

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ, МОЛОДІ ТА СПОРТУ УКРАЇНИ
МИКОЛАЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ В.О. СУХОМЛИНСЬКОГО**

Кафедра перекладу

**НАВЧАЛЬНО-МЕТОДИЧНИЙ КОМПЛЕКС
НАВЧАЛЬНОЇ ДИСЦИПЛІНИ**

АНГЛІЙСЬКА МОВА

Для напрямку/спеціальності 035.10 Філологія (Прикладна лінгвістика)

Автори:
викладач Плужнік А.В.

Затверджено на засіданні кафедри перекладу від «_____» _____ 20__р.

Затверджено на засіданні навчально-методичної комісії
факультету іноземної філології «_____» _____ 20__р.

Затверджено на засіданні Вченої ради факультету іноземної філології
«_____» _____ 20__р.

ЗМІСТ

1. Витяги з ОКХ, ОПП спеціальності.
2. Навчальна програма дисципліни.
3. Робоча навчальна програма дисципліни.
4. Засоби діагностики навчальних досягнень студентів.
5. Навчальні-наочні посібники, технічні засоби навчання.
6. Конспект лекцій з дисципліни.
7. Інструктивно-методичні матеріали до практичних занять.
8. Контрольні завдання до практичних занять, завдання для заліків.
9. Питання до екзаменаційних білетів, екзаменаційні білети.
10. Методичні матеріали, що забезпечують самостійну роботу студентів.
11. Інші матеріали.

1. Витяги з ОКХ, ОПП спеціальності.

Витяг з ОПП

Метою викладання навчальної дисципліни “Іноземна мова (англійська)” є формування у студентів навичок усного, письмового, монологічного, діалогічного мовлення та аудіювання в обсязі загально побутової тематики та тематики, що обумовлена професійними потребами, на рівні незалежного користувача.

Основними завданнями курсу є:

1. Розвинути вміння та навички письма, читання і перекладу англійською мовою.
2. Розвинути навички комунікативного спілкування англійською мовою за темами повсякденного спілкування.
3. Удосконалити вміння і навички сприймати мову як при безпосередньому спілкуванні, так і під час аудіювання.
4. Удосконалити вміння і навички діалогічно та монологічно спілкуватися в межах тем, зазначених програмою.
5. Навчити передавати в усній та письмовій формах здобуту при читанні інформацію англійською мовою.

Витяг з ОКХ

Студенти повинні знати:

- лексичний мінімум, який необхідний для володіння усними формами спілкування, що включає знання лексичних одиниць, тобто слів та словосполучень, які мають найбільшу семантичну цінність і часто вживаються в іншомовному спілкуванні на рівні монологічного, діалогічного та спонтанного мовлення;

- граматичний мінімум, який необхідний для володіння усними та письмовими формами спілкування, що включає знання граматичних структур та їх компонентів: іменник: рід та число іменників; прикметник: ступені його порівняння, узгодження іменників з прикметниками; прислівник: ступені його порівняння, використання прислівників з дієсловами; дієслово: дійсний, умовний та наказовий способи дієслів, часи дієслів, інфінітив, герундій та граматичні конструкції з їх використанням; порядкові та кількісні числівники; прийменник.

Студенти повинні вміти: володіти комунікативним аспектом спілкування;

- вживати граматичні структури;
- вести бесіду загально-побутового характеру;
- знати правила мовного етикету, читати художню та спеціальну літературу англійською мовою на загально-побутові теми та тексти зі спеціальності лінгвістичного напрямку з метою пошуку нової інформації;
- перекладати тексти за спеціальністю (мовознавчої тематики);
- складати анотації, реферати;
- виявляти обізнаність в основах міжкультурного спілкування.

Згідно з вимогами освітньо-професійної програми студент оволодіває такими *компетентностями*:

I. Загальнопредметні: Застосовує досягнення національної та світової культури у вирішенні власних професійних та життєвих завдань; володіє розвинутою культурою мислення, умінням ясно й логічно висловлювати свої думки; володіє навичками наукової організації праці; розвиває навички самостійного опанування нових знань; уміє працювати з довідковою літературою, різнотипними словниками, електронними базами даних, системами інформаційного пошуку.

II. Фахові: вміє застосовувати знання з граматики, лексикології, стилістики для здійснення іншомовної комунікації; усвідомлює і контролює організацію змісту, знань і навичок перцепції та продукції символів, із яких складаються письмові тексти; розуміє загальний зміст і суттєві деталі автентичних аудіо- і відеоматеріалів, пов'язаних з академічною та професійною сферами; розуміє основні ідеї та розпізнає конкретну інформацію в ході лекцій, семінарів, конференцій, дискусій за темами відповідного академічного і професійного спрямування; розуміє автентичні тексти, пов'язані з академічною та професійною діяльністю, з підручників, газет, популярних і спеціалізованих журналів та ресурсів мережі Інтернет; вміє визначати позицію і точки зору в автентичних текстах, пов'язаних з навчанням та спеціальністю, писати академічну та ділову документацію, пов'язану з особистою та професійною сферами (резюме, життєпис, заяви), анотувати наукові тексти іноземною мовою; володіє уміннями та навичками здійснювати іншомовну мовленнєву діяльність, зумовлену професійною та комунікативною метою.

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ІМЕНІ В. О. СУХОМЛИНСЬКОГО**

Кафедра перекладу

ЗАТВЕРДЖУЮ

Проректор із науково-педагогічної
роботи _____ Н. І. Василькова

«31» серпня 2016 р.

ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

АНГЛІЙСЬКА МОВА

ступінь бакалавр

Галузь знань **035 Філологія**

035.10 Філологія (Прикладна лінгвістика)

Код та найменування спеціальності

Філологічний факультет

(1 курс)

Програму розроблено та внесено: Миколаївський національний університет імені В. О. Сухомлинського

РОЗРОБНИКИ ПРОГРАМИ: *Плужнік Анастасія Валеріївна*, викладач кафедри перекладу

Програму схвалено на засіданні кафедри іноземних мов
Протокол від «22» серпня 2016 року № 1

Завідувач кафедри іноземних мов _____ (Солодка А.К.)

Програму погоджено навчально-методичною комісією філологічного факультету
Протокол від «23» серпня 2016 року № 1

Голова навчально-методичної комісії _____ (Васіна І.В.)

Програму погоджено навчально-методичною комісією університету
Протокол від «29» серпня 2016 року № 1

Голова навчально-методичної комісії університету _____ (Василькова Н. І.)

ВСТУП

Програма вивчення нормативної навчальної дисципліни “Англійська мова” складена Плужнік А.В. відповідно до освітньо-професійної програми підготовки ступеня бакалавра спеціальності 035.10 Філологія (Прикладна лінгвістика)

Предметом вивчення навчальної дисципліни є практичні навички оволодіння іноземною мовою та їх застосування у майбутній професійній діяльності.

Міждисциплінарні зв'язки: практична фонетика, лексикологія, практична граматики, країнознавство, зарубіжна література, історія англійської мови, література Великобританії, методика викладання англійської мови, методика викладання зарубіжної літератури.

Програма навчальної дисципліни складається з таких змістових модулів:

Змістовий модуль 1: *Тема 1.* Засвоєння лексичного мінімуму до теми “Погода. Погодні явища”. Граматика: Теперішній неозначений час. Теперішній тривалий час. *Тема 2.* Засвоєння лексичного мінімуму до теми “Люди. Життя творчих людей”. Граматика: Теперішній неозначений час. Теперішній тривалий час. *Тема 3.* Засвоєння лексичного мінімуму до теми “Засоби масової інформації”. Граматика: Артиклі. Відносні займенники. *Тема 4.* Засвоєння лексичного мінімуму до теми “Здоров'я. Медицина”. Граматика: Теперішній перфектний час.

Змістовий модуль 2: *Тема 1.* Засвоєння лексичного мінімуму до теми “Світ природи”. Граматика: Ступені порівняння прикметників. Кількісні висловлювання. *Тема 2.* Засвоєння лексичного мінімуму до теми “Суспільство і родина. Родинні стосунки”. Граматика: Умовні речення I типу. *Тема 3.* Засвоєння лексичного мінімуму до теми “Наука”. Граматика: Модальні дієслова. *Тема 4.* Засвоєння лексичного мінімуму до теми “Ніч”. Граматика: Дієслівні структури (Verb patterns). Наміри у майбутньому. *Тема 5.* Засвоєння лексичного мінімуму до теми “Робота. Промисловість”. Граматика: Структура "used to". Теперішній неозначений час (пасивний стан).

1. Мета та завдання навчальної дисципліни

1.1. **Метою** викладання навчальної дисципліни “Англійська мова” є формування у студентів навичок усного, письмового, монологічного, діалогічного мовлення та аудіювання в обсязі загально побутової тематики та тематики, що обумовлена професійними потребами, на рівні незалежного користувача; навчити студентів основ ділового спілкування в усних та письмових формах в типових ситуаціях: знайомство, розмова по телефону, влаштування на роботу, ділова зустріч, відрядження, замовлення квитків та номеру в готелі, ведення ділових переговорів, перебування на виставці, обговорення та підписання контракту, комерційна кореспонденція

1.2. Завданням вивчення дисципліни “Англійська мова” є

- вивчення лексичного матеріалу, необхідного для спілкування (можливість вести бесіду, робити повідомлення на задані теми та оформлювати ділові папери) та читання англомовної літератури зі спеціальності;

- засвоєння граматичного матеріалу, необхідного для оволодіння усними та письмовими формами спілкування;

- засвоєння фонетичного матеріалу, який дозволить студентам оволодіти вимовою звуків англійської мови та інтонацією англійського речення.

1.3. Згідно з вимогами освітньо-професійної програми студент оволодіває такими компетентностями:

I. Загальнопредметні: Застосовує досягнення національної та світової культури у вирішенні власних професійних та життєвих завдань; володіє розвинутою культурою мислення, умінням ясно й логічно висловлювати свої думки; володіє навичками наукової організації праці; розвиває навички самостійного опанування нових знань; уміє працювати з довідковою літературою, різнотипними словниками, електронними базами даних, системами інформаційного пошуку.

II. Фахові: вміє застосовувати знання з граматики, лексикології, стилістики для здійснення іншомовної комунікації; усвідомлює і контролює організацію змісту, знань і навичок перцепції та продукції символів, із яких складаються письмові тексти; розуміє загальний зміст і суттєві деталі автентичних аудіо- і відеоматеріалів, пов'язаних з академічною та професійною сферами; розуміє основні ідеї та розпізнає конкретну інформацію в ході лекцій, семінарів, конференцій, дискусій за темами відповідного академічного і професійного спрямування; розуміє автентичні тексти, пов'язані з академічною та професійною діяльністю, з підручників, газет, популярних і

спеціалізованих журналів та ресурсів мережі Інтернет; вміє визначати позицію і точки зору в автентичних текстах, пов'язаних з навчанням та спеціальністю, писати академічну та ділову документацію, пов'язану з особистою та професійною сферами (резюме, життєпис, заяви), анотувати наукові тексти іноземною мовою; володіє уміннями та навичками здійснювати іншомовну мовленнєву діяльність, зумовлену професійною та комунікативною метою.

На вивчення навчальної дисципліни відводиться **240 години/ 8 кредитів ECTS**.

2. Інформаційний обсяг навчальної дисципліни

Змістовий модуль 1: *Тема 1.* Засвоєння лексичного мінімуму до теми “Погода. Погодні явища”. Граматика: Теперішній неозначений час. Теперішній тривалий час. *Тема 2.* Засвоєння лексичного мінімуму до теми “Люди. Життя творчих людей”. Граматика: Теперішній неозначений час. Теперішній тривалий час. *Тема 3.* Засвоєння лексичного мінімуму до теми “Засоби масової інформації”. Граматика: Артиклі. Відносні займенники. *Тема 4.* Засвоєння лексичного мінімуму до теми “Здоров'я. Медицина”. Граматика: Теперішній перфектний час.

Змістовий модуль 2: *Тема 1.* Засвоєння лексичного мінімуму до теми “Світ природи”. Граматика: Ступені порівняння прикметників. Кількісні висловлювання. *Тема 2.* Засвоєння лексичного мінімуму до теми “Суспільство і родина. Родинні стосунки”. Граматика: Умовні речення I типу. *Тема 3.* Засвоєння лексичного мінімуму до теми “Наука”. Граматика: Модальні дієслова. *Тема 4.* Засвоєння лексичного мінімуму до теми “Ніч”. Граматика: Дієслівні структури (Verb patterns). Наміри у майбутньому. *Тема 5.* Засвоєння лексичного мінімуму до теми “Робота. Промисловість”. Граматика: Структура "used to". Теперішній неозначений час (пасивний стан).

3. Рекомендована література

Базова

1. Ian Lebeau, Gareth Rees. Language Leader Pre-Intermediate. Course book. Pearson:Longman, 2008. – 168 p.
2. Ian Lebeau, Gareth Rees. Language Leader Pre-Intermediate. Work book. Pearson:Longman, 2008. – 95 p.

Допоміжна

1. English grammar: Reference and Practice. Дроздова Т. Ю., Бурустова А. И. Химера, Санкт-Петербург, 2000. – 320 p.
2. Murphy R. English Grammar in Use. – Cambridge, 1988. – 328 p.
3. Thompson A. J., Martinet A. V. A Practical English Grammar Exercises#2. Oxford University Press.
4. Thompson A.T. J., Martinet A. V.. A Practical English Grammar Exercises#1. Oxford University Press.

12. Інформаційні ресурси

1. <http://moodle.mnu.mk.ua/course/view.php?id=68>
2. <http://www.etymonline.com/>
3. <http://eldum.phil.muni.cz/course/view.php?id=15>
4. <http://ijl.oxfordjournals.org/>

4. Форма підсумкового контролю успішності навчання:

I семестр-іспит, II семестр-іспит.

- 5. Засоби діагностики успішності навчання:** модульна контрольна робота (МКР)

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МИКОЛАЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ В. О. СУХОМЛИНСЬКОГО**

Кафедра перекладу

ЗАТВЕРДЖУЮ

Проректор із науково-педагогічної
роботи _____ Н. І. Василькова

«31» серпня 2016 р.

РОБОЧА ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

АНГЛІЙСЬКА МОВА

Ступінь *бакалавра*

Галузь знань: **035 Філологія**

035.10 Філологія (Прикладна лінгвістика)

Філологічний факультет

(1 курс)

2016-2017 навчальний рік

Робоча програма навчальної дисципліни «АНГЛІЙСЬКА МОВА» для студентів спеціальності 035 Філологія, шифр спеціальності 035.10 Філологія. (Прикладна лінгвістика)

Розробник: Плужнік Анастасія Валерівна, викладач кафедри перекладу _____ (Плужнік А.В.)

Робочу програму затверджено на засіданні кафедри іноземних мов
Протокол №1 від «22» серпня 2016 року

Завідувач кафедри _____ Солодка А.К.

«22» серпня 2016 р.

1. Опис навчальної дисципліни

Найменування показників	Галузь знань, напрям підготовки, освітньо-кваліфікаційний рівень	Характеристика навчальної дисципліни	
		<i>денна форма навчання</i>	
Кількість кредитів – 8 I семестр-4 II семестр-4	Галузь знань <i>035 Філологія</i>	Нормативна/ Варіативна	
	<i>035.10 Філологія (Прикладна лінгвістика)</i>		
Модулів – 2	Спеціальність (професійне спрямування): <i>Прикладна лінгвістика</i>	<i>Рік підготовки:</i>	
Змістових модулів – 2		1й рік	
Індивідуальне науково-дослідне завдання – 0		<i>Семестр</i>	
Загальна кількість годин - 240		1й	2й
		<i>Лекції</i>	
Тижневих годин для денної форми навчання: аудиторних – 2 самостійної роботи студента – 3	Освітньо-кваліфікаційний рівень: <i>бакалавр</i>	12	12
		<i>Практичні, семінарські</i>	
		28	28
		<i>Лабораторні</i>	
		-	-
		<i>Самостійна робота</i>	
		80	80
Вид контролю:			
іспит	іспит		

Примітка. Співвідношення кількості годин аудиторних занять до самостійної та індивідуальної роботи становить: для денної форми навчання – 240 год.: 80 год. – аудиторні заняття, 160 год. – самостійна робота (30%/70 %).

1. Мета та завдання навчальної дисципліни

1.1 *Мета курсу:* формування навичок практичного володіння іноземною мовою як засобом спілкування в різних видах мовленнєвої діяльності в обсязі тематики, що обумовлена професійними потребами.

1.2 Завдання курсу:

1. Розвинути вміння та навички письма, читання і перекладу англійською мовою.
2. Розвинути навички комунікативного спілкування англійською мовою за темами повсякденного спілкування.
3. Удосконалити вміння і навички сприймати мову як при безпосередньому спілкуванні, так і під час аудіювання.
4. Удосконалити вміння і навички діалогічно та монологічно спілкуватися в межах тем, зазначених програмою.
5. Навчити передавати в усній та письмовій формах здобуту при читанні інформацію англійською мовою.

1.3. Згідно з вимогами освітньо-професійної програми студент оволодіває такими компетентностями:

I. Загальнопредметні: Застосовує досягнення національної та світової культури у вирішенні власних професійних та життєвих завдань; володіє розвинутою культурою мислення, умінням ясно й логічно висловлювати свої думки; володіє навичками наукової організації праці; розвиває навички самостійного опанування нових знань; уміє працювати з довідковою літературою, різнотипними словниками, електронними базами даних, системами інформаційного пошуку.

II. Фахові: вміє застосовувати знання з граматики, лексикології, стилістики для здійснення іншомовної комунікації; усвідомлює і контролює організацію змісту, знань і навичок перцепції та продукції символів, із яких складаються письмові тексти; розуміє загальний зміст і суттєві деталі автентичних аудіо- і відеоматеріалів, пов'язаних з академічною та професійною сферами; розуміє основні ідеї та розпізнає конкретну інформацію в ході лекцій, семінарів, конференцій, дискусій за темами відповідного академічного і професійного спрямування; розуміє автентичні тексти, пов'язані з академічною та професійною діяльністю, з підручників, газет, популярних і спеціалізованих журналів та ресурсів мережі Інтернет; вміє визначати позицію і точки зору в автентичних текстах, пов'язаних з навчанням та спеціальністю, писати академічну та ділову документацію, пов'язану з особистою та професійною сферами (резюме, життєпис, заяви), анотувати наукові тексти іноземною мовою; володіє уміннями та навичками здійснювати іншомовну мовленнєву діяльність, зумовлену професійною та комунікативною метою.

2. Програма навчальної дисципліни

Змістовий модуль 1: *Тема 1.* Засвоєння лексичного мінімуму до теми “Погода. Погодні явища”. Граматика: Теперішній неозначений час. Теперішній тривалий час. *Тема 2.* Засвоєння лексичного мінімуму до теми “Люди. Життя творчих людей”. Граматика: Теперішній неозначений час. Теперішній тривалий час. *Тема 3.* Засвоєння лексичного мінімуму до теми “Засоби масової інформації”. Граматика: Артиклі. Відносні займенники. *Тема 4.* Засвоєння лексичного мінімуму до теми “Здоров'я. Медицина”. Граматика: Теперішній перфектний час.

Змістовий модуль 2: *Тема 1.* Засвоєння лексичного мінімуму до теми “Світ природи”. Граматика: Ступені порівняння прикметників. Кількісні висловлювання. *Тема 2.* Засвоєння лексичного мінімуму до теми “Суспільство і родина. Родинні стосунки”. Граматика: Умовні речення I типу. *Тема 3.* Засвоєння лексичного мінімуму до теми “Наука”. Граматика: Модальні дієслова. *Тема 4.* Засвоєння лексичного мінімуму до теми “Ніч”. Граматика: Дієслівні структури (Verb patterns). Наміри у майбутньому. *Тема 5.* Засвоєння лексичного мінімуму до теми “Робота. Промисловість”. Граматика: Структура "used to". Теперішній неозначений час (пасивний стан).

3. Структура навчальної дисципліни

Назви змістових модулів і тем	Кількість годин					
	усьог	у тому числі				
		о	л	п	лаб	інд
1	2	3	4	5	6	7
Модуль 1.						
<i>Тема 1.</i> Засвоєння лексичного мінімуму до теми	30	2	6			20

“Погода. Погодні явища”. Граматика: Теперішній неозначений час. Теперішній тривалий час.					
<i>Тема 2.</i> Засвоєння лексичного мінімуму до теми “Люди. Життя творчих людей”. Граматика: Теперішній неозначений час. Теперішній тривалий час.	30	2	8		20
<i>Тема 3.</i> Засвоєння лексичного мінімуму до теми “Засоби масової інформації”. Граматика: Артиклі. Відносні займенники.	30	4	8		20
<i>Тема 4.</i> Засвоєння лексичного мінімуму до теми “Здоров'я. Медицина”. Граматика: Теперішній перфектний час.	30	4	6		20
Усього за модуль:	120	12	28		80
Модуль 2					
<i>Тема 1.</i> Засвоєння лексичного мінімуму до теми “Світ природи”. Граматика: Ступені порівняння прикметників. Кількісні висловлювання.	24	3	6		16
<i>Тема 2.</i> Засвоєння лексичного мінімуму до теми “Суспільство і родина. Родинні стосунки”. Граматика: Умовні речення I типу.	24	3	6		16
<i>Тема 3.</i> Засвоєння лексичного мінімуму до теми “Наука”. Граматика: Модальні дієслова	24	2	5		16
<i>Тема 4.</i> Засвоєння лексичного мінімуму до теми “Ніч”. Граматика: Дієслівні структури (Verb patterns). Наміри у майбутньому.	24	2	5		16
<i>Тема 5.</i> Засвоєння лексичного мінімуму до теми “Робота. Промисловість”. Граматика: Структура "used to". Теперішній неозначений час (пасивний стан).	24	2	6		16
Усього за модуль:	120	12	28		80
Разом за курс	240	24	56		160

4. Теми лекційних занять

№ з/п	Назва теми	Кільк. годин
1.	Вступ. Фонематичний алфавіт. Транскрипція.	2
2.	Система голосних звуків англійської мови. Артикуляція голосних. Класифікація голосних.	2
3.	Система приголосних звуків англійської мови. Артикуляція приголосних. Класифікація приголосних.	2
4.	Модифікація звуків у зв'язному мовленні.	2
5.	Складоподіл.	2
6.	Система наголосу англійських слів	2
7.	Словниковий запас англійської мови. Українсько-англійські кореляти	2
8.	Структура слова. Морфологічна структура слова	2
9.	Сучасні способи словотворення	2
10.	Класифікація синонімів та омонімів.	2
11.	Словосполучення.	2
12.	Фразеологічні звороти та ідіоми.	2
Разом		24

5. Теми практичних занять

№ з/п	Назва теми	Кільк. годин
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Модуль 1.		
1	Розмовна тема “Погодні явища”. Граматика: Теперішній неозначений час. Теперішній тривалий час.	2
2	Розмовна тема “Екстремальна погода”. Граматика: Теперішній неозначений час. Теперішній тривалий час.	2
3	Розмовна тема “Погода взимку”. Граматика: Теперішній неозначений час. Теперішній тривалий час (питання).	2
4	Розмовна тема “Пригоди в Латинській Америці”. Граматика: Теперішній неозначений час. Теперішній тривалий час.	2
5	Розмовна тема “Як користуватися словником, розуміти значення слів”. “Путівник по країні”. Граматика: Теперішній неозначений час. Теперішній тривалий час.	2
6	Розмовна тема “Натхнення”. “Життя творчих людей. Фріда Кало”. Граматика: Минулий неозначений час.	2
7	Розмовна тема “Життя творчих людей. Луї Армстронг”. Граматика: Минулий тривалий час.	2
8	Розмовна тема “Як вибрати сусіда по кімнаті”. Граматика: Минулий неозначений час. Минулий тривалий час.	2
9	Розмовна тема “Стилі та стратегії навчання”. “Ведення щоденника під час навчання”. Граматика: Минулий неозначений час. Минулий тривалий час.	2
10	Розмовна тема «Засоби масової інформації. Інтернет». Граматика: Артиклі.	2
11	Розмовна тема “Світові новини”. “Програми телебачення”. Граматика: Відносні займенники.	2
12	Розмовна тема “Лікарі без кордонів”. “Міжнародна медична допомога”. Граматика: Теперішній перфектний час.	2
13	Розмовна тема “Здорова їжа та здоровий організм”. Граматика: Теперішній перфектний час з вживанням for та since.	2
14	Розмовна тема “Здоров'я і робота”. Граматика: Теперішній перфектний час.	2
Модуль 2		
1	Розмовна тема “Світ природи. Острови”. “Ландшафт”. Граматика: Ступені порівняння прикметників.	2
2	Розмовна тема “Світ тварин”. “Тварини online. Опис фотографій Граматика: Кількісні висловлювання.	2
3	Розмовна тема “Як організувати час ”. “Порівняльний нарис”. Граматика: Ступені порівняння прикметників. Кількісні висловлювання.	2
4	Розмовна тема “Можливості майбутнього”. “Родина. Майбутнє родинних стосунків”. Граматика: Модальні дієслова (will, may, might).	2
5	Розмовна тема “Родинні стосунки”. “Родинні стосунки у різних країнах”. Граматика: Умовні речення I типу.	2
6	Розмовна тема “Помилки під час письма”. “Як писати статтю”. Граматика: Умовні речення I типу.	2
7	Розмовна тема “Наука”. Граматика: Модальні дієслова (must, have to).	2
8	Розмовна тема “Коротка історія Ст. Хокінга”. “Ідеї та інновації” Граматика: Модальні дієслова (could, had to).	2
9	Розмовна тема “Як робити записи”. “Як описувати графіки”. Граматика: Модальні дієслова.	2
10	Розмовна тема “Ніч. Сон”. “Працювати вночі”. “Нічна зміна”. Граматика: Дієслівні структури (Verb patterns).	2
11	Розмовна тема “Прогулянка вночі”. “Як покращити пам'ять” Граматика: Наміри у майбутньому.	2
12	Розмовна тема “Відкриття Нової Зеландії”. “Робота і промисловість ”. Граматика: Дієслівні структури (Verb patterns). Структура "used to".	2
13	Розмовна тема “Імпорт-експорт”. “Виготовлення шоколаду”. Граматика: Теперішній неозначений час (пасивний стан).	2
14	Розмовна тема “Час для змін”. “Як описувати процес”.	2

Граматика: Теперішній неозначений час (пасивний стан).	
Разом	56

6. Самостійна робота

№ з/п	Назва теми	Кіл. год.
Модуль 1.		
1	Робота над лексичним та граматичним матеріалом модуля. Виконання вправ на закріплення лексико-граматичного матеріалу теми	4
2	Комунікативна ситуація "Прогноз погоди у різних частинах світу" (опис картинок). Розв'язати кросворд, використовуючи активну лексику теми.	4
3	Робота з текстом "Climate change".	4
4	Підготовка до розмови з теми "Клімат та погода в Україні". Користуючись інформацією з газет, ТБ та Інтернету, підготувати доповідь про особливості клімату в Україні.	4
5	Комунікативна ситуація "Як наняти людей на роботу у сімейну компанію" (вживання прикметників, що описують особистість).	4
6	Виконання вправ на закріплення лексико-граматичного матеріалу теми	4
7	Повідомлення на тему "Ви запрошуєте у гості відому персону"	4
8	Робота з текстом "Martin Luther King".	4
9	Підготовка до презентації "Famous creative personality"	4
10	Робота з текстом "Media job advertisements".	4
11	Виконання вправ на закріплення лексико-граматичного матеріалу теми	5
12	Комунікативна ситуація "Працюючи з іншими" (переваги і недоліки праці разом, різні види роботи, які краще виконувати разом чи самостійно, висловіть свою думку).	5
13	Робота з газетними заголовками	5
14	Твір на тему "Моя улюблена TV програма". Описати свою улюблену телепрограму з використанням вивченої лексики.	5
15	Виконання вправ на закріплення лексико-граматичного матеріалу теми	5
16	Робота з текстом "Health in the workplace".	5
17	Написання E-mail подяки.	5
18	Підготовка до розмови з теми "У здоровому тілі – здоровий дух".	5
Модуль 2		
1	Виконання вправ на закріплення лексико-граматичного матеріалу теми	4
2	Робота з текстом "Fantasy Island".	4
3	Підготувати міні-презентацію благодійної організації, спираючись на запропоновану лексику.	4
4	Написання твору-зіставлення "Два різних природних явища, або Дві різні тварини, або Два різних острови".	4
5	Виконання вправ на закріплення лексико-граматичного матеріалу теми	4
6	Робота з текстом "Investment in your future – trusted life insurance".	4
7	Підготовка до розмови з теми "Життя за 50 років" Продумати, яку роль відіграватиме родина у житті кожної людини та всього суспільства у майбутньому.	4
8	Робота з кросвордом "Знайди слова".	4
9	Твір на тему "Що змушує тебе пишатися суспільством, в якому ти живеш?".	4
10	Робота з текстом "Science – not for girls?".	4
11	Робота з текстом "Ways of learning".	4
12	Підготовка повідомлення "Що я повинен робити, а що ні у повсякденному житті?".	4
13	Підготовка повідомлення "Ваше ставлення до науки".	4
14	Твір на тему "Що робить місто успішним", або "Як покращити своє рідне місто".	4

15	Робота з текстом “Women and science”.	4
16	Виконання вправ на закріплення лексико-граматичного матеріалу теми	4
17	Робота з текстом “Common dreams”.	4
18	Комунікативна ситуація “Improving your memory” .	4
19	Виконання вправ на закріплення лексико-граматичного матеріалу теми	4
20	Робота з текстом “Staff Survey Report”.	4
	Разом	160

7. Індивідуальне навчально - дослідне завдання

Доповіді, захист рефератів, повідомлення.

