

Practical Course of English

Language: English

Duration: VII and VIII semester

Status: mandatory

Prerequisites: completed prerequisites for enrolling in the fourth year of study

Examination: oral, end of each semester

Course description: During the fourth year the student is expected to develop linguistic, communicative, social and cultural competence of an independent language user, the level which according to the Council of Europe Recommendations as to the Language Teaching is qualified as C1.

The fourth year syllabus has the following distinctive features:

- The overall focus shifts from accuracy development to fluency practice.
- Preparing students for teaching practice.
- There is a greater emphasis on the separate development of each skill in order to capitalize on a wider range of materials and higher level of task difficulty used at this stage.
- The increased level of general and meta-language proficiency makes it possible for trainees to follow lectures and other types of academic discourse in the English language in the other subjects.

Objective: The fourth year syllabus strives to carry on developing all four skills to enable trainees to reach target Level 4; further develop trainees' ability to use a wide range of structures and lexis in oral and written communication with regard to situation register; continue to provide an overall focus on enabling the learners to put the Curriculum elements into practice through using English for communicative purposes; enable students to acquire a deeper insight into the historical, social and cultural background of English speaking peoples; encourage students' development as autonomous learners capable of using flexible strategies relevant to their learning tasks.

References

1. Burgess, Sally, Acklam, Richard. *Advanced Gold*. – Pearson Education Limited, 2001.
2. Ікалюк Л.М., Скібіцька Т.В., Гонтаренко Н.М. АНГЛІЙСЬКА МОВА: практика усного й писемного мовлення (додаток до підручника *Advanced Gold Coursebook* by Richard Acklam with Sally Burgess). Навчально-методичний посібник для студентів IV курсу. 3-є видання, перероблене і доповнене – Івано-Франківськ, 2010
3. Hartley B., Viney P. *Streamline English. Directions*. – Oxford: OUP, 1997.
4. John & Liz Soars. *Headway Advanced*. – Oxford: OUP, 2002.
5. Nick Kenny. *Proficiency Pass Key*. – Macmillan Publishers Limited, 1999.
6. *Longman Dictionary of Contemporary English* / [director, Della Summers]. – Pearson Education Limited, 2005.
7. *Oxford Collocations Dictionary*. – Oxford University Press, 2005.
8. Virginia Evans. *Round-up 6. English Grammar Book*. – Pearson Education Limited, 2006.
9. David Seymour & Maria Popova. *700 Classroom Activities*. – Macmillan Publishers Limited, 2005.

10. Mark Foley & Diane Hall. Longman Advanced Learner's Grammar. – Pearson Education Limited, 2005.
11. Burgess, Sally, Acklam, Richard. Advanced Gold Exam Maximiser. – Pearson Education Limited, 2001.
12. Bill Mascull. Key words in the media. – М.: Астрель. АСТ, 2002.

Recommended books for home-reading:

- Adams, Richard. Watership Down. – N. Y.: Avon Books, 1972.
 Brown, Dan. The Da Vinci code. – N. Y.: Anchor Books, 2003.
 Chase, James Hadley. A Lotus for Miss Quon. – М.: «Менеджер», 2004.
 Crime Never Pays. Short Stories. – Oxford: OUP, 1993.
 Greene, Graham. Stamboul Train. – М.: «Менеджер», 2004.
 Lee, Harper. To Kill a Mockingbird. – Kiev: Dniepro Publishers, 1977.
 May, Charles E. Interacting with Essay. D. C. Heath & Company, 1996.
 Brown, Dan. The Lost Symbol. – N. Y.: Anchor Books, 2009.

Syllabus:

Unit 4. **The Universal Migraine.** *Speaking:* what is love?; language of speculation. *Reading:* *The Lost World, Sweet Nothings.* *Grammar check:* gerund v. infinitive, modals (advanced features). *Vocabulary:* noun collocations (with of), similes (like / as...as), phrasal verbs *back, bring, get.* *Listening:* messages. *Writing:* essay. *Conversation and discussion:* love and marriage, wedding traditions. Stylistic analysis of a literary text.

