

Полтавський державний педагогічний університет імені В.Г.Короленка

Факультет філології та журналістики

Кафедра англійської філології

**Н. С. Шкарупа**

**Практичний курс англійської мови**

**Самостійна та індивідуальна робота**

**Методичний посібник**

для студентів 4 курсу  
денної, заочної та екстернатної форм навчання

Спеціальності:

Філологія. Мова та література (англійська, німецька)

Філологія. Українська мова та література та іноземна мова (англійська)

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Навчально-методичний посібник призначений для студентів 4 курсу. Його мета – організувати самостійну та індивідуальну роботу студентів у процесі вивчення матеріалу практичного курсу англійської мови.

Посібник складається з:

- методичних рекомендацій щодо самостійної роботи з читання в рамках кожного змістового модуля;
- методичних рекомендацій щодо самостійної роботи виконання індивідуальних письмових завдань різного формату.

Посібник затверджено радою університету  
(Протокол № 13 від 25 травня 2009р.)

## Вступ

Посібник укладено згідно з Рекомендаціями ради Європи з мовної освіти та вимогами Програми з практичного курсу англійської мови (2001).

Мета посібника – організувати самостійну та індивідуальну роботу студентів у процесі вивчення матеріалу практичного курсу англійської мови.

Завдання – розвиток умінь читання та аналізу тексту, формування писемної мовленнєвої компетенції студентів у академічній сфері спілкування.

Зміст: посібник складається з:

- методичних рекомендацій щодо виконання індивідуальних письмових завдань різного формату.
- методичних рекомендацій щодо самостійної роботи з читання в рамках кожного змістового модуля.

Структура: модульна.

Тематика розмовних ситуацій та рекомендації щодо лінгвістичного аналізу тексту розроблені кафедрою англійської філології.

**Модуль 1**  
**Індивідуальна робота №1**

<b>№ п/п</b>	<b>Зміст індивідуальної роботи</b>	<b>Кількість годин</b>	<b>Кількість балів</b>	<b>Форма контролю</b>
1	Individual reading	5	2	Summary
2	Writing a discursive essay on one of the given topic	3	3	Eсе
	Усього:	<b>8</b>	<b>5</b>	

**Task 1. Individual Reading**

Read 4-5 pages of the chosen original fiction and write a summary of the literary extract (up to 200 words).

**Writing a Summary**

**Vocabulary**

- **summary** (pl **summaries**) – короткий виклад, резюме
- **concise** – короткий, стислий; чіткий; небагатослівний
- to give/to make a summary
- a summary **on**: *A brief summary is given **on** a separate sheet*
- a summary **of**: *The group produces a monthly summary **of** their research.*

**Content Tips**

**Summary** is a brief restatement of the main points (information) of an article (chapter, section, or a book) without giving all the details. It does not try to keep the main style or format of the original. You may need to use words that are different from the original. Summaries are concise, though they include the most important parts of the piece summarized.

**Suggested Procedure**

1. Read and understand the text. What is the general meaning? What is really being said?
2. What is the main idea of each paragraph? Give each paragraph a heading.
3. Decide if there are any paragraphs you can ignore.
4. Highlight the main points in each paragraph (facts, opinions, details).
5. Make notes of the important points in your own words. Put the notes in a logical order.

6. Check: Is the length appropriate? Have you included all the important points? If it is too long, what can you cut or combine? If it is too short, what should you bring in?
7. Review the spelling, consistency of verb forms, vocabulary, sentence structure, etc.
8. Do a final version.

## **Task 2. Writing an Essay**

Write an **argumentative essay** on one of the given topic (up to 300 words).

### **Content Tips**

**Essay** is a short piece of writing about a particular subject as a part of a course of study.

The ability to write well-organized, concise essays is essential. The material must be presented in logical order and clear language. An essay consists of a number of paragraphs. Here are some hints on **paragraph writing**:

1) There are paragraph introducers which are sentences that establish the topic focus of the paragraph as a whole. The topic sentence in the paragraph contains a key idea.

2) There are paragraph developers which present examples or details of various kinds to support the ideas of the topic sentence.

3) There are sometimes viewpoints or context modulators, which are sentences that provide a smooth transition between different sets of ideas.

