with difficult situations or stress?**
(Are they calm under pressure, do they panic, or do they seek help from others?)
 8. **Does the person show empathy or understanding toward others?**
(Are they compassionate, caring, or do they seem distant or indifferent?)
 9. **What kind of interests or hobbies does the person have?**
(What activities do they enjoy in their free time—sports, reading, traveling, etc.?)
 10. **How does the person express emotions?**
(Are they open with their feelings, or do they keep emotions to themselves?)
- 3. Character Traits – Moral and Ethical Qualities of a Person**
1. **Would you say the person is honest or dishonest? Why?**
(Describe if the person tells the truth or hides it, and give examples if possible.)
 2. **Is the person generous or selfish?**
(Does the person give freely, help others, or only think about themselves?)
 3. **Is the person kind-hearted or rude?**
(How does the person treat others—warmly, with respect, or with impatience and cruelty?)
 4. **Does the person show responsibility for their actions?**
(Do they take ownership of their mistakes or blame others?)
 5. **How do they handle conflict or disagreement?**
(Are they open to compromise, do they argue a lot, or do they try to avoid conflict?)
 6. **Is the person reliable or unreliable?**
(Can you trust them to do what they say they will do, or are they inconsistent?)
 7. **Is the person compassionate and caring?**
(Do they show concern for others' well-being, or are they indifferent?)
 8. **Would you describe the person as humble or arrogant?**
(Are they modest about their achievements or do they boast about them?)
 9. **Is the person forgiving or resentful?**
(Do they hold grudges, or are they quick to forgive and move on?)
 10. **How does the person demonstrate respect for others?**
(Do they listen, value others' opinions, and treat people equally?)

Практичне заняття № 13-15.

Моя майбутня професія. Вибір професії. Освіта. Досягнення. Вивчення англійської мови.
Урок англійської мови.

Мета заняття: формуванні комунікативних англомовних умінь студентів для застосування їх у вирішенні професійних завдань та у повсякденному житті. вдосконалювати навички студентів при перекладі речень; розвивати діалогічне мовлення; вчити правильно давати відповіді на поставлені запитання; практикувати у читанні та перекладі тексту за темою заняття.

Завдання до практичних занять:

1. My Future Profession

1. **Fill in the blanks with the correct word from the box:** (*career, qualifications, skills, responsibilities, ambition, profession*)
 - o After finishing university, I want to start a successful _____ in business.
 - o The _____ for this job are clearly outlined in the job description.
 - o She has the necessary _____ to apply for the role of a project manager.

- o In this _____, the main _____ are managing a team and overseeing projects.
- 2. **Match the words to their definitions:**
 - A. *Career*
 - B. *Professional*
 - C. *Job satisfaction*
 - D. *Occupation*
 - E. *Job description*
- 0. The set of duties and tasks that are expected to be completed in a job.
- 1. A person's work or employment, especially as a long-term pursuit.
- 2. The feeling of contentment or fulfillment one gets from their job.
- 3. A person's work or trade that requires special training.
- 4. A person's regular work activity that they are paid for.
- 3. **Complete the sentences with the correct form of the verb in the future tense (will, be going to, or present continuous):**
 - o I _____ (study) engineering at university next year.
 - o By the time I finish my studies, I _____ (have) enough experience to get a good job.
 - o I _____ (probably work) as a doctor after I graduate.
 - o My friend _____ (join) a marketing company after finishing his studies.
- 4. **Fill in the blanks with the correct preposition:**
 - o After university, I plan to specialize _____ software engineering.
 - o He is really interested _____ starting his own business.
 - o I want to get a job _____ a multinational company.

2. Education

- 5. **Choose the correct word to complete the sentence:**
 - o The university offers a wide variety of _____ (courses, curriculum, diploma).
 - o I need to improve my _____ (knowledge, lecture, textbook) in mathematics to pass the exam.
 - o She has a degree in _____ (literature, employability, career).
- 6. **Match the educational terms with their definitions:**
 - A. *Degree*
 - B. *Scholarship*
 - C. *Lecturer*
 - D. *Curriculum*
 - E. *Internship*
- 0. A financial award given to support a student's education.
- 1. A structured program of study that includes various subjects.
- 2. A person who teaches at a university or college.
- 3. A formal qualification earned after completing a program of study.
- 4. A short-term job or training program, often related to your field of study.
- 7. **Choose the correct option:**
 - o I _____ (study, am studying, will study) at the university next year.
 - o She _____ (has completed, completed, is completing) her Master's degree last year.
 - o They _____ (have been studying, study, studied) for three years now.
- 8. **Fill in the gaps with the correct form of the word in parentheses:**
 - o I've always wanted to have an _____ (educate) job.
 - o Many people take a _____ (professional) course to improve their skills.
 - o He wants to pursue a _____ (science) career.

3. Achievement

- 9. **Fill in the blanks with the appropriate word from the list:**
(*success, goal, achievement, motivation, progress*)
 - o Completing the project on time was a great personal _____.

- o She has set a clear _____ to become a manager by the age of 30.
 - o His _____ comes from knowing that he's improving each day.
 - o The team made great _____ towards finishing the project ahead of schedule.
10. **Choose the correct word to complete the sentence:**
- Her hard work and dedication led to her _____ (success, failure, goal).
 - I find that setting clear _____ (objectives, results, failures) helps me stay focused.
11. **Complete the sentences using the correct form of the verb in the past simple or present perfect:**
- She _____ (achieve) her dream of becoming a lawyer last year.
 - I _____ (not complete) my project yet because I was busy with other tasks.
 - They _____ (reach) all their goals and completed the assignment on time.
12. **Fill in the gaps with the correct comparative or superlative form of the adjective:**
- He is the _____ (successful) student in the class.
 - Achieving your goals is _____ (important) than just talking about them.
 - She worked _____ (hard) than anyone else in the team to finish the project.

САМОСТІЙНА РОБОТА

- Task 1.** Translate the following sentences from the text «My future profession», «Education», «Achievement», into Ukrainian, using the active vocabulary.
- **Task 2:** Design a timeline showing the steps you will take to reach your future profession. Include educational milestones, internships, job experiences, and other actions you plan to take to develop the skills required for your chosen career.
 - **Task 3:** Interview a person who works in the profession you're interested in. Ask about their daily tasks, challenges, and what they enjoy most about their work. Based on their responses, write a summary of the key takeaways from the interview and how it aligns with your goals.
 - **Task 4 :** Write an essay explaining your future profession, the reasons you are interested in it, and the specific goals you hope to achieve in this field. Discuss the steps you need to take to achieve those goals and any obstacles you might face.
 - **Task 5:** Create a list of the skills you already possess and those you need to develop for your future profession. Include both hard skills (technical abilities) and soft skills (communication, teamwork, etc.). Set a plan for how you will work on improving the skills you need.
 - **Task 6:** Create a professional development plan for your future career. Identify key goals, skills, certifications, or experiences you need to achieve in the next 5-10 years to be successful in your profession. Set a timeline for achieving each goal.

КОНТОЛЬНІ ЗАПИТАННЯ

1. My Future Profession

1. **What profession are you planning to pursue in the future?**
(Describe the career you are interested in and why you chose it.)
2. **Why did you choose this profession?**
(Explain the factors that influenced your decision, such as interests, skills, or experiences.)
3. **What qualifications or education do you need to enter this profession?**
(Describe the level of education and any special qualifications required for your chosen career.)
4. **What are the main responsibilities of this profession?**
(Explain the tasks and duties you would expect to perform in this profession.)
5. **What skills or qualities do you think are most important for success in this field?**
(List key skills such as communication, leadership, technical knowledge, etc.)

2. Education

6. **How important is education in achieving your career goals?**
(Explain why education is important for your future profession and personal development.)

7. **What subjects or courses are you most interested in studying at school or university?**
(Describe the subjects that interest you the most and how they relate to your future profession.)
8. **How do you plan to continue your education after finishing school or university?**
(Describe any plans for further study, such as graduate school, online courses, internships, etc.)
9. **Do you believe that practical experience is more important than theoretical knowledge? Why or why not?**
(Discuss the value of hands-on experience versus academic learning in your chosen profession.)

3. Achievement

10. **What is your greatest achievement so far, and how did you accomplish it?**
(Share a personal achievement, explaining the steps you took to reach it and the obstacles you overcame.)

Практичне заняття № 16-18.

Мій улюблений предмет. Система оцінювання в сучасній освіті. Екзамени.

Мета заняття: формуванні комунікативних англомовних умінь студентів для застосування їх у вирішенні професійних завдань та у повсякденному житті. розвивати у студентів пам'ять і мислення; вдосконалювати навички студентів при перекладі речень; розвивати діалогічне мовлення; вчити правильно давати відповіді на поставлені запитання; практикувати у читанні та перекладі тексту за темою заняття.

Завдання до практичних занять:

1. My Favorite Subject

1. **Fill in the blanks with the correct word from the list:** (*subject, curriculum, teacher, knowledge, passion, topics*)
 - o My favorite _____ is history because I love learning about past events.
 - o The _____ includes a variety of subjects, but I'm especially interested in languages.
 - o I admire my _____ because she always makes lessons interesting and engaging.
 - o This subject gives me a lot of new _____ to think about.
 - o My _____ for science comes from my curiosity about how things work.
 - o We are studying different _____ in this subject, such as ancient civilizations and modern history.
2. **Complete the sentences using the correct form of the words in parentheses:**
 - o I find _____ (geography) very exciting because we study different countries.
 - o The _____ (teach) of the subject uses interesting methods to keep us engaged.
 - o _____ (science) has always been my favorite because it explains how the world works.
3. **Fill in the blanks with the correct form of the verb in the present simple or present continuous:**
 - o My favorite subject _____ (be) history because it helps me understand the world.
 - o We _____ (study) many different topics in this subject, including geography and politics.
 - o She _____ (teach) us how to analyze historical events and their impact.
4. **Choose the correct form of the adjective:**
 - o I find mathematics the most _____ (challenging, challenged) subject at school.
 - o History is the _____ (more interesting, most interesting) subject for me.
 - o He is the _____ (better, best) student in the class when it comes to languages.

2. Grading System in Modern Education

5. **Match the words with their definitions:**

- A. Grade
- B. Evaluation
- C. Assessment
- D. GPA (Grade Point Average)
- E. Report card

1. A letter or number given to show a student's performance.
 2. A document showing the student's grades for a certain period of time.
 3. The process of measuring or judging something, often in terms of grades.
 4. A cumulative average of grades earned over time.
 5. The process of reviewing a student's work and progress.
6. **Fill in the blanks with the correct word from the list:** (*marks, system, assessment, subject, grades*)
- o In my school, we receive _____ on every test or assignment.
 - o The grading _____ at our school is based on a 10-point scale.
 - o An important part of the educational _____ is how well students do on exams.
 - o Many students find that their _____ are not always an accurate reflection of their abilities.
7. **Complete the sentences with the correct form of the verb (present perfect or past simple):**
- o I _____ (receive) good grades in history last semester.
 - o She _____ (not pass) the final exam last year, but she is going to retake it.
 - o We _____ (have) an assessment on chemistry earlier this week.
8. **Fill in the blanks with the correct preposition:**
- o The grading system at our school is based _____ points and percentages.
 - o I am always nervous _____ taking exams because I want to do well.
 - o The teacher gave us feedback _____ our performance on the last project.

3. Exams

9. **Choose the correct word to complete the sentence:**
- o I feel nervous before an _____ (test, exam, homework) because I want to do my best.
 - o It's important to _____ (prepare, study, play) for an exam well in advance.
 - o After the exam, the teacher will _____ (correct, check, evaluate) the answers.
10. **Fill in the blanks with the correct word from the list:** (*nervous, study, preparation, stress, exam*)
- The _____ before an exam is essential for success.
 - I often feel _____ before my final exams because I worry about the results.
 - Proper _____ is the key to doing well in exams.
11. **Choose the correct form of the verb:**
- I _____ (have) my final exams next week, so I'm studying hard.
 - My friend _____ (not study) much for the exam, so he is worried.
 - We _____ (complete) the last exam by the end of the month.
12. **Rewrite the sentences using the correct word order:**
- I / studying / now / for / the exam.
 - important / exam / an / this / is / very / to / me.
 - have / exams / soon / the / we.

САМОСТІЙНА РОБОТА

1. Write your own summary of the text "Evaluation system in a modern education".
2. Read your summaries in pairs, compare with your partner's one.
3. Describe the subject you enjoy the most and explain the reasons behind your interest in it.
4. Explain what makes the teacher interesting or effective in teaching this subject.