Unit 3. **The Root of All Evil?** *Speaking:* ways of coming into money; giving opinions. *Reading:* *Rich Kids.* *Grammar check:* verb tenses, articles, relative clauses / pronouns. *Vocabulary:* compound adjectives, phrasal verb *carry.* *Listening:* a mystery. *Writing:* essay, informal / formal letters, project (library research). *Conversation and discussion:* money and financial institutions. Stylistic analysis of a literary text.

Unit 9 **Where There's a Will...** *Speaking:* leisure activities, comparing and contrasting. *Reading:* *Motivation. The Key to Success.* *Grammar check:* emphasis, tenses. *Vocabulary:* expressions with *make, get, keep, gain, resolve.* *Writing:* essay, report. *Conversation and discussion:* motivation. Stylistic analysis of a literary text.

Unit 5 **Where Will It End?** *Speaking:* science today. *Reading:* *Cellmates.* *Grammar check:* conditionals (advanced forms), future. *Vocabulary:* collocations (body). *Listening:* cryonics, song. *Writing:* essay, review, report. *Conversation and discussion:* cloning: pros and cons. Stylistic analysis of a literary text.

Unit 8 **As Luck Would Have It** *Speaking:* merely superstition?; comparing and contrasting. *Reading:* *The Laws of Freak Chance.* *Grammar check:* gerund v. infinitive, reported speech. *Vocabulary:* phrasal verb *call,* word formation. *Listening:* five bizarre tales. *Writing:* essay, competition entry, report. *Conversation and discussion:* how keptical are you? Stylistic analysis of a literary text.

Home Reading – once in two weeks

Individual Reading – optional

Current Events – once a week

Mini-lessons – twice a week

Test on H/R – once in 2 months

Demands for the credit:

1. **Reading, literary translation and linguistic and stylistic interpretation of a fiction extract** (*F. Scott Fitzgerald "Selected Prose", "The Great Gatsby", "Tender is the night"*).

2. **Speaking on the situation:**

VII Semester

- 1) What are the reasons contributing to instability of marriage nowadays?
- 2) Love and marriage are two different things, are they not?
- 3) When poverty comes in through the door, love files out the window.
- 4) The advantages and disadvantages of arranged marriages.
- 5) Does absence make the heart grow fonder or out of sight out of mind?
- 6) What special problems do you think arise from a marriage between people from different countries or cultures?
- 7) Is it better to have loved and lost than never to have loved at all?
- 8) A link between success and happiness, money and happiness.
- 9) Ways of motivating students to achieve a high level of English.
- 10) Where there's a will, there's a way.
- 11) Advantages and disadvantages of buying on credit.
- 12) How can a new found wealth change human psychology?
- 13) Current events in Ukraine.
- 14) Current events abroad.
- 15) The main problems raised in the home-reading book.

VIII Semester

- 1) What is included in the process of cloning?
- 2) Ethical issues of cloning.
- 3) In your opinion, what invention or discovery has brought about the most far-reaching and lasting changes in our civilization?
- 4) Is superstition a vice opposed to religion?
- 5) Do you believe in coincidence, fate and prophetic dreams?
- 6) Is traditional religion strong in Ukraine, or is it changing and diversifying?
- 7) Human cloning: pros and cons.
- 8) Current events in Ukraine.
- 9) Current events abroad.
- 10) The main problems raised in the home-reading book.

