

Комплекс вправ для навчання майбутніх філологів англійського писемного мовлення

У статті пропонуємо розробки з навчання студентів I курсу написання неофіційного листа і відповідні інструкції англійською мовою. У запропонованих розробках приділяється увага граматичному оформленню неофіційного листа та інструкції. Так, при навчанні написання *неофіційного листа* студенти ознайомлюються з еліптичними реченнями, експресивними конструкціями, засобами міжфразового зв'язку; при написанні *інструкції* – із засобами міжфразового зв'язку, що передають хронологічну послідовність дій, тренуються у використанні цих граматичних явищ в усному та писемному мовленні. На першому етапі навчання відбувається демонстрація граматичних явищ у мікроконтексті і проведення евристичної бесіди для повідомлення функції і форми граматичного явища.

Під час евристичної бесіди викладач ставить навідні запитання, привертає увагу студентів до нових граматичних явищ, пропонує порівняти речення з виучуваними граматичними явищами з раніше засвоєними або між собою, тим самим підштовхуючи студентів до правильних висновків. Студенти розмірковують, формулюють висновки вголос, що дозволяє викладачу постійно контролювати дії студентів та формулювати в них механізми самоконтролю на основі умінь аналізу граматичних явищ.

На другому етапі навчання, крім навчання правильного оформлення, коректного використання мовленнєвих кліше, розвитку умінь написання текстів з опорами, відбувається навчання граматично правильного оформлення текстів різних жанрів. Метою третього етапу (продуктивного) є формування самоконтролю і взаємоконтролю граматичної правильності письмових текстів. На цьому етапі здійснюється контроль, взаємоконтроль і самоконтроль граматичної правильності створених студентами писемних текстів відповідного жанру. Отже змістом третього етапу, крім виконання продуктивних мовленнєвих вправ на створення тексту певного жанру, є виконання контрольних граматичних вправ з локалізації помилки, її пояснення та виправлення. Для ефективного виконання таких вправ студенти користуються таблицями символів для позначення помилок у англомовних письмових роботах та інструкціями щодо їх використання.

Символи для позначення помилок в англомовних письмових роботах студентів

SYMBOL	EXPLANATION
vt	incorrect verb tense
vf	verb incorrectly formed
modal	incorrect use or formation of a modal
cond	incorrect use or formation of a conditional sentence
wo	incorrect or awkward word order
conn	incorrect or missing connector
pass	incorrect formation or use of passive voice
p	punctuation incorrect or missing
art	incorrect or missing article
num	problem with the singular or plural of a noun
cap	capitalization – capital letter needed
coh	coherence – one idea does not lead to the next
sp	spelling error – word incorrectly spelled

1. Комплекс вправ для навчання написання емоційно-забарвлених особистих листів

Module 1

1. Compare the following notes and say which one is appropriate to the informal style and why. Read the sentences that help you recognize the informal note.

A. Dear Dan,

Some days ago I met Pamela. Remember her? She said her brothers needed your help. Will you call them? Hope you will.

*Love to your sweet daughter,
John*

B. Dear Mr. Leen,

Some days ago I met Pamela Wood. Do you remember her? She said that her brothers needed your help. Will you call them? I hope you will do it.

*Give my love to your sweet daughter,
John Forester*

2. How can we change the sentence to make it informal? How do we call the omission from a sentence of material which is logically required to complete its structure? Find in the notes as many examples of such omission as you can. Give your own examples.
3. Read the Note and compare your answers with the information given in it.

Special Note

To make an informal letter appropriate to its style you should use ellipsis. Ellipsis is the omission from a sentence of material

which is logically required to complete its structure. Example: *Seems we have a problem (It seems we have a problem).*

4. Read the following ellipsis and say what members of the sentences are omitted: 1. *Love you very much.* 2. *Remember her?* 3. *You going out with her?* 4. *He was so surprised he could hardly breathe.*
5. Sum up all the information about ellipsis filling in the table given below.