8. Методи навчання

Теоретичні: аналіз і синтез, індукція та дедукція.

Практичні: опрацювання наукової літератури, розробка проектів.

9. Методи контролю

Виконання модульних контрольних робіт, поточне опитування, поточне тестування, написання реферату, залік, екзамен.

Розподіл балів, які отримують студенти

Поточне тестування та самостійна робота					МКР	Накопичувальні бали/ Сума
Модуль 1						
T1	T2	T3	T4	T5		

Шкала оцінювання: національна та ECTS

ОЦІНКА ЄКТС	СУМА БАЛІВ	ОЦІНКА ЗА НАЦІОНАЛЬНОЮ ШКАЛОЮ	
		екзамен	залік
A	90-100	5 (відмінно)	5/відм./зараховано
B	80-89	4 (добре)	4/добре/ зараховано
C	65-79		
D	55-64	3 (задовільно)	3/задов./ зараховано
E	50-54		
FX	35-49	2 (незадовільно)	Не зараховано

10. Методичне забезпечення

1. Каушанская В.Л. Грамматика английского языка. Пособие для студентов педагогических институтов и университетов. – М., 2000. – 320с.
2. Каушанская В.Л. Сборник упражнений по грамматике английского языка. – М., 2000. – 216с.

11. Рекомендована література

Базова

1. Ian Lebeau, Gareth Rees. Language Leader Pre-Intermediate. Course book. Pearson:Longman, 2008. – 168 p.
2. Ian Lebeau, Gareth Rees. Language Leader Pre-Intermediate. Work book. Pearson:Longman, 2008. – 95 p.

Допоміжна

1. English grammar: Reference and Practice. Дроздова Т. Ю., Бурустова А. И. Химера, Санкт-Петербург, 2000. – 320 p.
2. Murphy R. English Grammar in Use. – Cambridge, 1988. – 328 p.
3. Thompson A. J., Martinet A. V. A Practical English Grammar Exercises#2. Oxford University Press.
4. Thompson A.T. J., Martinet A. V.. A Practical English Grammar Exercises#1. Oxford University Press.

12. Інформаційні ресурси

<http://moodle.mnu.mk.ua/course/view.php?id=68>

<http://www.etymonline.com/>

<http://eldum.phil.muni.cz/course/view.php?id=15>

<http://ijl.oxfordjournals.org/>

4.Засоби діагностики навчальних досягнень студентів.

Принципи засобів контролю

Система оцінювання націлена на:

- Оцінювання досягнень бакалаврів в оволодінні іноземною мовою у відповідності до визначених навчальних цілей та РВМ;
- Забезпечення відгуків на програму та різних аспектів її втілення;
- Сприяння впливові програми на процес навчання;
- Ознайомлення бакалаврів з критеріями оцінювання і методами самооцінювання.

Система оцінювання повинна:

- Надавати валідні й надійні вимірники результатів навчання відповідно до цілей, завдань і змісту програми ;
- Бути комунікативною та орієнтованою на вміння, водночас не нехтувати необхідністю дотримуватися чіткості й точності у мовленні;
- Включати в себе як поточний так і підсумковий контроль;
- Представляти логічну рамку, для якої характерним є поступове ускладнення мовленнєвих умінь в межах кожного модуля навчання і при переході від одного рівня до іншого;
- Співвідноситись з рівнями володіння мовою ЗСР та оцінювати усі макровміння;
- Піддаватися постійному аналізу, оцінюванню та подальшому вдосконаленню.

Засоби діагностики навчальних досягнень студентів

Завдання для практичних занять, завдання для поточних контрольних робіт, завдання для модульних робіт, письмові самостійні роботи у формі рефератів, індивідуальні завдання, підсумкове опитування студентів по тематиці змістовних модулів.

Методи контролю

1. *Метод усного контролю.* Етапи усного опитування: постановка викладачем питань (завдань) з урахуванням специфіки предмета і вимог програми; підготовка студентів до відповіді і викладення своїх знань: корекція і самоконтроль викладених знань під час відповіді; аналіз і оцінка відповіді.
2. *Метод письмового контролю* (письмові контрольні роботи, твори, перекази, диктанти, письмові заліки тощо).
3. *Тестова перевірка знань* (тести на доповнення; тести на використання аналогії; тести на зміну елементів відповіді тощо).
4. *Графічна перевірка знань* (графічні зображення умови завдання, малюнки, креслення, діаграми, схеми, таблиці). Графічна перевірка може виступати як самостійний вид або може входити, як органічний елемент, до усної або письмової перевірки.
5. *Іспити.* Усний іспит. Письмовий іспит. Оцінка.

6. Самоконтроль і самооцінка.

Розподіл балів, які отримують студенти

Усі види навчальної роботи з курсу «Англійська мова» підпорядковані Європейській кредитно-трансферній системі організації навчального процесу та контролю студентів. Контроль здійснюється за допомогою модульної контрольної роботи (МКР) наприкінці кожного модуля.

Модульний контроль передбачає перевірку стану засвоєння визначеної системи елементів знань того чи іншого модуля, до якої включаються елементи знань з планового повторення попередніх модулів. Завдання для модульного контролю складаються з двох рівнів: репродуктивного і творчого. Завдання репродуктивного рівня складаються з двох частин: нові знання і елементи знань з повторення попередніх модулів. Сума балів за завдання репродуктивного рівня контрольної роботи становить 50%. Загальна сума балів за одну модульну контрольну роботу становить 50/100.

5. Навчальні-наочні посібники, технічні засоби навчання.

Навчальні-наочні посібники

Рекомендована основна навчальна література:

Базова

1. Ian Lebeau, Gareth Rees. Language Leader Pre-Intermediate. Course book. Pearson: Longman, 2008. – 168 p.
2. Ian Lebeau, Gareth Rees. Language Leader Pre-Intermediate. Work book. Pearson: Longman, 2008. – 95 p.

Допоміжна

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2. Murphy R. English Grammar in Use. – Cambridge, 1988. – 328 p.
3. Thompson A. J., Martinet A. V. A Practical English Grammar Exercises#2. Oxford University Press.
4. Thompson A. T. J., Martinet A. V.. A Practical English Grammar Exercises#1. Oxford University Press.
5. Верба Г. В., Верба Л. Г. Довідник з граматики англійської мови. – К.: Освіта, 1993.
6. Каушанская В.Л. Грамматика английского языка. Пособие для студентов педагогических институтов и университетов. – М., 2000. – 320с.
7. Каушанская В.Л. Сборник упражнений по грамматике английского языка. – М.,2000. – 216с.

Інформаційні ресурси

- <http://moodle.mnu.mk.ua/course/view.php?id=68>
<http://www.etymonline.com/>
<http://eldum.phil.muni.cz/course/view.php?id=15>
<http://ijl.oxfordjournals.org/>

Технічні засоби навчання

- добір до теми, що вивчається, аудіовізуальних навчальних засобів, які відповідають освітньо-виховним завданням заняття;
- попередній перегляд або прослуховування матеріалу з метою аналізу його змісту;
- визначення доцільності використання дібраного матеріалу;
- визначення форми навчального заняття (практичне заняття);
- визначення функції технічних засобів навчання в структурі заняття (повідомлення нової інформації, ілюстрація, узагальнення, систематизація, закріплення, контроль);
- вибір провідного методу у використанні технічних засобів навчання (наочно-ілюстративний, активно-евристичний) і методичних прийомів показу (цілком, частинами, окремими кадрами);
- визначення засобів активізації пізнавальної діяльності студентів на етапах використання технічних засобів навчання (повідомлення мети перегляду, постановка завдання, в т. ч.

проблемного, контрольні запитання, складання плану, виконання вправ, розв'язування задач, обговорення).

Рівень застосування ТЗН залежить від характеру навчальної дисципліни, підготовки та інтересів самих студентів, форми занять, нахилів, наявних засобів, програмно-методичного забезпечення.

Рівні використання ТЗН: 1) епізодичний (використовуються викладачем від випадку до випадку), 2) систематичний (постійне застосування, що дає змогу розширювати і урізноманітнювати обсяг інформації); 3) синхронний (передбачає практично безперервне супроводжування викладу матеріалу застосуванням ТЗН протягом всього заняття).

6. Конспект лекцій з дисципліни

Lecture 1

Тема: Introduction

Мета: Засвоєння елементів фонетичної теорії, необхідних для оволодіння практичною вимовою; розширення лінгвістичного кругозору студентів та формування елементарних професійних навичок.

Методи: дедуктивний (пояснення загальних положень з наступним демонструванням можливості їх застосування на конкретних прикладах); метод ступінчастості (розкриття проблематики теми, переходячи від одного ступеня до іншого).

План:

1. Phonetics as a branch of linguistics
2. Aspects and units of phonetics
3. Branches of phonetics
4. Methods of phonetic analysis

1. Phonetics as a branch of linguistics

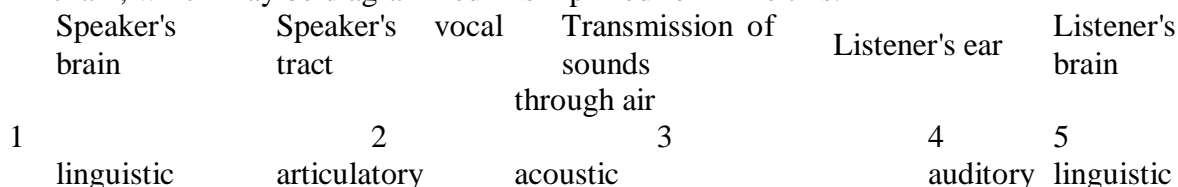
We begin our study of language by examining the inventory, structure and functions of the speech sounds. This branch of linguistics is called phonetics.

Phonetics is an independent branch of linguistics like lexicology or grammar. These linguistic sciences study language from three different points of view. Lexicology deals with the vocabulary of language, with the origin and development of words, with their meaning and word building. Grammar defines the rules governing the modification of words and the combination of words into sentences. Phonetics studies the outer form of language; its sound matter. The phonetician investigates the phonemes and their allophones, the syllabic structure the distribution of stress, and intonation. He is interested in the sounds that are produced by the human speech-organs insofar as these sounds have a role in language. Let us refer to this limited range of sounds as the phonic medium and to individual sounds within that range as speech-sounds. We may now define phonetics as the study of the phonic medium. Phonetics is the study of the way humans make, transmit, and receive speech sounds. Phonetics occupies itself with the study of the ways in which the sounds are organized into a system of units and the variation of the units in all types and styles of spoken language.

Phonetics is a basic branch of linguistics. Neither linguistic theory nor linguistic practice can do without phonetics. No kind of linguistic study can be made without constant consideration of the material on the expression level.

2. Aspects and units of phonetics

Human speech is the result of a highly complicated series of events. Let us consider the speech chain, which may be diagrammed in simplified form like this:



The formation of the concept takes place in the brain of a speaker. This stage may be called psychological. The message formed within the brain is transmitted along the nervous system to the speech organs. Therefore, we may say that the human brain controls the behaviour of the articulating organs which effects in producing a particular pattern of speech sounds. This second stage may be called physiological. The movements of the speech apparatus disturb the air stream thus producing sound waves. Consequently, the third stage may be called physical or acoustic. Further, any communication requires a listener, as well as a speaker. So the last stages are the reception of the sound waves by the listener's hearing physiological apparatus, the transmission of the spoken message through the nervous system to the brain and the linguistic interpretation of the information conveyed. .

The sound phenomena have different aspects:

- (a) the articulatory aspect;

- (b) the acoustic aspect;
- (c) the auditory (perceptive) aspect;
- (d) the functional (linguistic) aspect.

Now it is possible to show the correlation between the stages of the speech chain and the aspects of the sound matter.

Articulation comprises all the movements and positions of the speech organs necessary to pronounce a speech sound. According to their main sound-producing functions, the speech organs can be divided into the following four groups:

- (1) the power mechanism;
- (2) the vibration mechanism;
- (3) the resonator mechanism;
- (4) the obstruction mechanism.

The functions of the power mechanism consist in the supply of the energy in the form of the air pressure and in regulating the force of the air stream. The power mechanism includes: (1) the diaphragm, (2) the lungs, (3) the bronchi, (4) the windpipe, or trachea. The glottis and the supra-glottal cavities enter into the power mechanism as parts of the respiratory tract. The vibration mechanism consists of the larynx, or voice box, containing the vocal cords. The most important function of the vocal cords is their role in the production of voice. The pharynx, the mouth, and the nasal cavity function as the principal resonators thus constituting the resonator mechanism. The obstruction mechanism (the tongue, the lips, the teeth, and the palate) forms the different types of obstructions.

The acoustic aspect studies sound waves. The basic vibrations of the vocal cords over their whole length produce the fundamental tone of voice. The simultaneous vibrations of each part of the vocal cords produce partial tones (overtones and harmonics). The number of vibrations per second is called frequency. Frequency of basic vibrations of the vocal cords is the fundamental frequency. Fundamental frequency determines the pitch of the voice and forms an acoustic basis of speech melody. Intensity of speech sounds depends on the amplitude of vibration.

The auditory (sound-perception) aspect, on the one hand, is a physiological mechanism. We can perceive sound waves within a range of 16 Hz-20.000 Hz with a difference in 3 Hz. The human ear transforms mechanical vibrations of the air into nervous and transmits them to brain. The listener hears the acoustic features of the fundamental frequency, formant frequency, intensity and duration in terms of perceptible categories of pitch, quality, loudness and length. On the other hand, it is also a psychological mechanism. The point is that repetitions of what might be heard as the same utterance are only coincidentally, if ever, acoustically identical. Phonetic identity is a theoretical ideal. Phonetic similarity, not phonetic identity, is the criterion with which we operate in the linguistic analysis.

Functional aspect. Phonemes, syllables, stress, and intonation are linguistic phenomena. They constitute meaningful units (morphemes, words, word-forms, utterances). Sounds of speech perform different linguistic functions.

Let's have a look at the correlation of some phonetic terms discussed above.

articulatory characteristics	acoustic properties	auditory(perceptible) qualities	linguistic phenomena
vibration of the vocal cords	fundamental frequency	melody	pitch
different positions and movements of speech organs	formant frequency	quality (timbre)	phoneme
the amplitude of vibrations	intensity	loudness	stress
the quantity of time during which the sound is pronounced	duration	length	tempo, rhythm, pauses

The phonetic system of language is a set of phonetic units arranged in an orderly way to replace each other in a given framework. Phonetics is divided into two major components (or systems): segmental phonetics, which is concerned with individual sounds (i.e. "segments" of speech) and suprasegmental phonetics dealing with the larger units of connected speech: syllables, words, phrases and texts.

1. Segmental units are sounds of speech (vowels and consonants) which form the vocalic and consonantal systems;

2. Suprasegmental, or prosodic, units are syllables, accentual (rhythmic) units, intonation groups, utterances, which form the subsystem of pitch, stress, rhythm, tempo, pauses.

Now we may define phonetics as a branch of linguistics that studies speech sounds in the broad sense, comprising segmental sounds, suprasegmental units and prosodic phenomena (pitch, stress, tempo, rhythm, pauses).

Let us consider the four components of the phonetic system of language.

The first and the basic component of the phonetic structure of language is the system of its segmental phonemes existing in the material form of their allophones. The phonemic component has 3 aspects, or manifestations:

1. the system of its phonemes as discrete isolated units;
2. the distribution of the allophones of the phonemes;
3. the methods of joining speech sounds together in words and at their junction, or the methods of effecting VC, CV, CC, and VV transitions.

The second component is the syllabic structure of words. The syllabic structure has two aspects, which are inseparable from each other: syllable formation and syllable division.

The third component is the accentual structure of words as items of vocabulary (i.e. as pronounced in isolation). The accentual structure of words has three aspects: the physical (acoustic) nature of word accent; the position of the accent in disyllabic and polysyllabic words; the degrees of word accent.

The fourth component of the phonetic system is the intonational structure of utterances. The four components of the phonetic system of language (phonemic, syllabic, accentual and intonational) all constitute its pronunciation (in the broad sense of the term).

3. Branches of phonetics

We know that the phonic medium can be studied from four points of view: the articulatory, the acoustic, the auditory, and the functional.

We may consider the branches of phonetics according to these aspects. Articulatory phonetics is the study of the way the vocal organs are used to produce speech sounds. Acoustic phonetics is the study of the physical properties of speech sounds. Auditory phonetics is the study of the way people perceive speech sounds. Of these three branches of phonetics, the longest established, and until recently the most highly developed, is articulatory phonetics. For this reason, most of terms used by linguists to refer to speech-sounds are articulatory in origin.

Phoneticians are also interested in the way in which sound phenomena function in a particular language. In other words, they study the abstract side of the sounds of language. The branch of phonetics concerned with the study of the functional (linguistic) aspect of speech sounds is called phonology. By contrast with phonetics, which studies all possible sounds that the human vocal apparatus can make, phonology studies only those contrasts in sound which make differences of meaning within language.

Besides the four branches of phonetics described above, there are other divisions of the science. We may speak of general phonetics and the phonetics of a particular language (special or descriptive phonetics). General phonetics studies all the sound-producing possibilities of the human speech apparatus and the ways they are used for purpose of communication. The phonetics of a particular language studies the contemporary phonetic system of the particular language, i.e. the system of its pronunciation, and gives a description of all the phonetic units of the language. Descriptive phonetics is based on general phonetics.

Linguists distinguish also historical phonetics whose aim is to trace and establish the successive changes in the phonetic system of a given language (or a language family) at different stages of its development. Historical phonetics is a part of the history of language.

Closely connected with historical phonetics is comparative phonetics whose aims are to study the correlation between the phonetic systems of two or more languages and find out the correspondences between the speech sounds of kindred languages.

Phonetics can also be theoretical and practical. At the faculties of Foreign Languages in this country, two courses are introduced:

1. Practical, or normative, phonetics that studies the substance, the material form of phonetic phenomena in relation to meaning.
2. Theoretical phonetics, which is mainly concerned with the functioning of phonetic units in language.

This dichotomy is that which holds between theoretical and applied linguists. Briefly, theoretical linguistics studies language with a view to constructing theory of its structure and functions and without regard to any practical applications that the investigation of language might have. Applied linguistics has as its concerns the application of the concepts and findings of linguistics to a variety of practical tasks, including language teaching.

All the branches of phonetics are closely connected not only with one another but also with other branches of linguistics. This connection is determined by the fact that language is a system whose components are inseparably connected with one another.

Phonetics is also connected with many other sciences. Acoustic phonetics is connected with physics and mathematics. Articulatory phonetics is connected with physiology, anatomy, and anthropology. Historical phonetics is connected with general history of the people whose language is studied; it is also connected with archaeology. Phonology is connected with communication (information) theory, mathematics, and statistics.

4. Methods of phonetic analysis

We distinguish between subjective, introspective methods of phonetic investigation and objective methods.

The oldest, simplest and most readily available method is the method of direct observation. This method consists in observing the movements and positions of one's own or other people's organs of speech in pronouncing various speech sounds, as well as in analyzing one's own kinaesthetic sensations during the articulation of speech sound in comparing them with auditory impressions.

Objective methods involve the use of various instrumental techniques (palatography, laryngoscopy, photography, cinematography, X-ray photography and cinematography and electromyography). This type of investigation together with direct observation is widely used in experimental phonetics. The objective methods and the subjective ones are complementary and not opposite to one another. Nowadays we may use the up-to-date complex set to fix the articulatory parameters of speech - so called articulograph.

Acoustic phonetics comes close to studying physics and the tools used in this field enable the investigator to measure and analyze the movement of the air in the terms of acoustics. This generally means introducing a microphone into the speech chain, converting the air movement into corresponding electrical activity and analyzing (Ксень, это слово у Красы через «s», но, по-моему, тут «z») the result in terms of frequency of vibration and the amplitude of vibration in relation to time. The spectra of speech sounds are investigated by means of the apparatus called the sound spectrograph. Pitch as a component of intonation can be investigated by intonograph.

The acoustic aspect of speech sounds is investigated not only with the help of sound-analyzing techniques, but also by means of speech-synthesizing devices.

Lecture 2

Тема: The system of English vowels

Мета: Засвоєння елементів фонетичної теорії, необхідних для оволодіння практичною вимовою; розширення лінгвістичного кругозору студентів та формування елементарних професійних навичок.

Методи: дедуктивний (пояснення загальних положень з наступним демонструванням можливості їх застосування на конкретних прикладах); метод ступінчастості (розкриття проблематики теми, переходячи від одного ступеня до іншого).

План:

1. The system of vowel phonemes. Problems of diphthongs and vowel length
2. The articulatory classification of English Vowels

1. The system of vowel phonemes. Problems of diphthongs and vowel length

The following 20 vowel phonemes are distinguished in BBC English (RP): [i:, a:, o:, u:, ɜ:, i, e, æ, σ, υ, л(типа крышка домика), ə, eɪ, aɪ, oɪ, aʊ, eʊ, υə, iə].

Principles of classification provide the basis for the establishment of the following distinctive oppositions:

1. Stability of articulation

1.1. monophthongs vs. diphthongs

bit - bait, kit - kite, John - join, debt — doubt

1.2. diphthongs vs. diphthongoids

bile - bee, boat — boot, raid - rude

2. Position of the tongue

2.1. horizontal movement of the tongue

a) front vs. central

cab — curb, bed — bird

b) back vs. central

pull — pearl, cart - curl, call - curl

2.2. vertical movement of the tongue

a) close (high) vs. mid-open (mid)

bid — bird, week - work

b) open (low) vs. mid-open (mid)

lark - lurk, call — curl, bard-bird

3. Position of the lips rounded vs.

unrounded *don — darn, pot - part*

The English diphthongs are, like the affricates, the object of a sharp phonological controversy, whose essence is the same as in the case of affricates are the English diphthongs biphonemic sound complexes or composite monophonemic entities?

Diphthongs are defined differently by different authors. One definition is based on the ability of a vowel to form a syllable. Since in a diphthong only one element serves as a syllabic nucleus, a diphthong is a single sound. Another definition of a diphthong as a single sound is based on the instability of the second element. The 3d group of scientists defines a diphthong from the accentual point of view: since only one element is accented and the other is unaccented, a diphthong is a single sound.

D. Jones defines diphthongs as unisyllabic gliding sounds in the articulation of which the organs of speech start from one position and then glide to another position.

N.S. Trubetzkoy states that a diphthong should be (a) unisyllabic, that is the parts of a diphthong cannot belong to two syllables; (b) monophonemic with gliding articulation; (c) its length should not exceed the length of a single phoneme.

In accordance with the principle of structural simplicity and economy American descriptivists liquidated the diphthongs in English as unit phonemes.

The same phonological criteria may be used for justifying the monophonemic treatment of the English diphthongs as those applicable to the English affricates. They are the criteria of

articulatory, morphophonological (and, in the case of diphthongs, also syllabic) indivisibility, commutability and duration. Applied to the English diphthongs, all these criteria support the view of their monophonemic status.

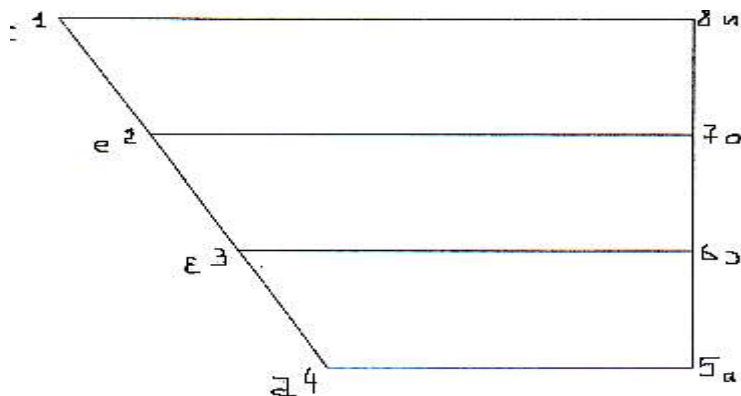
Problem of length. There are long vowel phonemes in English and short. However, the length of the vowels is not the only distinctive feature of minimal pairs like *Pete - pit*, *beet - bit*, etc. In other words the difference between i: i. u: - u is not only quantitative but also qualitative, which is conditioned by different positions of the bulk of the tongue. For example, in words *bead- bid* not only the length of the vowels is different but in the [i:] articulation the bulk of the tongue occupies more front and high position than in the articulation of [i].

Qualitative difference is the main relevant feature that serves to differentiate long and short vowel phonemes because quantitative characteristics of long vowels depend on the position they occupy in a word:

- (a) they are the longest in the terminal position: *bee, bar, her*;
- (b) they are shorter before voiced consonants: *bead, hard, cord*;
- (c) they are the shortest before voiceless consonants: *beet, cart*.

2. The articulatory classification of English Vowels

The first linguist who tried to describe and classify vowels for all languages was D. Jones. He devised the system of 8 Cardinal Vowels. The basis of the system is physiological. Cardinal vowel No. 1 corresponds to the position of the front part of the tongue raised as closed as possible to the palate. The gradual lowering of the tongue to the back lowest position gives another point for cardinal vowel No.5. The lowest front position of the tongue gives the point for cardinal vowel No.4. The upper back limit for the tongue position gives the point for cardinal No.8. These positions for Cardinal vowels were copied from X-ray photographs. The tongue positions between these points were X-rayed and the equidistant points for No.2, 3, 6, 7 were found. The IPA symbols (International Phonetic Alphabet) for the 8 Cardinal Vowels are: 1 - i, 2 - e, 3 - ε, 4 - a, 5 - a:, 6 - , 7 - o, 8 - u.



The system of Cardinal Vowels is an international standard. In spite of the theoretical significance of the Cardinal Vowel system its practical application is limited. In language teaching this system can be learned only by oral instructions from a teacher who knows how to pronounce the Cardinal Vowels.

Russian phoneticians suggest a classification of vowels according to the following principles: 1) stability of articulation; 2) tongue position; 3) lip position; 4) character of the vowel end; 5) length; 6) tenseness.

1. Stability of articulation. This principle is not singled out by British and

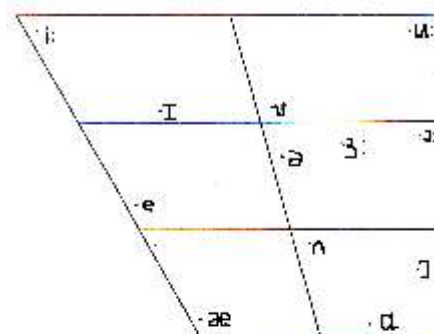
American phoneticians. Thus, P. Roach writes: "British English (BBC accent) is generally described as having short vowels, long vowels and diphthongs". According to Russian scholars vowels are subdivided into: a) monophthongs (the tongue position is stable); b) diphthongs (it changes, that is the tongue moves from one position to another); c) diphthongoids (an intermediate case, when the change in the position is fairly weak).

