

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ЧЕРКАСЬКИЙ ДЕРЖАВНИЙ ФАХОВИЙ
БІЗНЕС-КОЛЕДЖ**

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COMMUNICATIVE ENGLISH

Part 3

Race across London. Stereotypes or are they.

Збірник вправ і завдань

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Communicative English. Part 3. Race across London.

Stereotypes or are they. Збірник вправ і завдань

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Навчальний посібник *Communicative English. Part 3. Race across London. Stereotypes or are they* представляє третю частину серії збірників вправ і завдань, призначених для формування навичок усного і писемного іншомовного спілкування здобувачів фахової передвищої освіти. Він побудований відповідно до силабусу вибіркової дисципліни «*Communicative English*».

Третя частина посібника охоплює дві теми *Race across London* і *Stereotypes or are they*. Вправи і завдання розроблені на основі автентичного відео матеріалу з теми і мають уніфіковану структуру для формування як мовних лексичних, так і мовленнєвих навичок.

Призначений для студентів закладів фахової передвищої освіти, а також всіх, хто самостійно опановує англійську мову.

Затверджено на засіданні
циклової комісії природничо-математичних
дисциплін та англійської мови
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ВСТУП

Вивчення іноземних мов відкриває безліч нових можливостей у різних сферах людської діяльності. Здатність до іншомовного спілкування є запорукою особистого і професійного зростання. Сучасний світ стає все більш глобалізованим, і прагнення здобувачів освіти до багатомовності цілком зрозуміле і виправдане, оскільки ті, хто володіють не лише рідною, а й іншими мовами, матимуть вищу конкурентоспроможність на ринку праці. Знання іноземної мови, особливо англійської, є нагальною потребою в отриманні інформації як професійного, так і загального характеру, та водночас розцінюється як важлива складова іміджу.

Головна мета навчання англійського спілкування – розвиток комунікативних, когнітивних, мовленнєвих, інформаційних, соціокультурних, професійних та загальнокультурних компетенцій; розвиток умінь вирішувати завдання за допомогою іноземної мови. Спілкування дозволяє нам обмінюватися ідеями, думками та почуттями з іншими. Саме спілкування не лише породжує ідеї, а й перетворює їх на кінцевий продукт. Вибіркова дисципліна «Communicative English» спрямована на такі аспекти мови, як чіткість, економічність та різноманітність. Чіткість має на меті навчити здобувачів освіти використовувати мову таким чином, щоб цільова аудиторія повністю зрозуміла ваші ідеї. Економічність передбачає використання лише необхідних та відповідних слів та виразів, уникаючи пустот і складної лексики. Різноманітність - це здатність мовця використовувати комбінацію всіх різних типів мови, щоб успішно та творчо донести ідеї.

Доробок охоплює дві теми дисципліни «Communicative English» та містить вправи і завдання розроблені на основі

автентичного відео матеріалу з теми і мають уніфіковану структуру для формування як мовних, лексичних, так і мовленнєвих навичок. Кожна тема містить нову лексику, вправи для її вивчення та закріплення, тексти для слухання з запитаннями для перевірки розуміння, ідіоми та вправи на їх вживання в мовленні, фразові дієслова та прислів'я.

Посібник призначений для студентів закладів фахової передвищої освіти, а також всіх, хто самостійно опановує англійську мову.

UNIT 1. RACE ACROSS LONDON

1. Brainstorming. Put as many suitable phrases as you can into each section below

- Kinds of holiday
- Holiday accommodation
- Kinds of transport
- Place to visit on holiday
- People working in the travel industry (= names of jobs)
- Adjectives to describe holidays

2. A guessing game. Describe the country without naming the features, for example, the capital, the flag, the language, so that the opponent guesses which one it is

Sample: This country is located in central Europe. It is bordered by Belarus and Ukraine to the east, Germany to the west, Slovakia and Czech Republic to the south and Lithuania and the Baltic Sea to the north. It is in the northern hemisphere since it lies above the Equator. There is the largest castle in the world by land area. It is the Castle of the Teutonic Order in Malbork. This country is our sister country.

3. Make 2 sentences about kinds of transport, but without saying their names, e.g.

Sample: It has wheels that roll only on trails. It can carry lots of people and things in one time.

