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МЕТОДИЧНІ ВКАЗІВКИ

до практичних занять і самостійної роботи з розвитку усного мовлення з дисципліни «Іноземна мова (англійська / рівень володіння В2)» для здобувачів вищої освіти першого (бакалаврського) рівня усіх освітньо-професійних програм спеціальностей НУВГП (І частина)
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Методичні вказівки до практичних занять і самостійної роботи з розвитку усного мовлення з дисципліни «Іноземна мова (англійська / рівень володіння B2)» для здобувачів вищої освіти першого (бакалаврського) рівня усіх освітньо-професійних програм спеціальностей НУВГП (І частина) денної та заочної форм навчання [Електронне видання] / Тарасюк Н. М. Рівне : НУВГП, 2026. 24 с.

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Вчений секретар
науково-методичної ради

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Передмова

Методичні вказівки до практичних занять і самостійної роботи з розвитку усного мовлення з дисципліни «Іноземна мова (англійська / рівень володіння B2)» для здобувачів вищої освіти першого (бакалаврського) рівня усіх освітньо-професійних програм спеціальностей НУВГП (I частина) спрямовані на допомогу студенту у його практичній та самостійній роботі над розвитком комунікативної компетентності. Навчально-методичне видання структуровано відповідно до п'яти розділів підручника Roadmap B2 Students' Book, що узгоджується зі змістом силабусу першого семестру для студентів із рівнем володіння англійською мовою B2.

Для досягнення зазначеної мети передбачається виконання таких завдань:

- оволодіння найбільш уживаною лексикою у межах тематики розвитку особистості, когнітивних здібностей, матеріальних цінностей, суспільних явищ та комунікативних стратегій;
- формування уявлення про основні граматичні категорії англійської мови; розпізнавання відомого лексичного і граматичного матеріалу під час читання і застосування його у процесі усного спілкування та письма.

У результаті вивчення навчальної дисципліни студент повинен знати: лексичні одиниці для тематичних блоків («Люди та ідентичність»; «Робота»; «Пам'ять»; «Власність»; «Злочин»).

вміти:

аудіювання: розуміти обговорення проблем повсякденного та суспільного характеру в парній та груповій взаємодії; читання: розуміти автентичні тексти з тематики розвитку особистості та соціальних взаємодій; визначати основні ідеї та знаходити необхідну інформацію в неадаптованих текстах; здійснювати ознайомлювальне та пошукове читання;

говоріння: реагувати на основні ідеї та виокремлювати суттєво важливу інформацію під час обговорень повсякденних та суспільних тем; брати участь в обговоренні тематичних блоків в межах логічно зв'язаних усномовленневих форм спілкування на смислово-синтаксичному рівні відповідно до комунікативного завдання; сприймати сигнали зворотнього зв'язку, ухвалюючи рішення безпосередньо у процесі спілкування; розширювати запропоновану співрозмовником тему розмови;

письмо: володіти навичками письмового мовлення, зокрема створювати тексти.

Кожен урок починається з вправ, спрямованих на вдосконалення глосарію відповідних термінів кожної теми. Вправи для розвитку говоріння та критичного мислення, рольові ігри та групові дискусії розвивають швидкість мовлення через комунікативні формати (парні та групові форми роботи).

Окремі завдання інтегрують використання інструментів штучного інтелекту та платформи текстового аналізу UClassify для підвищення ефективності мовленнєвої підготовки студентів і створення привабливого навчального середовища. Інтегровані завдання стимулюють мотивацію та забезпечують цікавий і сучасний підхід до вивчення англійської мови.

Завдання для розвитку критичного мислення із застосуванням штучного інтелекту розвивають здатність робити власні логічні й зважені висновки через порівняльний аналіз (відповіді штучного інтелекту та людини) за критеріями граматичної точності, лексичного вибору, релевантності контенту та мотиваційного потенціалу. Кожен урок закінчується рефлексійними вправами (порівняльні таблиці, особисті нотатки) та завданнями для вдосконалення навичок коректного оформлення усного та письмового висловлювання.

Tema 1. PEOPLE and IDENTITY

Speaking Task 1.

