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Philological Faculty  
Department of Theory and Practice of Foreign Languages and Teaching  
Methodology**

**Diploma research of the educational qualification level «Bachelor Degree»**

# **«Communicative language teaching at the lessons of English»**

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## Summary

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The object of the research is the process of teaching teenagers to speak a foreign language. The subject of the research: the use of perceptual-emotional communication techniques for the creation and, if it is necessary, the restoration of the emotional state of waiting for a joy, a sense of empathy, which ensures the efficiency of the process of mastering a foreign language because of actualizing the ways of making materials more context appropriate.

The purpose of the research was to provide theoretical substantiation and practical development of the perceptually-emotive component of communicative techniques as the ways of making materials more context appropriate.

Achieving the goal required solving of specific tasks: 1) to work out scientific sources, based on the researches of means of teaching pupils to speak foreign languages; 2) to analyze the existing practice of teaching non-native language in secondary school; 3) to identify conditions for the activation of perception as the way of making materials more context appropriate; 4) to be engaged in the analysis of the emotional component of communicative techniques in teaching of pupils of secondary school.

The scientific novelty of our research is: *at the first time* there were selected the types of the activity that would allow not only the best use of the expressive abilities of the perception of the surrounding world, inherent in the child, but at the same time engaging and developing less pronounced ones. Also, *at the first time* there were proposed the author's exercises for the development of language abilities of pupils which are based on the ways of making materials more context appropriate. Also, *there were proposed* the ways when using the learning style, using the holistic approach of teaching. *There were given* the visual and simple ways of perception, the advice how to use music in the classroom, how to participate in group discussions, also the ways for analytical or synthetic reasoning.

**Key words:** communicative language teaching, communicative techniques, perceptually-emotive component, the restoration of the emotional state, language abilities.

**Пелишок, Т.А. (2025). Комуникативне навчання іншомовному мовленню на уроках англійської мови.** Дипломна робота освітньо-кваліфікаційного рівню «Бакалавр». Рівненський державний гуманітарний університет. *Рукопис*.

Об'єктом дослідження є процес навчання підлітків говорінню іноземною мовою. Предмет дослідження: використання технік перцептивно-емоційного спілкування для створення і, якщо необхідно, – відновлення емоційного стану очікування радості, відчуття емпатії, що забезпечує ефективність процесу оволодіння іноземною мовою завдяки наближенню навчальних матеріалів до контексту.

Метою дослідження було забезпечення теоретичного обґрунтування та практичного розвитку перцептивно-емотивної складової комуникативних технік завдяки наближенню навчальних матеріалів до контексту.

Досягнення поставленої мети вимагає розв'язання конкретних завдань: 1) розробка наукових джерел, заснованих на дослідженнях засобів навчання учнів володіти іноземними мовами; 2) проаналізувати існуючу практику навчання іноземної мови в середній школі; 3) визначити умови активізації сприймання як фактора наближення навчальних матеріалів до контексту; 4) провести аналіз емоційної складової комуникативних технік у навчанні учнів середньої школи.

Наукова новизна дослідження полягає в тому, що вперше були відібрані типи діяльності, які дозволяли б не тільки найкраще використовувати експресивні здібності сприйняття навколишнього світу, притаманні дитині, але, в той же час, актуалізацію менш виражених здібностей. Також вперше були запропоновані авторські вправи для розвитку мовленнєвих здібностей учнів, вправи для учнів з математичними здібностями. Також були

запропоновані способи використання стилю навчання за умов цілісного підходу до навчання. Були схарактеризовані візуальний і простий спосіб сприйняття, надано поради щодо використання музики в класі, щодо того, як брати участь у групових дискусіях, а також окреслено шляхи здійснення аналітичних або синтетичних міркувань.

**Ключові слова:** комунікативне навчання іншомовному мовленню, комунікативні техніки, перцептивно-емотивна складова, відновлення емоційного стану, мовленнєві здібності.

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## Introduction

**Relevance of the problem of Communicative language teaching at the lessons of English.** The recent global geopolitical and economic changes put forward new training requirements. Thus, the growing need for specialists capable of freely communicating in foreign languages led to the orientation of teaching a foreign language to the development of a foreign language communicative competence. The process of formation of foreign-language communicative competence presupposes, the development of the communicative significance of simulated situations is the main task nowadays.

In the last decade a lot of interesting researches were done, the purpose of which was to improve the quality of teaching a foreign language at school. However, these researches were organized in practically the same direction, in the direction of streamlining and optimizing the methodology of teaching a foreign language at the expense of strengthening the person's activity on the development of pupils' memory, learning the lexical units necessary for the translation of texts.

Once again, to address the problem of teaching a foreign language, we were encouraged by the changes that take a great place at the present time at Ukrainian school. Today it is quite obvious that the purpose of teaching a foreign language in the middle classes involves developing the ability to read and to translate special literature. The development of intercultural communication, the expansion of international cooperation in various fields of the activity, set the task of having by pupils at the English lessons the means of intercultural communication of a specialist of any professional activity. Without having the opportunity to make adjustments to the terms of studying, for example, increasing the number of classrooms, individualized differentiated learning, internships for pupils being abroad, we have attempted to develop English learning tools based on the concept of *perceptive-emotional component of communicative techniques as ways of making materials more context appropriate*. We are talking about the emotions and perceptions of the main psychic phenomena that exercise have to influence necessarily on the nature

of educational activities of people. In this case we tell about emotional intelligence of the person.

The actuality of our research is determined by the need to clarify and expand the notions of two important psychological phenomena – *perception and emotion* as means of teaching adolescents to speak a foreign language. Recognized by psychologists (Mykhalchuk & Ivashkevych Er., 2019) and methodologists (Murphy, Melandri & Bucci, 2021) the dependence of the success of the study of non-native language according to the characteristics of the emotional and perceptual activity of pupils remains, in our opinion, a problem which needs further development and refinement.

The outlined problem is particularly relevant to the context of learning a foreign language by adolescents. The content of learning (assimilation of all types of speech activity, the formation of speech skills) involves the active use of emotional and perceptual processing of educational material. At the same time, for instructors of a middle level of teaching is a characteristic of the inadequacy of perception and assimilation of studied material, which is a consequence of pupil's nervous and mental exhaustion, which is associated with overload during the transition from the very beginning – from elementary school. On the other hand, adolescents do not have sufficiently complete and accurate representations about the potential possibilities of their own perceptual and emotional activity in the learning process. Speaking about the necessity of developing a set of abilities, qualities and characteristics, united by the concept of “emotional intelligence”, it should be noted that the emotional skills and habits laid down in childhood, can become a determining factor for students for all subsequent life. Moreover, the ability to manage the emotional sphere more positively affects the mental and physical health of each child, while the lack of these abilities can lead to a fixed complex of qualities characterized by difficulties in understanding and identifying the person by his/her own emotions.

Emotions and perceptions in organizing a lesson of foreign languages were entrusted into many of the alternative and game techniques, pedestal and intensive

ones. Heuristic learning is always open, which gives each teacher a space for creativity, develops and strengthens perception by pupils the educational material, the perception of school and a lesson as a whole. The educational material is considered and presented as a heuristic one. Only under this condition when the assimilation of the material takes place simultaneously at the level of data of two spheres – emotional and perceptual – we can tell about actualizing the emotional intelligence of the person. At the same time, the actual educational material is supplemented with positive background information in order to combine associative relationships with the emotional positive emotional experiences of adolescents.

We note that in the modern scientific and literary space there are many studies which deals with the influence of feelings and emotions in the process of learning to speak a foreign language, but we will base our own research on the scientific researches of scientists about learning foreign languages through the activation of speech capabilities of a person based on musical perception (Hogan, Adlof & Alonzo, 2014), about emotional factor: the concept, role and form of integration in the holistic learning of a foreign language (Lubin & Polloway, 2016), some general researches about the ways of taking into account the peculiarities of perception in the process of learning foreign languages (Gathercole, Pickering, Ambridge & Wearing, 2004), some scientific researches about emotional factor in the studying foreign languages (Hamedí & Pishghadam, 2021), about some ways to create the emotional intelligence of junior schoolchildren (El-Zawawy, 2021; Foucault, 1972). In these researches there is the most complete set of questions according to the above-mentioned topic.

**The object of the research:** the process of teaching teenagers to speak a foreign language.

**The subject of the research:** the use of perceptual-emotional communication techniques for the creation and, if it is necessary, the restoration of the emotional state of waiting for a joy, a sense of empathy, which ensures the efficiency of the process of mastering a foreign language because of actualizing the ways of making materials more context appropriate.



**The purpose of the research** is to provide theoretical substantiation and practical development of the perceptually-emotive component of communicative techniques as the ways of making materials more context appropriate. The last argument helps the teacher to modelate the paradigm of using effective means of dialogical communication in the process of teaching teenagers to speak English. The last one in a great degree influences on the development of emotional intelligence of the person.

Achieving the goal requires solving of **specific tasks**:

- 1) to work out scientific sources, based on the researches of means of teaching pupils to speak foreign languages;
- 2) to analyze the existing practice of teaching non-native language at secondary school;
- 3) to identify conditions for the activation of perception as the way of making materials more context appropriate;
- 4) to be engaged in the analysis of the emotional component of communicative techniques in teaching pupils of secondary school.

The following methods of scientific research are used to solve **the tasks**: theoretical analysis of scientific and literary sources, synthesis, generalization, specification, testing, observation.

**The scientific novelty** of our research is: *at the first time* there were selected the types of the activity that would allow not only the best use of the expressive abilities of the perception of the surrounding world, inherent in the child, but at the same time engaging and developing less pronounced ones. Also, *at the first time* there were proposed the author's exercises for the development of language abilities of pupils which are based on the ways of making materials more context appropriate. Also, *there were proposed* the ways when using the learning style, using the holistic approach of teaching. *There were given* the visual and simple ways of perception, the advice how to use music in the classroom, how to participate in group discussions, also the ways for analytical or synthetic reasoning.

**The practical significance** of the research is to systematize and specify methodological recommendations for the effective use of the perceptual and emotional components of communicative techniques that can be used at foreign language lessons at school as the ways of making materials more context appropriate.

**Approbation and implementation** of the research results into the practice of general secondary school was carried out through discussion at the pedagogical councils of Rivne Lyceum “Ukrainian”, meetings of the Department of Theory and Practice of Foreign Languages and Teaching Methodology of Rivne State University of the Humanities, reported at the conferences on modern problems of teaching methods of foreign languages (Rivne, 2025). One article was published:

1. **Pelyshok Tetiana (2025). THE ACTUALITY OF THE PROBLEM OF COMMUNICATIVE LANGUAGE TEACHING TEENAGERS AT THE LESSONS OF ENGLISH.** Матеріали VI Всеукраїнської науково-практичної конференції здобувачів вищої освіти та молодих вчених *«Актуальні проблеми сучасної іноземної філології» (20 травня 2025 року)*. Рівне: РДГУ. С. 398–402.

The structure of the research for Bachelor Degree includes an introduction, 2 chapters, conclusions, a summary, a list of sources.

# **Chapter I.**

## **Theoretical basis of the study of communicative techniques as the ways of teaching teenagers to speak English**

### **1.1. The mechanisms of the perception of the materials at the lessons of a foreign language as a way to effective communication**

The reforms of general education in Ukraine and changes at secondary schools imply the achievement of a new qualitative level of school's activity, which meets the conditions and needs of our society. When preparing young people for inclusion into a complex network of numerous social, political, ethnic, cultural, psychological, everyday, personal and other connections in the society, the school must take into account the individual's needs and form a creative, active person capable to self-expression, self-improvement, self-esteem, being tolerant, understanding of the value of another person, abilities to communicate not only with a help of a native language, but at least by the help of one of the most common languages of the world.

Of particular importance in these circumstances there are studies of communication mechanisms, the discovery of productive conditions of the development of communicative activity at school practice in the process of learning a foreign language.

The teacher faces the challenges of widespread use of active forms and teaching methods, which include, in particular, the use of technical means of training, giving more orientation to the profession of schoolchildren in future.

The history of the methodology of teaching a foreign language knows a lot of attempts to find the most rigorous teaching methods. In Ukraine there are several different directions of intensive education, united under a general name "intensive

training methodology”. This one includes a sub-tendency (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh & Shanahan, 2001), the emotional-semantic method (Conners, 2009), a pediatrician relaxation (Falé, Costa & Luegi, 2016), the rhythm pedagogy (Jung, 1971), a method of activating the possibilities of the person (McCarthy & O’Dell, 2017), the method of deepening (Onufrieva & Ivashkevych Ed., 2021) and others. Scientists (Pepperell, 2018) developed his own method of intensive study of a foreign language, which is realized through the activation of speech capabilities of a man on the basis of musical perception.

The most important means of learning, according to many scientists is the perceptual-emotional component of facilitative techniques, which has a great influence on the activation of speech capabilities of a person.

One of the main condition for successful learning a foreign language is the formation of a constant, constructive and intentional perception of English, which guarantees a living creative process of knowledge.

The Latin word “recertio” denotes perception, a direct, coherent reflection of objective reality by the senses. This is a complex process of receiving and transforming information that provides reflection of objective reality, and the synthesis of feelings that are formed this process in general.

Is it permissible to consider the category of perception in connection with a facilitation? Of course, since perception is a starting point and a necessary component of the process of cognition and is more or less connected with thinking, memory, attention, it is directed by motivation and has an emotional color. Perception is always substantive. It always carries an object that is perceived in a real space. In our case, we call such an object a facilitative one.

By law, presented by scientists (Saussure, 1959), at first a general idea of the subject changes with a more definite and detailed perception. There are two types of perception:

- perception that occurs involuntarily and without desire;
- a complicated process of perception, which is directed by desire or volitional efforts.

In accordance with the school curriculum, pupils have one way or another one to adopt (interact) with a foreign language, but the teacher should try to influence teenagers' perception of a foreign language in such a way that it becomes a complex process, directed by their will, and teaching a foreign language becomes a long, purposeful and systematic perception.

A significant role is played by the preparation for perception, the knowledge of what exactly will be necessary to perceive under which conditions of perception will take place. Significant influence on the perception is given by our attitude to what we perceive, an interest in the object of perception, the feelings that it causes us, the desire or reluctance to perceive this object, the necessity or duty of the perception of an object or phenomenon.

We consider it as our main goal to teach pupils to comprehend a foreign language holistically and correctly understand it.

In the pedagogical process the law of unity of sensual, logical and practical must act. And the effectiveness of the educational process depends on:

- intensity and quality of sensory perception;
- logical comprehension of the perceived information;
- practical application of meaningful.

All these factors are, to our mind, facilitative ones.

Thus, the task of teachers in the classroom includes:

- 1) to intensify and make high-quality perception of a foreign language;
- 2) to use teaching methods of logical comprehension of the perceived information;
- 3) to teach pupils to apply already what has been perceived in practice.

