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Мукачівський державний університет
Кафедра англійської філології та методики викладання іноземних мов



**Практика усного і писемного мовлення: збірник текстів та інтерактивних
вправ з дисципліни для студентів денної форми навчання спеціальності 014
Середня освіта (Англійська мова та зарубіжна література)**

**2017
Мукачево**

*Розглянуто та рекомендовано до друку кафедрою англійської філології та
методики викладання іноземних мов
Мукачівського державного університету
протокол № 16 від 7 червня 2017 р.*

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Практика усного і писемного мовлення: збірник текстів та інтерактивних вправ з дисципліни для студентів денної форми навчання спеціальності 014 Середня освіта (Англійська мова та зарубіжна література)/ укладач О.В.Липчанко. – Мукачево: МДУ, 2017. – 28 с. (1,1 др. арк.)

Методичні рекомендації створені з метою надання допомоги науково-педагогічним працівникам щодо безпосереднього створення навчально-методичної літератури для ВНЗ. Представлений матеріал розглядає коло питань, що стосуються місця та ролі навчально-методичної літератури в системі освіти, характеризує види навчальних видань, узагальнює вимоги щодо структури, оформлення та змісту навчальних видань для ВНЗ.

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Передмова

Однією із важливих складових змісту навчання в магістратурі є цикл дисциплін, що забезпечує професійну підготовку викладачів іноземних мов та перекладу. Програма спрямована на підготовку студентів з урахуванням комунікативних потреб у їх майбутній професійній діяльності. За стартовий рівень навчання мови фаху приймаються знання, уміння і навички, які студенти опанували згідно з програмою нормативного курсу іноземної мови протягом перших двох років навчання в Інституті. Завдання навчальної дисципліни. Програма з мови фаху націлена на формування і розвиток навичок спілкування у професійно значущих комунікативних сферах; перш за все у фаховій – тобто у сфері міжнародних відносин, міжнародного права, міжнародних економічних відносин, міжнародного бізнесу, міжнародної інформації, країнознавства – а також удосконалення мовної компетенції у суспільно-політичній сфері, що нерозривно пов'язана з фахом студентів.

В цілому, психолого-педагогічний цикл дисциплін забезпечує, як потужну теоретичну підготовку, так і розвиває основні професійно-педагогічні навички, які є необхідними для фахівців у подальшій самостійній роботі в якості викладача іноземних мов та перекладу. Випускник за освітнім рівнем «Магістр» поряд з кваліфікаціями філолога і перекладача також отримує кваліфікацію викладача, що дозволяє викладати іноземні мови та переклад у вищих навчальних закладах.

Topics Masters 2 –d term

1. Looking ahead at technology.
2. Technology in Entertainment.
3. Inventions they said would never work.
4. Alternative energy sources.
5. Biometrics.
6. Nature versus Nurture.
7. Attitudes toward nutrition.
8. Food Safety.
9. Globalization of Food.
10. Consumerism.
11. Global Marketing.
12. Innovative Marketing Technologies.
13. Business Practices of the future.
14. Computers and crime.
15. Unusual Work Environments.
16. Geographic mobility.
17. Cultural Values.

UNIT 1

Looking ahead at technology. Technology in Entertainment

Connecting information with Prepositions and Prepositional Phrases.

Connecting information with Transition words.

Using Prepositions and Transition words to support an Argument

Active vocabulary: **Market research, blanket, Wi-Fi, sensor, marker, virtual.**

2. **Inventions they said would never work. Alternative energy sources.**

Noun clauses with WH-Words, if / whether. Noun clauses in direct and indirect questions.

Identifying and nonidentifying subject relative clauses. Subject relative clauses with Whose.

Using subject relative clauses for avoiding repetition.

Active vocabulary: **Skepticism, persevere. treadmills**

3. **Biometrics. Nature versus Nurture.**

Identifying and nonidentifying object relative clauses. Object relative clauses as Objects of Prepositions.

Using object relative clauses to provide Background information.

Using Past Perfect to provide Background information and reasons.