5. Discuss how this subject may relate to your future profession or personal aspirations.
6. Describe the core areas or units you study within this subject.
7. Talk about your emotions or experiences when you discover new concepts or knowledge in this subject.
8. Explain how grades are assigned—such as letters (A, B, C), numbers, or percentages—and what each grade means.
9. Share your opinion on whether you think the grading system is fair or effective in evaluating students' true potential.
10. Discuss how receiving grades can affect students' attitude toward learning and their academic achievements.
11. Offer your ideas on whether the current grading system is effective or if improvements are necessary.
12. Explain if you think other aspects, such as effort or creativity, should be considered when assigning grades.
13. Describe the study techniques or strategies you use when getting ready for an exam.
14. Provide your opinion on whether exams are a fair and useful method of evaluation.
15. Talk about the emotions you experience during exams and any techniques you use to reduce stress.
16. Explain how you organize your time to complete all sections of the exam.

КОНТОЛЬНІ ЗАПИТАННЯ

What is your favorite subject, and why do you like it?
 Who is your favorite teacher in this subject, and what makes them stand out?
 How does studying your favorite subject influence your future career goals?
 What are the main topics or areas of study within this subject?
 How do you feel when you learn new things in your favorite subject?
 How does the grading system in your school or university work?
 Do you think the grading system accurately reflects a student's abilities? Why or why not?
 How do grades influence students' motivation and performance?
 Do you think that the grading system should be changed? If yes, how?
 Do you believe that students should be graded on effort, creativity, or other factors besides just results?
 How do you prepare for exams?
 Do you think exams are an effective way to assess students' knowledge and skills? Why or why not?
 How do you feel during an exam, and what helps you stay calm?
 How do you manage time during an exam?
 What would you do if you had the opportunity to change the way exams are conducted?
 Share any ideas or suggestions you have for improving the exam process.

Практичне заняття № 19-21.

Вільний час. Споживацьке активне життя.

Мета заняття: формуванні комунікативних англомовних умінь студентів для застосування їх у вирішенні професійних завдань та у повсякденному житті.

Завдання до практичних занять:

Task 1. Listen to the text «Leisure time» and fill in the missing information

Task 2: Create a survey asking friends or classmates about how they spend their leisure time. Include questions like:

- What activities do you enjoy during your leisure time?

- How much time do you spend on leisure activities each week?
- Do you prefer indoor or outdoor activities?

САМОСТІЙНА РОБОТА

Task 3: Plan a leisure time schedule for a weekend or holiday. Include at least five different activities (e.g., a hobby, relaxation, physical activity, socializing, etc.). Write a brief explanation of why you included each activity and how it helps you recharge.

Task 4: In a group, have a debate on the following topic: "Is technology (smartphones, video games, social media) improving or diminishing our leisure time?" Each participant should present arguments and counterarguments based on their own experiences and research.

Task 5: Write a short story or descriptive essay about your ideal day spent in leisure. Include details about the activities, environment, people, and how you feel during the day.

Describe your typical activities during your free time.)

Explain the activities you enjoy most during your leisure time and why you find them interesting.

Discuss the significance of having time for relaxation and personal interests in your life.

Share whether you enjoy solitary activities or socializing more in your free time.

Explain how you manage your time between obligations and relaxation.

Describe the concept of an active, consumer-driven lifestyle.

Explain the factors that influence your buying choices, such as price, quality, or trends.

Discuss whether consumerism is encouraged in your culture or society and the reasons behind it.

List the positive and negative aspects of being part of a consumer-driven society.

Share your thoughts on whether or not there is societal pressure to always purchase the latest products.

КОНТОЛЬНІ ЗАПИТАННЯ

How do you usually spend your free time?

What are your favorite hobbies or pastimes?

How important is it for you to have free time?

Do you prefer spending your free time alone or with others? Why?

How do you balance your free time with work or study?

What does a "consumerist active life" mean to you?

How do you usually make purchasing decisions?

Do you think modern society promotes consumerism? Why or why not?

What are the advantages and disadvantages of living a consumerist lifestyle?

How do you feel about the pressure to constantly buy new things?

Практичне заняття № 22-24.

Розповідь про свій будинок, квартиру, кімнату. Сучасний дім. Комфорт та зручності в квартирі.

Мета заняття: формуванні комунікативних англомовних умінь студентів для застосування їх у вирішенні професійних завдань та у повсякденному житті. розвивати у студентів пам'ять і мислення; вдосконалювати навички студентів при перекладі речень; розвивати діалогічне мовлення; вчити правильно давати відповіді на поставлені запитання; практикувати у читанні та перекладі тексту за темою заняття

Завдання до практичних занять:

1. Translate the texts: «My house», «My apartment», «Modern house», «Comfort and convenience in an apartment»

2. Substitute the underlined words and phrases with their equivalents from the text.

- **Task 3:** Create a checklist of features that contribute to comfort and convenience in an apartment (e.g., good lighting, efficient heating/cooling, storage space). Evaluate your current living space based on these features.
- **Task 4:** Design an ideal apartment that focuses on comfort and convenience. Include details such as furniture, layout, and amenities that would make the space functional and cozy.
- **Task 5:** Write a brief essay or have a discussion on which is more important: comfort or convenience in an apartment. Use examples to support your argument.

САМОСТІЙНА РОБОТА

- **Task 6:** Draw a layout of your apartment and identify areas where comfort or convenience could be improved. Suggest changes or additions (e.g., better furniture arrangement, more storage).
- **Task 7:** Research and write a report on sustainable solutions for increasing comfort and convenience in an apartment (e.g., energy-efficient appliances, eco-friendly materials).
- **Task 8:** Survey friends or family about the features they consider most important for comfort and convenience in an apartment (e.g., spacious kitchen, smart home technology). Summarize the results.
- **Task 9:** List five organizational tips that would make an apartment more convenient and efficient (e.g., using multifunctional furniture, maximizing storage space).
- **Task 10:** Write a short essay on how modern technology (e.g., smart thermostats, lighting, security systems) can enhance comfort and convenience in an apartment.
- **Task 11:** Create a budget for upgrading an apartment to improve comfort and convenience. Consider factors like furniture, appliances, and home improvements.
- **Task 12:** Describe how leisure activities (e.g., watching movies, reading, cooking) can be made more comfortable and convenient within an apartment. Suggest improvements or additions to your space.

КОНТОЛЬНІ ЗАПИТАННЯ

1. Can you describe your house? What type of house is it (e.g., detached, semi-detached, townhouse)?
(Describe the type of house you live in and its general layout.)
2. How many rooms are there in your house, and what are they used for?
(Explain the different rooms in your house and their functions.)
3. What do you like most about your house?
(Share what makes your house special or unique to you.)
4. Is there a garden or outdoor space around your house? How do you use it?
(Describe any outdoor space at your house and how you make use of it.)
5. How is your house decorated? Do you have any favorite pieces of furniture or decorations?
(Talk about the interior design and any items you especially like in your house.)
6. Do you live in an apartment or a house? What are the advantages and disadvantages of living in an apartment?
(Explain whether you live in an apartment and what you think are the pros and cons of apartment living.)
7. How big is your apartment, and how many rooms does it have?
(Describe the size and layout of your apartment.)
8. What is your favorite part of your apartment?
(Share what part of your apartment you like the most and why.)

9. Is your apartment close to work or school? How does the location affect your daily life?
(Explain the location of your apartment and how it impacts your daily routine.)
10. How do you feel about living in an apartment compared to a house?
(Discuss your thoughts on apartment living in contrast to living in a house.)
11. What do you think makes a house "modern"?
(Describe the features or characteristics that you associate with a modern house.)
12. Do you think modern houses are better than traditional ones? Why or why not?
(Explain your opinion on whether modern houses are superior to traditional ones, considering style, functionality, etc.)
13. What technologies or features would you want in your ideal modern house?
(List any modern technologies or features you think are important for a house, such as smart devices, energy efficiency, etc.)
14. How do modern houses differ from houses built in the past?
(Discuss the main differences between modern houses and older homes in terms of design, materials, and comfort.)
15. Do you think the design of modern houses is more focused on comfort or aesthetics? Why?
(Reflect on whether modern house designs prioritize comfort or visual appeal more, and why.)
16. What features make an apartment comfortable for you?
(Describe the features or qualities that contribute to your comfort in an apartment.)
17. What conveniences do you think are necessary for modern living in an apartment?
(List the conveniences or amenities you think are essential in an apartment, such as central heating, Wi-Fi, etc.)
18. Do you have any smart devices in your apartment? How do they help make your life easier?
(Share whether you use smart home devices in your apartment and how they contribute to comfort and convenience.)
19. How do you organize your apartment to make it feel comfortable and practical?
(Explain how you arrange your space or manage your apartment to ensure it is functional and cozy.)
20. Do you think apartments are designed with enough comfort and convenience for modern living? Why or why not?
(Offer your opinion on whether apartments today provide sufficient comfort and convenience for today's lifestyle.)

Практичне заняття № 25-28.

Домашнє читання. Читання та опрацювання адаптованих художніх текстів рівня Intermediate. «The Nightingale and the Rose», «The Birthday of the Infanta».

Мета заняття: формуванні комунікативних англомовних умінь студентів для застосування їх у вирішенні професійних завдань та у повсякденному житті.

Завдання практичних занять:

1. Identify the main idea of the stories «*The Nightingale and the Rose*», «The Birthday of the Infanta»
2. Напишіть короткий аналіз головних персонажів (студента, солов'я і дівчини). Як вони поведуться в різних ситуаціях? Які риси характеру проявляються у кожного з них?
3. Випишіть 10 нових слів з оповідання, які ви не знали. Для кожного слова напишіть його значення та приклад використання в реченні.
4. Напишіть короткий переказ оповідання "The Nightingale and the Rose" (до 150 слів). Укажіть основні події та ключові моменти.
5. Обговоріть у короткому есе (150-200 слів), яке послання несе цей твір. Яка мораль цієї історії? Як вона може бути застосована в реальному житті?

6. Напишіть есе на тему: "Do you think the nightingale's sacrifice was worth it?" (Чи варта була жертва солов'я?). Поясніть свою точку зору.
7. Прочитайте першу частину оповідання і передбачте, чим може закінчитися історія. Які події можуть статися далі? Напишіть своє припущення.

II.

1. Прочитайте оповідання "*The Birthday of the Infanta*" і відповідайте на питання:
Who is the main character in the story, and what happens on the Infanta's birthday?
How does the Infanta react to the dwarf during the celebration?
What is the significance of the dwarf's actions and feelings?
How does the Infanta's view of the dwarf change at the end of the story?
What is the symbolic meaning of the dwarf's death?
2. Напишіть короткий аналіз головних персонажів (Інфанти та карлика). Якими є їхні характери? Як їхні взаємини змінюються протягом оповідання?
3. Випишіть 10 нових слів з оповідання, які ви не знали. Для кожного слова напишіть його значення та приклад використання в реченні.

• САМОСТІЙНА РОБОТА

1. Напишіть короткий переказ оповідання "The Birthday of the Infanta" (до 150 слів). Укажіть основні події, опишуйте головних персонажів і ключові моменти.
2. Напишіть есе на тему: "What is the moral lesson of 'The Birthday of the Infanta'?" (Який моральний урок можна винести з оповідання?). Поясніть свою точку зору.
3. Напишіть есе на тему: "Do you think the Infanta is to blame for the dwarf's death?" (Чи можна винити Інфанту за смерть карлика?). Висловіть свою думку і надайте приклади з тексту для підтримки вашої точки зору.
4. Compare the Infanta's Character with the Dwarf's
5. Напишіть есе, порівнюючи характери Інфанти і карлика. Як їхні соціальні становища впливають на їх поведінку та взаємини?
6. Напишіть коротке есе на тему: "What do the dwarf and the rose symbolize in the story?" (Що символізують карлик і троянда в оповіданні?). Поясніть, як ці символи підтримують основні теми твору.

КОНТОЛЬНІ ЗАПИТАННЯ

1. Ask the following questions:
Who – Does this passage discuss a person or group of people?
When – Does the information contain a reference to time?
Where – Does the text name a place?
Why – Do you find a reason or explanation for something that happened?
2. Прочитайте оповідання "The Nightingale and the Rose" і відповідайте на питання:
What is the young student looking for in the garden?
How does the nightingale help the student?
What is the significance of the rose in the story?
How does the student react when he gets the rose?
What is the moral of the story?

Практичне заняття № 29-31.

Побудова міцних відносин в родині та суспільстві. Проблеми молоді в Україні та у світі.

Мета заняття: розвивати у студентів пам'ять і мислення; вдосконалювати навички студентів при перекладі речень; розвивати діалогічне мовлення; вчити правильно давати відповіді на поставлені запитання; практикувати у читанні та перекладі тексту за темою заняття

Завдання практичних занять:

Task 1: Match the words with their definitions.