Diphthongs are defined differently by different authors. A.C. Gimson, for example, distinguishes 20 vocalic phonemes which are made of vowels and vowel

glides. D. Jones defines diphthongs as unisyllabic gliding sounds in the articulation of which the organs of speech start from one position and then elide to another

position. There are two vowels in English [i:, u:] that may have a diphthongal glide where they have full length (*be, do*), and the tendency for diphthongization is becoming gradually stronger.

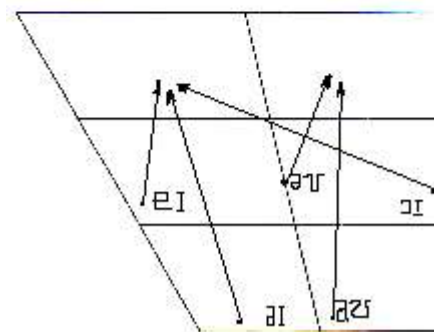
2. The position of the tongue. According to the horizontal movement Russian phoneticians distinguish five classes: 1) front; 2) front-retracted; 3) central; 4) back; 5) back-advanced.



British phoneticians do not single out the classes of front-retracted and back-advanced vowels. So both [i:] and [ɪ] are classed as front, and both [u:] and [ʊ] are classed as back.

The way British and Russian phoneticians approach the vertical movement of the tongue is also slightly different. British scholars distinguish three classes of vowels: high (or close), mid (or half-open) and low (or open) vowels. Russian phoneticians made the classification more detailed distinguishing two subclasses in each class, i.e. broad and narrow variations of the three vertical positions. Consequently, six groups of vowels are distinguished.

English vowels and diphthongs may be placed on the Cardinal Vowel quadrilateral as shown in Figs. 2, 3, 4.



3. Another feature of English vowels is lip position.

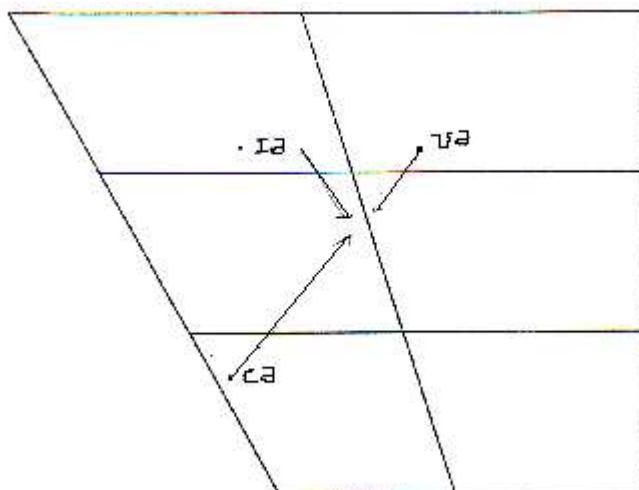
Traditionally three lip

positions are distinguished, that is spread, neutral, rounded. Lip rounding takes place rather due to physiological reasons than to any other. Any back vowel in English is produced with rounded lips, the degree of rounding is different and depends on the height of the raised part of the tongue; the higher it is raised the more rounded the lips are.

4. Character of the vowel end. This quality depends on the kind of the articulatory transition from a vowel to a consonant. This transition (VC) is very closed in English unlike Russian. As a result all English short vowels are checked when stressed. The degree of checkness may vary and depends on the following consonants (+ voiceless - voiced - sonorant -).

5. We should point out that vowel length or quantity has for a long time been the point of disagreement among phoneticians. It is a common knowledge that a vowel like any sound has physical duration. When sounds are used in connected speech they cannot help being influenced by one another. Duration of a vowel depends on the following factors: 1) its own length; 2) the accent of the syllable in which it occurs; 3) phonetic context; 4) the position in a rhythmic structure; 5) the position in a tone group; 6) the position in an utterance; 7) the tempo of the whole utterance; 8) the type of pronunciation. The problem the analysts are concerned with is whether variations in quantity are meaningful (relevant). Such contrasts are investigated in phonology.

There is one more articulatory characteristic that needs our attention, namely tenseness. It characterizes the state of the organs of speech at the moment of vowel production. Special instrumental analysis shows that historically long vowels are tense while historically short are lax.



Lecture 3

Тема: The system of consonants in English

Мета: Засвоєння елементів фонетичної теорії, необхідних для оволодіння практичною вимовою; розширення лінгвістичного кругозору студентів та формування елементарних професійних навичок.

Методи: дедуктивний (пояснення загальних положень з наступним демонструванням можливості їх застосування на конкретних прикладах); метод ступінчастості (розкриття проблематики теми, переходячи від одного ступеня до іншого).

План:

1. The system of consonant phonemes. Problem of affricates
2. Articulatory classification of English consonants

1. The system of consonant phonemes. Problem of affricates

The phonological analysis of English consonant sounds helps to distinguish 24 phonemes: [p, b, t, d, k, g, f, v, θ, ð, s, z, ʃ, ʒ] (не нашла ничего лучше ☺), [h, tʃ, dʒ, m, n, ŋ, w, r, l, j]. Principles of classification suggested by Russian phoneticians provide the basis for establishing of the following distinctive oppositions in the system of English consonants:

1. Degree of noise
bake - make, veal - wheel
2. Place of articulation
 - a. labial vs. lingual
pain — cane
 - b. lingual vs. glottal
foam — home, care — hair, Tim - him
3. Manner of articulation
 - 3.1 occlusive vs. constrictive *pine -fine, bat - that, bee - thee*
 - 3.2 constrictive vs. affricates *fare — chair, fail -jail*
 - 3.3 constrictive unicentral vs. constrictive bicentral
same – shame
4. Work of the vocal cords and the force of articulation
 - 4.1 voiceless fortis vs. voiced lenis
pen — Ben, ten - den, coat - goal
5. Position of the soft palate
 - 5.1 oral vs. nasal
pit — pin, seek — seen

There are some problems of phonological character in the English consonantal system; it is the problem of affricates - their phonological status and their number. The question is: what kind of facts a phonological theory has to explain.

1) Are the English [tʃ, dʒ] sounds monophonemic entities or biphonemic combinations (sequences, clusters)?

2) If they are monophonemic, how many phonemes of the same kind exist in English, or, in other words, can such clusters as [tr, dr] and [tθ, dð] be considered affricates?

To define it is not an easy matter. One thing is clear: these sounds are complexes because articulatory we can distinguish two elements. Considering phonemic duality of affricates, it is necessary to analyze the relation of affricates to other consonant phonemes to be able to define their status in the system.

The problem of affricates is a point of considerable controversy among phoneticians. According to Russian specialists in English phonetics, there are two affricates in English: [tʃ, dʒ]. D. Jones points out there are six of them: [tʃ, dʒ], [ts, dz], and [tr, dr]. A.C. Gimson increases their number adding two more affricates: [tθ, tð]. Russian phoneticians look at English affricates through the eyes of a phoneme theory, according to which a phoneme has three aspects: articulatory, acoustic and functional, the latter being the

most significant one. As to British phoneticians, their primary concern is the articulatory-acoustic unity of these complexes.

Before looking at these complexes from a functional point of view it is necessary to define their articulatory indivisibility.

According to N.S. Trubetzkoy's point of view a sound complex may be considered monophonemic if: a) its elements belong to the same syllable; b) it is produced by one articulatory effort; c) its duration should not exceed normal duration of elements. Let us apply these criteria to the sound complexes.

1. Syllabic indivisibility

butcher [butʃ -ə]

mattress [mætr-is]

curtsey [kɜ:-tsi]

eighth [eitθ]

lightship [lait-ʃip]

footrest [fut-rest]

out-set [aut-set]

whitethorn [wait-θo:n]

In the words in the left column the sounds [tʃ], [tr], [ts], [tθ] belong to one syllable and cannot be divided into two elements by a syllable dividing line.

2. Articulatory indivisibility. Special instrumental analysis shows that all the sound complexes are homogeneous and produced by one articulatory effort.

3. Duration. With G.P. Torsuyev we could state that length of sounds depends on the position in the phonetic context, therefore it cannot serve a reliable basis in phonological analysis. He writes that the length of English [tʃ] in the words *chair* and *match* is different; [tʃ] in *match* is considerably longer than [t] in *mat* and may be even longer than [ʃ] in *mash*. This does not prove, however, that [tʃ] is biphonemic.

According to morphological criterion a sound complex is considered to be monophonemic if a morpheme boundary cannot pass within it because it is generally assumed that a phoneme is morphologically indivisible. If we consider [tʃ], [dʒ] from this point of view we could be secure to grant them a monophonemic status, since they are indispensable. As to [ts], [dz] and [tθ], [dð] complexes their last elements are separate morphemes [s], [z], [θ], [ð] so these elements are easily singled out by the native speaker in any kind of phonetic context. These complexes do not correspond to the phonological models of the English language and cannot exist in the system of phonemes. The case with [tr], [dr] complexes is still more difficult.

By way of conclusion we could say that the two approaches have been adopted towards this phenomenon are as follows: the finding that there are eight affricates in English [tʃ], [dʒ], [tr], [dr], [ts], [dz], [tð], [dθ] is consistent with articulatory and acoustic point of view, because in this respect the entities are indivisible. This is the way the British phoneticians see the situation. On the other hand, Russian phoneticians are consistent in looking at the phenomenon from the morphological and the phonological point of view which allows them to define [tʃ], [dʒ] as monophonemic units and [tr], [dr], [ts], [dz], [tð], [dθ] as biphonemic complexes. However, this point of view reveals the possibility of ignoring the articulatory and acoustic indivisibility.

2. Articulatory classification of English consonants

There are two major classes of sounds traditionally distinguished in any language - consonants and vowels. The opposition "vowels vs. consonants" is a linguistic universal. The distinction is based mainly on auditory effect. Consonants are known to have voice and noise combined, while vowels are sounds consisting of voice only. From the articulatory point of view the difference is due to the work of speech organs. In case of vowels no obstruction is made, so on the perception level their integral characteristic is tone, not noise. In case of consonants various obstructions are made. So consonants are characterized by a complete, partial or intermittent blockage of the air passage. The closure is formed in such a way that the air stream is blocked or hindered or otherwise gives rise to audible friction. As a result consonants are sounds which have noise as their indispensable characteristic.

Russian phoneticians classify consonants according to the following principles: i) degree of noise; ii) place of articulation; iii) manner of articulation; iv) position of the soft palate; v) force of articulation.

(I) There are few ways of seeing situation concerning the classification of English consonants. According to V.A. Vassilyev primary importance should be given to the type of obstruction and the manner of production noise. On this ground he distinguishes two large classes:

a) occlusive, in the production of which a complete obstruction is formed;

b) constrictive, in the production of which an incomplete obstruction is

formed. Each of two classes is subdivided into noise consonants and sonorants.

c) Another point of view is shared by a group of Russian phoneticians. They suggest that the first and basic principle of classification should be the degree of noise. Such consideration leads to dividing English consonants into two general kinds: a) noise consonants; b) sonorants.

d) The term "degree of noise" belongs to auditory level of analysis. But there is an intrinsic connection between articulatory and auditory aspects of describing speech sounds. In this case the term of auditory aspect defines the characteristic more adequately.

e) Sonorants are sounds that differ greatly from other consonants. This is due to the fact that in their production the air passage between the two organs of speech is fairly wide, that is much wider than in the production of noise consonants. As a result, the auditory effect is tone, not noise. This peculiarity of articulation makes sonorants sound more like vowels than consonants. Acoustically sonorants are opposed to all other consonants because they are characterized by sharply defined formant structure and the total energy of most of them is very high.

f) There are no sonorants in the classifications suggested by British and American scholars. Daniel Jones and Henry A. Gleason, for example, give separate groups of nasals [m, n, ŋ], the lateral [l] and semi-vowels, or glides [w, r, j (y)]. Bernard Bloch and George Trager besides nasals and lateral give trilled [r]. According to Russian phoneticians sonorants are considered to be consonants from articulatory, acoustic and phonological point of view.

g) (II) The place of articulation. This principle of consonant classification is rather universal. The only difference is that V.A. Vassilyev, G.P. Torsuev, O.I. Dikushina, A.C. Gimson give more detailed and precise enumerations of active organs of speech than H.A. Gleason, B. Bloch, G. Trager and others. There is, however, controversy about terming the active organs of speech. Thus, Russian phoneticians divide the tongue into the following parts: (1) front with the tip, (2) middle, and (3) back. Following L.V. Shcherba's terminology the front part of the tongue is subdivided into: (a) apical, (b) dorsal, (c) cacuminal and (d) retroflexed according to the position of the tip and the blade of the tongue in relation to the teeth ridge. A.C. Gimson's terms differ from those used by Russian phoneticians: apical is equivalent to forelingual; frontal is equivalent to mediolingual; dorsum is the whole upper area of the tongue. H.A. Gleason's terms in respect to the bulk of the tongue are: apex - the part of the tongue that lies at rest opposite the alveoli; front - the part of the tongue that lies at rest opposite the fore part of the palate; back, or dorsum - the part of the tongue that lies at rest opposite the velum or the back part of the palate.

h) (III) A.L. Trakhterov, G.P. Torsyev, V.A. Vassilyev and other Russian scholars consider the principle of classification according to the manner of articulation to be one of the most important and classify consonants very accurately, logically and thoroughly. They suggest a classification from the point of view of the closure. It may be: (1) complete closure, then occlusive (stop or plosive) consonants are produced; (2) incomplete closure, then constrictive consonants are produced; (3) the combination of the two closures, then occlusive-constrictive consonants, or affricates, are produced; (4) intermittent closure, then rolled, or trilled consonants are produced.

i) A.C. Gimson, H.A. Gleason, D. Jones and other foreign phoneticians include in the manner of noise production groups of lateral, nasals, and semivowels - subgroups of consonants which do not belong to a single class.

j) Russian phoneticians subdivide consonants into unicentral (pronounced with one focus) and bicentral (pronounced with two foci), according to the number of noise producing centers, or foci.

k) According to the shape of narrowing constrictive consonants and affricates

l) are subdivided into sounds with flat narrowing and round narrowing.

m) (IV) According to the position of the soft palate all consonants are subdivided into oral and nasal. When the soft palate is raised oral consonants are produced; when the soft palate is lowered nasal consonants are produced.

n) (V) According to the force of articulation consonants may be fortis and lenis. This characteristic is connected with the work of the vocal cords: voiceless consonants are strong and voiced are weak.

Lecture 4

Тема: Alternations and modifications of speech sounds in English

Мета: Засвоєння елементів фонетичної теорії, необхідних для оволодіння практичною вимовою; розширення лінгвістичного кругозору студентів та формування елементарних професійних навичок.

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План:

1. The notion of alternation and its types
2. Contextual alternations in English
3. Modifications of sounds in English

1. The notion of alternation and its types

The sound variations in words, their derivatives and grammatical form words, are known as sound alternations. For example: the dark [ɫ] in *spell* alternate with the clear [l] in *spelling*; *combine* (n) [ˈkɒmbain], *combine* [kəmˈbain] where [n] in the stressed syllable of the noun alternates with the neutral sound. It is perfectly obvious that sound alternations of this type are caused by assimilation, accommodation and reduction in speech. To approach the matter from the phonological viewpoint, it is important to differentiate phonemic and allophone alternations. Some sound alternations are traced to the phonemic changes in earlier periods of the language development and are known as historical. Historical alternations mark both vowels and consonants, though the alternating sounds are not affected by the phonemic position or context. The sounds changes, which occurred in the process of historical development of the language, are reflected in present-day English as alternations of phonemes differentiating words, their derivatives and grammatical forms. The following list of examples presents the types of alternations:

1. Vowel alternations.

1.1 Distinction of irregular verbal forms [i:-e-e] *mean - meant - meant*; [i-æ-A] *sing - sang - sung*; [i-ei-i] *give - gave - given*;

1.2 Distinction of causal verbal forms: [i-e] *sit - set*; [ai-ei] *rise - raise*; [o - e] *fall-fell*

1.3 Distinction of parts of speech in etymologically correlated words [a: - æ] *class - classify*, [o: - e] *long - length*; [ei - æ] *nation - national*

2. Consonants alternations

2.1 Distinction of irregular verbal forms [d - t] *send - sent*

2.2 distinction of parts of speech [s - z] *advice - advise*; [k - tʃ] *speak - speech*;

3. Vowel and consonant alternations [i - ai] + [v - f] *live - life*; [a: - æ] + [θ - ð] *bath - bathe*.

2. Contextual alternations in English

Alternations are also widely spread on the synchronic level in the present-day English and are known as contextual. In connection with contextual sound alternations there arises a problem of phonemic identification of alternated sounds. The study of the relationship between phonemes and morphemes is called morphophonemics. The interrelation of phonology and morphology is also known as morphophonology or morphonology which is actually the phonology of morphemes. Morphonology studies the way in which sounds can alternate in different realizations of one and the same morpheme.

We are interested in the sound in its weak position. Scholars of different trends are not unanimous in solving the problem.

The so-called morphological (Moscow phonological) school supports the theory of neutralization of phonemes. The concept of neutralization derives originally from the Prague School of phonology. Neutralization occurs when two or more closely related sounds, which are in contrast with each other in most positions, are found to be non-contrastive in certain other positions. That means that there are environment where the two sounds do not contrast with each other, even though they normally do. When this happens, the opposition between the two sounds is said to be

neutralized. The loss of one or more distinctive feature(s) of a phoneme in the weak position is called phonemic neutralization.

The Moscow philologists claim that interchange of sounds manifests close connection between phonetics and morphology. Alternations are observed in one and the same morpheme and actualize the phonemic structure of the morpheme. Thus, phonemic content of the morpheme is constant. It should be noted here that alternations of morphemes cannot be mistaken for the oppositions of minimal pairs in different stems of words. Let us compare some examples: *postman* [ə] < [æ], *sixpence* [ə] < [e]. Thus, *one* and the same *sound* may belong to different phonemes

The supporters of the morphological trend define the phoneme as follows «Это функциональная единица, представленная рядом позиционно чередующихся звуков» (М.В. Панов). The notion of «фонетический ряд», suggested by R.I. Avanesov, demonstrates positionally determined realizations of the phoneme. Positionally alternating sounds are grouped into one phoneme whether they are similar or have common features (that is common allophones) with other phonemes.

The Russian preposition *с* + noun may have the following realizations: *с Колей* — [с], *с Тимошей* — [с'], *с Галей* — [з], *с Димой* — [з'], *с Шурой* — [ш], *с Женей* — [ж], *с Щукарём* — [ш'].

In the morphological conception the alternations of the phonemes are not analyzed apart from the morpheme, as form and content make dialectical unity. The phonetic system is not isolated from the grammatical and lexical structure of the language, and the unity between the form and the content cannot be destroyed.

Yet as an answer to the problem is not entirely satisfactory since ordinary speakers are in no doubt that the sound which occurs in a word like *зуб* is [п] not [б], and in English word *speak* [p^h] is nothing but [p]. The perception of the listeners makes us find the morphological conception too discrepant and confiding.

The so-called Leningrad (Petersburg) school asserts that the phoneme is independent of the morpheme. The supporters of this conception claim that the phoneme cannot lose any of its distinctive features. In the line of words of the same root morpheme (*зуб* - *зубы*) the sound [п] is an allophone of the phoneme /п/ and the sound [б] manifests the phoneme /б/. Consequently, the consonants [б] and [п] do not lose any their distinctive features and represent different phonemes. It seems that according to this point of view the unity between the form and the content is destroyed, thus phonology is isolated from morphology.

According to N.S. Trubetzkoy, an archiphoneme is defined as a combination of distinctive features common to two phonemes. It consists of the shared features of two or more closely related phonemes but excludes the feature which distinguishes them. For example: archiphoneme [П] consists of the features: bilabial, plosive, but excludes voicing which separates them.

One of the disadvantages in extending the notion of an archiphoneme is that the Prague School phonologists limited neutralization to closely related phonemes. A neutralization can be said to occur only if there is uncertainty about the identity of the sound in the position of neutralization. Before two phonemes can be neutralized, they must have common qualities which do not occur in other phonemes. Thus [p], [b] can neutralize because they are the only labial plosives in the language, they share these two features, but no other sounds share them. However, [n] and [ŋ] cannot neutralize, so any neutralization of nasals must involve all the three of them - [n], [ŋ], [m].

3. Modifications of sounds in English

Sounds in actual speech are seldom pronounced by themselves. To pronounce a word consisting of more than one sound, it is necessary to join the sounds together in the proper way. There exist several types of junction, some of which are common to all or many languages, while others are characteristic of individual languages. In order to master these specific types of junction it is necessary to understand the mechanism of joining sounds together. This mechanism can only be understood after analyzing the stages in the articulation of a speech-sound pronounced in isolation.

Every speech-sound pronounced in isolation has three stages of articulation. They are (1) the on-glide, or the initial stage, (2) the retention-stage, or the medial stage, and (3) the off-glide (release), or the final stage.

The on-glide, or the beginning of a sound, is the stage during which the organs of speech move away from a neutral position to take up the position necessary for the pronunciation of a consonant or a vowel. The on-glide produces no audible sound. The retention-stage or the middle of a sound is the stage during which the organs of speech are kept for some time either in the same position necessary to pronounce the sound (in the case of non-complex sounds) or move from one position to another (within complex sounds, such as diphthongoids, diphthongs and affricates). For the retention-stage of a stop consonant the term stop-stage may also be used. The off-glide, or the end of a sound, is the stage during which the organs of speech move away to a neutral position. The off-glide of most sounds is not audible, the exception being plosives whose off-glide produces the sound of plosion before a vowel and in a word-final position before a pause.

In English there are two principal ways of linking two adjacent speech sounds: I. Merging of stages. II. Interpenetration of stages. The type of junction depends on the nature of the sounds that are joined together. As all English sounds come under the classification of consonants and vowels we may speak of joining:

- (a) a consonant to a following vowel (C + V), as in the word [mi:] *me*;
- (b) a vowel to a following consonant (V + C), as in the word [ɔn] *on*;
- (c) two consonants (C + C), as in the word [blɒv] *blow*;
- (d) two vowels (V + V), as in the word [riæləti] *reality*.

Merging of stages, as compared with interpenetration of stages, is a simpler and looser way of joining sounds together. It usually takes place if two adjacent sounds of a different nature are joined together. In this case the end of the preceding sound penetrates into the beginning of the following sound. In other words, the end of the first sound and the beginning of the second are articulated almost simultaneously. Interpenetration of stages usually takes place when consonants of a similar or identical nature are joined. In this case the end of the first sound penetrates not only into the beginning but also into the middle part of the second sound, as in [ækt] *act*, [begd] *begged*.

The modifications are observed both within words and word boundaries. There are the following types of modification: assimilation, accommodation, reduction, elision, and inserting. The adaptive modification of a consonant by a neighbouring consonant in a speech chain is assimilation. Accommodation is used to denote the interchanges of VC or CV types. Reduction is actually qualitative or quantitative weakening of vowels in unstressed positions. Elision is a complete loss of sounds, both vowels and consonants. Inserting is a process of sound addition.

MODIFICATIONS OF CONSONANTS

1. Assimilation

1.1. Place of articulation

- t, d > dental before [ð, θ]: *eighth, at the, said that*
- t, d > post-alveolar before [r]: *tree, true, dream, the third room*
- s, z > post-alveolar before [ʃ]: *this shop, does she*
- t, d > affricates before [j]: *graduate, could you*
- m > labio-dental before [f]: *symphony*
- n > dental before [θ]: *seventh*
- n > velar before [k]: *thank*

1.2. Manner of articulation

- loss of plosion: *glad to see you, great trouble*
- nasal plosion: *sudden, at night, let me see*
- lateral plosion: *settle, at last*

1.3. Work of the vocal cords

- voiced > voiceless: *newspaper, gooseberry* (and in grammatical ...)
has, is, does > [s]; *of, have* > [f]

Notice: In English typical assimilation is voiced > voiceless; voiceless > voiced is not typical.

1.4. Degree of noise

- sonorants > are partially devoiced after [p, t, k, s]

2. Accommodation

2.1. Lip position

- consonant + back vowel: *pool, rude, who* (rounded)
- consonant + front vowel: *tea, sit, keep* (spread)

3. Elision

3.1. Loss of [h] in personal and possessive pronouns and the forms of the auxiliary verb *have*.

3.2. [l] tends to be lost when preceded by [o:]: *always, already, all right*

3.3. In cluster of consonants: *next day, just one, mashed potatoes*

4. Inserting of sounds

4.1. Linking [r] (potential pronunciation of [r]): *car owner*

4.2. Intrusive [r]: [r] is pronounced where no *r* is seen in the spelling *china and glass*: it is not recommended to foreign learners.

MODIFICATION OF VOWELS

1. Reduction

1.1. Quantitative

1.2. Qualitative

2. Accommodation

2.2 Positional length of vowels: *knee - need - neat*

2.3. Nasalization of vowels: preceded or followed by [n, m]: *never, then, men*

Lecture 4

Тема: The syllabic structure in English

Мета: Засвоєння елементів фонетичної теорії, необхідних для оволодіння практичною вимовою; розширення лінгвістичного кругозору студентів та формування елементарних професійних навичок.

Методи: дедуктивний (пояснення загальних положень з наступним демонструванням можливості їх застосування на конкретних прикладах); метод ступінчастості (розкриття проблематики теми, переходячи від одного ступеня до іншого).

План:

1. Theories on syllable formation and division.
2. The structure and functions of syllables in English.

1. Theories on syllable formation and division

Speech can be broken into minimal pronounceable units into which sounds show a tendency to cluster or group. These smallest phonetic groups are generally given the name of syllables. Being the smallest pronounceable units, syllables form morphemes, words and phrases. Each of these units is characterized by a certain syllabic structure. Thus a meaningful language unit phonetically may be considered from the point of view of syllable formation and syllable division.

The syllable is a complicated phenomenon and like a phoneme it can be studied on four levels - articulatory, acoustic, auditory and functional. The complexity of the phenomenon gave rise to many theories.

We could start with the so-called expiratory (chest pulse or pressure) theory by R.H. Stetson. This theory is based on the assumption that expiration in speech is a pulsating process and each syllable should correspond to a single expiration. So the number of syllables in an utterance is determined by the number of expirations made in the production of the utterance. This theory was strongly criticized by Russian and foreign linguists. G.P. Torsuyev, for example, wrote that in a

phrase a number of words and consequently a number of syllables can be pronounced with a single expiration. This fact makes the validity of the theory doubtful.

Another theory of syllable put forward by O. Jespersen is generally called the sonority theory. According to O. Jespersen, each sound is characterized by a certain degree of sonority which is understood as acoustic property of a sound that determines its perceptibility. According to this sound property a ranking of speech sounds could be established: <the least sonorous> voiceless plosives → voiced fricatives → voiced plosives → voiced fricatives → sonorants → close vowels → open vowels <the most sonorous>. In the word *plant* for example we may use the following wave of sonority: [pla:nt]. According to V.A. Vassilyev the most serious drawback of this theory is that it fails to explain the actual mechanism of syllable formation and syllable division. Besides, the concept of sonority is not very clearly defined.

Further experimental work aimed to description of the syllable resulted in lot of other theories. However the question of articulatory mechanism of syllable is still an open question in phonetics. We might suppose that this mechanism is similar in all languages and could be regarded as phonetic universal.

In Russian linguistics there has been adopted the theory of syllable by LV Shcherba. It is called the theory of muscular tension. In most languages there is the syllabic phoneme in the centre of the syllable which is usually a vowel phoneme or, in some languages, a sonorant. The phonemes preceding or following the syllabic peak are called marginal. The tense of articulation increases within the range of prevocalic consonants and then decreases within the range of postvocalic consonants.

Russian linguist and psychologist N.I. Zhinkin has suggested the so-called loudness theory which seems to combine both production and perception levels. The experiments carried out by N.I. Zhinkin showed that the arc of loudness of perception level is formed due to variations of the volume pharyngeal passage which is modified by contractions of its walls. The narrowing of the passage and the increase in muscular tension which results from it reinforce the actual loudness of a vowel thus forming the peak of the syllabic. So the syllable is the arc of loudness which correlates with the arc of articulatory effort on the speed production level since variations in loudness are due to the work of all speech mechanisms.