Active vocabulary: missing person, iris, inconclusive, identical, DNA, Controversial. Dominant.

4. Attitudes toward nutrition. Food Safety. Globalization of Food.

Modifying nouns. Passive with *be going to* and will, Passive with Modals.

Passive Gerunds and Infinitives.

Connecting Words and Phrases with Conjunctions. Connecting Sentences with Coordinating Conjunctions. Reducing Sentences with Similar Clauses.

Using Coordinating and Corelative Conjunctions for joining words and Clauses. Using Precise Nouns and Adjectives to Make Writing Clearer.

Active vocabulary: Obese, refined, physical labour, diabetes, digestion. Modify, gene, potential, cite, organ, adequately, shortage, glazed, pickled, boom.

5. Consumerism.

Subordinators and Adverb Clauses. Reducing Adverb Clauses. Subordinators to Express Purpose.

Using Adverb Clauses to Give more information about Main Clauses.

Active vocabulary: Activate, High.

6. Global Marketing. Innovative Marketing Technologies.

Used to and Would.

Infinitives with Verbs. Infinitives versus Gerunds. Infinitives After Adjectives and Nouns.

Using Verb + Infinitive and Adjective + Infinitive Constructions.

Active vocabulary: appeal, adorable, inappropriate, approach, publicity, ad.

7. Business Practices of the future. Computers and crime. Unusual Work Environments.

Future time Clauses. Modals of Present / Future / Past Probability. Pronouns. Pronouns with Other / Another. Indefinite Pronouns.

Using Future Perfect and Future Perfect Progressive to write About Completed and Ongoing Events in the future. Using Modals to Hedge. Using Pronouns for Emphasis and to Avoid Repetition.

Active vocabulary: provider, hacker, cyber, malicious, severe, complex, the good life, firm, perk, innovation, benefit, turnover rate.

8. Geographic mobility. Cultural Values.

Negative and Tag Questions. *That* Clauses. The Agreement Between *That* Clauses and Main Clauses. *That* Clauses After Adjective and Nouns.

Using Negative and Tag Questions in Blogs. Using *That* Clauses to State Reasons, Conclusions, Research Results, Opinions and Feelings.

Active vocabulary: relocate, norm, assert, Wilderness, frontier.

UNIT 2

Inventions they said would never work.

Throughout history, new ideas have often faced skepticism¹ from society. Skepticism, however, has never stopped the creation of new inventions. Three important American inventors, Thomas Edison and Orville and Wilbur Wright, faced strong public doubt, but they persevered,² and the results were the invention of the electric light bulb and the airplane.

While Edison may now be considered a brilliant inventor, in his lifetime he faced much criticism. Most inventors in his day would not announce an invention until they had a model. Edison, however, stated that he had invented the light bulb, but he had no actual evidence for it. Thus, scientists doubted **what he said**. Also, most inventors had a schedule for their projects, but Edison did not. No one knew exactly **when he would complete it**. Moreover, his experiments failed repeatedly, and this added to the skepticism. However, in 1882, Edison succeeded in lighting up an entire New York neighborhood, and the world finally understood **what he had accomplished**.

Many inventors in the early 1900s wondered **whether it was possible to fly**. The Wright brothers proved **what others doubted** by inventing the first airplane. However, they faced many obstacles along the way. First, most inventors were highly educated, but the Wright brothers had little formal education. Second, the success of inventors often depended on **whether they had financial support**. The Wright brothers had none. Finally, most inventors publicized their research, but the Wright brothers did not. No one knew exactly **what they were doing**. Consequently, the public did not believe that the Wright brothers would succeed. Wilbur himself was not sure **what would happen**. He could not predict **if their airplane would fly or not**.

Then, in 1903, the Wright brothers flew their airplane for 12 seconds in Kitty Hawk, North Carolina. No one could believe **what they were seeing**. Five years later in France, they flew another plane higher and longer.

Inventors almost always face public disbelief. Some people have trouble believing that new ideas are possible, but they certainly are. No one can be sure about **what the future holds**.