- A. Unemployment
- B. Education
- C. Mental Health
- D. Poverty
- E. Drug Addiction
- F. Discrimination
- G. Migration
- H. Social Media Addiction

1. The state of having insufficient income or resources to meet basic needs.
2. The act of leaving one's country to live in another, often for better opportunities.
3. The use of substances like drugs or alcohol that leads to harmful behavior and dependency.
4. A system of schooling or learning designed to provide knowledge and skills.
5. The inability to find or keep a job.
6. The process of forming personal opinions and views on life, often influenced by online interactions.
7. Emotional or psychological challenges, often related to stress, depression, or anxiety.
8. Treating people unfairly based on their race, gender, age, or other factors.

Task 2: Fill in the blanks with the correct word from the list.

(unemployment, migration, discrimination, addiction, poverty, mental health, education, social media)

1. Many young people face _____ because they cannot find jobs after graduation.
2. _____ is a global issue that affects millions of young people, often leading them to migrate in search of work.
3. _____ is a major concern, as young people often feel stressed or depressed due to academic pressure or personal challenges.
4. _____ is becoming a serious problem, as it affects young people's ability to focus on their studies and social lives.
5. The _____ system in many countries needs to be improved to provide better opportunities for youth development.
6. The problem of _____ often leads to young people not having access to basic necessities like food or housing.
7. Young people suffering from drug _____ may find it difficult to live a normal life and achieve their goals.
8. _____ remains a widespread issue that prevents young people from getting equal opportunities based on their abilities.

Task 3: Complete the sentences with the correct form of the verb (present simple, present continuous, or past simple).

1. Many young people _____ (struggle) with unemployment, especially in countries where there are few job opportunities.
2. Social media _____ (be) a significant part of the daily life of teenagers today.
3. Last year, youth _____ (participate) in a series of protests to demand better educational reforms.
4. Young people often _____ (face) challenges related to their mental health, such as anxiety or depression.
5. In recent years, youth migration _____ (increase) as more young people look for opportunities abroad.

Task 4: Choose the correct form of the adjective.

1. Unemployment among young people is _____ (more serious / more seriously) in rural areas than in cities.
2. Education in developing countries is often _____ (less accessible / less accessibly) to young people.
3. Mental health issues among youth are becoming _____ (more urgent / more urgently) every year.
4. Drug addiction can have _____ (dangerous / dangerously) consequences for young people's lives.
5. The impact of social media on youth is _____ (more profound / more profoundly) than many people realize.

Task 5: Correct the mistakes in the sentences.

1. Youths in Ukraine facing many challenges, including poverty and unemployment.
2. The mental health issues of young people is becoming a critical problem worldwide.
3. Young people in the world are migrated to other countries in search of better opportunities.
4. Many young people is addicted to social media and spend too much time on their phones.
5. Discriminations against young people based on their gender, ethnicity, or background is still common.

САМОСТІЙНА РОБОТА**Discussion/Reflection Tasks**

Task 1: Write a short essay (150-200 words) answering the following question:

What are the main problems faced by young people today in Ukraine and around the world? What solutions do you think could help solve these issues?

Task 2: Role-play

Imagine you are a youth advocate who is speaking at an international conference. Your task is to address the problems young people face in your country. Discuss the main challenges and offer solutions for improvement.

Task 3 Work in pairs and discuss the topics «Building strong relationships in a family and society».

Task 4. Choose one of your own problems that you would like to discuss with your groupmates. Here are some questions to help you to develop your discussion. Before reading the text match the words with their definitions. Consult a dictionary if you need.

КОНТОЛЬНІ ЗАПИТАННЯ

1. What are the key factors that contribute to building strong relationships in a family?
(Describe the main elements that help create healthy and supportive relationships within a family.)
2. How can effective communication improve relationships in families and societies?
(Explain the role of communication in maintaining strong bonds between family members and in society.)
3. What challenges might families face when trying to maintain strong relationships?
(List and discuss possible problems that families encounter in sustaining healthy relationships.)
4. In your opinion, what makes a society strong in terms of its relationships?
(Discuss the qualities that help build strong and cooperative relationships within a community or society.)
5. What role do trust and respect play in family and societal relationships?
(Describe how trust and respect affect the dynamics of relationships in both family life and society.)
6. How can modern technology affect family relationships?
(Explain how digital devices, social media, and other technologies can impact relationships within a family.)

7. What are the benefits of having close relationships within the family?
(Discuss how strong family connections can positively influence the lives of individuals.)
8. How can individuals contribute to building a stronger society through personal relationships?
(Explain how personal behavior and relationships can influence the strength of a community or society.)
2. Youth Problems in Ukraine and Around the World
9. What are the most significant problems young people face today in Ukraine?
(Describe some of the major issues that youth in Ukraine are dealing with today, such as unemployment, education, or social problems.)
10. How do problems faced by youth in Ukraine compare to those faced by young people in other countries?
(Discuss whether the challenges facing youth in Ukraine are unique or similar to those in other parts of the world.)
11. How does unemployment affect young people in Ukraine and globally?
(Explain the consequences of unemployment on young people's lives, including mental health, future prospects, and social stability.)
12. What role does education play in solving the problems faced by youth in Ukraine?
(Discuss how education can help address youth problems like unemployment, poverty, and social integration.)
13. What are the most common mental health challenges young people face today?
(Identify mental health issues such as stress, anxiety, and depression that youth may experience, and how they impact their well-being.)
14. How does the pressure of social media influence the lives of young people?
(Explain how social media affects young people's self-esteem, relationships, and behavior.)
15. How can young people contribute to solving the problems they face in society?
(Discuss how youth can take action to address their own challenges, such as getting involved in community projects, raising awareness, or improving their skills.)
16. What steps can the government and society take to help address youth problems in Ukraine?
(Suggest ways that public institutions and communities can support young people, such as through education, employment opportunities, or mental health programs.)
17. How do global problems, such as climate change or economic inequality, affect youth worldwide?
(Analyze how large-scale global challenges impact young people, both in Ukraine and globally.)
18. What is the role of family support in helping youth overcome challenges?
(Describe how strong family support can help young people cope with difficulties like unemployment, mental health issues, or social pressure.)

Практичне заняття № 32-35.

Моя родина. My family. Порівняння умов життя в Україні та Великобританії/США. Сімейні стосунки. Сімейні традиції. Королівська сім'я.

Мета заняття: розвивати у студентів пам'ять і мислення; вдосконалювати навички студентів при перекладі речень; розвивати діалогічне мовлення; вчити правильно давати відповіді на поставлені запитання; практикувати у читанні та перекладі тексту за темою заняття;

Завдання практичних занять:

1. Write an essay to the topic «My family».
2. Brainstorm in small groups to discuss the topic «Comparison of living conditions in Ukraine, the UK, USA», «Family life», «Family tradition», «Royal family».
3. Explain who is in your family and describe their roles or characteristics.
4. Interview a family member about a special family tradition (e.g., holiday celebrations, special meals, or rituals). Write a brief report about the tradition and its significance to your family.

5. Design a poster that highlights one of your family's traditions. Include images, descriptions, and the reasons why this tradition is important.
6. Write an essay on why family traditions are important. Discuss how they help build family bonds and preserve cultural heritage.

САМОСТІЙНА РОБОТА

1. Compare a family tradition from your culture with a tradition from another culture. Write a short report on the similarities and differences.
2. Share one of your family traditions with a classmate or friend. Explain the tradition, how it's celebrated, and its importance.
3. Create a timeline of a family tradition, showing when it started, how it has evolved, and when it is celebrated.
4. Write a short story based on a family tradition. Use descriptive language to bring the tradition to life for your readers.
5. Describe the dynamics of your family relationships, such as with your parents, siblings, or other relatives.
6. Explain the qualities or values in your family that are most important to you.
7. Describe key differences in lifestyle, economy, or infrastructure between these countries.
8. Explain the differences in prices, housing quality, and availability in these countries.
9. Discuss the activities or traditions your family enjoys doing together.
10. Discuss aspects like teaching styles, school systems, or access to education in each country.
11. Describe cultural differences such as traditions, social norms, or behavior that distinguish these countries.
12. Discuss how family relationships are prioritized or viewed differently in these countries.
13. Explain differences in the healthcare systems, including access, affordability, and quality.
14. Explain how the relationships between parents and children may differ in terms of independence, authority, and family roles.
15. Discuss shared family values such as respect, loyalty, or responsibility, and how they differ between these countries.
16. Explain how holidays or important celebrations are marked in Ukraine and how these traditions might differ from those in other countries.

КОНТОЛЬНІ ЗАПИТАННЯ

Can you describe your family? How many people are in your family, and what are their names?
What is your relationship with each member of your family like?
How do you usually spend time together as a family?
What do you value most about your family?
What are the main differences between living in Ukraine and living in the UK or the USA?
How do the cost of living and housing conditions in Ukraine compare to those in the UK or the USA?
What are some similarities and differences in education systems between Ukraine, the UK, and the USA?
What are the main cultural differences between Ukraine and the UK or the USA?
How does healthcare in Ukraine compare to healthcare in the UK and the USA?
How are family relationships viewed and valued in Ukraine compared to the UK or the USA?
Do you think the role of parents and children in the family differs between Ukraine, the UK, and the USA?
What are some common family values in Ukraine? How do they compare to those in the UK or the USA?
What are some important family traditions in your family?
How do family traditions in Ukraine differ from those in the UK or the USA?

What role do holidays and celebrations play in family life in Ukraine, and how does it compare to family traditions in the UK or the USA?

Практичне заняття № 36-37.

Відчуття. Весільні традиції світу.

Мета заняття: розвивати у студентів пам'ять і мислення; вдосконалювати навички студентів при перекладі речень; розвивати діалогічне мовлення; вчити правильно давати відповіді на поставлені запитання; практикувати у читанні та перекладі тексту за темою заняття

Завдання практичних занять:

1. Match the country with its unique wedding tradition:

Country	Wedding Tradition
1. India	a. The bride wears a white dress and something old, new, borrowed, and blue.
2. Japan	b. The bride and groom perform a symbolic ceremony of exchanging vows in front of a sacred shrine.
3. United States	c. The couple performs a fire ceremony, where they walk around a sacred fire.
4. Scotland	d. The bride and groom wear traditional clothing, and there's a "Handfasting" ceremony.
5. Greece	e. The couple jumps over a broomstick together.
6. South Korea	f. The bride wears a red and green traditional Hanbok dress and the groom performs a ritual with his parents.
7. Nigeria	g. A traditional wedding includes the bride's family presenting dowries to the groom.

2. Read the following statements and write "True" or "False":

1. In many cultures, the bride wears a white dress symbolizing purity.
2. In some African traditions, wedding celebrations can last for several days.
3. In Japanese weddings, couples traditionally wear Western-style clothing.
4. In India, the wedding ceremony involves elaborate rituals that can last several days.
5. In France, it is common for the groom to give the bride a piece of jewelry during the ceremony.
6. A wedding in South Korea includes a "tea ceremony" where the bride and groom offer tea to their parents.

3. Complete the sentences with the correct wedding traditions from the list below: (dowry, veil, vows, rings, honeymoon, bouquet)

1. In many weddings, the bride wears a _____ over her face during the ceremony.
2. In some cultures, the groom gives a _____ to the bride's family as part of the marriage agreement.
3. The couple exchanges _____ during the ceremony to symbolize their commitment.
4. After the wedding, the couple typically goes on a _____ to relax and enjoy their new life together.
5. The bride carries a _____, often made of flowers, down the aisle.
6. The couple promises to love and care for each other during their _____.

5. Role Play: Wedding Planner

In pairs, role-play as a wedding planner and a couple preparing for their wedding. The wedding planner will suggest wedding traditions from different countries, and the couple will decide which traditions they want to include in their wedding.

Some traditions to discuss:

- The couple wearing white or traditional clothing
- Exchanging rings or other gifts

- Performing specific rituals (e.g., jumping over a broomstick, exchanging vows)
- Celebrating with specific foods or music
- Including family members in the ceremony

6. Wedding Tradition Survey

Survey your classmates (or family and friends) to learn about their knowledge of wedding traditions around the world. Ask the following questions and summarize the results:

1. Have you ever attended a wedding in another country? What were some unique traditions?
2. Do you know any traditional wedding customs from other cultures?
3. What wedding tradition do you find the most interesting? Why?
4. What do you think is the most important part of a wedding ceremony?