4) There are paragraph terminators or restatement sentences, which logically conclude the ideas discussed in the paragraph.

Avoid the overlong and the very short paragraphs.

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, and 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.

In **linking paragraphs** together the transitional devices may be the following:

- 1) the use of a pronoun instead of the above mentioned nouns;
- 2) repetition of the key word or phrase used in the preceding paragraph;
- 3) the use of transitional words or phrases and connectives.

The following connectives and transitional phrases are particularly useful in essay writing:

*first, second, etc.;*

*next, finally, eventually, furthermore, meanwhile; because of, for; as, and since; thus, therefore, as a result, and so; at the same time, but; and (in order) to, so (that); and for, yet, nevertheless, nonetheless, however; whereas, while; on the other hand; in contrast, unlike; similarly, also, too, both; obviously; etc.*

## Language Tips

—restrictions upon the vocabulary. Words and phrases labeled colloquial, familiar, vulgar, slang are excluded as inappropriate. Abbreviations, contracted verbal forms, colloquial abbreviations of words (such as *ad, van, exam*, etc.) should not be used;

—preference should be given to concrete words rather than abstract (instead of *walk* — more specific *stroll, shuffle, trot*, etc.);

—wider use of phrasal verbs should be made;

—overused adjectives, adverbs, clichés should be avoided;

—idioms should be used with care;

—features of **academic style** should be preserved: lengthier and more complex paragraphs; the approach to the material is analytical, objective, intellectual, polemical; the academic writer's tone is serious, impersonal, formal rather than conversational, personal, colloquial; the academic writer makes frequent use of passive forms of the verbs; impersonal pronouns and phrases; complex sentence structures; specialized vocabulary.

## Essay Topics

### Module 1. Education

II. ‘There is one kind of co-education that everybody believes in – co-education of teachers and students’ (John Dewey, American educator).

III. The value of university degree.

IV. Money spent on brain is never spent in vain.

### Самостійна робота №1

№ п/п	Зміст самостійної роботи	Кількість годин	Кількість балів	Форма контролю
1	Home reading	8	5	Linguistic analysis of the text

## Linguistic Analysis of the Text

1. The subject matter of the text. What is the story about? Give its subject in one word or in short phrase.

2. Setting of events. Where does the story take place and when? Does the setting matter to the story or could it taken place equally well in some other place and at some other time? Has the narrator emphasized certain details? Which? Why? What functions does the setting have?

3. Composition of the text (exposition, complication, climax and denouement). Are the elements of the plot ordered chronologically? Is the action fast or slow moving? Which episodes have been given the greatest emphasis? Is the plot (the sequence of events) of major or minor importance?

4. The type of narration (*e.g.* description, character drawing, account of events, dialogue, enteric monologue).

5. Characters. Main and minor characters, the protagonist and antagonist. Who are the characters? What are they like: in appearance, in habits of speech and behaviour? What are their names? Does it have any significance? What method does the author use to describe the characters (direct or explicit, indirect or implicit)? Does he use direct characterization amply or sparingly?

Personal features of the characters. How do their actions and doings characterize them? The speech of characters (as a means to reveal reveals the character's individual experience, his/ her culture and psychology, social position, profession and so on). The course of the story: do the characters change as a result of their experience? What is the relationship between the characters and how is this relationship pointed out? What contrasts and parallels are there in the behaviour of the characters? Are the characters credible? Do they act consistently? If not, why?

6. The narrator. What tells the story? Is it told by one of the characters, by a narrator outside the story, or by whom? Is it a third-person narrative with the omnipresent author who moves in and out people thoughts and comment freely on what characters think, say and do? If the story is told by one of the characters, does it help to make it more effective? Describe the participation of the narrator in the events.

7. Mood and tone. In what key is the text written? How is the mood achieved? Does it change general slant of the text? Is it lyrical, melancholy, satirical, humorous, pathetic, and unemotional? How can you prove it? Is the general tone matter-of-fact, sentimental, moralizing, bitter, ironical, or sarcastic? What attitude to life does the story express?