The others have to guess the kind of transport.

4. Pre-listening task. Translate new words and expressions and memorize them. Then make five sentences with any of them.

General maintenance, transportation, fill up the gas, rely on, mainstream, fascinating, steam-powered ships, led to, tremendously, rear-facing camera, backing out, walking distance, to be like back then, unpredictable, a vacation,

5. Listening task. Listen to a speaker talking about money. Use the QR code or the link below. Summarize what the episode is about



Джерело 1

6. Listen the episode again and fill the gaps in the dialogue

Sheila: Are you okay Joe? You look

Joe: I rode my bike here. Gas prices are out of control right now, so I'll be either riding or taking the bus every day.

Sheila: They sure are. Could be worse though! Imagine if we didn't have cars and we had to use other forms of..... to get around.

Joe: Ha! I cannot imagine riding a horse to work. Right now, my is filling the car up with gas and general maintenance

every few months. A would be a lot of work, wouldn't it? Making sure it's fed, and has water, not to mention all the poop all over the street! Also, imagine parking your horse outside of the supermarket or post office, restaurant, or bar. I can't even imagine what it was like back then.

Sheila: Me neither. Today we rely on our cars to get us from point A to point B every day. Nothing is really considered within walking anymore. I guess some people still walk to places such as the grocery store or to work, but it's usually done out of necessity. I think if given the opinion, most people would much rather drive than walk. People have become really since cars went mainstream.

Joe: What about public transportation? Everyone has the option to use public transportation.

Sheila: Yes, true, but again if given the choice, most people would choose to drive then get on a or train full of strangers. And public transportation is unpredictable. At least it is here anyway. I've heard it's really great in Japan, Hong Kong, London, and France, but... we aren't living in any of those places, are we? Public transportation in the U.S. is always late. Also with public transportation, you are at the mercy of the bus, subway, or train schedule. When you have your own....., you can choose what time you want to go someplace.

Joe: That's true. Cars are pretty convenient, aren't they? Public transport really stinks in the U.S!

Sheila: Yeah, I think I would much rather ride my bike to work than take the bus or train. I know a few people that used to ride everywhere they went. It's really hard to imagine life without cars, and though, isn't it?

Joe: Sure is. I mean, can you imagine wanting to go to Florida for a vacation and not being able to travel by airplane or car? It would take days, weeks, maybe even months to get anywhere.

Sheila: No, I really can't imagine. I have always found it fascinating that people traveled the world by water. Of course, the boats were nothing like the ships or yachts we know today. Transportation by water was pretty in the Middle Ages. Steam-powered ships were created in the 1700s, which allowed people to travel on the water without wind. The development of the steam engine, eventually led to the growth of railroads which cut travel time tremendously. Trips that took weeks, could be accomplished in days. I believe were invented shortly after.

Joe: If I remember correctly, bicycles were created in the early 1800s and automobiles in the late 1800s. Obviously, automobiles weren't nearly as safe to travel in as they are now, but they were still a more convenient mode of transportation than anything else. And although they may not have been very safe, I guess they also didn't go very fast, so there's that to consider as well.

Sheila: Cars are so much easier to drive compared to even twenty years ago. All new vehicles have rear-facing camera that helps with backing out. They are connected to your phone, touch screen navigation, airbags, and other tools that make traveling so much simpler and safer. We have come a long way from horseback and camel riding, haven't we?!

7. Post-listening task. Discussion. Answer the questions

- 1) Why was Joe gassed?
- 2) What can cars do?
- 3) Where do people still walk?
- 4) When Steam-powered ships were created

5) What does Sheila think about her comfortable way of getting to work?

6) What do new vehicles have?

8. Vocabulary Practice. Find synonyms to the following words in the list of active vocabulary (Ex. 4)

transportation the gas, fascinating, ship, led to, tremendously, distance, unpredictable, a vacation.

9. Vocabulary Practice. Complete each line with the most suitable word from active vocabulary

1) Liner, yacht, cruiser, steamer...

2) Leave, holiday, trip, retreat...

3) Space, Range, length, interval...

4) Alluring, intriguing, engaging, captivating...