Perception is inextricably linked with all peculiarities of the individual and depends on the past experience, knowledge, mental states and individual characteristics of a man (needs, inclinations, interests, motives, emotional states, etc.) Under the influence of these factors, an apperception is characteristic for each person, which causes significant differences in the perception of the same objects by different people or by the same person at different times. These factors need to be

especially taken into account when working with creative pupils, when the individuality of each teenager manifests himself/herself particularly brilliantly. We should not forget that this category of schoolchildren is people, raised emotional, free and creative, with a more fragile nervous system and a special perception of the world. Probably, therefore, teachers need to be particularly careful in choosing the methods of pedagogical and psychological influences on the perception of a foreign language as on individuals, as well as on the team. With a small amount of training time, the ability to select and to organize the necessary information is important; it was able to interpret scientific knowledge, adapt it to the needs of practice, to popularize, that is, to convert specific scientific information about language into a form that is accessible to children. The most effective form is emotional, figurative perception of the materials, it contributes to the preservation of steady attention and interest, to deepen the motives of the educational process.

With which mechanisms is it possible to achieve constructive facilitative perception of a foreign language? In order to achieve the tasks the teacher has to develop positive emotions in the process of learning through such techniques as changing the methods of work, emotionality, to use activity of a teacher, to be interested in examples, witty remarks, etc. These receptions give not only temporary success, they solve the main task – to produce a steady, constant interest in the subject. Teachers should also choose from the pedagogical means the most economical and effective ones. In a dynamic, multifaceted pedagogical system, there are thousands of possible options for constructing and organizing educational activities, achieving the goals set. And only one of them will be the best in the existing specific conditions. The main task is to find it and to solve the problem by comparing possible options and assessing the available alternatives; intensify pupils, develop their abilities, independence.

To provide Communicative Language Teaching teenagers at the lessons of English at the lessons, teachers need:

- have the art of communication, choose the right tone and style of communication;

- manage pupils' attention;
- determine the psychological states of pupils at the moment and take into account when choosing teaching methods;
- use techniques of theatrical pedagogy (for example, means of acting, methods of influencing the attention of the audience, expressive teacher's presentation of certain feelings, etc.).

The activities of the teacher should be carried out on the following principles:

- consciousness and activity (we must not forget that the main thing is not an object, but the person we create and the pupil who is not “an addition” to the subject, but the subject of his/her active development);
- vocabulary of teaching a foreign language (a large number of children think of forms, colors, sounds, feelings – hence the need for a visual education that is based on specific images);
- systematicity and consistency;
- strength (as in contemporary learning, thinking dominates over memory, then it is necessary to save pupils' strength, not to spend them on memorizing unimportant knowledge, preventing overloading memory to the detriment of thinking, not proceeding to study a new one, having not formed previous interest and a positive attitude towards it yet);
- accessibility (to avoid monotony, to teach figuratively, using bright facts and examples);
- communication theory has to be combined with practice.

A prerequisite for any perceptual process is that universal mechanisms of perception which provides stabilization, categorization, selection, restriction of information. Perceptual image acts as a regulator of actions. At the same time, activity is a basic condition for the development of perception. What and how a person perceives depends on what and how it does. In practice, perception becomes an active, purposeful process of knowing reality.

Western educators follow the course of moderation, practicality, and reachness. An American philosopher, psychologist and teacher John Dewey, one of the leading

representatives of pragmatism, put forward a new version of pragmatism – instrumentalism (Whittier, 2021).

Cognition is an instrument of human adjustment to the environment. The measure of the truth of the theory of facilitative interaction is its practical effectiveness in each situation. Practical expediency is a criterion of morality. Learning that builds on the interests of pupils and is associated with their life needs which bring better results. According to our views, a person begins to think when he/she encounters difficulties, the overcoming of which is important to him/her. Properly constructed training should be also problematic. The teacher should closely monitors the development of the interests of pupils, “throw” them into a position to understand and solve the problem. Pupils, in their turn, must be sure that, when they solve these problems, they acquire new and useful knowledge for themselves.

Indeed, for many pupils, a foreign language seems an insurmountable barrier that they cannot overcome during their years of study. And this does not contribute to the successful perception of the subject. This is usually due to the fact that they do not have a clear understanding of the structure and mechanisms of the language, in our case, English. It is important to analyze the schemes of the actions of languages of polar types in simple examples.

Here are some examples of ***creative tasks***.

***For developing artistic skills:*** to depict the length of Grammar, or to draw consistent events of the day; “musicians” effectively memorize vocabulary and Grammar on songs; pupils who are fond of literature can translate poetry or small stories, compare different translations of the same text; “future directors” easily respond to the suggestion to recite, read and articulate semantic accents in the texts, play scenes, modeling monologues and dialogues, talk about the theater.

***Typical tasks are:*** If you were a music instrument (a play, a picture etc.), which instrument would you be? Cause a direct live interest and impose imagination, emotions and thinking.

Asking pupils after several years of study, which classes were captured in their memory as the most vivid, interesting and productive, what knowledge went



into a long-term memory, they recall exactly those classes that caused them the most emotional and intellectual impressions.

Thus, summing up all of the above information, we must note that perception as a category of sensory knowledge is closely related to other concepts. Considering a foreign language as an integral system, we must note that only after passing the stages of sensual and intellectual cognition, perceived information can be used by pupils in their future professional activities.

## **1.2. Individual characteristics of the perception of a foreign language in the process of study as a way of Communicative Language Teaching at the lessons of English**

In his/her professional activity, every teacher asks the question to himself/herself: “In order to remember a new word, a linguistic sample, a grammatical structure, etc., one pupil has only one period of time to hear, at that time how does the lack of series of lessons deal with their processing?”

Starting a search to answer to this question should be followed by watching the children at a break. In each classroom you can notice certain pupils with behavior that is characterized their personal traits: one is always reading something, others draw on a board or anywhere, while others run in a classroom or in a hall, or, conversely, just sit in in a classroom without paying attention to anyone, thinking about their own, etc.

All this is a presentation of psychological characteristics of these children, which each of them have had from their birth, the most expressed ones. In such a way children provide their abilities to perceive and understand the world around them.

According to scientists (Scrimali, 2008), there are eight ways of perceiving and understanding surrounding world:

1. Linguistic perceiving and understanding – with the help of words, speech patterns, phrases.
2. Mathematical ones – using numbers, formulas, logics.
3. Spatial-visual perceiving and understanding – through vision and space.
4. Kinesthetic-nno-tactile ones – through movements and actions.
5. Musical perceiving and understanding – through listening.
6. Extrovert ones – directed to others or through the surrounding world.
7. Intravert perceiving and understanding – directed through himself/herself.
8. Naturalistic ones – through nature.

Of course, these methods cannot fail to be reflected in the practical work of a teacher who has to study his/her pupils well, their psychic peculiarities, because his/her task is to develop each person by the above-mentioned abilities as best as it is possible and thus contributes to the development of the person of pupils.

The teacher should therefore analyze himself/herself, because each of us has stronger or less pronounced one or another ability to perceive the world, and this, in turn, recognizes our methods and techniques of the activity.

Teachers need to rely on a description that reveals the essence of each child, his/her preferences and needs, and also defines methods of the activity in the classroom in order to help the child to learn the teaching material more easily and to facilitate their process of studying English.

By studying and analyzing the individual peculiarities of pupils, it is necessary to select the types of activities at the English lessons that would allow not only the best use of the expressive abilities of the perception of the surrounding world, inherent to the child, but at the same time engaging and developing less pronounced ones.

Thus, ***for the development of language abilities***, pupils all together work with different types of dictionaries (bilingual, interpretative, phraseological, etc.), study the meaning of words, their origin, studying idioms. At the beginning they read prose and poetry to each other and to the whole class; read the same sentences (phrases, paragraphs with different emotional tones (funny, sad, happy, angry, etc.); use audio

texts not only for listening, but also for writing them on paper, writing essays, articles, letters.

***For pupils with mathematical abilities*** it is necessary to use those types of activities that contribute to the development of logic: the organization of sentences, paragraphs in a correct order (here it is necessary to pay attention to the order of words in English sentences: to speak and demonstrate what happens if change sometimes the word); the attribution of words or sounds to certain categories, classification. It is also worthwhile to use exercises that require critical thinking (for example, choose from a number of words the one that does not fit, and explain why). Reading stories, stopping from time to time and try to foresee the next event, give headlines to stories, articles, write instructions and so on.

***Given the visual and simple way of perception*** it is necessary to encourage the children to draw illustrations to the reader or listener and, conversely, to use drawings to stimulate reading, speaking, writing. Creating diagrams, charts, filling tables with information (for example, questionnaires), writing vertically or diagonally, using different speakers to select one or another language phenomenon helps to diversify the activity.

***Writing letters / words with light touches on the palm / back of a classmate or in the air***, the game “Carousel” (repeated pronunciation, moving around with a change of a partner), the manufacture of letters from plasticine, the use of magnetic letters for word-making on the board, the game “Moving dictation”, pantomime and any other activities involving motions which help to develop kinesthetic abilities of perception.

***Using music in the classroom*** not only increases the interest of children in learning and diversifies the lesson, but also helps to capture musical abilities, which facilitates the perception and learning material. Pupils enjoy using different familiar tunes for learning new lexical units, jazz bindings, flipping or stamping on accented warehouses or words, different rhymes, choral reading for processing intonation, reading of poetry for musical accompaniment, listening to short musicals passages that express the mood or subject of texts before listening them, which uniquely

adjusts the children to this type of activity and facilitates the perception of audio text and also develops socio-cultural competence.

**Participation in group discussions**, discussion of one-on-one issues with a desk companion, dramatization of dialogues, team games, work on a joint project, interviews – all these are types of activities for the development of extravagant perceptual abilities.

**And for the development of introvert person** it is expedient to use brainstorming, imaginary travel, to encourage writing their own stories, poems, preparing their own projects, making their own posters, leaflets, brochures.

And, finally, in order to fully utilize the naturalistic abilities of the child, it is more necessary to use activities by a model or analogy. The innumerable variety of teaching methods only confirms the principle: none of them is suitable for all pupils. Whatever the merits of this or that method, the universal “key”, through which you can achieve outstanding results for all pupils in the class, does not exist. However, most teachers use the very same methods in working with children, without being able to detect and take into account their individual characteristics. Therefore, the success of children largely depends on how their characteristics correspond to the applicable teaching methods.

Pupils without motivation to study simply do not exist. Many pupils do not have time to study because they did not fit into the framework of a unified approach, because their individual characteristics do not correspond to the applicable teaching methods. This may be due to the peculiarities of perception of information and differences in the style of cognition.

Individual peculiarities of perception depend on functioning of the cerebral hemispheres. It is known that each hemisphere is not only responsible for the activities of the opposite side of the body, but also has its special functions, for example, responsible for **analytical or synthetic reasoning**. As a rule, one of the hemispheres of a human brain is dominant, leading, that is, determining one way or another one of knowledge and creativity. The left hemisphere is responsible for the analytical mind, mathematical abilities, abilities to work with scientific and technical

literature; for people with the dominant left hemisphere dominated are verbal abilities and verbal-logical thinking. The right hemisphere is responsible for the synthetic reason, artistic ability, the ability to perceive artistic texts. People with the dominant right hemisphere have good orientation in space and coordination in movements.

Recently, the theory of the specialization of the cerebral hemispheres is increasingly used in Psychology and Pedagogy. On the basis of the research results of the brain, a holistic approach of teaching was created, based on a holistic, brain activity. The essence of the approach is to select the types of educational activities that contribute to the active, balanced activity of both hemispheres and to overcome some of the characteristic of learning difficulties by children.

In the first years of the child's life dominated by the right hemisphere, the relative prevalence of the left hemisphere becomes expressed to 8-10 years old. The model of education, adopted at our schools, kindergartens and even in families, is aimed for developing exclusively the left hemisphere. Thus, the learning style is dominant in our society and indirectly piercing all spheres of relations, leads to the formation of the left-half type of thinking.

The "left-wingers" are experiencing difficulties where it is necessary to move from the field of theory to practice where real conditions must be taken into account, and not manipulate schemes where it is not necessary to explain, but to act.

Among the pupils with a low level of success there are often "right-wing", which do not fit into the traditional model of education.

Also, *when using the learning style*, focused on the assimilation of the finished truths, there is a psychological barrier in the need for creative self-expression. At the same time, group aggression may appear in relations to those members of the team, who openly reveal creative abilities, differ in peculiarity and non-standard thinking.

In the vast majority of cases, only hearing and sight are used at the lessons, and the rest of the senses remain unnoticed. Tasks and exercises for the development of a right-wing type should include non-verbal components (music, singing, poetry,

staging). The development of figurative thinking is more conducive to educational games. A significant part of the information is also perceived at the emotional level.

***When using the heuristic approach of teaching***, it is important to combine, vary in the course of classes various activities focused on both types of cognition. Using different methods of diagnosis, you can make the idea of the dominant type of cognitive activity of the pupil and thereby expand the opportunities for more successful implementation of the heuristic approach.

There are absolutely precise ways of determining different types of cognitive activity. Each person peculiarly combines different types of cognitive activity, each child has his/her own, individual type of knowledge, which must correspond to their style of learning. Therefore, the main attention when working on the basis of the heuristic approach should be paid not to determine the type of cognitive activity of each pupil, but to use such a style of learning, in which pupils will be involved into various types of cognitive activity.

Before answering the teacher's questions, the pupil must extract the information required for the answer. It can be in the form of visual, auditory and kinesthetic (based on muscle senses) images. These processes occur at the level of consciousness. Then perceived information should also be presented visually, auditory and kinesthetically. This is a conscious action.

Often, the path of perception between a teacher and a pupil does not coincide. For example, if a teacher prefers a form of a lecture, and a pupil is poor auditory memory, the effectiveness of such activity will be small. If neither the teacher nor the pupil has sufficient flexibility to adapt to each other, this may ultimately have a serious impact on the effectiveness of learning, in the classroom environment.

Thus, it is important for the teacher to know the peculiarities of perception – both their own and their pupils. Based on this knowledge, it is possible to help children to learn the teaching material, employing, as far as it is possible, all input channels.

### **1.3. The role of emotional intelligence in Communicative Language Teaching teenagers at the lessons of English**

In recent years, the term “emotional intelligence” is used more and more frequently in Ukrainian and foreign methodological literature, which serves to represent the totality of abilities, knowledge and skills related to the regulation of the emotional sphere of the person and it is necessary for successful socialization and communication. Despite the fact that there is still no single position on the definition of emotional intelligence, scientists agree that this concept can combine the ability to distinguish and understand emotions, manage their own emotional states and emotions of partners of communication. At the same time, according to scientists (Pimperton & Nation, 2010), the concept of “emotional intelligence” allowed researchers to look at the content of the emotional sphere in a new way and see that “people differ not only because of what they have emotional phenomena and how they proceed, but also after how they can deal with them”.

Emotional intelligence is the integrative concept and includes a multitude of varied abilities, knowledge and skills, the importance and necessity of the development of which does not call into questions of psychologists and teachers. Researchers offer different variants of the structure of the emotional intelligence and conduct discussions about the components of this concept. Among the components of emotional intelligence, the authors (Mykhalchuk, Levchuk, Ivashkevych Er., Yasnohurska & Cherniakova, 2021) singled out such abilities, as: 1) perception of emotions (identification of emotions by persons, in design, in music, in stories); 2) emotional assistance (transference of feelings, decision making on basis of emotions); 3) emotional understanding (definition of the subject of emotions, mixing the emotions, emotional transfer, emotional perspectives); 4) emotional control (managing your own emotions, managing emotions of others).