It is perfectly obvious that no phonetician has succeeded so far in giving an adequate explanation of what the syllable is. The difficulties seem to arise from the various possibilities of approach to the unit. There exist two points of view:

1. Some linguists consider the syllable to be a purely articulatory unit which lacks any functional value. This point of view is defended on the ground that the boundaries of syllables do not always coincide with those of morphemes.
2. However the majority of linguists treat the syllable as the smallest pronounceable unit which can reveal some linguistic function.

Trying to define the syllable from articulatory point of view we may talk about universals. When we mean the functional aspect of the syllable it should be defined with the reference to the structure of one particular language.

The definition of the syllable from the functional point of view tends to single out the following features of the syllable:

- a) a syllable is a chain of phonemes of varying length;
- b) a syllable is constructed on the basis of contrast of its constituents (which is usually of vowel - consonant type);
- c) the nucleus of a syllable is a vowel, the presence of consonants is optional; there are no languages in which vowels are not used as syllable nuclei, however, there are languages in which this function is performed by consonants;
- d) the distribution of phonemes in the syllabic structure follows by the rules which are specific enough for a particular language.

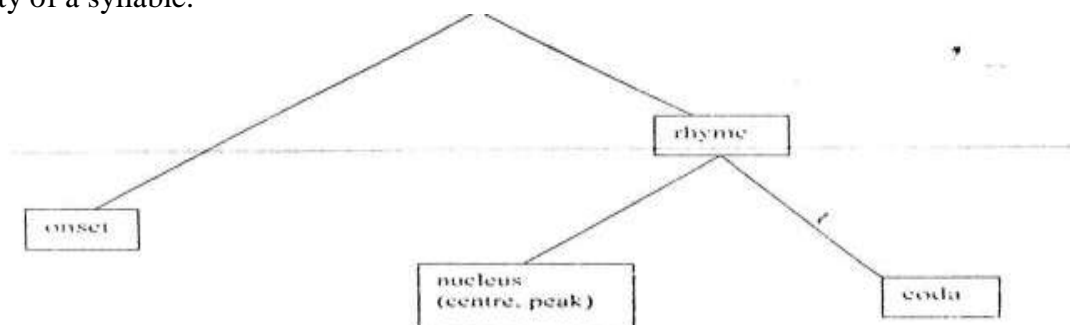
2. The structure and functions of syllables in English

Syllable formation in English is based on the phonological opposition vowel - consonant. Vowels are usually syllabic while consonants are not with the exceptions of [l], [m], [n], which become syllabic in a final position preceded by a

noise consonant: *bottle* [bɒtl], *bottom* [bɒtm], *button* [bʌtn] and [r] (in those accents which pronounce [r] perhaps [præps]).

The structure of English syllables can be summarized as follows:

- Many syllables have one or more consonants preceding the nucleus. These make up the syllable onset: *me, so, plow*.
- Many syllables have one or more consonants, following the nucleus. They make up the syllable coda. They are traditionally known as closed syllables: *cat, jump*.
- The combination of nucleus and coda has a special significance, making up the rhyming property of a syllable.



The English language has developed the closed type of syllable as the fundamental one while in Russian it is the open type that forms the basis of syllable formation.

The other aspect of this component is syllable division. The problem of syllable division in case of intervocalic consonants and their clusters, like in such words as *city, extra, standing* and others.

Let us consider the first word ['sit.i]. There exist two possibilities:

- a) the point of syllable division is after the intervocalic consonant:
- b) the point of syllable division is inside the consonant.

In both cases the first syllable remains closed because the short vowel should remain checked. The result of instrumental analyses shows, that the point of syllable division in such words is inside the intervocalic consonant. EPD indicates the point of division after the consonant.

The second case. There are two syllables in the word *extra* but where should the boundary between them fall?

- 1) [e - kstrə]. It is unlikely that people would opt for a division between [e] and [kstrə] because there are no syllables in English which begin with consonant sequence [kstr].
- 2) Similarly, a division between [ekstr] and [ə] would be unnatural.
- 3) [ek - strə], [eks - trə], [ekst - rə] are possible. People usually prefer either of the first two options here, but there is no obvious way of deciding between them.

In some cases we may take into account the morphemic structure of words. For example, *standing* consists of two syllables; on phonetic grounds [stæn - dɪŋ]. on grammatical grounds [stænd - ɪŋ].

Now we shall consider two functions of the syllable.

The first is constitutive function. It lies in its ability to be a part of a word itself. The syllables form language units of greater magnitude than words, morphemes, and utterances. In this respect two things should be emphasized. First, the syllable is the unit within which the relations between distinctive features of phonemes and their acoustic correlates are revealed. Second, within a syllable (or syllables) prosodic characteristics of speech are realized, which form the stress pattern of a word and the intonation structure of an utterance. In sum, the syllable is a specific minimal structure of both segmental and suprasegmental features.

The other function is distinctive one. In this respect the syllable is characterized by its ability to differentiate words and word-forms. One minimal pair has been found in English to illustrate the word distinctive function in the syllabic: *nitrate* — *night-rate*. There is an analogical

distinction between word combinations can be illustrated by many more examples: *an aim - a name; an ice house - a nice house, etc.* Sometimes the difference in syllable division may be the basic ground for differentiation in such pairs as *I saw her rise. - I saw her eyes; I saw the meat — I saw them eat.*

Lecture 6

Тема: Word stress in English

Мета: Засвоєння елементів фонетичної теорії, необхідних для оволодіння практичною вимовою; розширення лінгвістичного кругозору студентів та формування елементарних професійних навичок.

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План:

1. Nature of word stress
2. Place of word stress in English. Degrees of stress
3. Functions and tendencies of the English stress
4. Typology of accentual structures

1. Nature of word stress

The sequence of syllables in the word is not pronounced identically. The syllable or syllables which are uttered with more prominence than the other syllables of the word are said to be stressed or accented. Stress in the isolated word is termed word stress; stress in connected speech is termed sentence stress.

Stress is defined differently by different authors. B.A. Bogoroditsky, for instance, defined stress as an increase of energy, accompanied by an increase of expiratory and articulatory activity. D. Jones defined stress as the degree of force, which is accompanied by a strong force of exhalation and gives an impression of loudness. H. Sweet also stated that stress, is connected with the force of breath. According to A.C. Gimson, the effect of prominence is achieved by any or all of four factors: force, tone, length and vowel colour.

If we compare stressed and unstressed syllables in the words *contract* ['kɒntrækt], *to contract* [kən'trækt], we may note that in the stressed syllable:

- (a) the force is greater, which is connected with more energetic articulation;
- (b) the pitch of voice is higher, which is connected with stronger tenseness of the vocal cords and the walls of the resonance chamber;
- (c) the quantity of the vowel [æ] in [kən'trækt] is greater, the vowel becomes longer;
- (d) the quality of the vowel [æ] in the stressed syllable is different from the quality of this vowel in the unstressed position, in which it is more narrow than ['æ].

On the auditory level a stressed syllable is the part of the word which has a special prominence. It is produced by a greater loudness and length, modifications in the pitch and quality. The physical correlates are: intensity, duration, frequency and the formant structure. All these features can be analyzed on the acoustic level. Word stress can be defined as the singling out of one or more syllables in a word, which is accompanied by the change of the force of utterance, pitch of the voice, qualitative and quantitative characteristics of the sound, which is usually a vowel. In different languages one of the factors constituting word stress is usually more significant than the others. According to the most important feature different types, of word stress are distinguished in different languages.

1) If special prominence in a stressed syllable or syllables is achieved mainly through the intensity of articulation, such type of stress is called dynamic, or force stress.

2) If special prominence in a stressed syllable is achieved mainly through the change of pitch, or musical tone, such accent is called musical, or tonic. It is characteristic of the Japanese, Korean and other oriental languages.

3) If special prominence in a stressed syllable is achieved through the changes in the quantity of the vowels, which are longer in the stressed syllables than in the unstressed ones, such type of stress is called quantitative.

4) Qualitative type of stress is achieved through the changes in the quality of the vowel under stress.

English word stress is traditionally defined as dynamic, but in fact, the special prominence of the stressed syllables is manifested in the English language not only through the increase of intensity, but also through the changes in the vowel quantity, consonant and vowel quality and pitch of the voice.

Russian word stress is not only dynamic but mostly quantitative and qualitative. The length of Russian vowels always depends on the position in a word.

Now we should like to distinguish the notions of word stress and sentence stress. They are first of all different in their sphere of application as they are applied to different language units: word stress is naturally applied to a word, as a linguistic unit, sentence stress is applied to a phrase. Secondly, the distinction of the rhythmic structure of a word and a phrase is clearly observed in the cases when the word stress in notional words is omitted in a phrase, e.g. *I 'don't think he is 'right* or when the rhythmic structure of the isolated word does not coincide with that of a phrase, e.g. *'Fifteen. 'Room Fifteen. 'Fifteen 'pages.*

So in a speech chain the phonetic structure of a word obtains additional characteristics connected with rhythm, melody, and tempo. Though the sentence stress falls on the syllable marked by the word stress it is not realized in the stressed syllable of an isolated word but in a word within speech continuum. Since the spheres of word stress and sentence stress fall apart their functions are actually different. Sentence stress organizes a sentence into a linguistic unit, helps to form its rhythmic and intonation pattern, and performs its distinctive function on the level of a phrase.

Stress difficulties peculiar to the accentual structure of the English language are connected with the vowel special and inherent prominence. In identical positions the intensity of English vowels is different. The highest in intensity is /a:/, then go /o:, ɜ:, i:, u:, æ, σ, e, v, i/.

All English vowels may occur in accented syllables, the only exception is /ə/, which is never stressed. English vowels /i, и, ə v/ tend to occur in unstressed syllables. Syllables with the syllabic /l, m, n/ are never stressed. Unstressed diphthongs may partially lose their glide quality. In stressed syllables English stops have complete closure, fricatives have full friction, and features of fortis/lenis distinction are clearly defined.

2. Place of word stress in English. Degrees of stress

Languages are also differentiated according to the place of word stress. The traditional classification of languages concerning place of stress in a word is into those with a fixed stress and those with a free stress. In languages with a fixed stress the occurrence of the word stress is limited to a particular syllable in a polysyllabic word. For instance, in French the stress falls on the last syllable of the word (if pronounced in isolation), in Finnish and Czech it is fixed on the first syllable, in Polish on the one but last syllable. In languages with a free stress its place is not confined to a specific position in the word. In one word it may fall on the first syllable, in another on the second syllable, in the third word — on the last syllable, etc. The free placement of stress is exemplified in the English and Russian languages, e.g. English: *'appetite - be'ginning - ba'lloon*; Russian: *озеро - погода - молоко.*

The word stress in English as well as in Russian is not only free but it may also be shifting, performing the semantic function of differentiating lexical units, parts of speech, grammatical forms. In English word stress is used as a means of word-building; in Russian it marks both word-building and word formation, e.g. *'contrast — con'trast; 'habit — habitual 'music — mu'sician; дома — дома; чудная — чудная, воды — воды.*

There are actually as many degrees of stress in a word as there are syllables. The opinions of phoneticians differ as to how many degrees of stress are linguistically relevant in a word. The

British linguists usually distinguish three degrees of stress in the word. A.C. Gimson, for example, shows the distribution of the degrees of stress in the word *examination*. The primary stress is the strongest, it is marked by number 1, the secondary stress is the second strongest marked by 2. All the other degrees are termed weak stress. Unstressed syllables are supposed to have weak stress. The American scholars B. Bloch and G. Trager find four contrastive degrees of word stress, namely: loud, reduced loud, medial and weak stresses. Other American linguists also distinguish four degrees of word stress but term them: primary stress, secondary stress, tertiary stress and weak stress. The difference between the secondary and tertiary stresses is very subtle and seems subjective. The criteria of their difference are very vague. The second pretonic syllables of such words as *libe'ration*, *recog'nition* are marked by secondary stress in BrE, in AmE they are said to have tertiary stress. In AmE tertiary stress also affects the suffixes *-ory*, *-ary*, *-ony* of nouns and the suffixes *-ate*, *-ize*, *-y* of verbs, which are considered unstressed in BrE, e.g. *'territory*, *'ceremony*, *'dictionary*; *'demonstrate*, *'organize*, *'simplify*.

British linguists do not always deny the existence of tertiary stress as a tendency to use a tertiary stress on a post-tonic syllable in RP is also traced.

3. Functions and tendencies of the English stress

Word stress in a language performs three functions.

1. Word stress constitutes a word, it organizes the syllables of a word into a language unit having a definite accentual structure, that is a pattern of relationship among the syllables; a word does not exist without the word stress. Thus the word stress performs the constitutive function. Sound continuum becomes a phrase when it is divided into units organized by word stress into words.

2. Word stress enables a person to identify a succession of syllables as a definite accentual pattern of a word. This function of word stress is known as identificatory (у него так в лекции) (or recognitive). Correct accentuation helps the listener to make the process of communication easier, whereas the distorted accentual pattern of words, misplaced word stresses prevent normal understanding.

3. Word stress alone is capable of differentiating the meaning of words or their forms, thus performing its distinctive function. The accentual patterns of words or the degrees of word stress and their positions form oppositions, e.g. *'import — im'port*, *'billow — below*.

The accentual structure of English words is liable to instability due to the different origin of several layers in the Modern English word-stock. In Germanic languages the word stress originally fell on the initial syllable or the second syllable, the root syllable in the English words with prefixes. This tendency was called recessive. Most English words of Anglo-Saxon origin as well as the French borrowings (dated back to the 15th century) are subjected to this recessive tendency. Unrestricted recessive tendency is observed in the native English words having no prefix, e.g. *mother*, *daughter*, *brother*, *swallow*, in assimilated French borrowings, e.g. *reason*, *colour*, *restaurant*. Restricted recessive tendency marks English words with prefixes, e.g. *foresee*, *begin*, *withdraw*, *apart*. A great number of words of Anglo-Saxon origin are monosyllabic or disyllabic, both notional words and form words. They tend to alternate in the flow of speech, e.g. *'don't be'lieve* *he's 'right*.

The rhythm of alternating stressed and unstressed syllables gave birth to the rhythmical tendency in the present-day English which caused the appearance of the secondary stress in the multisyllabic French borrowings, e.g. *revolution*, *organi'sation*, *assimilation*, etc. It also explains the placement of primary stress on the third syllable from the end in three- and four-syllable words, e.g. *'cinema*, *'situate*, *ar'ticulate*. The interrelation of both the recessive and the rhythmical tendencies is traced in the process of accentual assimilation of the French-borrowed word *personal* on the diachronic level, e.g. *perso'nal — 'perso'nal — 'personal*.

The appearance of the stress on the first syllable is the result of the recessive tendency and at the same time adaptation to the rhythmical tendency. The recessive tendency being stronger, the trisyllabic words like *personal* gained the only stress on the third syllable from the end, e.g. *'family*, *'library*, *faculty*, *'possible*.

The accentual patterns of the words *territory*, *dictionary*, *necessary* in AmE with the primary stress on the first syllable and the tertiary stress on the third are other examples illustrating the correlation of the recessive and rhythmical tendencies. Nowadays we witness a great number of variations in the accentual structure of English multisyllabic words as a result of the interrelation of the tendencies. The stress on the initial syllable is caused by the diachronical recessive tendency or the stress on the second syllable under the influence of the strong rhythmical tendency of the present day, e.g. *'hospitable* — *ho'spitable*, *'distribute* — *dis'tribute*, *'aristocrat* — *a'ristocrat*, *'laryngoscope* — *la'ryngoscope*.

A third tendency was traced in the instability of the accentual structure of English word stress, the retentive tendency: a derivative often retains the stress of the original or parent word, e.g. *'similar* — *as'similate*, *recom'mend* — *recommen'dation*.

4. Typology of accentual structures

The numerous variations of English word stress are systematized in the typology of accentual structure of English words worked out by G.P. Torsuyev. He classifies them according to the number of stressed syllables, their degree or character (the main and the secondary stress). The distribution of stressed syllables within the word accentual types forms accentual structures of words. Accentual types and accentual structures are closely connected with the morphological type of words, with the number of syllables, the semantic value of the root and the prefix of the word.

The accentual types are:

1. [' ____]. This accentual type marks both simple and compound words. The accentual structures of this type may include two and more syllables, e.g. *'father*, *'possibly*, *'mother-in-law*, *'gas-pipe*.

2. [' _ ' _]. The accentual type is commonly realized in compound words, most of them are with separable prefixes, e.g. *'radio-'active*, *'re'write*, *'diso'bey*.

3. [' _ ' _ ' _] and 4. [' _ ' _ ' _ ' _]. The accentual types are met in initial compound abbreviations like *'U'S'A*, *'U'S'S'R*.

5. [' _ , ____]. The type is realized both in simple and compound words, very common among compound words, e.g. *'hair-,dresser*, *'substructure*.

6. [, _ ' ____]. The accentual type marks a great number of simple words and some compound words as well. In simple words the stresses fall onto:

1. the prefix and the root: *maga'zine*;
2. the root and the suffix: *,hospi'tality*;
3. the prefix and the suffix: *disorganization*.

The other five types are rare and found in small number of words.

The data given above suggest an idea of the great variability in the accentual structure of English words. The most widely spread among the enumerated accentual types are supposed to be Type 1, Type 2, Type 5 and Type 6. Each type includes varieties of definite accentual structures with different numbers of syllables and marks thousands of words. So the four of them cover the main bulk of most common English words and are therefore most typical for the English vocabulary.

The variability of the word accentual structure is multiplied in connected speech. The accentual structure of words may be altered under the influence of rhythm, e.g. *An 'unpolished 'stone* but: *The 'stone was un'polished*.

The tempo of speech may influence the accentual pattern of words. With the quickening of the speed the carefulness of articulation is diminished, the vowels are reduced or elided, the secondary stress may be dropped, e.g. *The 'whole organi'zation of the 'meeting was 'faulty*.

LECTURE 7

Тема: Etymological survey of the English word-stock. Topics for discussion.

Мета: Засвоєння елементів фонетичної теорії, необхідних для оволодіння практичною вимовою; розширення лінгвістичного кругозору студентів та формування елементарних професійних навичок.

Методи: дедуктивний (пояснення загальних положень з наступним демонструванням можливості їх застосування на конкретних прикладах); метод ступінчастості (розкриття проблематики теми, переходячи від одного ступеня до іншого).

План:

1. Definition of terms native, borrowing, translation loan, semantic loan.
2. Words of native origin and their characteristics.
3. Foreign elements in Modern English. Scandinavian borrowings, classical elements-Latin and Greek, French borrowings. Ukrainian-English lexical correlations.
4. Assimilation of borrowings. Types and degrees of assimilation.
5. Etymological doublets, hybrids.
6. International words

1. Working Definitions of Principal Concepts.

Etymologically the vocabulary of the English language is far from being homogeneous. It consists of two layers - the native stock of words and the borrowed stock of words. Numerically the borrowed stock of words is considerably larger than the native stock of words. In fact native words comprise only 30 % of the total number of words in the English vocabulary but the native words form the bulk of the most frequent words actually used in speech and writing. Besides the native words have a wider range of lexical and grammatical valence, they are highly polysemantic and productive in forming word clusters and set expressions.

Borrowed words (or loan words or borrowings) are words taken over from another language and modified according to the patterns of the receiving language. In many cases a borrowed word especially one borrowed long ago is practically indistinguishable from a native word without a thorough etymological analysis (*street, school, face*). The number of borrowings in the vocabulary of a language and the role played by them is determined by the historical development of the nation speaking the language. The most effective way of borrowing is direct borrowing from another language as the result of contacts with the people of another country or with their literature. But a word may also be borrowed indirectly not from the source language but through another language. When analysing borrowed words one must distinguish between the two terms - "source of borrowing" and "origin of borrowing". The first term is applied to the language from which the word was immediately borrowed, the second - to the language to which the word may be ultimately traced e.g. table - source of borrowing - French, origin of borrowing - Latin elephant - source of borrowing - French, origin-Egypt convene - source of borrowing - French, origin-Latin. The closer the two interacting languages are in structure the easier it is for words of one language to penetrate into the other.

There are different ways of classifying the borrowed stock of words. First of all the borrowed stock of words may be classified according to the nature of the borrowing itself as borrowings proper, translation loans and semantic loans.

Translation loans are words or expressions formed from the elements existing in the English language according to the patterns of the source language (the moment of truth - sp. el momento de la verdad).

A semantic loan is the borrowing of a meaning for a word already existing in the English language (e.g. the compound word *shock brigade* which existed in the English language with the meaning "аварійна бригада" acquired a new meaning "ударная бригада" which it borrowed from the Russian language.

Latin Loans are classified into the subgroups.

1. Early Latin Loans. Those are the words which came into English through the language of Anglo-Saxon tribes. The tribes had been in contact with Roman civilisation and had adopted several Latin words denoting objects belonging to that civilisation long before the invasion of Angles, Saxons and Jutes into Britain (*cup, kitchen, mill, port, wine*).

2. Later Latin Borrowings. To this group belong the words which penetrated the English vocabulary in the sixth and seventh centuries, when the people of England were converted to Christianity (*priest, bishop, nun, candle*).

3. The third period of Latin includes words which came into English due to two historical events: the Norman conquest in 1066 and the Renaissance or the Revival of Learning. Some words came into English through French but some were taken directly from Latin (*major, minor, intelligent, permanent*).

4. The Latest Stratum of Latin Words. The words of this period are mainly abstract and scientific words (*nylon, molecular, vaccine, phenomenon, vacuum*).

Norman-French Borrowings may be subdivided into subgroups:

1. Early loans - 12th - 15th century

2. Later loans - beginning from the 16th century.

The Early French borrowings are simple short words, naturalised in accordance with the English language system (*state, power, war, pen, river*) Later French borrowings can be identified by their peculiarities of form and pronunciation (*regime, police, ballet, scene, bourgeois*)

Ukrainian - English lexical correlations

Lexical correlations are defined as lexical units from different languages which are phonetically and semantically related. The number of Ukrainian-English lexical correlations is about 6870.

The history of the Slavonic-German ties resulted in the following correlations: beat - бити, call - голос, day - день, widow - вдова, young - юний.

Semantically Ukrainian - English lexical correlations are various. They may denote everyday objects and commonly used things; *brutal* - брутальний, *cap* - капелюх, *cold* - холодний, *ground* - ґрунт, *kettle* - котел, *kitchen* - кухня, *lily* - лілія, *money* - монета (назва походить від латин. *Moneta* "богиня домашнього добробуту), *quart* - кварта, *sister* - сестра, *wolf* - вовк etc. Some Ukrainian - English lexical correlations have common Indo-European background: *garden* - город, *murder* - мордувати, *soot* - сажа.

Beside Ukrainian - English lexical correlations the Ukrainian language contains borrowings from modern English period e.g. брифінг, короткий інструктаж - *briefing*; диск-жокей, ведучий програми - *disk-jockey*; ескапізм, ухилення від соціальних проблем - *escapism*; істеблішмент, організація суспільно-державних установ країни - *establishment*; хіт парад, конкурс популярних пісень - *hit parade*; кітч, халтура - *kitch*; мас-медіа, засоби масової інформації - *mass media*; серіал, багатосерійна телепередача - *serial*.

Assimilation is the process of changing the adopted word. The process of assimilation of borrowings includes changes in sound form morphological structure, grammar characteristics, meaning and usage.

Phonetic assimilation comprises changes in sound form and stress. Sounds that were alien to the English language were fitted into its scheme of sounds, e.g. In the recent French borrowings *communique, cafe* the long [e] and [e] are rendered with the help of [ei]. The accent is usually transferred to the first syllable in the words from foreign sources.

The degree of phonetic adaptation depends on the period of borrowing: the earlier the period is the more completed is this adaptation. While such words as "*table*", "*plate*" borrowed from French in the 8th - 11th centuries can be considered fully assimilated, later Parisian borrowings (15th c.) such as *regime, valise, cafe*" are still pronounced in a French manner.

Grammatical adaption is usually a less lasting process, because in order to function adequately in the recipient language a borrowing must completely change its paradigm. Though there are some well-known exceptions as plural forms of the English Renaissance borrowings - *datum* pl. *data*, *criterion* - pl. *criteria* and others.

The process of semantic assimilation has many forms: narrowing of meanings (usually polysemantic words are borrowed in one of the meanings); specialisation or generalisation of meanings, acquiring new meanings in the recipient language, shifting a primary meaning to the position of a secondary meaning.

Completely assimilated borrowings are the words, which have undergone all types of assimilation. Such words are frequently used and are stylistically neutral, they may occur as dominant words in a synonymic group. They take an active part in word-formation.

Partially assimilated borrowings are the words which lack one of the types of assimilation. They are subdivided into the groups: 1) Borrowings not assimilated semantically (e.g. *shah, rajah*). Such words usually denote objects and notions peculiar to the country from which they came.

2) Loan words not assimilated grammatically, e.g. nouns borrowed from Latin or Greek which keep their original plural forms (*datum - data, phenomenon - phenomena*).

3) Loan words not completely assimilated phonetically. These words contain peculiarities in stress, combinations of sounds that are not standard for English (*machine, camouflage, tobacco*).

4) Loan words not completely assimilated graphically (e.g. *ballet, cafe, cliché*).

Barbarisms are words from other languages used by the English people in conversation or in writing but not assimilated in any way, and for which there are corresponding English equivalents e.g. *ciao* Italian - *good-bye* English,

The borrowed stock of the English vocabulary contains not only words but a great number of suffixes and prefixes. When these first appeared in the English language they were parts of words and only later began a life of their own as word-building elements of the English language (*-age, -ance, -ess, -merit*) This brought about the creation of hybrid words like *shortage, hindrance, lovable* and many others in which a borrowed suffix is joined to a native root. A reverse process is also possible.

In many cases one and the same word was borrowed twice either from the same language or from different languages. This accounts for the existence of the so called etymological doublets like *canal - channel* (Latin -French), *skirt - shirt* (Sc. - English), *balsam - balm* (Greek - French).

International words. There exist many words that were borrowed by several languages. Such words are mostly of Latin and Greek origin and convey notions which are significant in the field of communication in different countries. Here belong names of sciences (*philosophy, physics, chemistry, linguistics*), terms of art (*music, theatre, drama, artist, comedy*), political terms (*politics, policy, progress*). The English language became a source for international sports terms (*football, hockey, cricket, rugby, tennis*)

LECTURE 8

Тема: Morphological structure of a word

Мета: Засвоєння елементів фонетичної теорії, необхідних для оволодіння практичною вимовою; розширення лінгвістичного кругозору студентів та формування елементарних професійних навичок.

Методи: дедуктивний (пояснення загальних положень з наступним демонструванням можливості їх застосування на конкретних прикладах); метод ступінчастості (розкриття проблематики теми, переходячи від одного ступеня до іншого).

План:

1. The morphological structure of a word. The morpheme. The principles of morphemic analysis.

Types of morphemes. Structural types of words: simple, derived, compound words.

2. Productivity. Productive and non-productive ways of word-formation.

3. Affixation. General characteristics of suffixes and prefixes. Classification of prefixes according to:

a) their correlation with independent words;

b) meaning

c) origin.

Classification of suffixes according to:

- a) the part of speech formed;
- b) the criterion of sense;
- c) stylistic reference;
- d) origin.

Productive and non-productive affixes, dead and living affixes.

4. Word-composition. Classification of compound words:

- a) from the functional point of view;
- b) from the point of view of the way the components of the compound are linked together;
- c) from the point of view of different ways of composition.

Coordinative and subordinative compound words and their types.

Working Definitions of Principal Concepts

The word is not the smallest unit of the language. It consists of morphemes. The morpheme may be defined as the smallest meaningful unit which has a sound form and meaning and which occurs in speech only as a part of a word.

Word formation is the creation of new words from elements already existing in the language. Every language has its own structural patterns of word formation.

Morphemes are subdivided into root - morphemes and affixational morphemes.

