

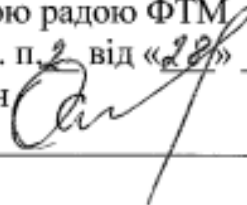
**ДЕРЖАВНИЙ ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ**  
**СИСТЕМА УПРАВЛІННЯ ЯКІСТЮ**  
Система забезпечення якості освітньої діяльності та якості вищої освіти  
*сертифікована на відповідність ДСТУ ISO 9001:2015 / ISO 9001:2015*  
**Кафедра іноземної філології та перекладу**

**ЗАТВЕРДЖЕНО**

вченою радою ФТМ

(пост. п. 2 від «28» 08 2024 р.)

Декан



Віктор ОСИКА

**ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ**  
**СПРЯМУВАННЯМ (АНГЛІЙСЬКА) /**  
**FOREIGN LANGUAGE FOR SPECIFIC**  
**PURPOSES (ENGLISH)**

**РОБОЧА ПРОГРАМА /**  
**COURSE OUTLINE**

освітній ступінь	бакалавр	/	bachelor
галузь знань	01 Освіта/Педагогіка	/	Education/Pedagogics
спеціальність	017 Фізична культура і спорт	/	Physical Education and Sport
освітня програма	Спортивний менеджмент	/	Sports management

**Київ 2024**

**Розповсюдження і тиражування без офіційного дозволу ДТЕУ  
заборонено**

Автор: О.Г. Магден, ст. викладач кафедри іноземної філології та перекладу;

Розглянуто і схвалено на засіданні кафедри іноземної філології та перекладу 08.08.2024 р., протокол № 1.

Рецензенти: І.М. Зварич, доктор педагогічних наук, професор, професор кафедри іноземної філології та перекладу Державного торговельно-економічного університету;  
О.М. Колумбет, доктор педагогічних наук, професор, професор кафедри фізичної культури, спорту та реабілітації Державного торговельно-економічного університету.

**ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ  
СПРЯМУВАННЯМ (АНГЛІЙСЬКА) /  
FOREIGN LANGUAGE FOR SPECIFIC  
PURPOSES (ENGLISH)**

**РОБОЧА ПРОГРАМА /  
COURSE OUTLINE**

<b>освітній ступінь</b>	<b>бакалавр</b>	/	bachelor
<b>галузь знань</b>	<b>01 Освіта/Педагогіка</b>	/	Education/Pedagogics
<b>спеціальність</b>	<b>017 Фізична культура і спорт</b>	/	Physical Education and Sport
<b>освітня програма</b>	<b>Спортивний менеджмент</b>	/	Sports Management

# I. СТРУКТУРА ДИСЦИПЛІНИ ТА РОЗПОДІЛ ГОДИН ЗА ТЕМАМИ (ТЕМАТИЧНИЙ ПЛАН)

Назва теми	Кількість годин			Форми контролю
	Усього годин/ кредитів	з них		
		практичні (семінарські) заняття/МК	самостійна робота студента	
1	2	3	4	5
<b>I курс I семестр</b>				
<b>Тематичний модуль 1 Sports in Our Life</b>				
Тема 1. Types of sports	30	10	20	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Games and rules	28	8	20	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. History of sports	32	10	22	ФО ТА, ТЧ, ЗПУМ, ЗППМ, УП, МКР
<b>Тематичний модуль 2 People in Sports</b>				
Тема 1. Careers in sports	28	8	20	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Famous sports personalities	30	10	20	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Sports fans	32	10	22	ФО ТА, ТЧ, ЗПУМ, ЗППМ, УП, МКР
<b>Всього</b>	180/6	56	124	
<b>Підсумковий контроль</b>				<b>Залік</b>
<b>I курс II семестр</b>				
<b>Тематичний модуль 3 Sports Facilities and Equipment</b>				
Тема 1. Sports objects and venues	20	12	8	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Sports equipment	22	14	8	ФО ТА, ТЧ, ЗПУМ, ЗППМ, УП МКР
<b>Тематичний модуль 4 Healthy Lifestyle</b>				
Тема 1. Our body	24	6	18	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Healthy eating and sports diet	22	8	14	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Benefits of exercising	24	8	16	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Designing a training course	22	6	16	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. Factors of success in sports	22	8	14	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 6. Injuries and rehabilitation	24	6	18	ФО ТА, ТЧ, ЗПУМ, ЗППМ, УП, МКР
<b>Всього</b>	180/6	68	112	
<b>Підсумковий контроль</b>				<b>Залік</b>
<b>II курс III семестр</b>				
<b>Тематичний модуль 5 Sporting Events</b>				
Тема 1. Leagues and tournaments	20	6	14	ФО ТА, ТЧ, ЗПУМ, ЗППМ

Тема 2. The Olympic Games	22	8	14	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. History of the Olympic Games	22	6	16	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Paralympics	26	8	18	ФО ТА, ТЧ, ЗПУМ, ЗППМ, УП, МКР
<b>Тематичний модуль 6 Basics in Management</b>				
Тема 1. Business. Business organization and economy	24	8	16	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Companies and Human Resources	20	6	14	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Marketing and Marketing Mix	20	6	14	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Information Technologies in business	26	8	18	ФО ТА, ТЧ, ЗПУМ, ЗППМ, УП, МКР
<b>Всього</b>	180/6	56	124	
<b>Підсумковий контроль</b>				<b>Залік</b>
<b>II курс IV семестр</b>				
<b>Тематичний модуль 7 Introduction to Sports Management</b>				
Тема 1. What is sports management	30	10	20	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Three sectors of sports	30	10	20	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Human Resource management in sport	30	8	22	ФО ТА, ТЧ, ЗПУМ, ЗППМ, УП, МКР
<b>Тематичний модуль 8 Sports Marketing</b>				
Тема 1. Sports as a product or service	22	6	16	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Applying Marketing Mix in sports	22	8	14	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Sponsorship in sports	20	6	14	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Sports and media	26	8	18	ФО ТА, ТЧ, ЗПУМ, ЗППМ, УП, МКР
<b>Всього</b>	180/6	56	124	
<b>Підсумковий контроль</b>				<b>Екзамен</b>

ФО – фронтальне опитування

ТА – тести з аудіювання

ЗПУМ – завдання для перевірки усного мовлення

ТЧ – тести з читання

ЗППМ – завдання для перевірки писемного мовлення

МКР – модульна контрольна робота

УП – усна презентація

## II. ТЕМАТИКА ТА ЗМІСТ ЛЕКЦІЙНИХ, ПРАКТИЧНИХ (СЕМІНАРСЬКИХ), ЛАБОРАТОРНИХ ЗАНЯТЬ, САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ

Результати навчання	Навчальна діяльність <sup>1</sup>	Робочий час студента
<b>І курс І семестр</b>		
<b>Тематичний модуль 1 Sports in Our Life</b>		
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts related to sports.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Explain the notions related to sports and physical activities.</li> </ul>	<p><b>Lessons 1-2</b> <b>What is Sport</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Introduction to the Course. Explanation of the Course Structure.</li> <li><b>2. Reading:</b> What is Sport               <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topic '<i>Sports</i>'               <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to define basic notions in sports and talk about physical activities.</li> </ul> </li> <li><b>4. Grammar Review:</b> Present Simple forms of the verb '<i>to be</i>'.               <ul style="list-style-type: none"> <li>• Grammar input.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li><b>5. Speaking:</b> Developing skills through a wide range of tasks.               <ul style="list-style-type: none"> <li>• Giving full answers to the questions about sports and physical activities using relevant vocabulary.</li> <li>• Giving definitions.</li> <li>• Using relevant functional language to express the point of view.</li> </ul> </li> </ol>	<b>4 hours</b>

	<p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> </ul> <p><b>7. Grammar Review:</b> Present Simple forms of the verb 'to be'.</p> <ul style="list-style-type: none"> <li>• Filling in gapped sentences.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Додатковий: 1 [с.4-7]</i>  <i>Інтернет-джерела: 3, 4, 5, 6</i></p>	<p><b>10 hours</b></p>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts related to team and individual sports.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Define types of sports.</li> <li>- Maintain a conversation in the context of types of sports using relevant vocabulary.</li> </ul>	<p style="text-align: center;"><b>Lessons 3-4</b>  <b>Team and Individual Sports</b></p> <p><b>In-class activity</b></p> <p><b>1. Lead-in:</b> Naming kinds of sports and games.</p> <p><b>2. Reading:</b> Team and Individual Sports</p> <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> <p><b>3. Vocabulary:</b> lexical units and terminology related to the topic '<i>Team and Individual Sports</i>'.</p> <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to talk about types of team and individual sports.</li> </ul> <p><b>4. Grammar Review:</b> Present Simple</p> <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of the tense.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> <p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving full answers to the questions about different types of sports using relevant vocabulary.</li> <li>• Giving definitions.</li> </ul>	<p><b>4 hours</b></p>

	<ul style="list-style-type: none"> <li>• Using relevant functional language to express preferences.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Giving definitions.</li> </ul> <p><b>7. Grammar Review:</b> Present Simple.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Додатковий: 1 [с.8-12]</i>  <i>Інтернет-джерела: 3, 4, 5, 6</i></p>	<p><b>10 hours</b></p>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts related to indoor and outdoor kinds of sports.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Define types of sports.</li> <li>- Maintain a conversation in the context of types of sports using relevant vocabulary.</li> </ul>	<p style="text-align: center;"><b>Lessons 5-6</b>  <b>Indoor Sports vs Outdoor Sports</b></p> <p><b>In-class activity</b></p> <p><b>1. Lead-in:</b> Suggesting ideas for various categories of sports.</p> <p><b>2. Reading:</b> Indoor Sports vs Outdoor Sports</p> <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> <p><b>3. Vocabulary:</b> lexical units and terminology related to the topic ‘<i>Outdoor and Indoor Sports</i>’.</p> <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to talk about sports played indoors and outdoors.</li> </ul> <p><b>4. Grammar Review:</b> Present Continuous</p> <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of the tense.</li> </ul>	<p><b>4 hours</b></p>

	<ul style="list-style-type: none"> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> <p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving full answers to the questions about different types of sports using relevant vocabulary.</li> <li>• Giving definitions.</li> <li>• Using relevant functional language to express preferences.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Giving definitions.</li> </ul> <p><b>7. Grammar Review:</b> Present Continuous.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Додатковий: 1 [с.12-16]</i>  <i>Інтернет-джерела: 3, 4, 5, 6</i></p>	<b>10 hours</b>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts related to indoor and outdoor kinds of sports.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> </ul>	<p style="text-align: center;"><b>Lessons 7-8</b></p> <p style="text-align: center;"><b>Sports and Games in English-speaking Countries</b></p> <p><b>In-class activity</b></p> <p><b>1. Lead-in:</b> Naming national sports and popular games in English-speaking countries.</p> <p><b>2. Reading:</b> Sports and Games in English-speaking Countries</p> <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> <p><b>3. Vocabulary:</b> lexical units and terminology related to the topic ‘<i>Sports and Games in English-speaking Countries</i>’.</p>	<b>4 hours</b>



<ul style="list-style-type: none"> <li>- Convey the information about national sports obtained from the texts.</li> <li>- Maintain a conversation in the context of national sports and popular physical activities in different countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to talk about national sports and popular physical activities.</li> </ul> <p><b>4. Grammar Review:</b> Present Simple vs Present Continuous</p> <ul style="list-style-type: none"> <li>• Grammar input to compare and show the contrast between the two tenses.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> <p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving full answers to the questions about national sports and popular physical activities in different countries using relevant vocabulary.</li> <li>• Making connections.</li> <li>• Using relevant functional language to give examples.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> </ul> <p><b>7. Grammar Review:</b> Present Simple and Present Continuous.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Choosing the correct marker words.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Додатковий: 1 [с.16-27]</i>  <i>Інтернет-джерела: 3, 4, 5, 6</i></p>	<p><b>10 hours</b></p>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> </ul>	<p style="text-align: center;"><b>Lessons 9-10</b></p> <p style="text-align: center;"><b>Football, Cricket, Baseball: Rules of Playing</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Giving the definition of the notion ‘rules in sports’.</li> <li><b>2. Reading:</b> Football, Cricket, Baseball: Rules of Playing. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> </ul> </li> </ol>	<p><b>4 hours</b></p>