A Have you ever thought of inventing something? If so, what was it? Read the article about inventors. What obstacles did Edison and the Wright brothers face?

B Comprehension Check Answer the questions.

1. Why did people doubt Thomas Edison?
2. How did Edison convince the world of his accomplishment?
3. What were the obstacles the Wright brothers faced?

C Notice Find the sentences in the article and complete them.

1. No one knew exactly _____.
2. Second, the success of inventors often depended on _____.
3. He could not predict _____.

Look at the sentences again. Answer the questions.

In sentence 1, what type of question is the missing clause similar to?

- a. an information question
- b. a *Yes / No* question

In sentences 2 and 3, what type of question is the missing clause similar to?

- a. an information question
- b. a *Yes / No* question

Noun Clauses with *Wh-* Words

Noun clauses with *wh-* words can act as subjects, direct objects, or objects of prepositions.

Eg. What they wanted was financial support.

The inventor understood how we should build the machine.

I learned about how many inventions are made every year.

Forming Noun Clauses with **Wh-** Words

- a. Noun clauses with *wh-* words use statement word order (subject + verb).

Eg. *I've just realized **what he did!***

*I don't know **when Edison invented the light bulb.***

b. When noun clauses with *wh-words* *who*, *what* and *which* act as subjects, they take a singular verb.

Eg. *What happened next* is going to surprise you.

Using Noun Clauses with **Wh-** Words

a. Noun clauses with *wh-* words often appear after the following verbs:

Thoughts and opinions: *consider, know, remember*

Eg. *I don't remember who invented the airplane.*

Learning and perception: *figure out, find out, see, understand, wonder*

Eg. *We need to figure out why our invention failed.*

Emotions: *care, doubt, hate, like, love*

Eg. *Our professor cares how we do our work.*

b. Noun clauses with *wh-* words often follow verbs + prepositions, including *care about*, *decide on*, *find out about*, *forget about*, *know about*, *learn about*, *read about*, and *see about*.

Eg. *We shouldn't forget about which inventions succeeded and which didn't.*

I read about where Edison grew up.

Reduced Noun Clauses with Infinitives

Noun clauses with *wh-* words can often be reduced to *wh-* word + infinitive.

Common infinitives used this way include *to ask*, *to consider*, *to decide*, *to figure (out)*, *to find (out)*, *to forget*, *to know*, *to learn*, *to remember*, *to say*, *to see*, *to show*, *to understand*, and *to wonder*.

The use of *whom* is infrequent, except in very formal writing

Eg. *We're not sure who/whom to ask for information. = We're not sure who/whom we should ask for information.*

I don't know what to say about your invention. = I don't know what I can say about your invention.

Exercise 1. Pair Work With a partner, talk about what you know or don't know about other inventions. Use the verbs in A with **wh-** noun clauses.

Eg. I know when the smartphone was invented. It was in 2007. I remember what company first made it, but I don't know who invented it.

Exercise 2. Reduced Noun Clauses with Wh- Words + Infinitives

Some college students are talking to a business adviser about their new product.

Rewrite the sentences with **wh-** words + infinitives.

1. We don't know where we should start.

We don't know where to start.

2. Amy wonders where she could find a good patent lawyer.

3. I don't know how I can find a manufacturer for our product.

4. Binh is wondering who he can ask for money for our invention.

5. I'll figure out who we can contact for financial advice.

6. I wonder what we should charge for our product.

Noun Clauses with *If/Whether*

Noun clauses can begin with *if or whether*. These noun clauses are similar in some ways to *Yes/No* questions, but they follow statement (subject + verb) word order.

Eg. I'm not sure if the Wright brothers invented the airplane.

He doesn't know whether we will get money for our experiment.

Forming Noun Clauses with *If/Whether*

a. Use statement word order (subject + verb) for noun clauses with *if/whether*.

I don't know if the public will accept our idea. I don't know whether Edison really invented the light bulb.

b. You can use the words *or not* at the end of both *if* and *whether* clauses.

Or not can immediately follow *whether*, but not *if*.

The scientist didn't know if whether you would understand her invention or not.