7. Match the Country to the Wedding Tradition

Match the country to the tradition that is commonly practiced during weddings:

Country	Wedding Tradition
1. China	a. The bride wears a red dress to symbolize good luck.
2. India	b. The couple ties a special knot, symbolizing the unity of marriage.
3. Italy	c. The groom throws rice at the bride for fertility and prosperity.
4. Mexico	d. The couple receives blessings by jumping over a broomstick.
5. Egypt	e. The bride and groom wear matching traditional clothes, and guests celebrate with traditional dances.
6. Sweden	f. During the reception, everyone clinks their glasses to encourage the newlyweds to kiss.

8. Write a Wedding Invitation

Imagine you're writing a wedding invitation for a couple from a country you're familiar with. Write a formal invitation for their wedding, incorporating the traditional elements that are typically included in weddings from that country. For example:

- If writing an Indian wedding invitation, mention the rituals like the "mandap," "saptapadi," and any specific blessings.
- If writing a French wedding invitation, include the importance of family gatherings and formal attire.

9. Wedding Customs Discussion

In small groups, discuss the following questions about wedding traditions:

1. What is the most important wedding tradition in your culture? Why is it significant?
2. How do wedding traditions differ between generations in your family?
3. Why do you think wedding traditions vary so much between countries and cultures?
4. Are there any wedding traditions that you would like to see more people adopt globally? Which ones?

САМОСТІЙНА РОБОТА

1. Create Your Dream Wedding. Imagine your dream wedding with elements from different cultures around the world. Write a detailed description of the wedding ceremony, including:

- What country's traditions will you include?
- What type of clothing will the bride and groom wear?
- What rituals or customs will be part of the ceremony?
- What kind of food, music, or dancing will you have?
- How long will the celebration last?

2. Comparing Wedding Traditions Choose two countries and compare their wedding traditions.

Write a short paragraph for each and include:

- The role of family in the ceremony.
- The significance of specific rituals or actions.
- The attire of the bride and groom.
- The customs after the ceremony (e.g., reception, honeymoon).

КОНТОЛЬНІ ЗАПИТАННЯ

Answer the following questions:

1. What are some wedding traditions you are familiar with from your own culture?
2. What is the significance of the "something old, something new" tradition in Western weddings?
3. How does the wedding ceremony differ in India compared to Western countries?
4. What are some differences between a traditional wedding in Japan and one in the United States?
5. Why is the wedding cake an important part of many celebrations?

Практичне заняття № 38-40.

Виховання дітей.

Мета заняття: розвивати у студентів пам'ять і мислення; вдосконалювати навички студентів при перекладі речень; розвивати діалогічне мовлення; вчити правильно давати відповіді на поставлені запитання; практикувати у читанні та перекладі тексту за темою заняття.

Завдання практичних занять:

1. Work in groups and draw mind-maps of the qualities that make a good parent and a good son or daughter.
2. Read the text «Parenting» and complete the diagram below in your notebooks. Explain what each type of rewards and punishments means.
3. Prepare a list of tips for parents who want to bring up a perfect child.
4. Range them in order of importance.

• САМОСТІЙНА РОБОТА

1. Write a paragraph to describe a case when you were punished. What for?
2. Did the punishment have an effect on your future actions? Did it teach you a lesson?
3. Write a narrative composition describing your personal experience of being brought up.
4. Write a composition 150 words long describing the role of parents in bringing children up.
5. Make up a dialogue using the words expressions below.
6. Explain the key characteristics that make someone a good parent.
7. Compare child-rearing practices in your country with those in other cultures or countries.
8. Discuss the appropriate age for teaching responsibility and the methods parents can use to instill it in children.
9. Explain whether you believe children need more freedom or structure, and the reasons behind your opinion.
10. Describe how parents can create a balance between setting rules and showing affection.
11. Discuss various parenting styles, such as authoritative, authoritarian, permissive, and neglectful, and their impact on children.
12. Explain how communication affects a child's emotional development and the parent-child relationship.

13. Discuss the impact of positive reinforcement and the potential effects of praising children too much or too little.
14. Provide suggestions for parents on how to manage and resolve conflicts with their children.
15. Identify some of the major difficulties modern parents face, such as technology use, social pressure, or financial issues.
16. Describe how grandparents or other relatives can play a role in raising children and the benefits of their involvement.
17. Discuss strategies parents can use to support their children in managing stress, anxiety, or other mental health concerns.
18. Explain the role of parents in managing children's use of technology and social media for their well-being.
19. Describe how friendships and social interactions with peers influence a child's growth and emotional development.
20. Explain how parents can model and teach these important life skills to their children.

КОНТОЛЬНІ ЗАПИТАННЯ

What do you think are the most important qualities of a good parent?
 How does the upbringing of children in your country differ from that in other countries?
 At what age do you think children should start learning responsibility? How can parents teach this?
 Do you think children should have a lot of freedom or strict rules? Why?
 How can parents effectively balance discipline and love in raising children?
 What are the different parenting styles, and how do they affect children's development?
 What role does communication play in the relationship between parents and children?
 Do you believe in the importance of praising children? How can over-praising or under-praising affect them?
 How should parents handle conflicts or disagreements with their children?
 What is the role of extended family members (like grandparents) in child-rearing?
 What are the most common challenges parents face when raising children today?
 How can parents help their children cope with stress or mental health challenges?
 How should parents handle children's exposure to technology, including social media?
 What impact do peer relationships and friendships have on a child's development?
 How can parents teach children good habits, such as time management, respect, and kindness?

Практичне заняття № 41-42.

Життєві кризові етапи..

Мета заняття: розвивати у студентів пам'ять і мислення; вдосконалювати навички студентів при перекладі речень; розвивати діалогічне мовлення; вчити правильно давати відповіді на поставлені запитання; практикувати у читанні та перекладі тексту за темою заняття.

Завдання практичних занять:

1. Brainstorm Life crisis stages. Read and translate the phrases from the text into English.
2. Act out a dialogue based on the following situations.

САМОСТІЙНА РОБОТА

Can a life crisis lead to personal growth or transformation? If so, how?

How do life crisis stages contribute to self-awareness and a deeper understanding of one's values and goals?

Are there any positive outcomes that can emerge from experiencing a life crisis?

How do life crisis stages differ depending on a person's age (e.g., adolescence, adulthood, midlife)?

Is a midlife crisis inevitable, or do some people go through life without experiencing it?

How might the challenges faced during a life crisis change with age or life experience?
 How do different cultures perceive life crises? Are there any cultural differences in how they are experienced or handled?
 In some cultures, life crises may not be openly discussed. How can this impact a person's ability to cope with such crises?
 How does a life crisis affect a person's ability to make important decisions?
 What role do life crises play in prompting major life changes, such as career shifts, relocations, or changes in relationships?
 What are some signs that a loved one might be going through a life crisis?
 How can you support a friend or family member who is struggling with a life crisis?
 How long do people typically take to recover from a life crisis, and what factors influence the length of recovery?
 What are the key steps for moving forward after a life crisis and creating a new sense of stability or purpose?

КОНТОЛЬНІ ЗАПИТАННЯ

Answer the questions

What are the common stages of a life crisis, and how do they typically manifest in individuals?
 How can a person recognize when they are entering a stage of life crisis?
 Are there any specific events or triggers that commonly lead to a life crisis?
 How do life crisis stages affect an individual's emotional and psychological well-being?
 What are some common emotional responses people may experience during a life crisis?
 How can individuals manage feelings of anxiety, depression, or confusion during a life crisis?
 What are some healthy coping mechanisms that can help someone navigate through a life crisis?
 How important is social support (family, friends, therapy) during a life crisis?
 How can someone rebuild their confidence and sense of purpose after a life crisis?
 What is the first stage of a life crisis, and what does it typically involve?
 How does the second stage of a life crisis differ from the first, and what changes in the individual's thinking or behavior?
 What role does acceptance play in the final stages of a life crisis?

Практичне заняття № 43-45.

Домашнє читання. Читання, переклад, переказ та обговорення художнього тексту. Oscar Wilde «The Happy Prince», «The Selfish Giant»

Мета заняття: розвивати у студентів пам'ять і мислення; вдосконалювати навички студентів при перекладі речень; розвивати діалогічне мовлення; вчити правильно давати відповіді на поставлені запитання; практикувати у читанні та перекладі тексту за темою заняття.

Завдання практичних занять:

1. Work in small groups. Engage in the discussion of the literary text «The Happy Prince», «The Selfish Giant» by Oscar Wilde.
2. Analyze the problems and suggest a way out for each of them.

«The Happy Prince»

3. Comprehension Questions / Plot Understanding:

Who are the main characters in the story?

What is the significance of the statue of the Happy Prince?

Why does the Happy Prince ask the swallow for help?

What are some of the actions the swallow takes to help the people in the city?

What happens at the end of the story? How do the Happy Prince and the swallow meet their fate?

How does the character of the Happy Prince change throughout the story? What makes him a selfless figure?

4. Imagine you are the Happy Prince or the swallow. Write a diary entry from their perspective about one of the key events in the story (e.g., when the Prince asks for help, or when the swallow decides to stay with him).
5. Write an alternate ending to "The Happy Prince." How would the story change if the Happy Prince or the swallow had made different choices?
6. Write a short essay on one of the following themes: the importance of kindness, the consequences of wealth and greed, or the idea of sacrifice for a greater good.
7. In pairs, role-play a conversation between the Happy Prince and the swallow. One person can be the Happy Prince and the other the swallow. Act out a scene where they discuss the prince's desire to help the poor.
8. Create a drawing of the Happy Prince statue before and after he gives away all his riches. Describe the changes you made to the statue and how they reflect his transformation.
9. How do the actions of the Happy Prince and the swallow reflect deep empathy for the suffering of others? Can you think of any real-life examples of people who show similar compassion?
10. The swallow sacrifices his own comfort and life to help the Prince. Do you think sacrifice for the well-being of others is a noble act? Why or why not?
11. Choose five difficult words from the story and find their meanings. Then, use each word in a sentence.
12. Pick ten words from "The Happy Prince" and find synonyms and antonyms for each. For example, "happy" — synonym: joyful, antonym: sad.

«The Selfish Giant»

1. Comprehension Questions / Plot Understanding:
 - o Who is the main character in the story, and what is his problem at the beginning?
 - o How does the Giant react when he finds children playing in his garden?
 - o What happens to the garden when the Giant decides to keep the children out?
 - o How does the garden change when the children are allowed back in?
 - o What is the significance of the final scene in the story when the Giant is old and dies?
 - o How does the character of the Giant change throughout the story? What makes him a selfish character at first, and what leads to his transformation?
 - o How does "The Selfish Giant" highlight the idea of redemption and personal growth?
 - o What does the garden symbolize in the story? How does it reflect the Giant's inner world?
 - o What is the symbolic meaning of the winter in the garden, and how does the arrival of spring represent change?
 - o How does the little boy with the wounds symbolize forgiveness or salvation?
 - o What would you have done if you were the Giant when you first saw the children in your garden? Do you agree with his initial reaction?
 - o How do you think the Giant felt when he realized the children had returned and that he had changed?
2. Imagine you are the Selfish Giant. Write a diary entry at the beginning of the story about how you feel about your garden and the children playing there. Then, write another entry after the Giant allows the children back in.
3. Write an alternative ending to the story where the Giant doesn't allow the children back in the garden. How might this change the lesson of the story?
4. Design your version of a magical garden. Draw it and describe how it changes depending on the emotions of the person who owns it. What happens when the garden owner is happy or sad?

In pairs, role-play the conversation between the Selfish Giant and one of the children. Act out how the Giant reacts to the children playing in his garden and how his feelings change after his transformation.

5. Choose five unfamiliar words from the story, find their meanings, and use them in your own sentences.
6. Pick ten words from the story and find synonyms and antonyms for each (e.g., "selfish" — synonym: greedy, antonym: generous).

КОНТОЛЬНІ ЗАПИТАННЯ

How does the swallow's character evolve? What does he learn from his time helping the Prince?
Why do you think the townspeople view the Happy Prince's statue as "happy" when he is not?
What is the central message of the story? How does it address themes of charity and compassion?
How does the story of "The Happy Prince" highlight the contrast between wealth and poverty?
In what ways does the story emphasize the importance of selflessness and sacrifice?
What do the gold leaf and precious stones on the statue symbolize?
How does the swallow symbolize devotion and sacrifice in the story?
What is the symbolic meaning of the Happy Prince's sorrow?
How does the story make you feel about helping others? What lessons can be learned from the actions of the Happy Prince and the swallow?
How do the children in the story represent innocence and love?
What role does the little boy with the wounds play in the Giant's transformation?
What is the main lesson or moral of "The Selfish Giant"?
How does the story explore the theme of kindness and generosity?
What does the story suggest about the consequences of selfishness?