In pairs, discuss the following questions

Which personality traits are crucial for personal growth?

What defines your personality?

What do people often misunderstand about you?

Which stereotypes do foreigners have about Ukrainians?

Vocabulary Focus. Task 2.

There is a word with an example sentence. Match each word with its corresponding definition.

1. identity <i>Cultural identity often shapes how people see the world.</i>	a. general beliefs about a group
2. personality <i>An outgoing personality tends to foster collaboration in group settings.</i>	b. the qualities that make you who you are
3. background <i>A diverse background often gives candidates a competitive edge.</i>	c. a person's character
4. values <i>Core values tend to guide behaviour in complex situations.</i>	d. your past and experiences
5. stereotype Challenging stereotypes can lead to more inclusive environments.	e. principles that guide behaviour

Speaking Task 3.

One student picks a word (identity, personality, background, values, stereotype) and describes it without saying it—partner guesses and matches to: a) general beliefs about a group; b) qualities that make you who you are; c) a person’s character; d) your past and experiences; e) principles that guide behaviour. Switch roles. (Example: “It’s what others assume about your nationality.”)

Speaking Task 4.

Use Wordart, MindMeister or Mindmomo to create the mind map for the topics (identity, personality, background, values, stereotype). Discuss vocabulary in pairs (which words are present both in your and your groupmate’s mind maps and what they mean).

Role Play Task 5.

Student A: You’re stressed from your sedentary daily routine and junk food habits—convince your friend to help you switch to a healthier, adventurous lifestyle (e.g., hiking, vegan meals). Share fears and motivations.

Student B: As the supportive friend, ask probing questions, offer 3 realistic tips, and challenge one idea. Goal: Agree on a 1-week plan. Switch roles.

Critical Thinking Task 6.

Brainstorm 2 positive and 2 negative stereotypes (e.g., “Tech-savvy millennials”, “Creative millennials are viewed as innovative thinkers who excel in startups and content creation”; “Lazy millennials are portrayed as avoiding hard work, preferring leisure over dedication”; “Entitled millennials are expected to demand trophies, raises, or special treatment without earning them.”). Discuss: “Are stereotypes always harmful, or can they be helpful shortcuts?” Share personal experiences and vote: harmful, helpful, or depends?

AI-enhanced task 7.

Prompt AI: Interview me to build a detailed character profile (age, background, values, personality quirks). Ask follow-up questions after each answer. Record responses, then swap profiles with partner for a 2-min role play. Discuss: How does this reveal “complex identity”?

Critical Thinking AI-enhanced task 8.

Write your detailed character profile without AI tool. Compare with the AI responses from Task 7 using this table. Assess which profile is more motivational for self-improvement or leveraging quirks positively.

Answer the following questions: Which responses (yours or the AI’s) are more motivating and inspiring for improving personality traits and enhancing desire to use personality quirks as benefits in daily life?

Criteria	AI’s responses (score 1-5)	Human (students’) responses (score 1-5)
<i>Grammatical accuracy (grammar tenses, specific grammar structures)</i>		
<i>Lexical choice (relevant vocabulary within the topic)</i>		
<i>Content relevance</i>		
<i>Personal remarks</i>		

Тема 2. WORK

Speaking Task 1.

In pairs, discuss the following questions

What makes a job satisfying (e.g., creative freedom or routine stability)?

Is work-life balance realistic in 2026's gig economy and AI-driven jobs?

What motivates people more: salary or passion?

Vocabulary Focus. Task 2.

There is a word with an example sentence. Match each word with its corresponding definition.

1. workload Increasing workload often results in higher stress levels.	a. money you earn for your job
2. promotion She got a promotion after consistently exceeding expectations last year.	b. amount of work to be done
3. colleague I rely on my colleagues when facing challenging tasks.	c. a person you work with
4. deadline Tight deadlines often require effective time management.	d. time limit for completing a task
5. salary He earns a high salary.	e. moving to a higher position

Speaking Task 3.

Describe (workload, promotion, colleague, deadline, salary) without naming in the most creative way—partner guesses/matches from Task 2. (Example: “It’s the cash you get monthly, but taxes bite.”) Switch; the fastest pair wins.