5) Petrol, propane, fumes, fuel...

6) Transfer, shipping, travel, commuting...

10. Language development. Make two questions using phrases from the active vocabulary and ask your partner to answer them

E.g. S1: How has technology tremendously impacted the way we travel?

S2: Where is your ideal vacation destination?

11. Idioms in English. Match the idioms with their definitions and translate them or find their Ukrainian equivalents

1) Float One's Boat

a. to suddenly stop doing something

2) To Jump Ship

b. to work on something more effectively or with more energy than previously

- | | |
|---------------------------|--|
| 3) To Step It Up A Gear | c. to make someone happy, excited or interested in something |
| 4) A Mile A Minute | d. exactly what is needed or wanted. |
| 5) Just The Ticket | e. very fast |
| 6) One's Train Of Thought | f. bad news travels fast because people like to talk about these sorts of things |
| 7) Bad News Travels Fast | g. a person's pattern of thoughts or sequence of thoughts on a matter |
| 8) To Travel Light | h. to do something as scheduled or planned |
| 9) To Be On Track | i. to travel with very little luggage or baggage |
| 10) To Go Off The Rails | j. used to describe a person that starts to behave strangely or uncontrollably |

12. Fill the sentences with the suitable idiom

1. If traveling the world, then you should definitely do it.
2. He just before the company went bankrupt.
3. The team really in the second half of the match.
4. She talks when she's excited.
5. Just the ticket – A hot cup of tea is..... after a cold day outside.
6. I of thought when you interrupted me.
7. He only resigned this morning, but everyone already knows
8. I prefer when I go backpacking across Europe.
9. We to finish the project by Friday.
10. After losing his job, he for a while.

13. Explain the following proverbs. Find Ukrainian equivalents. Choose one and write an opinion essay giving your reasons and examples

Earth is the queen of beds.

The moon and the stars are not above us, the Earth is on the other side of our feet.

We are all visitors to this time, this place we are just passing through. Our purpose here is to observe, to learn, to grow, to love, and then we return home.

A day of traveling will bring a basketful of learning.

Learn a new language and get a new soul.

If you can't live longer, live deeper.

It is better to see one time than to hear one hundred times.

14. Phrasal Verbs for English Fluency. Memorize the following phrasal verbs

- | | |
|-----------------|--|
| 1) To check in | a) to register at a hotel or an airport. |
| 2) To check out | b) to settle one's bill and leave a hotel or other accommodation. |
| 3) To drop by | c) to visit someone or somewhere briefly, usually without planning it beforehand. |
| 4) To drop off | d) to leave someone or something at a specific location, typically while going somewhere else. |
| 5) To get away | e) to leave to go somewhere for a break or holiday. |
| 6) To get in | f) refers to when a plane arrives at an airport. |
| 7) To get off | g) to exit a vehicle, such as a bus, train, or airplane. |
| 8) To get on | h) to climb on board a vehicle, such as a bus, train, or airplane. |
| 9) To go back | i) to return to a place or person. |
| 10) To hang out | j) to spend time in a place or with someone. |

15. Phrasal Verbs in Use. Fill in the gaps with following phrasal verbs

To check in, to check out, to drop by, to drop off, to get away, to get in, to get off, to get on, to go back, to hang out

- 1) Let's at the park this afternoon.
- 2) What time did you last night?
- 3) Can you at the airport around 10 AM?
- 4) We need at the hotel before 3 PM.
- 5) I wantto Italy someday; it was amazing.
- 6) Don't forget before noon tomorrow.
- 7) He the bus at the wrong stop.
- 8) We're planning for the weekend to the mountains.
- 9) I'll your place after work to say hello.
- 10) She the train just before it left.

UNIT 2. STEREOTYPES OR ARE THEY

1. Warm-Up

Read the following jokes. What is your opinion about jokes like this? What type of stereotype do they refer to?