The root morpheme is the lexical center of the word. It is the semantic nucleus of a word with which no grammatical properties of the word are connected, Affixational morphemes include inflections and derivational affixes.

Inflection is an affixal morpheme which carries only grammatical meaning thus relevant only for the formation of word-forms (*books, opened, strong-er*).

Derivational morpheme is an affixal morpheme which modifies the lexical meaning of the root and forms a new word. In many cases it adds the part-of-speech meaning to the root (*manage-ment, en-courage, fruit-ful*)

Morphemes which may occur in isolation and function as independent words are called free morphemes (*pay, sum, form*).

Morphemes which are not found in isolation are called bound morphemes (*-er, un-, -less*)

Morphemic analysis.

The segmentation of words is generally carried out according to the method of Immediate and Ultimate Constituents. This method is based upon the binary principle, i.e. each stage of procedure involves two components the word immediately breaks into. At each stage these two components are referred to as the Immediate Constituents (IC). Each IC at the next stage of analysis is in turn broken into smaller meaningful elements. The analysis is completed when we arrive at constituents incapable of further division, i.e. morphemes. These are referred to as Ultimate Constituents (UC). The analysis of word-structure on the morphemic level must naturally proceed to the stage of UC-s.

Allomorphs are the phonemic variants of the given morpheme e.g. *il-, im-, ir-*, are the allomorphs of the prefix **in-** (*illiterate, important, irregular, inconstant*).

Monomorphs are root-words consisting of only one root-morpheme i.e. simple words (*dry, grow, boss, sell*).

Polymorphs are words consisting of at least one root-morpheme and a number of derivational affixes, i.e. derivatives, compounds (*customer, payee, body-building, shipping*).

Derived words are those composed of one root-morpheme and one more derivational morphemes (*consignment, outgoing, publicity*).

Derived words are those composed of one root-morpheme and one or more. Compound words contain at least two root-morphemes (*warehouse, camera-man*),

Productivity is the ability to form new words after existing patterns which are readily understood by the speakers of a language. Synchronically the most important and the most productive ways of word-formation are affixation, conversion, word-composition and abbreviation (contraction). In the course of time the productivity of this or that way of word-formation may change. Sound interchange or gradation (*blood - to bleed, to abide - abode, to strike - stroke*) was a productive way of word building in Old English and is important for a diachronic study of the English language. It has lost its productivity in Modern English and no new word can be coined by means of sound gradation. Affixation on the contrary was productive in Old English and is still one of the most productive ways of word building in Modern English.

Affixation is the formation of new words with the help of derivational affixes. Suffixation is more productive than prefixation. In Modern English suffixation is characteristic of noun and adjective formation, while prefixation is typical of verb formation (*incoming, trainee, principal, promotion*).

Affixes are usually divided into living and dead affixes. Living affixes are easily separated from the stem (*care-ful*). Dead affixes have become fully merged with the stem and can be singled out by a diachronic analysis of the development of the word (*admit - L.- ad + mittere*). Living affixes are in their turn divided into productive and non-productive affixes. In many cases the choice of the affixes is a means of differentiating meaning:

uninterested - disinterested distrust - mistrust

Word-composition is another type of word-building which is highly productive. That is when new words are produced by combining two or more stems.

Stem is that part of a word which remains unchanged throughout its paradigm and to which grammatical inflexions and affixes are added. The bulk of compound words is motivated and the semantic relations between the two components are transparent.

Compound proper words are formed by joining together stems of words already available in the language. Compound proper is a word, the two Immediate Constituents of which are stems of notional words, e.g. *ice-cold (N + A), ill-luck(A+N)*.

Derivational compound is a word formed by a simultaneous process of composition and derivation. Derivational compound is formed by composing a new stem that does not exist outside this pattern and to which suffix is added. Derivational compound is a word consisting of two Immediate Constituents, only one of which is a compound stem of notional words, the other being a derivational affix, e.g. *blue - eyed - (A+N) + ed*. In coordinative compounds neither of the components dominates the other, both are structurally and semantically independent and constitute two structural and semantic centres, e.g. *breath-taking, self-discipline, word-formation*.

Lecture 9

Тема: Word-formation in Modern English (continued) Topics for discussion.

Мета: Засвоєння елементів фонетичної теорії, необхідних для оволодіння практичною вимовою; розширення лінгвістичного кругозору студентів та формування елементарних професійних навичок.

Методи: дедуктивний (пояснення загальних положень з наступним демонструванням можливості їх застосування на конкретних прикладах); метод ступінчастості (розкриття проблематики теми, переходячи від одного ступеня до іншого).

План:

1. Conversion, its definition. The word-building means in conversion. Different view-points on conversion. Typical semantic relations within a converted pair (verbs converted from nouns, nouns converted from verbs).

2. Shortening. Lexical abbreviations. Acronyms. Clipping. Types of clipping: apocope, aphaeresis, syncope.

3. Non-productive means of word formation. Blending. Back-formation. Onomatopoeia. Sentence - condensation. Sound and stress interchange.

Working Definitions of Principal Concepts

Conversion is a highly productive way of coining new words in Modern English. Conversion is sometimes referred to as an affixless way of word-building, a process of making a new word from some existing root word by changing the category of a part of speech without changing the morphemic shape of the original root-word. The transposition of word from one part of speech into another brings about changes of the paradigm.

Conversion is not only highly productive but also a particularly English way of word-building. It is explained by the analytical structure of Modern English and by the simplicity of paradigms of English parts of speech. A great number of one-syllable words is another factor that facilitates conversion.

Typical semantic relations within a converted pair

I. Verbs converted from noun (denominal verbs) denote:

- 1) action characteristic of the object *ape (n) - to ape (v)*
butcher (n) - to butcher (v)
- 2) instrumental use of the object *screw (n) - to screw (v)* *whip (n) - to whip (v)*
- 3) acquisition or addition of the object *fish (n) - to fish (v)*

II. Nouns converted from verbs (deverbal nouns) denote:

1. instance of the action
to jump (v) - jump (n)
to move (v) - move (n)
2. agent of the action
to help (v) - help (n)
to switch (v) - switch (n)
3. place of action
to drive (v) - drive (n)
to walk (v) - walk (n)
4. object or result of the action
to peel (v) - peel (n)
to find (v) - find (n)

The shortening of words involves the shortening of both words and word-groups. Distinction should be made between shortening of a word in written speech (graphical abbreviation) and in the sphere of oral intercourse (lexical abbreviation). Lexical abbreviations may be used both in written and in oral speech. Lexical abbreviation is the process of forming a word out of the initial elements (letters, morphemes) of a word combination by a simultaneous operation of shortening and compounding.

Clipping consists in cutting off two or more syllables of a word. Words that have been shortened at the end are called apocope (*doc-doctor, mit-mitten, vet-veterinary*). Words that have been shortened at the beginning are called aphaeresis (*phone-telephone*). Words in which some syllables or sounds have been omitted from the middle are called syncope (*ma'm - madam, specs - spectacles*). Sometimes a combination of these types is observed (*tec-detective, frig-refrigerator*).

Blendings (blends, fusions or portmanteau words) may be defined as formation that combine two words that include the letters or sounds they have in common as a connecting element (slimnastics < slim+gymnastics; mimsy < miserable+flimsy; galumph < gallop+triumph; neutopia < new+utopia). The process of formation is also called telescoping. The analysis into immediate constituents is helpful in so far as it permits the definition of a blend as a word with the first constituent represented by a stem whose final part may be missing, and the second constituent by a stem of which the initial part is missing. The second constituent when used in a series of similar blends may turn into a suffix. A new suffix *-on*; is, for instance, well under way in such terms as *nylon, rayon, salon*, formed from the final element of *cotton*. This process seems to be very active in present-day English word-formation numerous new words have been coined recently: *Reaganomics, Irangate, blacksploitation, workaholic, foodoholic, scanorama etc.*

Back formation is a semi-productive type of word-building. It is mostly active in compound verbs, and is combined with word-composition. The basis of this type of word-building are

compound words and word-combinations having verbal nouns, gerunds, participles or other derivative nouns as their second component (*rush-development, finger-printing, well-wisher*). These compounds and word-combinations are wrongly considered to be formed from compound verbs which are nonexistent in reality. This gives a rise to such verbs as: *to rush-develop, to finger-print, to well-wish*.

Onomatopoeia (sound-imitation, echoism) is the naming of an action or thing by a more or less exact reproduction of a natural sound associated with it (*babble, crow, twitter*). Semantically, according to the source of sound onomatopoeic words fall into a few very definite groups. Many verbs denote sounds produced by human beings in the process of communication or in expressing their feelings (*babble, chatter, giggle, grumble, murmur, mutter, titter, whisper*). There are sounds produced by animals, birds and insects (*buzz, cackle, croak, crow, hiss, howl, moo, mew, roar*). Besides the verbs imitating the sound of water (*bubble, splash*), there are others imitating the noise of metallic things (*clink, tinkle*) or forceful motion (*clash, crash, whack, whip, whisk*).

Sentence - condensation is the formation of new words by substantivising the whole locutions (*forget-me-not, merry-go-round*).

Sound and stress interchange (distinctive stress, the shift of stress). The essence of it is that to form a new word the stress of the word is shifted to a new syllable. It mostly occurs in nouns and verbs. Some phonetic changes may accompany the shift of the stress (*export - to export, increase - to increase, break - breach, long -length*).

Lecture 10

Тема: English Vocabulary as a System. Synonymy and Homonymy.

Мета: Засвоєння елементів фонетичної теорії, необхідних для оволодіння практичною вимовою; розширення лінгвістичного кругозору студентів та формування елементарних професійних навичок.

Методи: дедуктивний (пояснення загальних положень з наступним демонструванням можливості їх застосування на конкретних прикладах); метод ступінчастості (розкриття проблематики теми, переходячи від одного ступеня до іншого).

План:

1. Definition of the term "synonyms". A synonymic group and its dominant member.
2. Problem of classification of synonyms:
 - a) different principles of classification: according to difference in denotational component of meaning or in connotational component (ideographic or stylistic synonyms);
 - b) according to the criterion of interchangeability in linguistic context (relative, total and contextual synonyms).
3. The sources of synonymy.
4. Homonymy

Synonymy is the coincidence in the essential meaning of words which usually preserve their differences in connotations and stylistic characteristics.

Synonyms are two or more words belonging to the same part of speech and possessing one or more identical or nearly identical denotational meanings, interchangeable in some contexts. These words are distinguished by different shades of meaning, connotations and stylistic features.

The synonymic dominant is the most general term potentially containing the specific features rendered by all the other members of the group. The words *face, visage, countenance* have a common denotational meaning "the front of the head" which makes them close synonyms. *Face* is the dominant, the most general word; *countenance* is the same part of the head with the reference to the expression it bears; *visage* is a formal word, chiefly literary, for *face* or *countenance*.

In the series *leave, depart, quit, retire, clear out* the verb *leave*, being general and most neutral term can stand for each of the other four terms.

One must bear in mind that the majority of frequent words are polysemantic and it is precisely the frequent words that have many synonyms. The result is that a polysemantic word may

belong in its various meanings to several different synonymic groups. This is an example of 9 synonymic groups the word *part* enters as the result of a very wide polysemy:

1) piece, parcel, section, segment, fragment, etc; 2) member, organ, constituent, element, component, etc; 3) share, portion, lot; 4) concern, interest, participation; 5) allotment, lot, dividend, apportionment; 6) business, charge, duty, office, function, work; 7) side, party, interest, concern, faction; 8) character, role, cue, lines; 9) portion, passage, clause, paragraph.

The semantic structures of two polysemantic words sometimes coincide in more than one meaning, but never completely. L. Bloomfield and E. Nida suppose even that there are no actual synonyms, i.e. forms which have identical meanings.

In a great number of cases the semantic difference between two or more synonyms is supported by the difference in valence. An example of this is offered by the verbs *win* and *gain*. Both may be used in combination with the noun *victory*: to win a victory, to gain a victory. But with the word *war* only *win* is possible: to win a war.

Criteria of synonymy is interchangeability. It should be pointed out that neither the traditional definition of synonyms nor the new version provide for any objective criterion of similarity of meaning. It is solely based on the linguistic intuition of the analyst.

Recently there has been introduced into the definition of synonymy the criterion of interchangeability in linguistic contexts that is synonyms are supposed to be words which can replace each other in a given context without the slightest alteration either in the denotational or connotational meaning.

But this is possible only in some contexts, in others their meanings may not coincide, e.g. the comparison of the sentences "*the rainfall in April was abnormal*" and "*the rainfall in April was exceptional*" may give us grounds for assuming that *exceptional* and *abnormal* are synonyms. The same adjectives in a different context are by no means synonymous, as we may see by comparing "*my son is exceptional*" and "*my son is abnormal*" (B. Quirk, the Use of English, London 1962, p. 129)

Peace and *tranquillity* are ordinarily listed as synonyms, but they are far from being identical in meaning. One may speak of a *peace conference*, but not *tranquillity conference*. (E.Nida, The Descriptive analysis of words).

Classification of Synonyms

According to whether the difference is in denotational or connotational component synonyms are classified into ideographic and stylistic. Ideographic synonyms denote different shades of meaning or different degrees of a given quality. They are nearly identical in one or more denotational meanings and interchangeable at least in some contexts, e.g. *beautiful - fine - handsome - pretty Beautiful* conveys, for instance, the strongest meaning; it marks the possession of that quality in its fullest extent, while the other terms denote the possession of it in part only. Fineness, handsomeness and prettiness are to beauty as parts to a whole.

In the synonymic group *choose, select, opt, elect, pick* the word *choose* has the most general meaning, the others are characterised by differences clearly stutable: *select* implies a wide choice of possibilities (*select* a Christmas present for a child), *opt* implies an alternative (either this, or that as in Fewer students are *opting* for science courses nowadays); *pick* often implies collecting and keeping for future use (*pick* new words), *elect* implies choosing by vote (*elect* a president; *elect* smb (to be) chairman).

Stylistic synonyms differ not so much in denotational as in emotive value or stylistic sphere of application.

Pictorial language often uses poetic words, archaisms as stylistic alternatives of neutral words, e.g. *maid* for *girl*, *bliss* for *happiness*, *steed* for *horse*, *quit* for *leave*.

Calling and *vocation* in the synonymic group *occupation, calling, vocation, business* are high-flown as compared to *occupation* and *business*.

In many cases a stylistic synonym has an element of elevation in its meaning, e.g. *face - visage, girl - maiden*.

Along with elevation of meaning there is the reverse process of degradation: *to begin - to fire away, to eat - to devour, to steal - to pinch, face - muzzle*.

According to the criterion of interchangeability in context synonyms are classified into total, relative and contextual.

Total synonyms are those members of a synonymic group which can replace each other in any given context, without the slightest alteration in denotative meaning or emotional meaning and connotations. They are very rare. Examples can be found mostly in special literature among technical terms and others, e.g. *fatherland - motherland, suslik - gopher, noun - substantive, functional affix -flection, inflection, scarlet fever - scarlatina*

Relative Synonyms

Some authors class groups like *ask - beg - implore*, or *like - love - adore, gift -talent - genius, famous - celebrated- eminent* as relative synonyms, as they denote different degree of the same notion or different shades of meanings and can be substituted only in some contexts.

Contextual or context - dependent synonyms are similar in meaning only under some specific distributional conditions. It may happen that the difference between the meanings of two words is contextually neutralised , E.g. *buy* and *get* would not generally be taken as synonymous, but they are synonyms in the following examples: I'll go to the shop and *buy* some bread.

I'll go to the shop and *get* some bread.

The verbs *bear, suffer, stand* are semantically different and not interchangeable except when used in the negative form: I can't *stand* it, I can't *bear* it.

One of the sources of synonymy is borrowing. Synonymy has its characteristic patterns in each language. Its peculiar feature in English is the contrast between simple *native* words stylistically neutral, *literary* words borrowed from French and *learned* words of Greco-Latin origin.

<u>Native English</u>	<u>French Borrowings</u>	<u>Latin borrowings</u>
to ask	to question	to interrogate
to end	to finish	to complete
to rise	to mount	to ascend
teaching	guidance	instruction
belly	stomach	abdomen

Synonymic differentiation

It must be noted that synonyms may influence each other semantically in two diametrically opposite ways: one of them is dissimilation or differentiation, the other - the reverse process , i.e. assimilation.

Many words now marked in the dictionaries as "archaic" or "obsolete" have dropped out of the language in the competition of synonyms, others survived with a meaning more or less different from the original one. This process is called synonymic differentiation and is so current that is regarded as an inherent law of language development.

The development of the synonymic group *land* has been studied by A.A. Ufimtseva. When in the 13 century *soil* was borrowed from French into English its meaning was "a strip of land".

OE synonyms *eorpe, land, folde* ment "the upper layer of earth in which plants grow".

Now, if two words coincide in meaning and use, the tendency is for one of them to drop out of the language.

Folde became identical to *eorpe* and in the fight for survival the letter won. The polysemantic word *land* underwent an intense semantic development in a different direction and so dropped out of this synonymic series.

It was natural for *soil* to fill this lexical gap and become the main name for the notion "the mould in which plants grow". The noun *earth* retained this meaning throughout its history whereas the word *ground*, in which this meaning was formerly absent, developed it. As a result this synonymic group comprises at present *soil, earth, ground*.

The assimilation of synonyms consists in parallel development. This law was discovered and described by G. Stern,, H.A. Treble and G.H. Vallins in their book "An ABC of English Usage", Oxford, 1957, p. 173 give as examples the pejorative meanings acquired by the nouns *wench, knave*

and *churl* which originally meant "girl", "boy", and "labourer" respectively, and point out that this loss of old dignity became linguistically possible because there were so many synonymous words of similar meaning. As the result all the three words underwent degradation in their meanings:

wench – indecent girl, *knave* – rascal, *churl* - country man.

Homonymy

The problem of polysemy is closely connected with the problem of homonymy. Homonyms are words which have the same form but are different in meaning. "The same form" implies identity in sound form or spelling, i.e. all the three aspects are taken into account: sound-form, graphic form and meaning.

Consider the following examples. Translate and find the homonyms.

A penny is one cent. The soap has a nice scent She sent me a letter

I will buy a pen at the store Our house is by the school

My hair is brown and cut short The little hare ran quickly into the forest

I have only one apple in my basket. The red team won the game

She has a new pair of shoes I must pare the pear before I eat it

Do not steal. The bridge is made of strong steel.

Please wait in line for lunch She lost weight on her diet.

The most widely accepted classification of homonyms is that recognising homonyms as proper, homophones and homographs.

Homonyms proper (or perfect, absolute) are words identical in pronunciation and spelling but different in meaning, like *back* n. "part of the body" - *back* adv. "away from the front" - *back* v. "go back"; *bear* n. "animal" - *bear* v. "carry, tolerate".

Homophones are words of the same sound but of different spelling and meaning: *air* - *heir*, *buy* - *by*, *him* - *hymn*, *steel* - *steal*, *storey* - *story*.

Homographs are words different in sound and in meaning but accidentally identical in spelling: *bow* [bou] - *bow* [bau], *lead* [li:d] - *lead* [led].

Homoforms - words identical in some of their grammatical forms. *To bound* (jump, spring) - *bound* (past participle of the verb *bind*); *found* (establish) - *found* (past participle of the verb *find*).

Paronyms are words that are alike in form, but different in meaning and usage. They are liable to be mixed and sometimes mistakenly interchanged.

The term paronym comes from the Greek *para* "beside" and *onoma* "name". Examples are: *precede* - *proceed*, *preposition* - *proposition*, *popular* - *populous*.

So, most homonyms are monosyllabic words. The trend towards monosyllabism, greatly increased by the loss of inflections and shortening, must have contributed much toward increasing the number of homonyms in English .

Among the other ways of creating homonyms the following processes must be mentioned:

conversion which serves the creating of grammatical homonyms, e.g. *iron* -to *iron*, *work* - to *work*, etc.;

polysemy - as soon as a derived meaning is no longer felt to be connected with the primary meaning at all (as in *bar* - балка; *bar* - бар; *bar* - адвокатура) polysemy breaks up and separate words come into existence, quite different in meaning from the basic word but identical in spelling.

From the viewpoint of their origin homonyms are sometimes divided into historical and etymological.

Historical homonyms are those which result from the breaking up of polysemy; then one polysemantic word will split up into two or more separate words, e.g. to bear /терпіти/ - to bear /народити/ рипіл /учень/ - рипіл /зіниця/ plant / рослина/ - plant /завод/

Etymological homonyms are words of different origin which come to be alike in sound or in spelling (and may be both written and pronounced alike).

Borrowed and native words can coincide in form, thus producing homonyms (as in the above given examples).

In other cases homonyms are a result of borrowing when several different words become identical in sound or spelling. E.g. the Latin *vitium* - "wrong", "an immoral habit" has given the English *vice* - вада "evil conduct"; the Latin *vitis* - "spiral" has given the English "vice" - тиски "apparatus with strong jaws in which things can be hold tightly"; the Latin *vice* - "instead of", "in place of" will be found in *vice - president*.

It should be noted that the most debatable problem in homonymy is the demarcation line between homonymy and polysemy, i.e. between different meanings of one word and the meanings of two or more homonymous words.

Lecture 11

Тема: Free Word-Groups

Мета: Засвоєння елементів фонетичної теорії, необхідних для оволодіння практичною вимовою; розширення лінгвістичного кругозору студентів та формування елементарних професійних навичок.

Методи: дедуктивний (пояснення загальних положень з наступним демонструванням можливості їх застосування на конкретних прикладах); метод ступінчастості (розкриття проблематики теми, переходячи від одного ступеня до іншого).

План:

1. The problem of definition of free word-groups. Various approaches to the definition of the term "word-group". Difference between a word-group and a set phrase.

2. Structure of free word-groups: syntactic connection as the criterion of classification (subordinative, coordinative, predicative), classification of subordinative free word-groups according to their head-words (nominal, adjectival, verbal etc.).

3. Meaning of free word-groups: lexical meaning, structural meaning, Interrelation of structural and lexical meanings in word-groups. Motivation in word-groups.

4. Lexical and grammatical valency.

Working Definitions of Principal Concepts

Words combined to express ideas and thoughts make up word-groups.

The degree of structural and semantic cohesion of words within word-groups may vary. Some word-groups are functionally and semantically inseparable, e.g. *rough diamond, cooked goose, to stew in one's own juice*. Such word-groups are traditionally described as set-phrases or phraseological units. Characteristic features of phraseological units are non-motivation for idiomaticity and stability of context. They cannot be freely made up in speech but are reproduced as ready-made units.

The component members in other word-groups possess greater semantic and structural independence, e.g. *to cause misunderstanding, to shine brightly, linguistic phenomenon, red rose*. Word-groups of this type are defined as free word-groups for free phrases. They are freely made up in speech by the speakers according to the needs of communication.

Set expressions are contrasted to free phrases and semi-fixed combinations. All these are but different stages of restrictions imposed upon co-occurrence of words, upon the lexical filling of structural patterns which are specific for every language. The restriction may be independent of the ties existing in extra-linguistic reality between the object spoken of and be conditioned by purely linguistic factors, or have extralinguistic causes in the history of the people. In free word-combination the linguistic factors are chiefly connected with grammatical properties of words.

Structurally word-groups may be approached in various ways.

All word-groups may be analysed by the criterion of distribution into two big classes. Distribution is understood as the whole complex of contexts in which the given lexical unit can be used. If the word-group has the same linguistic distribution as one of its members, It is described as as endocentric, i.e. having one central member functionally equivalent to the whole word-group. The word-groups, e.g. *red flower, bravery of all kinds*, are distributionally identical with their central

components *flower* and *bravery*: I saw a red flower - I saw a flower. I appreciate bravery of all kinds - I appreciate bravery.

If the distribution of the word-group is different from either of its members, it is regarded as exocentric, i.e. as having no such central member, for instance *side by side* or *grow smaller* and others where the component words are not syntactically substitutable for the whole word-group.

In endocentric word-groups the central component that has the same distribution as the whole group is clearly the dominant member or the head to which all other members of the group are subordinated. In the word-group *red flower* the head is the noun *flower* and in the word-group *kind of people* the head is the adjective *kind*.

Word-groups are also classified according to their syntactic pattern into predicative and non-predicative groups. Such word-groups, e.g. *John works*, *he went* that have a syntactic structure similar to that of a sentence, are classified as predicative, and all others as non-predicative. Non-predicative word-groups may be subdivided according to the type of syntactic relation between the components into subordinative and coordinative. Such word-groups as *red flower*, *a man of wisdom and the like* are termed subordinative in which *flower* and *man* are head-words and *red*, *of wisdom* are subordinated to them respectively and function as their attributes. Such phrases as *woman and child*, *day and night*, *do or die* are classified as coordinative. Both members in these word-groups are functionally and semantically equal.

Subordinative word-groups may be classified according to their head-words into nominal groups (*red flower*), adjectival groups (*kind to people*), verbal groups (*to speak well*), pronominal (*all of them*), stative (*fast asleep*). The head is not necessarily the component that occurs first in the word-group. In such nominal word-groups as, e.g. *very great bravery*, *bravery in the struggle* the noun *bravery* is the head whether followed or preceded by other words.

The meaning of word-groups may be defined as the combined lexical meaning of the components.

The lexical meaning of the word-group may be defined as the combined lexical meaning of the component words. Thus the lexical meaning of the word-group *red flower* may be described denotatively as the combined meaning of the words *red* and *flower*. It should be pointed out, however, that the term combined lexical meaning is not to imply that the meaning of the word-group is a mere additive result of all the lexical meaning of the component members. As a rule, the meaning of the component words are mutually dependant and the meaning of the word-group naturally predominates over the lexical meanings of its constituents.

Word-groups possess not only the lexical meaning, but also the meaning conveyed by the pattern of arrangement of their constituents. Such word-groups as *school grammar* and *grammar school* are semantically different because of the difference in the pattern of arrangement of the component words. It is assumed that the structural pattern of word-group is the carrier of a certain semantic component which does not necessarily depend on the actual lexical meaning of its members. In the example discussed above *school grammar* the structural meaning of the word-group may be abstracted from the group and described as "quality-substance" meaning. This is the meaning expressed by the pattern of the word-group but not by either the word *school* or the word *grammar*. It follows that we have to distinguish between the structural meaning of a given type of word-group as such and the lexical meaning of its constituents.

The lexical and structural components of meaning in word-groups are interdependent and inseparable. The inseparability of these two semantic components in word-groups can be illustrated by the semantic analysis of individual word-groups in which the norms of conventional collocability of words seem to be deliberately overstepped. For instance, in the word-group *all the sun long* we observe a departure from the norm of lexical valency represented by such word-groups as *all the day long*, *all the night long*, *all the week long*, and a few others. The structural pattern of these word-groups in ordinary usage and the word-group *all the sun long* is identical.

The generalised meaning of the pattern may be described as "a unit of time". Replacing *day*, *night*, *week* by another noun the *sun* we do not find any change in the structural meaning of the pattern. The group *all the sun long* functions semantically as a unit of time. The noun *sun*, however, included in the group continues to carry its own lexical meaning (not "a unit of time") which violates the norms of collocability in this word-group. It follows that the meaning of the word-

group is derived from the combined lexical meanings of its constituents and is inseparable from the meaning of the pattern of their arrangement.

Two basic linguistic factors which unite words into word-groups and which largely account for their combinability are lexical valency or collocability and grammatical valency.

Words are known to be used in lexical context, i.e. in combination with other words. The aptness of a word to appear in various combinations, with other words is qualified as its lexical collocability or valency.

The range of a potential lexical collocability of words is restricted by the inner structure of the language wordstock. This can be easily observed in the examples as follows: though the words *bend*, *curl* are registered by the dictionaries as synonyms their collocability is different, for they tend to combine with different words: e.g. *to bend a bar/ wire/pipe/ bow/ stick/ head/ knees to curl hair/ moustache/ a hat brim/waves/ lips*

There can be cases of synonymic groups where one synonym would have the widest possible range of collocability (like *shake* which enters combinations with an immense number of words including *earth, air, mountains, convictions, beliefs, spears, walls, souls, tablecloths, bosoms, carpets etc.*) while another will have the limitation inherent in its semantic structure (like *wag* which means < to shake a thing by one end >, and confined to rigid group of nouns - *tail, finger, head, tongue, beard, chin*).