Ellipsis

Type of omission	Example

6. Read the Note and compare your answers with the information given in it.

Special Note

The following types of omission can be found:

- 1) subject omission (*Miss you very much.*);
- 2) subject and predicate (or a part of it) omission (*Know anything about it? Going to read it?*);
- 3) predicate (or a part of it) omission (*You living in New-York?*);
- 4) conjunction omission (*I'm so happy I could hardly breathe.*).

Exercise 1. Read the sentences below and fill in the table:

Type of omission	Sentence number
subject omission	
subject and predicate (or a part of it) omission	
predicate (or a part of it) omission	
conjunction omission	

1. Wouldn't have missed this show for the world. 2. Love to beautiful Nancy. 3. I was so excited I could hardly eat my breakfast. 4. Give you lunch period at noon? 5. Hope it goes well with you first day? 6. This evening Major Parkinson giving a talk of Life in India for people going there for the first time. 7. Leo said his father once served here. 8. Got up early to go to confession... 9. Suppose that means us. 10. Remember Pamela?

Exercise 2. Help your younger sister change some sentences into ellipsis.

1. I hope that we'll meet next year. 2. Do you know anything about it? 3. I wouldn't have missed his concert for the world. 4. Do you remember my elder sister Debbie? 5. He was so angry that he could hardly speak. 6. This evening Major Parkinson is giving a talk of Life in India for people going there for the first time. 7. She said that her father once served here. 8. I got up early to go to confession... 9. I suppose that means something nice.

Exercise 3. Your friend has written a letter but it sounds a bit formal. To make the letter informal help your friend change some sentences into ellipsis.

Dear Ken,
How are you? I hope that it goes well with your studies.
Do you remember my cousin Victor? I saw him yesterday. Victor was so angry that he could hardly speak. It turned out that somebody had spoiled his pictures! Have you seen those pictures? They were really nice! I suppose that he would be able to find the same.

Give my love to little Tommy.
Your Alex.

Exercise 4. In your letter you want: a) to ask if your friend remembers your sister; b) to ask if Peter thinks you were wrong; c) to tell that you'll be soon; d) to tell that you are not sure that the party will be in time; e) to ask your friend if he has seen the pictures. Remember that in private letters some part of a sentence can be omitted. The first sentence is done for you.

- a) Remember my sister?

Module 2

1. To make your speech emotional you should use expressive construction – sentences beginning with exclamatory words *what* and *how*. Read the following texts, find the expressive construction and underline them.

- 1) *Some days ago we went to see my cousin. We missed the bus and had to go by train. How crowded it was!*
- 2) *You know, I enjoy eating out. Last Sunday I went to a restaurant downtown and ordered some fish, Greece salad and white wine. What wine it was!*
- 3) *How slippery it is! Please, be careful.*
- 4) *Gorge isn't romantic. But how he had said it!*

2. What is the structure of the expressive construction? What parts of speech do the exclamatory words *what* and *how* refer to?

1. Find the emphasized word in each expressive construction and circle it.
2. Does the inversion take place in the expressive construction?
3. Sum up all the information about the expressive construction filling in the table given below.

Expressive construction

The structure of the expressive construction	Example

6. Check your answers with the help of the Note:

Special Note

To make your speech emotional you should use expressive constructions – sentences beginning with exclamatory words *what* and *how*. The exclamatory *what* refers to nouns, *how* – to adjectives, adverbs and verbs. The emphasized word is placed immediately after the exclamatory word except when the predicate is emphasized which is put in its usual place after the subject. No inversion takes place in sentences of this kind.

7. Copy out the expressive construction with *what* grouping them into the three groups: 1) *What + a*

countable noun in singular; 2) *What + a countable noun in plural*; 3) *What + an uncountable noun*. What should be born in mind as to the use of the article in such constructions?