Семестр 2

Практичні заняття

Практичне заняття № 1-2.

Нерухомість. Види нерухомості

Мета заняття: формуванні комунікативних англомовних умінь студентів для застосування їх у вирішенні професійних завдань та у повсякденному житті. розвивати у студентів пам'ять і мислення; вдосконалювати навички студентів при перекладі речень; розвивати діалогічне мовлення; вчити правильно давати відповіді на поставлені запитання; практикувати у читанні та перекладі тексту за темою заняття.

Завдання до практичних занять:

1. Vocabulary Matching

Match the term with its correct definition:

A)	B)
1. Real Property	a. A legal document transferring ownership of property.
2. Mortgage	b. A property intended for residential or commercial use.
3. Deed	c. A legal arrangement where a borrower receives money to purchase a property, with the property as collateral.
4. Lease	d. A contract between a property owner and a tenant for renting or leasing property.

A)

B)

- 5. Title e. Land or buildings owned by an individual or entity.
- 6. Appraisal f. A professional assessment of the value of a property.

2 Read the following statements and write "True" or "False":

- 1. Real property includes land and any structures attached to it, like houses or buildings.
- 2. A mortgage is a type of loan used to buy property, where the property itself acts as collateral.
- 3. A lease agreement is always a long-term contract lasting more than 10 years.
- 4. A deed is the official document used to transfer ownership of a property.
- 5. The title of a property shows who legally owns it.
- 6. Appraisers determine the value of real property only for taxation purposes.

3. Fill in the Blanks

Complete the sentences with the correct words from the list below: (mortgage, deed, title, lease, appraisal, real estate agent)

- 1. A _____ is a legal contract between a property owner and a tenant for renting a property.
- 2. Before purchasing property, a buyer should request an _____ to understand the value of the property.
- 3. A _____ is the official document that proves ownership of a property.
- 4. When you buy a home, you usually take out a _____ to help finance the purchase.
- 5. A _____ helps clients buy, sell, or rent properties.
- 6. The _____ to the house is handed over during the sale, which signifies the transfer of ownership.

5. Multiple Choice Questions

Choose the correct answer for each question:

- 1. Which of the following is considered real property?
 - a) A car
 - b) A house
 - c) A laptop
 - d) A television
- 2. What document is used to officially transfer ownership of a property?
 - a) Mortgage
 - b) Title
 - c) Lease
 - d) Deed
- 3. Who usually conducts a property appraisal?
 - a) A lawyer
 - b) A real estate agent
 - c) An appraiser
 - d) A mortgage lender
- 4. What is a mortgage loan?
 - a) A loan for purchasing personal items
 - b) A loan to purchase real estate where the property serves as collateral
 - c) A loan for rental property expenses
 - d) A loan for paying taxes on property
- 5. What is the role of a real estate agent?
 - a) To appraise the value of properties
 - b) To help people buy, sell, or rent real estate
 - c) To create deeds for property transactions
 - d) To provide home inspections

6. Match the Property Type to its Description

Match the property type with its description:

A)

1. Residential
Property

2. Commercial
Property

3. Industrial Property

4. Agricultural
Property

B)

a. Property used for business purposes like offices, stores, and malls.

b. Land or buildings used for agricultural purposes such as farms.

c. Property used for manufacturing, warehouses, or distribution centers.

d. Property designed for people to live in, such as houses, apartments, or condos.

7. Scenario-Based Questions

Imagine the following real estate situations and answer the questions:

1. **Scenario:** A person buys a house but cannot afford the full price. They borrow money from a bank to cover the purchase price, using the house as collateral.
 - o What type of agreement is this, and what happens if the buyer fails to pay back the money?
2. **Scenario:** A person rents an apartment for a year. The lease agreement specifies a monthly rent amount and outlines the terms for renewing the lease or vacating the property.
 - o What is the role of the lease in this scenario, and what rights does the tenant have under this agreement?
3. **Scenario:** A homeowner wants to sell their property. They hire a real estate agent to help them find buyers and negotiate the price.
 - o What is the real estate agent's role in this situation, and what kind of services do they provide to the seller?

8. Identify and Explain

Look at the following pictures of properties and classify them into different categories of real estate (residential, commercial, industrial, agricultural). After that, explain why each property falls into that category.

9. Create a Real Estate Advertisement

Imagine you are a real estate agent. Write an advertisement for a property you want to sell. Include the following details:

- Type of property (residential, commercial, etc.)
- Location of the property
- Price (if possible)
- Special features (e.g., number of rooms, square footage, parking)
- Why someone should buy or rent it

10. Role Play: Real Estate Transaction

In pairs, role-play a scenario where one person is a real estate agent and the other is a potential buyer. The buyer is interested in purchasing a home, and the agent must explain the process, the property, and help the buyer make an informed decision. Focus on:

- Asking questions about the property
- Discussing price and terms
- Understanding the role of the mortgage in the process

11. Real Estate Legal Terms

Match the legal term to its definition:

A)

1. Title
2. Escrow
3. Closing
4. Easement
5. Transfer of Ownership

B)

- a. The act of transferring ownership from one person to another.
- b. A neutral third party holds funds until the terms of an agreement are fulfilled.
- c. A legal right to use and occupy land or property.
- d. A formal process to complete a property transaction, typically involving the transfer of funds.
- e. A legal claim to property rights, often proven through a deed.

КОНТОЛЬНІ ЗАПИТАННЯ

Answer the following questions:

1. What is the difference between real property and personal property?
2. Explain what a mortgage is and how it works.
3. What is the role of a real estate agent in a property transaction?
4. What are some common reasons a property's value may increase or decrease?
5. Why is it important to have an appraisal before purchasing real estate?

Практичне заняття № 3-4.

Найкраще місце у світі.

Мета заняття: формуванні комунікативних англомовних умінь студентів для застосування їх у вирішенні професійних завдань та у повсякденному житті. розвивати у студентів пам'ять і мислення; вдосконалювати навички студентів при перекладі речень; розвивати діалогічне мовлення; вчити правильно давати відповіді на поставлені запитання; практикувати у читанні та перекладі тексту за темою заняття/

Заняття до практичних занять

1. Write a paragraph describing your **best place in the world**. In your description, include:

- Where is it located?
- Why do you consider it the best place?
- What makes this place special or unique?
- What kind of activities can you do there?

2. Multiple Choice Quiz: Identifying Famous Places

Choose the correct answer:

1. Which of the following is considered one of the best places to visit in the world for its natural beauty?
a) The Eiffel Tower in Paris
b) The Grand Canyon in the USA
c) The Colosseum in Rome
d) The Great Wall of China
2. Which city is famous for its beautiful beaches and vibrant nightlife?
a) Tokyo
b) Barcelona
c) Cairo
d) Venice
3. The Great Barrier Reef, known for its marine biodiversity, is located in which country?
a) Brazil
b) Australia
c) Japan
d) South Africa

4. Which of these places is known as the "City of Lights"? a) Paris
b) London
c) Sydney
d) New York City
5. Mount Everest, the highest mountain in the world, is located in which two countries? a) Nepal and India
b) Nepal and China
c) China and Tibet
d) India and Pakistan

3. Read the statements below and write **True or **False**:**

1. Paris, France, is often considered one of the best places in the world for its culture, food, and architecture.
2. The Amazon Rainforest is one of the most biodiverse places on Earth and is located in Africa.
3. The Maldives is a popular vacation destination known for its luxury resorts and beautiful beaches.
4. The Great Wall of China is the longest man-made structure in the world.
5. New York City is famous for its skyscrapers, Broadway shows, and diverse culture.

4. Match the place with its description:

A) Place	B) Description
1. Machu Picchu	a. Famous for its Eiffel Tower, museums, and romantic ambiance.
2. The Great Barrier Reef	b. Known for its white sandy beaches, clear waters, and luxury resorts.
3. Paris	c. A historical Inca city located in the Andes Mountains of Peru.
4. The Sahara Desert	d. The world's largest desert, famous for its sand dunes and unique landscapes.
5. The Maldives	e. A marine paradise with coral reefs and abundant sea life, located off the coast of Australia.

5. Complete the sentences with the correct words from the list below: (beaches, skyscrapers, culture, landmarks, wildlife, adventure)

1. The city of New York is famous for its _____ such as the Empire State Building and Central Park.
2. The Amazon Rainforest is home to an incredibly diverse range of _____, including rare animals and plants.
3. A visit to the Swiss Alps offers incredible _____ opportunities, including skiing, hiking, and mountain climbing.
4. Many people travel to Bali for its tropical _____ and unique temples.
5. Tokyo is known for its mix of modern _____, like shopping districts, and traditional culture, such as shrines and tea ceremonies.

7. Role Play: Travel Agency

In pairs, role-play a conversation between a travel agent and a customer looking for the best vacation spot. The travel agent will recommend destinations based on the customer's preferences (e.g., beaches, mountains, cities, historical sites). Some questions to ask:

- What type of vacation are you looking for? (Relaxing, adventure, cultural exploration)
- Do you prefer natural or man-made attractions?
- Are you interested in luxury or budget-friendly options?
- Do you have any specific activities you want to do?

8. Look at a world map and label the following famous places:

- Mount Everest
- The Eiffel Tower
- The Great Wall of China
- Machu Picchu
- The Grand Canyon
- The Sahara Desert
- The Great Barrier Reef
- The Maldives

After labeling, write a short description of each location.

САМОСТІЙНА РОБОТА

1. Write an essay about **the best place in the world to visit for a vacation**. Include:

- The destination and why it is considered the best.
- What activities and experiences a visitor can have there.
- What makes the place unique compared to other travel destinations.
- Whether the place is known for its culture, nature, architecture, or something else.

2. **Creative Task: Build Your Dream Destination**

Imagine you are building your dream vacation destination. Write a description of the following:

- What type of landscape or environment does your destination have (beaches, mountains, cities, etc.)?
- What are some activities tourists can do there (adventure sports, sightseeing, relaxation)?
- How would you design accommodations for visitors? (Luxury resorts, eco-friendly cabins, etc.)
- What cultural, historical, or unique features make this destination stand out?

КОНТОЛЬНІ ЗАПИТАННЯ

1. What do you think makes a place the "best" in the world?
2. If you could live in any place in the world, where would it be and why?
3. Do you believe that natural beauty or cultural significance makes a place the best?
4. How do you think tourism affects the places we consider "the best in the world"?
5. What is the most famous landmark in your country, and why is it special?

Практичне заняття № 5-8.

Домашнє господарство та побут. Їжа та культура приготування. Одиниці вимірювання

Мета заняття формуванні комунікативних англомовних умінь студентів для застосування їх у вирішенні професійних завдань та у повсякденному житті. вдосконалювати навички студентів при перекладі речень; розвивати діалогічне мовлення; вчити правильно давати відповіді на поставлені запитання; практикувати у читанні та перекладі тексту за темою заняття.

Завдання до практичних занять

1. Match the food or cooking term to its definition:

A) Term

B) Definition

- | | |
|-------------|--|
| 1. Recipe | a. A food prepared by boiling, usually with meat or vegetables. |
| 2. Boil | b. A method of cooking where food is cooked in water or other liquids. |
| 3. Cuisine | c. A set of ingredients and instructions used to prepare a dish. |
| 4. Stir-fry | d. The traditional food style of a particular region or country. |

A) Term**B) Definition**

5. Stew e. A method of cooking where food is fried quickly in a small amount of oil.
6. Breakfast f. The first meal of the day, typically eaten in the morning.

2. Complete the sentences with the correct word from the list below: (oven, recipe, spices, stew, plate, stir-fry, breakfast)

1. For dinner, I often make a _____ with chicken, potatoes, and vegetables.
2. In many cultures, _____ is an important meal because it gives you energy for the day ahead.
3. To cook the chicken, preheat the _____ to 350°F.
4. When cooking, you can add _____ like salt, pepper, and garlic to give the food extra flavor.
5. A _____ is the specific instructions you follow to make a dish.
6. I usually prefer to _____ my vegetables instead of boiling them because it keeps the flavor.
7. The food should be served on a _____ so that everyone can enjoy the meal.

3. Read the following statements and write "True" or "False":

1. A stew is usually cooked for a long period of time, allowing flavors to mix and develop.
2. Breakfast is the least important meal of the day and should be skipped.
3. A recipe is a list of ingredients and instructions on how to prepare a dish.
4. Stir-frying is a cooking method that requires a lot of oil.
5. In many countries, lunch is the main meal of the day.
6. The oven is used for grilling food, while the stove is for baking.