There is certain norm of lexical valency for each word and any intentional departure from this norm is qualified as a stylistic device, e.g.: *tons of words, a life ago, years of dust*.

Words traditionally collocated in speech tend to make up so called cliches or traditional word combinations. In traditional combinations words retain their full semantic independence although they are limited in their combinative power (e.g.: *to wage a war, to render a service, to make friends*). Words in traditional combinations are combined according to the patterns of grammatical structure of the given language. Traditional combinations fall into structural types as:

1. V+N combinations. E.G.: *deal a blow, bear a grudge, take a fancy etc*

2. V+ preposition +N: *fall into disgrace, go into details, go into particular, take into account, come into being etc.*

3. V + Adj.: *work hard, rain heavily etc.*

4. V + Adj.: *set free, make sure, put right etc.*

5. Adj. + N.: *maiden voyage, ready money, dead silence, feline eyes, aquiline nose, auspicious circumstances etc.*

6. N + V: *time passes / flies / elapses, options differ, tastes vary etc.*

7. N + preposition + N: *breach of promise, flow of words, flash of hope, flood of tears etc.*

Grammatical combinability also tells upon the freedom of bringing words together. The aptness of a word to appear in specific grammatical (syntactic) structures is termed grammatical valency.

The grammatical valency of words may be different. The range of it is delimited by the part of speech the word belongs to. This statement, though, does not entitle to say that grammatical valency of words belonging to the same part of speech is identical.

E.g.: the two synonyms *clever* and *intelligent* are said to possess different grammatical valency as the word *clever* can fit the syntactic pattern of Adj. + preposition + N *clever at physics, clever at social sciences*, whereas **the word** *intelligent* can never be found in exactly the same syntactic pattern.

Unlike frequent departures from the norms of lexical valency, departures from the grammatical valency norms are not admissible unless a speaker purposefully wants to make the word group unintelligible to native speakers.

Thus, the main approaches towards word - groups classification are as follows:

1. According to the criterion of distribution word-groups are classified into:

<u>endocentric</u> . e.g. having one central member functionally equivalent to the whole word group E.g.: <i>red flower</i> - the word group whose distribution does not differ from the distribution	<u>exocentric</u> . e.g. having the distribution different from that of either of its members. Here component words are not syntactically substitutable for the whole word group.
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of its head word, the noun <i>flower</i> . As in <i>I gave her a red flower. I gave her a flower</i>	E.g.: <i>Side by side, by leaps and bounds</i>
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2. According to the syntactic pattern word-groups are classified into:

<u>predicative</u> <i>They knew Children believe Weather permitting</i>	<u>coordinative</u> <i>say or die come and go</i>	<u>subordinative</u> <i>a man of property domesticated animals</i>
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3. According to the part of speech the head word belongs to subordinative free word groups may fail into:

<u>Nominal</u> <i>stone wall, wild life</i>	<u>Adjectival</u> <i>necessary to know kind to people</i>	<u>Verbal</u> <i>work hard go smoothly</i>	<u>Numerical</u> <i>five of them hundreds of refugees</i>	<u>Pronominal</u> <i>some of them all of us nothing to do</i>	<u>Adverbial</u> <i>very fluently, rather sharply very well so quickly</i>
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Word-groups may be also analyzed from the point of view of their motivation. Word groups may be described as lexically motivated if the combined lexical meaning of the group is deducible from the meaning of its components. The degrees of motivation may be different and range from complete motivation to lack of it. Free word - groups, however, are characterised by complete motivation, as their components carry their individual lexical meanings. Phraseological units are described as non-motivated and are characterised by different degree of idiomaticity.

Lecture 12

Тема: Phraseology

Мета: Засвоєння елементів фонетичної теорії, необхідних для оволодіння практичною вимовою; розширення лінгвістичного кругозору студентів та формування елементарних професійних навичок.

Методи: дедуктивний (пояснення загальних положень з наступним демонструванням можливості їх застосування на конкретних прикладах); метод ступінчастості (розкриття проблематики теми, переходячи від одного ступеня до іншого).

План:

1. Free word combination and phraseological word combination. The problem of definition of phraseological word combination. The essential features of phraseological units: lack of semantic motivation (idiomaticity) and lexical and grammatical stability. The concept of reproducibility.

2. Different approaches to the classification of phraseological units: semantic, functional (according to their grammatical structure), contextual.

3. Academician V.V.Vinogradov's classification of phraseological units. The degree of idiomaticity as an essential requirement for the classification:

a) phraseological combinations;

b) phraseological unities;

c) phraseological fusions.

4. Stylistic aspect of phraseology. Polysemy and Synonymy of Phraseological Units.

Definitions of Principal Concepts.

Phraseological unit is a non-motivated word-group that cannot be freely made up in speech but is reproduced as a ready made unit.

Reproducibility is regular use of phraseological units in speech as single unchangeable collocations.

Idiomaticity is the quality of phraseological unit, when the meaning of the whole is not deducible from the sum of the meanings of the parts.

Stability of a phraseological unit implies that it exists as a ready-made linguistic unit which does not allow of any variability of its lexical components of grammatical structure.

1. In lexicology there is great ambiguity of the terms phraseology and idioms. Opinions differ as to how phraseology should be defined, classified, described and analysed. The word "phraseology" has very different meanings in this country and in Great Britain or the United States. In linguistic literature the term is used for the expressions where the meaning of one element is dependent on the other, irrespective of the structure and properties of the unit (V.V. Vinogradov); with other authors it denotes only such set expressions which do not possess expressiveness or emotional colouring (A.I. Smirnitsky), and also vice versa: only those that are imaginative, expressive and emotional (I.V. Arnold). N.N. Amosova calls such expressions fixed context units, i.e. units in which it is impossible to substitute any of the components without changing the meaning not only of the whole unit but also of the elements that remain intact. O.S. Ahmanova insists on the semantic integrity of such phrases prevailing over the structural separateness of their elements. A.V. Koonin lays stress on the structural separateness of the elements in a phraseological unit, on the change of meaning in the whole as compared with its elements taken separately and on a certain minimum stability.

In English and American linguistics no special branch of study exists, and the term "phraseology" has a stylistic meaning, according to Webster's dictionary 'mode of expression, peculiarities of diction, i.e. choice and arrangement of words and phrases characteristic of some author or some literary work'.

Difference in terminology ("set-phrases", "idioms", "word-equivalents") reflects certain differences in the main criteria used to distinguish types of phraseological units and free word-groups. The term "set phrase" implies that the basic criterion of differentiation is stability of the lexical components and grammatical structure of word-groups.

The term "idiom" generally implies that the essential feature of the linguistic units is idiomaticity or lack of motivation.

The term "word-equivalent" stresses not only semantic but also functional inseparability of certain word groups, their aptness to function in speech as single words.

The essential features of phraseological units are: a) lack of semantic motivation; b) lexical and grammatical stability.

As far as semantic motivation is concerned phraseological units are extremely varied from motivated (by simple addition of denotational meaning) like *a sight for sore eyes* and *to know the ropes*, to partially motivated (when one of the words is used in a not direct meaning) or to demotivated (completely non-motivated) like *tit for tat*, *red-tape*.

Lexical and grammatical stability of phraseological units is displayed in the fact that no substitution of any elements whatever is possible in the following stereotyped (unchangeable) set expressions, which differ in many other respects; *all the world and his wife*, *red tape*, *calf love*, *heads or tails*, *first night*, *to gild the pill*, *to hope for the best*, *busy as a bee*, *fair and square*, *stuff and nonsense* **time** and *again*, *to and fro*.

In a free phrase the semantic correlative ties are fundamentally different. The information is additive and each element has a much greater semantic independence. Each component may be substituted without affecting the meaning of the other: *cut bread*, *cut cheese*, *eat bread*. Information is additive in the sense that the amount of information we had on receiving the first signal, i.e. having heard or read the word *cut*, is increased, the listener obtains further details and learns what is cut. The reference of *cut* is unchanged. Every notional word can form additional syntactic ties with other words outside the expression. In a set expression information furnished by each element is not additive: actually it does not exist before we get the whole. No substitution for either *cut* or *figure* can be made without completely ruining the following:

I had an uneasy fear that he might cut a poor figure beside all these clever Russian officers (Shaw). *He was not managing to cut much of a figure* (Murdoch)

The only substitution admissible for the expression *cut a poor figure* concerns the adjective.

2. Semantic approach stresses the importance of idiomaticity, functional - syntactic inseparability, contextual - stability of context combined with idiomaticity.

3. In his classification of V.V. Vinogradov developed some points first advanced by the Swiss linguist Charles Bally. The classification is based upon the motivation of the unit, i.e. the relationship existing between the meaning of the whole and the meaning of its component parts. The degree of motivation is correlated with the rigidity, indivisibility and semantic unity of the expression, i.e. with the possibility of changing the form or the order of components, and of substituting the whole by a single word. According to the type of motivation three types of phraseological units are suggested, phraseological combinations, phraseological unities, and phraseological fusions.

The Phraseological Collocations (Combinations), are partially motivated, they contain one component used in its direct meaning while the other is used figuratively: *meet the demand, meet the necessity, meet the requirements*.

Phraseological unities are much more numerous. They are clearly motivated. The emotional quality is based upon the image created by the whole as in *to stick (to stand) to one's guns*, i.e. 'refuse to change one's statements or opinions in the face of opposition', implying courage and integrity. The example reveals another characteristic of the type, the possibility of synonymic substitution, which can be only very limited, e. g. *to know the way the wind is blowing*.

Phraseological fusions, completely non-motivated word-groups, (e.g. *tit for tat*), represent as their name suggests the highest stage of blending together. The meaning of components is completely absorbed by the meaning of the whole, by its expressiveness and emotional properties. Phraseological fusions are specific for every language and do not lend themselves to literal translation into other languages.

5. Semantic stylistic features contracting set expressions into units of fixed context are simile, contrast, metaphor and synonymy. For example: *as like as two peas, as old as the hills and older than the hills* (simile); *from beginning to end, for love or money, more or less, sooner or later* (contrast); *a lame duck, a pack of lies, arms race, to swallow the pill, in a nutshell* (metaphor); *by leaps and bounds, proud and haughty* (synonymy). A few more combinations of different features in the same phrase are: *as good as gold, as pleased as Punch, as fit as a fiddle* (alliteration, simile); *now or never, to kill or cure* (alliteration and contrast). More rarely there is an intentional pun: *as cross as two sticks* means 'very angry'. This play upon words makes the phrase jocular. The comic effect is created by the absurdity of the combination making use of two different meanings of the word *cross* a and n.

There are, of course, other cases when set expressions lose their metaphorical picturesqueness, having preserved some fossilised words and phrases, the meaning of which is no longer correctly understood. For instance, the expression *buy a pig in a poke* may be still used, although *poke* 'bag' (cf. *pouch, pocket*) does not occur in other contexts.

7. Інструктивно-методичні матеріали до практичних занять.

Практичне заняття № 1

Розмовна тема “Погодні явища”.

Грамматика: Теперішній неозначений час. Теперішній тривалий час.

Мета: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово; розвивати навички аудіювання.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Описати погоду на малюнках стр. 6-7 (Coursebook). Ввести слова:

blizzard, drought, hurricane, storm. Виконати впр. 1-2 стр. 6.

Узагальнення та систематизація вмінь і навичок:

Аудіювання впр. 3 стр. 6 (Coursebook).

Введення граматичної теми стр. 126 (Coursebook).

Автоматизація граматичного матеріалу Впр. 4-6 стр.7

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття.

Домашнє завдання Впр. 1-4 стр. 4 (Workbook).

Практичне заняття № 2

Розмовна тема “Екстремальна погода”.

Грамматика: Теперішній неозначений час. Теперішній тривалий час (запитання).

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Перевірити домашнє завдання. Повторити граматичну тему.

Обговорити питання впр. 7 стр. 7 (Coursebook).

Введення граматичної теми стр. 126 (Coursebook).

Узагальнення та систематизація вмінь і навичок:

Автоматизація граматичного матеріалу Впр. 4-5 стр.9

Розвиток навичок письма: описати погоду за вікном.

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття.

Домашнє завдання Впр. 5-8 стр.5 (Workbook).

Практичне заняття № 3

Розмовна тема “Погода взимку”.

Грамматика: Теперішній неозначений час. Теперішній тривалий час.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Перевірити домашнє завдання. Повторити граматичну тему.

Обговорити питання впр. 1 стр.8 (Coursebook).

Перевірити розуміння слів: *familiar, to last, to melt, scary, to burst, community*.

Опрацювати текст стр. 8.

Узагальнення та систематизація вмінь і навичок:

Виконати вправи до тексту (впр. 2а-с стр. 8).

Робота над словниковим запасом (впр. 3а-в стр. 9).

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття.

Домашнє завдання Впр. 1-8 стр. 6-7 (Workbook).

Практичне заняття № 4

Розмовна тема “Пригоди в Латинській Америці”.

Грамматика: Теперішній неозначений час. Теперішній тривалий час.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Перевірити домашнє завдання.

Розмовна тема "Adventure Holidays". Розглянути фото на стр. 10-11 (Coursebook). Запитати студентів, що вони знають про "пригодницькі канікули".

Узагальнення та систематизація вмінь і навичок:

Виконати впр. 1-2 стр. 10. Аудіювання впр. 3 стр. 10-11 (Coursebook).

Опрацювання лексики (погодження – непогодження). Виконати впр. 4а - 6в стр. 11, впр.5 стр. 127. Виконати впр. 7-8 стр. 11.

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття.

Домашнє завдання Впр. 1-4 стр. 8 (Workbook).

Практичне заняття № 5

Розмовна тема “Як користуватися словником, розуміти значення слів”. “Путівник по країні”.

Грамматика: Теперішній неозначений час. Теперішній тривалий час.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Розглянути статтю з словника для слова "cold". Виконати впр.1 стр. 12 (Coursebook).

Пояснити слова "definition", "word type", "example sentence", "pronunciation".

Узагальнення та систематизація вмінь і навичок:

Індивідуально виконати впр. 2 стр. 12..

Виконати впр.3, 4 стр.12 в парах, користуючись словником.

Користуючись словником, зрозуміти значення слів:

warm adjective

1 of a comfortably high temperature

2 having affection or kindness

3 (in children’s games) close to finding something or guessing the correct answer

cloudy adjective

1 (of the sky) covered with clouds

2 (of a liquid) not clear; not easy to see through

→ opposite: CLEAR

storm verb

1 (of people) move angrily or forcefully

2 (of soldiers) suddenly attack and capture

Виконати завдання:

1) Write the number of the entry used in each of these sentences.

1 The teacher spoke to the children in a very **warm** and kind voice. _____

2 We enjoyed walking because the day was dry and **warm**. _____

3 It usually rains on a dark **cloudy** day like today. _____

4 I won't drink this, it's all **cloudy** and dirty. _____

5 The army **stormed** the headquarters of their enemy. _____

6 Why do you always **storm** into the room and shout at people? _____

2) Now choose the correct word to put into each of these sentences. Make sure you write the correct form of the word.

1 When you add water to the Greek drink *ouzo*, it goes cloudy and white.

2 You are almost right, Johnny. You're getting _____.

3 Often, after a storm, the weather changes quickly and instead of being cloudy the sky becomes _____.

4 In stories, the good prince always _____ the castle and rescues the princess.

5 In this cold weather, my new coat keeps me lovely and _____.

3) Use a good dictionary to see how many definitions you can find of the following words: *dry, hot, snow, chill.*

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття.

Практичне заняття № 6

Розмовна тема "Натхнення". "Життя творчих людей. Фріда Кало".

Граматика: Теперішній неозначений час. Теперішній тривалий час.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Розглянути поняття "guidebook", що це, коли ним користуватися. Виконати впр.5 стр. 12 (Coursebook).

Перевірити розуміння слів "damp", "mild", "period". Виконати впр. 6-8 стр. 12

Узагальнення та систематизація вмінь і навичок:

Виконати завдання:

1) Use the words in the box to describe the weather.

hurricane	flood	windy	cloudy	humid	blizzard	foggy	thunderstorm
drought							

1 I couldn't see anything. _____

2 The snow is very bad and it's very windy. _____

3 There's no water to drink. _____

4 No blue skies today. _____

5 The rain closed the roads. _____

6 My home flew away. _____

7 I am hot and wet. _____

8 I couldn't keep my hat on. _____

2) Make sentences using the present simple or present continuous.

1 It / not / rain / outside / this morning.

2 Every / year / my family / go / to France.

3 There / not / be / any / good programmes / on TV / tonight.

4 You / use / the library / often?

5 The shop / give / a discount / on women's clothes / this week.

6 Mehmet / revise / for his exams / these days.

- 7 It / not / snow / in winter / here.
8 You / understand / Pawel's English?

3) Do these time expressions use the present simple or the present continuous?

- 1 usually _____
2 always _____
3 currently _____
4 sometimes _____
5 these days _____
6 never _____
7 today _____
8 every year _____

4) Add appropriate words or phrases to the dialogue.

A: ⁰ Let's talk about cars. Which is the best car to buy?

B: What ¹ _____ the Renault Clio? I really like it!

A: ² ___ you? I think it looks ugly. What do you ³ ___]___ the Peugeot 307?

B: Nothing special really. I don't really like it.

A: ⁴ _____ do I. It's too slow.

B: I'm not ⁵ _____ about that but I do need a bigger car.

A: ⁶ _____ do I. I also don't like the Nissan Note.

B: ⁷ _____ you? I think it's nice.

A: Why do you think so?

B: I think it's nice ⁸ _____ I've got one!

4. Написати розділ "When to go" для путівника по вашій країні. Написати про погоду та інші корисні для туристів речі.

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття.

Практичне заняття № 7

Розмовна тема "Життя творчих людей. Луї Армстронг".

Грамматика: Минулий неозначений час.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Перевірити домашнє завдання.

Введення теми заняття. Вибрати декілька відомих людей, яких добре знають студенти. Запитати студентів, чому вони відомі. Разом з іменами написати на дощці слова "inspiration, inspire, inspirational". Виявити їх розуміння. Виконати вправи 1-2 стр. 14 (Coursebook).

Узагальнення та систематизація вмінь і навичок:

Аудіювання впр. 3 стр. 14 (Coursebook).

Робота над лексикою: прикметники, що описують особистість:

dedicated, determined, friendly, hard-working, helpful, inspirational, kind, lovely, patient, talented.

Виконати вправи 4a,b стр. 14 (Coursebook).

Введення граматичної теми "Past Simple" стр. 128 (Coursebook).

Автоматизація граматичного матеріалу Впр. 5-7 стр. 15

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття. Домашнє завдання Впр. 1-7 стр. 10-11 (Workbook).

Практичне заняття № 8

Розмовна тема "Як вибрати сусіда по кімнаті".

Грамматика: Минулий неозначений час.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміння використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Перевірити домашнє завдання.

Робота з текстом "Frida Kahlo" (стр. 16, Coursebook).

Узагальнення та систематизація вмінь і навичок:

Виконати вправи до тексту (впр. 1-3 стр. 16, Coursebook).

Введення граматичної теми "Past Continuous" стр. 128 (Coursebook).

Автоматизація граматичного матеріалу Впр. 4-5 стр. 17 (Coursebook).

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття. Домашнє завдання Впр. 1-7 стр. 12-13 (Workbook).

Практичне заняття № 9

Розмовна тема "Стилі та стратегії навчання". "Ведення щоденника під час навчання".

Граматика: Минулий тривалий час.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміння використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Перевірити домашнє завдання.

Аудіювання, розвиток навичок усного мовлення (впр. 8 a,b,c стр. 17)

Узагальнення та систематизація вмінь і навичок:

Автоматизація граматичного матеріалу. Виконання вправ.

1) *Put all types of questions to the following sentences.*

1. The dog was jumping around me. 2. The children were smiling, when I looked at them. 3. Judith was working at her thesis from May till January. 4. I was looking at her, but she didn't see me. 5. George and I were arguing, when father came. 6. When I saw Harry, he was climbing the hill. 7. The Stuarts were shovelling the leaves the whole morning. 8. Carol was singing at our party, when Joe saw her. 9. The birds were flying high, when we looked into the sky. 10. Roy was swimming in the lake, when his mother called him.

2) *Change the sentences into Past Continuous and mind the time expressions.*

1. Andy makes Irish stew very often. 2. Cleve drives the car rather well. 3. I keep the door open. 4. We hold the kid's hand. 5. It begins to rain. 6. The strong wind blows. 7. The bartender shakes drinks. 8. We work late at night. 9. They jog every morning. 10. Terry always sweats.

3) *Put the verbs in brackets into the correct form.*

1. Yesterday, while Hanna (to read), Sam (to think) about their future.
2. It (to rain) cats and dogs, when we went out.
3. Colin (to try) to concentrate, because the music was too loud.
4. The surgeon (to operate) on the patients from ten till four yesterday.
5. The Lows (to drive) when the policeman stopped them.
6. Jillian (to make) a report, when the dean entered.
7. Professor Huxley (to read) a lecture, when he noticed Ben.
8. Moira (to prepare) her famous salad, when the bell rang.
9. The baby (to cry) and his mother started to sing a lullaby.
10. They (to speak) rather fluently and it was difficult for us to understand them.
11. Monica (to play) the violin so beautifully, that we saw tears in his eyes.
12. Granny (to plant) her daisies, when we came.
13. The dog (to leap) with joy, when it saw us.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Перевірити домашнє завдання.

Аудіювання впр. 1a – 2b стр. 20 (Coursebook).

Провести тест. Студенти виявляють свій стиль навчання (впр. 3 стр. 20).

Узагальнення та систематизація вмінь і навичок:

Виконати вправи на закріплення теми заняття:

1. Which would be good strategies for each type of learner?

A visual learners

B auditory learners

C physical learners

1) Record your lectures and listen to them in your study time. _____

2) Ask your lecturers or teachers for copies of pictures or slides they use when teaching. _____

3) Don't just read about experiments, do them yourself. _____

4) Go to the library to find maps, photographs and films connected to your area of study. _____

5) Change your study setting. Use the library, the park, your bedroom and other rooms. _____

6) Read your notes aloud to yourself, rather than reading silently. _____

2. Match each student (1–6) to the learning strategies most appropriate to him or her (A–C).

1) Pauline loves music. She listens to music while she is doing almost everything, for example when she is studying, chatting with friends or cooking. C

2) Valerie loves doing sports. She was tennis champion in her secondary school, and nowadays, her favourite activities are sailing and climbing. _____

3) Iain is very good at remembering things he has read, such as phone numbers and names. Also, when he sees a person's face, he can remember their name as well.

4) John likes to do gardening because he really enjoys doing things with his hands. At the weekend he would rather go out walking in the countryside than sit at home.

5) Rebecca wants to be a designer. She loves colours and patterns and finding new ways to make pictures and images. _____

6) Joe is popular because he is a great listener. His friends tell them all about their worries and problems because he only talks after he has heard everything. _____

A You could write down questions and answers on separate pieces of paper. When you study you can move the papers around to match them up.

B You could use diagrams or pictures to help you when you study. Use them to join together ideas and information across a page and connect names, dates and events.

C Discuss what you have learned with other people. Ask them to tell you what they have understood and you can decide if you agree or not.

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття. Домашнє завдання Впр. 1 стр. 15 (Workbook).

Практичне заняття № 12

Розмовна тема “Лікарі без кордонів”. “Міжнародна медична допомога”.

Грамматика: Минулий неозначений час. Минулий тривалий час.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Написати слово "навчальний щоденник", запитати студентів, що вони про нього знають. Запитати, які, на їх думку, речі слід записувати у навчальний щоденник. Прочитати на стр. 21 (Coursebook) ввідну статтю про використання навчального щоденника.

Узагальнення та систематизація вмінь і навичок:

Виконати впр. 4-7 стр. 21 (Coursebook).

Виконати завдання:

1) Correct the mistakes in these sentences in the past simple.

1. I goed to the bank yesterday.
2. Were you lived in Germany?
3. Last week he drived to Athens.
4. The schools wasn't opened for three days.
5. Do you fed the birds?
6. The museum haved two thousand visitors last week.
7. Did you can swim when you were a child?
8. Mariola seed her first film when she was twelve.
9. I didn't spoke to the electrician last night

2) Use the prompts to make sentences using the past simple or past continuous.

- 1 When bus arrive I read book
- 2 At eight o'clock film start
- 3 People live healthy lives thirty years ago
- 4 Sarah travel with her parents when she have the car accident
- 5 What you do at ten o'clock last night?
- 6 I not watch when the film start
- 7 He not very good at tennis
- 8 Which assistant work at 11 o'clock yesterday morning?
- 9 I not talk to you at that time
- 10 I finish university in 1999
- 11 When phone ring Artur not sleep
- 12 Who be at home when the police come?

3) Use the words in the box to fill the gaps.

until afterwards then at first at the moment
--

1. _____ I didn't understand the question but I did later.
2. I really like my course _____.
3. I couldn't swim _____ I was sixteen.
4. I was driving for ten hours. _____, I was very tired.
5. It was easy at the beginning but _____ it got harder.

4) Add appropriate words or phrases to the dialogue.

A: What do you ⁰ *think* of Karl?

B: He's OK. I'm not ¹ _____ about his girlfriend, Sienna, though.

A: Who's she? What does she ² _____?

B: Oh, she's about 1 metre ⁷², thin with long blonde hair.

A: What does she ³ _____?

B: She's a teacher. She's here at the party.

A: Is she? I haven't seen her. So what's she ⁴ _____?

B: She's very ⁵ _____. She loves talking to people. She's also rude. I don't like that.

A: ⁶ _____ do I. What's she ⁷ _____ now?

B: Probably on Karl's computer checking her company emails. She's very hard-⁸ _____.

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття.

Практичне заняття № 13

Розмовна тема "Світові новини". "Програми телебачення".

Грамматика: Артиклі.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Перевірити домашнє завдання.

Перед тим, як почати нову тему, написати на дошці слово "media", з'ясувати його значення. Запитати, які різні види ЗМІ знають студенти. Ввести слова "*celebrity, documentary, search engine, soap opera, webcast, journalist, blog, headline, front page*".

Узагальнення та систематизація вмінь і навичок:

Опрацювання нових слів. Виконати впр. 1a,b стр. 22 (Coursebook).

Робота з текстом, вправи на розуміння (впр. 2a,b стр. 22-23).

Аудіювання впр. 3a, b стр. 22 (Coursebook).

Введення граматичної теми "Articles" стр. 130 (Coursebook).

Автоматизація граматичного матеріалу Впр. 4-5 стр. 23 (Coursebook).

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття. Домашнє завдання Впр. 1-6 стр. 16-17 (Workbook).

Практичне заняття № 14

Розмовна тема «Засоби масової інформації. Інтернет».

Грамматика: Артиклі.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Перевірити домашнє завдання.

Узагальнення та систематизація вмінь і навичок:

Робота з текстом .

Internet

Most traditional communications media, such as telephone and television services, are reshaped or redefined using the technologies of the Internet, giving rise to services such as Voice over Internet Protocol (VoIP) and IPTV. Newspaper publishing has been reshaped into Web sites, blogging, and web feeds. The Internet has enabled or accelerated the creation of new forms of human interactions through instant messaging, Internet forums, and social networking sites.

The origins of the Internet reach back to research in the 1960s, both commissioned by the United States government to develop projects of its military agencies to build robust, fault-tolerant, and distributed computer networks as well as private research. This research and a period of civilian funding of a new U.S. backbone by the National Science Foundation, as well as private funding for commercial backbones spawned worldwide participation in the development of new networking technologies and led to the merger of many networks. The commercialization of an international network in the mid 1990s, resulted in the following popularization of countless applications in virtually every aspect of modern human life. As of 2009, an estimated quarter of Earth's population uses the services of the Internet.

The Internet has no centralized governance in either technological implementation or policies for access and usage; each constituent network sets its own standards. Only the overreaching definitions of the two principal name spaces in the Internet, the Internet Protocol address space and the Domain Name System, are directed by a maintainer organization, the Internet Corporation for Assigned Names and Numbers. The technical underpinning and standardization of the core protocols is an activity of the Internet Engineering Task Force, a non-profit organization of

loosely affiliated international participants that anyone may associate with by contributing technical expertise.