<ul style="list-style-type: none"> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts related to the rules of games and sports.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Explain the rules of certain sports and games.</li> <li>- Maintain a conversation in the context of giving instructions on how to play certain games and sports using relevant vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> <p><b>3. Vocabulary:</b> lexical units and terminology related to the topic ‘<i>Rules of Playing Sports and Games</i>’.</p> <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to talk about how to play sports and games.</li> </ul> <p><b>4. Grammar Review:</b> Present Simple vs Present Continuous</p> <ul style="list-style-type: none"> <li>• Grammar input to compare and show the contrast between the two tenses.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> <p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving full answers to the questions about the rules of how to play sports and games using relevant vocabulary.</li> <li>• Explaining and clarifying.</li> <li>• Using relevant functional language to give instructions.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> </ul> <p><b>7. Grammar Review:</b> Present Simple and Present Continuous.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> <li>• Choosing the correct marker words.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Додатковий: 1 [с.28-33]</i>  <i>Інтернет-джерела: 3, 4, 5, 6</i></p>	<p><b>10 hours</b></p>
--	--	----------------------------

<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts related to the history of games and sports.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about how sports and games were invented using relevant vocabulary.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> </ul>	<p><b>Lessons 11-12</b>  <b>Football and Basketball: History of the Games</b></p>	<p><b>4 hours</b></p>
	<p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li>1. <b>Lead-in:</b> Naming dates and matching the dates to sports and games.</li> <li>2. <b>Reading:</b> Football and Basketball: History of the Games. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> <li>• Building mind maps/diagrams.</li> </ul> </li> <li>3. <b>Vocabulary:</b> lexical units and terminology related to the topic '<i>How Sports and Games were Invented</i>'. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to talk about how football and basketball were invented and the dates related to the sports.</li> </ul> </li> <li>4. <b>Grammar Review:</b> Past Simple <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of the tense.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li>5. <b>Speaking:</b> Developing skills through a wide range of tasks. <ul style="list-style-type: none"> <li>• Giving full answers to the questions about the invention of sports and games using relevant vocabulary.</li> <li>• Presenting dates.</li> <li>• Using relevant functional language to give facts.</li> </ul> </li> </ol> <p><b>Further work</b></p> <ol style="list-style-type: none"> <li>6. <b>Vocabulary:</b> Developing key vocabulary. <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> </ul> </li> <li>7. <b>Grammar Review:</b> Past Simple. <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> </ul> </li> </ol>	<p><b>12 hours</b></p>

	<ul style="list-style-type: none"> <li>• Matching the halves of the sentences.</li> <li>• Using time expressions.</li> </ul> <p><b>8. Module test preparation.</b></p> <p><b>Список рекомендованих джерел:</b>  <i>Додатковий: 1 [с.34-47]</i>  <i>Інтернет-джерела: 3, 4, 5, 6</i></p>	
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Deliver a short rehearsed presentation on the topics of Module 1.</li> <li>- Deal with follow-up questions.</li> <li>- Participate in discussions, stating opinions and giving reasons.</li> </ul>	<p style="text-align: center;"><b>Lessons 13-14</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Speaking:</b> Short rehearsed presentations. Making presentations on the topics learnt in Module 1.</li> <li><b>2. MODULE TEST WRITING</b></li> </ol>	<b>4 hours</b>
<b>Тематичний модуль 2 People in Sports</b>		
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about careers in the sports industry.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about the jobs that people do in the sports industry using relevant vocabulary.</li> <li>- Write descriptions of familiar job roles and responsibilities in the sports industry.</li> </ul>	<p style="text-align: center;"><b>Lessons 15-16</b> <b>Sports Related Careers</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Brainstorming – what sports related careers students know.</li> <li><b>2. Reading:</b> Sports-Related Careers. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> <li>• Building mind maps/diagrams.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topic ‘<i>Careers in the Sports Industry</i>’. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Enhancing students’ awareness of lexical features – suffixes forming nouns to name jobs.</li> <li>• Developing key vocabulary used to describe sports-related careers.</li> </ul> </li> <li><b>4. Grammar Review:</b> Present Perfect</li> </ol>	<b>4 hours</b>

<ul style="list-style-type: none"> <li>- Describe job roles and responsibilities they would like in the future.</li> <li>- Provide a basic description of professional goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of the tense.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> <p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving full answers to the questions about the jobs in the sports industry using relevant vocabulary.</li> <li>• Giving personal views of sports-related careers, supporting views with reasons.</li> <li>• Using relevant functional language to describe functions and duties.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Present Perfect.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Using time expressions.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Додатковий: 1 [с.48-51]</i>  <i>Інтернет-джерела: 3, 4, 5, 6</i></p>	<p><b>10 hours</b></p>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> </ul>	<p style="text-align: center;"><b>Lessons 17-18</b>  <b>How Important is a Football Manager</b></p> <p><b>In-class activity</b></p> <p><b>1. Lead-in:</b> Speculating about the difference between a coach and a sports manager.</p> <p><b>2. Reading:</b> How Important is a Football Manager</p> <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> </ul>	<p><b>4 hours</b></p>

<ul style="list-style-type: none"> <li>- Understand authentic and adapted texts about careers in the sports industry.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about the difference between the jobs of a coach and manager using relevant vocabulary.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Maintain a conversation in the context of the importance of a football manager's job, bringing arguments and supporting points of view with real-life facts.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> <li>• Filling in the charts to differentiate the roles of a football coach and a football manager.</li> </ul> <p><b>3. Vocabulary:</b> lexical units and terminology related to the topic '<i>Careers in the Sports Industry</i>'.</p> <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe the difference between football coaches and football managers.</li> <li>• Developing key vocabulary to describe the personal qualities of a successful football manager.</li> </ul> <p><b>4. Grammar Review:</b> Present Perfect and Past Simple</p> <ul style="list-style-type: none"> <li>• Grammar input to compare and show the contrast between the two tenses.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> <p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving full answers to the questions about the duties and responsibilities of a football coach and a football manager using relevant vocabulary.</li> <li>• Differentiating and making comparisons.</li> <li>• Giving personal views of the importance of the jobs, supporting views with reasons and bringing arguments.</li> <li>• Using relevant functional language to support points of view with real-life facts.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> </ul> <p><b>7. Grammar Review:</b> Present Perfect and Past Simple.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> </ul>	<p><b>10 hours</b></p>
--	--	----------------------------

	<ul style="list-style-type: none"> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> <li>• Using time expressions.</li> </ul> <p><b>Список рекомендованих джерел:</b>  Додатковий: 1 [с.52-56]  Інтернет-джерела: 3, 4, 5, 6</p>	
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about famous sports personalities.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about the biographies of outstanding people in sports using relevant vocabulary.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Express opinion of a famous sports personality and their achievements, bringing arguments and supporting points of view with real-life facts.</li> <li>- Maintain a conversation about famous sportspeople.</li> </ul>	<p style="text-align: center;"><b>Lessons 19-20</b>  <b>Sports Personalities: Muhammad Ali</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li>1. <b>Lead-in:</b> Brainstorming – what facts students know about famous sports personalities (date of birth, nationality, achievements, etc.)</li> <li>2. <b>Reading:</b> Sports Personalities: Muhammad Ali <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> <li>• Filling in the timeline with dates and events.</li> </ul> </li> <li>3. <b>Vocabulary:</b> lexical units and terminology related to the topic ‘<i>Famous People and Their Biographies</i>’. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe the biography of a sports personality.</li> <li>• Developing key vocabulary to describe the achievements of an outstanding sports person.</li> </ul> </li> <li>4. <b>Grammar Review:</b> Past Simple and Past Continuous <ul style="list-style-type: none"> <li>• Grammar input to compare and show the contrast between the two tenses.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li>5. <b>Speaking:</b> Developing skills through a wide range of tasks.</li> </ol>	<b>4 hours</b>

	<ul style="list-style-type: none"> <li>• Giving full answers to the questions about the life and achievements of a famous person using relevant vocabulary.</li> <li>• Expressing the opinion of a famous sportsperson, supporting views with reasons and bringing arguments.</li> <li>• Using relevant functional language to ask about points of view and express agreement or disagreement.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> </ul> <p><b>7. Grammar Review:</b> Past Simple and Past Continuous.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> <li>• Using time expressions and showing sequence.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Додатковий: 1 [с.56-62]</i>  <i>Інтернет-джерела: 3, 4, 5, 6</i></p>	<b>10 hours</b>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about famous football players.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> </ul>	<p style="text-align: center;"><b>Lessons 21-22</b></p> <p style="text-align: center;"><b>Sports Personalities: Lionel Messi, Football Superstar</b></p> <p><b>In-class activity</b></p> <p><b>1. Lead-in:</b> Naming famous or favorite football players.</p> <p><b>2. Reading:</b> Sports Personalities: Lionel Messi, Football Superstar</p> <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> <li>• Creating a fact file about the famous football player.</li> </ul>	<b>4 hours</b>



<ul style="list-style-type: none"> <li>- Convey the information obtained from the texts about the biography of a famous football player using relevant vocabulary.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Describe the sporting career of their favourite football player or another sportsperson.</li> </ul>	<p><b>3. Vocabulary:</b> lexical units and terminology related to the topic ‘<i>Famous People and Their Biographies</i>’.</p> <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Enhancing key vocabulary used to describe the biography of a sports personality.</li> <li>• Enhancing key vocabulary to describe the achievements of an outstanding sportsperson.</li> </ul> <p><b>4. Grammar Review:</b> Present Perfect Continuous</p> <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of the tense.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> <p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving full answers to the questions about the sporting career of the outstanding football player using relevant vocabulary.</li> <li>• Expressing the opinion of their favourite football player, supporting views with reasons and bringing arguments.</li> <li>• Using relevant functional language to express reasons for their preferences.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> </ul> <p><b>7. Grammar Review:</b> Present Perfect Continuous.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Using time expressions.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Додатковий: 1 [с.62-67]</i>  <i>Інтернет-джерела: 3, 4, 5, 6</i></p>	<p><b>10 hours</b></p>
--	---	----------------------------

<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about sports fans.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about sports fans and their behaviour using relevant vocabulary.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Maintain a conversation in the context of the importance of sports fans in supporting athletes and teams.</li> </ul>	<p style="text-align: center;"><b>Lessons 23-24</b> <b>Sports Fans: We Will Fight to Win</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Voting for and against the statement ‘Sports fans are important for athletes and teams’.</li> <li><b>2. Reading:</b> Sports Fans: We Will Fight to Win <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topic ‘<i>Sports Fans and Supporting in Sports</i>’. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe fans’ mentality and behaviour.</li> </ul> </li> <li><b>4. Grammar Review:</b> Present Perfect and Present Perfect Continuous <ul style="list-style-type: none"> <li>• Grammar input to compare and show the contrast between the two tenses.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li><b>5. Speaking:</b> Developing skills through a wide range of tasks. <ul style="list-style-type: none"> <li>• Giving full answers to the questions about sports fans and their behaviour using relevant vocabulary.</li> <li>• Giving personal views of sports fans and fan clubs, supporting views with reasons and bringing arguments.</li> <li>• Using relevant functional language to support points of view with real-life facts.</li> </ul> </li> </ol> <p><b>Further work</b></p> <ol style="list-style-type: none"> <li><b>6. Vocabulary:</b> Developing key vocabulary. <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> </ul> </li> <li><b>7. Grammar Review:</b> Present Perfect and Present Perfect Continuous.</li> </ol>	<p><b>4 hours</b></p> <p><b>10 hours</b></p>
---	---	--