8. The language peculiarities of the text. What sort of language is used? Is it simple or elaborate, plain or metaphorical? Lexical and grammatical peculiarities. Expressive means and stylistic devices: the role in the text (what is the author's aim to use them? *E.g.* The author sympathizes with the main characters. We feel it because he uses such epithets as ...). Is the author successful in the portrait of his subject and conveying his feelings? Does he succeed in portraying the characters? Are the images

created in the text; genuine, poetic, fresh, trite, hackneyed, stale? Are there any symbols in the text?

9. The message of the text. What is the author's point of view on the problems raised in the story? What does the author proclaim in his story? Is the end of the text clear-cut and conclusive or does it leave room for suggestion? Can there be alternative interpretations of the text?

10. The title of the text. Try to explain the title of the text. Is it metaphorical or symbolic?

11. Your opinion of the story. Confirm it by the text.

**Модуль 2**  
**Індивідуальна робота №2**

№ п/п	Зміст індивідуальної роботи	Кількість годин	Кількість балів	Форма контролю
1	Individual reading	5	2	Summary
2	Writing an <b>argumentative</b> essay on one of the given topic	3	3	Ece
	Усього:	<b>8</b>	<b>5</b>	

**Task 1. Individual Reading**

Read 4-5 pages of the chosen original fiction and write a summary of the literary extract (up to 200 words).

**Task 2. Writing an Essay**

Write an **argumentative essay** on one of the given topic (up to 300 words).

**Writing an Argumentative Essay**

**Techniques of writing an argument (reasoning)**

Reasoning is a chain of logical operations that result in a conclusive proposition and can take the form of a result thesis.

Process of reasoning:

premises – propositions – argumentation – inference – conclusion.

Types of reasoning:

- **categorical**, based on indisputable solid facts;
- **alternative**, based on controversial knowledge;
- **subjective**, based on individual understanding of the situation.

Avoid:

- sliding from one idea to the other with ambiguous plan in mind;
- failing to distinguish between facts and opinions;
- using emotional language instead of arguments;
- giving false arguments not true to fact and ignoring knowledge;
- rashly generalizing in the conclusions and simplifying assumptions;
- asserting instead of proving by proceeding from a single case;
- self-humiliation (Of course, I am no authority for you...);
- challenging (I know that you will reject it...);
- chasing several unconnected propositions instead of one
- deviating in logic.

**Argumentative Essay Structure**

## I. Introduction

The author's point of view: writing a *hook*. The hook is the opening statement or statements. Just as a fisherman uses a hook to catch a fish, so a writer uses a *hook* to catch reader's attention. If a *hook* does its job well, readers will want to read the rest of the essay after they have read the hook. Writing a good hook is not easy. It requires a great deal of thought and practice. There are some ways to write a hook:

- one of the common way to write a hook is to ask a *question*. If readers want to know the answer to the question, they are "hooked" and read the essay;
- another way to write a hook is to begin an essay with an interesting *observation*;
- writers often begin an essay with a *unique scenario* (situation, event) to catch reader's attention;
- sometimes writers use a *famous quote* as a hook.

## II. Body

Paragraph 1 – topic sentence

- Pro thesis statement; arguments; examples

Paragraph 2 – topic sentence

- Pro thesis statement; arguments; examples

Paragraph 3 – topic sentence

- Con thesis statement; counterarguments; proving that it is wrong

## III. Conclusion

Restate the point of view. In the last paragraph you can state your personal opinion; give the reader something to consider; summarize the essay; end with a quotation or a rhetorical question.

## Essay Topics

### Module 2. Courts and Trials

1. Crime is a kind of disease and should be treated as such.
2. Small crimes always precede great ones.
3. There no justification for terrorism.
4. Drugs should be legalized.
5. Parents should be punished for child abuse.
6. He that once deceives is ever suspected.
7. Ignorance of the law excuses no man.
8. Gun-violence in films has a direct effect on gun-related crime.
9. The most economical form of punishment is execution.