3. **Summarizing an article from Ukrainian into English.**

4. **Translating sentences based on the active vocabulary usage from Ukrainian into English.**

СИСТЕМА ОЦІНЮВАННЯ ЗНАНЬ

Підсумкова оцінка виставляється за результатами набраних балів (максимум 100, по 50 на аудиторну роботу та екзамен)

Схема розрахунку:

Аудиторна робота

| Контроль | Аудиторна робота | Модульна контрольна робота 1 (переклад) | Модульна контрольна робота 2 (переклад) | Підсумкова контрольна робота (переклад + твір) | Всього |
|-----------------------------|----------------------------------------------|-----------------------------------------|-----------------------------------------|------------------------------------------------|--------|
| Ваговий коефіцієнт | 6 | 1 | 1 | 2 | |
| Максимальна кількість балів | 30 | 5 | 5 | 10 | 50 |
| | «5» – 30 «4» – 24 «3» – 18 «2» – 12 | | | «5» – 10 «4» – 8 «3» – 6 «2» – 4 | |

Екзамен

| Вид роботи | Максимальна кількість балів | Всього |
|---------------------------------------------------------------------------------|-----------------------------|--------|
| 1. Читання та літературний переклад уривку з оригінального художнього твору. | 10 | 50 |
| 2. Лінгвостилістична інтерпретація уривку з оригінального художнього твору. | 10 | |
| 3. Бесіда по ситуації (непідготовлене мовлення). | 10 | |
| 4. Реферування газетної статті англійською мовою. | 10 | |
| 5. Переклад речень з української мови на англійську на основі активної лексики. | 10 | |

Шкала оцінювання

| Університетська | Національна | ЄКТС |
|-----------------|-----------------------------------|------|
| 90-100 | 5 (відмінно) | A |
| 80-89 | 4 (добре) | B |
| 70-79 | 4 (добре) | C |
| 60-69 | 3 (задовільно) | D |
| 50-59 | 3 (задовільно) | E |
| 26-59 | 2 (незадовільно – перескладання) | FX |
| 1-25 | 2 (незадовільно – повторний курс) | F |

Примітки:

- За невідвідування пар знімаються бали з вирахуванням питомої ваги кожної пропущеної пари (максимальна кількість балів за аудиторну роботу поділена на кількість запланованих пар (IV курс – $30/64=0.469$)).
- За умови набрання студентом за період аудиторної роботи 45-50 балів, підсумкова оцінка виставляється автоматично, набрані бали подвоюються.
- За умови набрання студентом за період аудиторної роботи 25 балів і менше, студент не допускається до складання іспиту.

Writing essays

To be able to write a good essay you must realize that your essay should be relevant to the set topic in both content and focus; the essay should be the result of wide reading, taking notes, looking things up, sorting out information, theories and ideas, and coming to well-thought-out conclusions.

An essay consists of a number of paragraphs which may be sorted into functional groups such as introductory, developmental, transitional, summarizing.

Depending upon the purpose or intent of the writer, particular paragraphs may be thought of as aiming to persuade, inform, argue, or excite. Paragraphs may also be classified according to such techniques of development as comparison, contrast, description, classification, generalization, etc.

Remember to:

- Give your essay a clear structure with a beginning (introduction), middle (body), and end (conclusion).
- Use clear, short sentences. Use common words that you know well, but avoid very informal words.
- Not use contracted forms such as don't and can't. These are used in spoken and informal English.
- Reread your essay and make changes after you write the first draft.
- Proofread and check your punctuation, capitalization, and spelling.

There are many things you can do in an essay, but you should decide what type of essay you are writing before you start. Doing this will help you organize your ideas. In your essay, you can:

1. Compare two or more things and decide which is best.
2. Discuss the advantages and disadvantages of doing something.
3. Discuss a problem and suggest a solution.

Make sure that the topic you choose includes an opinion and is not just a collection of facts that everyone already knows. Remember your readers and make your essay as interesting or surprising as possible.

Organizing your essays

Your completed essay should have an introduction, a body, and a conclusion. Each part of the essay has a specific purpose:

Introduction (usually one paragraph)

1. Introduce the subject and say why the subject is important and interesting to your readers.
2. Describe in a general way the areas that you will discuss in your essay.
3. Give your thesis statement, usually at the end of the introduction. The thesis statement is a clear opinion that you will prove in your essay.