1. *What a dress!* 2. *What a cook you are!* 3. *What a change it the weather!* 4. *What sportsmen they were!* 5. *What weather it is!* 6. *What clever books you have!* 7. *What tea it was!* 8. *What a naughty girl!*

8. Read the following expressive constructions beginning with the words *how* and *what* and group them into the structural types:

1. How + adj.! (*How nice!*)
2. How + adj. + noun / pronoun + verb! (*How beautiful she is!*)
3. How + adv. + noun / pronoun + verb + pronoun! (*How quickly he has done it!*)
4. How + noun / pronoun + verb + pronoun! (*How he has said it!*)
5. What + adj. + noun! (*What a beautiful girl!*)
6. What + noun! (*What a life!*)
7. What + noun + noun / pronoun + verb! (*What a place it was!*)
8. What + adj. + noun + noun / pronoun + verb! (*What a clever boy he is!*)

A. What an adventure! B. How I wished for it! C. How tired I am! D. What a day it was! E. How beautiful! F. How smart she looks! G. What a naughty kitten! H. How slowly she has said it! I. How she has opened it! J. What a clever person he was! K. What a change in the weather! L. How bright the sun was! M. How silly he is! N. What a terrible building it was! O. How blue the sky is! P. How crowded the room was! Q. What a book! R. How slippery it is!

Exercise 1. Match each expressive construction on the left with the corresponding intention of the speaker on the right.

- | | |
|--------------------------------|-------------------------------------------------|
| 1. What a nice person he is! | A. It is fantastic that he was so polite. |
| 2. How polite he was! | B. It is amazing that the day is so hot. |
| 3. How happy I am! | C. It is incredible how slowly she has said it. |
| 4. How slowly she has said it! | D. It is unbelievable that she looks so smart. |
| 5. How smart she looks! | E. It is incredible how nice he is. |
| 6. What a hot day! | F. It is fantastic how happy I am. |

Exercise 2. Choose from the constructions (a, b, c) the best translation of the given sentences in Ukrainian.

1. Оце так розумник!
 - a) It is incredible that the boy is so clever.
 - b) What a clever boy he is!
 - c) He is a very clever boy.
2. Як швидко він це зробив!
 - a) He has done it so quickly.
 - b) It is unbelievable that he has done it so quickly.
 - c) How quickly he has done it!

3. Що за холодний день!

- a) What a cold day!
- b) The day is so cold.
- c) It is fantastic that the day is so cold.

Exercise 3. Change the following sentences into expressive constructions beginning with *what* and *how*.

1. It is fantastic that he was so smart. 2. The coffee she gave was perfect. 3. The sky is so blue. 3. It is amazing that the day is so hot. 4. It is incredible how slowly she has said it. 5. It is unbelievable that she looks so smart. 6. It is incredible how nice he is. 7. I am very happy. 8. It is fantastic that you have so clever books.

Exercise 4. Your friend wrote you about

- a) an interesting trip to Paris;
- b) successfully passed exam;
- c) his / her naughty brother;
- d) his / her silly kitten;
- e) a beautiful girl / a handsome boy he / she met.

What would you write to express your emotions? The first sentence is done for you.

- a) What an interesting trip it was!

Module 3

Exercise 1.

A. Read the following letters and decide which of them is addressed to a pen-friend, and which – to an official.

Letter A

August 13, 1911
Bonham, Texas

Dear Mr. Sully,

I am pleased to accept the position in the White Star school for the coming year. The salary offer of forty-two dollars per month along with room and board is quite satisfactory.

I will be on the train to Estelline September 1, and I look forward to meeting you then.

Sincerely,
Lucy Eliza Richards

Letter B

December 1, 1911
At the Constable's

Dear Katie,

Please know I write this out of love for you and Mama.

In three days you'll be seventeen, the age I was when I left home. Oh, Katie! I was sure that this would be my great adventure, and in some ways, it has been that. But the best times, the shining moments, have come as a result of just plain hard work.

Until you marry, focus on one of the professions (teaching or nursing), work hard, and you'll experience the satisfaction that comes when one does a job well.

Lovingly,
Lucy

P.S. I wrote Mama that I hoped she would let you have a black dress for the Christmas ball. When I was your age, I would not have wanted black, but, as I reminded Mama, times are changing.

P.S. Again, miss you very much.

