

Міністерство освіти і науки України

ОДЕСЬКИЙ НАЦІОНАЛЬНИЙ МОРСЬКИЙ УНІВЕРСИТЕТ

Навчально-науковий морський гуманітарний інститут

Кафедра «Філологія»

СИЛАБУС

Навчальної дисципліни: «Основна іноземна мова (англійська)»

Рівень вищої освіти	<i>Перший (бакалаврський) рівень</i>	
Програма навчання	<i>Освітньо-професійна</i>	
Галузь знань	<i>03</i>	<i>Гуманітарні науки</i>
Спеціальність	<i>035</i>	<i>Філологія</i>
Освітня програма	<i>«Технічний переклад у сфері морського бізнесу»</i>	
Цикл дисципліни	<i>Професійна</i>	
Курс та семестр	<i>4 курс, 7-8 семестри</i>	
Обсяг дисципліни	<i>12 кредитів ECTS /360 академічних годин</i>	
Види аудиторних занять	<i>Практичні заняття та самостійні заняття</i>	
Індивідуальні та (або) групові завдання	-	
Форми контролю	<i>Залік / Іспит</i>	

Викладачі:

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Мета дисципліни «Основна іноземна мова (англійська)» полягає в подальшому удосконаленні умінь та навичок практичного оволодіння англійською мовою систематизації матеріалу різних аспектів мови, засвоєного за попередні роки, який органічно пов'язується з теоретичними курсами, які студенти слухають на даному етапі навчання.

Програмні результати навчання.

ПРН01. Вільно спілкуватися з професійних питань із фахівцями та нефахівцями державною та іноземними мовами усно й письмово, використовувати їх для організації ефективної міжкультурної комунікації.

ПРН02. Ефективно працювати з інформацією: добирати необхідну інформацію з різних джерел, зокрема з фахової літератури та електронних баз, критично аналізувати й інтерпретувати її, впорядковувати, класифікувати й систематизувати.

ПРН03. Організовувати процес свого навчання й самоосвіти.

ПРН06. Використовувати інформаційні й комунікаційні технології для вирішення складних спеціалізованих задач і проблем професійної діяльності.

ПРН07. Розуміти основні проблеми філології та підходи до їх розв'язання із застосуванням доцільних методів та інноваційних підходів.

ПРН08. Знати й розуміти систему мови, загальні властивості літератури як мистецтва слова, історію мов і літератур, що вивчаються, і вміти застосовувати ці знання у професійній діяльності.

ПРН09. Характеризувати діалектні та соціальні різновиди мов, що вивчаються, описувати соціолінгвальну ситуацію.

ПРН10. Знати норми літературної мови та вміти їх застосовувати у практичній діяльності.

ПРН11. Знати принципи, технології і прийоми створення усних і письмових текстів різних жанрів і стилів державною та іноземними мовами.

ПРН12. Аналізувати мовні одиниці, визначати їхню взаємодію та характеризувати мовні явища і процеси, що їх зумовлюють.

ПРН14. Використовувати мови, що вивчаються, в усній та письмовій формі, у різних жанрово-стильових різновидах і регістрах спілкування (офіційному, неофіційному, нейтральному), для розв'язання комунікативних завдань у побутовій, суспільній, навчальній, професійній, науковій сферах життя.

ПРН15. Здійснювати лінгвістичний, літературознавчий та спеціальний філологічний аналіз текстів різних стилів і жанрів.

ПРН16. Знати й розуміти основні поняття, теорії та концепції обраної філологічної спеціалізації, уміти застосовувати їх у професійній діяльності.

ПРН17. Збирати, аналізувати, систематизувати й інтерпретувати факти мови й мовлення й використовувати їх для розв'язання складних задач і проблем у спеціалізованих сферах професійної діяльності та/або навчання.

ПРН18. Мати навички управління комплексними діями або проектами при розв'язанні складних проблем у професійній діяльності в галузі обраної філологічної спеціалізації та нести відповідальність за прийняття рішень у непередбачуваних умовах.

ПРН19. Мати навички участі в наукових та/або прикладних дослідженнях у галузі філології.

Очікувані результати навчання дисципліни:

Здобувач вищої освіти:

- 1) застосовує отримані теоретичні знання з фонетики, граматики та лексики в практичній діяльності;
- 2) розуміє різноманітні фонетичні явища та граматичні структури для розкриття імпліцитної інформації;
- 3) ефективно і гнучко використовує знання з фонетики, граматики та лексики в різноманітних ситуаціях соціального та ділового спілкування.

Здобувач вищої освіти вміє:

- 1) висловлюватися з необхідним ступенем деталізованості й тематичної складності, демонструючи вільне володіння прийомами структурної побудови тексту, засобами зв'язності та цілісності на синтаксичному рівні;
- 2) правильно з точки зору структури англійської мови передавати інформацію (усно та на письмі);
- 3) адекватно перекладати державною та англійською мовою адаптовані тексти, користуючись галузевими перекладними словниками для знаходження загальномовних лексичних одиниць та наукових термінів.