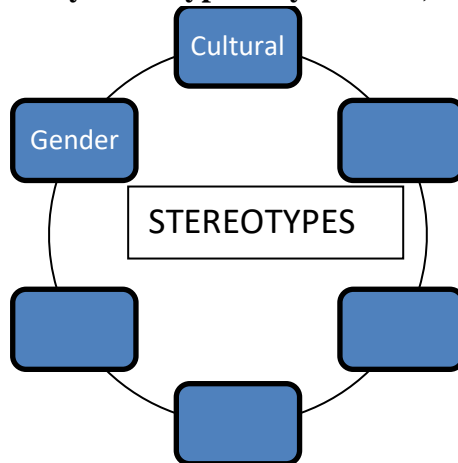
Heaven is where the chefs are Italian, the police are British, the mechanics are German, the lovers are French, and it's all organized by the Swiss.

Hell is where the chefs are British, the police are German, the mechanics are French, the lovers are Swiss, and it's all organized by the Italians [3].

Heaven is an American salary, a Chinese cook, an English house and a Japanese wife.

Hell is defined as having a Chinese salary, an English cook, a Japanese house and an American wife [4].

2. Brainstorming. Do you know what stereotype is? What stereotypes do you know? (Add branches to the central word and put down as many stereotypes as you know).



3. Join the sentence halves to find the definition of “stereotype”.

- | | |
|---|---|
| 1) Stereotypes are a common belief or idea | a) often untrue. |
| 2) The belief or idea is | b) groups of people or individuals. not the way we expect them to behave. |
| 3) Stereotypes label | c) way to judge people. |
| 4) Stereotypes are an unfair | d) about someone or something. |
| 5) We should judge people on their behavior | |

4. In your own words explain what stereotype is.

Why do stereotypes exist? Can stereotypes be harmful or helpful?

5. A guessing game

Guess who is being described and which stereotype is being described.

Sample:

This group is often said to love pasta and pizza." - Italians – Cultural stereotype.

- 1) People from this country are known for drinking tea and being polite.
- 2) They are often considered better at cooking and caring for children.....
- 3) They are often seen as not understanding technology.....
- 4) They are often associated with being good at basketball.....

- 5) They are often assumed to have messy handwriting.....
- 6) They are often seen as being addicted to their phones and social media.....
- 7) People who follow this religion are often unfairly seen as extremists or terrorists.....

Add your own examples to each type of stereotype.

6. Pre-listening task. Translate new words and expressions and memorize them. Then make five sentences with any of them.

Negotiations, to intern, to ensure something, internal organs, gender, ethnic identity, to conform to others' expectations, to shift, to give oneself a break, a reflection of people's stereotypes, to set limits, prejudice, to make difference, simplifications, to handle situations, to accomplish something in one's life.

7. Listening task. Listen to a speaker telling her personal stories how they taught her to resist conforming to other's expectations. Use the QR code or the link below. Summarize what the episode is about



8. Listen the episode again and fill the gaps in the text:

I was sipping wine at a cocktail reception when the Japanese Ambassador arrived. It was the first day of the Japanese-Chilean Free Trade Agreement, and I was supporting the Chilean team by preparing materials for the talks. I walked up to the ambassador to introduce myself. He was surprised, looked at me, and asked, "How come a young Chilean woman speaks Japanese so well?"

Where should I start? Actually, I'm Israeli, born in Moldova, degree in the United States, and currently in Chile for a semester abroad. So, how did I on the Chilean delegation? Well, I had some spare time. I emailed the Chilean Minister of Foreign Affairs, telling him I was in Chile for a few months and would love at the Ministry. It was a cold email, but I got a warm reply. A few days later, I at the Ministry. This was not the answer the Japanese Ambassador expected to hear, and I liked that. I like not being what people expect me to be but rather doing what I want to do and maybe surprising some people along the way.

A couple of years earlier, I spent a summer living with a Japanese family in a small town on the west coast of Japan, called Osan. My Japanese father would go fishing with his friends from time to time, and they would bring home the most delicious fish, which we would then use to make sushi. I really wanted to join them one time, so I told him. "No way," he said. "Students who have stayed with us before, even the guys, have gotten It's not a good place for a woman." Well, now he got me. I was going He realized the only wayme was to take me along. So there we were, walking out of the house on our way to the boat, when he mentioned that we'd stop at a pharmacy to get some medicine I didn't get sick.