So, we proposed the following components of emotional intelligence:

- 1) self-consciousness (emotional self-awareness, self-esteem, self-confidence);
- 2) social awareness (empathy, organizational awareness, self-orientation);

3) self-government (self-control, adaptability, initiative, orientation towards achievement);

4) social skills (leadership, influence, communication, actualization of personal changes, the behavior in conflict situations, the activity within micro-groups, link building).

Despite some differences in the approaches of identifying the components of emotional intelligence, most scholars agree that two main aspects need to be taken into account: the ability to manage his/her own emotions and create a supportive emotional atmosphere in relationships with other people. For school educators, the value of the emergence of this concept lies in the fact that it allows to implement an integrated approach to the development of critical emotional and social skills and abilities.

As for the process of teaching the foreign languages, the notion of “emotional intelligence” also has a certain interest, since its components (empathy, motivation for achievement, self-regulation, reflection, etc.) are necessary both for the full development of the emotional sphere of the child’s person and for the successful beginning in the process of formation of a foreign language communicative competence of adolescents. The idea of the emotional development of school-age children at lessons of a foreign language is reflected in the methodological literature.

A lesson of a foreign language offers great opportunities for the development of perception and emotions of adolescents. In the context of a traditional school, a foreign language is one of a few subjects within which it is possible to simulate different communication situations that allow pupils to imagine themselves outside the school learning process and to work out certain behaviors in different communication situations. Perception and emotionality are important components of successful communication and can only be developed in the process of communication that is modeled at lessons of a foreign language. In addition, many specialists in the field of linguo-didactics believe that learning a foreign language, especially by adolescence, greatly affects the formation of the person of a child and, in particular, his/her emotional sphere. In turn, the inclusion of the child’s emotional-



perceptual sphere in the process of studying a foreign language facilitates his/her successful assimilation. The emotional sphere, also with intellectual, plays the important role in the formation of language skills in native and foreign languages at school age.

There are a lot of approaches about the development of emotional intelligence of junior pupils, we can say that the choice of approaches depends on what it is the primary for the teacher and the pupil: if the main goal is the formation and the development of the emotional intelligence of a child, then the development of emotional abilities, knowledge and skills are directly necessary. If the primary goal is different (in our case it is the formation and the development of a foreign language communicative competence), then the activity is done indirectly, that is, it combines language learning and the development of the emotional intelligence of children.

The process of developing the emotional intelligence of junior pupils permeates all levels of the teacher's activity: planning of the lessons, the design of the classroom, the selection of educational material and exercises, the behavior of a teacher, the nature of the relationships in the classroom, both between the teacher and the pupils, and between the children themselves. However, one should pay attention to the fact that the use of such a fashionable concept of "emotional intelligence" now has not brought anything fundamentally new, revolutionary in the field of teaching children a foreign language. And this is not surprising, since many of those qualities and abilities that are considered as components of emotional intelligence have long been the subject of studies of specialists in linguistics. There are some important factors in the developing of skills, of empathy, reflection, and motivation at foreign language lessons. At the same time, the combination of the most important abilities and skills associated with self-regulation and management of the emotional state in the process of communication, according to the concept of "emotional intelligence", allows us to imagine the problem of the development of the emotional sphere of a child in the complex, when all of the above capabilities are important both for the successful mastery of the foreign language and its further use, and for the full development of the emotional world of pupils.

According to scientists (Mateos, Guevara Erra, Wennberg & Perez Velazquez, 2018), since the main goal of teaching foreign languages is the education of a person who is capable and willing to enter intercultural communication, it is desirable to create a model of such communication in the classroom. We have not forgotten that the teacher acts as a representative of another culture, his/her speech should be as close as it is possible to the natural, emotional speech in a foreign language, the speech must be clearly individual. The conversation with the students should go “eyes to eyes”, while the teacher must be on an equal footing with the students. When we tell about the age of teenagers, the teacher should lean towards the child, look into his/her eyes, so that he/she will feel the teacher’s interest, which will give him/her confidence.

With regard to the design of the room for studying English, which is supposed to conduct training, it is recommended to create a cozy and comfortable room, avoiding bright colors, using decorative plants and flowers, and instead of Grammar tables and rules in the classroom there have to be quotes and pictures in English, which will help the child to adjust positively not only to a lesson of a foreign language, but also for the whole day.

Many teachers agree that during their studies children should not sit at the desks, and in the circle – on chairs or on a carpet. The form of the circle, according to scientists (Greco, Canal, Bambini & Moro, 2020), “creates a sense of integrity, facilitates mutual understanding and interaction of children”. At the lessons, it is desirable to use a large number of various and interesting toys, images of animals and fairy-tale characters.

In accordance with the principles of integral teaching of a foreign language, the selection of educational material should take place on the basis of the presence of positive background information in order to form associative relationships with the pupils’ inner emotional experiences. A special role has to be given to music, which, according to scientists (Cui, Wang & Zhong, 2021), due to the ability of musical-acoustic stimuli to cause certain emotional states. Music is a kind of catalyst that accelerates the heuristic development of the child, his/her mental processes and

personal qualities. In practice, the “emotional” effect of music is used to create motivation, eliminate emotional stress and stiffness, stimulate cognitive and associative processes, and ultimately the pupil’s linguistic activity in the process of learning a foreign language.

#### **1.4. The main principles of the development of the components of Communicative Language Teaching teenagers at the lessons of English**

Below we list the general principles of the development of the components of Communicative Language Teaching teenagers at the lessons of English. These principles can be guided by the teaching of various subjects in high school, but most successfully they can be implemented at the lessons devoted to the development of speech skills in both the native language and the foreign language.

Self-esteem in the process of training is necessary to focus on the abilities of children and their potential, without emphasizing their inability to do any actions. The teacher needs to evaluate not only the concrete result, but also the efforts spent by the child to achieve it. It is important to show the class the results of the successful work of each pupil and pay special attention to the strengths of children, to praise them more often. It is necessary to create an atmosphere in the classroom, where diversity and diversity are valued and respected each other. The pupil’s desire to perform the tasks of the teacher will increase if he/she sees that the best results are achieved by the children who make the most effort to accomplish one or another task.

**Consciousness.** In the learning process it is necessary to make a certain component of self-control, when pupils are allowed to evaluate their own actions and actions themselves. When learning a language, children need to be given the opportunity to develop and use their own, individual styles and learning strategies. Offering various exercises and tasks, the teacher must take into account the benefits

of children, giving them such tasks, in the exercise of which they created the opportunity to use different aspects of multiple intelligence of each pupil. For the development of realistic thinking, it is necessary to focus on the child's self-reflection, his/her assessment of his/her positive and negative actions and emotions. The creation of stories is one of the best ways to develop a realistic thinking of children. By learning to conduct an internal dialogue with oneself, pupils will be able to concentrate their attention better on the performance of their tasks and work more efficiently. A constant appeal to self-reflection of a child can contribute to the development of communication techniques with their "Me" and become an integral part of the mental and behavioral activities of pupils.

***Managing emotions.*** Teachers need to demonstrate different models of positive behavior, both themselves, and through the simulation of various communication situations. It is necessary to give children the opportunity to speak openly about their feelings and emotional states. In a foreign language lesson, the teacher must carefully listen to each student and teach other children to listen to each other. It is important for the pupil to talk about their emotions, especially in those cases where teachers need to be involved in solving a particular conflict. One of the most important qualities that characterizes the level of human emotional intelligence is the presence of a sense of humor. Despite the fact that all children naturally have different ability to laugh, each child is able to understand from birth a funny and loves to laugh. By developing a child's sense of humor, the teacher contributes to the development of children's ability to communicate with one another and enables them to cope with a variety of tasks.

***Achievement motivation.*** It is impossible to create motivation for learning a foreign language and present communication without creating an atmosphere of enthusiasm, optimism and faith in children in their abilities and opportunities. It is necessary to raise children's sense of optimism, which is a consequence of realistic thinking. For this teacher it is important to represent a living example of an optimistic mindset for pupils and colleagues. It is extremely important and necessary to put the children in front of them or help them to set themselves realistic and

achievable goals and objectives, provide problem-solving tasks, and also explicitly simulate the process necessary to achieve the goals, providing the necessary support to predict a successful outcome. It is necessary to pay attention to the persistence and effort spent by the children on the task, rather than the end result itself. It is necessary to instill in a child that success is being built on failures. It is important to teach children to appreciate not only their own but also corporate achievements.

**Empathy.** At classes, the teacher must present positive role models, draw pupils' attention to the views and positions that occur in fairy tales, role plays and real life, and sometimes different from the views of the children themselves. In the process of learning, students must learn to pay attention to the emotions they feel themselves and other people at different moments of life and in response to different life situations. It is necessary to teach the child to understand what other people are feeling and how they express it. The child must learn to get to the place of another person and accordingly answer verbal and nonverbal ways as an inspiration and empathy. One of the most important elements of empathy is the ability to understand and use non-verbal means of expressing emotions. Pupils need to be taught to understand different aspects of non-verbal behavior (gestures, body language, facial expressions, etc.). An important role is played by the voice of voice, the speed of speech and intonation. Undoubtedly, these abilities significantly contribute to the formation of foreign language communicative competence, as the child is able to "decode" and use non-verbal means of expression characteristic of representatives of the studied culture.

**Social skills.** The teacher needs, first of all, to pay attention and to support friendly children's groups that were formed in the classroom. Secondly, it is important to provide such tasks that would allow students to learn to work in groups and pairs. Moreover, at the initial stage it is necessary to begin with short and clearly controlled tasks, and then gradually move on to those tasks where children have more autonomy and responsibility. Finally, it is necessary to give tasks that explicitly enhance the interaction of pupils, their active listening to each other and the constant change of roles. Children of the younger age learn to solve problems,

guided by the accumulated personal experience, therefore it is necessary to encourage students to independently solve problems and face them tasks, not trying to provide them with prepared decisions and answers.

At the same time, the teacher, being an example for pupils, can suggest ways to solve some complex tasks that are unclear to the student. It is necessary to form a child's ability to see different solutions of the same task. In developing the skills of communication in a foreign language, it is important to pay special attention to the development of skills such as sharing personal information with other people, to model their reaction to hints and words of other people, to offer their help and to support a person, to react positively or negatively, to demonstrate his/her ability to listen, demonstrate their understanding and sympathy, participation, admiration and approval, consent, etc. To form these abilities, it is necessary to teach children to clearly articulate statements that describe their emotions and feelings, express wishes, talk about what is important and interesting, to show curiosity, to understand what the interlocutor wants, to enjoy communication, to say positively that it seems to be a significant interlocutor, to listen carefully and actively, to be able to ask questions and to get into the details, get up at another, smile and nod during the conversation, express approval and admiration both verbally and nonverbal "oh", find various ways to solve a problem, etc.

The formation of the interpersonal relationships of the child greatly affects the presence of friends. In the course of classes, it is necessary to demonstrate to the child the importance of the role of friends and the skills of developing friendly relationships with peers, offering pairs and group forms of work in the class. It is important to form a child's ability and desire to work in a group and to feel, its indispensable member, while taking into account the importance of each individual participant and the whole team as a whole. The development of active listening skills in children helps not only to simplify communication, but also to learn a foreign language. It is necessary from the very early age to develop in the pupils such techniques for resolving conflicts as the ability to negotiate and mediate in the

resolution of disputes, as classmates, and heroes of fairy tales and role-playing games.

It should be noted that not one of the above principles and techniques can be used and often practiced in the teaching of a foreign language autonomously. However, the maximum possible effectiveness of the learning process can be achieved with a holistic approach, with awareness of the mechanisms of their functioning during the assimilation and accounting of their emotional orientation.

### **Conclusions to the 1<sup>st</sup> Chapter**

In the pedagogical process the law of unity of sensual, logical and practical must act. And the effectiveness of the educational process depends on:

- intensity and quality of sensory perception;
- logical comprehension of the perceived information;
- practical application of meaningful.

All these factors are, to our mind, facilitative ones.

Thus, the task of teachers in the classroom includes:

- 1) to intensify and make high-quality perception of a foreign language;
- 2) to use teaching methods of logical comprehension of the perceived information;
- 3) to teach pupils to apply already what has been perceived in practice.

Perception is inextricably linked with all peculiarities of the individual and depends on the past experience, knowledge, mental states and individual characteristics of a man (needs, inclinations, interests, motives, emotional states, etc.) Under the influence of these factors, an apperception is characteristic for each person, which causes significant differences in the perception of the same objects by different people or by the same person at different times. These factors need to be especially taken into account when working with creative pupils, when the individuality of each teenager manifests himself/herself particularly brilliantly. We should not forget that this category of schoolchildren is people, raised emotional,

free and creative, with a more fragile nervous system and a special perception of the world. Probably, therefore, teachers need to be particularly careful in choosing the methods of pedagogical and psychological influences on the perception of a foreign language as on individuals, as well as on the team. With a small amount of training time, the ability to select and to organize the necessary information is important; it was able to interpret scientific knowledge, adapt it to the needs of practice, to popularize, that is, to convert specific scientific information about language into a form that is accessible to children. The most effective form is emotional, figurative perception of the materials, it contributes to the preservation of steady attention and interest, to deepen the motives of the educational process.

To provide Communicative Language Teaching teenagers at the lessons of English at the lessons, teachers need:

- have the art of communication, choose the right tone and style of communication;
- manage pupils' attention;
- determine the psychological states of pupils at the moment and take into account when choosing teaching methods;
- use techniques of theatrical pedagogy (for example, means of acting, methods of influencing the attention of the audience, expressive teacher's presentation of certain feelings, etc.).

The activities of the teacher should be carried out on the following principles:

- consciousness and activity (we must not forget that the main thing is not an object, but the person we create and the pupil who is not “an addition” to the subject, but the subject of his/her active development);
- vocabulary of teaching a foreign language (a large number of children think of forms, colors, sounds, feelings – hence the need for a visual education that is based on specific images);
- systematicity and consistency;
- strength (as in contemporary learning, thinking dominates over memory, then it is necessary to save pupils' strength, not to spend them on memorizing



unimportant knowledge, preventing overloading memory to the detriment of thinking, not proceeding to study a new one, having not formed previous interest and a positive attitude towards it yet);

- accessibility (to avoid monotony, to teach figuratively, using bright facts and examples);
- communication theory has to be combined with practice.

Here are some examples of **creative tasks**.

**For developing artistic skills:** to depict the length of Grammar, or to draw consistent events of the day; “musicians” effectively memorize vocabulary and Grammar on songs; pupils who are fond of literature can translate poetry or small stories, compare different translations of the same text; “future directors” easily respond to the suggestion to recite, read and articulate semantic accents in the texts, play scenes, modeling monologues and dialogues, talk about the theater.

**Typical tasks are:** If you were a music instrument (a play, a picture etc.), which instrument would you be? Cause a direct live interest and impose imagination, emotions and thinking.

Asking pupils after several years of study, which classes were captured in their memory as the most vivid, interesting and productive, what knowledge went into a long-term memory, they recall exactly those classes that caused them the most emotional and intellectual impressions.

Thus, summing up all of the above information, we must note that perception as a category of sensory knowledge is closely related to other concepts. Considering a foreign language as an integral system, we must note that only after passing the stages of sensual and intellectual cognition, perceived information can be used by pupils in their future professional activities.

According to scientists (Scrimali, 2008), there are eight ways of perceiving and understanding surrounding world:

1. Linguistic perceiving and understanding – with the help of words, speech patterns, phrases.
2. Mathematical ones – using numbers, formulas, logics.