B. Write what makes you think the letter illustrates formal/informal style.

C. Copy out grammar structures appropriate to the informal style: 1) reduced forms; 2) ellipsis.

Exercise 2. Read the following extract and underline special grammar structures that add emotional colouring and characterise informal style:

- 1) inverted sentences;
- 2) expressive construction beginning with *how* and *what*;
- 3) parentheses;
- 4) interjections.

Dec 23rd

What a change in the weather! Bright sunshine and very hot in the cabin, we had to put the metal windscoop in the porthole to bring the breeze in. All the men are just in their white shirts or singlets, I wish women didn't have to wear so many clothes, still I left off all my petticoats and I'm wearing a light cotton short-sleeved blouse. All the ship's crew are now wearing their white drill uniforms, they look so clean. Kippers and toast for breakfast. We found out the tea we're drinking was Lipton's from Darjeeling, it was Bill Eggit who wanted to know, he says there are lots of different kinds of teas, I didn't know that I thought they were all the same. Well, we live and learn.

Great excitement, some of the crew have been fishing out a long line from the stern of the ship and caught a big fish about three feet long, it was dark grey with a fin on top. The passengers all crowded around as it lay on the desk, I asked Leo what kind of fish it was and he said, 'A wet one'. Oh he is silly, the sailor who caught it said it was a dog fish, when the sailor told us Leo said, 'Why isn't it barking?' Oh he really is silly but I love him for it, he's so different.

(S. Milligan. *It ends with Magic*, p. 47)

Exercise 3. Your sister has written a letter to her friend but it is a bit formal. Help her change the letter into informal one.

Dear Miss Morris,

It was most thoughtful and kind of you to send me the book I need. The book is really very interesting and helpful for me.

I was very pleased to hear about your graduation. I know that you have worked so hard for it!

Obviously I am keen to know about your plans for the future. Once again, my wholehearted congratulations.

I am looking forward to your letter,

Scitlana

Exercise 4. Read the letter that follows. Write the note to which the extract giving below was the answer.

Dear Syl

Serves you right! Never turn your back to the class when

writing on the board – learn the overhead backhand. Never give a lesson on 'lie and lay'. Never raise your voice; let them stop talking to hear you. Never give up. And to thine own self be true.

(There is no such thing as a Social Intercourse Period!)

Bea

(B. Kaufman. *Up the Down Stair Case*, p.17)

Exercise 8. Your younger sister wrote a letter to her English pen-friend. But she has some difficulties with the tense-forms denoting the past action. It causes mistakes in grammar forms. Besides, her letter is not emotional and even a bit official. Correct all the mistakes in grammar forms and change some sentences (into ellipsis and expressive constructions) to make the letter emotional and expressive.

January 17, 2002

Dear Sally:

Yesterday was a very fine day. I had got your letter. Thank you very much.

I am glad you managed to visit your brother during the holidays. Did you like Athens?

As for me, my last holidays was not very happy as I had been ill. I had high temperature and headache. But do not worry, I am OK now. Do you remember my cousin Julia? She had come to visit me every day. Two days ago she has a birthday party and is presented a puppy. It is very nice. His nickname is Jasper. It is fantastic how funny it is.

I have just looked out of the window. It is snowing now. It was snowing since morning and that is why everything is covered with snow. Little children are playing in the yard. They are so excited that I can listen to them crying with joy and happiness.

I wish you were here! I would show you my native town. Do you think it will be possible for you to come?

That is all for the present.

Tell your parents that I send them my love.

Respectfully yours,

Olena Babenko

Exercise 9.

A. Write a letter to your English-speaking friend about the exciting trip you had during your holidays.

B. Read through your work. Make sure that you have used correctly: (1) writer's address, informal salutation to the addressee, informal closing word or phrase; (2) tense-forms; (3) grammatical structures appropriate to the informal style.

Exercise 10.

A. You've got a letter from Larry (he lives in the United Kingdom). He wonders what you usually do in your spare time. Write a reply to him.

B. Read through your work. Make sure that you have used correctly: (1) writer's address, informal salutation to the addressee, informal closing word or phrase; (2) tense-forms; (3) grammatical structures appropriate to the informal style.