	<ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> <li>• Using time expressions.</li> </ul> <p><b>Список рекомендованих джерел:</b>  Додатковий: 1 [с.67-69]  Інтернет-джерела: 3, 4, 5, 6</p>	
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about famous sports personalities.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about cheerleaders and cheerleading using relevant vocabulary.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Maintain a conversation in the context of describing cheerleaders' routines.</li> <li>- Express point of view regarding the role of cheerleaders during sporting events.</li> </ul>	<p style="text-align: center;"><b>Lessons 25-26</b>  <b>Cheerleaders and History of Cheerleading</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Brief discussion of the question <i>'Is Cheerleading a Sport?'</i></li> <li><b>2. Reading:</b> Cheerleaders and History of Cheerleading <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topic <i>'Sports Fans and Supporting in Sports'</i>. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe cheerleaders' routines.</li> <li>• Developing key vocabulary to describe the origins of cheerleading.</li> </ul> </li> <li><b>4. Grammar Review:</b> Consolidation of the Present Tenses <ul style="list-style-type: none"> <li>• Consolidating the knowledge about the Present Tenses, emphasizing the differences and specific use.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li><b>5. Speaking:</b> Developing skills through a wide range of tasks. <ul style="list-style-type: none"> <li>• Giving full answers to the questions about cheerleading using relevant vocabulary.</li> </ul> </li> </ol>	<b>4 hours</b>

	<ul style="list-style-type: none"> <li>Expressing personal opinion of cheerleaders and their role while supporting a team and entertaining viewers.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>Use of the topic vocabulary in gapped sentences;</li> <li>Use of prepositions;</li> <li>Building collocations.</li> </ul> <p><b>7. Grammar Review:</b> Consolidation of the Present Tenses.</p> <ul style="list-style-type: none"> <li>Choosing correct options to fill in gapped sentences.</li> <li>Opening brackets.</li> <li>Matching the halves of the sentences.</li> <li>Correcting mistakes</li> <li>Using time expressions.</li> </ul> <p><b>8. Module test preparation.</b></p> <p><b>Список рекомендованих джерел:</b>  Додатковий: 1 [с.69-73]  Інтернет-джерела: 3, 4, 5, 6</p>	<b>12 hours</b>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>Deliver a short rehearsed presentation on the topics of Module 2.</li> <li>Deal with follow-up questions.</li> <li>Participate in discussions, stating opinions and giving reasons.</li> </ul>	<p style="text-align: center;"><b>Lessons 27-28</b></p> <p><b>In-class activity</b></p> <p><b>1. Speaking:</b> Short rehearsed presentations. Making presentations on the topics learnt in Module 2.</p> <p><b>2. MODULE TEST WRITING</b></p>	<b>4 hours</b>
<b>TOTAL:</b>		<b>180 hours</b>
<b>I курс II семестр</b>		
<b>Тематичний модуль 3 Sports Facilities and Equipment</b>		
<p><b>Students are able to:</b></p>	<p style="text-align: center;"><b>Lessons 1-2 Sports Venues</b></p> <p><b>In-class activity</b></p>	<b>4 hours</b>

<ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about sports venues and places to practice sports.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about sports venues and facilities using relevant vocabulary.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Describe sports facilities that are available locally or at the university campus.</li> <li>- Maintain a conversation in the context of using certain sports facilities and giving reasons for their preferences.</li> </ul>	<ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Defining the terms ‘venue’ and ‘facility’. Brainstorming – what sports venues students know.</li> <li><b>2. Reading:</b> Sports Venues. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> <li>• Filling in the chart about places to practice sports.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topic ‘<i>Sports Venues and Facilities</i>’. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe the features and characteristics of sports venues and places to practice sports.</li> </ul> </li> <li><b>4. Grammar Review:</b> Past Perfect <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of the tense.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li><b>5. Speaking:</b> Developing skills through a wide range of tasks. <ul style="list-style-type: none"> <li>• Giving full answers to the questions about the sports venues and facilities using relevant vocabulary.</li> <li>• Giving definitions of the terms.</li> <li>• Expressing opinions of the sports facilities available locally or at the university campus.</li> <li>• Using relevant functional language to talk about preferences and give reasons.</li> </ul> </li> </ol> <p><b>Further work</b></p> <ol style="list-style-type: none"> <li><b>6. Vocabulary:</b> Developing key vocabulary. <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> </li> <li><b>7. Grammar Review:</b> Past Perfect.</li> </ol>	<p><b>2 hours</b></p>
--	--	-----------------------

	<ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes</li> <li>• Using time expressions.</li> </ul> <p><b>Список рекомендованих джерел:</b>  Додатковий: 2 [с.7-10]  Інтернет-джерела: 3, 4, 5, 6</p>	
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about the structure and features of a modern sports centre.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about the characteristics of a modern sports centre using relevant vocabulary.</li> <li>- Describe the structure of a local sports centre and tell about its services.</li> <li>- Maintain a discussion of the importance of attending a sports centre and give advice on choosing a sports centre.</li> </ul>	<p style="text-align: center;"><b>Lessons 3-4</b>  <b>A New Sports Centres</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Brief discussion of the following questions ‘<i>Is there a sports centre in your neighbourhood?</i>’ ‘<i>Is the sports centre in your area popular?</i>’, etc.</li> <li><b>2. Reading:</b> A New Sports Centre. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topic ‘<i>Sports Venues and Facilities</i>’. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe sports centres.</li> <li>• Developing key vocabulary used to talk about the importance of visiting sports centre.</li> </ul> </li> <li><b>4. Grammar Review:</b> Past Perfect Continuous <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of the tense.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li><b>5. Speaking:</b> Developing skills through a wide range of tasks.</li> </ol>	<b>4 hours</b>

	<ul style="list-style-type: none"> <li>• Giving extended answers to the questions about the structure and features of a modern sports centre using relevant vocabulary.</li> <li>• Telling about their personal experience of attending a sports centre.</li> <li>• Using relevant functional language to give advice.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Present Perfect.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> <li>• Using time expressions.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Додатковий: 2 [с.10-12]</i>  <i>Інтернет-джерела: 3, 4, 5, 6</i></p>	<b>2 hours</b>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about various sports facilities.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> </ul>	<p style="text-align: center;"><b>Lessons 5-6</b>  <b>Gyms, Fitness Centres, and Health Clubs</b></p> <p><b>In-class activity</b></p> <p><b>1. Lead-in:</b> Matching activities and sports objects.</p> <p><b>2. Reading:</b> Gyms, Fitness Centres, and Health Clubs.</p> <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> <li>• Building mind maps/diagrams.</li> </ul> <p><b>3. Vocabulary:</b> lexical units and terminology related to the topic ‘<i>Sports Venues and Facilities</i>’.</p>	<b>4 hours</b>

<ul style="list-style-type: none"> <li>- Convey the information obtained from the texts about the difference between different sports objects using relevant vocabulary.</li> <li>- Provide definitions of various sports places for doing sports and physical activities and explain their purposes.</li> <li>- Give recommendations on the choice of the right sports facility based on their own experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe the difference between various sports objects.</li> </ul> <p><b>4. Grammar Review:</b> Past Perfect and Past Perfect Continuous.</p> <ul style="list-style-type: none"> <li>• Grammar input to compare and show the contrast between the two tenses.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> <p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about the difference between gyms, sports centres, and health clubs using relevant vocabulary.</li> <li>• Giving definitions and explain the purposes.</li> <li>• Using relevant functional language to explain differences.</li> <li>• Recommending the right sporting facility based on their own experience.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Past Perfect and Past Perfect Continuous.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Correcting mistakes.</li> <li>• Using time expressions.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Додатковий: 2 [с.12-15]</i>  <i>Интернет-джерела: 3, 4, 5, 6</i></p>	<p><b>4 hours</b></p>
<p><b>Students are able to:</b></p>	<p><b>Lessons 7-8</b>  <b>Everything You Need to Know about Tennis Courts</b>  <b>In-class activity</b></p>	<p><b>4 hours</b></p>



<ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about the layout of a tennis court and types of tennis courts.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about various types of tennis courts using relevant vocabulary.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Describe the photos of the world's best-known tennis courts.</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Lead-in:</b> Brief description of the pictures showing tennis courts. Discussing the question <i>'Do all tennis courts look the same?'</i></li> <li>2. <b>Reading:</b> Everything You Need to Know about Tennis Courts. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> </li> <li>3. <b>Vocabulary:</b> lexical units and terminology related to the topic <i>'Sports Venues and Facilities', 'Tennis Courts'</i>. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe the design and properties of a tennis court.</li> </ul> </li> <li>4. <b>Grammar Review:</b> Consolidation of the Past Tenses. <ul style="list-style-type: none"> <li>• Consolidating the knowledge about the Past Tenses, emphasizing the differences and specific use.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li>5. <b>Speaking:</b> Developing skills through a wide range of tasks. <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about tennis courts using relevant vocabulary.</li> <li>• Describing photographs of tennis courts.</li> <li>• Using relevant functional language to describe photographs.</li> </ul> </li> </ol> <p><b>Further work</b></p> <ol style="list-style-type: none"> <li>6. <b>Vocabulary:</b> Developing key vocabulary. <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> </li> <li>7. <b>Grammar Review:</b> Consolidation of the Past Tenses. <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Correcting mistakes.</li> <li>• Using time expressions.</li> </ul> </li> </ol>	<p><b>2 hours</b></p>
---	--	-----------------------

	<p><b>Список рекомендованих джерел:</b>  <i>Основний: 5 [с.4, 16]</i>  <i>Додатковий: 2 [с.15-20]</i>  <i>Інтернет-джерела: 3, 4, 5, 6</i></p>	
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about types of sports equipment and sporting goods.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about different types of sports equipment using relevant vocabulary.</li> <li>- Maintain a conversation in the context of discussing various equipment necessary for different sports.</li> </ul>	<p style="text-align: center;"><b>Lessons 9-10</b>  <b>Sports Equipment and Sporting Goods</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Brainstorming – how many pieces of sports equipment students can name within one minute.</li> <li><b>2. Reading:</b> Sports Equipment and Sporting Goods. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> <li>• Building mind maps/diagrams.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topic ‘<i>Sporting Equipment</i>’. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary to talk about different equipment that is used to play sports.</li> </ul> </li> <li><b>4. Grammar Review:</b> Future Simple. <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of the tense.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li><b>5. Speaking:</b> Developing skills through a wide range of tasks. <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about sports equipment and sporting goods using relevant vocabulary.</li> <li>• Giving definitions of various pieces of sports equipment.</li> <li>• Asking and answering questions about what sports equipment students need to do their favourite sport or physical activity.</li> <li>• Giving advice on choosing the right sports equipment.</li> </ul> </li> </ol>	<b>4 hours</b>

	<p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Future Simple.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Using time expressions.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Основний: 5 [с.6, 18]</i>  <i>Додатковий: 2 [с.20-21, 23-24]</i>  <i>Інтернет-джерела: 3, 4, 5, 6</i></p>	<b>4 hours</b>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about the kinds of vehicles used for doing certain sports.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about sports vehicles using relevant vocabulary.</li> <li>- Describe sports vehicles used to do certain sports.</li> </ul>	<p style="text-align: center;"><b>Lessons 11-12</b> <b>Sports Vehicles</b></p> <p><b>In-class activity</b></p> <p><b>1. Lead-in:</b> Showing the photographs of sports vehicles and discussing the question, <i>'What do the photographs have in common?'</i></p> <p><b>2. Reading:</b> Sports Vehicles.</p> <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> <p><b>3. Vocabulary:</b> lexical units and terminology related to the topic <i>'Careers in the Sports Industry'</i>.</p> <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe sports vehicles.</li> </ul> <p><b>4. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about the sports vehicles using relevant vocabulary.</li> </ul>	<b>4 hours</b>