ТЕМАТИЧНИЙ ПЛАН

№ п/п	Назва тем, змістовних блоків та модулів	Кількість годин			
		лекції	практичні	лабораторні	самостійні
1	2	3	4	5	6
Модуль 1 Змістовий модуль 1. Фонетичний аспект: Types of texts: narrative, descriptive, argumentative. Граматичний аспект: The Principal Parts of the Sentence. Просте речення. Головні члени речення. Аспект з домашнього читання: Порівняльний аналіз оповідань Comparative analysis of short stories. Аспект з газети: Охорона здоров'я. Тварини. Їжа та харчування. Health care. Animals. Food and Nutrition.					
1	Тема 1. Фонетичний аспект: Типи текстів: розповідь. Types of texts: narrative. Граматичний аспект: Синтаксис. Речення. Типи речень. Syntax. The Sentence. Classification Аспект з домашнього читання: Аналіз оповідання «Троє студентів». (А. Конан Дойл). Analysis of the short story “The Adventure of the Three Students” by Arthur Conan Doyle. Аспект з газети: Опрацювання теми «Медицина». Стаття «Лідируючі у світі ліки». Mastering of the topic «Medicine». Article “The world’s best-selling medicines”.		12		15
2	Тема 2. Фонетичний аспект: Типи текстів: опис, роздум. Types of texts: descriptive, argumentative. Граматичний аспект: Просте речення. Головні члени речення. Підмет (простий, фразовий, безособовий, емпатичний, апозитивний). Присудок (простий дієслівний, складний іменний, складний дієслівний). Предикатив. Simple sentence. The Principal Parts of the Sentence. Subject (simple, phrasal, impersonal, emphatic, in apposition). Predicate (simple verbal, compound nominal, compound verbal). Predicative. Аспект з домашнього читання: Аналіз оповідання «Квадратний ящик». (А. Конан Дойл). Analysis of the short story “That Little Square Box” by Arthur Conan Doyle. Аспект з газети: Опрацювання теми «Здоров'я». Стаття «Боротьба з хворобою хворобою.» Mastering of the topic «Health». Article «Fighting disease with disease».		12		15
3	Тема 3. Фонетичний аспект: Наратив (розповідання історії). Види наративних текстів. Narrative (story-telling). Kinds of narrative texts.		12		15

	Граматичний аспект: Другорядні члени речення. Конструкції з другорядними членами речення. Складносурядні та складнопідрядні речення. The Secondary Parts of the Sentence. Constructions with the secondary parts of the sentence. Compound and complex sentences. Аспект з домашнього читання: Аналіз оповідання «Вкрадена бацила». (Г. Уеллс) Analysis of the short story “The Stolen Bacillus” by Herbert George Wells. Аспект з газети: Опрацювання теми «Дослідження про тварин». Стаття «Дельфіни йдуть на допомогу». Mastering of the topic «Animal studies». Article «Dolphins to the rescue».				
4	Тема 4. Фонетичний аспект: Наратив (розповідання історії). Легенда. Уривок з легенди про Короля Артура. Narrative (story-telling). Legend. Extract from the legend of King Arthur. Граматичний аспект: Пунктуація в англійському реченні. Punctuation in the English sentence. Аспект з домашнього читання: Аналіз оповідання «Проклята книга». (Дж. Честертон) Analysis of the short story “The Blast of the Book” by Gilbert Keith Chesterton. Аспект з газети: Опрацювання теми «Тварини у світі». Стаття «Тварини-детективи». Mastering of the topic «Animals in the world». Article «Animal detectives».		12		15
5	Тема 5. Фонетичний аспект: Автобіографія (історія з життя). Type of Text: Autobiography (life story) Аспект з домашнього читання: Аналіз оповідання «Приголомшлива пригода майора Брауна». (Дж. Честертон). Analysis of the short story “The Tremendous Adventure of Major Brown” by Gilbert Keith Chesterton. Аспект з газети: Опрацювання теми «Їжа та харчування». Стаття «П’ятий смак». Mastering of the topic «Food and Nutrition». Article «The fifth taste».		12		15
6	Тема 6. Фонетичний аспект: Автобіографія (історія з життя). Уривок з книги «Маргарет Тетчер: Автобіографія». Autobiography (life story). Extract from “Margaret Thatcher: The Autobiography”. Аспект з домашнього читання: Аналіз оповідання «Перлове намисто». (Вільям Сомерсет Моєм). Analysis of the short story “A String of Beads” by William Somerset Maugham.		12		15
	Тема 7. Фонетичний аспект: Типи текстів: опис. Types				

7	of text: Description. Аспект з домашнього читання: Аналіз оповідання «За годину до файфоклока (Перед вечіркою)»(Вільям Сомерсет Моєм). Analysis of the short story “Before the Party” by William Somerset Maugham.		12		15
8	Тема 8. Фонетичний аспект: Описові тексти в літературі. Descriptive texts in literature.		12		15
	Raymond Chandler “The High Window”.				
9	Тема 9. Фонетичний аспект: Аргументація в тексті. Argumentation in text.		12		15
10	Тема 10. Фонетичний аспект: Аргументація в тексті. Уривок з «Покладіть трохи науки у своє життя» Брайана Гріна. Argumentation in text. Extract from “Put a little science in your life” by Brian Green.		12		15
Разом за 1 семестр			120		150

Модуль 2

Змістовий модуль 2.

Аспект з домашнього читання: Аналіз роману О. Уайльда «Портрет Доріана Грея». Analysis of the novel “The Picture of Dorian Gray” by O. Wilde.