Speaking Task 4.

Use WordArt/MindMeister for mind map on work conditions, motivation, career growth. Pairs compare: Overlaps (for example, flexible hours). Discuss personal relevance (for example, “Promotion links to my ambition for remote tech jobs”).

Role Play Task 5.

Student A (Overworked Employee): Burnt out from 60-hour weeks—demand reduced workload, cite health impacts.

Student B (Manager): Probe causes, offer solutions (delegate tasks, training). Goal: Agree on 1-month trial plan. Switch; explain phrases like "burnout boundary."

Critical Thinking Task 6.

Debate: “High salary always means job satisfaction.” Prepare two pros/cons with examples (e.g., “Tech bros earn millions but hate the grind”). Vote using Mentimeter or a Telegram poll. Then, in groups of 3–4, justify the dominant pros and cons.

AI-Enhanced Task 7.

Prompt AI: Generate a 2030 ideal employee profile (skills, traits for AI-hybrid workplaces). Use different AI’s tool and determine the best profile. Explain your point of view.

Critical Thinking AI Task 8.

Compare AI and your “ideal worker” profiles. Compare with AI’s from Task 7 using this table—assess which profile is more motivational for self-improvement or leveraging skills and traits for AI-hybrid workplaces positively.

Answer the following questions: Which answers (yours or AI’s) are more motivational and inspiring in changing employee profile for a better one; in enhancing desire to use skills of “ideal worker” profiles for the benefit of future career?

Criteria	AI's responses (score 1-5)	Human (students') responses (score 1-5)
<i>Grammatical accuracy (grammar tenses, specific grammar structures)</i>		
<i>Lexical choice (relevant vocabulary within the topic)</i>		
<i>Content relevance</i>		
<i>Personal remarks</i>		

Tema 3. MEMORY

Speaking Task 1.

Why do people forget important things (e.g., exams under stress)?

Can memory be trained like a muscle (apps, habits)? How?

Have you ever heard about Jim Kwik's memory techniques?

Vocabulary Focus. Task 2.

There is a word with an example sentence. Match each word with its corresponding definition.

1. recall As I recall, the lecture was much more engaging than we had expected.	a. to help someone remember
2.remind The teacher reminded the students that they had to submit their projects on time.	b. to fail to remember
3.forget I almost forgot that we had already met at a previous event.	c. to bring information back
4.memory The smell of fresh bread brought back a flood of memories from her early years.	d. ability to focus
5.concentrate He couldn't concentrate on his work because of constant interruptions.	e. ability to store information

Speaking Task 3.

Act/mime (recall, remind, forget, memory, concentrate).Partner guesses/matches. (Example: Pretend searching pockets frantically.)

Speaking Task 4.

Use Wordart, MindMeister or Mindmomo to create the mind map for the topics (memory types, problems (distractions), strategies (spaced repetition)). Discuss vocabulary in pairs (which words are present both in your and your groupmate's mind maps and how they are linked to everyday life (for example: Social media kills concentration)).

Role Play Task 5.

Situation:

A group is preparing a presentation, but one member forgot to complete their part, which affects everyone.

Student A (Group Member Who Forgot)

You didn't do your part of the project.

Your tasks:

Apologize and explain why you forgot (too many assignments, stress, confusion about deadlines).

Try to recall what went wrong in your planning.

Show that you understand the consequences for the group.

Offer a solution (finish quickly, take an extra part, work late).

Ask the group not to exclude you.

Useful phrases:

I honestly don't know how I forgot, but...

I must have mixed up the deadlines...

Student B (Group Leader)

You are responsible for the final result.

Your tasks:

Express frustration but stay constructive.

Ask what exactly happened.

Emphasize responsibility and teamwork.

Decide how to solve the problem quickly.

Make sure the situation doesn't happen again.

Useful phrases:

This puts the whole group at risk because...

How are you going to fix this?

Critical Thinking Task 6.

There is the statement “Technology is making our memory worse.” Vote using Mentimeter or a Telegram poll. Then, in groups of 3–4, justify the dominant pros and cons. For example, pros: Google recalls facts; cons: no mental gym.