<ul style="list-style-type: none"> <li>- Deliver a short rehearsed presentation on the topics of Module 3.</li> <li>- Deal with follow-up questions.</li> <li>- Participate in discussions, stating opinions and giving reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Diving definitions</li> <li>• Short rehearsed presentations. Making presentations on the topics learnt in Module 3.</li> </ul> <p><b>Further work</b></p> <p><b>5. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>6. Module test preparation.</b></p> <p><b>Список рекомендованих джерел:</b>  <i>Додатковий: 2 [с.22, 24-25]</i>  <i>Інтернет-джерела: 3, 4, 5, 6</i></p>	<b>2 hours</b>
<p><b>Lesson 13</b>  <b>MODULE TEST WRITING</b></p>		<b>2 hours</b>
<p><b>Тематичний модуль 4 Healthy Lifestyle</b></p>		
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about the structure of the human body.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about the human body using relevant vocabulary.</li> </ul>	<p style="text-align: center;"><b>Lessons 14-16</b>  <b>Human Body</b></p> <p><b>In-class activity</b></p> <p><b>1. Lead-in:</b> Brainstorming – naming as many parts of body as possible within one minute.</p> <p><b>2. Reading:</b> Human body.</p> <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> <li>• Filling in a chart about parts of a human body.</li> </ul> <p><b>3. Vocabulary:</b> lexical units and terminology related to the topic ‘<i>Human body</i>’.</p> <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> </ul>	<b>6 hours</b>

<ul style="list-style-type: none"> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Describe the photos showing different types of the human body.</li> <li>- Maintain a conversation about how muscles work.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing key vocabulary used to describe parts of body and explain how a human body is built.</li> <li>• Developing key vocabulary used to describe how muscles work.</li> </ul> <p><b>4. Grammar Review:</b> Construction <i>'be going to + V'</i>.</p> <ul style="list-style-type: none"> <li>• Grammar input to compare and show the contrast between the Future Simple and construction <i>'be to going to + V'</i>.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> <p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about the human body structure.</li> <li>• Giving definitions of relevant terms.</li> <li>• Describing photographs showing body types.</li> <li>• Using relevant functional language for describing photographs.</li> <li>• Using relevant functional language for explaining processes.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Construction <i>'be going to + V'</i>.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Correcting mistakes.</li> <li>• Using time expressions.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Основний: 2 [с. 15-24]</i>  <i>Додатковий: 2 [с.26-30]</i>  <i>Интернет-джерела: 3, 4, 5, 6</i></p>	<p><b>12 hours</b></p>
<p><b>Students are able to:</b></p>	<p><b>Lessons 17-18 Healthy Lifestyle</b></p> <p><b>In-class activity</b></p>	<p><b>4 hours</b></p>

<ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about a healthy lifestyle.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about a healthy lifestyle using relevant vocabulary.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Describe their own everyday habits and lifestyle.</li> <li>- Express an opinion about other people's habits and lifestyles using critical thinking strategies.</li> <li>- Maintain a conversation in the context of the importance of a healthy lifestyle.</li> </ul>	<ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Brief discussion of the question – <i>'What do you usually do on your typical day?'</i></li> <li><b>2. Reading:</b> Healthy Lifestyle. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topic <i>'Habits and Lifestyles'</i>. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe everyday habits.</li> <li>• Developing key vocabulary used to describe a healthy lifestyle.</li> </ul> </li> <li><b>4. Grammar Review:</b> Present Simple and Present Continuous with future meaning. <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of the present forms with future meaning.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li><b>5. Speaking:</b> Developing skills through a wide range of tasks. <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about a healthy lifestyle using relevant vocabulary.</li> <li>• Describing their own everyday habits and expressing opinions of other people's habits and lifestyles.</li> <li>• Using relevant functional language to show a critical approach.</li> </ul> </li> </ol> <p><b>Further work</b></p> <ol style="list-style-type: none"> <li><b>6. Vocabulary:</b> Developing key vocabulary. <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> </li> <li><b>7. Grammar Review:</b> Present Simple and Present Continuous with future meaning <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> </ul> </li> </ol>	<p><b>12 hours</b></p>
--	---	----------------------------

	<ul style="list-style-type: none"> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> <li>• Using time expressions.</li> </ul> <p><b>Список рекомендованих джерел:</b>  Додатковий: 2 [с.30-35]  Інтернет-джерела: 3, 4, 5, 6</p>	
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about healthy eating habits.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about healthy eating using relevant vocabulary.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Describe their own eating habits.</li> <li>- Maintain a conversation about the importance of developing healthy eating habits.</li> </ul>	<p style="text-align: center;"><b>Lessons 19-20</b>  <b>Eat Less, Live Longer</b></p> <p><b>In-class activities</b></p> <ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Putting different types of food into two categories – ‘Healthy’ and ‘Unhealthy’. Giving reasons why they think so.</li> <li><b>2. Reading:</b> Eat Less, Live Longer. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topic ‘Food’ and ‘Health and Healthy Eating’. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing the types of food and their impact on the human body.</li> <li>• Developing key vocabulary used to describe our eating habits and principles of eating healthily.</li> </ul> </li> <li><b>4. Grammar Review:</b> Consolidation of the grammar forms with future meaning. <ul style="list-style-type: none"> <li>• Consolidating the knowledge about the grammar forms with future meaning, emphasizing the differences and specific use.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li><b>5. Speaking:</b> Developing skills through a wide range of tasks. <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about healthy eating using relevant vocabulary.</li> </ul> </li> </ol>	<b>4 hours</b>

	<ul style="list-style-type: none"> <li>• Describing their own eating habits.</li> <li>• Asking and answering questions about eating habits.</li> <li>• Expressing an opinion of other people’s eating habits.</li> <li>• Using relevant functional language to express an opinion.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Consolidation of the grammar forms with future meaning.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> <li>• Using time expressions.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Додатковий: 2 [с.35-37]</i>  <i>Интернет-джерела: 3, 4, 5, 6</i></p>	<b>10 hours</b>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about a sports diet.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> </ul>	<p style="text-align: center;"><b>Lessons 21-22</b> <b>Sports Diet</b></p> <p><b>In-class activity</b></p> <p><b>1. Lead-in:</b> Brief discussion of the question ‘<i>Do you think sports people have the same diet as other people?</i>’</p> <p><b>2. Reading:</b> Sports Diet</p> <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> <p><b>3. Vocabulary:</b> lexical units and terminology related to the topic ‘<i>Food and Sports Diet</i>’.</p>	<b>4 hours</b>



<ul style="list-style-type: none"> <li>- Convey the information obtained from the texts about a sports diet using relevant vocabulary.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Describe a famous sportsperson's diet and compare it with their own diet.</li> <li>- Maintain a conversation in the context of comparing sports diets with other types of diets.</li> </ul>	<ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe a sports diet.</li> </ul> <p><b>4. Grammar Review:</b> Present Simple Passive.</p> <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of the given grammar form.</li> <li>• Grammar input to compare and show the contrast between Active and Passive forms in the Present Simple.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> <p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about a sports diet using relevant vocabulary.</li> <li>• Describing basic approaches towards eating in sports.</li> <li>• Comparing a sports diet with other types of diets.</li> <li>• Using relevant functional language to show differences and comparisons.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Present Simple Passive.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Додатковий: 2 [с.37-39]</i>  <i>Інтернет-джерела: 3, 4, 5, 6</i></p>	<p><b>10 hours</b></p>
<p><b>Students are able to:</b></p>	<p><b>Lessons 23-24 Health and Fitness Trends</b></p> <p><b>In-class activity</b></p>	<p><b>4 hours</b></p>

<ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about recent health and fitness trends.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about recent health and fitness trends using relevant vocabulary.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Describe their favorite ways of staying healthy and keeping fit.</li> <li>- Maintain a conversation in the context of giving recommendations and advice on staying healthy and keeping fit.</li> </ul>	<ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Brainstorming – name the most recent trends in a healthy lifestyle and fitness.</li> <li><b>2. Reading:</b> Health and Fitness Trends <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> <li>• Filling in the chart about health and fitness trends.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topic <i>‘Health and Keeping Fit’</i>. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe health and fitness trends.</li> </ul> </li> <li><b>4. Grammar Review:</b> Past Simple Passive. <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of the given grammar form.</li> <li>• Grammar input to compare and show the contrast between Active and Passive forms in the Past Simple.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li><b>5. Speaking:</b> Developing skills through a wide range of tasks. <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about the recent trends to stay healthy and keep fit using relevant vocabulary.</li> <li>• Describing the recent fitness trends and expressing their own opinion of them.</li> <li>• Giving recommendations and advice on how to stay healthy and keep fit.</li> <li>• Using relevant functional language to give recommendations and advice.</li> </ul> </li> </ol> <p><b>Further work</b></p> <ol style="list-style-type: none"> <li><b>6. Vocabulary:</b> Developing key vocabulary. <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> </ul> </li> </ol>	<p><b>10 hours</b></p>
---	---	----------------------------

	<ul style="list-style-type: none"> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review: Past Simple Passive.</b></p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> </ul> <p><b>Список рекомендованих джерел:</b>  Додатковий: 2 [с.40-44]  Інтернет-джерела: 3, 4, 5, 6</p>	
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about personal training plans.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about how to design a personal training plan using relevant vocabulary.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Describe their own personal training plans.</li> <li>- Maintain a conversation about components of an effective training plan.</li> </ul>	<p style="text-align: center;"><b>Lessons 25-26</b>  <b>Designing a Personal Training Plan</b></p> <p><b>In-class activity</b></p> <p><b>1. Lead-in:</b> Discussing the question ‘<i>What are the benefits of having a personal trainer?</i>’</p> <p><b>2. Reading:</b> Designing a Personal Training Plan.</p> <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> <p><b>3. Vocabulary:</b> lexical units and terminology related to the topic ‘<i>Personal Training Plan</i>’.</p> <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe personal training sessions.</li> <li>• Developing key vocabulary to describe a personal trainer.</li> </ul> <p><b>4. Grammar Review:</b> Future Simple Passive.</p> <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of the given grammar form.</li> <li>• Grammar input to compare and show the contrast between Active and Passive forms in the Future Simple.</li> </ul>	<b>4 hours</b>

	<ul style="list-style-type: none"> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> <p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about designing a personal training plan and working with a personal trainer using relevant vocabulary.</li> <li>• Describing their own personal training plan.</li> <li>• Explaining stages and components of an effective training plan.</li> <li>• Using relevant functional language to describe the stages of a process.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Future Simple Passive.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Основний: 2 [с.60-69]</i>  <i>Интернет-джерела: 3, 4, 5, 6</i></p>	<b>10 hours</b>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> </ul>	<p style="text-align: center;"><b>Lessons 27-28</b>  <b>Sports Injuries and Their Prevention</b></p> <p><b>In-class activity</b></p> <p><b>1. Lead-in:</b> Brainstorming – naming as many sports injuries as possible withing one minute.</p> <p><b>2. Reading:</b> Sports Injuries and Their Prevention.</p> <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> </ul>	<b>4 hours</b>

<ul style="list-style-type: none"> <li>- Understand authentic and adapted texts about sports injuries.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about different kinds of sports injuries and their prevention using relevant vocabulary.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Describe a personal experience of getting a sports injury.</li> <li>- Maintain a conversation in the context of explaining how sports injuries occur and giving advice on how to avoid a sports injury.</li> </ul>	<ul style="list-style-type: none"> <li>• Guessing the meaning of unknown words and expressions from the context.</li> <li>• Filling in the chart about the types of injuries.</li> </ul> <p><b>3. Vocabulary:</b> lexical units and terminology related to the topic '<i>Sports Injuries</i>'.</p> <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe various types of sports injuries and their prevention.</li> </ul> <p><b>4. Grammar Review:</b> Present Perfect Passive.</p> <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of the given grammar form.</li> <li>• Grammar input to compare and show the contrast between Active and Passive forms in the Present Perfect.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> <p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about sports injuries, their causes, and their prevention using relevant vocabulary.</li> <li>• Giving definitions of basic sports injuries.</li> <li>• Explaining how sports injuries occur and giving advice on how to avoid getting a sports injury.</li> <li>• Describing their personal experience of getting a sports injury.</li> <li>• Using relevant functional language to describe an accident.</li> <li>• Using relevant functional language to give advice.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Present Perfect Passive.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> </ul>	<p><b>10 hours</b></p>
---	---	----------------------------