4. Choose the correct answer:

1. Which of the following is a common ingredient in Italian cuisine?
 - a) Soy sauce
 - b) Olive oil
 - c) Rice
 - d) Coconut milk
2. What is the main difference between a stew and a soup?
 - a) Stews are made with fewer ingredients.
 - b) Stews are thicker and have more meat or vegetables than soups.
 - c) Soups are always vegetarian, while stews contain meat.
 - d) There is no difference.
3. In many cultures, which meal is traditionally the largest of the day?
 - a) Dinner
 - b) Breakfast
 - c) Lunch
 - d) Snack
4. Which of these foods is commonly served as breakfast in many countries?
 - a) Spaghetti
 - b) Pancakes
 - c) Sushi
 - d) Pizza
5. Which type of cooking method involves cooking food in a small amount of hot oil over high heat?
 - a) Grilling
 - b) Stir-frying
 - c) Boiling
 - d) Baking

1. Creative Writing: The Ideal Family Meal

Imagine you are hosting a special meal for your family or friends. Write a description of the meal, including:

- The main dish
- Side dishes and drinks
- The setting (where the meal is being served)
- Any special customs or rituals around the meal (e.g., prayers, toasts, or special ways of serving food)
- How food brings people together during special occasions

2. Cultural Food Comparison

Choose two countries or cultures and compare their food traditions. Write a short essay discussing:

- The typical meals in each culture (e.g., breakfast, lunch, dinner)
- The cooking methods commonly used
- The significance of food in social gatherings or family life
- Any unique or famous dishes from each culture

3. Role Play: A Cooking Show

In pairs or small groups, role-play a cooking show where one person is the host and others are the chefs. The host asks the chefs to prepare a dish using common ingredients. Include the following:

- Introduction of the dish
- Explanation of the ingredients
- Step-by-step instructions for cooking
- Tips or tricks for making the dish better

4. Quiz: Common Food Ingredients Around the World

Fill in the blanks with the name of the ingredient that completes the phrase:

1. The primary ingredient in a sushi roll is _____ (Japan).
2. In Italian cuisine, _____ is a common ingredient used in pasta sauces and dressings.
3. _____ is a staple food in many African countries, often served with stews (e.g., in Ghana).
4. _____ is a popular seasoning in Mexican dishes, often used in tacos and burritos.
5. _____ is the main ingredient in guacamole (Mexico).

5. Household Chores: A Day in the Life

List the tasks involved in running a household, particularly related to food and cooking. Group them into categories, such as:

- **Before cooking:** Planning meals, shopping for ingredients, cleaning the kitchen
- **During cooking:** Chopping vegetables, boiling water, stirring the pot
- **After cooking:** Cleaning the dishes, storing leftovers, organizing the kitchen
- **Serving the meal:** Setting the table, serving food, and enjoying the meal with family or guests

6. Food and Cooking Word Search Puzzle

Create a word search with terms related to food and cooking. Include words such as:

- Recipe
- Boil
- Fry
- Bake
- Stew
- Cuisine
- Breakfast
- Ingredients
- Spice

- Grills hidden in the puzzle.

Instructions: Find and circle the food-related words.

КОНТОЛЬНІ ЗАПИТАННЯ

1. What is the significance of food in your culture? Explain how food plays a role in family life and celebrations.
2. Describe your favorite traditional dish. What are the ingredients, and how is it prepared?
3. How do cooking techniques differ across cultures? Give examples of different cooking methods used in various parts of the world.
4. What are some common food-related customs or traditions in your country?

Практичне заняття № 9-10.

Культурні відмінності та звичаї. Мистецтво у моєму житті. Праці відомих митців минулого та сучасності. Тематика сучасного мистецтва. Роль мистецтва у житті молоді.

Мета заняття: формуванні комунікативних англомовних умінь студентів для застосування їх у вирішенні професійних завдань та у повсякденному житті.; вдосконалювати навички студентів при перекладі речень; розвивати діалогічне мовлення; вчити правильно давати відповіді на поставлені запитання; практикувати у читанні та перекладі тексту за темою заняття.

Завдання до практичних занять:

1. Match the term with its correct definition:

A) Term	B) Definition
1. Renaissance	a. A visual art movement that emphasizes realism, details, and accurate representations.
2. Impressionism	b. The practice of decorating and designing public and private spaces, using visual art.
3. Cultural heritage	c. A period of cultural rebirth in Europe, known for artists like Leonardo da Vinci and Michelangelo.
4. Abstract art	d. Art that doesn't represent things as they are, focusing on shapes, colors, and forms.
5. Architecture	e. The tradition of practices, beliefs, and material traits passed down in societies.
6. Sculpture	f. A style of painting that focuses on light, color, and the effects of atmosphere.

2. Fill in the Blanks: Art Movements and Cultural Practices

Complete the sentences with the correct words from the list below: (Impressionism, Renaissance, Sculpture, Traditions, Abstract)

1. The _____ movement, which began in the late 19th century, focused on light and color rather than precise details.
2. In the _____ era, artists like Michelangelo and Leonardo da Vinci created masterpieces that remain famous today.
3. _____ is the art of shaping figures or forms in materials like stone, clay, or metal.
4. Every country has its own _____ that reflect its history, values, and customs.
5. _____ art emphasizes the use of shapes and colors rather than realistic depictions of objects or people.

3. Choose the correct answer:

1. Which of the following artists is most closely associated with the Renaissance period?
 - a) Pablo Picasso
 - b) Leonardo da Vinci

- c) Claude Monet
- d) Andy Warhol
- 2. What is the main characteristic of abstract art?
 - a) Detailed representation of nature
 - b) Focus on realistic depictions of human figures
 - c) Emphasis on shapes, colors, and forms
 - d) Use of perspective to create depth
- 3. What cultural event is known for showing the customs, dances, and art of indigenous peoples in many countries?
 - a) The Olympics
 - b) A cultural festival
 - c) A fashion week
 - d) A film festival
- 4. Which art movement emphasized the portrayal of everyday life, often focusing on ordinary people and scenes?
 - a) Cubism
 - b) Impressionism
 - c) Realism
 - d) Surrealism
- 5. The famous painting "The Starry Night" was created by:
 - a) Pablo Picasso
 - b) Claude Monet
 - c) Vincent van Gogh
 - d) Henri Matisse

4. True or False: Famous Artists and Art History

Read the following statements and write "True" or "False":

1. Pablo Picasso is a famous artist known for his role in the Impressionist movement.
2. The Sistine Chapel's ceiling was painted by Michelangelo, a key figure in the Renaissance.
3. Frida Kahlo was known for her realistic portrayals of everyday life in Mexico.
4. Abstract art focuses on realistic depictions of landscapes and human figures.
5. The Mona Lisa was painted by Leonardo da Vinci and is considered one of the most famous art pieces in the world.

САМОСТІЙНА РОБОТА

1. Art in My Life: Reflection Exercise

Write a short essay (5-10 sentences) on the following:

- How does art influence your daily life?
- Do you enjoy any particular type of art, such as painting, sculpture, or photography?
- What role does art play in your culture?
- How do you feel when you visit an art museum or see a piece of art you like?

2. Cultural Customs and Traditions Around the World

In this activity, match the country with its cultural tradition:

- | A) Country | B) Tradition/Custom |
|------------|---|
| 1. India | a. The tradition of tea ceremonies, focusing on calm and respect. |
| 2. Japan | b. The celebration of the Lunar New Year with dragon dances and fireworks. |
| 3. Mexico | c. The Day of the Dead celebration, where families honor deceased loved ones. |
| 4. United | d. Thanksgiving, a day for families to gather and give thanks for blessings. |

A) Country

B) Tradition/Custom

States

5. China e. The Lantern Festival, marking the end of Chinese New Year with lantern displays.

3. Creative Project: Create Your Own Art Piece

Create an art piece that reflects your cultural identity or values. It could be a drawing, painting, sculpture, or digital art. Once you've finished, write a short paragraph explaining the following:

- What does your artwork represent?
- What materials and techniques did you use?
- Why is this piece significant to you or your culture?

4. Famous Artwork Analysis

Pick one of the following famous works of art and answer the questions below (you can choose to write about any other famous work you know as well):

1. **Mona Lisa** by Leonardo da Vinci
2. **The Persistence of Memory** by Salvador Dalí
3. **The Girl with a Pearl Earring** by Johannes Vermeer
4. **The Scream** by Edvard Munch

Questions:

- What is the main subject of the painting?
- What emotions or messages does the artwork convey?
- What techniques did the artist use to create the work (e.g., colors, brushstrokes, composition)?
- How has this artwork influenced or been interpreted by different cultures or time periods?

5. Role Play: Art Critic and Artist

In pairs, role-play a conversation between an art critic and an artist. The critic will ask questions about the artist's work and offer feedback. Some questions to consider:

- What inspired you to create this piece?
- What is the message or story behind your art?
- How do you want the viewer to feel when they look at your artwork?
- What materials or techniques did you use?
- How do you feel about the feedback you're receiving?

6. Timeline of Art Movements

Create a timeline of major art movements in history (e.g., Renaissance, Baroque, Romanticism, Impressionism, Modernism, etc.). Include:

- The time period of each movement
- Key characteristics of the movement
- Famous artists associated with each movement
- Significant works of art from each movement

КОНТРОЛЬНІ ПИТАННЯ

1. How do different cultures use art to express their history and values?
2. In what ways do cultural customs influence the kinds of art that are created?
3. How does the art of one country differ from that of another country? Use examples to explain.
4. Why do you think art is considered a form of communication?
5. How can art help us understand the perspectives of other cultures?

Home reading .Домашнє читання. Читання, переклад, переказ та обговорення художнього тексту. "The Tell-Tale Heart" by Edgar Allan Poe.

Мета заняття: формуванні комунікативних англомовних умінь студентів для застосування їх у вирішенні професійних завдань та у повсякденному житті. вдосконалювати навички студентів при перекладі речень; розвивати діалогічне мовлення; вчити правильно давати відповіді на поставлені запитання; практикувати у читанні та перекладі тексту за темою заняття

Завдання до практичних занять:

1. Vocabulary Building: Key Words from the Story

Match the following words from "**The Tell-Tale Heart**" with their definitions:

Word	Definition
1. Vexed	a) To make a sound, especially a rhythmic one.
2. Audacity	b) A state of nervousness or fear.
3. Dismembered	c) The quality of being bold or daring, often in a disrespectful way.
4. Concealed	d) Cut into pieces or parts.
5. Cunning	e) Hidden or kept out of sight.
6. Groan	f) Skillful or clever, often in a deceitful way.

2. True or False: Comprehension Check

Read the following statements about "**The Tell-Tale Heart**" and decide whether they are **True** or **False**:

1. The narrator insists he is not mad, but his actions suggest otherwise. (True/False)
2. The old man's eye is described as being normal and healthy. (True/False)
3. The narrator kills the old man because of his obsession with the man's eye. (True/False)
4. The narrator hides the body under the floorboards to conceal his crime. (True/False)
5. The beating of the old man's heart is a hallucination caused by the narrator's guilt. (True/False)
6. The narrator is eventually arrested and imprisoned without confessing. (True/False)

3. Character Analysis: The Narrator

In "**The Tell-Tale Heart**," the narrator is the key character, and his psychological state is a crucial element of the story.

- Describe the narrator's behavior and his attitude toward the old man.
- Why does the narrator feel the need to kill the old man?
- How does the narrator try to prove his sanity? What is ironic about this?
- What do you think the narrator's behavior reveals about his mental state?

4. Creative Writing: A Letter from the Narrator

Imagine you are the narrator of "**The Tell-Tale Heart**." Write a letter to a friend explaining your actions. Be sure to:

- Explain why you killed the old man.
- Justify your actions or try to make the reader believe you were in the right.
- Talk about your emotions during the murder and after.

5. Theme Exploration: Guilt and Madness

One of the key themes in "**The Tell-Tale Heart**" is the narrator's descent into madness and his overwhelming guilt.

- How does the narrator react to the beating of the heart?
- What role does guilt play in the narrator's madness?

- Why do you think the narrator starts hearing the heart after the murder?
- Discuss the idea of guilt as a force that drives the narrator to confess.

Write a short paragraph on how guilt affects the narrator in the story.

7. Narrative Technique: Unreliable Narrator

Edgar Allan Poe uses an unreliable narrator in this story, which means the narrator may not be trustworthy or objective.

- Why is the narrator unreliable?
- How does the use of the first-person point of view make the narrator's reliability more questionable?
- Do you believe the narrator's claim that he is not mad? Why or why not?
- How does Poe create suspense by using an unreliable narrator?

8. Role Play: The Confession

In pairs, role-play the scene where the narrator is confessing his crime to the police. One person will play the role of the narrator, and the other will play a police officer.