The scientist didn't know whether or not you would understand her invention.

NOT The scientist didn't know if ~~or not~~ you would understand her invention.

c. You can use *if/whether* to introduce two options.

We don't know whether the new phone or the new tablet will come out first.

Using Noun Clauses with *If/Whether*

You can use noun clauses with *if/whether* after the following verbs: Thoughts and opinions: *decide, know, remember*

Eg. I haven't decided if I'm going to write a report about the Wright brothers.

Learning and perception: figure out, find out.

Eg. He can't find out ***if Edison first tried the light bulb*** in New York.

Emotions: *care, doubt, matter, mind*

Eg. They doubted whether anyone would steal their idea

b. You can also use noun clauses with *whether* after verbs + prepositions, including *care about, decide on, find out about, forget about, know about, and read about*. You cannot use //after prepositions.

Eg. *You should forget about* whether you'll make a lot of money with that invention.

NOT You should forget about ~~*if you'll make a lot of money with that invention*~~

c. You can use an infinitive with *whether*. You cannot use an infinitive with *if*.

Eg. *He didn't know* whether *to share* his discovery.

(= *He didn't know whether he should share his discovery.*) NOT *He didn't know ~~if to share his discovery~~*

Exercise 1 Forming Noun Clauses with If/Whether

Combine the sentences. Use a noun clause with *if* or *whether*. Sometimes more than one answer is possible.

1. Scientists have not decided something. Is time travel possible?

Scientists have not decided whether time travel is possible.

2. Many people don't know something. Do some robots think like humans?

3. Many people don't know this. Can we invent a nonpolluting fuel?

4. We can't remember this. Has anyone invented a self-cleaning house?

5. Many people don't know about this. Are hybrid cars good for the environment?

6. Scientists haven't figured this out. Are there other planets humans can live on?

Home task: find and learn the words and combinations from active vocabulary:

Market research, blanket, Wi-Fi, sensor, marker, virtual, skepticism, perservere. treadmills

UNIT 3

Looking Ahead at Technology

Technology has become an essential part of everyday life for many people. We depend on the Internet, for example, for easy access to information and communication. Computers, cell phones, and other handheld gadgets provide constant : entertainment. No one knows for sure what technology **is going to bring** us in the future. However, there is no doubt that it **will continue** to drastically affect how we live and work.

Market research¹ suggests that in the future we **will be depending** on the Internet even more than we are now. i» According to British writer Tim Walker, the world **will be** "blanketed² by Wi-Fi."³ This **will allow** us to connect to the Internet almost anywhere. However, people **will not want** to carry around bulky laptops. Instead, computers **will be** wearable. Computers **will be** combined with watches, glasses, shirts, or backpacks. Some people are already using glasses which project the Internet onto the glass lenses. People **will be** able to see the Internet but also see the rest of the world. Combining computers and glasses **is going to become** even more popular in the future.

Other people **will use** fabric-based computers. This technology, called "smart clothing," **will combine** computers with clothing. With smart clothing, people **will be** able to look at their shirt sleeve and see the news or the weather, which people **will download** directly from the Internet. Researchers predict that the use of laptops and computers **will decrease** as the availability of smart clothing increases.

In the future, there **will be** many advances in technology and many changes in the ways technology affects our lives. As technology changes, devices such as smart clothing **will become** more and more popular. In short, it is clear that almost everything we do **will happen** with the help of technology.

A How is technology used today? Read the web article about technology use in the future. What is one way that technology use will develop?

B Comprehension Check Answer the questions.

4. What are some ways technology will change in the future?
5. How will people in the future access the Internet?
6. What is "smart clothing"?

C Notice Find the sentences in the article and complete them.

1. Market research suggests that in the future we _____ on the Internet even more than we do now.
2. Combining computers and glasses _____ even more popular in the future.
3. Other people _____ fabric-based computers.

How many different verb forms in items 1-3 did the author of the reading use to talk about the future?

A Complete the article about a social networking site. Use *be going to*, the present progressive, or the simple present form of the verbs in parentheses. Sometimes more than one answer is possible.