## Самостійна робота №2

№ п/п	Зміст самостійної роботи	Кількість годин	Кількість балів	Форма контролю
1	Home reading	8	5	Linguistic analysis of the text

**Task:** Read the text (5-6 pages) and give linguistic analysis of it.

## Модуль 3

### Індивідуальна робота №3

№ п/п	Зміст індивідуальної роботи	Кількість годин	Кількість балів	Форма контролю
1	Individual reading	5	2	Summary
2	Writing a book review	3	3	Рецензія
	Усього:	<b>8</b>	<b>5</b>	

#### **Task 1. Individual Reading**

Read 4-5 pages of the chosen original fiction and write a summary of the literary extract (up to 200 words).

#### **Task 2. Writing**

Write a book review (up to 300 words).

#### **Writing a Book Review**

Introduce the book you're writing about. Give the title, and the author, and any other relevant background information.

Summarize the plot without getting into too much detail. (What happens in the book?)

Focus only on the most important things that you liked or didn't like about the book. Describe an event which you think will give a flavour of what the book is about without giving away the plot. Explain why what you have chosen is a suitable 'advertisement' for the book.

Use examples to illustrate the points you are making.

If you liked the book, recommend it for others to read, and give a reason why you think they should read it. Why have you enjoyed reading the book? What was especially enjoyable (the storyline, the characters, language level, the fact that you could identify with the theme etc)?

Choose two characters who you know well. Say why you like and dislike the two characters you have chosen, but avoid repeating the same reasons for each character.

Explain why you think it is worth reading (e.g. what did you find uninteresting / enjoyable / exciting / amusing about it?). Did you think it was well written?

Organize your writing into clear paragraphs. Check that you have linked your points together well.

Summarize what you think about the book. Check grammar, spelling and punctuation.

If there is a word limit, check that you have written the required amount.  
Use an informal style.

### Самостійна робота №3

№ п/п	Зміст самостійної роботи	Кількість годин	Кількість балів	Форма контролю
1	Home reading	8	5	Linguistic analysis of the text

**Task:** Read the text (5-6 pages) and give linguistic analysis of it.

## Модуль 4 Man and Music

### Індивідуальна робота №4

№ п/п	Зміст індивідуальної роботи	Кількість годин	Кількість балів	Форма контролю
1	Individual reading	5	2	Summary
2	Writing a narrative essay on one of the given topic	3	3	Ese
	Усього:	<b>8</b>	<b>5</b>	

#### Task 1. Individual Reading

Read 4-5 pages of the chosen original fiction and write a summary of the literary extract (up to 200 words).

#### Task 2. Writing

Write a narrative essay (up to 300 words).

##### Writing Narrative Essay

**Narrative essay** contains a series of events that may be either true or imaginary. It may be written in either first or third person and in a vivid descriptive style. Often it includes the thoughts and reactions of the main characters.

#### Narrative Essay Structure

##### I. Introduction

The introduction informs readers about the time, place and characters involved. It sets the scene with descriptions that make the reader want to continue reading. Sometimes a narration begins dramatically in order to capture the reader's attention. Some **narrative techniques**:

- *What happen to me was...*
- *You will never guess what happened...*
- *Did I tell you about the time...?*
- *Believe it or not, but...*

##### II. Main Body

The series of events are developed in the main body. Often a dialogue is used to bring out the thoughts and feelings of the characters. A paragraph can be descriptive, narrative or persuasive. The **format** of the "descriptive paragraph": **topic sentence** – **supporting details** – **concluding sentence**. It is important to connect sentences

within a paragraph and one paragraph with the other with **cohesive devices** that make textual clauses related to each other.

- Paragraph 1 – the first event
- Paragraph 2 – the second event
- Paragraph 3 – the third event

To **draft and redraft** a paragraph the following frequently used steps are recommended:

- Shape your paragraph (decide on length and write in clear sentences);
- Vary examples (illustrate your idea in a variety of ways);
- Make the paragraph cohesive (use cohesive devices);
- Make the paragraph logical (next idea taking up the previous one);
- Make the paragraph coherent (united by a clear central idea);
- Frame your paragraph with the opening and conclusive phrases.

### III. Conclusion

Sometimes the conclusion completes the story in an unexpected way. It may reveal the consequences of the events related in the story.