"I don't need any medicine," I said. "I'm strong. I'm not some wimpy American college kid. I'm an Israeli woman. I don't need any medicine." He his shoulders, probably thinking to himself

that Western pride was foolish. And rightfully so. During those seven hours on a boat, stationary at sea at night, I thought I was going to my guts and other internal organs many times. I was trying to breathe, focusing on the horizon, which I could barelyt. I kept telling myself, “There’s no way I’m going to I would rather take it all in and not let them think they were right.” I didn’t throw up. After that, I became one of the boys. They started inviting me to join their “men-only” sake-drinking pub nights, which was pretty awesome.

What I learned from this experience is that the problem with letting people because of your gender, ethnic identity, or any other category on those optional information forms is that your behavior shifts to their expectations. If I had believed the notion that my place wasn’t on the boat, even if I coming along, I might have started getting sick. Maybe I wouldn’t have cared as much about letting them think they were right, and I might have thrown up. And if that happened, maybe I would have thought, “Yeah, fishing boats aren’t really for me.” Then the next time I tried to do something difficult, I might have given myself a break and not even tried. You see, you become a of people’s stereotypes.

This is what I tell the girls I mentor at a school in Bam: “Don’t let anyone put you in a box and Only you will do that for yourself.” There was a study done at Harvard University where they took a group of young female Asian students, all good at math. They randomly divided the students into two groups. The only difference was the questionnaire they filled out before taking the math test. One group was asked about their gender, while the other was asked about their ethnic identity. Then they took the test. Guess what the results were? The group that was asked about their ethnic identity did significantly better on the test than the group asked about their gender.

We all know that Asians are great at math, right? But remember, these were all female Asian students at a top university. The fact is that one group thought of themselves as women while taking the test,

and the other thought of themselves as Asians. The way we define ourselves a huge

I have more stories to tell. I could talk about being the only Russian immigrant girl in a school where the kids hadn't met Russians before. Or about being the only non-Asian working for a Vietnamese private equity firm negotiating an investment in a shrimp farm in the Mekong Delta, probably the most traditional part of Vietnam.

I could also share stories about being one of the few women in business and tech environments in Israel and Africa. But these are all simplifications. They are labels we use to make sense of the world. I am none of these labels. The way I these situations was not as a Russian, a woman, or whatever else. I try to behave in the way that *Malina* wants to behave in those situations. I try to judge people by their actions, words, energy, and what they hope to in life. I believe that the sum of all these reflects us much better than any category we can put on a form.

9. Post-listening task. Discussion. Answer the questions:

- 1) Why was the narrator attending the cocktail reception in Chile?
- 2) What surprised the Japanese Ambassador about the narrator?
- 3) What is the narrator's background, and how did she end up in Chile?
- 4) How did the narrator get an internship at the Chilean Ministry of Foreign Affairs?
- 5) Why did the narrator insist on joining the Japanese fishermen on their boat?
- 6) What strategy did the narrator use to avoid getting seasick during the boat trip?
- 7) How did the fishermen's attitude toward her change after the trip?
- 8) What does the narrator say about the impact of stereotypes on people's behavior?

- 9) What study does the narrator mention to support her point about identity and performance?
- 10) What is the main message the narrator shares with the girls she mentors in Bam?

10. Critical Thinking Questions

- 1) What does the narrator's story suggest about challenging traditional gender roles or expectations?
- 2) How does the narrator use her multicultural background to her advantage?
- 3) Do you agree with the idea that "we become a reflection of people's stereotypes"? Why or why not?
- 4) Have you ever experienced being put in a "box" because of your identity (gender, nationality, age, etc.)? How did you react?
- 5) Why do you think the ethnic identity group did better on the math test than the gender identity group in the Harvard study?
- 6) What does this story teach us about self-perception and confidence?
- 7) How can stories like this inspire young people to break out of the roles society gives them?
- 8) What are some ways we can help others challenge or overcome stereotypes in daily life?