1	Тема 1. Аспект з домашнього читання: Аналіз роману О. Уайльда «Портрет Доріана Грея» (Глава Перша, Друга, Третя, Четверта). Analysis of the novel “The Picture of Dorian Gray” by O. Wilde (Chapter One, Two, Three, Four).		6		12
2	Тема 2. Аспект з домашнього читання: Аналіз роману О. Уайльда «Портрет Доріана Грея» (Глава П’ята, Шоста, Сьома, Восьма). Analysis of the novel “The Picture of Dorian Gray” by O. Wilde (Chapter Five, Six, Seven, Eight).		6		12
3	Тема 3. Аспект з домашнього читання: Аналіз роману О. Уайльда «Портрет Доріана Грея» (Глава Дев’ята, Десята, Одинадцята, Дванадцята). Analysis of the novel “The Picture of Dorian Gray” by O. Wilde (Chapter Nine, Ten, Eleven, Twelve).		6		12
4	Тема 4. Аспект з домашнього читання: Аналіз роману О. Уайльда «Портрет Доріана Грея» (Глава Тринадцята, Чотирнадцята, П’ятнадцята, Шістнадцята). Analysis of the novel “The Picture of Dorian Gray” by O. Wilde		6		12

	(Chapter Thirteen, Fourteen, Fifteen, Sixteen).				
5	Тема 5. Аспект з домашнього читання: Аналіз роману О. Уайльда «Портрет Доріана Грея» (Глава Сімнадцята, Вісімнадцята, Дев'ятнадцята, Двадцята). Analysis of the novel “The Picture of Dorian Gray” by O. Wilde (Chapter Seventeen, Eighteen, Nineteen and Twenty).		6		12
Разом за 2 семестр			30		60
Всього			150		210

КОНТРОЛЬ ТА ОЦІНКА РЕЗУЛЬТАТІВ НАВЧАННЯ

Контроль навчальних досягнень здобувачів освіти за дисципліною забезпечується за допомогою поточного та підсумкового контролю.

Поточний контроль успішності – це систематична перевірка знань студентів, що проводиться викладачем під час аудиторних занять.

Підсумковий контроль успішності проводиться у формі заліку/екзамен.

Порядок проведення контролю успішності та оцінювання результатів навчання встановлено Положенням про організацію освітнього процесу в ОНМУ.

№ з/п	Форма підсумкового контролю	Види навчальної діяльності	Максимальна кількість балів
1.	Передбачений підсумковий контроль – диференційований залік	Аудиторна та самостійна навчальна робота	50
		Залікова контрольна робота	50
2.	Передбачений підсумковий контроль – іспит	Аудиторна та самостійна навчальна робота	50
		Модульна контрольна робота	20
		Іспит	30

КОНТРОЛЬНІ ПИТАННЯ ДЛЯ САМОСТІЙНОЇ ОЦІНКИ ЯКОСТІ ЗАСВОЄННЯ ДИСЦИПЛІНИ

Фонетичний аспект:

1. In which groups texts are traditionally divided?
2. What language items get intonation prominence in a narrative text?
3. What is the purpose of narrative clauses?
4. What tones are used in pronunciation of adverbials of time and place?
5. What is the most commonly used pre-nuclear pattern in narratives?
6. What are the purposes of telling narratives?
7. Which sections are normally included in narratives?

8. What are the components of a narrative?
9. What represent descriptive texts?
10. What parts of speech are used in descriptive texts?
11. What is a figurative language?
12. What final tones are used in descriptive texts?
13. What is "description"? Give definition.
14. What are the objects of a descriptive text?
15. What is the speech tempo in a descriptive text?
16. What is "argumentation"? Give definition.
17. What is the basic concept in argumentation?
18. What are the most commonly used pre-nuclear patterns in argumentation?
19. What final tones are used in argumentation?
20. Why parenthetical units are important in argumentation?
21. What type of text does a life story (autobiography) belong?
22. What is a typical life story in Ukraine?
23. What is a typical life story for English people?
24. What are the features of a good autobiography?
25. What lexical and grammatical means are used in autobiography?
26. What is an expository text? Tell about comparison, problem-solution presentation.
27. What is an expository text? Tell about procedure of sequence, cause effect explanation.
28. What are the peculiarities of a picture description?
29. What are the types of argumentative essays?

Граматичний аспект:

1. Define the kinds of sentences according to the purpose of the utterance.

Laura was terribly nervous. Tossing the velvet ribbon over her shoulder, she said to a woman standing by, "Is this Mrs. Scott's house?" and the woman, smiling queerly, said, "It is, my lass." Oh, to be away from this! She actually said, "Help me God!" as she walked up the tiny path and knocked. To be away from these staring eyes, or to be covered up in anything, one of those women's shawls even! I'll just leave the basket and go, she decided. I shan't even wait for it to be emptied. Then the door opened. A little woman in black showed in the gloom. Laura said, "Are you Mrs. Scott?" But to her horror the woman answered, "Walk in, please, miss," she was shut in the passage. "No," said Laura, "I don't want to come in. I only want to leave this basket." The little woman in the gloomy passage seemed not to hear her. "Step this way, please, miss," she said in an oily voice, and Laura followed her. (Mansfield)

2. Define the type of questions.

1. "Who is he?" I said. "And why does he sit always alone, with his back to us too?" 2. "Did she have a chill?" he asked. 3. You have his address, haven't you? 4. Is literature less interesting than the architecture and sculpture 5. We shall be having some sort of celebration for the bride, shan't we? 6. "Can I see the manager?" I said. 7. When had the carriage been back? 8. What is the meaning of that? She is going to live in the house, isn't she? 9. Did he run into debt, or gamble? (Galsworthy) 10. Were you talking about the house? I haven't seen it yet, you know. Shall we all go on Sunday? 11. How will you carry the bill into effect?