	<ul style="list-style-type: none"> <li>• Correcting mistakes.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Основний: 2 [с73-76], 5 [с. 32-33]</i>  <i>Додатковий: 2 [с. 44-48]</i>  <i>Інтернет-джерела: 3, 4, 5, 6</i></p>	
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about forms or rehabilitation.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about the purpose and forms of rehabilitation using relevant vocabulary.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Explain the need for rehabilitation.</li> <li>- Describe places which they can visit to regain functions.</li> <li>- Maintain a conversation about their last visit to a physical therapist or rehabilitation facility.</li> </ul>	<p style="text-align: center;"><b>Lessons 29-30 Rehabilitation</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Brief discussion of <i>questions 'Is it important for you to have rest after a training session?' and 'How much time do you need to rehabilitate after a training session or a game?'</i></li> <li><b>2. Reading:</b> Rehabilitation. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> <li>• Creating a diagram or a mind map about forms of rehabilitation.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topic '<i>Sports Injuries and Rehabilitation</i>'. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe the purpose and different forms of rehabilitation.</li> <li>• Developing key vocabulary used to describe places for rehabilitation.</li> </ul> </li> <li><b>4. Grammar Review:</b> Passive Infinitives. <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of the given grammar form.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li><b>5. Speaking:</b> Developing skills through a wide range of tasks. <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about rehabilitation and its forms using relevant vocabulary.</li> <li>• Explaining the purpose of rehabilitation.</li> </ul> </li> </ol>	<p style="text-align: center;"><b>4 hours</b></p>

	<ul style="list-style-type: none"> <li>• Describing a visit to a physical therapist.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Passive Infinitives.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> </ul> <p><b>Список рекомендованих джерел:</b>  Додатковий: 2 [с.48-52]  Інтернет-джерела: 3, 4, 5, 6</p>	<b>10 hours</b>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about sports psychology.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about sports psychology and factors of success in sports using relevant vocabulary.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> </ul>	<p style="text-align: center;"><b>Lessons 31-32</b>  <b>4 C-s of Sports Psychology</b></p> <p><b>In-class activity</b></p> <p><b>1. Lead-in:</b> Brief discussion of the question ‘<i>What things are important if you want to be a successful sportsperson?</i>’</p> <p><b>2. Reading:</b> 4 C-s of Sports Psychology.</p> <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> <li>• Fill in a chart about factors of success in sports.</li> </ul> <p><b>3. Vocabulary:</b> lexical units and terminology related to the topic ‘<i>Sports Psychology</i>’</p> <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to talk about sports psychology and factors of success in sports.</li> </ul> <p><b>4. Grammar Review:</b> Consolidation of the Passive Forms.</p>	<b>4 hours</b>

<ul style="list-style-type: none"> <li>- Give reasons for ranging psychological factors of success in sports.</li> <li>- Maintain a conversation about how important motivation is for athletes and teams.</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidating the knowledge about the Passive Forms, emphasizing the differences and specific use.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> <p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about factors of success in sports using relevant vocabulary.</li> <li>• Giving definitions of the relevant terms.</li> <li>• Expressing their own points of view on factors of success in sports.</li> <li>• Ranging the factors from most to least important, supporting their idea with reasons.</li> <li>• Using relevant functional language to give reasons.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Consolidation of the Passive Forms.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> </ul> <p><b>8. Module test preparation.</b></p> <p><b>Список рекомендованих джерел:</b>  <i>Додатковий: 2 [с 52-55]</i>  <i>Інтернет-джерела: 3, 4, 5, 6</i></p>	<p><b>12 hours</b></p>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Deliver a short rehearsed presentation on the topics of Module 4.</li> <li>- Deal with follow-up questions.</li> </ul>	<p><b>Lessons 33-34</b></p> <p><b>In-class activity</b></p> <p><b>1. Speaking:</b> Short rehearsed presentations. Making presentations on the topics learnt in Module 4.</p> <p><b>2. MODULE TEST WRITING</b></p>	<p><b>4 hours</b></p>



Participate in discussions, stating opinions and giving reasons.		
<b>TOTAL:</b>		<b>180 hours</b>
<b>II курс III семестр</b>		
<b>Тематичний модуль 5 Sporting Events</b>		
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about sports events and competitions.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about sports events and various types of competitions using relevant vocabulary.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Describe the most important competition in their sport or their favourite sport.</li> <li>- Maintain a conversation in the context of participating in sports competitions.</li> </ul>	<p style="text-align: center;"><b>Lessons 1-2</b> <b>Competitions, Tournaments and Leagues</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Reading the titles of different competitions and eliciting what they have in common.</li> <li><b>2. Reading:</b> Competitions, Tournaments, and Leagues. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> <li>• Completing a chart about various types of sporting competitions.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topic '<i>Sporting Competitions</i>'. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe various types of sports competitions and events.</li> </ul> </li> <li><b>4. Grammar Review:</b> Conditional Sentences (Zero Conditional Type). <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of Zero Conditional sentences.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li><b>5. Speaking:</b> Developing skills through a wide range of tasks. <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about various types of sports events and competitions using relevant vocabulary.</li> </ul> </li> </ol>	<b>4 hours</b>

	<ul style="list-style-type: none"> <li>• Giving definitions of the terms related to the topic.</li> <li>• Describing the competitions that they usually take part in.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Conditional Sentences (<i>Zero Conditional Type</i>).</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> <li>• Using linking words.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Основний: 5 [с.14, 24]</i>  <i>Интернет-джерела: 3, 4, 5, 6</i></p>	<b>10 hours</b>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about the FIFA and the World Cup.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about the facts related to the World Cup using relevant vocabulary.</li> </ul>	<p><b>Lessons 3-4 The World Cup</b></p> <p><b>In-class activity</b></p> <p><b>1. Lead-in:</b> Brainstorming – naming the facts the students about the World Cup.</p> <p><b>2. Reading:</b> The World Cup.</p> <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> <li>• Creating a fact file about the World Cup.</li> </ul> <p><b>3. Vocabulary:</b> lexical units and terminology related to the topics ‘<i>Sports Events and Competitions</i>’ and ‘<i>Football</i>’.</p> <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to talk about the World Cup.</li> </ul>	<b>4 hours</b>

<ul style="list-style-type: none"> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Give interesting and surprising facts about the World Cup.</li> <li>- Describe the most recent World Cup.</li> <li>- Maintain a conversation about their own opinion and points of view about the tournament.</li> </ul>	<p><b>4. Grammar Review:</b> Conditional Sentences (First Conditional Type).</p> <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of First Conditional sentences.</li> <li>• Grammar input to compare and show the contrast between Zero and First Conditional Sentences.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> <p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about the World Cup using relevant vocabulary.</li> <li>• Describing the World Cup trophy and discussing interesting facts related to the tournament.</li> <li>• Expressing their own opinion and point of view about the tournament.</li> <li>• Describing the most recent World Cup.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Conditional Sentences (First Conditional Type).</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> <li>• Use of <i>when, if, and in case</i>.</li> </ul> <p><b>Список рекомендованих джерел:</b>  Додатковий: 3 [с. 7-10]  Інтернет-джерела: 3, 4, 5, 6</p>	<p><b>10 hours</b></p>
<p><b>Students are able to:</b></p>	<p><b>Lessons 5-6 Top Sporting Events</b></p> <p><b>In-class activity</b></p>	<p><b>4 hours</b></p>

<ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about the most important competitions in different sports.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about the top sporting events using relevant vocabulary.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Describe a sporting event and present the facts about it.</li> <li>- Tell about the event which they would like to visit and give reasons for their choice.</li> </ul>	<ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Matching the names of world-famous sporting competitions and sports. Eliciting what students know about the events.</li> <li><b>2. Reading:</b> Top Sporting Events. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> <li>• Completing the chart about famous sporting events and competitions.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topic '<i>Sports Events and Competitions</i>'. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe the world-famous sports events.</li> </ul> </li> <li><b>4. Grammar Review:</b> Conditional Sentences (Second Conditional Type). <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of Second Conditional sentences.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li><b>5. Speaking:</b> Developing skills through a wide range of tasks. <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about the most important and famous sports events using relevant vocabulary.</li> <li>• Describing important sports events and presenting facts about the events.</li> <li>• Ranging the events from most to least interesting and exciting, supporting their idea with reasons.</li> <li>• Using relevant functional language to give reasons.</li> </ul> </li> </ol> <p><b>Further work</b></p> <ol style="list-style-type: none"> <li><b>6. Vocabulary:</b> Developing key vocabulary. <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> </li> </ol>	<p><b>10 hours</b></p>
---	---	----------------------------

	<p><b>7. Grammar Review:</b> Conditional Sentences (Second Conditional Type).</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> </ul> <p><b>Список рекомендованих джерел:</b>  Додатковий: 3 [с2-29]  Інтернет-джерела: 3, 4, 5, 6</p>	
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about the modern Olympic Games.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about facts related to the modern Olympics and Olympic symbols using relevant vocabulary.</li> <li>- Use their background knowledge about the event to provide additional information about the event</li> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Describe the most recent Olympic Games.</li> </ul>	<p style="text-align: center;"><b>Lessons 7-8</b> <b>Modern Olympic Games</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Showing symbols of the Olympic Games and discussing basic facts about the Olympics.</li> <li><b>2. Reading:</b> Modern Olympic Games. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> <li>• Creating a fact file about the Olympic Games.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topics ‘<i>Olympic Games</i>’ and ‘<i>Olympic Sports</i>’. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to talk about facts related to the Olympic Games.</li> <li>• Developing key vocabulary to describe Olympic symbols.</li> </ul> </li> <li><b>4. Grammar Review:</b> First Conditional vs Second Conditional. <ul style="list-style-type: none"> <li>• Grammar input to compare and show the contrast between First and Second Conditional Sentences.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li><b>5. Speaking:</b> Developing skills through a wide range of tasks.</li> </ol>	<b>4 hours</b>

<p>- Maintain a conversation about the importance of the Olympics in the world of sports.</p>	<ul style="list-style-type: none"> <li>• Giving extended answers to the questions about the modern Olympic Games using relevant vocabulary.</li> <li>• Describing the symbols of the games.</li> <li>• Providing additional information about the Olympic Games based on their background knowledge of the event.</li> <li>• Using relevant functional language to refer to the background knowledge.</li> <li>• Describing the most recent Olympic Games.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> First Conditional vs Second Conditional.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> </ul> <p><b>Список рекомендованих джерел:</b>  Додатковий: 3 [с.11-16]  Інтернет-джерела: 3, 4, 5, 6</p>	<p style="text-align: center;"><b>10 hours</b></p>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about the history and origins of the Olympics.</li> </ul>	<p style="text-align: center;"><b>Lessons 9-10 Ancient Olympic Games</b></p> <p><b>In-class activity</b></p> <p><b>1. Lead-in:</b> Discussing the question <i>‘What do you know about the origins of the Olympic Games?’</i></p> <p><b>2. Reading:</b> Ancient Olympic Games.</p> <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul>	<p style="text-align: center;"><b>4 hours</b></p>

<ul style="list-style-type: none"> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about the Ancient Olympic Games using relevant vocabulary.</li> <li>- Use their background knowledge to provide additional information about the Ancient Olympics.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Maintain a conversation about the most interesting or surprising facts about the Ancient Olympic Games.</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a fact file about the Ancient Olympic Games</li> </ul> <p><b>3. Vocabulary:</b> lexical units and terminology related to the topic '<i>Olympic Games</i>'.</p> <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to talk about the history and origins of the Olympic Games</li> </ul> <p><b>4. Grammar Review:</b> <i>Wish</i> and <i>If only</i> Sentences.</p> <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of <i>Wish</i> and <i>If only</i> sentences.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> <p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about the Ancient Olympic Games using relevant vocabulary.</li> <li>• Describing the facts related to the origins of the Olympic Games.</li> <li>• Providing additional information about the Ancient Olympic Games based on their background knowledge.</li> <li>• Using relevant functional language to refer to the background knowledge.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> <i>Wish</i> and <i>If only</i> Sentences.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> </ul> <p><b>Список рекомендованих джерел:</b>  Додатковий: 3 [с.16-21]  Інтернет-джерела: 3, 4, 5, 6</p>	<p><b>10 hours</b></p>
--	---	----------------------------