Body (one paragraph for each main idea)

1. Describe the main points of the situation or problem in a sensible order. Save your strongest points for the end of the essay.
2. Organize your discussion into paragraphs and give each main point its own paragraph.
3. Write a topic sentence for each paragraph that states the main point of the paragraph. Use the rest of the paragraph to give facts, details, and examples that support the topic sentence.

Conclusion (usually one paragraph)

1. Give a summary of the points you have made and present your conclusion.
2. Make sure your conclusion matches your thesis statement in the introduction. If they express different opinions, you need to make changes until they do match.
3. Do not introduce any major new ideas in the conclusion. If there is another idea you want to discuss, put it in the body of the essay.

Linking your ideas

You can use the following useful phrases to organize your essay and link your ideas together. If you understand and learn these useful phrases, it will make your arguments clearer. These phrases can all come at the beginning of sentences or paragraphs. Try to vary your use of these phrases and avoid using the same one over and over.

To introduce the subject

It is a well-known fact that ...

Many people believe that ...

It is often claimed that ...

There are several ways of looking at the problem of ...

One of the most important issues in society today is ...

To start the discussion

First of all, / Firstly, / To begin with, / In the first place, ...

(NOT *Firstly of all*)

Let us begin by looking at ...

First of all, let us consider ...

The first thing that should be noted is ...

It is worth stating from the outset that ...

To continue the discussion

*Secondly, ... (NOT *Second* or *Secondly of all*)*

*Thirdly, ... (It is rare to use *Fourthly, Fifthly*, etc.)*

*Lastly, / Finally, ... (NOT *In the last / final place*)*

As far as ... is concerned / As regards ... / As for ...

This brings us to the question of whether/how/who etc. ...

It should also be noted/stressed that ...

Furthermore, / Moreover, / In addition, / Besides this, / What is more, ...

To show the other side of the discussion

However, / Nevertheless, ...

The opposite may also be true.

There is more than one way of looking at this problem.

(On the one hand ...) On the other hand, ...

If you use *On the one hand ...*, you should also use *On the other hand ...* in the following sentence or paragraph.

To show similarities

Likewise, / Similarly, / In the same way, ...

To give examples

For example, ...

To state a result or effect

Therefore, / As a result, / Thus, ...

To present a conclusion or a solution to the problem

On balance, ...

To sum up, / In summary / In conclusion, it would seem that ...

This brings us to the conclusion that ...

To conclude, it seems likely that ...

To express your personal opinion

In my opinion, ... (do **NOT** write *I think* after this phrase)

My personal opinion is that ...

My own view of this is that ...

It is my opinion that ...

Evaluating essays (criteria)**5**

Minimal errors (up to 1 per page). Resourceful, controlled and natural use of language, showing good range of vocabulary and structure. Task fully completed, with good use of cohesive devices, coherent in terms of organization and style. The ideas are also well thought-out and worthwhile.

4

Sufficiently natural, with some errors (up to 2 per page). Some evidence of range of vocabulary and structure. Good realization of task, attention paid to organization and cohesion; style usually appropriate. Strong in most areas, but intermittently deficient in one area or containing minor problems in more than one area. For instance, the essay may be strong in all areas but have some problems with audience contact, portions may lose focus or be underdeveloped, or there may be some distracting inconsistencies or errors in style (coherence).

3

The essay generally does the main job of the assignment – so it maintains its purpose. But it's either intermittently deficient in two categories or consistently deficient in one. For instance, either (a) task reasonably achieved, accuracy of language satisfactory and adequate range of vocabulary and range of structures or (b) an ambitious attempt at the task, causing a number of non-impending errors, but a good range of vocabulary and structure demonstrated. There might be minor omissions, but content clearly organized.