3. Spatial-visual perceiving and understanding – through vision and space.
4. Kinesthetic-tactile ones – through movements and actions.
5. Musical perceiving and understanding – through listening.
6. Extrovert ones – directed to others or through the surrounding world.
7. Intravert perceiving and understanding – directed through himself/herself.
8. Naturalistic ones – through nature.

Thus, ***for the development of language abilities***, pupils all together work with different types of dictionaries (bilingual, interpretative, phraseological, etc.), study the meaning of words, their origin, studying idioms. At the beginning they read prose and poetry to each other and to the whole class; read the same sentences (phrases, paragraphs with different emotional tones (funny, sad, happy, angry, etc.)); use audio texts not only for listening, but also for writing them on paper, writing essays, articles, letters.

***For pupils with mathematical abilities*** it is necessary to use those types of activities that contribute to the development of logic: the organization of sentences, paragraphs in a correct order (here it is necessary to pay attention to the order of words in English sentences: to speak and demonstrate what happens if change sometimes the word); the attribution of words or sounds to certain categories, classification. It is also worthwhile to use exercises that require critical thinking (for example, choose from a number of words the one that does not fit, and explain why). Reading stories, stopping from time to time and try to foresee the next event, give headlines to stories, articles, write instructions and so on.

***Given the visual and simple way of perception*** it is necessary to encourage the children to draw illustrations to the reader or listener and, conversely, to use drawings to stimulate reading, speaking, writing. Creating diagrams, charts, filling tables with information (for example, questionnaires), writing vertically or diagonally, using different speakers to select one or another language phenomenon helps to diversify the activity.

***Writing letters / words with light touches on the palm / back of a classmate or in the air***, the game “Carousel” (repeated pronunciation, moving around with a

change of a partner), the manufacture of letters from plasticine, the use of magnetic letters for word-making on the board, the game “Moving dictation”, pantomime and any other activities involving motions which help to develop kinesthetic abilities of perception.

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***Participation in group discussions***, discussion of one-on-one issues with a desk companion, dramatization of dialogues, team games, work on a joint project, interviews – all these are types of activities for the development of extravagant perceptual abilities.

***And for the development of introvert person*** it is expedient to use brainstorming, imaginary travel, to encourage writing their own stories, poems, preparing their own projects, making their own posters, leaflets, brochures. And, finally, in order to fully utilize the naturalistic abilities of the child, it is more necessary to use activities by a model or analogy. The innumerable variety of teaching methods only confirms the principle: none of them is suitable for all pupils. Whatever the merits of this or that method, the universal “key”, through which you can achieve outstanding results for all pupils in the class, does not exist. However, most teachers use the very same methods in working with children, without being able to detect and take into account their individual characteristics. Therefore, the success of children largely depends on how their characteristics correspond to the applicable teaching methods.

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## Chapter II.

### Exercises for teenagers to teach them to speak English

In this chapter we proposed the exercises for teenagers with the purpose of to teaching them to speak English. These exercises were provided by us into the process of teaching teenagers to study English at Rivne Lyceum “Ukrainian”. The experimental class was 9-C (32 pupils, among them there were 21 girls and 11 boys).

#### 2.1. Exercises to maintain personal identification

##### 1A. VOCABULARY & LISTENING

**Exercise 1. Read and reproduce the dialogue.**

**Diana** – Hello! I am Diana. What’s your name?

**Denys** – Denys. Nice to meet you.

**Diana** – Nice to meet you too. Where are you from, Denys?

**Denys** – I’m from Ukraine. Nice to meet you.

**Diana** – How do you spell your country?

**Denys** – U-K-R-A-I-N-E. How old are you, Diana?

**Diana** – I’m 17. What about you?

**Denys** – I’m 17 too.

**Exercise 2. Put the words in the correct order to make sentences and questions.**

1. name/ What’s/ you/ ? \_\_\_\_\_

2. old/ How/ you/ are/ ? \_\_\_\_\_

3. from/are/ you/ Where/

? \_\_\_\_\_

4. you/ do/ spell/ name/ your/ How/ ?

\_\_\_\_\_

5. to/ Nice/ you/ meet/

**Exercise 3. Write true answers.**

What's your name?

---

How old are you?

---

Where are you  
from? \_\_\_\_\_

**Exercise 4. Read, listen and repeat the dialogue.**

See: <http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/introducing-friend>

- Hi, Pablo! How are you?
- Hi, Sumi ! I'm fine. Thanks.
- Pablo, this is Greta.
- Hi, Greta! I'm Pablo.
- Hi! How are you?
- I'm fine. Thanks. Where are you from, Greta ?
- I'm from Germany. Where are you from?
- I'm from Argentina. Nice to meet you.
- Nice to meet you.

**Exercise 5. Write a conversation. Use the information below.**

**Name:** Denys

**Name:** Tina

**Age:** 18

**Age:** 17

**Country:** Ukraine

**Country:** England

A – Hi. I'm \_\_\_\_\_. \_\_\_\_\_ name?

B – My \_\_\_\_\_. Nice \_\_\_\_\_.

A – \_\_\_\_\_ too. How \_\_\_\_\_?

B – I \_\_\_\_\_. \_\_\_\_\_ you?

A – I \_\_\_\_\_. \_\_\_\_\_ from?

B – I \_\_\_\_\_. \_\_\_\_\_ you?

A – \_\_\_\_\_ England.

**Exercise 6. Work in pairs . Prepare a dialogue (use the dialogue of exercise 4 or 5 as an example). Act out your dialogue to the class.**

## 1B. GRAMMAR

**to be    be going to    Present Simple affirmative**

**Exercise 1. Read the text. Underline all the examples of the verb “to be”.**

My name is Diana. My home town is Lviv, in Western Ukraine. But I am not Ukrainian, I am Polish. I am 17 years old. I am a student of the university. My brother isn't a student. He is at school. His name is Bohdan. He is 15. We are not at home now. We are on holiday in Poland, at our grandparents'. They are very happy.

**Exercise 2. Complete the table with the affirmative and negative forms of the verb “to be”**

|                                                                           |                                                                                  |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>Affirmative</b><br>I _____<br>He/she/it _____<br>You/we/<br>they _____ | <b>Interrogative</b><br>Am I...?<br>Is he / she/ it...?<br>Are we/ you/ they...? |
| <b>Negative</b><br>I _____                                                | <b>Short answers</b><br>Yes, I am/ No, I'm not                                   |

|                 |                                                             |
|-----------------|-------------------------------------------------------------|
| He/she/it _____ | Yes, he/ she/ it <i>is</i> / No, he/ she/ it <i>isn't</i> . |
| You/we/         | Yes, you/ we/ they <i>are</i> / No, you/ we/                |
| they _____      | they <i>aren't</i>                                          |

**Exercise 3. Complete the sentences with the affirmative or negative forms of the verb “to be”. Make them true for you.**

1. I \_\_\_\_\_ 17 years old.
2. My sister / brother \_\_\_\_\_ a student.
3. My parents \_\_\_\_\_ from Ukraine.
4. My friend and I \_\_\_\_\_ students.
5. We \_\_\_\_\_ in the classroom now.
6. My friends \_\_\_\_\_ from London.
7. Our teacher \_\_\_\_\_ Polish.

**Exercise 4. Write questions. Use the interrogative of the verb “to be”.**

1. you / 17 years old ?
2. you / from Ukraine ?
3. your/ favourite subject English ?
4. your/ friends at a lesson now ?
5. you/ happy ?
6. your friends/ students ?
7. your parents/ at home ?

**Exercise 5. Work in pairs. Ask and answer the questions in exercise 4.**

**Exercise 6. Read about Diana’s plans for summer, find the examples of “be going to” and complete the table**



|                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>After graduating from the university I am going to be a teacher, that's why I am going to work at a rest camp for three weeks. Then my friend and I are going to spend two weeks at the seaside. We are not going to stay at a hotel. We are going to stay at a youth hostel.</p> <p>What are we going to do next? Well, my friend is going to visit his relatives in Canada. I'm going to spend some days in Poland.</p> | <p>We use <b>“going to”</b> to talk about plans for the future. We form the structure with: <i>be</i> + <i>going to</i> + base form of the verb.</p> <p><b>Affirmative</b></p> <p>I _____ a teacher.</p> <p>He/she/it _____ travel to the sea</p> <p>We/you/they _____ work in a rest camp</p> <p><b>Negative</b></p> <p>I _____ work in an office</p> <p>We/you/they _____ stay in a hotel</p> <p>He/she/it _____ visit Poland</p> <p><b>Interrogative</b></p> <p><u>Are</u> you/they/we <u>going to</u> work in a shop? -Yes, I am. (No, I am not). Yes, we/they are. (No, we/they are not)</p> <p>What _____ do next?</p> <p>_____ you _____ go out with your friends?</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Exercise 7. What are you plans for this weekend? Find out your desk mate's plans for this weekend. Tick or cross the activities in the columns. Ask and answer about the activities. Work in pairs.**

|            |     |              |             |
|------------|-----|--------------|-------------|
| activities | you | your partner | your friend |
|------------|-----|--------------|-------------|

|                     |  |  |  |
|---------------------|--|--|--|
| Watch TV            |  |  |  |
| Surf the Internet   |  |  |  |
| Go shopping         |  |  |  |
| Go out with friends |  |  |  |
| Go to a disco club  |  |  |  |
| Go to the cinema    |  |  |  |
| Go jogging          |  |  |  |
| Read a good book    |  |  |  |
| Do homework         |  |  |  |
| Work in the garden  |  |  |  |
| Go to a library     |  |  |  |

**Model:** *Are you going to phone your friend? – Yes, I am / No, I am not.*

*Is your friend going to stay at home? – Yes, she/he is / No she/he is not.*

**Exercise 8. Read the text. Underline all the examples of the verbs.**

My name is Julia. I'm 17. My birthday is in September. I'm from Ukraine. I live in Rivne. I'm a student. I study at the University. My favourite subjects are English, Ukrainian, Foreign Literature, and History. I like reading, especially foreign literature. Besides I love music with rhythm I can dance to. And I'm fond of going to discos and parties with my friends.

My friends are very interesting people, people with original ideas, most of them are really talented in different fields. They like listening to music and reading books too. In fact I prefer to associate with clever and polite people.

My best friend is Ann. She is a student too. She likes playing the guitar and singing songs. We always understand each other and help each other in difficult situations.

I love and respect my parents very much and I want them to be proud of me. So, I do my best to be a careful daughter and a good human being.

**Exercise 9. Look at the table and find the missing verbs from in sentences of the text and complete it.**

| <b>Present Simple (Indefinite): affirmative</b>                                                                              |                 |
|------------------------------------------------------------------------------------------------------------------------------|-----------------|
| I _____                                                                                                                      | We <u>like</u>  |
| You <u>like</u>                                                                                                              | You <u>like</u> |
| He / she / it                                                                                                                | They _____      |
| _____                                                                                                                        |                 |
| We use <b>Present Simple</b> to talk about<br>– something that happens always or regularly;<br>– a fact that is always true. |                 |

See: <http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/present-simple>

**Exercise 10. Complete the sentences with the present simple affirmative of the verbs from the box.**

|                                                                                |
|--------------------------------------------------------------------------------|
| work   live   hate   like   study   understand   do   respect   love<br>prefer |
|--------------------------------------------------------------------------------|

1. My brother and I \_\_\_\_\_ in Rivne. 2. My friends \_\_\_\_\_ at the university. 3. I \_\_\_\_\_ music. 4. My mother \_\_\_\_\_ in a hospital. 5. We \_\_\_\_\_ each other. 6. I \_\_\_\_\_ my parents. 7. We \_\_\_\_\_ our best to be good students. 8 He \_\_\_\_\_ me. 9. My best friend \_\_\_\_\_ playing computer games. 10. Ann \_\_\_\_\_ tea to coffee.

**Exercise 11. Speak about yourself using exercise 5 as an example.**

## 1C. CULTURE

**Exercise 1. In two minutes make a list of jobs as many as you can think of. In your opinion, what is the most interesting job on your list and why?**

**Exercise 2. Listen to the dialogue**

**<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/work>**

**Match the speaker with the correct job.**

|    |       |    |                   |    |       |    |         |    |            |
|----|-------|----|-------------------|----|-------|----|---------|----|------------|
| S- | pilot | S- | shop<br>assistant | S- | nurse | S- | dentist | S- | tour guide |
|----|-------|----|-------------------|----|-------|----|---------|----|------------|

**Exercise 3. Read the texts. In your opinion, what is the best job and why?**

### THE BEST JOBS IN THE WORLD

#### 1. Chocolate consultant

This could well be the ultimate job for anyone with even the smallest craving for chocolate – and yes, jobs like these really do exist. There are lots of different types of chocolate consultant too; from people that work with high street brands and liaise directly with their outlets to people that work with more niche brands.

Louise Thomas has worked in the chocolate industry for two years and been passionate about chocolate for more than six years. She became frustrated by the lack of education and awareness regarding fine chocolate, so started her own company to share her love of the cocoa bean. She now runs events and tastings – similar to wine tastings – as well as doing consultancy for hospitality and retail, to find a particular chocolate for a client or extend their range.

#### 2. Beer tasters

Maybe not one for everyone, but if you prefer beer to chocolate then many breweries hire technologists to check the quality of their drink before it goes on sale.

In order to thrive in this job you have to have an adept palate – and that doesn't mean being able to sink six pints on a Friday night.

It's still a pretty popular job; when Welsh brewery Evan-Evans started the search for a group of beer tasters to help with the development of a new beer range, the company received more than 250 applications.

Of course, if you'd rather be selling the beer than tasting it, then the career of a bar manager awaits.

### **3. LEGO sculptor**

Who hasn't at some point in their life sat down in front of a box of LEGO and set about building (or helping to build) a fantastic creation in multi-coloured blocks? For some people this becomes more than just something you did as a kid.

LEGO has a number of certified professionals who work with the company to create sets and build models for them. They work against fairly tight budgets and thematic constraints, and are based in Legoland Discovery Centres around the world. But competition for the jobs is fierce, with estimates varying as to exactly how many there are in the world – from nine to 30. The latest one to get a job was 23-year-old Andrew Johnson who submitted a clever video, then competed in a hard core three-round build off, allegedly fighting off 45 other competitors.

If you love childhood toys but don't fancy building them, why not consider joining the retail sector and work in a toy shop?

### **4. Island Caretaker**

OK, everyone lists this but what a job! It was advertised as "Officially the best job in the world" in 2009 and involved working for the Queensland Tourism Board. The role was a newly created position designed to help promote the Islands of the Great Barrier Reef to the world.

Briton Ben Southall won the job, earning J73,400 to live on an island in the Great Barrier Reef for six months, swimming, exploring and generally enjoying himself whilst filming and blogging about all the fun he was having. And it didn't end there, after his six-month stint on the island, Ben went onto become Global Tourism Ambassador at Tourism Queensland.

If you're not lucky enough to land a job caretaking an exotic island then the travel and tourism industry can still take you to some pretty interesting places.

(from <http://www.totaljobs.com>)

**Exercise 4. Are the sentences true or false? Correct the false sentences.**

1. Louise Thomas has worked in the chocolate industry for six years and been passionate about chocolate for more than two years.
2. There are lots of different types of chocolate consultant.
3. A beer taster is still a pretty popular job.
4. When Welsh brewery Evan-Evans started the search for a group of beer tasters , the company received more than 500 applications.
5. LEGO has a number of professionals who create sets and build models for the company.
6. The latest one to get a job of a LEGO sculptor was 32-year-old Andrew Johnson.
7. An Island Caretaker was advertised as "Officially the best job in the world" in 2008.