History

Sutherland's successor Robert Taylor convinced Roberts to build on his early packet switching successes and come and be the IPTO Chief Scientist. Once there, Roberts prepared a report called Resource Sharing Computer Networks which was approved by Taylor in June 1968 and laid the foundation for the launch of the working ARPANET the following year.

After much work, the first two nodes of what would become the ARPANET were interconnected between Kleinrock's Network Measurement Center at the UCLA's School of Engineering and Applied Science and Douglas Engelbart's NLS system at SRI International (SRI) in Menlo Park, California, on 29 October 1969. The third site on the ARPANET was the Culler-Fried Interactive Mathematics centre at the University of California at Santa Barbara, and the fourth was the University of Utah Graphics Department. In an early sign of future growth, there were already fifteen sites connected to the young ARPANET by the end of 1971.

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття.

Практичне заняття № 15

Розмовна тема “Світ природи. Острови”. “Ландшафт”.

ГраMATика: Артиклі.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Перевірити домашнє завдання.

Робота з текстом стр. 25 (Coursebook).

Узагальнення та систематизація вмінь і навичок:

Виконати вправи до тексту (впр. 1-4 стр. 24, Coursebook).

Опрацювання лексичних одиниць з теми (впр. 5 a,b стр. 24, Coursebook).

Введення граматичної теми "Relative pronouns" стр. 130 (Coursebook).

Автоматизація граматичного матеріалу Впр. 6-8 стр. 25 (Coursebook).

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття. Домашнє завдання Впр. 1-8 стр. 18-19 (Workbook).

Практичне заняття № 16

Розмовна тема “Світ тварин”. “Тварини online. Опис фотографій

ГраMATика: Відносні займенники.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Перевірити домашнє завдання.

Аудіювання впр. 2a, b стр. 26; впр. 4a, b стр. 26 (Coursebook). Перед аудіюванням перевірити розуміння слів "*fame, fortune, deputy, current, hot, chart, headlines*".

Узагальнення та систематизація вмінь і навичок:

Робота з фразами "Making suggestions" (стр. 130). Опрацювання фраз в контексті (впр. 5a-d стр. 27)

Робота в парах за ситуаціями "Плануючи телевізійну програму". Виконати впр. 6 a-d стр. 27 (Coursebook).

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття. Домашнє завдання Впр. 1-3 стр. 20 (Workbook).

Практичне заняття № 17

Розмовна тема “Як організувати час”. “Порівняльний нарис”.

Граматика: Відносні займенники.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Запитати студентів, як часто вони працюють в парах або групах. Виявити, яким видам роботи вони надають перевагу.

Аудіювання впр. 2а стр.28.

Узагальнення та систематизація вмінь і навичок:

Виконати впр. 2b – 4 стр. 28 (Coursebook).

Виконати завдання:

1) Correct the mistakes in these sentences.

- 1 It is on an corner of Spencer Street. _____
- 2 Sarp is on internet every day for six hours. _____
- 3 People drive the cars too fast. _____
- 4 Petra started at factory last week. A factory is very new. _____
- 5 The zoo is buying the elephant. _____
- 6 He was listening to a music. _____
- 7 What’s on the TV tonight? _____

2) Complete the words in these sentences.

- 1 He studied **poli**_____ at university.
- 2 His favourite hobby is **phot**_____.
- 3 Karol’s father is a **poli**_____.
- 4 He’s seeing a **psych**_____ for his phobia.
- 5 I hated **sci**_____ at school.
- 6 This painting is by a very famous **ar**_____.
- 7 Many **sci**_____ do not accept the results of these tests.
- 8 Doctor Smith has a masters in **psych**_____.

3) Put the two sentences together using the relative pronoun in brackets.

- 1 Carrots are healthy vegetables. They can make your skin go orange. (which)
- 2 UNICEF is an organisation. It helps children all over the world. (that)
- 3 Peter is the man. He brings the post every day. (who)
- 4 Newspapers are important means of communication. You can read them anywhere. (that) 5
- 5 Fiona Smith is a student. She studies medicine. (who)
- 6 PowerPoint is a computer programme. It helps you prepare presentations. (which)
- 7 Leonardo Da Vinci was a painter. He also invented many things. (who)
- 8 The SAS are professional soldiers. They do the most dangerous missions. (who)

4) Add appropriate words to the phrases to make different ways of making and responding to suggestions.

- 1 I think we _____ have a photograph in the article.
- 2 _____ about inviting David?
- 3 What _____ can we do?
- 4 I don’t think we _____ go.
- 5 Let’s _____ invite Greg! He’s boring.
- 6 Have you got _____ good ideas?
- 7 _____ don’t you get a catering company to make the food?

8 Is there anything _____ you can tell me about the accident?

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття.

Практичне заняття № 18

Розмовна тема “Можливості майбутнього”. “Родина. Майбутнє родинних стосунків”.

Грамматика: Теперішній перфектний час.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Перевірити домашнє завдання.

Опрацювання нових слів "medical words (1)". Виконати впр. 1a,b стр.32 (Coursebook).

Виявити розуміння слів: *charity, disaster, podcast, facilities*. Прочитати і виконати завдання впр. 2 стр. 32.

Аудіювання впр. 3a, b стр. 33.

Введення граматичної теми "Present Perfect (1)" стр. 132 (Coursebook).

Узагальнення та систематизація вмінь і навичок:

Автоматизація граматичного матеріалу Впр. 4 - 5стр. 33 (Coursebook).

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття. Домашнє завдання Впр. 1-4 стр. 22 (Workbook).

Практичне заняття № 19

Розмовна тема “Родинні стосунки”. “Родинні стосунки у різних країнах”.

Грамматика: Теперішній перфектний час.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Перевірити домашнє завдання.

Робота з текстом "Health care in Saudi Arabia" стр. 23 (Workbook).

Виконати вправи до тексту (впр. 5-7 стр. 23, Workbook).

Введення граматичної теми "Present Perfect (2): *for and since*" стр. 132 (Coursebook).

Узагальнення та систематизація вмінь і навичок:

Автоматизація граматичного матеріалу Впр. 3a-4 стр. 35 (Coursebook).

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття. Домашнє завдання Впр. 2-4 стр. 24 (Workbook).

Практичне заняття № 20

Розмовна тема “Помилки під час письма”. “Як писати статтю”.

Грамматика: Теперішній перфектний час з вживанням *for* та *since*.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Перевірити домашнє завдання.

Опрацювання нових слів "medical words (2)". Виконати впр.1 стр.34 (Coursebook).

Робота з текстом "Feed your mind" стр. 35 (Coursebook).

Узагальнення та систематизація вмінь і навичок:

Виконати вправи до тексту (впр. 2a-c стр. 34-35, Coursebook).

Робота в парах за ситуаціями (впр. 5 a-d стр. 35 Coursebook).

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття. Домашнє завдання Впр. 1, 5-9 стр. 24-25 (Workbook).

Практичне заняття № 21

Розмовна тема "Наука".

Грамматика: Теперішній перфектний час.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Перевірити домашнє завдання.

Аудіювання впр. 2a, b стр. 26; впр. 4a, b стр. 36 (Coursebook).

Узагальнення та систематизація вмінь і навичок:

Робота з фразами "Giving advice and reasons" (стр. 132). Опрацювання фраз в контексті (впр. 5a-b, 6 стр. 36 Coursebook)

Робота в парах за ситуаціями " Giving health advice ". Виконати впр. 7-8 стр. 37 (Coursebook).

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття. Домашнє завдання Впр. 1-5 стр. 26 (Workbook).

Індивідуальне заняття № 22

Розмовна тема "Коротка історія Ст. Хокінга". "Ідеї та інновації

Грамматика: Теперішній перфектний час.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Виконати завдання:

1. Read these sentences and decide whether the missing words are adjectives or nouns.

1 I needed medicine, so the doctor wrote me a _____.

2 My young son has been taken to the _____ ward of the hospital.

3 While I was in hospital, I was seen by _____ students training to be doctors.

4 The doctor listened to my heart with her _____.

– Now decide which definition matches the words missing from each sentence.

A related to the medical care of children

B advanced students gaining practical experience

C a written instruction for preparation of medicine

D a medical instrument for detecting sounds inside the body

– Finally, use a dictionary to check the meaning of these words and match them to the correct sentences (stethoscope, intern, prescription, paediatric)

Узагальнення та систематизація вмінь і навичок:

2. Look at the nouns in the box. Each is made from two other words. Can you guess the nouns' meaning from the words that they contain? Complete the sentences using the nouns.

seasick bedsore breastbone heartache

1 At the centre of the skeleton, in the middle of the chest, is the ____.

2 After two months of lying on my back, I was covered in _____.

3 _____ is not a medical condition, it's an emotional problem.

4 The boat's movement made him feel very _____.

3. Can you guess the meaning of the words in italics? Do not use a dictionary.

I went to the doctor's *clinic* in my town with a terrible headache. I spoke to the *receptionist* and asked her if I could see a doctor. She told me that there were no *appointments* until the afternoon. I went home again but I had a *horrendous* wait of four hours because I had such a terrible pain in my head. When I went back to the clinic, I was surprised that the doctor was so young. I was worried that he was *inexperienced*. However, he spoke to me in a very *confident* way. In the end, he gave me some *painkillers* and told me to go home to rest.

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття.

Практичне заняття № 23

Розмовна тема “Як робити записи”. “Як описувати графіки”.

Грамматика: Теперішній перфектний час.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Обговорити питання (впр. 7 стр. 39, Coursebook).

Прочитати, перекласти Email подяку та відповіді на питання (впр. 8 стр. 39, Coursebook).

Узагальнення та систематизація вмінь і навичок:

Робота з фразами-привітаннями, фразами, якими розпочинаються і закінчуються Email подяки (впр. 9 стр. 39, Coursebook).

Розібрати вживання фраз "thanks" та "thank you" (впр. 10a,b-11 стр. 39, Coursebook).

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття. Написати Email подяку другу.

Практичне заняття № 24

Розмовна тема “Ніч. Сон”. “Працювати вночі”. “Нічна зміна”.

Грамматика: Ступені порівняння прикметників.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Перевірити домашнє завдання.

Опрацювання нових слів "landscapes". Звернути увагу на наголос і вимову слів: island, lagoon, cliff, coast. Виконати впр. 1 a-b стр. 40 (Coursebook).

Робота з текстом "Bora Bora" стр. 40. Виконати вправи до тексту 2a-b стр. 40 (Coursebook).

Узагальнення та систематизація вмінь і навичок:

Аудіювання впр. 3 a, b, c стр. 41 (Coursebook).

Введення граматичної теми "Comparatives and Superlatives" стр. 134 (Coursebook).

Автоматизація граматичного матеріалу Впр. 4-6 стр. 41 (Coursebook).

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття. Домашнє завдання Впр. 1-3, 8-9 стр. 28-29 (Workbook).

Практичне заняття № 25

Розмовна тема “Прогулянка вночі”. “Як покращити пам'ять”

Грамматика: Ступені порівняння прикметників.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Перевірити домашнє завдання.

Повторити граматичний матеріал. Виконати впр.1-3 стр. 135 (Coursebook).

Узагальнення та систематизація вмінь і навичок:

Робота з текстом "Three Islands" впр. 4 стр. 28-29 (Workbook). Виконати вправи до тексту 5-7 стр. 29 (Workbook).

Повторити різницю у значенні і функціях між іменниками і дієсловами. Багато слів, не змінюючи форми, є іменниками і дієсловами одночасно. Виконати впр. 5 a,b стр. 42 (Coursebook).

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття. Домашнє завдання Впр. 1, 6-8 стр. 30-31 (Workbook).

Практичне заняття № 26

Розмовна тема “Відкриття Нової Зеландії”. “Робота і промисловість ”

ГраMATика: Кількісні висловлювання.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Перевірити домашнє завдання.

Робота з новими словами "animals" (впр. 1a, b стр. 42). Пояснити значення наступних слів: *environment, invasion, invader, cute, extinct*.

Робота з текстом "Animal Invaders" стр. 43 (Coursebook).

Узагальнення та систематизація вмінь і навичок:

Виконати вправи до тексту (впр. 2 – 4 стр. 42, Coursebook).

Введення граматичної теми "Expressions of quantity" стр. 134 (Coursebook).

Автоматизація граматичного матеріалу Впр. 4-6 стр. 42-43 (Coursebook).

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття. Домашнє завдання Впр. 6-8 стр. 30-31 (Workbook).

Практичне заняття № 27

Розмовна тема “Імпорт-експорт”. “Виготовлення шоколаду”.

ГраMATика: Кількісні висловлювання.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Перевірити домашнє завдання.

Перед початком роботи над темою заняття поставити запитання:

- What do you know about animals around the world?
- Are there more of some than others? Why is that?
- What is being done to help animals that are few in number?

Узагальнення та систематизація вмінь і навичок:

Робота над ситуацією "Animal Charities". Виконати впр. 1a,b стр. 44 (Coursebook).

Аудіювання впр. 2, 3 а, b, с стр. 44 (Coursebook).

Опис фотографій. Виконати впр. 4а,b стр. 44-45 (Coursebook).

Fill in the gaps with words or phrases describing photographs.

I have two pictures in front of me. The first one is older so the second picture is more colourful and ⁰clearer. The first picture ¹sh a large family. The picture is about 150 years old. The family ²l very serious. In the ³b there is a garden. There are four children ⁴w are sitting in front of the parents. The picture is quite dramatic. In the second picture we ⁵c s a moden family of four people. It is ⁶un because the mother and father are wearing cowboy clothes. In ⁷t m of the picture are the mother and father, sitting on horses and ⁸o t r are the children, wearing T-shirts and jeans. I think we should use the first picture. It is more powerful.

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття. Домашнє завдання Впр. 1-3 стр. 32 (Workbook).

Практичне заняття № 28

Розмовна тема “Час для змін”. “Як описувати процес”.

Граматика: Ступені порівняння прикметників. Кількісні висловлювання.

Мета заняття: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

Актуалізація опорних знань: володіння лексичним матеріалом з теми заняття надає можливість студенту вільно розмовляти і підтримувати бесіди про погоду та погодні явища.

Зміст основної частини заняття:

Виконати впр. 1 – 5 стр. 46 (Coursebook).

Аудіювання впр. 3b стр. 46.

Підведення підсумків заняття: оголошення оцінок та домашнього завдання на наступне заняття. Підготовка до модульної контрольної роботи.

8.Контрольні завдання до практичних занять, завдання для заліків.

МКР № 1

Progress Test A – Units 1-3

1 Underline the odd one out in each group.

- 0 .. a) series b) science c) sitcom d) soap opera
1 a) mild b) clever c) kind d) dedicated
2 a) afterwards b) until c) quite d) then
3 a) psychologist b) journalist c) scientist d) politics
4 a) windy b) fog c) cool d) humid
5 a) advert b) fashion c) article d) webcast
6 a) hard-working b) snorkelling c) trekking d) snowboarding
7 a) extremely b) quite c) clear d) very

2 Fill in the blanks using either the present simple, present continuous, past simple or past continuous forms.

Steve Evans and Mike Brockall ⁰ are athletes but they ¹ _____ (have) different hopes. Steve ² _____ (run) in the London Marathon this week. Mike ³ _____ (be) at home this week. He ⁴ _____ (break) his leg last week and cannot run for eight months. How ⁵ _____ he _____ (break) his leg? He ⁶ _____ (climb) a hill as part of his training when a tree ⁷ _____ (fall) on him during a storm. Steve ⁸ _____ (hope) to win a marathon. Mike only ⁹ _____ (want) to run again.

3 Add relative pronouns or articles in the gaps if needed. You can also leave the gaps blank.

At seven this evening there is ⁰ a game show on TV. After ¹ _____ game show, we can watch ² _____ *Shut Up!*, ³ _____ is ⁴ _____ funny sitcom. Steven Peterson, ⁵ _____ is ⁶ _____ very famous, plays ⁷ _____ hotel manager at ⁸ _____ Hotel Sunnyvale. You'll love it!

4 Read the text and fill in the gaps with the correct paragraph headings.

- a) What is special about Fred Thompson?
- b) What does he look like?
- c) What does Fred do?
- d) Who is Fred Thompson?
- e) What did he do before he became a politician?
- f) Where can I see Fred Thompson on TV?
- g) What's Fred Thompson like?

A LIFE LESS INTERESTING?

(0) _____ d _____.

Born in 1948, Fred Thompson has lived an extremely interesting

life. Now he plans to make his life more interesting.

(1) _____

As well as being a politician and a lawyer, Fred Thompson wants to become the next President of the United States of America. He may become only the second US president who was also an actor. The first, of course, was Ronald Reagan.

(2) _____

Fred has made both films and TV series in the last twenty years. He started in 1985 with the film 'Marie'. He has appeared in films such as 'Die Hard', 'The Hunt for Red October' and 'In the Line of Fire'. On TV he has appeared in the sitcoms 'Roseanne' and 'Sex and the City'. Afterwards he had an important part in the TV series 'Law and Order'. Fred also regularly appears on Current Affairs and News Programmes.

(3) _____

Fred is working as a politician. He has been a senator for fourteen years. He has worked on many committees in government. Many people think it is normal that he is now thinking about being president.

(4) _____

Before he became a politician, Fred was a lawyer. He was one of the lawyers who took part in the famous Watergate trials in the 1970s.

(5) _____

Fred is a very hard-working politician. Dedicated, polite, sociable and cheerful are some of the adjectives that people use to describe him.

(6) _____

Fred looks like a politician or senior detective. He is always well-dressed in a suit. He has lost most of his hair but he has a strong face. He is very tall. At 1.99 metres, if he becomes president he will be the tallest president in American history.

5 Listen to the dialogue and put the sentences in the correct order.

Track 1

- a) Callum reads computer magazines. _____
- b) The radio is on at night. _____
- c) _____ 0
- d) Callum uses the internet to contact his bank. _____
- e) Callum doesn't listen to music on the radio. _____
- f) Callum usually reads at lunchtime. _____

Progress Test B – Units 1-3

1 Read the text and fill in the gaps with the correct paragraph headings.

- a) What's Fred Thompson like?
- b) What does Fred do?
- c) Who is Fred Thompson?
- d) What is special about Fred Thompson?
- e) What does he look like?

- f) What did he do before he became a politician?
 g) Where can I see Fred Thompson on TV?

A LIFE LESS INTERESTING?

(0) _____ C _____.

Born in 1948, Fred Thompson has lived an extremely interesting life. Now he plans to make his life more interesting.

(1) _____

As well as being a politician and a lawyer, Fred Thompson wants to become the next President of the United States of America. He may become only the second US president who was also an actor. The first, of course, was Ronald Reagan.

(2) _____

Fred has made both films and TV series in the last twenty years. He started in 1985 with the film 'Marie'. He has appeared in films such as 'Die Hard', 'The Hunt for Red October' and 'In the Line of Fire'. On TV he has appeared in the sitcoms 'Roseanne' and 'Sex and the City'. Afterwards he had an important part in the TV series 'Law and Order'. Fred also regularly appears on Current Affairs and News Programmes.

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Fred looks like a politician or senior detective. He is always well-dressed in a suit. He has lost most of his hair but he has a strong face. He is very tall. At 1.99 metres, if he becomes president he will be the tallest president in American history.

2 Add relative pronouns or articles in the gaps if needed. You can also leave the gaps blank.

At seven this evening there is ⁰ a game show on TV. After ¹ _____ game show, we can watch ² _____ *Shut Up!*, ³ _____ is ⁴ _____ funny sitcom. Steven Peterson, ⁵ _____ is ⁶ _____ very famous, plays ⁷ _____ hotel manager at ⁸ _____

Hotel Sunnyvale. You'll love it!

MKP № 2

Progress Test A – Units 4-6

1 Underline the odd one out in each group.

- 0 a) panda b) snail c) malnutrition d) rabbit
- 1 a) cause b) adult c) hope d) ship
- 2 a) junk food b) depression c) vitamins d) carbohydrate
- 3 a) responsible b) careless c) uncomfortable d) useless
- 4 a) cliff b) coast c) wave d) deer
- 5 a) as b) because of c) whereas d) so
- 6 a) nurse b) adolescent c) elderly d) retired
- 7 a) seeds b) insomnia c) treatment d) surgery

2 Choose the right word to put in the gaps.

50 years ago there were ⁰ many (much/many) people living in the town of Smallholden. Today, if you walk down the High Street at night you ¹ _____ (probably /certainly) ² _____ (don't/won't) see anyone, just the policeman and his dog. It ³ _____ (have/has) been like this ⁴ _____ (for/since) 1984, when the car factory closed. There is ⁵ _____ (less/least) pollution in the town today, but ⁶ _____ (few/little) money in Smallholden. However, things are looking ⁷ _____ (best /better) for the town. A new call-centre ⁸ _____ (will/might) open in June offering 5,000 new jobs. The council has ⁹ _____ (gave/given) permission and now, although the policeman is still alone at night with his dog, he has a smile on his face.

3 Put the words or phrases in the box into the correct column.

that's a good point in order to on the right personally
 what I think is that there are so that they look you should

Describing pictures

**Expressing opinions/
agreement or disagreement**

Giving advice or reasons

_____ *on the*
right _____

4 Put the following sentences into the correct gaps in the text.

- a) For example, last month the British government refused to increase paternity leave from two weeks to four weeks.
- b) Today, in the UK, a mother can have 26 weeks' maternity leave.
- c) If they want more time, they will have a maximum of three years' leave.
- d) If they can make a law, then it will be good news for families everywhere.
- e) Dads need time with their new babies too.
- f) Companies do not accept that dads should have time with their babies.
- g) It also means mums will probably get more help at home.

DADS NEED TIME TOO!

‘Maternity leave’ means time off for mothers to look after their new babies. But what about fathers, or ‘dads’? ⁰ E. How often do they get ‘paternity leave’.

Ten years ago, in many countries, a mother was lucky if she had four weeks’ holiday. ¹ _____ This means 26 weeks’ holiday with full pay.

This will soon change. Mothers will then have the chance to have a whole year’s maternity leave on full pay. ² _____ However, the last two years may not be paid.

But what about dads? If they get two weeks’ paid leave, they’ll be lucky. ³ _____ They think mums should stay at home and dads should go to work. Many working dads will have little time with their babies. This is bad because research shows that some time with a new baby can be very important for both dads and babies. ⁴ _____

Many dads believe that the law on paternity leave should change so dads can spend more time with their children. However, many governments believe that dads are not important for babies. ⁵ _____

The European Union has often said that paternity leave is important. ⁶ _____ Dads are happy that maternity leave is increasing but they want to have time to help too.

5 Listen to the dialogue and decide whether the sentences are true or false.

Track 2

- 0 Greenland is bigger than Australia. false
- 1 Snow falls even in summer in Greenland. _____
- 2 Most people in Greenland live by the sea. _____
- 3 The population of lemurs is increasing in Madagascar. _____
- 4 There are seven islands bigger than Great Britain. _____
- 5 The Channel Tunnel is the longest tunnel in the world. _____

Progress Test B – Units 4-6

1 Put the following sentences into the correct gaps in the text.

- a) It also means mums will probably get more help at home.
- b) If they want more time, they will have a maximum of three years' leave.
- c) If they can make a law, then it will be good news for families everywhere.
- d) For example, last month the British government refused to increase paternity leave from two weeks to four weeks.
- e) Today, in the UK, a mother can have 26 weeks' maternity leave.
- f) Dads need time with their new babies too.
- g) Companies do not accept that dads should have time with their babies.

DADS NEED TIME TOO!

'Maternity leave' means time off for mothers to look after their new babies. But what about fathers, or 'dads'? ⁰ F. How often do they get 'paternity leave'.

Ten years ago, in many countries, a mother was lucky if she had four weeks' holiday. ¹ _____ This means 26 weeks' holiday with full pay.

This will soon change. Mothers will then have the chance to have a whole year's maternity leave on full pay. ² _____ However, the last two years may not be paid.

But what about dads? If they get two weeks' paid leave, they'll be lucky. ³ _____ They think mums should stay at home and dads should go to work. Many working dads will have little time with their babies. This is bad because research shows that some time with a new baby can be very important for both dads and babies. ⁴ _____

Many dads believe that the law on paternity leave should change so dads can spend more time with their children. However, many governments believe that dads are not important for babies. ⁵ _____

The European Union has often said that paternity leave is important. ⁶ _____ Dads are happy that maternity leave is increasing but they want to have time to help too.

2 Choose the right word to put in the gaps.

50 years ago there were ⁰ many (much/many) people living in the town of Smallholden. Today, if you walk down the High Street at night you ¹ _____ (probably /certainly) ² _____ (don't/won't) see anyone, just the policeman and his dog. It ³ _____ (have/has) been like this ⁴ _____ (for/since) 1984, when the car factory closed. There is ⁵ _____ (less/least) pollution in the town today, but ⁶ _____ (few/little) money in Smallholden. However, things are looking ⁷ _____ (best /better) for the town. A new call-centre ⁸ _____ (will/might) open in June offering 5,000 new jobs. The council has ⁹ _____

(gave/given) permission and now, although the policeman is still alone at night with his dog, he has a smile on his face.

3 Put the words or phrases in the box into the correct column.

that's a good point in order to on the right personally
 what I think is that there are so that they look you should

Describing pictures

**Expressing opinions/
agreement or disagreement**

Giving advice or reasons

<i>on</i>	<i>the</i>	
<i>right</i>		

4 Listen to the dialogue and decide whether the sentences are true or false.

Track 2

- 0 Greenland is bigger than Australia. false
- 1 Snow falls even in summer in Greenland. _____
- 2 Most people in Greenland live by the sea. _____
- 3 The population of lemurs is increasing in Madagascar. _____
- 4 There are seven islands bigger than Great Britain. _____
- 5 The Channel Tunnel is the longest tunnel in the world. _____

5 Underline the odd one out in each group.

- 0 a) panda b) snail c) malnutrition d) rabbit
- 1 a) seeds b) insomnia c) treatment d) surgery
- 2 a) responsible b) careless c) uncomfortable d) useless
- 3 a) cliff b) coast c) wave d) deer
- 4 a) cause b) adult c) hope d) ship
- 5 a) junk food b) depression c) vitamins d) carbohydrate
- 6 a) as b) because of c) whereas d) so
- 7 a) nurse b) adolescent c) elderly d) retired

9. Методичні матеріали, що забезпечують самостійну роботу студентів.

Робота над лексичним та граматичним матеріалом модуля. Виконання вправ на закріплення лексико-граматичного матеріалу теми

The weather

1 Use one word from the box to complete each sentence.

blizzard drought hurricane storm drought

1 If an area suffers _____, all the land is dry and it is hard for people to have enough water for all the things in their daily life.

2 On a dark night, the sound of thunder and the sight of lightning filled the sky during a terrible _____.

3 A _____ is recognised on satellite as a huge moving wind-pattern and on the ground as very strong winds and hard rain.

4 During a _____ it is best not to drive or even go outside your house. The snow blowing in fast winds can make it very hard to see anything.

2 Choose the correct word in each sentence.

1 During the hurricane the *wind/windy* speed got up to 100 kilometres an hour.

2 Hurricanes generally occur in warmer countries and include heavy *rain/snow* fall.

3 Before a storm, the sky will usually be *cloudy/cloud*.

4 A long period of *foggy/dry* weather can lead to drought.

Present simple and present continuous

3 Write the verb in brackets in the correct tense in each example.

Many people 1(feel) _____ that currently global warming 2(change) _____ the weather in almost every country in the world. The number of floods in northern Europe 3(increase) _____, while at this time droughts and forest fires 4(happen) _____ much more frequently in southern Europe. Scientists 5(see) _____ similar patterns of change all around the world. However, others do not agree and point out that weather patterns always 6(change) _____ from year to year, and that people always 7(worry) _____ about the weather.

4 Identify and correct the mistakes in the following sentences.

1 Scientists are believing that global warming causes great environmental damage.

2 Today the weather is very bad. Right now, it rains a lot.

3 Nowadays, many people is moving to countries with fewer weather problems.

4 Do the temperature rising in many countries?

Комунікативна ситуація “Прогноз погоди у різних частинах світу” (опис картинок).