2

Some attempt at task but lack of expansion and/or noticeable omissions/irrelevancies. Noticeable lifting of language from the input, often inappropriately. Errors (more than 3 per page), sometimes obscure communication and/or language is too elementary for this level. Content not clearly organized.

F

This is an essay that either was not turned in, or is so deficient in so many areas that it might just as well not have been. Or, it could be an essay which completely misses the assignment altogether.

How to Summarize

1. **Read** the article.
2. **Re-read** the article. Underline important ideas. Circle **key terms**. Find the **main point** of the article. Divide the article into sections or **stages of thought**, and label each section or stage of thought in the margins. Note the main idea of each paragraph if the article is short.
3. Write brief summaries of each stage of thought or if appropriate each paragraph. Use a separate piece of paper for this step. This should be a **brief outline** of the article.
4. Write the **main point** of the article. Use your own words. This should be a sentence that expresses the central idea of the article as you have determined it from the steps above.
5. Write your **rough draft** of the summary. Combine the information from the first four steps into paragraphs.

NOTE: Include all the important ideas.

- ✓ Use the author's key words.
 - ✓ Follow the original organization where possible.
 - ✓ Include any important data.
 - ✓ Include any important conclusions.
6. Edit your version. Be concise. Eliminate needless words and repetitions. (Avoid using "the author says...", "the author argues...", etc.)
 7. Compare your version to the original.
 - Do not use quotations, but if you use them be sure to quote correctly. Indicate quotations with quotation marks. Cite each quotation correctly (give the page number).
 - Do not plagiarize. Cite any paraphrases by citing the page number the information appears on. Avoid paraphrasing whenever possible. Use your own words to state the ideas presented in the article.

In the summary, you should include only the information your readers need.

1. State the main point first.
2. Use a lower level of technicality than the authors of the original article use. Do not write a summary your readers cannot understand.
3. Make the summary clear and understandable to someone who has not read the original article. Your summary should stand on its own.
4. Write a summary rather than a table of contents.

Wrong: This article covers point X. Then the article covers point Y.

Right: Glacial advances have been rapid as shown by x, y, and z.

5. Add no new data and none of your own ideas.
6. Use a simple organization:
 - main point
 - main results: give the main results See sample
 - conclusions/recommendations
7. Unless the examples in the article are essential, do not include the examples in your summary. If you include them, remember to explain them.

Here is an easy way to begin a summary: In "[name of article]" [author] states... [State the main point of the article first.] For example: In "Computer Chess" Hans Berliner states that the CYBER 170 series computer can perform well in a chess tournament.

So when you write a summary:

1. State the main point first.
2. Emphasize the main stages of thought.
3. State the article's conclusion.
4. Summarize rather than give a table of contents.
5. Keep summary short: usually between one-third and one-fourth of the article's length.

Example:

Wrong:

This article covers the topic of measuring the extent of global deforestation. The article discusses reasons for concern, the technique, the results, and the project's current goal.

Right:

According to the author of "Seeing the Forest," the extent of global deforestation was difficult to measure until satellite remote sensing techniques were applied. Measuring the extent of global deforestation is important because of concerns about global warming and species extinctions. The technique compares old infrared LANDSAT images with new images. The authors conclude the method is accurate and cost effective.

Useful hints

Step 1 Basically summarizing is breaking down the article or a long passage of reading. When you are complete, you should be left with 5 'W's. Who, what, where, when and why.

Step 2 Study the article. Examine the title, any headings, illustrations, or any information about the author that may help you focus on your reading.

Step 3 Read the entire article carefully. Identify the main idea, major subordinate ideas, and their relationship to each other.

Step 4 The easiest way to summarize is to follow a well known and trusted method. This method is called T.M.D.

Topic – it is what the passage is about.

Main Idea – so the topic is the What then the main idea is the why important. The main idea is always written as a fact. It is never a question.

Supporting Details – the rest of the most relevant facts left in a passage or article. They should answer the rest of the 'W' questions.