- The narrator should try to maintain his composure, but as he confesses, his guilt overwhelms him.
- The police officer can try to remain calm and professional, not knowing what the narrator is experiencing.
- Focus on the narrator's emotional state and the escalating tension as the story progresses.

9. Discussion: The Nature of Evil

"The Tell-Tale Heart" presents the idea of evil through the narrator's actions and motivations.

- Do you think the narrator is evil, or is he simply mentally unstable? Explain your reasoning.
- Is the narrator's evil act premeditated or the result of a mental breakdown?
- In your opinion, does the story suggest that madness is a form of evil, or does it suggest that evil can stem from other factors?

Write a short response based on your thoughts.

10. Comparing Characters: The Narrator vs. The Old Man

Compare and contrast the narrator and the old man. Consider the following aspects:

- **Physical characteristics:** How are they described differently in the story?
- **Psychological states:** What is the mental state of the old man? How does it compare to the narrator's state of mind?
- **Symbolism:** What do the old man and the narrator represent in the context of the story?

Write a brief essay comparing and contrasting these two characters.

САМОСТІЙНА РОБОТА

In "The Tell-Tale Heart," the narrator is haunted by the sound of the old man's heartbeat, which eventually drives him to confess his crime.

- **What do you think the heartbeat symbolizes in the story?**
- **How does the heartbeat contribute to the narrator's breakdown?**
- **Why is it significant that the heartbeat becomes louder and more overwhelming as the story progresses?**

Write a short review of "The Tell-Tale Heart." Your review should include:

- A brief summary of the plot.
- Your thoughts on the themes of madness, guilt, and the unreliable narrator.
- Your favorite aspect of the story (suspense, characters, plot twists, etc.).
- Would you recommend this story to a friend? Why or why not?

Draw a scene from "**The Tell-Tale Heart**" that you think is most important or impactful. You can choose:

- The narrator preparing to kill the old man.
- The moment when the narrator hides the body under the floorboards.
- The narrator listening to the heartbeat that drives him to confess.

After drawing the scene, write a brief explanation of why you chose that moment and what it symbolizes.

КОНТРОЛЬНІ ПИТАННЯ

- What might the old man's eye symbolize in the story?
- How does the eye contribute to the narrator's actions?
- What do you think the beating heart symbolizes?
- Why is it significant that the narrator finally confesses after hearing the heart?

Практичне заняття № 15-18.

Цінність грошей. Похід за покупками. До ваших послуг. Купівля та продаж через Інтернет
Мета заняття: формуванні комунікативних англомовних умінь студентів для застосування їх у вирішенні професійних завдань та у повсякденному житті.; вдосконалювати навички студентів при перекладі речень; розвивати діалогічне мовлення; вчити правильно давати відповіді на поставлені запитання; практикувати у читанні та перекладі тексту за темою заняття.

Завдання до практичних занять:

1. Vocabulary Matching: Money and Shopping

Match the term with its correct definition:

A) Term	B) Definition
1. Discount	a. A system where you buy items over the internet.
2. Online shopping	b. The amount of money charged after reducing the price of an item.
3. Currency	c. Money used as a medium of exchange, such as dollars, euros, or yen.
4. Receipt	d. A document that shows proof of purchase.
5. Transaction	e. The action of buying or selling something.
6. Return policy	f. The rules that determine if you can exchange or return a product.

2. Fill in the Blanks: The Value of Money and Shopping

Complete the sentences with the correct word from the list below: (receipt, budget, discount, currency, transaction, return)

1. I always keep the _____ when I buy something in case I need to return it.
2. When shopping online, you should check the _____ before making a purchase to avoid overspending.
3. Some stores offer a _____ if you buy a product during a special sale.
4. The store accepted US dollars as the _____, but they also accepted credit cards.
5. I made a large _____ for the new phone I bought last week.
6. The _____ policy of the store allows returns within 30 days of purchase.

3. Multiple Choice: Money and Shopping

Choose the correct answer:

1. Which of the following is an example of online shopping?
 - a) Visiting a local mall
 - b) Ordering groceries from a supermarket's website
 - c) Going to a farmer's market
 - d) Shopping at a department store
2. What is a common reason people use credit cards when shopping?
 - a) To avoid paying at all
 - b) To get rewards or cashback
 - c) To get an automatic discount
 - d) To avoid receiving a receipt
3. What does the term "currency" refer to?
 - a) The system of bartering items without money
 - b) A type of credit card
 - c) Money used for buying goods and services
 - d) A method of calculating prices in stores
4. What is the primary advantage of shopping online?
 - a) Free delivery
 - b) Access to a wider variety of products
 - c) In-person interaction with salespeople
 - d) Discounted prices only
5. What would most likely happen if you tried to return an item after 60 days, and the store only offers a 30-day return policy?
 - a) You would receive a full refund.
 - b) You would be allowed to exchange the item for a store credit.
 - c) The return would not be accepted.
 - d) You would be charged a fee for the return.

4. True or False: Shopping and Money

Read the following statements and write "True" or "False":

1. Shopping online is always cheaper than shopping in physical stores.
2. A transaction is complete when you exchange money for goods or services.
3. A return policy allows you to exchange or return an item within a specific time period.
4. Coupons are typically used to increase the price of a product.
5. It is illegal to use fake currency when shopping.
6. A receipt is a document that helps you track your purchases and return items.

5. Scenario Exercise: Planning a Shopping Trip

Imagine you need to buy a new laptop. Write down the steps you would take to ensure you have a successful shopping trip:

1. **Research:** How will you find the best deals? Will you visit multiple stores or search online?
2. **Budget:** How much money do you plan to spend on the laptop?
3. **Decision-making:** What factors will influence your decision (e.g., brand, features, price)?
4. **Shopping Process:** Where will you buy it—online or in-store? Will you compare prices first?
5. **After purchase:** Will you keep the receipt? What will you do if the laptop doesn't meet your expectations?

6. Role-Play: Buying and Selling Online

In pairs, role-play a scenario where one person is the seller, and the other is the buyer. The buyer wants to purchase an item from an online store. The seller should describe the product, explain shipping costs, and provide return policy details.

Example Dialogue:

- **Buyer:** "I'm interested in this phone. Can you tell me more about it?"

- **Seller:** "Sure! It's the latest model with a 6.5-inch screen and 128GB storage. We offer free shipping and a 30-day return policy."

After the role-play, switch roles and practice again.

7. Shopping Budget Exercise

You have \$100 to spend at a shopping mall. Create a shopping list with at least five items you'd like to buy. Write the price of each item and calculate the total cost.

Example:

- Item 1: T-shirt - \$15
- Item 2: Book - \$20
- Item 3: Shoes - \$40
- Item 4: Hat - \$10
- Item 5: Notebook - \$5

Total Cost: \$90

Remaining Budget: \$10

How would you adjust your shopping list if the total exceeded your budget?

САМОСТІЙНА РОБОТА

Creating an Online Shopping Website

Individually, create a simple online store. Choose products you would like to sell (e.g., clothes, electronics, books). Include the following details:

1. Product descriptions (with price, size, color options, etc.)
2. Payment methods you accept (credit cards, PayPal, etc.)
3. Delivery options (standard, express shipping)
4. Return policy (how long customers can return items)

Design a simple homepage, listing the products with prices and a "buy now" button. Share the design with the class and explain why you chose certain products.

Buying and Selling Scenario: Negotiation

Imagine you are buying a second-hand bike online. The seller is asking for \$150, but you believe the price is too high. Write a short dialogue where you negotiate the price with the seller.

Example Dialogue:

- **You:** "Hi, I'm interested in the bike, but \$150 seems a bit high. Can you offer a discount?"
- **Seller:** "The bike is in great condition. I'm firm on the price."
- **You:** "Would you accept \$120? I think that's a fair price given its condition."

Comparing Online and In-Store Shopping

Choose one item to purchase and compare the process of buying it online and in a physical store. Write down the following:

- **Price:** Is the item cheaper online or in-store?
- **Convenience:** How easy is it to buy the item?
- **Shipping and Delivery:** If buying online, what are the shipping costs and delivery time?
- **Customer Service:** How do you interact with the seller in each scenario? Is it easier to get help in-person or online?

КОНТРОЛЬНІ ПИТАННЯ

Discussion Questions: The Value of Money and Shopping

1. How do people decide what to buy when shopping? What factors influence their decisions?
2. Why do stores offer discounts or special sales? Do you think sales are always a good deal?

3. What are the advantages and disadvantages of shopping online versus shopping in person?
4. How important is it to stay within a budget when shopping? What are the consequences of overspending?
5. How has shopping changed with the rise of online stores and digital payments? Do you think this trend will continue in the future?

Практичне заняття № 19-22.

Мода. Як виглядати модно і комфортно. Різні види магазинів.

Мета заняття: розвивати у студентів пам'ять і мислення; вдосконалювати навички студентів при перекладі речень; розвивати діалогічне мовлення; вчити правильно давати відповіді на поставлені запитання; практикувати у читанні та перекладі тексту за темою заняття

Завдання до практичних занять:

1. Vocabulary Matching: Fashion Terms

Match the fashion term with its correct definition:

A) Term	B) Definition
1. Trendy	a. A clothing style that focuses on comfort and simplicity.
2. Casual wear	b. Clothing and accessories worn based on the current popular style.
3. Boutique	c. A type of store that sells high-end or unique fashion items.
4. Comfort wear	d. Clothing that is designed for comfort rather than style.
5. Accessories	e. Items like bags, jewelry, hats, and shoes that complement an outfit.
6. Vintage	f. Clothing or styles that are inspired by previous eras.

2. Fill in the Blanks: Fashion and Comfort

Complete the sentences with the correct word from the list below: (trendy, accessories, boutique, casual, vintage, comfortable)

1. I like to wear _____ clothing when I go to the park because it is easy to move in.
2. Her outfit looks _____, and she always wears unique items that no one else has.
3. I'm looking for a _____ store to find a dress for the wedding.
4. _____ clothing like sweatpants and t-shirts are perfect for a relaxed weekend.
5. She added a beautiful necklace to her outfit as one of her _____.
6. The fashion in the 1990s was all about bold prints, and now we are seeing some _____ items coming back in style.

3. Multiple Choice: Fashion and Comfort

Choose the correct answer:

1. Which of the following is an example of a comfortable outfit?
 - a) A suit for a business meeting
 - b) A pair of jeans and a t-shirt
 - c) A dress for a formal event
 - d) A tuxedo for a wedding
2. What is the main advantage of wearing comfortable clothing?
 - a) It makes you look stylish
 - b) It allows you to move easily and feel relaxed
 - c) It helps you stand out at events
 - d) It is always expensive

3. What type of store is a “boutique”?
 - a) A store that sells used clothes
 - b) A store selling a wide variety of items at low prices
 - c) A small store selling unique, often higher-end, fashion items
 - d) A store that only sells shoes
4. What is the best option if you want to keep up with current fashion trends?
 - a) Wear clothes from a few years ago
 - b) Follow popular social media influencers or designers
 - c) Always wear the same outfit
 - d) Focus only on comfort, ignoring style
5. What type of clothing is typically worn for casual events like going to the mall or having lunch with friends?
 - a) Formal dresses
 - b) Casual wear like t-shirts and jeans
 - c) Evening gowns
 - d) Suits and ties

4. True or False: Fashion and Stores

Read the following statements and write "True" or "False":

1. Vintage fashion refers to clothing that was popular a few decades ago.
2. A boutique is a large store that sells clothing in bulk.
3. Comfort wear is all about loose-fitting clothing that doesn't prioritize style.
4. Trendy fashion includes the latest popular styles, but it's not always comfortable.
5. Accessories, such as scarves or hats, are not important to complete an outfit.
6. Casual clothing is usually suitable for informal activities like hanging out with friends.

5. Matching Activity: Types of Stores

Match the type of store with what they typically sell:

A) Store Type

B) Products They Sell

- | | |
|-----------------------|--|
| 1. Boutique | a. Discounted clothing from various brands and designers. |
| 2. Thrift store | b. Second-hand clothing, often with unique and vintage finds. |
| 3. Department store | c. High-end, exclusive fashion brands. |
| 4. Online store | d. A wide variety of clothing, accessories, and home goods. |
| 5. Fast fashion store | e. Affordable and trendy clothing that follows current trends. |

6. Role-Play: Shopping for an Outfit

In pairs, role-play a situation where one person is shopping for an outfit, and the other person is the store assistant. The shopper has a specific occasion in mind (e.g., casual lunch, a wedding, or a job interview). The assistant suggests options for the shopper based on style, comfort, and occasion.

Example Dialogue:

- **Shopper:** "I need an outfit for a casual lunch with friends. I want to be comfortable but still look good."
- **Assistant:** "I recommend this soft cotton dress paired with sneakers. It's comfy and stylish for casual outings."