Розв'язати кросворд, використовуючи активну лексику теми.

Look at the icons. Guess which icon corresponds with which type of weather. Then look at the maps. One map shows what the weather is usually like in certain cities. The other map shows what the weather is like today in certain cities. Describe the weather.

Робота з текстом “Climate change”. Прочитати текст, перекласти незнайомі слова, виконати завдання, переказати зміст з використанням нової лексики з тексту.

CLIMATE CHANGE

These days most people believe that weather patterns around the world are changing. The world is getting hotter and storms, hurricanes, floods and droughts are starting to happen where they are not normally expected. This process is called climate change.

Causes of climate change

Climate change always happens, through a variety of causes such as the oceans of the world becoming larger or smaller, the movement of large areas of land around the planet, and changes in temperatures over long periods of time.

However, most recent discussion on climate change focuses on human activities which have an effect on the climate. This includes the burning of fossil fuels, such as petrol, which releases carbon dioxide into the air. Extra carbon dioxide causes an increase in the average temperature of the Earth's air and oceans. This very fast increase is called global warming.

Examples of climate change

Global warming is seen as a direct cause of many changes in weather patterns, such as the lack of rainfall in some countries, causing drought, and the increase in rainfall in other areas, causing floods. Also, rising temperatures in oceans and the air can cause changes in the way that winds move around the planet, leading to an increased number of severe storms, including hurricanes, in certain areas.

An increase in global temperatures also leads to ice melting at the North and South Poles, which then leads to rising sea levels. Other effects of changes in the climate include damage to land normally used for growing food, and some kinds of animals disappearing from the planet completely.

What can be done?

Most people agree that we have to change the way that we live, using fewer fossil fuels and doing much more to protect the natural environment.

1. Put the following events in the correct order.

- 1 Wind patterns around the world change.
- 2 Mankind burns fossil fuels such as petrol.
- 3 Storms and hurricanes occur.

4 The temperature of the air and the oceans increases.

5 Carbon dioxide is released into the air.

Correct order: 2, ____, ____, ____, ____

2. According to the text, is each of the following statements true or false?

1 Climate change is only a very recent process. T / F

2 People think that global warming is caused by things we do. T / F

3 Storms can be caused by an increase in global temperatures. T / F

4 An increase in temperatures leads to an increase in polar ice. T / F

3. Which is the best definition of the term 'climate change'?

1 The fact that general temperatures all around the world are rising.

2 The process in which weather patterns are changing around the world.

3 Storms, hurricanes, floods and droughts starting to happen around the world.

Підготовка до розмови з теми "Клімат та погода в Україні". Користуючись інформацією з газет, ТБ та Інтернету, підготувати доповідь про особливості клімату в Україні.

Комунікативна ситуація "Як нанімати людей на роботу у сімейну компанію" (вживання прикметників, що описують особистість).

You are going to choose the best people to work in the family company "Smith and Smith". There are 3 free posts in the company. There are 6 members of the Smith family who would like to work in their family company. You must decide who is the right person for the job.

Робота над лексичним та граматичним матеріалом модуля. Виконання вправ на закріплення лексико-граматичного матеріалу теми

Personality adjectives

1. Which adjectives would you use to describe each of these people?

dedicated determined friendly hard-working helpful

inspirational kind lovely patient talented

1 Kankugbe works for a charity in Africa. He is paid little, and works long days. He wants to help the people of his country. *dedicated, hard-working, helpful, kind*

2 Sophia works with children in a nursery school. She loves reading stories and playing games. She speaks softly when a child is upset. _____

3 Hyun-ha can play ten musical instruments. She plays violin and cello in an orchestra. She practises three hours a day. _____

4 Last year, Parshu tried four times to climb Mount Everest, the highest mountain in the world. Today, he is starting his fifth trip. _____

Past simple

2. Rearrange the words to make sentences.

1 went I on a trip Africa through year Last. *Last year I went on a trip through Africa.*

2 didn't clothes me I enough bring with. _____

3 you eat What on food did trip your? _____

4 send needed me extra to some My food friends. _____

5 Africa you to enjoy visit Did your? _____

Time expressions

3. Put the correct preposition, in, on or at, into each sentence.

1 Could you come and visit me on Saturday?

2 at eight o'clock tonight there will be a firework display.

3 He first went to school in 1969.

4 I am visiting my grandmother on Christmas Day.

Past continuous and past simple

4. Choose the correct verb forms.

1 She *was eating/ate* an apple when she found a worm in it.

2 They couldn't get into the cinema while the film *was showing/showed*.

3 What *were you doing/did you do* at the time when the police caught you?

4 When Stephen *was arriving home/arrived* home, I was eating dinner.

5 The student *don't listen/wasn't listening* when the teacher gave the instruction.

Повідомлення на тему "Ви запрошуєте у гості відому персону".

You are going to invite a famous person from the past or present to dinner. Who would you invite? Make notes under these headings:

- his/her life (early, later);
- personality: - influence:
- his/her abilities, skills:
- two questions you would like to ask him/her.

Робота з текстом "Martin Luther King". Прочитати текст, перекласти незнайомі слова, виконати завдання, переказати зміст з використанням нової лексики з тексту.

MARTIN LUTHER KING

Martin Luther King was an important leader in the American civil rights movement, the political struggle by black people in the USA to get equal rights with white people.

Life story

Martin Luther King was born on 15 January 1929 in the city of Atlanta in the USA. He was the son of a minister of the Baptist Church, and later became a minister of the church himself. While he was growing up, King saw a lot of differences in the lives of white people and of black

people. As an adult, he went on to lead many protests against these differences until he was killed on 4 April 1968.

Political movement

One day in 1956, a black woman, Rosa Parks, was travelling on a bus. When a white man told her to give him her seat (which the law said she must do), she refused. Her act led to many similar protests. At the time of Rosa Parks' action, King was serving as a minister in his father's church. King became the leader of a protest among all black people in the state of Alabama. They refused to travel on buses. During the bus protest, Martin Luther King's home was bombed and he was arrested by the police.

From that time, King became a leader among black people in the south of the USA. He travelled all over the country and the world, speaking to people about the unequal treatment of black and white people, and looking for support for the civil rights movement. He led protests and marches for equal rights, wrote books on the subject and even met with presidents.

However, his ideas and acts were not popular with everyone. In 1968, while leading a protest in the city of Memphis, Martin Luther King was shot and killed.

1 Answer these questions about the text.

- 1 What in Martin Luther King's early life made him want to struggle for equal rights?
- 2 Why did the man think Rosa Parks would give him her seat?
- 3 Why do you think Martin Luther King was killed?

2 Complete the following sentences.

- 1 While Martin Luther King was growing up he saw
- 2 While Rosa Parks was travelling on a bus a man
- 3 At the time of Rosa Parks' protest, Martin Luther King .
- 4 While the bus protest was happening, Martin Luther King
- 5 At the time he was killed, Martin Luther King

3 Write a short passage about the kind of man you feel Martin Luther King was. Try to use some of the adjectives:

Dedicated, determined, hard-working, friendly, helpful, inspirational, kind, lovely, patient, talented

Робота з текстом "Media job advertisements". Прочитати текст, перекласти незнайомі слова, переказати зміст з використанням нової лексики з тексту.

MEDIA JOB ADVERTISEMENTS

1 Producer

ABLE TV is looking for a hard-working and dedicated producer prepared to work on a variety of different television programmes.

You should have experience of producing drama, especially soap operas. It is preferable if your experience includes other programmes such as documentaries, live broadcasts, comedy and advertisements.

2 Radio presenter

RADIO 10 requires a presenter for a new lifestyle series. Each programme in the series will look at a different aspect of modern popular culture.

You should have a very good knowledge of popular media: celebrity lifestyles, soap operas, fashion and pop music.

You will be required to carry out your own research and develop your own reports.

3 Designer

A large media group requires a multi-talented designer to work on a range of projects for both printed media and electronic media such as the Internet.

You must have experience in designing newspaper advertisements, illustrated magazines and page layout for magazines and websites.

4 News reporter

A major news agency is looking for a talented and flexible journalist to work as a news reporter on their team. We require someone who will write newspaper stories, TV reports and webcasts.

You must have experience of writing for newspapers, magazines and the Internet. You must also be willing to work in a lot of different situations at short notice.

1. Answer the questions about the text.

- 1 Which jobs require experience working in television? _____
- 2 Which jobs require experience working for newspapers? _____
- 3 Which jobs require experience with advertising? _____
- 4 Which jobs require someone who can write? _____
- 5 Which jobs want someone to put work on the Internet? _____
- 6 Which jobs require someone to work on a variety of different projects?

2. Look at the text and find a word that matches each of the definitions below.

- 1 Ready to work hard for a long time. _____
- 2 Good at a number of different things. _____
- 3 Willing to work in a lot of different environments at short notice. _____
- 4 The way that a person or group of people live. _____
- 5 The adjective form of the verb 'to prefer'. _____
- 6 A group of programmes on a connected theme or with the same characters.
- 7 Describes the Internet, CD-ROMs and other computer programmes.

3. Write a short letter of application for one of these positions.

Робота над лексичним та граматичним матеріалом модуля. Виконання вправ на закріплення лексико-граматичного матеріалу теми

The media

1. Choose the most appropriate word from the box to complete each sentence.

politician search engine article programme
photography reality TV show soap opera comedy

- 1 The people on a _____ are watched by cameras 24 hours a day.
- 2 When a newspaper journalist writes an _____ it is printed in a newspaper.
- 3 When a TV journalist makes a report it is shown on a news _____.
- 4 A _____ is a person who makes or wants to make decisions in government.
- 5 I watched a great _____ last night and I couldn't stop laughing!
- 6 If you want to find something on the Internet, start with a _____.
- 7 The quality of John's pictures impressed the judges with his skill in _____.
- 8 I watch a _____ every night because I want to see the characters develop.

Articles

2. Correct the mistakes in the following sentences.

- 1 Look at this picture. Do you like a dress she is wearing? _____
- 2 I don't really enjoy watching a documentaries. _____
- 3 But I did enjoy all documentaries I watched last night. _____
- 4 He works for radio station. _____
- 5 My brother's the journalist. He works for big newspaper. _____
- 6 I heard a good programme on radio last night. _____

Relative pronouns

3. Match the beginning and end of each sentence.

1 A news reporter is a person	
2 David Bailey is a photographer	A which gives you information on a topic.
3 A webcast is a programme	B who interviewed Bill Gates on TV.
4 A documentary is a programme	C who takes pictures of the rich and famous.
5 This is the presenter	D that have political and economic ties.
6 The EU is a group of countries	E who researches and writes about stories.
	F which is broadcast on the Internet

Комунікативна ситуація "Працюючи з іншими" (переваги і недоліки праці разом, різні види роботи, які краще виконувати разом чи самостійно, висловіть свою думку).

Working with others

1. Look at the statements in the box. Decide if they are given as advantages or disadvantages of working with others.

- 1 "Talking about a subject means that I am thinking about the subject."
- 2 "I get to check if my ideas are correct."
- 3 "Too many ideas make things confusing."
- 4 "I can't think through a question properly when everyone is talking at the same time."
- 5 "I don't want to share my ideas with others."
- 6 "We can split the work between us."
- 7 "We all know different things about a subject which we can share."
- 8 "It stops me from getting bored."
- 9 "It's hard when other people don't like my ideas."
- 10 "When I don't understand something I can ask my friends to help me."
- 11 "I think I am more confident in asking questions and talking about difficult subjects now."

Do you agree or disagree? What are your feelings about working with others?

2. Look at the list of different types of study or work and decide whether you think each would be better to do individually (I) or with a group (G).

- 1 Thinking up ideas for an advertising campaign. _____
- 2 Writing an essay. _____
- 3 Building a boat. _____
- 4 Understanding a complicated political theory. _____
- 5 Practising speaking a new language. _____
- 6 Studying for a Maths exam. _____

3. Look at the topics in the box. Consider what your own opinions are on them.

- 1 The Internet is a great tool when preparing for an essay or exam.
- 2 There are lots of new and different ways to create electricity or other energy.
- 3 Rich, developed countries need to do more to help poor, developing countries.

What would happen if you discussed these topics with other students? Tick ideas you agree with.

- I could understand the topic better.
- I could get more information.
- I could get new ideas.
- I could practice giving my opinion.
- I would hear opposite opinions.
- I might change my opinion.

Робота з газетними заголовками.

List the names of different newspapers you know. What's the difference between the different newspapers? Which type of newspaper do you prefer and why?

The situation: you work as an editor on a famous newspaper. You need to decide which headline will go on the front page and then which six other stories will be included and in what order.

Твір на тему “Моя улюблена TV програма”. Описати свою улюблену телепрограму з використанням вивченої лексики.

Робота над лексичним та граматичним матеріалом модуля. Виконання вправ на закріплення лексико-граматичного матеріалу теми

Guessing the meaning of unknown words

1. Read these sentences and decide whether the missing words are adjectives or nouns.

- 1 I needed medicine, so the doctor wrote me a _____.
- 2 My young son has been taken to the _____ ward of the hospital.
- 3 While I was in hospital, I was seen by _____ students training to be doctors.
- 4 The doctor listened to my heart with her _____.

Now decide which definition matches the words missing from each sentence.

- A related to the medical care of children
- B advanced students gaining practical experience
- C a written instruction for preparation of medicine
- D a medical instrument for detecting sounds inside the body

Finally, use a dictionary to check the meaning of these words and match them to the correct sentences.

stethoscope

intern

prescription

paediatric

2. Look at the nouns in the box. Each is made from two other words. Can you guess the nouns' meaning from the words that they contain? Complete the sentences using the nouns.

seasick bedsores breastbone heartache

- 1 At the centre of the skeleton, in the middle of the chest, is the _____.
- 2 After two months of lying on my back, I was covered in _____.
- 3 _____ is not a medical condition, it's an emotional problem.
- 4 The boat's movement made him feel very _____.

3. Can you guess the meaning of the words in italics? Do not use a dictionary.

I went to the doctor's *clinic* in my town with a terrible headache. I spoke to the *receptionist* and asked her if I could see a doctor. She told me that there were no *appointments* until the afternoon. I went home again but I had a *horrendous* wait of four hours because I had such a terrible pain in my head. When I went back to the clinic, I was surprised that the doctor was so young. I was worried that he was *inexperienced*. However, he spoke to me in a very *confident* way. In the end, he gave me some *painkillers* and told me to go home to rest.

Робота з текстом "Health in the workplace". Прочитати текст, перекласти незнайомі слова, переказати зміст з використанням нової лексики з тексту.

HEALTH IN THE WORKPLACE

Workstations

Workstations must be designed to suit the nature of the work that the people using them are required to do. People must be able to leave their workstation 1____ in the event of an emergency such as a fire alarm. Seats should give good support to the lower back and be at the 2_____ height for the worker to place their feet flat on the floor. Keyboards should be just above knee-height.

Air

Make sure that the workplace is well ventilated with plenty of fresh air from a source outside the workplace. This air must be able to move around the office without causing a draught. If air is contaminated by dirt or germs from working areas make sure that air-conditioning 3_____ and purifies the air 4_____ around the room.

Lighting

Lighting should be adequate for people to work safely and without 5_____. If necessary, local lighting should be provided at individual workstations. Light fittings and equipment should not create any hazard or danger to the worker.

Cleanliness and maintenance

Every workplace should be cleaned on a regular schedule. Waste should be moved regularly and all waste materials should be kept in a suitable receptacle. The workplace and all equipment in it must be maintained in 6_____ working order. Also the building itself must be regularly assessed for hazards such as fire danger or any potential risks to safety.

1. Look up each of these words and then put them into the gaps in the text.

A strain C efficient E circulating

B swiftly D filters F ideal

2. Match each word with the most suitable definition.

1 workstation A made unclean

2 ventilated B in a near area

3 contaminated C an area to do a particular job by an individual

- 4 adequate D a container, something which can hold or carry
5 local E given a current of air to refresh or purify
6 receptacle F enough or just enough for a task

3. Answer these questions about the text.

- 1 Do these suggestions relate to what the worker or what the company must do?
2 Can you think of some problems caused by not following these suggestions?
3 What do you think are the three most important points for health in the workplace?

Написання Е-mail подяки.

Write a thank you email to a friend. Thank him/her for a present or for helping you to do something.

Підготовка до розмови з теми “У здоровому тілі – здоровий дух”.

Робота над лексичним та граматичним матеріалом модуля. Виконання вправ на закріплення лексико-граматичного матеріалу теми

Comparatives and superlatives

1. For each sentence write a second sentence with the same meaning, using the prompts.

1 Greenland is larger than Iceland.

Iceland (small) Iceland is smaller than Greenland.

2 This country is the cheapest one to live in.

This country (cheap) _____ to live in than the others.

3 Sumatra is less popular than Madagascar.

Madagascar (popular)

4 The countryside in Britain is more impressive than the cities.

The cities (impressive)

5 All of the other islands are wilder than this one.

This island (wild)

6 The other islands are more pleasant than this one.

This (pleasant) _____ island.

Expressions of quantity

2. Choose the most appropriate word from the box to complete each sentence.

a lot of, few, little, many, much

1 There are few people who understand this. I think you might be the only one!

2 I don't have _____ ideas about how to fix this. Do you?

3 He was worried because he had _____ money to buy a present with.

4 Did you have _____ trouble finding the correct building?

5 There are _____ people interested in the job, so it will be difficult choosing one.

Landscapes and animals

3. Group the words according to the categories: Small animals, Water, Large animals, Land:

squirrel, beach, tiger, lake, elephant, sand,

sea, leopard, river, panda, wave, gorilla,

lagoon, red deer, cliff, hedgehog, mountain, rabbit

Робота з текстом “Fantasy Island”. Прочитати текст, перекласти незнайомі слова, виконати завдання, переказати зміст з використанням нової лексики з тексту.

FANTASY ISLANDS

Fantasy is something or somewhere in your imagination that is perfect for you. Read about these two islands. Which one is your fantasy island?

Peaceful Island

Come to Peaceful Island if you want to have a calm, quiet and relaxing time.

The island is only about 10 kilometres around the coast, and much of its centre is taken up by a lagoon of clear, calm water – more beautiful than any other lagoon in the world. There are beaches around the lagoon and all along the sea coast.

Peaceful Island also has a mysterious temple at the top of its one small hill – a beautiful and very old place to pray.

The population here is small, only 3,000 people. There are a lot of small and pleasant restaurants to eat in, but at night there is little to do here except relax in your beach house, watch the stars and listen to the sea. It really is the most peaceful place you could hope to find.

Wild Island

Come to Wild Island if you want to have interesting and exciting new experiences.

This island is 12 kilometres long and 5 kilometres wide, but most of the island is filled with wild forests and unusual animals. There are also some high hills and impressive scenery such as waterfalls. There are not many beaches on this island, but there are so many other things you can do here – have a forest adventure, go looking for strange animals or climb Mount High at the centre of the island to see the impressive views from the top.

There is quite a large population living in towns on the coast – about 40,000 people. In the towns there are lots of restaurants, bars and nightclubs. By day and by night, this island is wilder than any other!

1. Answer these questions from the text.

1 What does ‘fantasy’ mean?

2 What does ‘temple’ mean?

3 What superlative can describe Peaceful Island’s lagoon?

4 What superlative can describe Wild Island?

2. Write sentences comparing Peaceful Island and Wild Island. Use the prompts given.

1 (large) Wild Island is larger than Peaceful Island.

2 (calm) _

3 (exciting) ____

4 (crowded) ____

5 (romantic) ____

3. Which would be your fantasy island? Write your reasons why, or, if you prefer, write about a different fantasy island – one that is perfect for you. Why is it better?

Підготувати міні-презентацію благодійної організації, спираючись на запропоновану лексику.

Look at the different charities available. You should prepare the arguments and convince people why one of the charities is more deserving money than the others.

Написання твору-зіставлення "Два різних природних явища, або Дві різні тварини, або Два різних острови".

Write an essay comparing and contrasting:

- two natural features (e.g. two lakes, mountains etc.);
- two different animals;
- two of the islands.

10. Питання до екзаменаційних білетів, екзаменаційні білети.

I семестр

Питання до екзаменаційних білетів

1. Describe the weather in Ukraine.
2. Describe the weather in different parts of the world.
3. Extreme weather.
4. Suggest two countries for your summer holidays. Describe the weather there and what tourists can do.
5. Tell about people who have influenced you the most.
6. Tell about a famous creative person (artist, sportsman/woman, musician etc.)
7. Describe your friend (character, appearance, habits).

II семестр

Питання до екзаменаційних білетів

1. Describe different kinds of media. What are advantages/disadvantages of each of them?
2. Describe different kinds of news companies/channels.
3. Describe your favorite TV program.
4. Describe your favourite film/series.
5. Describe the international healthcare charity organization Medi-Aid and its activities.
6. Healthy food for your mind.
7. Describe a world island.
8. Compare two natural things (rivers, mountains, lakes, animals).

Тести до іспиту

1. It ... a lot in Britain.
a) rain b) rains c) is rain d) rainy e) are rain
2. I ... pizza very much.
a) likes b) is like c) am like d) like e) alike
3. I ... English very well.
a) not speak b) no speak c) speak not d) don't speak
e) doesn't speak
4. I ... married.
a) am not b) is not c) don't d) doesn't e) aren't
5. Your brother ... tennis very well.
a) play b) plays c) is play d) are play e) playing
6. Mozart ... more than 600 pieces of music.
a) writes b) writed c) wrote d) was write e) was wrote
7. We ... David in town a few days ago.
a) did see b) was saw c) did see d) was see e) saw
8. I ... to the cinema three times last week.

a) went b) going c) did go d) goed e) was go

9. The film wasn't very good. I ... it very much.

a) enjoyed b) wasn't enjoy c) didn't enjoyed d) didn't enjoy
e) enjoying

10. The window was open and a bird ... into the room.

a) fly b) flew c) was flew d) did fly
e) flying

11. He ... five letters.

a) write b) was write c) has written d) is write
e) writing

12. We ... a severe storm in this area recently.

a) has b) was have c) did have d) has had e) have had

13. They ... an electric car.

a) never drive b) never have drive c) have never driven d) drives never
e) never driven

14. She ... a new dress.

a) just buy b) has just bought c) has just buy d) just is buy e) is just buy.

15. I ... to Italy yet.

a) have not been b) not be c) not am d) is not e) have not

16. He ... when the phone rang.

a) was sleeping b) were sleeping c) slept d) slept e) sleeps

17. All the rivers and lakes ... yesterday.

a) freeze b) froze c) freezes d) were freezing e) frozed

18. At six o'clock I ... for Jennie at the station.

a) waited b) wait c) waites d) was waiting e) had waited

19. Toby ... up very late yesterday. (wakes, woke, wake)

a) wake b) wakes c) will wake d) waken e) woke

20. Nora ... her friends in the park last week.

a) meets b) met c) has met d) meet e) was meeting

21. While my son for my call, somebody knocked at the door.

a) waits b) was waiting c) waited d) has waited e) wait

22. I ... by the window when I heard the noise.

a) sat b) sits c) have sat d) sit e) was sitting

23. Anna ... her cousin at the party a fortnight ago.

a) saw b) see c) sees d) have seen e) had seen

24. When we came in, the children their desks.

a) clean b) cleaned c) had cleaned d) were cleaning e) clean

25. He ... to join them because of a very bad weather.

a) refuses b) will refuse c) had refused d) refused e) refuse

26. She ... to play the piano in her childhood.

a) hasn't like b) doesn't like c) likes d) don't like e) didn't like

27. When I arrived, they ... tennis.

a) were playing b) play c) played d) plays e) would play

28. Their brother ... a lot last year.

a) had travelled b) travelled c) have travelled d) travel e) travels

29. Yesterday at six I ... dinner.

a) prepare b) was preparing c) have prepared d) prepared e) prepares

30. He ... a poem at the party yesterday.

a) recite b) recites c) have recited d) was reciting e) recited

31. I have bought a computer, ... is more expensive than this one.

a) who b) which c) what d) where e) whose

32. This is a school ... I used to study

a) whose b) which c) where d) that e) who

33. This is the girl ... comes from Spain

a) that b) whose c) who d) what e) which

34. I talked to the girl ... car had broken down in front of the shop

a) who b) which c) what d) where e) whose

35. Thank you very much for your e-mail ... was very interesting

a) what b) whose c) who d) what e) which

36. What did you do with the money ... your mother lent you?

a) whose b) what c) where d) that e) who

37. That's Peter, the boy ... has just arrived at the airport

a) who b) which c) what d) where e) whose

38. I'm ... actor.

a) a b) an c) the d) - e) that

39. People drive ... cars too fast

a) this b) an c) - d) the e) a

40. He works as ... painter

a) an b) - c) this d) the e) a

41. Petra started at a factory last week. ... factory is very new

a) a b) an c) the d) - e) that

42. I don't really enjoy watching ... documentaries

a) that b) an c)- d) the e) a

43. Look at this picture. Do you like ... dress she is wearing?

a) an b)- c) that d) the e) a

44. Do you like ... computer games?

a) -b) an c) this d) the e) a

45. I really like ... photos in this magazine

a) an b)- c) that d) the e) a

46. I enjoy all ... documentaries I watched last night.

a) an b) a c) this d) the e)-

47. ... soap operas are boring

a) that b) an c)- d) the e) a

48. This is ... presenter who interviewed Bill Gates on TV

a) an b)- c) this d) the e) a

49. The shop sells ... DVDs

a) that b) an c)- d) the e) a

50. Do you know _____ good Italian search engine?

a) an b)- c) this d) the e) a

51. There isn't ... coffee in the cup.

a) any b) some c) a

52. This armchair is ... than that armchair.

a) comfortabler b) most comfortable c) more comfortable

d) the most comfortable e) comfortable

53. I think that picture is....

a) worse b) the worst c) worst d) badder e) baddest

54. How ... money did you spend?

a) much b) few c) many d) a much e) a few

55. We have ... eggs in the fridge.

a) any b) little c) a few d) much e) a little

56. Sleeping pills are as ... as warm milk and honey if you can't fall asleep at night.

a) better b) good c) best d) gooder e) goodest

57. You see, this car is ... than that one.

a) less more expensive b) much more expensive c) much expensive

d) expensive e) more expensiver

58. ... you try, ... you learn.

a) the hardest, the fastest b) the harder, the faster c) the hard, the fast

- d) the most harder, the most faster e) the more harder, the more faster
59. Have you got ... ink in your pen?
a) many b) few c) a few d) much e) an
60. At the conference we met ... people whom we knew well.
a) much b) a few c) little d) a little e) a
61. If you have ... spare time, look through this book.
a) many b) a few c) a little d) few e) fewer
62. She gave him ... water to wash his hands and face.
a) many b) few c) a few d) a little e) a
63. The rivers in America are much ... than those in England.
a) bigger b) the biggest c) big d) more big e) the most big
64. What is the name of the ... mountain in Asia?
a) high b) higher c) the highest d) more high e) the most high
65. The London underground is ... in the world.
a) old b) older c) elder d) the oldest e) the eldest
66. Unless it ... considerably altered, the offer will not be accepted.
a) is b) will be c) won't be d) are e) am
67. He ... this translation for an hour already but he has not finished it yet.
a) has been doing b) has done c) had done d) have done e) have been doing
- 68) I ... the washing up when the phone rang.
a) am doing b) had been doing c) was doing d) were doing e) is doing
- 69) If we ... him he will take us there.
a) asked b) will ask c) ask d) asks e) has asked
- 70) He will see you as soon as Mr. Brown
a) leaves b) will leave c) is leaving d) are leaving e) left
- 71) He could ... ill, if he hadn't taken the medicine.
a) have fallen b) fall c) fell d) falls e) is falling
- 72) This time next week I'll probably ... on a beautiful beach.
a) lie b) lye c) be lying d) are lying e) lies
- 73) We're late. I think the film will already ... by the time we get to the cinema.
a) start b) be starting c) have started d) has started e) starts
- 74) The room ... cleaned when I arrived.
a) was being b) was c) has been d) were e) have been
- 75) When we got back from the holiday we found out that our house
a) was broken into b) had been broken into c) was being broken into
d) were being broken into e) has been broken into