AI-Enhanced Task 7.

Prompt AI tool: Suggest 5 memory techniques for students (e.g., exams, names). Use different AI's tool and determine the best memory techniques. Explain your choice.

Critical Thinking AI Task 8.

Look for the most popular Jim Kwik's and Huberman's memory techniques <https://www.jimkwik.com/7-easy-ways-to-train-your-memory/>,

<https://www.youtube.com/watch?v=gYZhd2WXWNw>

<https://www.youtube.com/watch?v=szqPAPKE5tQ>

Compare AI's, Jim Kwik's and Huberman's and your memory strategies in pairs. Compare with AI's responses from Task 7 using this table—assess which memory techniques are more motivational for self-improvement, essential for effective study and practical for usage. Rate their practicality in scores from 1 to 5. Determine which memory techniques offered by AI tool, Jim Kwik and Huberman will be used by you in the future. Explain how, when and why they will be utilized by you in the efficient way.

Criteria	AI's responses (score 1-5)	Human (students') responses (score 1-5)	Jim Kwik's and Huberman's memory techniques
<i>Practicality</i>			
<i>Personal remarks</i>			

Tema 4. POSSESSION

Speaking Task 1.

Do possessions define people (e.g., luxury bags)?

Experiences (travel) or things (gadgets) more important? Why?

Vocabulary Focus. Task 2.

There is a word with an example sentence. Match each word with its corresponding definition.

1. own Although she doesn't own a car, she manages to travel comfortably by using public transport and occasionally renting one.	a. to take something temporarily
2. borrow He asked if he could borrow some money from a friend.	b. to have something as yours
3. lend She agreed to lend me her laptop, provided that I	c. to give something temporarily

<p>returned it before the end of the week.</p>	
<p>4. belong</p> <p>Even though he had lived abroad for many years, he still felt that he truly belonged in his hometown.</p>	<p>d. something you own</p>
<p>5. property</p> <p>The property that they bought last year has significantly increased in value, which makes it a very good investment.</p>	<p>e. to be owned by someone</p>

Speaking Task 3.

Describe without naming (own, borrow, etc.). (Example: “Like renting from a friend.”)

Speaking Task 4.

Use Wordart, MindMeister or Mindmomo to create the mind map for the topics (material (cars) vs. non-material (skills) possessions). Discuss vocabulary in pairs (which words overlap (for example: Phone is both material and on-material)).

Role Play Task 5.

You're best friends since school, but money habits differ. **Student A** needs cash fast for a real problem. **Student B** has lent before—with mixed results. Use vocabulary from task 2. Switch roles: Flip Student A/ Student B with same scenario.

Student A: Desperate Borrower (Urgent Need)

Situation: Your phone (your main camera/phone for TikTok/Instagram) shattered yesterday during a park shoot. Repair = €50; you have €10 saved. Can't borrow from parents (grounded for bad grades).

Goal: Persuade your friend to lend €40 now (promise full repayment + interest). Explain why it's urgent and suggest repayment plan.

Student B: Cautious Lender (Past Experience)

Situation: You've lent this friend money twice before: €20 last summer (repaid late, damaged earbuds as "sorry"); €15 for concert (still unpaid 3 months later). Cash is tight—you're saving for new sneakers you own nothing like.

Goal: Protect your money but help if convinced. Set strict terms (10% "interest," collateral like favorite hoodie). Offer smaller amount (€20) first. If convinced, agree—but extract a favor (help with homework).

Challenge: Borrower pushes hard—negotiate a compromise without feeling used.

Critical Thinking Task 6.

There is the statement "Money can buy happiness." Vote using Mentimeter or a Telegram poll. Then, in groups of 3–4, justify the dominant pros and cons.

AI-Enhanced Task 7.

Prompt AI: Describe a minimalist lifestyle for Ukrainian students in Rivne. Include daily routines, possessions to keep/ditch, benefits for eco/stress-free life. Use vocabulary from Task 2: own, borrow, property. Use different AI's tool and determine the best and relevant to reality lifestyle. Explain your point of view.

Critical Thinking AI Task 8.