## 1D. GRAMMAR

### Present Simple negative and questions

**Exercise 1. Read and reproduce the dialogue.**

- Excuse me, are you American?
- No.
- Do you speak English?
- <http://www.learnersdictionary.com/search/A> Yes, I do a little, but not very well.
- What do you do for work?
- I'm a student. How about you?
- I'm a student too. And what do you like doing in your free time?

- I play tennis.
- I don't play tennis.

**Exercise 2. Complete the table. Find the examples of the present simple negative and questions in exercise 1.**

| <b>Present simple</b> negative we form with <i>don't</i> or <i>doesn't</i> and the base form of the verb | <b>Present simple</b> questions we form with <i>do</i> or <i>does</i> and the base form of the verb                                                                                                        |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I /we / you /they <i>don't</i> play tennis</p> <p>He / she / it _____play tennis.</p>                 | <p>_____I / we /you /they play tennis?</p> <p>Yes, I /we /you / they _____/</p> <p>No, I /we /you / they _____</p> <p>_____ he /she/it play tennis?</p> <p>Yes, he /she/it _____./ No, he /she/it_____</p> |

**Exercise 3. Rewrite the sentences in negative and interrogative form.**

1. We live in Paris.

---

2. I come from England.

---

3. Ann plays tennis.

---

—

4. My parents work at school.

---

5. You watch a lot of films.

---

7. My father gets up at 6 o'clock.

---

8. I prefer coffee to tea.

---

9. Vicky studies foreign languages.

---

10. They love football.

---

**Exercise 4. Work in pairs. Ask and answer the questions in exercise 3.**

**Exercise 5. Complete the sentences with the present simple of the verbs given in brackets.**

1. \_\_\_\_ you \_\_\_\_\_ (read) a lot of books?
2. He \_\_\_\_\_ (not drink) milk in the morning.
3. We \_\_\_\_\_ (listen) to music every evening.
4. They \_\_\_\_\_ (speak) about their day in the evening.
5. \_\_\_\_ she \_\_\_\_\_ (sing) at her music lesson every Wednesday.
6. It \_\_\_\_\_ (not sleep) at the door.
7. I and my friend \_\_\_\_ (go) to the cinema a lot.
8. A cat and a dog \_\_\_\_\_ (not play) together.
9. \_\_\_\_ the dog \_\_\_\_\_ (eat) its food.
10. A cat \_\_\_\_\_ (like) mice.

## **1E. READING**

**Exercise 1. Answer the following questions.**

1. Is your family big or small? 2. How many people are there in your family? 3. Who are they? 4. How old are your father and your mother? 5. How old are your sisters and brothers? 6. How old are you? 7. What does your mother do? 8. How



many children have your aunt and uncle? 9. Is your mother beautiful? 10. What is your mother's/ father's name? 11. Who do you look like? 12. Have you got many relatives?

**Exercise 2. Tell your classmates about your family.**

**Exercise 3. Fill in suitable words.**

1. His aunt's son is his \_\_\_\_\_. 2. Your father's father is your \_\_\_\_\_. 3. My sister's son is my \_\_\_\_\_. 4. My sister's daughter is my \_\_\_\_\_. 5. My mother's brother is my \_\_\_\_\_. 6. Your mother's sister is your \_\_\_\_\_. 7. Your uncle's daughter is your \_\_\_\_\_. 8. Your mother's mother is your \_\_\_\_\_. 9. Your brother's wife is your \_\_\_\_\_. 10. Your sister's husband is your \_\_\_\_\_.

**Exercise 4. Form the questions to which the following statements are the answers. Each sentence states a certain fact. Find some more details about it by asking questions. Work in pairs.**

1. We are students of the English Faculty. 2. Her brother-in-law is a doctor. 3. Betty Brown is a typist. 4. My sister-in-law is a housewife. 5. His family is not large. 6. They have got only one child. 7. She has got a daughter. 8. Their child's name is Benny. 9. Her name is Helen. 10. His nephew is four. 11. He is my boyfriend. 12. She is an English student. 13. Betty is Helen's sister. 14. My grandparents are retired. 15. Benny has no brothers. 16. Their grandmother is an elderly person. 17. Doctor White is a middle-aged person.

**Exercise 5. Read the text.**

### **MARRIAGE**

In Britain, marriage is a relationship where a man and woman make a legal agreement to live together.

The agreement can be religious (such as in church) or in a civil ceremony. Today only 50% of people get married in church. Young people under sixteen can't

get married, when you are sixteen and seventeen your parents must agree. The number of teenage weddings is dropping. Only 28% of brides and 11% of bridegrooms are under 21. 32% of brides and 33% of grooms are aged 21-24.

The average age for men to get married is 25.5. The average age for women is 23.

One in ten British couples gets divorced in the first six years. The younger the couple, the more likely they divorce.

***Exercise 6. Answer the questions.***

1. Do you want to get married? Give reasons for saying “yes” or “no”.
2. When do you want to get married – between 18 and 21, between 22 and 25, between 26 and 30, or after 30?

Give reasons for your answer.

3. What do you think of societies where girls get married when they are 12 or 14?
4. Do most people get married in a civil or a religious ceremony?
5. What is the average age of brides in your country?

***Exercise 7. Listen to the speaker*** <http://www.elllo.org/video/1351/1392-Alejandro-Marriage.htm>

***Are the sentences true or false.***

1. Alejandro is from Ecuador. \_\_\_\_\_
2. Indians get married at older age like 35, even 39. \_\_\_\_\_
- 3 People in the cities get married at much younger age, like 15 or 16 maybe 17. \_\_\_\_\_

***Exercise 8. Comment on the situation.***

Do you know the saying “Marriages are made in heaven”? How do you understand it?

Don't you agree that successful marriage is impossible without love? Do you sometimes think about your future family life? Enlarge on this theme.

## 1F. EVERYDAY ENGLISH

**Exercise 1. Match the personality adjectives in A with their opposites in B.**

| A               | B            |
|-----------------|--------------|
| 1. well-bred    | a) lazy      |
| 2. honest       | b) ill-bred  |
| 3. hard-working | c) greedy    |
| 4. generous     | d) coward    |
| 5. brave        | e) cruel,    |
| 6. kind         | f) rude      |
| 7. polite       | g) shy       |
| 8. warm-hearted | h) dishonest |
| 9. confident    | i) unkind    |
| 10. talkative   | j) quiet     |

**Exercise 2. Work in pairs. Describe your deskmate using the following prompts.**

|                                                                               |                                                                                      |                                                            |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------|
| tall/short<br>thin /<br>plump<br><b>She /he is</b> pretty<br>good-<br>looking | short<br>/long<br>dark<br>/fair<br><b>Her /his hair is</b><br>straight/curly<br>wavy | blue<br>brown<br><b>Her /his eyes are</b><br>green<br>grey |
| round<br>oval<br><b>Her /his face is</b> long                                 | straight,                                                                            | optimistic/pessimistic                                     |

|        |                                                            |                                                                                                                                               |
|--------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| square | turned-up<br><b>Her /his nose is</b><br>hooked<br><br>flat | patient /<br>impatient<br><b>She /he is</b> talkative /<br>quiet/shy<br>serious /<br>funny<br>friendly /kind/<br>frank<br>generous<br>/modest |
|--------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|

**Exercise 3. Read and reproduce the dialogue.**

- Do you know my elder brother, Peter?
- I'm not really sure I do. What does he look like?
- He is rather tall, dark-eyed with an up-turned nose.
- Oh, yes, I certainly know him. Does he study at our university?
- Yes, he does. And what about my cousin Vicky?
- I don't know her. Is she pretty? Young?
- Yes, rather. Fancy, a girl of 20, tall, slender, with large thoughtful eyes and golden hair. But look, here is her photo.
- Oh, she is really a beauty. Does she like playing tennis?
- No, she doesn't. She doesn't play tennis.
- Oh, it's a pity.

**Exercise 4. Listen to the dialogue and choose the correct variant.**

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/describing-people>

1. Aurelia is asking about Hannah's \_\_\_\_\_.
- a) friend                      b) brother                      c) boyfriend

2. Jem has got \_\_\_\_\_.

- a) long brown hair    b) a girlfriend    c) a twin sister

3. Hannah has got \_\_\_\_\_.

- a) one brother    b) two brothers    c) a brother and a sister

4. Alex and Jem \_\_\_\_\_.

- a) look different    b) look the same    c) have the same hair but different eyes

**5. Write a short description of a friend or a member of your family.**

## **1G. WRITING**

***Exercise 1. Read the personal profiles of Diana and Denys.***

### **Denys**

My name is Denys and I'm from Lviv, Western Ukraine. I'm 18 years old and I'm a student of Lviv University.

My hobbies are playing computer games with my friend and listening to music. I also do a lot of sport – I enjoy riding a bike and playing tennis. I'm also interested in photography.

I consider myself a friendly person. I'm loyal to my friends. I'm also hardworking and reliable. I want to graduate from the university and get a well-paid job. I think I'm quiet and responsible too. Sometimes I'm a little shy. This is my fault.

### **Diana**

My name is Diana and I'm 17. I'm from Rivne, Western Ukraine. I study at Lviv University in year 1.

My hobbies are fashion and listening to music. I also go dancing to a dance club. I'm not very keen on sport but I sometimes play table-tennis.

I think I'm kind and easy-going. I get on well with my friends. I'm also frank and generous. I'm not a shy person. I prefer to talk to other frank and confident people. My only fault is that I'm a bit light-minded.

***Exercise 2. Answer the questions about Diana and Denys.***

1. How old are they?
2. Where do they study?
3. Which sports do they go in for?
4. What are their hobbies and interests?
5. What are their personality traits?
6. What are their faults?

***Exercise 3. Make notes about three relatives or friends of yours. What personal qualities do they have? Give reasons. What hobbies do they have?***

**Model:**

*My sister Maria is hardworking. She always helps her parents about the house. She is easy-going. She's got a lot of friends. Her hobby is reading books. She also likes playing basketball.*

***Exercise 4. Write your personal profile.***

## **2.2. A complex of exercises "Free time" to organize Communicative Language Teaching teenagers at the lessons of English**

### **2A. VOCABULARY AND LISTENING.**

***Exercise 1. Complete the chart by adding the words below.***

Reading books or newspapers; listening to music; watching TV; playing computer games, chess, draughts, cards; painting; making models; sewing; knitting; waving; crocheting; singing; playing musical instruments; cooking; embroidery; baking; collecting stamps, coins, postcards, maps, autographs, butterflies, shells, books; learning foreign languages; studying art, music, literature or other subjects; gardening; travelling; visiting a choir; climbing; carving; decoupage; fitness; writing poems; shopping; fishing; dancing; scanwords; skating; skiing; boxing; diving; cycling; figure-skating; athletics; swimming; playing basketball, football, golf, volleyball, tennis, hockey, table-tennis, badminton, billiards; gymnastics; yoga; darts; aerobics; wrestling; skateboarding; jogging; riding a bike; surfing the Internet; going to the cinema, theatre, museum, concerts.

| <b>Sport</b>  | <b>Games</b> | <b>Hobby</b>   |
|---------------|--------------|----------------|
| <i>boxing</i> | <i>chess</i> | <i>singing</i> |

**Exercise 2. Unscramble these jumbled words for different types of hobbies and sports. Use the words in the word box to help you.**

|            |            |          |            |
|------------|------------|----------|------------|
| Collecting | Cycling    | Boxing   | Tennis     |
| Painting   | Sewing     | Knitting | Football   |
| Singing    | Embroidery | Golf     | Basketball |
| Cooking    | Crocheting | Swimming | Skating    |

1. Flog

8. Xobngi

2. Simnwimg

9. Roemdebyri

3. Tasking

10. Wenisg

4. Skabebatl

11. Checrotng

5. Tooflalb

12. Gingings

6. Netsin

13. Nipating

7. Glicygn

14. Titking

15.Kicoong

16.Cecollting

**Exercise 3. Select the odd word that does not fit into a list, giving reasons for your choice.**

1. Athletics, watching TV, reading.
2. Badminton, gardening, football.
3. Cycling, computer games, chess.
4. Football, basketball, collecting stamps.
5. Swimming, singing, listening to music.

**Exercise 4. Write the words from exercise 1 in the correct group.**

|    |                                |  |
|----|--------------------------------|--|
| 1  | Indoor activities              |  |
| 2  | Outdoor activities             |  |
| 3  | Things people play             |  |
| 4  | Things people collect          |  |
| 5  | Summer activities              |  |
| 6  | Winter activities              |  |
| 7  | Summer and winter activities   |  |
| 8  | Active activities              |  |
| 9  | Passive activities             |  |
| 10 | Low-cost hobbies               |  |
| 11 | Expensive hobbies              |  |
| 12 | Hobbies you can do in your own |  |
| 13 | Hobbies you can do in a team   |  |

**Exercise 5. Complete the sentences with the appropriate word or phrase from the box.**



Playing, reading, learning, writing, listening, collecting, watching, making,  
playing, riding

1. She likes \_\_\_\_\_ stamps very much.
2. They quite like \_\_\_\_\_ badminton.
3. He doesn't like \_\_\_\_\_ TV.
4. We hate \_\_\_\_\_ models.
5. She likes \_\_\_\_\_ books.
6. He quite likes \_\_\_\_\_ foreign languages.
7. I don't like \_\_\_\_\_ to music.
8. She quite likes \_\_\_\_\_ musical instruments.
9. They like \_\_\_\_\_ poems.
10. He likes \_\_\_\_\_ a bike.

**Exercise 6. Put the sports and hobbies from exercise 1 into such groups according to your own opinion:**

1. I like...very much.
2. I quite like...
3. I don't like...
4. I hate...

**Exercise 7. Work in pairs. Tell your partner your opinions of the sports and hobbies. Tick (✓) the ones that are the same for both of you.**

| Sports and hobbies | You | Your partner |
|--------------------|-----|--------------|
|                    |     |              |
|                    |     |              |
|                    |     |              |
|                    |     |              |
|                    |     |              |

**Exercise 8.** Which of these activities are popular with the following age groups according to your own opinion? Tick (✓) the activities. Then compare with a partner.

|                                  | Children | Teens | Young adults | Middle-aged people | Older people |
|----------------------------------|----------|-------|--------------|--------------------|--------------|
| 1. Yoga                          |          |       |              |                    |              |
| 2. Surfing the Internet          |          |       |              |                    |              |
| 3. Reading books or newspapers   |          |       |              |                    |              |
| 4. Playing computer games        |          |       |              |                    |              |
| 5. Collecting stamps, coins etc. |          |       |              |                    |              |
| 6. Travelling                    |          |       |              |                    |              |
| 7. Watching TV                   |          |       |              |                    |              |
| 8. Fishing                       |          |       |              |                    |              |
| 9. Walking                       |          |       |              |                    |              |
| 10. Fitness                      |          |       |              |                    |              |
| 11. Skateboarding                |          |       |              |                    |              |
| 12. Singing                      |          |       |              |                    |              |
| 13. Playing chess/draughts       |          |       |              |                    |              |
| 14. Playing cards                |          |       |              |                    |              |
| 15. Visiting museums             |          |       |              |                    |              |

**Exercise 9.** Listen to the conversation between Ryan and Sarah about sports.

<http://learnenglish.vn/listening/elementary-listening/what-sports-do-you-like/>

**a) Which sport does each person like?**

1. Sarah \_\_\_\_\_.

2. Ryan \_\_\_\_\_.

3. Lucy \_\_\_\_\_.

**b) Are the sentences true or false? Correct the false sentences.**

1. Sarah goes to the sports centre every day.
2. Sarah likes to play basketball very much.
3. Ryan doesn't like to play tennis.
4. Sarah hates to do judo.
5. Sarah goes to the sports centre two or three times a week.
6. Lucy likes to do yoga.
7. Ryan doesn't like sport.
8. Ryan likes to play football.
9. Ryan doesn't like to play volleyball.
10. Lucy hates to play tennis.