Changes Ahead for Youth Network

Youth Network, Inc., announced today that it is buying (buy) FacePlace, the popular social networking website. FacePlace has already accepted Youth Network's offer of \$3.1 billion. The company has not made any definite plans, but it _____ (start) probably _____ (start) asking people to pay for the site. It won't be free anymore. In addition, some people think that the network _____ (put) ads on the site. Another possibility is that Youth Network _____ (show) its TV programs on FacePlace. Next week, FacePlace technicians _____ (meet) with Youth Network technicians to help with

the changes. They _____(plan) to shut down the old FacePlace website at 1:00 a.m. on Saturday, August 10. The new Youth Network site _____(go) live at 6:00 a.m. the next day.

Compare your answers with a partner. Discuss the reason for each of your answers.

In item 1, the plan seems definite because the company made an announcement to the press, so the company arranged the action. The present progressive is correct.

UNIT 4

Technology in Entertainment

Computer animation was first introduced in the late 1970s; **however**, today's animation is much more realistic than it was then. While the first animated video game characters moved in only two directions, today's animated game heroes can jump, kick, and spin. The use of sensors¹ to record these movements is called motion capture, or "mocap."

Because of the realism that mocap gives its animated figures, a common use for mocap is in video games. Video game creators use real people to help create their characters. With sports video games, for example, famous athletes are used **instead of** actors. **Consequently**, the games can feature each athlete's unique moves. How does it work? **First**, the athlete puts on a tight suit that has special markers² all over it. **Next**, he or she performs a sequence of actions. Video cameras record these movements using the markers. **Finally**, digital information is collected from the markers and the video. This information is used to create the movements of the video character.

Another common use of mocap is in movies. *Avatar*, an epic fantasy adventure movie, used mocap to create its human-like characters. It also featured a computer-generated 3D world. **Despite** *Avatar's* success, not all movie studios want to use mocap. **Besides being** very expensive, mocap cannot copy every motion. **As a result**, studios must add other forms of animation.

In addition to these uses, motion capture technology is used in medicine. **For instance**, doctors have patients in mocap suits walk on treadmills. The mocap information helps doctors diagnose problems such as weak bones. **Furthermore**, mocap can be used in training for jobs such as firefighting. New firefighters can use mocap games to practice moving through virtual³ house fires. **Instead of** taking risks in a real setting, they can practice in a virtual reality.

Despite the expense, mocap technology is becoming more popular in many different areas. **Due to** its success so far, who knows what it will be used for next?

¹**sensor:** a device that discovers and reacts to changes in such things as movement, heat, and light.

²**marker:** a small, reflective dot that is taped to a figure.

³**virtual:** created by a computer

A How are video games today different from the games of 5 or 10 years ago? Read the web article about a kind of animation technology that is being used in games today. How has it changed the look of video games?

B Comprehension Check Answer the questions.

1. What is "mocap"?
2. In what areas is mocap used?

Why isn't mocap used more often in movies and video games?

C Notice Match the words in bold with their meaning.

1. **Because of** the realism that mocap gives its animated figures, a common use for mocap is in video games.
2. **Furthermore**, mocap can be used in training for jobs such as firefighting.
3. **Despite** the expense, mocap technology is becoming more popular in many different areas. _____

1. introduces additional information
2. introduces a reason
3. introduces contrasting information

Connecting Information with Prepositions and Prepositional Phrases

Some prepositions and prepositional phrases can connect information to an independent clause. Like subordinators, these prepositions can be used to add information, give reasons, show contrasts, present alternatives, or give exceptions.

Video games look realistic today ***because of*** improvements in computer animation. ***Despite*** the popularity of animation, most people prefer to watch live-action movies

1 Using Prepositions and Prepositional Phrases to Connect Ideas

3.1 One-word prepositions, such as *besides* and *despite*, and multi-word prepositions, such as *as well as*, *because of*, *in addition to*, and *in spite of*, are followed by nouns, noun phrases, or gerunds.

Eg. *Besides being* very expensive, animated movies can take a long time to produce. Some animated movies are also popular with adults ***in spite of*** their appeal to kids.