C. Exchange your works. Check each other's work. Use correcting symbols.

2. Комплекс вправ для навчання написання інструкцій

Special Note

When writing instructions, describing processes or giving directions, you should give detailed information in the chronological order. Write short, clear sentences using the imperative.

Each stage of the instructions or processes is normally written on a new line. You may either number the various stages or use subheadings to separate them.

Sequence words (transitional signals) such as *first, first of all, second, third, next, after that, then, finally, in the morning, at night, as soon as* or verbs such as *make sure, wait, remember, be careful, do not, etc.* can be used to link pieces of information.

Sequence words are usually placed at the beginning of a sentence. They are followed by a comma. *Then* is not followed by a comma; it is an exception.

Exercise 1.

A. Below is an explanation of how to listen to compact discs. As you read the instructions, circle the words that tell the ORDER of the steps. Choose the title from the list below:

- 1) *How to Listen to Compact Discs;*
- 2) *Listening to Compact Discs*
- 3) *How to Have Fun.*

At first, switch the function selector to the CD position. Then press the CD eject button. Put the desired disk on the disk table.

After that press the CD compartment. The table goes in, and after 2 or 3 seconds, the total number of music contained in the disk and running time are displayed in the CD. CAUTION: If the table is closed without disk, the display disappears after twinkling "O" for some seconds.

B. Answer the following questions.

1. Is the chronological organisation in each paragraph clear?
2. Are the specific details in each paragraph helpful in following the process that is examined?
3. What techniques of support are used in each of the paragraphs?
4. Is every step of each paragraph clear for the reader? Does a step need to be added in either of the paragraphs? Does a step need to be left out because it is too obvious or because it is irrelevant?

Exercise 2. The following sentences are a set of instructions, but they are in the wrong order. Working in a group, put them in the logical order. Discuss how the underlined words help you. When you have finished, write the instructions out in the form of a paragraph.

Monitor Installation Guide for Windows 2000

- a) Next, choose your monitor model in the model list, then click the "OK" button.

b) Once the disk is in, double click *Setup 2000.exe* file on A:\Win2000.

c) To start with, insert the diskette into the floppy drive.

d) Finally, click the "OK" button.

Now, click the "Install" button in the "Warning" window.

Exercise 3. Write the instruction out adding the title and the words that tell the order of the steps.

Training your dog to sit and stay requires these five steps. Give the command "sit", and push down gently on the dog's back.

Put your dog on your left side, and hold the leash in your right hand.

At the same time you are pushing down, pull up gently on the leash to keep the dog's head up.

Return to the dog's side and praise it generously.

Remain at a distance for five seconds.

Move one or two steps away from it, and give the command "sit-stay".

Exercise 4. The following sentences are a set of instructions, but they are in the wrong order. Working in a group, put them in the logical order. When you have finished, write the instructions out in the form of a paragraph. As you write, add the words that tell the ORDER of the steps. Give the title to your writing.

Under the message, on the right, end your note with a word or phrase that shows how you feel. Sincerely is a good word to use with friends and older people. You might want to say something stronger – for example, With love or Fondly – if you're writing to someone you're very close to. This word or phrase is called the closing. The first word of the closing should be capitalized. Put a comma after a closing.

Put the date in the right-hand corner.

Leave some space below the date. Starting at the left-hand margin, write Dear and the name of the person you're writing to. This is called the salutation. The first letter of the first word and all the names in the salutation should be capitalized. Put a comma after the salutation.

Leave a margin on both sides of the stationery.

Below the salutation, begin your message.

Use a piece of unlined stationery. If your stationery is the fold-over kind, write on the inside.

Sign your name before the closing. Since you're writing to a friend or a family member, your first name is all that's necessary.

Exercise 5. Fill in the gaps with the appropriate verbs. What is described in the instruction?

First, 1) ___ the receiver.

Then 2) ___ your card into the slot.

3) ___ for the dialling tone.

4) ___ the number carefully.

After you have finished your call, 5) ___ the receiver down.