<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about the Paralympic Games.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about the Paralympic Games and their origins using relevant vocabulary.</li> <li>- Provide additional facts about the Paralympics based on their background knowledge.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Maintain a conversation about the importance of the Paralympics in the world of sport.</li> </ul>	<p><b>Lessons 11-12 Paralympic Games</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Discussing some photos showing disabled people playing sports.</li> <li><b>2. Reading:</b> Paralympic Games. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> <li>• Creating a fact file about the Paralympic Games.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topic '<i>Olympic and Paralympic Games</i>'. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to talk about the Paralympics and their origins.</li> </ul> </li> <li><b>4. Grammar Review:</b> Consolidation of Conditionals (Zero, First, Second Conditional Sentences). <ul style="list-style-type: none"> <li>• Consolidating the knowledge about Conditional Sentences, emphasizing the differences and specific use.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li><b>5. Speaking:</b> Developing skills through a wide range of tasks. <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about the Paralympic Games using relevant vocabulary.</li> <li>• Giving definitions.</li> <li>• Providing additional information about the Paralympic Games and their origins based on the students' background knowledge.</li> <li>• Using relevant functional language to refer to the background knowledge.</li> <li>• Expressing their opinion and point of view regarding the importance of the Paralympics.</li> </ul> </li> </ol>	<p><b>4 hours</b></p>
---	--	-----------------------



	<p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Consolidation of Conditionals (Zero, First, Second Conditional Sentences).</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> </ul> <p><b>8. Module test preparation.</b></p> <p><b>Список рекомендованих джерел:</b>  Додатковий: [с. 21-25]  Інтернет-джерела: 3, 4, 5, 6</p>	<b>12 hours</b>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Deliver a short rehearsed presentation on the topics of Module 5.</li> <li>- Deal with follow-up questions.</li> <li>- Participate in discussions, stating opinions and giving reasons.</li> </ul>	<p style="text-align: center;"><b>Lessons 13-14</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Speaking:</b> Short rehearsed presentations. Making presentations on the topics learnt in Module 5.</li> <li><b>2. MODULE TEST WRITING</b></li> </ol>	<b>4 hours</b>
<b>Тематичний модуль 6 Basics in Management</b>		
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> </ul>	<p style="text-align: center;"><b>Lessons 15-16 Business Organization</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Discussing the question ‘How do you understand the notion of <i>business?</i>’</li> <li><b>2. Reading:</b> Business Organization. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> </ul> </li> </ol>	<b>4 hours</b>

<ul style="list-style-type: none"> <li>- Understand authentic and adapted texts on economic issues and business.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about business organizations using relevant vocabulary.</li> <li>- Describe and classify business organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> <p><b>3. Vocabulary:</b> lexical units and terminology related to the topics <i>'Economic System'</i> and <i>'Business'</i>.</p> <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to talk about business organizations and their performance within an economic system.</li> </ul> <p><b>4. Grammar Review:</b> Reported Speech (reporting statements).</p> <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of reported statements.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> <p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about business organizations using relevant vocabulary.</li> <li>• Giving definitions.</li> <li>• Describing different kinds of business organizations.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Reported Speech (reporting statements)..</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Основний: 1[с.8-21]</i>  <i>Интернет-джерела: 1, 2, 3, 4, 5</i></p>	<p><b>10 hours</b></p>
---	---	----------------------------

<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about the structure of different companies.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about an organizational structure using relevant vocabulary.</li> <li>- Describe the structure of a chosen company.</li> </ul>	<p style="text-align: center;"><b>Lessons 17-18</b> <b>Organizational Structure</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Brainstorming – naming as many departments within a company as possible within one minute.</li> <li><b>2. Reading:</b> Organizational Structure. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topic '<i>Companies and Their Structures</i>'. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe an organizational structure.</li> </ul> </li> <li><b>4. Grammar Review:</b> Reported Speech (reporting questions). <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of reported questions.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li><b>5. Speaking:</b> Developing skills through a wide range of tasks. <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about the most common organizational structure using relevant vocabulary.</li> <li>• Giving definitions of the terms.</li> <li>• Describing the structure of a company.</li> </ul> </li> </ol> <p><b>Further work</b></p> <ol style="list-style-type: none"> <li><b>6. Vocabulary:</b> Developing key vocabulary. <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> </li> <li><b>7. Grammar Review:</b> Reported Speech (reporting questions). <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> </ul> </li> </ol>	<p><b>4 hours</b></p> <p style="text-align: center;"><b>10 hours</b></p>
---	--	--

	<ul style="list-style-type: none"> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Основний: 1[с.70-82]</i>  <i>Інтернет-джерела: 1, 2, 3, 4, 5</i></p>	
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about the human resources of a company.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about job titles using relevant vocabulary.</li> <li>- Classify different types of employees.</li> </ul>	<p style="text-align: center;"><b>Lessons 19-20</b>  <b>Human Resources: The People</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Brainstorming – naming as many job titles as possible within one minute.</li> <li><b>2. Reading:</b> Human Resources: The People. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topic ‘Jobs’. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe job titles and talk about a company’s personnel.</li> </ul> </li> <li><b>4. Grammar Review:</b> Reported Speech (reporting imperatives). <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of reported imperatives.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li><b>5. Speaking:</b> Developing skills through a wide range of tasks. <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about the human resources of a company using relevant vocabulary.</li> <li>• Describing job titles.</li> <li>• Giving definitions.</li> <li>• Explaining the difference between professionals and manual workers.</li> </ul> </li> </ol>	<b>4 hours</b>

	<ul style="list-style-type: none"> <li>• Using relevant functional language to show difference.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Reported Speech (reporting imperatives).</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Основний: 1 [с.98-107]</i>  <i>Интернет-джерела: 1, 2, 3, 4, 5</i></p>	<b>10 hours</b>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about markets, marketing and marketing mix formula.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about marketing and marketing mix using relevant vocabulary.</li> <li>- Explain the marketing mix elements.</li> </ul>	<p style="text-align: center;"><b>Lessons 21-22 Marketing and Marketing Mix</b></p> <p><b>In-class activity</b></p> <p><b>1. Lead-in:</b> Discussing the question <i>‘How will you explain the terms of market and marketing?’</i></p> <p><b>2. Reading:</b> Marketing and Marketing Mix.</p> <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> <li>• Creating a diagram of the marketing mix formula.</li> </ul> <p><b>3. Vocabulary:</b> lexical units and terminology related to the topic <i>‘Marketing’</i>.</p> <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to talk about marketing and marketing mix formula.</li> </ul> <p><b>4. Grammar Review:</b> Reported Speech (introductory verbs).</p>	<b>4 hours</b>

<ul style="list-style-type: none"> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Maintain a conversation about the purpose of marketing.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of introductory verbs.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> <p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about markets, marketing and marketing mix formula using relevant vocabulary.</li> <li>• Giving definitions.</li> <li>• Explaining the elements of the marketing mix formula.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Reported Speech (introductory verbs).</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Основний: 1 [с.198-206]</i>  <i>Интернет-джерела: 1, 2, 3, 4, 5</i></p>	<p><b>10 hours</b></p>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about using the Internet in business.</li> </ul>	<p style="text-align: center;"><b>Lessons 23-24 Business and the Internet</b></p> <p><b>In-class activity</b></p> <p><b>1. Lead-in:</b> Brief discussion of the questions <i>‘How often do you use the Internet?’</i> and <i>‘What do you use the Internet for?’</i></p> <p><b>2. Reading:</b> Business and the Internet.</p> <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> </ul>	<p><b>4 hours</b></p>

<ul style="list-style-type: none"> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about the benefits of the Internet for businesses using relevant vocabulary.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Maintain a conversation about the importance of the Internet in doing business.</li> <li>- Understand and enumerate the opportunities that the Internet gives to businesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> <p><b>3. Vocabulary:</b> lexical units and terminology related to the topic <i>'Using the Internet'</i>.</p> <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to discuss the importance of the Internet for business.</li> </ul> <p><b>4. Grammar Review:</b> Consolidation of Reported Speech.</p> <ul style="list-style-type: none"> <li>• Consolidating the knowledge about Reported Speech, emphasizing the differences and specific use.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> <p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about the use of the Internet in business using relevant vocabulary.</li> <li>• Describing the benefits of using the Internet in business.</li> <li>• Expressing their own opinion and point of view regarding the opportunities that the Internet gives to businesses.</li> <li>• Using relevant functional language to support ideas with arguments.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Consolidation of Reported Speech.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Основний: 1 [с.418-425]</i>  <i>Інтернет-джерела: 1, 2, 3, 4, 5</i></p>	<p><b>10 hours</b></p>
---	--	----------------------------

<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about e-commerce and its characteristics.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about the benefits of e-commerce using relevant vocabulary.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Describe their own experience of shopping online.</li> <li>- Maintain a conversation about the advantages and disadvantages of e-commerce.</li> </ul>	<p style="text-align: center;"><b>Lessons 25-26 E-Commerce</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Discussing the questions <i>'How often do you do the shopping online?'</i> and <i>'Which do you like more: shopping in traditional or online shops?'</i></li> <li><b>2. Reading:</b> T-Commerce. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topics <i>'Using the Internet'</i> and <i>'E-Commerce'</i>. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to talk about e-commerce and its basic characteristics.</li> </ul> </li> <li><b>4. Grammar Review:</b> Consolidation of Reported Speech. <ul style="list-style-type: none"> <li>• Consolidating the knowledge about Reported Speech, emphasizing the differences and specific use.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li><b>5. Speaking:</b> Developing skills through a wide range of tasks. <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about e-commerce using relevant vocabulary.</li> <li>• Giving definitions.</li> <li>• Describing the advantages and disadvantages of online shopping.</li> <li>• Expressing their own opinion of e-commerce and preferences when doing the shopping.</li> <li>• Using relevant functional language to express preferences, supporting the point of view with arguments.</li> </ul> </li> </ol> <p><b>Further work</b></p>	<p><b>4 hours</b></p> <p style="text-align: right;"><b>12</b></p>



	<p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Consolidation of Reported Speech.</b></p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> </ul> <p><b>8. Module test preparation</b></p> <p><b>Список рекомендованих джерел:</b>  <i>Основний: 1 [с.426-432]</i>  <i>Интернет-джерела: 1, 2, 3, 4, 5</i></p>	<b>hours</b>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Deliver a short rehearsed presentation on the topics of Module 6.</li> <li>- Deal with follow-up questions.</li> <li>- Participate in discussions, stating opinions and giving reasons.</li> </ul>	<p style="text-align: center;"><b>Lessons 27-28</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Speaking:</b> Short rehearsed presentations. Making presentations on the topics learnt in Module 6.</li> <li><b>2. MODULE TEST WRITING</b></li> </ol>	<b>4 hours</b>
<b>TOTAL:</b>		<b>180 hours</b>
<b>II курс IV семестр</b>		
<b>Тематичний модуль 7 Introduction to Sports Management</b>		
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> </ul>	<p style="text-align: center;"><b>Lessons 1-2</b> <b>What is Sports Management</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Brief discussion of the question ‘<i>How do you understand the term of management?</i>’</li> <li><b>2. Reading:</b> What is Sports Management</li> </ol>	<b>4 hours</b>

<ul style="list-style-type: none"> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about sports management.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about sports management using relevant vocabulary.</li> <li>- Describe the activities related to sports management.</li> <li>- Classify the objectives of sports management.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> <p><b>3. Vocabulary:</b> lexical units and terminology related to the topic ‘<i>Sports Management</i>’.</p> <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to talk about the objectives of sports management.</li> </ul> <p><b>4. Grammar Review:</b> Verbals (Infinitive).</p> <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of Infinitives.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> <p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about management in sports using relevant vocabulary.</li> <li>• Giving definitions and describing the activities related to sports management.</li> <li>• Explaining the objectives of sports management.</li> <li>• Classifying the objectives of sports management.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Verbals (Infinitives).</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Correcting mistakes.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Основний: 3 [с.7-8], 4 [с.3-4]</i></p>	<p><b>10 hours</b></p>
--	---	----------------------------