3. Point out two-member sentences (say whether they are complete or elliptical) and one-member sentences.

1. He stared amazed at the calmness of her answer. 2. We must go to meet the bus. Wouldn't do to miss it. 3. Obedient little trees, fulfilling their duty. 4. He knew very little about what was going on in the world. 5. He wants to write a play for me. One act. 6. A beautiful day, quite warm. 7. "What do you want?" "Sweets, flowers" 8. "How did he look?" "Grey but otherwise much the same" 9. And then the silence and the beauty of this camp at night. 10. "I'll see nobody for half an hour," said the boss. "Nobody". 11. "Mother, the trees have been burnt." "Not in the garden?" interrupted her mother. (Mansfield) 12. A flight of grey stone steps leads up to the house. The garden, an old-fashioned one, full of roses. 13. Time of

year, July. Basket chairs, and a table covered with books, are set under a large tree. 14. "How did she look?" "Pretty" 15. The stars. The mystic shadow water. 16. "Don't let anybody in. Understand? Nobody at all."

4. Point out the subject and say by what it is expressed.

1. At that moment the postman, looking like a German army officer, came in with the mail. 2. The clock struck eight. There was no sign of any of the other guests. 3. Now, there is something peculiarly intimate in sharing an umbrella. 4. Together we walked through the mud and slush. 5. The sight of them, so intent and so quick, gave her a curious shiver. 6. Eight o'clock in the morning. Miss Ada lay in a black iron bedstead, staring up at the ceiling. 7. Still, the good of mankind was worth working for. 8. Sometimes the past injects itself into the present with a peculiar force. 9. Forgetting some things is a difficult matter. 10. To cross from one end to the other was difficult because of the water. 11. "A person doesn't have to be rich to be clean," Charles said. 12. There was an eagerness and excitement in the faces of the men. 14. Let's get out quick. It's no good wasting time. 15. "Very well," said he, "then we know where we are." 16. She did not know. The "No" was stronger than ever. 17. The mining industry might make wealth and power for a few men and women. 18. Yes, that did sound rather far-fetched and absurd. 19. This, of course, in her present mood, was so incredibly beautiful. 20. To live on good terms with people one must share their work and interests.

5. Point out the predicate and say to what type it belongs.

1. Presently she grew tired of that and looked across at her sister. 2. Well, do you feel any better now? 3. Harry was enjoying his dinner. 4. Alice went on, he ought to stop doing nothing and criticizing everybody. 5. Everything is being taken down and used against you. (Lindsay) 6. The story will only get repeated and exaggerated. 7. But I've got to have a word with him. We got to do something about it. 8. She became bitter and unapproachable. 9. Her marriage was more or less fixed for the twenty-eighth of the month. 10. You are to go straight to your room. You are to say nothing of this to anyone. 11. He was a country doctor. He died young. 12. I began to stammer my apologies. He would not listen to me. 13. Even now he was able to find a thin excuse for that young idiot. 14. Do not delay, there is no time. 15. The sky shone pale. 16. These days are finished. 17. There were a number of people out this afternoon. And the band sounded louder and gayer. 18. This has proved surprisingly difficult.

6. Say where the predicate is simple and where it is compound (nominal or verbal).

1. Two young girls in red came by. 2. He tried to be both firm and friendly. I've felt dependent on him. 3. He now felt only a confused ache of memory and a growing desire to be home. 4. No one was there to meet Dick. He felt a twinge of disappointment. 5. There was a silence but not an uncomfortable one. (Braine) 6. A good reliable husband he'd make. And our Alice is a great one for wanting a place of her own. 7. That made all the difference. The room came alive at once. 8. "She sounds serious," she insisted. "She keeps talking about it." 9. My lady keeps a list of the names in a little red book. 10. Charlie kept quiet. 11. Thompson stood a good three inches above me. 12. And then they sat silent for a few moments together. 13. I sat writing letters on a piece of paper with a pencil. 14. He seemed glad to see me. 14. At that moment everything in her life seemed to be a source of desperate anxiety. 15. She grew to know the two elderly men better than any other member of Eden's family. 16. She turned once more to Mr. Godfrey. 17. Mr. Brown remained to dinner, and stayed through the evening. 18. I gave up the attempt and went upstairs to unpack. 19. I looked at the photograph above the mantelpiece and saw my own lace for the first time. 20. He was beginning to sound really angry.

7. Say where the reflexive pronoun is part of the predicate and where it is an object or a predicative.

1. On my estate, we pride ourselves on other things besides hay. 2. She paused, her eyes never leaving my face. "I shall always blame myself for the accident." 3. She raised herself suddenly in the tall chair, and looked straight at him. 4. Dick found himself walking in the direction of his friend's place. 5. It was a Tuesday. My lady wasn't quite herself that afternoon. 6. He felt himself unusually on edge. 7. Mrs. Nickols showed herself at last.

8. Point out the predicative and say by what it is expressed.

1. Annette was completely dazed. 2. Their highest concept of right conduct, in his case, was to get a job. 3. I'm five foot eleven in my socks. 4. He was as generous and "hail-fellow-well-met with them as ever." 5. I am cold. And I always was such a one for being warm. 6. Your resemblance to your mother is very striking. 7. He did not answer. I was aware again of that feeling of discomfort. 8. Their interests were hers as well as the interests of everybody. 9. He's a good chap. He makes you feel it's worth while being alive. 10. Arrived here, his first act was to kneel down on a large stone beside the row of vessels. 11. The

nightmare of my life has come true. We are in danger of our lives. 12. But she was herself again, brushing her tears away. 13. The rest of the time was yours. 14. How do you feel physically? 15. Who are you? 16. Their first and strongest impulse is to make the best of a bad situation.