#### Set of Cohesive Devices

<b>To show purpose</b>	<b>To link a topic</b>	<b>To explain, give reasons</b>	<b>To add information and reasons</b>
<i>In order to In order that So that</i>	<i>As for Concerning With regard to With respect to</i>	<i>Actually Certainly In fact</i>	<i>Besides Equally Moreover To say nothing of To say the list of</i>
<b>To show cause and effect</b>	<b>To compare</b>	<b>To contrast</b>	<b>To show logical order</b>
<i>Accordingly As a consequence As a result</i>	<i>By comparison Here again Likewise similarly</i>	<i>Conversely Instead of In spite of that On the contrary</i>	<i>For example For instance In particular</i>
<b>Conjunctions</b>	<b>To show conviction</b>	<b>To show concession</b>	<b>To summarize</b>
<i>And But Or For</i>	<i>At least Apparently Evidently Certainly Presumably</i>	<i>After all At any rate However Nevertheless</i>	<i>In all In a word In brief Briefly</i>

### Самостійна робота №4

№ п/п	Зміст самостійної роботи	Кількість годин	Кількість балів	Форма контролю
1	Home reading	8	5	Linguistic analysis of the text

**Task:** Read the text (5-6 pages) and give linguistic analysis of it.

## Модуль 5 Problem Children

### Індивідуальна робота №5

№ п/п	Зміст індивідуальної роботи	Кількість годин	Кількість балів	Форма контролю
1	Individual reading	5	2	Summary
2	Writing a teaching practice report	3	3	Звіт
	Усього:	8	5	

#### **Task 1. Individual Reading**

Read 4-5 pages of the chosen original fiction and write a summary of the literary extract (up to 200 words).

#### **Task 2. Writing**

Write a **report** on your teaching practice (up to 300 words).

### Writing a Report

#### **Content Tips**

A **report** is a piece of factual or impersonal writing, often to be given to an official body. It usually incorporates recommendations.

A report includes:

- main title
- aim and scope of the report
- a clear introduction, including background
- clear headings with ideas grouped according to the topic
- clear organized paragraphs, possibly including a topic sentence, the facts of the situation (or ‘findings’)
- your evaluation of individual aspects
- logical organization
- conclusions, incorporating personal recommendations. Make sure you have two or three concrete suggestions.

Before you start writing, think of the main point you will include in each paragraph.

Use a **formal or neutral** style. Read through what you have written in order to check your spelling and grammar

### Самостійна робота №5

№ п/п	Зміст самостійної роботи	Кількість годин	Кількість балів	Форма контролю
1	Home reading	8	5	Linguistic analysis of the text

**Task:** Read the text (5-6 pages) and give linguistic analysis of it.

**Модуль 6**  
**Mass Media**

**Індивідуальна робота №6**

<b>№ п/п</b>	<b>Зміст індивідуальної роботи</b>	<b>Кількість годин</b>	<b>Кількість балів</b>	<b>Форма контролю</b>
1	Individual reading	5	2	Summary
2	Writing a balanced essay on one of the given topic	3	3	Есе
	Усього:	<b>8</b>	<b>5</b>	

**Task 1. Individual Reading**

Read 4-5 pages of the chosen original fiction and write a summary of the literary extract (up to 200 words).

**Task 2. Writing**

Write a balanced essay on one of the given topic (up to 300 words).

**Writing a Balanced Essay**

In **balanced essay** you are to summarize and classify the views into opposing groups and to strike a balance between them. These can be “pros-and-cons”, “advantages-and-disadvantages”, “rights-or-wrongs”. Approach the topics in a carefully “weighed” way and avoid jumping into hasty and biased conclusions.

**Balanced Essay Structure**

**I. Topic Introduction**

**II. Topic Development**

Paragraph 1 – topic sentence

- Pro thesis statement
- Con thesis statement

Paragraph 2 – topic sentence

- Pro thesis statement
- Con thesis statement

Paragraph 3 – topic sentence

- Pro thesis statement
- Con thesis statement

**III. Topic Restatement**

**Essay Topics**

## Module 6. Mass Media

### Самостійна робота №6

№ п/п	Зміст самостійної роботи	Кількість годин	Кількість балів	Форма контролю
1	Home reading	8	5	Linguistic analysis of the text

**Task:** Read the text (5-6 pages) and give linguistic analysis of it.