	<p>Додатковий: 3 [с.30-34]          Інтернет-джерела: 3, 4, 5, 6</p>	
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about the work environment of a sports manager.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about various types of sports manager work environments using relevant vocabulary.</li> <li>- Describe a certain work environment of a sports manager.</li> <li>- Maintain a conversation about their ideal work environment in the future.</li> </ul>	<p style="text-align: center;"><b>Lessons 3-4</b>  <b>Sports Manager Work Environment</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Brainstorming – naming as many places where sports managers work as possible within one minute.</li> <li><b>2. Reading:</b> Sports Manager Work Environment.             <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topic ‘<i>Sports Management</i>’.             <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe the work environment of a sports manager.</li> </ul> </li> <li><b>4. Grammar Review:</b> Verbals (Gerunds).             <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of Gerunds.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li><b>5. Speaking:</b> Developing skills through a wide range of tasks.             <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about the work environment of a sports manager using relevant vocabulary.</li> <li>• Giving definitions.</li> <li>• Describing various types of work environment of a sports manager.</li> <li>• Expressing their preferences regarding their future work environment.</li> </ul> </li> </ol> <p><b>Further work</b></p> <ol style="list-style-type: none"> <li><b>6. Vocabulary:</b> Developing key vocabulary.</li> </ol>	<p style="text-align: center;"><b>4 hours</b></p>

	<ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Verbals (Gerunds).</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Correcting mistakes.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Основний:</i> 3 [с.9-11], 4 [с.6]  <i>Интернет-джерела:</i> 3, 4, 5, 6</p>	<b>10 hours</b>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about the three sectors in the sports industry.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about the organizational sectors using relevant vocabulary.</li> <li>- Describe the organizational sectors in sports and explain their roles in sports.</li> <li>- Maintain a conversation in the context of discussing the extent of involvement of an organizational sector in the sports industry.</li> </ul>	<p style="text-align: center;"><b>Lessons 5-6</b>  <b>Three Sectors of the Sports Industry</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Discussing the logos of some world-famous companies and their engagement in sports.</li> <li><b>2. Reading:</b> Three Sectors of the sports industry. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> <li>• Creating a chart about the organizational sectors in sports.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topic ‘<i>Sports and Sports Industry</i>’. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe the organizational sectors in the sports industry.</li> </ul> </li> <li><b>4. Grammar Review:</b> Infinitives vs Gerunds <ul style="list-style-type: none"> <li>• Grammar input to compare and show the contrast between Infinitives and Gerunds.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> </ol>	<b>4 hours</b>

	<p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about the organizational sectors in the sports industry using relevant vocabulary.</li> <li>• Giving definitions.</li> <li>• Discussing the extent of involvement of the organizational sectors in the sports industry.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Infinitives vs Gerunds.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Correcting mistakes.</li> </ul> <p><b>Список рекомендованих джерел:</b>  Основний: 3 [с.7]  Додатковий: 3 [с.41-44]  Інтернет-джерела: 3, 4, 5, 6</p>	<b>10 hours</b>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about grassroots sports.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> </ul>	<p style="text-align: center;"><b>Lessons 7-8 Supporting Grassroots Sports</b></p> <p><b>In-class activity</b></p> <p><b>1. Lead-in:</b> Brainstorming – naming as many benefits of grassroots sports as possible within one minute.</p> <p><b>2. Reading:</b> Supporting Grassroots Sports.</p> <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> <p><b>3. Vocabulary:</b> lexical units and terminology related to the topic ‘<i>Sports and the Sports Industry</i>’.</p>	<b>4 hours</b>

<ul style="list-style-type: none"> <li>- Convey the information obtained from the texts about the importance of grassroots sports using relevant vocabulary.</li> <li>- Bring arguments in favor of supporting grassroots sports.</li> </ul>	<ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to discuss the importance of grassroots sports.</li> </ul> <p><b>4. Grammar Review:</b> Verbals (Participles).</p> <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of participles.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> <p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about grassroots sports using relevant vocabulary.</li> <li>• Giving definitions.</li> <li>• Explaining the importance of grassroots sports and emphasizing the need to support grassroots sports.</li> <li>• Using relevant functional language to show emphasis.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Verbals (Participles).</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Correcting mistakes.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Основний: 4 [с.33-36]</i>  <i>Додатковий: 3 [с. 44-46]</i>  <i>Інтернет-джерела: 3, 4, 5, 6</i></p>	<p><b>10 hours</b></p>
<p><b>Students are able to:</b></p>	<p><b>Lessons 9-10</b>  <b>Administrative Roles in Sports Management</b>  <b>In-class activity</b></p>	<p><b>4 hours</b></p>

<ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about administrative roles in sports management</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about the job responsibilities of a sports manager using relevant vocabulary.</li> <li>- Understand business aspects of sports and correlate administrative roles in sports management.</li> <li>- Maintain a conversation about administrative roles that sports managers perform.</li> </ul>	<ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Brief discussion of the question <i>‘What do you think the job responsibilities of a sports manager are?’</i></li> <li><b>2. Reading:</b> Administrative Roles in Sports Management. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topic <i>‘Sports and Sports Management’</i>. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to discuss administrative roles in sports management</li> </ul> </li> <li><b>4. Grammar Review:</b> Participle Clauses. <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of participle clauses.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li><b>5. Speaking:</b> Developing skills through a wide range of tasks. <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about administrative roles in sports management using relevant vocabulary.</li> <li>• Giving definitions.</li> <li>• Explaining and describing administrative roles in sports management.</li> </ul> </li> </ol> <p><b>Further work</b></p> <ol style="list-style-type: none"> <li><b>6. Vocabulary:</b> Developing key vocabulary. <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> </li> <li><b>7. Grammar Review:</b> Participle Clauses. <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Correcting mistakes.</li> </ul> </li> </ol>	<p><b>10 hours</b></p>
---	---	----------------------------

	<p><b>Список рекомендованих джерел:</b>  <i>Основний: 3 [с.14, 27-29]</i>  <i>Додатковий: 3[с. 35-36]</i>  <i>Інтернет-джерела: 3, 4, 5, 6</i></p>	
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about athlete-facing roles in sports management.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about sports agents, coaches, and scouts using relevant vocabulary.</li> <li>- Understand the difference between athlete-facing and administrative roles in sports management.</li> <li>- Maintain a conversation about how important athlete-facing jobs in sports management are.</li> </ul>	<p style="text-align: center;"><b>Lessons 11-12</b>  <b>Athlete-Facing Roles in Sports Management</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Brainstorming – naming sports-related jobs that shape a sportsperson’s career.</li> <li><b>2. Reading:</b> Athlete-Facing Roles in Sports Management. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topic ‘<i>Sports and Sports Management</i>’. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe athlete-facing roles in sports management.</li> </ul> </li> <li><b>4. Grammar Review:</b> Consolidation of Verbals. <ul style="list-style-type: none"> <li>• Consolidating the knowledge about Verbals, emphasizing the differences and specific use.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li><b>5. Speaking:</b> Developing skills through a wide range of tasks. <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about athlete-facing roles in sports management using relevant vocabulary.</li> <li>• Describing the job responsibilities of coaches, sports agents, and scouts.</li> <li>• Giving definitions.</li> <li>• Explaining the importance of coaches, sports agents, and scouts in shaping a sportsperson’s career.</li> </ul> </li> </ol>	<p style="text-align: center;"><b>4 hours</b></p>



	<p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Consolidation of Verbals.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Correcting mistakes.</li> </ul> <p><b>8. Module test preparation.</b></p> <p><b>Список рекомендованих джерел:</b>  <i>Основний: 3 [с.14, 27-29]</i>  <i>Додатковий: 3 [с.37-41]</i>  <i>Інтернет-джерела: 3, 4, 5, 6</i></p>	<b>12 hours</b>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Deliver a short rehearsed presentation on the topics of Module 7.</li> <li>- Deal with follow-up questions.</li> <li>- Participate in discussions, stating opinions and giving reasons.</li> </ul>	<p><b>Lessons 13-14</b></p> <p><b>In-class activity</b></p> <p><b>1. Speaking:</b> Short rehearsed presentations. Making presentations on the topics learnt in Module 7.</p> <p><b>2. MODULE TEST WRITING</b></p>	<b>4 hours</b>
<b>Тематичний модуль 8 Sports Marketing</b>		
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> </ul>	<p><b>Lessons 15-16</b></p> <p><b>Sports: Engagement in Business</b></p> <p><b>In-class activity</b></p> <p><b>1. Lead-in:</b> Brainstorming – naming the ways sports is engaged in business.</p> <p><b>2. Reading:</b> Sports: Business Engagement.</p> <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> </ul>	<b>4 hours</b>

<ul style="list-style-type: none"> <li>- Understand authentic and adapted texts about sports engagement in business.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about the ways sports is engaged in business using relevant vocabulary.</li> <li>- Describe various products and services in the sports industry.</li> <li>- Maintain a conversation about the idea of regarding sport as big business.</li> </ul>	<ul style="list-style-type: none"> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> <p><b>3. Vocabulary:</b> lexical units and terminology related to the topic <i>'Marketing and Sports Marketing'</i>.</p> <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe the engagement of sports in business.</li> <li>• Developing key vocabulary to discuss products and services in the sports industry.</li> </ul> <p><b>4. Grammar Review:</b> Modal Verbs (Ability, Permission).</p> <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of modal verbs of ability and permission.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> <p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about sports engagement in business using relevant vocabulary.</li> <li>• Describing products and services in the sports industry.</li> <li>• Expressing their point of view on the idea of sports being regarded as big business.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Modal Verbs (Ability and Permission).</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Correcting mistakes.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Основний: 4 [с.247-248]</i>  <i>Интернет-джерела: 3, 4, 5, 6</i></p>	<p><b>10 hours</b></p>
--	--	----------------------------

<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about sports marketing.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about the purpose of sports marketing and sections of sports marketing using relevant vocabulary.</li> <li>- Understand and explain the difference between the three sections in sports marketing.</li> <li>- Describe the range of activities related to sports marketing.</li> <li>- Maintain a conversation about the value of street marketing of sports.</li> </ul>	<p style="text-align: center;"><b>Lessons 17-18</b> <b>Sports and Marketing</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Brief discussion of the question ‘<i>What strategies can you use to promote products and services in sports?</i>’.</li> <li><b>2. Reading:</b> Sports and Marketing. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> <li>• Creating a mind map of the sections of sports marketing.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topic ‘<i>Marketing and Sports Marketing</i>’. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to talk about sports marketing and its purposes.</li> </ul> </li> <li><b>4. Grammar Review:</b> Modal Verbs (Obligation and Necessity). <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of modal verbs of obligation and necessity.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li><b>5. Speaking:</b> Developing skills through a wide range of tasks. <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about sports marketing using relevant vocabulary.</li> <li>• Giving definitions.</li> <li>• Differentiating and describing the sections of sports marketing.</li> <li>• Expressing their points of view regarding the value of street marketing of sports.</li> </ul> </li> </ol> <p><b>Further work</b></p> <ol style="list-style-type: none"> <li><b>6. Vocabulary:</b> Developing key vocabulary. <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> </ul> </li> </ol>	<p style="text-align: center;"><b>4 hours</b></p> <p style="text-align: center;"><b>10 hours</b></p>
---	---	--