11. Idioms in English. Match the idioms with their definitions and translate them or find their Ukrainian equivalents:

- | | |
|------------------------------------|--|
| 1) Cut from the same cloth | a) To assume someone belongs to a particular category, often unfairly. |
| 2) Don't judge a book by its cover | b) To match a specific stereotype or expectation |
| 3) Paint with a broad brush | c) To make generalizations about a group of people. |
| 4) Fit the mold | d) A repeated situation that happens again and again. |

- | | |
|-------------------------------------|---|
| 5) Put people in a box | e) To categorize someone in a way that limits them. |
| 6) Old habits die hard | f) A warning against making assumptions based on appearances. |
| 7) Think outside the box | g) People don't easily change their true personality or habits. |
| 8) A leopard can't change its spots | h) To be very similar in character or behavior. |
| 9) The same old story | i) To struggle to break away from old ways of thinking |
| 10) Label someone as (something) | j) To approach a problem in a creative, non-traditional way. |

12. Complete the sentences with the correct idiom from ex. 10 in the right form

- 1) Many people believe that boys are naturally better at math, but that's just
- 2) People often doctors as serious and boring, but many have fun hobbies.
- 3) She may look shy, but remember - she's actually very outgoing!
- 4) No matter how much he tries to be polite, he always ends up arguing - a
- 5) He's a lawyer, but he doesn't - he dresses casually and works from home.
- 6) We need fresh ideas for the project. Let'sand do something unique!
- 7) My grandparents still think women should stay at home. I guess
- 8) Politicians from different parties argue a lot, but in the end, they're
- 9) I've been late to meetings so many times that my boss says

- 10) People say all artists are messy, but that's just Many are super organized!

13. Each sentence below has a mistake in the idiom. Correct it.

- 1) "Don't cut a book by its cover - she might not be what she seems!"
- 2) "It's difficult to change people's attitudes because a leopard can change its spots."
- 3) "She's not the usual type of leader, but she fits the mold perfectly."
- 4) "People often label athletes as not smart, but that's unfair."
- 5) "This company always hires the same kind of employees - it's the same old story."

14. Phrasal Verbs for English Fluency. Memorize the following phrasal verbs.

- | | |
|-----------------------------------|--|
| 1) Put in a box | to categorize someone based on stereotypes |
| 2) Live up to (expectations) | to meet others' expectations, which can often be influenced by stereotypes |
| 3) Break free from | to escape or free oneself from stereotypes or societal constraints |
| 4) Fit in | to act in a way that makes you accepted by a group |
| 5) Stand out | to be easily noticed or clearly different from others |
| 6) Back down | to stop arguing or resisting, especially when you are wrong or losing |
| 7) Hold back | to stop yourself from doing or saying something |
| 8) Shake off (a label/stereotype) | to free yourself from a negative label or idea |

- 9) Push through to keep going through difficulties or opposition
- 10) Rise above (something) to not let negative things (like prejudice or criticism) affect you

15. Phrasal Verbs in Use. Fill in the gaps with following phrasal verbs:

fit in, stand out, back down, speak up, hold back, rise above, push through, shake off, live up to, look down on

- 1) She was nervous at her new school but quickly managed to and make new friends.
- 2) Despite her quiet nature, she decided to and share her opinion with the group.
- 3) He didn't want to just because others disagreed with his idea.
- 4) They always him because of his background, but he never let it get to him.
- 5) She tried hard not to her emotions during the presentation.
- 6) He worked hard to the pressure and finish his degree on time.
- 7) The student managed to..... the stereotype that girls aren't good at science.
- 8) It's unfair to..... people just because they dress differently.
- 9) As the only artist in a room full of engineers, she really
- 10) Don't feel like you have to..... a label someone else gave you.

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ПРО УКЛАДАЧІВ

ПАЛІЄНКО Альона Володимирівна – викладач Черкаського державного фахового бізнес-коледжу з 2022 року. У 2012 році закінчила Черкаський національний університет ім. Богдана Хмельницького за спеціальністю «Мова і література (англійська)», освітній рівень «спеціаліст» та здобула кваліфікацію філолог, вчитель англійської мови та літератури. Викладає дисципліни «Practical English» та «Communicative English». Є співавтором 12 наукових праць, у т.ч. 3 наукових публікацій у наукових виданнях, включених до переліку фахових видань України, 2 навчально-методичних розробок, які впроваджено в освітній процес Черкаського державного фахового бізнес-коледжу.

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Є автором та співавтором понад 20 наукових та навчально-методичних праць, у т.ч. 2 колективних монографій.

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