Write about a minimalist lifestyle for Ukrainian students in Rivne without AI. Compare with AI's responses from Task 7 using this table. Assess which lifestyle (AI's or human version) is more beneficial for future success in career and a happy adult life.

Using <https://www.uclassify.com/browse/uclassify/sentiment>. determine if your and AI's texts are more positive or negative. Define which sentences and words make up negative and positive meanings.

Criteria	AI's responses (score 1-5)	Human (students') responses (score 1-5)
<i>Grammatical accuracy (grammar tenses, specific grammar structures)</i>		
<i>Lexical choice (relevant vocabulary within the topic)</i>		
<i>Relevance to reality</i>		
<i>Personal remarks</i>		

Тема 5. CRIME

Speaking Task 1.

Why do people commit crimes even when they know the consequences?

Do you think punishment helps reduce crime? Why / Why not?

Which crimes are most common among young people today?

Vocabulary Focus. Task 2.

There is a word with an example sentence. Match each word with its corresponding definition.

1. commit (a crime) Although he seemed calm and polite, he later admitted that he had committed the crime under pressure from his peers.	a. to catch someone and take them to the police station
2. arrest The police decided to arrest the suspect after finding strong evidence linking him to the robbery.	b. to officially decide that someone is guilty
3. evidence There wasn't enough evidence to prove that she had stolen the money, so the case was closed.	c. a person who sees something happen
4. witness	d. information used to prove something in court

<p>A witness reported seeing a man running away from the scene just before the police arrived.</p>	
<p>5. sentence The judge gave him a five-year sentence for breaking into several houses in the area.</p>	<p>e. the punishment given by a court</p>

Speaking Task 3.

Describe the word without using it or its root form (commit, crime, arrest). Use words from Task 2. Your partner must guess the word.

Rules:

You cannot use the target word, its forms, or direct synonyms

You should give at least 2–3 clues (situation, people involved, consequences)

Use complex sentences (e.g., relative clauses, conditionals, passive voice)

Student A describes → Student B guesses

If correct = 1 point. If not, Student A gives an additional clue

Speaking Task 4.

Use Wordart, MindMeister or Mindomo to create a mind map for the topics: types of crime (theft, cybercrime) and consequences (fine, prison, community service).

Discuss vocabulary in pairs:

Which crimes lead to which punishments?

Which crimes are becoming more common today?

Role Play Task 5.

You are groupmates, but you have very different views on crime and responsibility.

Student A: The Accused (Defensive Perspective)

Situation: You were caught downloading paid academic materials illegally. The university is investigating your case.

Explain why you did it (no money, pressure, deadlines).

Convince your groupmate that it's not a serious crime.

Argue that punishment should be mild.

Student B: The Law Supporter (Strict Perspective)

Situation: You believe rules must always be followed. You think academic dishonesty is a serious issue.

Explain why this is a crime.

Argue for fair punishment (fine, warning, suspension).

Ask questions about responsibility and ethics.

Challenge:

The accused tries to justify their actions—reach a compromise about what punishment is fair.

Critical Thinking Task 6.

There is the statement: “Some crimes can be justified.” Vote using Mentimeter or a Telegram poll. Then, in groups of 3–4, justify the dominant pros and cons. Present your group's final position with examples.

AI-Enhanced Task 7.

Prompt AI:

Describe the most common types of crime among students in Ukraine. Include causes, consequences, and possible solutions.

Use vocabulary from Task 2: commit, arrest, evidence, witness, sentence. Use different AI tools. Compare which response is most realistic. Explain your choice

Critical Thinking AI Task 8.

Write about crime among students without AI. Compare your text with AI responses from Task 7 using the table. Use <https://www.uclassify.com/browse/uclassify/sentiment> to determine if your and AI's text is more positive or negative. Define which sentences and words make up negative and positive meanings.

Criteria	AI's responses (score 1-5)	Human (students') responses (score 1-5)
<i>Grammatical accuracy (grammar tenses, specific grammar structures)</i>		
<i>Lexical choice (relevant vocabulary within the topic)</i>		
<i>Personal remarks</i>		

Література:

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