Державний університет телекомунікацій

Навчально-науковий інститут телекомунікацій та інформатизації

кафедра іноземних мов

“**ЗАТВЕРДЖУЮ**”

Декан факультету телекомунікацій

Н.В. Коршун

“\_\_\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_20\_\_\_ року

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ**

**ЩОДО ПРОВЕДЕННЯ ПРАКТИЧНИХ ЗАНЯТЬ З**

**НАВЧАЛЬНОЇ ДИСЦИПЛІНИ**

**іноземна мова**

**за темою:**

**«Double lives»**

Галузь знань: 0301 Соціально-політичні науки

напряму: 6.030101 Соціологія

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Методичні рекомендації щодо проведення практичних занять з навчальної дисципліни «Іноземна мова» для студентів за напрямом підготовки 6.030101 Соціологія.

Розробники: старший викладач кафедри іноземних мов Дідурик А.І.

Методичні рекомендації щодо проведення практичних занять з навчальної дисципліни «Іноземна мова» схвалено на засіданні кафедри іноземних мов Навчально-наукового інституту телекомунікацій та інформатизації Державного університету телекомунікацій

Протокол від “\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_20\_\_ року № \_\_\_

Зав. кафедрою іноземних мов \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Качанов В.І.

**Theme 1.Double lives.**

Speaking: Lies, liars & attitude to lying.Pairwork: discussing what people are most likely to lie about. Groupwork: talking about yourself.

Reading: Liars! magazine extract about the theme of lying.

Listening: Monologue: radio review of TV programme: How Michael Portillo became a single mum.

Vocabulary: Verbs with two meanings.

Grammar: Stative& dynamic verbs. Present simple & present continuous.

Did you know ?British political parties.

**Starter:**

Write the following on the board: *Pinocchio* and *polygraph*.

Ask if any students know what connects these two items. They almost certainly won’t – so you’ll probably need to explain both items – but the odd question might stimulate some interest!

Commentary: The two items are connected by the theme of *lying*. *Pinocchio* is an Italian fairytale character. He is a wooden puppet whose nose grows longer every time he tells a lie. A *polygraph* is a machine used by police and business people to help discover if people are telling lies – sometimes called *a lie detector*.

**Speaking:**

Groupwork. Write the list on the board with information about yourself to check Ss understand what to do, and also to introduce yourself to the class if the Ss are new to you. Get feedback from the class to find out which information they think is the most important. Ss discuss the questions. Then compare their answers.

*Are all lies bad – or can you tell a ‘good lie?’*

*Is it OK to tell lies in order for you not to hurt other people’s feeling (i.e. a white lie?)*

*How many lies do you think most people tell in a day?*

*Is there anyone in the world who never lies?*

*Have you ever told a lie that caused a big problem for you?*

*A lie that is repeated many times and told to as many people as possible is called a ‘big lie’. Can you think of any famous or recent ‘big lies’?*

*Do you think people are more likely to believe a ‘big lie’ than a ‘small one’?*

**Reading:**

Ex. 1.Ss read two texts about liars. The first text is on how to recognize a liar, and the second text is on the main character from the film *About a Boy*, who lies about himself in order to date women. Ask Ss to answer the questions.

Ex. 2.Ss read the text and say if the sentences are true or false.

Ex. 3. Ask Ss to look back at the texts and find words that match the definitions. Ss can then check their answers in pairs, before you check them with the class.

Ex. 4.Ss work in pairs. Discuss the questions.

**Language work:**

Stative& dynamic verbs.

Ss look at the verbs in italics. They should circle the stative verbs and underline the dynamic verbs. Then Ss work on their own and correct the mistakes in the two paragraphs. Make sure they understand that they are looking for three mistakes in each paragraph.

*Stative verbs* describe conditions or state that exist. No one actually *does* anything.

These verbs describe things in the world that ‘are’ i.e. permanent or semi-permanent characteristics of things. They also describe things in our head such as feelings, thoughts, sensations and ownership.

*Dynamic verbs* describe things that happen, i. e. events or actions or things people do. Ss often seem uncertain about the definitions of stative and dynamic, though when they see examples, they can often recognize the differences without too many problems.

Present simple & present continuous.

Ask Ss first complete the rules by choosing either present simple or present continuous.

Use the present simple:

- to talk about facts and permanent situations.

- to talk about habits and actions that happen regularly.

Use the present continuous:

- to talk about actions that are happening at the moment of speaking.

- to talk about temporary situations and activities.

**Listening:**

Ex. 1, 2. Play the first part of the review. Ask Ss to listen to the text and discuss the questions in pairs. Direct Ss’ attention to the man in the photo and ask them what sort of man they think he is and what type of job they think ha has. Ss then read the TV review. Check their answers.

Voc.: *reality TV, volunteer, part-time, classroom assistant, supermarket cashier, arrogant, likeable, impressed, pretend, character, challenge*.

Ex.3, 4. Before you play the second part of the interview allow Ss a short time to read the questions. Ssanswers the questions. They can check their answers in pairs, then check with the whole class.

**Word list:***average, bald, blond, build, complexion, dark, healthy, narrow, pale, pointed, prominent, round, shiny, slim, straight, wide, muscular, shaved, tanned, wavy, accounts, analyst, arrest, approachable, arrogant, automatic, base, beefeater, bite, branch, businesslike, button, cashier, challenge, chaos, chew, clip, cope, courtroom, decent, dial, diplomacy, eye-opener, fake, fidget, flatly, fuel, fuss, get away with, watch out, tight, tension, telltale, stumble, sweaty, stubborn, soft spot, snottiness, single parent, royalties, right-wing, reviewer, refugee, rebellious, palm, moodle, modest, mess around.*

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