	<ul style="list-style-type: none"> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review: Modal Verbs (Obligation and Necessity).</b></p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Correcting mistakes.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Основний: 4 [с. 249-255]</i>  <i>Додатковий: 3 [с.46-50]</i>  <i>Інтернет-джерела: 3, 4, 5, 6</i></p>	
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about advertising in sports.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about the ways advertising is used in sports using relevant vocabulary.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> <li>- Use media facts to express their point of view when choosing sports personalities as influencers.</li> </ul>	<p style="text-align: center;"><b>Lessons 19-20</b> <b>Advertising in Sports</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Lead-in:</b> Matching names/photos of sports personalities and the products they advertise.</li> <li><b>2. Reading:</b> Advertising in Sports. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topic <i>‘Marketing and Sports Marketing’</i>. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to talk about the way advertising is used in sports.</li> </ul> </li> <li><b>4. Grammar Review:</b> Modal Verbs (Certainty, Probability and Possibility). <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of modal verbs of certainty, probability and possibility.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li><b>5. Speaking:</b> Developing skills through a wide range of tasks. <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about advertising in sports using relevant vocabulary.</li> <li>• Describing the ways advertising is used in the sports industry.</li> </ul> </li> </ol>	<b>4 hours</b>

	<ul style="list-style-type: none"> <li>• Expressing their point of view of choosing athletes as influencers based on media facts.</li> <li>• Using relevant functional language to support an opinion.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Modal Verbs (Certainty, Probability and Possibility).</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Correcting mistakes.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Основний: 4 [с. 283-287]</i>  <i>Интернет-джерела: 3, 4, 5, 6</i></p>	<b>10 hours</b>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about the benefits of social media for sports marketing.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about the use of social media for sports marketing using relevant vocabulary.</li> <li>- Search for extra information in various sources and present it in a conversation.</li> </ul>	<p style="text-align: center;"><b>Lessons 21-22</b>  <b>Benefits of Social Media for Sports</b></p> <p><b>In-class activity</b></p> <p><b>1. Lead-in:</b> Brief discussion of the questions ‘<i>Do you follow a sportsperson or a sports team on social media?</i>’ ‘<i>If yes, who or what team do you follow?</i>’ ‘<i>If not, why don’t you follow anybody/any team?</i>’</p> <p><b>2. Reading:</b> Benefits of Social Media for Sports.</p> <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> <p><b>3. Vocabulary:</b> lexical units and terminology related to the topic ‘<i>Social Media</i>’.</p> <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to discuss the benefits of social media for sports marketing.</li> </ul>	<b>4 hours</b>

<p>- Describe some real-life examples of using social media for sports marketing.</p>	<p><b>4. Grammar Review:</b> Adjectives and Adverbs (Comparative and Superlative Forms).</p> <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of comparative and superlative forms of adjectives and adverbs.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> <p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about the benefits of social media for sports marketing using relevant vocabulary.</li> <li>• Explaining the ways social media is used in sports marketing.</li> <li>• Describing real-life examples of using social media for sports marketing based on information from other sources.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Adjectives and Adverbs (Comparative and Superlative Forms).</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Correcting mistakes.</li> </ul> <p><b>Список рекомендованих джерел:</b>  <i>Основний: 4 [с.266-269]</i>  <i>Додатковий: 3 [с.50-51]</i>  <i>Інтернет-джерела: 3, 4, 5, 6</i></p>	<p><b>10 hours</b></p>
<p><b>Students are able to:</b></p> <p>- Use the topic vocabulary.</p>	<p style="text-align: center;"><b>Lessons 23-24</b>  <b>Understanding of Sponsorship in Sports</b></p> <p><b>In-class activity</b></p> <p><b>1. Lead-in:</b> Discussing the question ‘<i>What associations come to your mind when you hear the term/word sponsor?</i>’.</p> <p><b>2. Reading:</b> Understanding of Sponsorship in Sports.</p>	<p><b>4 hours</b></p>

<ul style="list-style-type: none"> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about sports sponsorship.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about types of sports sponsorship using relevant vocabulary.</li> <li>- Search for additional information in various sources and present it in a conversation.</li> <li>- Differentiate and describe the types of sponsorship in sports.</li> <li>- Maintain a conversation about the importance of sports sponsorship and, vice versa, the benefits that companies get from sponsoring athletes, teams, and events.</li> <li>- Describe real-life cases of sports sponsorship.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> <p><b>3. Vocabulary:</b> lexical units and terminology related to the topic '<i>Business and Investment</i>'.</p> <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to talk about sports sponsorship.</li> </ul> <p><b>4. Grammar Review:</b> Adjectives and Adverbs (other types of comparisons).</p> <ul style="list-style-type: none"> <li>• Grammar input to explain the meaning and demonstrate the use of other types of comparisons.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> <p><b>5. Speaking:</b> Developing skills through a wide range of tasks.</p> <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about sponsorship in sports using relevant vocabulary.</li> <li>• Giving definitions.</li> <li>• Explaining the purpose of sponsorship in sports and expressing their point of view regarding sports sponsorship.</li> <li>• Differentiating and describing the four types of sports sponsorship.</li> <li>• Describing real-life examples of sports sponsorship based on information from other sources.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions;</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Adjectives and Adverbs (other types of comparisons).</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> </ul>	<p><b>10 hours</b></p>
--	---	----------------------------

	<ul style="list-style-type: none"> <li>• Opening brackets.</li> <li>• Matching the halves of the sentences.</li> <li>• Correcting mistakes.</li> </ul> <p><b>Список рекомендованих джерел:</b>  Додатковий: 3 [с.51-54]  Інтернет-джерела: 3, 4, 5, 6</p>	
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Use the topic vocabulary.</li> <li>- Employ strategies for skimming, scanning, and detailed reading effectively.</li> <li>- Understand authentic and adapted texts about the modern business models for sports sponsorship.</li> <li>- Guess the meanings of unfamiliar words by using contextual clues.</li> <li>- Convey the information obtained from the texts about forms of the most recent forms of sports sponsorship using relevant vocabulary.</li> <li>- Maintain a conversation in the context of advising a certain form of sponsorship for a team or an athlete.</li> </ul>	<p style="text-align: center;"><b>Lessons 25-26</b>  <b>New Business Models in Sports Sponsorship</b></p> <p><b>In-class activity</b></p> <ol style="list-style-type: none"> <li><b>1. Lead-in:</b></li> <li><b>2. Reading:</b> New Business Models in Sports Sponsorship. <ul style="list-style-type: none"> <li>• Reading for gist and summarizing the main idea of the text.</li> <li>• Reading for specific information in the text and comprehension check.</li> <li>• Guessing the meaning of unknown words and expressions from the context.</li> </ul> </li> <li><b>3. Vocabulary:</b> lexical units and terminology related to the topic '<i>Business and Investment</i>'. <ul style="list-style-type: none"> <li>• Contextualized input of the topic vocabulary.</li> <li>• Developing key vocabulary used to describe recent models in sports sponsorship.</li> </ul> </li> <li><b>4. Grammar Review:</b> Consolidation of Modal Verbs and Comparative Forms. <ul style="list-style-type: none"> <li>• Consolidating the knowledge about Modal Verbs, emphasizing the differences and specific use.</li> <li>• Consolidating the knowledge about Comparative Forms, emphasizing the specific use.</li> <li>• Controlled and less controlled practice exercises to improve grammar skills.</li> </ul> </li> <li><b>5. Speaking:</b> Developing skills through a wide range of tasks. <ul style="list-style-type: none"> <li>• Giving extended answers to the questions about the modern forms of sponsorship in the sports industry using relevant vocabulary.</li> <li>• Giving definitions.</li> </ul> </li> </ol>	<b>4 hours</b>



	<ul style="list-style-type: none"> <li>• Describing and explaining specific features of sponsorship models.</li> <li>• Giving advice on choosing the right form sponsorship using the relevant functional language.</li> </ul> <p><b>Further work</b></p> <p><b>6. Vocabulary:</b> Developing key vocabulary.</p> <ul style="list-style-type: none"> <li>• Use of the topic vocabulary in gapped sentences;</li> <li>• Use of prepositions.</li> <li>• Building collocations.</li> <li>• Matching definitions.</li> </ul> <p><b>7. Grammar Review:</b> Consolidation of Modal Verbs and Comparative Forms.</p> <ul style="list-style-type: none"> <li>• Choosing correct options to fill in gapped sentences.</li> <li>• Opening brackets.</li> <li>• Correcting mistakes.</li> </ul> <p><b>8. Module test preparation.</b></p> <p><b>Список рекомендованих джерел:</b>  <i>Додатковий: 3 [с.54-56]</i>  <i>Інтернет-джерела: 3, 4, 5, 6</i></p>	<b>10 hours</b>
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>- Deliver a short rehearsed presentation on the topics of Module 8.</li> <li>- Deal with follow-up questions.</li> <li>- Participate in discussions, stating opinions and giving reasons.</li> </ul>	<b>Lessons 27-28</b>	<b>4 hours</b>
<b>TOTAL:</b>		<b>180 hours</b>

### III. СПИСОК РЕКОМЕНДОВАНИХ ДЖЕРЕЛ

#### ОСНОВНИЙ

1. Латигіна А.Г. Basic English of Economics : підручник для вищ. навч. закл. Київ. нац. торг.-екон. ун-т, 2019. 456 с.
2. Ляшенко І.В. English for Sports Studies : Навчальний посібник (Англійською мовою). Сумський державний університет, 2020. 81 с.
3. E. Eksteen. Sport Management. Manual for Sport Management. 1<sup>st</sup> edition. E. Eksteen & bookboon.com, 2014. 87 p.
4. Russell Hoye, Aaron C.T. Smith, Matthew Nicholson, Bob Stewart. Sport Management: Principles and Applications. Fourth edition. Routledge Taylor & Francis Group, 2015. 383 p.
5. Virginia Evans, Jenny Dooley, Alan Graham. Career Paths: Sports. Express Publishing, 2012. 119 p.

#### ДОДАТКОВИЙ

1. Кохан О. М. Магден О.Г. Михайлова Н.О. Іноземна мова за професійним спрямуванням Збірник текстів та завдань для самостійної роботи студентів 1 курсу ОС бакалавр, спеціальність «Фізична культура і спорт», спеціалізація «Спортивний менеджмент» К. : Держ. торг.-екон. ун-т, 2022. – 74с.
2. Кохан О. М. Магден О.Г. Михайлова Н.О. Іноземна мова за професійним спрямуванням Збірник текстів та завдань для самостійної роботи студентів (Частина 2) ОС бакалавр, спеціальність «Фізична культура і спорт», освітня програма «Спортивний менеджмент» К. : Держ. торг.-екон. ун-т, 2023. – 56с.
3. Магден О.Г. Іноземна мова за професійним спрямуванням Збірник текстів та завдань для самостійної роботи студентів (Частина 3) ОС бакалавр, спеціальність «Фізична культура і спорт», освітня програма «Спортивний менеджмент» К. : Держ. торг.-екон. ун-т, 2024. – 57с.
4. Allan Redmond, Sean Warren. English for Football. Express Series. Oxford University Press, 2012. 96 p.
5. John Taylor, Jeff Zeter. Career Paths: Business English. Book 2. Express Publishing, 2011. 39 p.
6. John Taylor, Jeff Zeter. Career Paths: Business English. Book 3. Express Publishing, 2011. 39 p.
7. Michael McCarthy, Jeanne McCarten, David Clark, Rachel Clark. Grammar for Business. Cambridge University Press, 2012. 267 p.

## ІНТЕРНЕТ-ДЖЕРЕЛА

1. Learn Business English URL: <https://www.businessenglishpod.com/> (дата звернення 12.04.21)
2. Investopedia. URL: <https://www.investopedia.com/financial-term-dictionary-4769738> (дата звернення 12.04.21)
3. British Council Learn English. URL: <https://learnenglish.britishcouncil.org/en> (дата звернення 12.04.21)
4. Learning English [URL: <http://www.bbc.co.uk/learningenglish> (дата звернення 12.04.21)
5. Free English Video Lessons. URL: <https://www.engvid.com/english-lessons/> (дата звернення 12.04.21)
6. Sports Vocabulary. URL: <https://www.englishclub.com/vocabulary/sports.htm> (дата звернення 12.04.21)