9. Point out the subjective and the objective predicative and say by what part of speech it is expressed.

1. How do you feel? 2. How to be shown things and make appropriate comments seems to be an art in itself. 3. From behind the verandah she heard these words. 4. He did not grow vexed; though I continued icy and silent. 5. John felt a different man now. 6. I would suggest that in the meantime we remain perfectly quiet and keep these matters secret. 7. He was not poor. He had not even been born poor. 8. Gilt held him immobile for only an instant.

10. Use the appropriate the singular or plural form of the verb.

1. There ___ many a true word spoken in jest, Mr. N. 2. Each of us ___ afraid of the sound of his name. 3. On such meetings five minutes ___ the time allotted to each speaker. 4. Neither his father nor his mother ___ like other people. 5. It was dark and quiet. Neither moon nor stars visible. 6. He and I nothing in common. 7. Her family ___ of a delicate constitution. 8. Hers ___ a large family. 9. "Well," says my lady, "___ the police coming?" 10. Nobody ___ I am here. 11. But after all, who ___ the right to cast a stone against one who ___ suffered? 12. The United States ___ good enough for me. 13. He half started as he became aware that someone near at hand ___ gazing at him. 14. She is supposed to have all the misfortunes and all the virtues to which humanity ___ subject. 15. It was a market-day, and the country people ___ all assembled with their baskets of poultry, eggs and such things. 16. Twelve years ___ a long time. 17. There a great many ink bottles. 18. The bread and butter ___ for you. 19. It ___ they that should honour you. 20. Great Expectations by Dickens published in 1860.

11. Point out the kind of object and say by what it is expressed.

1. What have you got there? 2. She pretended not to hear. 3. He found the luggage packed and strapped for the journey. 4. I know all about it, my son. 5. I have to show Dr. French his room. 6. He was with you at the banquet. 7. They don't want anything from us — not even our respect. 8. I beg your pardon for calling you by your name. 9. Laura helped her mother with the good-byes. 10. Why did you not want him to come back and see me to-day? 11. He found it impossible to utter the next word. 12. He's going to live his own life and stop letting his mother boss him around like a baby. 13. Papa will never consent to my being absolutely dependent on you. 14. Do you know anything more about this dreadful place? 15. They had been very hard to please. Harry would demand the impossible. 16. His part in the conversation consisted chiefly of yesses and noes.

12. Point out the Complex Object and say by what it is expressed.

1. He could see the man and Great Beaver talking together. 2. She had lied about the scullery door being open on the night of the disappearance of the bank-notes. 3. Each woman thought herself triumphant and the other altogether vanquished. 4. Thus these two waited with impatience for the three years to be over. 5. He hated her to work in the boarding house. 6. Mother objected to Aimee being taken away from her game with the boys. 7. They had never heard him speak with such urgency, his eyes glowing like amber coals in the fading light.

13. Point out the attribute and say by what it is expressed.

1. The first day's journey was intolerably tedious. 2. What do you say to a stroll through the garden? 3. It was such a cruel thing to have happened to that gentle, helpless creature. 4. He was always the first to enter the dining-room and the last to leave. 5. Sally hated the idea of borrowing and living on credit. 6. The two men faced each other silently. 7. It was an easy go-as-you-please existence. 8. I am not in the habit of reading other people's letters. 9. He thrust his hands deep into his overcoat pockets. 10. It was not a matter to be discussed even with a guide, philosopher and friend so near and trusted as the Professor. 11. It was just one little sheet of glass between her and the great wet world outside. 12. A clear, ringing little laugh was his only reply. (Mansfield) 16. To think that a man of his abilities would stoop to such a horrible trick as that. 17. A middle-aged man carrying a sheaf of cards walked into the room. 18. Still, Pett's happiness or unhappiness is quite a life and death question with us.

14. Point out the apposition and say whether it is close or loose.

1. Maria, the mother, had not taken off her shawl. 2. One of our number, a round-faced, curly-haired little man of about forty, glared at him aggressively. 3. There are plenty of dogs in the town of Oxford. 4. You look all right, Uncle. 5. James, a slow and thorough eater, stopped the process of mastication. 6. He felt lost, alone there in the room with that pale spirit of a woman. 7. But the doctor — a family physician well past middle age — was not impressed. 8. They, the professors, were right in their literary judgement. 9.

But now he had seen that world, possible and real.

15. Point out the kind of adverbial modifier and state by what it is expressed.

1. He slowly nodded his head. 2. He's coming Saturday at one o'clock. 3. A few miners hung on, hoping the mines would reopen. 4. The first bar of gold raised hopes sky high. 5. She had to talk because of her desire to laugh. 6. He takes a glass and holds it to Essie to be filled. 7. Morris was walking too quickly for Sally to keep up with him. 8. It was quite a long narrative. 9. Of course Laura and Jose were far too grown-up to really care about such things. 10. Now and then he would stop to point out silently some rarity. 11. And for all her quiet manner, and her quiet smile, she was full of trouble. 12. The young schoolteacher's spirits rose to a decided height. 13. Evil report, with time and chance to help it, travels patiently, and travels far.

16. Point out all the adverbial modifiers expressed by Predicative Constructions.

1. He strode heavily to and fro before the entrance, his impatience mounting. 2. On her applying to them, reassured by this resemblance, for a direction to Miss Dorrit, they made way for her to enter a dark hall. 3. Well, women's faces have had too much power over me already for me not to fear them. 4. I almost doubt whether I ought not to go a step farther, and burn the letter at once, for fear of its falling into wrong hands. 5. That over, she sat back with a sigh and softly rubbed her knees. 6. He opened the door for the Senator to precede him. 7. They were returning to Fogarty's; their hands full of flowers. 8. His being an older man, that made it all right. 9. On the second of these days he burst into the studio, his usually placid eyes blinking hard. 10. He stood beside me in silence, his candle in his hand. 11. There was room enough for me to sit between them, and no more.