**Exercise 10. Interview your partner about free time activities using the questionnaire. Ask for more information.**

1. Do you prefer active or passive free-time activities?
2. What is your hobby? Do you enjoy it?
3. Is it expensive or cheap hobby?
4. How much time do you spend on your hobby?
5. Is it a popular hobby in your country?
6. What popular hobbies do you know?
7. What hobbies do you think are boring?
8. How does your hobby affect your everyday life?

**Exercise 11. Write a paragraph about your free-time activities. Plan your story. Remember to answer the questions: What? Where? When? Who? Why?**

## **2B. GRAMMAR**

### **Adverbs of frequency**

| Frequency | Adverb                    | Example                                         |
|-----------|---------------------------|-------------------------------------------------|
| 100%      | <b>Always</b>             | I <i>always</i> help my mother about the house. |
| 90%       | <b>Usually</b>            | I <i>usually</i> watch TV in the evening.       |
| 80%       | <b>Normally/generally</b> | I <i>normally</i> go to the gym.                |
| 70%       | <b>Often/frequently</b>   | I <i>often</i> meet with my friends.            |
| 50%       | <b>Sometimes</b>          | I <i>sometimes</i> forget to do homework.       |
| 30%       | <b>Occasionally</b>       | I <i>occasionally</i> listen to rock music.     |
| 10%       | <b>Seldom/rarely</b>      | I <i>seldom</i> play tennis.                    |
| 5%        | <b>Hardly ever</b>        | I <i>hardly</i> ever drink alcohol.             |
| 0%        | <b>Never</b>              | I <i>never</i> watch soap operas.               |

**Exercise 1. a) Complete the table with the true information about yourself. Use appropriate adverbs of frequency in the box to help you. b) Compare it with your partner. c) Tell the class about yourself and your partner. Which things are the same and which are different?**

| Activities                           | Adverbs of frequency | You | Your partner |
|--------------------------------------|----------------------|-----|--------------|
| To read books, newspapers, magazines | regularly            |     |              |
| To listen to music                   | usually              |     |              |
| To watch TV                          | always               |     |              |
| To write poems                       | never                |     |              |
| To play computer games               | occasionally         |     |              |
| To play chess, cards                 | normally/generally   |     |              |
| To paint                             | frequently/often     |     |              |
| To make models                       | seldom/rarely        |     |              |
|                                      | sometimes            |     |              |

|                                                                   |                                                   |  |  |
|-------------------------------------------------------------------|---------------------------------------------------|--|--|
| To sew, to knit, to wave, to crochet,<br>to embroider             | hardly ever                                       |  |  |
| To sing songs                                                     | every                                             |  |  |
| To play musical instruments                                       | Sunday/Monday/Tuesday/<br>Wednesday/Thursday/Frid |  |  |
| To cook, to bake                                                  | ay/                                               |  |  |
| To collect stamps, coins, postcards,<br>maps                      | Saturday                                          |  |  |
| To learn foreign languages                                        | every weekend                                     |  |  |
| To study art, music, literature or other<br>subjects              | every evening/morning                             |  |  |
| To do gardening                                                   | daily                                             |  |  |
| To travel                                                         | monthly                                           |  |  |
| To visit a choir                                                  | weekly                                            |  |  |
| To ski                                                            | twice a week                                      |  |  |
| To play bowling, table-tennis,<br>billiards                       | once a week                                       |  |  |
| To watch outdoor sports                                           | once a year                                       |  |  |
| To go to the museums, cinemas,<br>theatres, concerts, exhibitions |                                                   |  |  |
| To search on the Internet                                         |                                                   |  |  |
| To dance                                                          |                                                   |  |  |

**Exercise 2. Put the words in brackets in the correct place in the sentence.**

Example: I go jogging on Saturdays. (often) I often go jogging on Saturdays.

1. She goes cycling at the weekend. (sometimes)
2. We do yoga. (rarely)
3. They go to the cinema. (occasionally)
4. Do you play basketball? (often)
5. I go to the gym. (seldom)
6. Do you go to school? (every day)

7. Does she play football? (never)
8. Does he play computer games? (often)
9. Do his parents like to travel? (twice a year)
10. Your friend doesn't watch outdoor sports. (often)

**Exercise 3. Put the words in the correct order to make interrogative sentences.**

1. You /go /every /gym /do /the /Monday /to/?
2. Play /your /does /once /sister /tennis /a /week/?
3. Regularly /does /his /take /competitions /part /brother /the /in?
4. Do /friend /does /often /your /athletics?
5. Parents /your /once /do /play /a /golf /month?

**Exercise 4. Put the words in the correct order to make affirmative sentences.**

1. Usually /Mary /in /plays /the /basketball /evening.
2. She /very /seldom /well /tennis /plays.
3. Weekly /physical training /they /lessons /at school /have.
4. In /wins /often /chess /he.
5. Her /goes /friend /in /diving /for /every /Saturday.

**Exercise 5. Read the following short paragraph about Mary and her hobbies and interests.**

**a) Pay attention to how often and when she does her various hobbies.**

Mary has a lot of hobbies and interests. She usually gets up early and run before work. She doesn't often have time to ski, but she occasionally goes on Saturdays during the winter. Mary often rides a horse at a stable near her home. She sometimes goes after work, but she usually goes horse riding on Sundays. She loves music. She always goes to choir practice on Wednesday evenings and sings in church on Sundays. She doesn't have much extra money, so she rarely goes to the concerts. She seldom watches TV because she likes doing things outside. She usually goes to the gym if the weather is bad. She isn't often alone because she has a lot of friends.

She occasionally does something alone, but she usually does her activities with one of her friends. She is a happy girl!

***b) Choose the correct answer to these questions based on Mary's hobbies and interests. Each question has only one correct answer.***

1. Why does she usually get up early?
  - a) She gets up early to run before work.
  - b) She gets up early to watch TV.
  - c) She gets up early to read newspapers.
2. How often does she ski?
  - a) She sometimes skis.
  - b) She occasionally skis in winter.
  - c) She rarely skis in winter.
3. How often does she ride a horse?
  - a) She rides a horse every day.
  - b) She often rides a horse.
  - c) She rides a horse every month.
4. When does she usually go horse riding?
  - a) She usually goes horse riding after work.
  - b) She usually goes horse riding on Fridays.
  - c) She usually goes horse riding on Sundays.
5. What kind of music activities does she like doing?
  - a) Playing the violin.
  - b) Singing.
  - c) Playing the piano.
6. How often does she go to the concerts?
  - a) Every Sunday.
  - b) Sometimes.
  - c) Never.
7. How often does she watch TV?

- a) She usually watches TV every night.
  - b) She rarely watches TV.
  - c) She never watches TV.
8. What does she usually do if the weather is bad?
- a) She goes outside.
  - b) She goes to the gym.
  - c) She meets with her friends.
9. How often is she alone?
- a) She is often alone.
  - b) She is rarely alone.
  - c) She is usually alone.
10. How often does she do something alone?
- a) She never does something alone.
  - b) She occasionally does something alone.
  - c) She always does something alone.

***Exercise 6. Choose the correct word or phrase to complete the sentence. There is only one correct answer.***

1. I \_\_\_\_\_ early on Saturdays.
- a) get up usually
  - b) usually get up
  - c) get usually up
2. She \_\_\_\_\_ to the museum.
- a) never goes
  - b) goes never
  - c) never go
3. Peter \_\_\_\_\_ watch TV so late.
- a) doesn't usually
  - b) usually doesn't
  - c) doesn't never



4. \_\_\_\_\_ computer games?
- a) Often you play
  - b) Often do you play
  - c) Do you often play
5. When \_\_\_\_\_ your homework?
- a) usually you do
  - b) usually do you do
  - c) do you usually do
6. She \_\_\_\_\_ late for class.
- a) often is
  - b) is often
  - c) are often
7. My friend \_\_\_\_\_ to the concerts on Sunday evenings.
- a) goes sometimes
  - b) does sometime go
  - c) sometimes goes
8. I \_\_\_\_\_ in the city on Sundays.
- a) am rarely
  - b) rarely am
  - c) rarely are
9. When do you \_\_\_\_\_ get up on weekend?
- a) monthly
  - b) ever
  - c) usually
10. I \_\_\_\_\_ novels.
- a) read sometimes
  - b) don't read sometimes
  - c) sometimes read

**Exercise 7. Look at the information and write about Ann, Mark and Alex.**

|                               | <b>Ann</b> | <b>Mark</b> | <b>Alex</b> | <b>After classes</b><br><b>On Saturdays</b><br><b>In the evening</b><br><b>On Mondays morning</b><br><b>At the weekends</b> |
|-------------------------------|------------|-------------|-------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Watch TV</b>               | 90%        | 70%         | 30%         |                                                                                                                             |
| <b>Search on the Internet</b> | 90%        | 90%         | 100%        |                                                                                                                             |
| <b>Play tennis</b>            | 5%         | 30%         | 0%          |                                                                                                                             |
| <b>Read books</b>             | 70%        | 50%         | 10%         |                                                                                                                             |
| <b>Listen to music</b>        | 100%       | 70%         | 90%         |                                                                                                                             |

*Example: Ann usually watches TV in the evening, but she ...*

## 2C. CULTURE

### **Exercise 1. Answer the questions.**

1. Tastes differ. Is it the same about hobbies?
2. Does your hobby suit your character and taste?
3. Which hobby groups do you know?
4. The most popular hobby group is to do things, isn't it? What kind of activities does this group include?
5. What do you know about gardening?
6. Do you like computer games?
7. Are you fond of making things?
8. Do you collect anything?
9. Do you know any hobbies of the famous people?
10. Do you agree that learning new things is a very exciting aspect of a hobby?  
Why?

***Exercise 2. Read the text and do the exercise below.***

Leisure or free time is a period of time spent out of work and domestic activities. It is also the period of recreational time before or after compulsory activities such as eating and sleeping, going to work or running a business, attending school and doing homework or housework. Leisure time is the time when you forget about day-to-day stress and stressful activities and relax. These activities are hobbies.

Nowadays people work all day long and rarely have spare time to rest and to do something they like. But if they have free time they try to spend it in the way they prefer.

There are two main ways of spending free time: the one is to do some physical activities (often outdoors), for example, football, swimming, hockey, skiing; and another way is to enjoy something relaxing at home or in special places: reading, watching TV or knitting.

Hobbies differ like tastes. Everybody tries to choose it according to the personal character and temper. There are four large groups of hobby: doing things, making things, collecting things, and learning things. The most popular of all hobby groups is doing things. It includes a wide variety of activities, from gardening to travelling and from chess to volleyball.

Sport is very popular in our country. There are different sport societies and clubs in Ukraine. Millions of people watch figure skating competitions, hockey and football matches, car races, tennis tournaments and other sports events. Lots of celebrities like to go in for sports. Such actress as Susan Sarandon likes to play ping pong, Jennifer Aniston – hiking and camping, Cameron Diaz – snowboarding and rafting, Jennifer Love Hewitt – rollerskating and horseback riding. Such singers as Beyonce Knowles prefers swimming and dancing, Justin Timberlake – golf and basketball, Madonna and Jennifer Lopez – yoga, Celine Dion – golf and swimming. English soccer player David Beckham, the actors Will Smith and Tom Cruise like fencing, Bruce Willis – boxing, basketball and tennis, Leonardo DiCaprio – basketball.

Gardening is one of the oldest of man's hobbies. It's a well-known fact that the English are very fond of gardening and growing flowers, especially roses.

Millions of people all over the world spend their holidays travelling. They travel to enjoy picturesque places, or just for a change of scene. It's always interesting to discover new things, different ways of life, to meet different people, to try different food, to listen to different musical rhythm.

Those who live in the country like to go to a big city and spend their time visiting museums and art galleries, looking at shop windows and dining at exotic restaurants. City-dwellers usually like a quiet holiday by the sea or in the mountains, with nothing to do but walk and bathe. Most travellers take a camera with them and take pictures of everything that interests them – the sights of a city, old churches and castles, views of mountains, lakes, valleys, plains, waterfalls, forests, different kinds of trees, flowers and plants, animals and birds.

Both grown-ups and children are fond of playing different computer games. This is a relatively new hobby but it is very popular. For example, Justin Timberlake, Leonardo DiCaprio and Kanye West like to play video games and Jennifer Aniston likes surfing the Internet.

Making things includes drawing, painting, making sculpture, designing costumes, handicrafts. For example, Sarah Jessica Parker likes knitting.

Some hobbyists write music or play musical instruments. Ex-President Bill Clinton, for example, plays the saxophone.

Almost everyone collects something at some period in his life: stamps, coins, matchboxes, books, records, postcards, toys, watches. Some collections have no real value. People with a good deal of money often collect paintings, rare books, and other art objects. For example such brilliant actress as Angelina Jolie collects daggers and Nicole Kidman – coins. Famous American actor Brad Pitt collects metal art, Tom Hanks – vintage typewriters, Nicolas Cage – castles, Arnold Schwarzenegger – cars, John Travolta – flying machines, Robert De Niro – hats. Celine Dion collects shoes. Bill Gates likes reading and collects rare books.

No matter what kind of hobby a person has, he always has the opportunity of learning much from it. Learning new things is a very exciting aspect of a hobby.

***Exercise 3. Mark the sentences T (true) or F (false).***

1. Having hobby is nothing but wasting time.
2. There are different hobbies: doing things, collecting things, learning things and making things.
3. Gardening is one of the oldest men's hobbies.
4. It is well-known fact that the English hate gardening and growing flowers, especially roses.
5. People with a good deal of money often collect stamps, coins, matchboxes, books, records, postcards, toys, watches and other things.
6. Leonardo DiCaprio likes playing computer games.
7. Bruce Willis likes fencing.
8. Tom Hanks likes to collect castles.
9. Bill Gates likes reading.
10. Angelina Jolie likes knitting.

***Exercise 4. Listen to the speaker and mark the sentences T (true) or F (false).  
Correct the false sentences.***

<https://www.youtube.com/watch?v=roi1MJKV69s>

1. Speaker's father likes to make models.
2. His sister collects stamps.
3. His mother collects comic books.
4. His friend John likes oil painting.
5. His friend Linda collects coins.