Finally, 6) ___ your card from the machine.

Key words: 1) to pick up; 2) to insert; 3) to listen; 4) to dial; 5) to put; 6) to remove.

Exercise 6. In the list of instructions given below the verbs are not translated. Rewrite instruction translating the verbs.

Precautions

Mobile phones (повинні бути відключені) at all times in an aircraft.

(не користуйтеся) near gas stations, fuel depots, chemical plants or blasting operations.

(не користуйтеся) in hospitals; medical electronics, e.g. pacemakers and hearing aids can be affected.

Minor interference (можуть бути заповдіяні) TVs, radio, PCs, etc.

(не торкайтесь) the antenna unnecessarily while using the phone.

(не тримайте) the phone in your hand while driving.

Key words: 1) must be switched off; 2) Do not activate; 3) Avoid use; 4) may affect; 5) Avoid touching.

Exercise 7. You are a teacher of English. Your students have difficulties with writing a summary. Help them and write guidelines for writing a summary. Use the plan below.

- a) to read the entire piece of writing;
- b) to write down the main idea;
- c) to list its supporting points on a bibliographic card;
- d) to decide on their relationship to the main idea of your work;
- e) to identify the main points;
- f) to condense the main points without losing its essence;
- g) to use your own words to condense the message;
- h) to avoid plagiarism.

Exercise 8. Write a paragraph of instruction for one of the situations described below. Be sure to use some order/transition words.

- 1. A visitor wants to make a long-distance call but doesn't know your city's phone system.
- 2. A friend is using your apartment or house and needs to know how to work the stove (or other appliance, such as washing machine or a hot-water heater.)
- 3. You need to leave a message for the baby-sitter about how to do a particular task, such as giving the baby a bath or preparing the baby's formula.

Exercise 9.

A. Write:

- a) Instruction for someone who is going to look after your garden while you are away. Take into account different circumstances that might arise.
- b) Instruction, with a map, to tell someone how to get from one place to another.
- c) Instruction telling someone how to do something, such as to give a speech, or organize your time efficiently, or study for a particular exam.

B. Read through your work. Make sure that you have used correctly: (a) articles; (b) sequence words and verbs; (c) imperatives.

C. Exchange your works. Check each other's works. Use correcting symbols.

Джерела ілюстративного матеріалу

- 1. Kaufman B. Up the down stair case. – New-York: Avon Books, 1966. – 350 p.
- 2. Milligan S. It ends with Magic. – L.: Pinguin Books Ltd, 1990. – 243 p.
- 3. Wood J. The train to Estelline. – N. Y.: Dell Publishing, 1987. – 227 p.

FOR FUN

PALINDROMES

A **palindrome** is a word, verse, or sentence that reads the same backward and forward. If English were a very old language, the first words ever spoken could have been a palindrome "Madam, I'm Adam." Or maybe, "Madam in Eden, I'm Adam." The answer Adam got could have been "Eve". Here are some other palindromes to ponder.

A warning outside the veterinarian's office could be read.
Step on no pets

family, but you're not sure you have it right, so you could ask your brother: *Did I draw Delia too tall, Edward? I did?*

If your supermarket is running out of fruit, you might find
No lemons, no melon.

If your aging cats act confused or strange, you may be dealing with *senile felines.*

When your brother asks you what's for dinner, you could tell him *Ma has a ham.*

When you ride in a car on a foggy day, your eyes may play tricks on you. What was that?
Was it a car or a cat I saw?

Have you ever asked yourself:
Do geese see God?

When President Theodore Roosevelt wanted to shorten the route from the Atlantic Ocean to the Pacific Ocean by creating the Panama Canal, this palindrome could have summed it up
A man, a plan, a canal: Panama!

Your doctor says the best way to start your diet is to stop eating, or fast. You disagree
Doc, note: I dissent. A fast never prevents a fatness. I diet on cod.

After trying unsuccessfully to lift a heavy rock, you might shout:
O, stone, be not so!

On election day, you might say to your dad
Rise to vote sir!

Can you think of some palindromes?