After the role-play, switch roles and practice again with a different occasion.

САМОСТІЙНА РОБОТА

Design Your Own Fashion Collection

Imagine you are a fashion designer. Create a collection of 5-10 items that are both fashionable and comfortable. These items should be suitable for different occasions (e.g., work, casual outings, evening events). Draw or describe your collection, including the following details:

1. **Item Description:** What does the item look like?
2. **Fabric:** What materials will you use for comfort (e.g., cotton, wool, denim)?
3. **Occasion:** What occasion is this piece suitable for?
4. **Style:** Is it trendy, casual, or formal?

Comparing Fashion Styles: Comfort vs. Trendy

Create two lists: one for **fashionable clothing** and another for **comfortable clothing**. Compare the following characteristics:

1. What are the pros and cons of each?
2. Which one is easier to find in stores?
3. Do you think you can blend both? If so, how?
4. Which clothing type do you wear most often, and why?

Fashion Quiz: Where Can You Buy It?

Answer the following questions based on the types of stores:

1. Where would you most likely buy a high-end suit for a business meeting?
 - a) Fast fashion store
 - b) Boutique
 - c) Thrift store
 - d) Department store
2. Where can you find trendy and affordable clothing for teens?
 - a) Online store
 - b) Boutique
 - c) Thrift store
 - d) Department store
3. Where would you go to buy vintage clothing from past decades?
 - a) Fast fashion store
 - b) Thrift store
 - c) Online store
 - d) Boutique

Create Your Own Shopping Experience

In groups, design your own ideal shopping experience. Choose the following:

1. **Store Type:** Is it a boutique, department store, or online store?
2. **Product Range:** What types of clothing and accessories will it offer?
3. **Customer Service:** What makes this shopping experience stand out (e.g., personal stylists, easy returns)?
4. **Atmosphere:** Describe the ambiance of the store (e.g., modern, relaxed, elegant).
5. **Prices:** Are the products affordable, luxurious, or somewhere in between?

КОНТРОЛЬНІ ПИТАННЯ

Discussion Questions: Fashion and Comfort

1. How do you balance fashion and comfort in your daily wardrobe choices?
2. What do you think is more important: following the latest fashion trends or wearing what makes you feel comfortable? Why?

3. Are there certain occasions when it's better to focus on fashion rather than comfort, or vice versa?
4. How do different types of stores (e.g., boutique vs. department store) influence your shopping choices?
5. How do fashion trends change, and why do you think people follow them?

Практичне заняття № 23-26.

Вчися, поки молодий. Прислів'я та приказки: Про молодість.

Мета заняття: розвивати у студентів пам'ять і мислення; вдосконалювати навички студентів при перекладі речень; розвивати діалогічне мовлення; вчити правильно давати відповіді на поставлені запитання; практикувати у читанні та перекладі тексту за темою заняття

Завдання до практичних занять:

1. Matching Proverbs with Their Meanings

Match the following proverbs with their correct meanings:

A) Proverb

B) Meaning

- | | |
|---|---|
| 1. "Youth is wasted on the young." | a) If you don't start learning when you're young, it becomes harder later. |
| 2. "What the youth learn in the cradle, the old know in the chimney." | b) Young people have the strength and energy to do many things but often lack experience. |
| 3. "The earlier you start, the further you'll go." | c) Youth is a time to take advantage of learning and growth. |
| 4. "Learning is a treasure that will follow its owner everywhere." | d) Knowledge gained early in life is valuable and can help you later on. |

2. Fill in the Blanks: Proverbs About Youth

Complete the sentences using the correct word or phrase from the list below: (young, treasure, wasted, start early)

1. "_____ is wasted on the young," means that youth is often not fully appreciated until later in life.
2. "The earlier you _____, the further you'll go," suggests that starting early is key to success.
3. "Learning is a _____ that will follow its owner everywhere," emphasizes how valuable knowledge is throughout life.
4. "_____ people are full of energy but may lack experience," highlights a difference between youth and age.

3. True or False: Proverbs and Their Meanings

Read the following proverbs and decide if the statement is **True** or **False**:

1. "Youth is wasted on the young" means that young people always make the best use of their time. (True/False)
2. "What the youth learn in the cradle, the old know in the chimney" suggests that knowledge and experience grow with age. (True/False)
3. "The earlier you start, the further you'll go" means that it is better to wait until you're older to begin learning something new. (True/False)
4. "Learning is a treasure that will follow its owner everywhere" implies that learning can be carried with you throughout life. (True/False)

4. Multiple Choice: Proverbs About Youth

Choose the correct answer:

1. What does the proverb **"Youth is wasted on the young"** mean?
 - a) Youth is a time to rest and relax.
 - b) Young people don't understand the value of their time until they grow older.
 - c) Youth is not as important as getting older.
 - d) Only older people can enjoy their life.
2. The saying **"What the youth learn in the cradle, the old know in the chimney"** teaches that:
 - a) Old people are better at learning than young people.
 - b) Young people should spend their time doing physical activities instead of learning.
 - c) The lessons learned early in life are important and remain useful as one grows older.
 - d) Young people don't need to learn anything because they will already know it when they are older.
3. Which of the following best describes the proverb **"The earlier you start, the further you'll go"**?
 - a) It's never too late to begin.
 - b) Starting early in life leads to greater success in the future.
 - c) Young people should wait before they start learning something new.
 - d) Everyone learns at the same pace, regardless of when they begin.

5. Fill in the Proverbs: Choose the Right Proverb

Fill in the blanks with the correct proverb:

1. _____ – You should take advantage of your youth to gain wisdom, knowledge, and skills.
2. _____ – People often don't realize how valuable their youth is until they are older.
3. _____ – Early experiences or lessons are the ones that will stay with you for life.
4. _____ – Starting to learn early will help you achieve your goals later on.

САМОСТІЙНА РОБОТА

Creating Your Own Proverb

Now, try to create your own proverb about youth, learning, or growing up. Write it down and explain its meaning. You can also make an illustration or example to support your proverb.

Example:

"The roots of knowledge are planted in youth."

- Meaning: The foundation of all knowledge and skills is built in your younger years, and they support everything you learn in life.

Proverb Storytelling

Choose one of the proverbs below and create a short story to explain its meaning:

1. **"Learning is a treasure that will follow its owner everywhere."**
2. **"The earlier you start, the further you'll go."**
3. **"Youth is wasted on the young."**

Your story should include characters, a setting, and a lesson that illustrates the meaning of the proverb.

Proverb Illustration

Pick a proverb about youth or learning and create an illustration that shows its meaning. You can use drawings, collages, or digital media to express the idea behind the proverb.

Examples:

- **"The earlier you start, the further you'll go."**
- **"Youth is wasted on the young."**

Matching Proverb to Personal Experience

Reflect on your own life and match a proverb to an experience you've had. Write a short explanation of how that proverb applies to your experience.

Example:

Proverb: "Learning is a treasure that will follow its owner everywhere."

Personal Experience: When I studied a second language in my youth, I didn't realize how useful it would be when I traveled abroad as an adult. Now, I use it every day.

КОНТРОЛЬНІ ПИТАННЯ

Discussion Questions: Learning and Youth

1. Why is it important to learn as much as possible when you are young?
2. Do you agree with the saying, "Youth is wasted on the young?" Why or why not?
3. How can learning in youth impact your future life?
4. What are some things you wish you had learned when you were younger?
5. How can young people make the most of their time to prepare for the future?

Практичне заняття № 27-30.

Домашнє читання. Читання, переклад, переказ та обговорення художнього тексту. "The Little Prince" by Antoine de Saint-Exupéry

Мета заняття: розвивати у студентів пам'ять і мислення; вдосконалювати навички студентів при перекладі речень; розвивати діалогічне мовлення; вчити правильно давати відповіді на поставлені запитання; практикувати у читанні та перекладі тексту за темою заняття

Завдання до практичних занять:

1. Vocabulary Building: Key Words from the Story

Match the following words from the story with their definitions:

Word	Definition
1. Pilot	a) The main character of the story, a young boy who comes from a small planet.
2. Asteroid	b) A term for someone who flies an aircraft.
3. Rose	c) A tiny celestial body in space, where the Little Prince lives.
4. Baobab	d) A flower that the Little Prince cares for deeply.
5. Fox	e) A symbol of friendship and wisdom, teaches the Little Prince about love.
6. Tame	f) To create a bond or relationship with someone, as in the Little Prince and the Fox.

2. True or False: Comprehension Check

Read the following statements about "The Little Prince" and decide whether they are **True** or **False**:

1. The Little Prince lives on Earth and is on a journey to find a place to stay. (True/False)
2. The Little Prince has a special bond with a rose on his home planet. (True/False)
3. The Fox teaches the Little Prince that "what is essential is invisible to the eye." (True/False)
4. The story is told from the perspective of the Little Prince's rose. (True/False)
5. The Little Prince travels to several planets before arriving on Earth. (True/False)

3. Creative Writing: Imagine a New Planet

The Little Prince visits many different planets. Create your own planet, and describe it in a few sentences. Think about the following:

- What is the planet like? (e.g., is it large or small? What does it look like?)
- Who lives on the planet? (e.g., is there a character similar to the King, the Lamplighter, or the Businessman?)
- What does the Little Prince learn from visiting this planet?

4. Theme Exploration: The Importance of Relationships

Discuss or write about the following themes in the story:

1. **Friendship and Love:** In the story, the Little Prince learns that relationships are built on trust, care, and understanding. How does this idea apply to the relationship between the Little Prince and the Fox, or between the Little Prince and his rose?
2. **Seeing with the Heart:** One of the most famous quotes from the book is, "One sees clearly only with the heart. What is essential is invisible to the eye." How do you interpret this? What does it mean to you personally?

5. The Little Prince's Journey: A Symbolic Adventure

The Little Prince travels from one planet to another, meeting different characters who each teach him valuable life lessons.

1. **Who is the most important character the Little Prince meets, in your opinion, and why?**
2. **How do the lessons he learns from each planet shape his understanding of the world?**

Write a paragraph explaining how each new character the Little Prince meets represents a certain adult quality or behavior. Use examples from the story to support your ideas.

7. Discussion: The Adults in the Story

In the story, the Little Prince meets a variety of adults who represent different aspects of adulthood.

1. **The King:** Obsessed with authority, believes everyone should follow his orders.
2. **The Businessman:** Obsessed with counting stars and seeing everything as a possession.
3. **The Lamplighter:** Follows routines and is too busy with his work to notice anything else.

Discussion Questions:

- Why do you think the author portrays adults in such a critical way?
- What do you think the author is saying about the difference between children and adults in the story?
- Do you agree that adults sometimes lose sight of the essential things in life? Why or why not?

8. Art and Illustration: Draw Your Favorite Scene

Choose your favorite scene from "**The Little Prince**" and draw it. It could be:

- The moment when the Little Prince meets the Fox.
- The Little Prince with his rose.
- The scene where the Little Prince is on a different planet.
- The narrator and the Little Prince talking.

After drawing, write a short description of the scene and explain why it is your favorite.

САМОСТІЙНА РОБОТА

The rose plays a central role in the Little Prince's life. In the story, it represents love, beauty, and vulnerability.

Write a short essay or paragraph answering the following:

- What does the rose symbolize in the context of the story?
- Why is the rose so important to the Little Prince?

- Do you think the rose's importance to the Little Prince has a deeper meaning about life and relationships? Explain your thoughts.

One of the most famous quotes from the book is:

"The most beautiful things in the world cannot be seen or touched, they are felt with the heart."

- What do you think this quote means?
- Do you agree or disagree with this statement? Why or why not?
- Can you think of a moment in your life when you "saw" something beautiful with your heart, not your eyes? Describe it.

In pairs, role-play the scene where the Little Prince meets the Fox. Use these questions to guide your role play:

- What does the Fox teach the Little Prince about love and friendship?
- How does the Little Prince react to the Fox's teachings?
- How do you think the Fox feels about the Little Prince by the end of their conversation?

Write a book review of **"The Little Prince"**. Your review should include:

- A brief summary of the plot.
- Your thoughts on the themes of the book (such as love, innocence, and the importance of looking beyond appearances).
- Your favorite character and why.
- Would you recommend this book to a friend? Why or why not?

КОНТРОЛЬНІ ПИТАННЯ

Character Reflection: The Little Prince and His Rose

Write a short response to the following questions:

1. Why is the Little Prince so devoted to his rose? What do you think the rose symbolizes?
2. How does the relationship between the Little Prince and the rose change over time?
3. What is the lesson the Little Prince learns from his rose? How is this lesson important to the theme of the book?

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