17. Say what parts of the sentence are introduced by the preposition **with** or **without**.

1. He was beside himself with fear. 2. Let us have something iced to drink, something with strawberries in it. 3. She continued silent, leaning back, her smile now glowing with all its insolence. 4. His friend was a nineteen year-old youth, a head taller than himself, with hay-colored hair and alert blue eyes. 5. Without beauty of feature or elegance of form, she pleased. Without youth and its gay graces, she cheered. 6. Mr. Godfrey's fine eyes filled with tears. 7. The gravel paths were moist and the grass was wet with dew. 8. There were villas with iron fences and big overgrown gardens and ditches with water flowing and green vegetable gardens with dust on the leaves. 9. Anna is worth two of her, with all her beauty and talent. 10. He was standing now with the waves breaking at his feet.

18. Point out all the independent elements and say by what they are expressed.

1. In the morning, however, there was a comforting excitement in leaving the train. 2. Maybe, after all, there was something in that wild idea. 3. They gave him, in fact, a pleasant feeling. 4. Nicholas, unfortunately, had passed an unquiet night. 5. Nevertheless, despite this reasoning there remained in the Consul's breast that strange sense of jealousy. 6. Frankly, I am accustomed to good wine. 7. He was surprised, evidently, to find Sally so much at home and bustling about like that. 8. She was quite unconcerned, as a matter of fact, about being left alone in the camp. 9. It was still too early for his ride, but he did not go back to bed, he wasn't deeply worried, to be sure, but he knew that he wouldn't be able to sleep.

19. Point out what parts are detached and by what they are expressed.

1. Now their laughter joined together, seized each other and held close, harmoniously, intertwined through each other's fabric and substance. 2. Huckleberry Finn was there, with his dead cat. 3. We reached the station, with only a minute or two to spare. 4. Blind and almost senseless, like a bird caught in a snare, he still heard the sharp slam of the door. 5. As he strode along he was conscious, within himself, of a deep, pervading sense of power. 6. With his hands by his sides, he strolled very slowly and inconspicuously, down the border. 7. Unbelievably, his eyes fixed, lips tightly compressed, Tom stared at the advancing youth. 8. He remembered her brave and hardy, with a small-boned eager face, enriched with weather and living. 9. The girls had met and were strolling, arm in arm, through the rose arbor. 10. Stout, middle-aged, full of energy, clad in a grease-stained dark blue print dress... she bustled backwards and forwards from the kitchen to the dining-room. 11. She had become very drab and unattractive, with all the hard work, no doubt. 12. But, for all that, they had a very pleasant walk.

20. Point out homogeneous parts, define them and say by what they are expressed.

1. He had lived with this block for several months now, studied it in every light, from every angle, in every degree of heat and cold. 2. He felt discouraged, strangely empty. 3. There were tangerines and apples stained with strawberry pink. 4. He came in slowly, hesitated, took up a toothpick from a dish on the top of the piano, and went out again. 5. But I was exceedingly nice, a trifle diffident, appropriately

reverential. 6. From the edge of the sea came a ripple and whisper. 7. They went side by side, hand in hand, silently toward the hedge. 8. The light outside had chilled, and threw a chalky whiteness on the river. 9. Thousands of sheets must be printed, dried, cut. 10. Opening the drawer he took from the sachet a handkerchief and the framed photograph. 11. Her mother was speaking in her low, pleasing, slightly metallic voice. 12. And suddenly she burst into tears of disappointment, shame and overstrain. 13. She extended a slender hand and smiled pleasantly and naturally.

21. Point out the coordinate clauses (mark the elliptical ones) and comment on the way they are joined.

1. It was high summer, and the hay harvest was almost over. 2. All the rooms were brightly lighted, but there seemed to be complete silence in the house. 3. One small group was playing cards, another sat about a table and drank, or, tiring of that, adjourned to a large room to dance to the music. 4. His eyes were bloodshot and heavy, his face a deadly white, and his body bent as if with age. 5. He only smiled, however, and there was comfort in his hearty rejoinder, for there seemed to be a whole sensible world behind it. 6. You'll either sail this boat correctly or you'll never go out with me again. 7. Time passed, and she came to no conclusion, nor did any opportunities come her way for making a closer study of him. 8. She often enjoyed Annette's company, yet the child made her nervous. 9. She ran through another set of rooms, breathless, her feet scarcely touching the surface of the soft carpets; then a final doorway suddenly and unexpectedly let her out into the street. 10. It was early afternoon, but very dark outside, and the lamps had already been turned on. 11. A large number of expensive Christmas cards were arrayed on the piano; while upon the walls dark evergreens, tied into various clever swags of red and silver ribbon, further proclaimed the season.

22. Define the kinds of subordinate clauses (subject, object and predicative clauses).

1. What you saw tonight was an ending. 2. About what was to come she reflected not at all. 3. It's odd how it hurts at these times not to be part of your proper family. 4. Suddenly realizing what had happened, she sprang to her feet. 5. "It looks as though spring will never come," she remarked. 6. I want you to sit here beside me and listen to what I have to say. 7. That I am hungry and you are aware of it are only ordinary phenomena, and there's no disgrace. 8. What he would do next he did not know. 9. It was only then that I realized that she was travelling too. 10. What I want is to be paid for what I do. 11. I cannot help thinking there is something wrong about that closet. 12. That was what I came to find out. 13. That they were justified in this she could not but admit. 14. What was certain was that I could not now sleep again. 15. After several weeks what he had been waiting for happened. 16. It's been my experience that as a rule the personality of a human being presents as much of a complexity as the medical history of a chronic invalid. 17. It was noticeable to all that even his usual sullen smile had disappeared. 18. I only write down what seems to me to be the truth. 19. Believe me, believe us, it is what is best for you. 20. I dislike what you call his trade.