**Exercise 5. Here are some people talking about their hobbies. Can you guess what the hobby is in each case: photography, collecting antiques, playing the violin, DIY (Do it yourself), making own clothes, jogging?**

1. I try to practice every day, but sometimes it's difficult because I don't like to disturb my neighbors too much. And one neighbor gets very angry if I play the same thing over and over again.
2. I really enjoy going round the shops and markets looking for a bargain.
3. I usually use color, but sometimes you get a better effect with black and white. It really depends on the subject.
4. The great thing is you can do it when you like. I usually do it three or four times a week – either early in the morning, or after school. I only go for about 25 minutes but it really keeps me fit.
5. Obviously it saves me a lot of money; and in any case, I hate buying things in boutiques because of their bad quality.
6. I think this is a very common hobby for people like me, who have a house but don't have much money.

**Exercise 6. Listen to the interview and mark the sentences T (true) or F (false). Correct the false sentences.**

[http://www.bbc.co.uk/worldservice/learningenglish/general/expressenglish/2011/1/111121\\_ee\\_spare\\_time\\_page.shtml](http://www.bbc.co.uk/worldservice/learningenglish/general/expressenglish/2011/1/111121_ee_spare_time_page.shtml)

1. People in London don't have a lot of hobbies and interests.
2. It's all fun.
3. In their spare time they're doing knitting.
4. British like gardening.
5. British like to look after old people.
6. They dislike chilling out.
7. British like flirting.

**Exercise 7. Interview your groupmates about his/her hobby. Retell about your hobby.**

## 2D. GRAMMAR

### Object pronouns

| Subject Pronouns | Object Pronouns |
|------------------|-----------------|
| I                | Me              |
| You              | You             |
| He               | Him             |
| She              | Her             |
| It               | It              |
| We               | Us              |
| You              | You             |
| They             | Them            |

**Exercise 1. Draw a line matching each subject pronoun with the correct object pronoun.**

| Subject Pronouns | Object Pronouns |
|------------------|-----------------|
| I                | Me              |
| You              | It              |
| We               | Her             |
| He               | Us              |
| It               | You             |
| She              | Them            |
| They             | Him             |

**Exercise 2. Put the words in the correct order to make sentences.**

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| 1. him /Nina /know /doesn't        | 6. them /she /like /doesn't       |
| 2. give /message /her /the /I /to  | 7. I /her /wait /for              |
| 3. help /I /her                    | 8. calls /she /us                 |
| 4. the /game /with /watch /me /you | 9. He /you /sees                  |
| 5. us /visit /they                 | 10. plays /them /with /he /tennis |

**Exercise 3. Choose the correct object pronouns.**

1. I don't take my book. I don't take \_\_\_\_\_ (he, it, him).
2. My groupmate is next to Rich. My groupmate is next to (he, him. his).
3. We go to the swimming pool. Come with \_\_\_\_\_ (we, them, us).
4. My parents love my sister and \_\_\_\_\_ (I, me, she). They love \_\_\_\_\_ (we, they, them, us).
5. Jane is in the gym. She doesn't come with \_\_\_\_\_ (me, I, my).
6. Don't ask \_\_\_\_\_ (I, me, she). I don't know this answer.
7. It's his birthday today. This is a present for \_\_\_\_\_ (he, his, him).
8. My brother is very good at Math. I am very bad at \_\_\_\_\_ (he, it, him).
9. Ann likes Alex but I hate \_\_\_\_\_ (she, he, him).
10. Do you like dogs? I love \_\_\_\_\_ (it, them, him).

**Exercise 4. Answer the question using an object pronoun.**

*Examples: Do you live with your parents? Yes, I live with them.*

*Do you argue with your sister? No, I don't argue with her.*

*How often do you talk to your father? I talk to him every night.*

1. Do you like romantic movies?
2. Do your parents like gardening?
4. Do your friends like writing poems?
5. Do you have boxing gloves?
6. Do you help your mother?
7. Do your groupmates play tennis with you?



8. Do you know famous British boxers?
9. Do you play chess with your brother?
10. Do you help your grandparents with cooking?
11. Do you understand German?
12. Do you like making models?
13. Does your sister/brother like travelling?
14. Do your friends like collecting stamps?
15. Does your friend like learning foreign languages?
16. How often do you go to the swimming pool?
17. What time do you finish this lesson?
18. When do you play computer games?
19. Where do you buy your ball?
20. How often does your father watch football match?

**Exercise 5. Complete the text with subject or object pronouns.**

Do you like sport? I love (1) \_\_\_\_\_. (2) \_\_\_\_\_ play tennis. My best friend, Anna, does yoga. (3) \_\_\_\_\_ does yoga classes at the gym. My other friends play football. (4) \_\_\_\_\_ are in the university team. At the weekends I often watch sport with my friends. (5) \_\_\_\_\_ all like football and basketball matches. When I'm at home (6) \_\_\_\_\_ watch sport on TV with my dad. My mum and my sister don't watch (7) \_\_\_\_\_. (8) \_\_\_\_\_ say (9) \_\_\_\_\_ is boring! What about you? Which sports do (10) \_\_\_\_\_ play?

**Exercise 6. Listen to the activities that people do in their free time.**

<http://www.123listening.com/sportsplay.php>

**a) Complete the tables with their activities.**

|                 | Activities |
|-----------------|------------|
| <b>1. Maria</b> |            |

|                      |  |
|----------------------|--|
| <b>2. Dev</b>        |  |
| <b>3. Anna</b>       |  |
| <b>4.<br/>Caspar</b> |  |

**b) Compare their activities with yours. What are common and what are different. Use object pronouns.**

*Example: Maria plays tennis. I play it too.*

*Anna reads books. I don't read them.*

**Exercise 7. What do you do on your day off? Talk with a partner using adverbs of frequency and pronouns.**

## **2E. READING**

**Exercise 1. Answer the questions.**

1. What does the word "day off" mean?
2. How many days off do you have?
3. How do you usually spend your day off?
4. Who do you like to spend your days off with?
5. What time do you get up on Sunday?
6. Do you often go to the country on your days off?
7. Do you often meet with your friends?
8. How do you usually spend the mornings and evenings on your days off?

**Exercise 2. Read the text and answer the questions.**

### **MY DAY OFF**

I study at the university all week long, that is why I look forward to my days off. I always plan in advance what to do on Saturday and Sunday.

I like to sleep, so on weekend I get up later than usually. I make my bed, then wash my face and hands, brush my teeth and make my breakfast. After breakfast I relax. I like to listen to music or read books or newspapers.

Sometimes I visit my grandparents on Saturday. My grandpa and granny live in a separate house in the country and I always help them to do some shopping, to clean their house, to wash up, to cook etc.

I meet with my friends in the evening. We like to spend time together and have a lot of fun. We usually go to the cinema, theatre, museum, art gallery, cafe, parks or to play football, tennis, basketball or bowling. In winter we often go to the skating-rink. I like to skate and ski very much. Sometimes we arrange computer game competitions or play cards and chess.

I come home late, have tasty dinner, take a relaxing shower and go to bed.

On Sunday I also like to sleep longer. But I do not get up very late. Although it is a day off, I have a lot to do. I have breakfast with my parents in the morning. We have a chat with them about life or read morning newspapers. Then we go to a store or a market. We always have many purchases on Sunday, and therefore we go by car.

Shopping takes much time and energy. We come home tired. When I need some rest, I turn on a TV-set or a computer and watch an interesting film.

In the evening all the members of our family get together. We have dinner and make plans for the next week. After dinner I usually prepare for a new working week. I do homework, prepare copybooks and textbooks for Monday. I am always in a hurry in the morning, therefore I make everything ready the previous day.

I try to go to bed not late on Sunday. I like to listen to lovely music and only then I fall asleep.

1. Where does he study?
2. How many days off does he have?
3. What does he do in the morning?
4. When does he visit his grandparents?

5. What does he do to help his grandparents?
6. What does he do on Saturday evening?
7. How does he usually spend time with his friends?
8. When does he do shopping?
9. What does he do to relax after shopping?
10. How does he spend Sunday evening?

**Exercise 3. Complete the text with the verbs in brackets.**

**AT THE WEEKENDS**

Ann \_\_\_\_\_ (be) a typical student. She \_\_\_\_\_ (study) at the university from Monday to Friday. That's why she usually \_\_\_\_\_ (have) no free time. She \_\_\_\_\_ (look) forward for her weekends.

On weekends Ann usually \_\_\_\_\_ (wake up) later than usual at about 10 o'clock because she \_\_\_\_\_ (not to hurry up) anywhere. She \_\_\_\_\_ (not to get up) at once because she \_\_\_\_\_ (like) to stay in bed for a while. Then she \_\_\_\_\_ (get up), \_\_\_\_\_ (do) morning exercises, \_\_\_\_\_ (have) a shower, \_\_\_\_\_ (dress) and \_\_\_\_\_ (make) her bed. Then she \_\_\_\_\_ (have) breakfast with her family. After breakfast she \_\_\_\_\_ (clear) the table and \_\_\_\_\_ (wash) the dishes. On Saturday Ann usually \_\_\_\_\_ (help) her mother to tidy their house. Ann \_\_\_\_\_ (clean) the rooms, \_\_\_\_\_ (sweep) the floor and \_\_\_\_\_ (do) ironing. Then she \_\_\_\_\_ (do) shopping. Ann \_\_\_\_\_ (like) to have lunch with her family in the cafe. She \_\_\_\_\_ (like) to have something special for lunch on such days. In the evening Ann \_\_\_\_\_ (help) her mother to cook dinner. After dinner she usually \_\_\_\_\_ (watch) TV, \_\_\_\_\_ (listen) to music, \_\_\_\_\_ (read) books or \_\_\_\_\_ (play) cards with her parents. On Sunday she usually \_\_\_\_\_ (spend) time with her friends. They \_\_\_\_\_ (like) to go to the cinema or theatre. Sometimes they \_\_\_\_\_ (go) to the park and \_\_\_\_\_ (have) a picnic there. They \_\_\_\_\_ (like) to play tennis or badminton. In summer they often \_\_\_\_\_ (go) to the country, \_\_\_\_\_ (sunbath) and \_\_\_\_\_ (swim) in the river. In winter they \_\_\_\_\_ (go)

skiing or skate. In the evening Ann \_\_\_\_\_(have) dinner with her family. She \_\_\_\_\_(enjoy) staying at home and chatting with her parents. At 11 o'clock Ann usually \_\_\_\_\_(go) to bed.

**Exercise 4. Listen to the speaker. Mark the sentences T (true) or F (false). Correct the false sentences.**

<http://www.listenamminute.com/w/weekends.html>

1. The speaker has a lot of plans for weekends.
2. He usually stays at home on Saturday night.
3. He goes out on Friday night.
4. He likes to watch football match on Saturdays.
5. He usually goes to the restaurant with his parents on Sunday.
6. He hates the end of weekend.

**Exercise 5. Work in pairs. Ask your groupmate about his/her typical day off.**

**Exercise 6. Retell about your family weekend.**

## 2F. EVERYDAY ENGLISH

### GIVING AN OPINION

**Exercise 1. Put the phrases in the box into the correct place in the table.**

| Good | Quite good | Bad |
|------|------------|-----|
|      |            |     |
|      |            |     |
|      |            |     |
|      |            |     |

He's all right.

She's terrible.

I can't stand it.

I love it.

I hate them.

She's great.

He's not bad.

They're brilliant.

They're OK.

It's awful.

**Exercise 2. Complete the sentences with the words from the box.**

Stand, prefer, hate, interested, favourite, great, brilliant, great, terrible, not bad

1. I can't \_\_\_\_\_ football.
2. Are you \_\_\_\_\_ in painting?
3. I like Bohdan Stupka. He is \_\_\_\_\_.
4. I like tennis, but I \_\_\_\_\_ athletics.
5. I \_\_\_\_\_ rock music. It's awful.
6. Do you like Michael Jackson? Yes.  
He is \_\_\_\_\_.
7. Do you like classical music? It's \_\_\_\_\_.
8. I hate horror films. They are \_\_\_\_\_.
9. My \_\_\_\_\_ actor is Johnny Depp.
10. Do you like "Titanic"? Yes. It's \_\_\_\_\_.

**Exercise 3. Complete the sentences. Use the correct object pronoun.**

1. *Ocean Elzy* is great. I love \_\_\_\_\_.
2. These are my new friends. Do you like \_\_\_\_\_?
3. Do you want to come with \_\_\_\_\_ to the concert?
4. I don't play basketball. I don't like \_\_\_\_\_.
5. This is a book for \_\_\_\_\_. I hope he likes it.

**Exercise 4. Read the dialogue. Write the missing subject and object pronouns.**

Ann: Are you interested in music?

Mark: Yes, \_\_\_\_\_ am. I love \_\_\_\_\_.

Ann: Who's your favorite singer?

Mark: Alexander Ponomarev.

Ann: Really? \_\_\_\_\_ isn't bad, I suppose.

Mark: So who do you like?

Ann: I like Ruslana and Jamala. \_\_\_\_\_ are brilliant singers.

Mark: Yes, I like \_\_\_\_\_ too. And I love *Ocean Elzy*.

Ann: *Ocean Elzy*? \_\_\_\_\_ is great.

**Exercise 5. Work in pairs. Ask and answer questions, using phrases from exercise 1 and the correct pronouns. Find out what your partner thinks of:**

computer games

- knitting

- boxing

- cooking

- gardening

- yoga

- collecting stamps

- Volodymyr Klychko

- Skriabin

- Ruslana
- Sherlock Holmes

*Example: – What do you think of Shakhtar?*

*– I love it.*

**Exercise 6. Write a dialogue like the one in exercise 4. Choose a different hobby, sport or interest. Use the ideas in the box or your own ideas.**

Player, singer, band, actor, book, film, computer game, writer, poet, actress, film director, song, literary character, author, football team, sportsman.

## 2G. WRITING

### AN ANNOUNCEMENT

**Exercise 1. Read the announcements. Do you visit any of these clubs?**

#### **Boxing Club**

Are you interested in boxing? We are!

Beginners: Wednesdays 6-7 pm

Intermediate: Thursdays 6-7 pm

Advanced: Fridays 6-7 pm

All classes take place in the main hall

Mixed Age Groups from age 5-adult

Bring your own boxing gloves. Discounts available

Phone Mark on 037468 93487 for information or visit our website:

[www.boxing.com](http://www.boxing.com)

#### **Amateur Dramatic Society**

Do you like to be on the stage? You are welcome to our club on Saturdays

Children: 10-11 am;

Adults 2-5 pm in the main hall

No acting experience necessary!



Don't wait. Phone John White on 90045645 for information or visit our  
website: [www.dramaticsociety.com](http://www.dramaticsociety.com)

### **Handicraft Circle**

Do you like handicraft? Then visit our club!

The sewing circle meets in the classroom 2 on Mondays and Thursdays 10 am-  
12 pm

Bring along your needlework projects

Our friendly group gives you tuition and advice on sewing or knitting

Call Mary Fox on 3545667 for information or visit our website:

[www.handicraft.com](http://www.handicraft.com).

Calling all Gentlemen!

Do you like history? You are welcome to our **Local History Club**

We meet in the main hall on Fridays 7.30-9.30 pm.

Please call Ben Freeman for information on 54789009897 or visit our website:

[www.historyclub.com](http://www.historyclub.com).

### **Folk Dancing Club!**

Does your child like to dance? Then visit our club

Mondays, Wednesdays and Fridays 4.00-5.30 pm

Suitable for children aged 6-11. Meet in the main hall.

Don't wait. Phone Ben Jackson on 3584990 or visit our website:

[www.folkdance.com](http://www.folkdance.com)

### **Photography Club**

Would you like to take great pictures?