3.2 Prepositional phrases, like adverb clauses, can come before or after the main clause. Use a comma when the prepositional phrase comes first.

Eg. Video games usually use athletes ***instead of actors***.

Instead of actors, video games usually use athletes.

Meanings of Prepositions Used to Connect Ideas

Use as well as, besides, and in addition to to emphasize another idea.

I enjoy animated movies ***as well as*** live-action movies.

This TV has 3D technology ***in addition to*** high definition.

Besides being a talented director, he is an excellent actor.

Use as a result of, because of, and due to to give reasons

Because of the high cost of tickets, many people don't go to the movies.

As a result of voters' opinions, the director was nominated for an Academy Award.

The movie's appeal is ***due to*** its special effects.

Use instead of to give alternatives

Let's see a drama ***instead of*** a comedy.

Instead of going out, they watched TV at home.

Use *except* or *except for* to give exceptions. When the main clause is a negative statement, you can also use *besides* to mean "except for."

This composer wrote the music for all the Alien Adventures movies *except* the first one. *Except for* their parents, the audience was mostly children.

Besides the parents of the children, there weren't any adults in the audience.

Use *despite* and *in spite of* to show contrasting ideas.

Despite being made for children, this movie is enjoyed by adults.

In spite of its short length, the movie was very powerful.

Exercise 1 Prepositional Phrases to *Connect Ideas*

Complete the paragraphs about one use of motion capture technology. Use the words in the box. Sometimes more than one answer is possible.

as well as because of due to in addition to instead of in spite of

In spite of the high cost of mocap, its use is expanding. For example, Ford Motor Company, a car manufacturer, is using mocap technology to create digital humans.¹ _____ their human-like behavior, digital humans are used to study people's behavior in cars. _____ studying driver behavior, engineers are also studying ways to make passengers feel more comfortable. For example, _____ using a real human, the company uses a short digital female to test a short driver's ability to reach the gas pedal.

Motion capture technology helps the company improve worker safety _____ driver safety. _____ the technology's ability to replicate workers' movements, the company has reduced the number of assembly line accidents.

UNIT 5

Connecting Information with Transition Words

Transition words are words or phrases that connect ideas between sentences. They are frequently used in academic writing and formal situations.

It's important not to judge a movie's quality by whether it is animated or not. **Furthermore**, you should not assume that a movie with human actors is superior to an animated movie.

Using Transition Words

Transition words join the ideas in two sentences.

Movie stars often do the voices in animated movies. **However**, their fans don't always recognize them.

Coordinating conjunctions (*but*, etc.), subordinators (*although*, etc.), and prepositions (*in spite of*, etc.) combine two different sentences into one new sentence.

Eg. Music in movies is very important for setting the tone, **but** most people don't pay attention to it. **Although** animated movies sometimes win the best picture award, they also have their own category.

In spite of having a lot of famous actors, the movie did not get very good reviews.

Most transition words occur at the beginning of the second sentence and *are* followed by a comma. You can also use a semicolon between the two sentences that you combine.

Eg. The studio executives choose a script. **After that**, they select a director.

She is a very talented artist; **moreover**, her use of color is exceptional.

Many - but not all - transition words can go in the middle of the sentence or at the end. When the *transition word* comes at the end, it is preceded by a comma.

Eg. Most people, **however**, associate animation with movies.

Most people associate animation with movies, *however*.

The short transition words *so*, *then*, and *also* are often used without a comma. *So* is used at the beginning of a sentence only in informal writing.

Eg. My daughter enjoys animated movies a lot. ***So*** we take her to them pretty often. ***Then*** she usually wants to stop for a snack on the way home. I am ***also*** usually hungry after a long movie.

Use more formal transition words with the same meanings in academic writing: *afterward*, *in addition*, *therefore*.

Eg. Children often enjoy animated movies. ***Therefore***, their parents often take them to the movies. ***Afterward***, it is not unusual to stop for something to eat. ***In addition***, parents often buy a book or souvenir connected to the movie for their children.

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