23. Define the kinds of attributive clauses.

1. "Everybody who makes the kind of blunder I did should apologize," he remarked. 2. Rachel had become aware of the fact that she was talking loudly. 3. He took after his blond father, who had been a painter. 4. What we are interested in, as author and reader, is the fact that publishing in England is now an integral part of big business. 5. The invalid, whose strength was now sufficiently restored, threw off his coat, and rushed towards the sea, with the intention of plunging in, and dragging the drowning man ashore. 6. George, who is now twenty-six, had been an undergraduate at Cambridge, where she had taken a degree in economics. 9. He would speak for hours about them; and, indeed, he could have chosen few subjects more likely to interest the unhappy young man, whose heart was now as always devoted to these ladies; and who was thankful to all who loved them, or praised them, or wished them well. 10. I hardly know why I came to the conclusion that you don't consider it an altogether fortunate attachment. 11. He walked to the window and stood there looking at the winter night that had finally come upon them. 12. Directly in front of her window was a wide terrace with a stone parapet which swept round to what she took to be the front of the house, which faced the sea more squarely.

24. Define the kinds of attributive clauses and punctuate accordingly.

1. That is all I can tell you. 2. He was under the impression that an attempt was going to be made to convict him. 3. Whenever she came which was often she came quite noisily. 4. The things her father said seemed meaningless and neutral. 5. Then she came to New York where she remained two years. 6. What happened was the last thing that any of them expected to happen. 7. I shook out my scarf which was damp and soggy. 8. She had no idea where she was going. 9. There were times when I wanted to stop the car and tell him to get out. 10. His hair which was short sleek and black was just visible beneath the

capacious brim of a low-crowned brown hat.

25. Define the kinds of clauses introduced by *that*.

1. His smile was so easy, so friendly, *that* Laura recovered. 2. It was just luck *that* he didn't catch the boat. 3. It infuriated him to think *that* there were still people in the state who believed in a loving and merciful God. 4. The impression he gathered was *that* he would be able to make his own terms. 5. At first she used to read to me, but it was such a dismal performance *that* I could not bear to hear her. 6. I remember the landscape was buried deep in snow, and *that* we had very little fuel. 7. I believe *that* all we claim is *that* we try to say what appears to be the truth, and *that* we are not afraid either to contradict ourselves or to retract an error. 8. The box *that* the fur came out of was on the bed.

26. Define the kinds of clauses introduced by *as*.

1. Harmless *as* this speech appeared to be, it acted on the travelers' distrust, like oil on fire. 2. Even *as* she talked she was here and there about the room, commenting on this, *that*, and other episodes with which both she and Miss Redmond seemed familiar. 3. I was in real distress, *as* I can tell you. 4. Then she looked very carefully around, nodding her head *as* she did so, seeming to count the objects. 5. His wife, *as* I have said, was small, talkative, cricket like, and bounced here and there in a jumpy way. 6. Such trees *as* there were stood out ragged and torn against the sky. 7. *As* you may imagine, I am suffering from shock. 8. *As* I didn't reply, she sighed and turned away to pull the curtains across the darkened windows. 9. *As* you must know perfectly well, you could get your wife back if you wanted her even now. 10. Another day, at tea-time, *as* he sat alone at table, there came a knock at the front door. 11. "Do *as* I tell you," I said. 12. He stretched himself on his bed *as* a dog stretches himself. 13. Yet could I, *as* things were, rely on Georgie to be cheerful and lucid?

27. Point out parenthetical clauses.

1. You never liked her, she says, and you have made him feel *that* she isn't worthy of him. 2. Already he was doing big things, so he thought, in surgery, and the older men in his line were regarding him with a rather uneasy eye. (Dreiser). 3. *As* I say, I was fortunate to get

her. 4. Your story, you know, showed such breadth, and vigor, such maturity and depth of thought. 5. Her conduct, it was clear, was little satisfactory to her mother, who scarcely mentioned her, or else the kind lady thought it was best to say nothing, and leave time to work out its cure. 6 Truly, I thought, here is one who is startlingly beautiful. 7. My breathing, even my heartbeat must, I felt already, be audible through the house like the panting of an engine.

Аспект з домашнього читання:

1. What clues did Holmes get when he examined Soame's room and the sports ground?
2. What measures would be taken at your university, if a similar situation happened there?
3. Would you like to make a career of a private detective? Are you fit for it?
4. What qualities and traits of characters are required of a detective?
5. Do you consider this story "That little square box" a humorous one or a detective one? Explain your answer.
6. What other stories by this writer (Conan Doyle) have you read? How did you like them? Speak on one of them.
7. Why did the bacteriologist think that his visitor was a strange fellow?
8. How did the young man react when he saw the bacteriologist behind him?
9. Are there any anarchists known to you from Ukraine Literature? Speak about them
10. Do you agree with the bacteriologist's wife that all scientists are eccentric and sort of mad because of science? Explain your answer.
11. Why did the Professor say that all the cases of disappearance were queer, but the most extraordinary one is the case of his clerk?
12. Explain what the implication of the title ("The blast of the book") of the story is.
13. How many characters were in this story ("The blast of the book")? Give sketch-portrait of each of them.
14. Comment on the following phrase from the story ("The blast of the book")-"There was another long silence and then Professor Openshaw laughed. He laughed with the laugh of a great man who is great enough to look small." Do you agree that only great people can laugh at their faults and defects without putting themselves down? Give your reasoning.
15. What do you think, are such agencies like the one mentioned in the story "The tremendous adventure of Major Brown", useful for those who look for adventures? Explain your answer.
16. Which of the characters of this "The tremendous adventure of Major Brown" story appeals to you more? Why?
17. Can you think of the end of the scenario, which wasn't told to Major Brown? What, in your opinion, do the words "jackals" and "Death to Major Brown" mean?
18. What did Laura mean by calling her ending to the story ("A string of beads") "moral"? What is the moral of the story?
19. Do you agree that some murders can be justified? Explain your answer.
20. Do you sympathise with Millicent or do you consider her to be a murderer?
21. What was the weather like that day?
22. What was Lord Henry Wotton doing in the studio? What was Basil doing in the studio?
23. Why did Basil refuse to send his paintings anywhere? Why did Basil never tell a word about the people he liked?
24. Where and how did Dorian meet Basil?
25. What did Basil think about Dorian Gray?
26. Where did Basil and Lord Henry find Dorian? What was he doing?
27. Why did Dorian ask Henry not to leave?
28. Why did men go out to the garden?
29. Why did Hallward stop painting the portrait?
30. Why was Dorian angry when he saw the portrait?
31. Who wanted to have the portrait? Why?
32. Where did Lord Henry invite Dorian?
33. Why did the artist reject Henry's invitation?
34. Where did Basil and Henry meet Dorian?

35. What news surprised Basil?
36. What role did theatre play in Sibyl's life?
37. How did Dorian influence Sibyl's life?
38. How did Dorian appreciate Sybil as an actress?
39. How did Dorian describe the girl?
40. How did Sybil appreciate herself as an actress?
41. What happen between Dorian and Sibyl after thl performance?
42. Why did Sibyl ask Dorian to take her away?
43. Where and why did friends go?
44. What did the room look like?
45. What did Basil see when Dorian tore the curtain?
46. What wish did Dorian make when his portrait was finished?
47. What seemed impossible to the painter?
48. How and why did the picture change?
49. What did Dorian commit?
50. What did Dorian ask his valet?
51. What did Dorian do to hide the evidence?
52. Why did Dorian look through the Blue Book?
53. Where did Dorian come at eight-thirty?
54. How did Dorian look like that evening?
55. Why did Lady Narborough say that she was glad she had not met Dorian in early life?
56. What did the guests discuss at the party?
57. Why did Henry say that Dorian wasn't himself?
58. What was Dorian doing at home?
59. Why did Dorian wear as a poor man?
60. What did Dorian want to forget?
61. Where did the cab drive Dorian?
62. Whom did Dorian meet that night?
63. How did Dorian save his life
64. What was Dorian wearing that night?
65. Why did a girl believe that Dorian Gray was poor?
66. Whom did Dorian find when he reached home?
67. What thoughts were scrolling in Dorian's mind?
68. In what way did Dorian decide to change his life?
69. Why did the cry of pain and indignation break from Dorian?
70. How did the portrait change after Dorian's good actions?
71. What would kill Dorian's past?
72. What happened when Dorian found a knife?
73. What did two gentlemen hear?
74. How did the servants come into Dorian's room?
75. What did people see when they entered the room?
76. What do you come to know about the power of Art and its influence on people's life?
77. What do you come to know about Dorian Gray?
78. When and how did Dorian's life change?
79. How did Lord Henry Wotton influence Dorian's view and behaviour?
80. What role did Dorian play in Sibyl's life? What happened to her?
81. What happened to Basil Hallward?
82. Why and how did Dorian die?

Аспект 3 газеты:

1. What can people do to have strong immune system?
2. What Health problem do you think is an important challenge for doctors?
3. Do you think that flu vaccines should be free?
4. What are some reasons people lose consciousness?
5. What procedures can you use to prevent infections?
6. What are some animal species that we need to protect?
7. What marine mammal do you find most interesting?

8. In what ways is the behavior of dogs different from cats?
9. What are some creatures that have deadly bites?
10. Identify one important thing that you would like to do in the next year?
11. When you cook, what do you usually flavor your food with?

12. Do you think it is a good idea to take vitamins?
13. How much water do you usually consume in a day? Do you think it is a good idea to drink a lot of water?
14. Which physical activities do you do regularly?
15. Did your parents restrict any of your activities when you were a child?
16. Do you keep a careful record of the money you save and spend?
17. Did you or your family investigate prices and products the last time you bought an expensive item such as computer or something like that?
18. Would you like to serve in a jury?
19. At what age do you think someone becomes an adult?
20. Do you think person who is 16 years old should go to prison if he or she commits a crime?
21. Does your generation use technology differently from your parents?
22. What can a person do to reduce stress?
23. What is the most challenging thing you have ever done?
24. What distractions are most dangerous for a person driving a car?
25. What things do you think are crucial to being successful in life?

ІНФОРМАЦІЙНЕ ЗАБЕЗПЕЧЕННЯ

Основна література з фонетики

1. Базарова І. В. Методичні вказівки для практичних занять з дисципліни «Основна іноземна мова (англійська)» (фонетика) для студентів четвертого курсу спеціальності 035 Філологія. "Types of texts". Одеса: ОНМУ, 2020. 33 с.
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Допоміжна література з фонетики

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