Join our Photography Club every Friday 6.30-8.00 pm in the room 3.

Bring your own camera. We lend you photographic equipment such as lenses and tripods.

Beginners Welcome

Call Lewis Hackett on 35679890 or visit our  
website: [www.photographyclub.com](http://www.photographyclub.com)

### **Gardening Club**

Do you like gardening?

Our Club meets on the first Tuesday of each month at 7.00 pm in the room 2.

Phone Jack Smith on 34567890 or visit our website: [www.gardening.com](http://www.gardening.com)

### ***Exercise 2. Complete the sentences with the name of one or two names of clubs.***

1. You have to take your own equipment to the...

- a) Handicraft Circle
- b) Folk Dancing Club
- c) Gardening Club
- d) Photography Club

2. The \_\_\_\_\_ is only available to children.

- a) Boxing Club
- b) Handicraft Circle
- c) Folk Dancing Club
- d) Amateur Dramatic Society

3. The \_\_\_\_\_ regularly meets in the morning.

- a) Amateur Dramatic Society
- b) Handicraft Circle
- c) Gardening Club
- d) Photography Club

4. The \_\_\_\_\_ has separate classes for people of different abilities.

- a) Boxing Club

- b) Amateur Dramatic Society
- c) Local History Club
- d) Photography Club

5. The \_\_\_\_\_ meets twice a week.

- a) Amateur Dramatic Society
- b) Handicraft Circle
- c) Boxing Club
- d) Folk Dancing Club

6. The \_\_\_\_\_ does not take place every week.

- a) Photography Club
- b) Gardening Club
- c) Local History Club
- d) Boxing Club

7. Equipment is available to borrow at the \_\_\_\_\_.

- a) Photography Club
- b) Gardening Club
- c) Boxing Club
- d) Handicraft Circle

8. You have to wear certain clothes at the \_\_\_\_\_.

- a) Amateur Dramatic Society
- b) Boxing Club
- c) Folk Dancing Club
- d) Local History Club

9. Adults and young children take part in the \_\_\_\_\_ together.

- a) Local History Club
- b) Boxing Club
- c) Folk Dancing Club
- d) Amateur Dramatic Society

10. The \_\_\_\_\_ uses the main hall after the Advanced Boxing Club.

- a) Amateur Dramatic Society
- b) Local History Club
- c) Photography Club
- d) Folk Dancing Club

**Exercise 3. Answer these questions for each club.**

1. When do they meet?
2. Where do they meet?
3. What do they do?

**Exercise 4. Complete the sentences with the prepositions in the box.**

|                           |
|---------------------------|
| About; in. at; on, on; to |
|---------------------------|

1. We meet \_\_\_\_\_ 6.00 p.m. \_\_\_\_\_ Saturdays.
2. Call me \_\_\_\_\_ 9086343231.
3. Please join \_\_\_\_\_ our club.
4. We meet \_\_\_\_\_ the main hall.
5. We talk \_\_\_\_\_ our hobby.

**Exercise 5. Write an announcement for one of the clubs in the box. Follow the writing plan below. Write 50-70 words.**

|                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Basketball club; football club; tennis club; art club; horse riding club; book club; music club; walking club; dramatic club; computer club; yoga club; karate club |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    | Notes |
|--------------------|-------|
| 1. name of club    |       |
| 2. when it meets   |       |
| 3. where they meet |       |

|                                |  |
|--------------------------------|--|
| 4. what they do                |  |
| 5. who to phone about the club |  |
| 6. phone number                |  |
| 7. website                     |  |

### Conclusions to the 2<sup>nd</sup> Chapter

In this chapter we proposed the exercises for teenagers with the purpose of to teaching them to speak English. These exercises were provided by us into the process of teaching teenagers to study English at Rivne Lyceum “Ukrainian”. The experimental class was 9-C.

We proposed the general principles of the development of the components of Communicative Language Teaching teenagers at the lessons of English. These principles can be guided by the teaching of various subjects in high school, but most successfully they can be implemented at the lessons devoted to the development of speech skills in both the native language and the foreign language.

**Consciousness.** In the learning process it is necessary to make a certain component of self-control, when pupils are allowed to evaluate their own actions and actions themselves. When learning a language, children need to be given the opportunity to develop and use their own, individual styles and learning strategies. Offering various exercises and tasks, the teacher must take into account the benefits of children, giving them such tasks, in the exercise of which they created the opportunity to use different aspects of multiple intelligence of each pupil. For the development of realistic thinking, it is necessary to focus on the child’s self-reflection, his/her assessment of his/her positive and negative actions and emotions. The creation of stories is one of the best ways to develop a realistic thinking of children. By learning to conduct an internal dialogue with oneself, pupils will be able to concentrate their attention better on the performance of their tasks and work

more efficiently. A constant appeal to self-reflection of a child can contribute to the development of communication techniques with their “Me” and become an integral part of the mental and behavioral activities of pupils.

***Managing emotions.*** Teachers need to demonstrate different models of positive behavior, both themselves, and through the simulation of various communication situations. It is necessary to give children the opportunity to speak openly about their feelings and emotional states. In a foreign language lesson, the teacher must carefully listen to each student and teach other children to listen to each other. It is important for the pupil to talk about their emotions, especially in those cases where teachers need to be involved in solving a particular conflict. One of the most important qualities that characterizes the level of human emotional intelligence is the presence of a sense of humor. Despite the fact that all children naturally have different ability to laugh, each child is able to understand from birth a funny and loves to laugh. By developing a child’s sense of humor, the teacher contributes to the development of children’s ability to communicate with one another and enables them to cope with a variety of tasks.

***Achievement motivation.*** It is impossible to create motivation for learning a foreign language and present communication without creating an atmosphere of enthusiasm, optimism and faith in children in their abilities and opportunities. It is necessary to raise children’s sense of optimism, which is a consequence of realistic thinking. For this teacher it is important to represent a living example of an optimistic mindset for pupils and colleagues. It is extremely important and necessary to put the children in front of them or help them to set themselves realistic and achievable goals and objectives, provide problem-solving tasks, and also explicitly simulate the process necessary to achieve the goals, providing the necessary support to predict a successful outcome. It is necessary to pay attention to the persistence and effort spent by the children on the task, rather than the end result itself. It is necessary to instill in a child that success is being built on failures. It is important to teach children to appreciate not only their own but also corporate achievements.

**Empathy.** At classes, the teacher must present positive role models, draw pupils' attention to the views and positions that occur in fairy tales, role plays and real life, and sometimes different from the views of the children themselves. In the process of learning, students must learn to pay attention to the emotions they feel themselves and other people at different moments of life and in response to different life situations. It is necessary to teach the child to understand what other people are feeling and how they express it. The child must learn to get to the place of another person and accordingly answer verbal and nonverbal ways as an inspiration and empathy. One of the most important elements of empathy is the ability to understand and use non-verbal means of expressing emotions. Pupils need to be taught to understand different aspects of non-verbal behavior (gestures, body language, facial expressions, etc.). An important role is played by the voice of voice, the speed of speech and intonation. Undoubtedly, these abilities significantly contribute to the formation of foreign language communicative competence, as the child is able to "decode" and use non-verbal means of expression characteristic of representatives of the studied culture.

**Social skills.** The teacher needs, first of all, to pay attention and to support friendly children's groups that were formed in the classroom. Secondly, it is important to provide such tasks that would allow students to learn to work in groups and pairs. Moreover, at the initial stage it is necessary to begin with short and clearly controlled tasks, and then gradually move on to those tasks where children have more autonomy and responsibility. Finally, it is necessary to give tasks that explicitly enhance the interaction of pupils, their active listening to each other and the constant change of roles. Children of the younger age learn to solve problems, guided by the accumulated personal experience, therefore it is necessary to encourage students to independently solve problems and face them tasks, not trying to provide them with prepared decisions and answers.

## Conclusions

In this research for Bachelor Degree the perceptive-emotional component of communicative techniques as the ways of using effective means of dialogical communication in the process of teaching teenagers to speak English was studied. The theoretical analysis of scientific, scientific-methodical, scientific-practical and psychological-pedagogical literature on the subject under investigation has shown the existence of theoretical, methodological and practical approaches to this problem and certain ways of its solution. There are several basic theoretical approaches to the studied issues, during which the children's perception of information is considered without taking into account the complex of polymodality of perception, as well as perception is not studied in the context of the behavioral features and specifics of the linguistic behavior of the person. At the same time, the focus on the personality-activity approach to learning, on individualized and differentiated educational programs requires the knowledge of teachers of the psychological characteristics of sensory perception of pupils. The problems of studying the emotional-perceptual organization and managing the processes of perception among middle-level pupils continue to be relevant.

Modalities of perception are one of the most important general scientific problems that is currently being studied at the philosophical, psychological and pedagogical levels. In modern science, the study of emotional perception occupies a special place not only in the development of problems of sensory perception, but also, which it is important for school pedagogy, in the development of problems of pedagogical psychology.

Psychological-pedagogical task for the formation of a pupil as a subject of educational activity is to teach a person to learn and communicate effectively. And this means that the necessary knowledge of the features of the emotional-perceptual organization, psychological peculiarities of perception among pupils, which need to be diagnosed.



In the pedagogical technologies of the 20th century the management of educational and cognitive activity, the process of perception, learning of pupils – these problems were declared. Pedagogical technologies, in varying degrees and in various aspects, were taking into account the possibilities and characteristics of pupils, use the emotional and perceptual experience of them in educational activities.

The study of the polymorphism of perception in terms of its impact on the success of teaching adolescents to speak a foreign language is relevant to the theory and practice of English Methodology.

Of course, emotional and social intelligence can not be considered in isolation from knowledge, skills and abilities of pupils required by each person. The integrity of education involves a combination of emotional, perceptual and intellectual spheres of the person. Without this it is impossible to form a person ready for the difficulties of modern life. The integrity of learning is conditioned by the coherent nature of the language as a phenomenon and, as a consequence, the integrity of the process of assimilation:

- foreign language is understood as a holistic phenomenon, which, as the “object” of the research, should not artificially be divided into “cognitive”, “affective” and “psychomotor”, the purpose and content of learning with the priority of cognitive sphere of the person;

- teachers and pupils represent the unity of physical and spiritual, in other words, the unity of bodily experience, sensory perception, feelings, thinking and actions;

- the effectiveness of training is ensured by the participation and integration of all spheres into the process of assimilation.

And yet, considering the emphasis of traditional education on the cognitive abilities of a person, a modern teacher should be aware of using the current trends of strengthening the perceptive of the emotional component in the field of language education. Integration of modern methods of the development of this sphere of children’s personality into the process of teaching a foreign language at secondary

school can contribute to the realization of such tendencies into the context of school education.

By studying and analyzing the individual peculiarities of pupils, it is necessary to select the types of work that would allow not only the best use of the expressive abilities of the perception of the surrounding world, inherent in the child, but at the same time engaging and developing less pronounced ones.

Thus, ***for the development of language abilities***, pupils of all classes work with different types of dictionaries (bilingual, interpretative, phraseological, etc.), study the meaning of words, their origin, studying idioms. In the beginning they read prose and poetry to each other and to class; read the same sentences (phrase, paragraph with different emotional tones (funny, sad, happy, angry, etc.); use audio texts not only for listening, but also for writing them on paper, writing essays, articles, letters.

***For pupils with mathematical abilities***, it is necessary to use those types of activity that contributes to the development of logic: the organization of sentences, paragraphs in the correct order (here it is necessary to pay attention to the order of words in English sentences: to speak and demonstrate what happens if change sometimes the word); the attribution of words or sounds to certain categories, classification. It is also worthwhile to use exercises that require critical thinking (for example, choose from a number of words the one that does not fit, and explain why). Reading stories, stopping from time to time and try to foresee the next event, give headlines to stories, articles, write instructions, and so on.

***Given the visual and simple way of perception***, it is necessary to encourage the children to draw illustrations to the reader or listener and, conversely, to use drawings to stimulate reading, speaking, writing. Creating diagrams, charts, filling tables with information (for example, questionnaires), writing vertically or diagonally, using different speakers to select one or another language phenomenon helps to diversify the work.

***Writing letters / words with light touches on the palm / back of a classmate or in the air***, the game “Carousel” (repeated pronunciation, moving around with a

change of partner), the manufacture of letters from plasticine, the use of magnetic letters for word-making on the board, the game “Moving dictation”, pantomime and any other work involving motions help develop kinesthetic abilities of perception.

***Using music in the classroom*** not only increases the interest of children in learning and diversifies the lesson, but also helps to capture musical abilities, which facilitates the perception and learning material. Pupils enjoy using different familiar tunes for learning new lexical units, jazz bindings, flipping or stamping on accented warehouses or words, different rhymes, choral reading for processing intonation, reading of poetry for musical accompaniment, listening to short musical passages that express the mood or subject of texts before their listening, which uniquely adjusts the children to this type of work and facilitates the perception of audio text and develops socio-cultural competence.

***Participation in group discussions***, discussion of one-on-one issues with a desk companion, dramatization of dialogues, team games, work on a joint project, interviews –□ all these are types of work for the development of extravagant perceptual abilities.

***And for the development of introvert*** it is expedient to use brainstorming, imaginary travel, to encourage writing their own stories, poems, preparing their own projects, making their own posters, leaflets, brochures.

And, finally, in order to fully utilize the naturalistic abilities of the child, it is more necessary to use work on a model or analogy.

The innumerable variety of teaching methods only confirms the principle: none of them is suitable for all pupils. Whatever the merits of this or that method, the universal “key”, through which you can achieve outstanding results for all pupils in the class, does not exist. However, most teachers use the very same methods in working with children, without being able to detect and take into account their individual characteristics. Therefore, the success of children largely depends on how their characteristics correspond to the applicable teaching methods.

Pupils without motivation to study simply do not exist. Many pupils do not have time to study because they did not fit into the framework of a unified approach,

because their individual characteristics do not correspond to the applicable teaching methods. This may be due to the peculiarities of perception of information and differences in the style of cognition.

Individual peculiarities of perception depend on functioning of the cerebral hemispheres. It is known that each hemisphere is not only responsible for the activities of the opposite side of the body, but also has its special functions, for example, responsible for ***analytical or synthetic reasoning***. As a rule, one of the hemispheres of a human brain is dominant, leading, that is, determining one way or another one of knowledge and creativity. The left hemisphere is responsible for the analytical mind, mathematical skills, abilities to work with scientific and technical literature; for people with the dominant left hemisphere dominated verbal abilities and verbal-logical thinking. The right hemisphere is responsible for the synthetic reason, artistic ability, the ability to perceive artistic texts. People with the dominant right hemisphere have good orientation in space and coordination of movements.

Among the pupils with a low level of success are often “right-wing”, which do not fit into the traditional model of education.

***When using the learning style***, focused on the assimilation of the finished truths, there is a psychological barrier in the need for creative self-expression. At the same time, group aggression may appear in relation to those members of the team, who openly reveal creative abilities, differ in peculiarity and non-standard thinking.

In the vast majority of cases, only hearing and sight are used in the lessons, and the rest of the senses remain unnoticed. Tasks and exercises for the development of the right-wing type should include non-verbal (non-verbal) components (music, singing, poetry, staging) can be used. The development of figurative thinking is more conducive to educational games. A significant part of the information is perceived at the emotional level.

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