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IT STUDENT'S ENGLISH HANDBOOK

НАВЧАЛЬНО-МЕТОДИЧНИЙ ПОСІБНИК

ТЕРНОПІЛЬ—2015

ТЕРНОПІЛЬСЬКИЙ НАЦІОНАЛЬНИЙ
ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ
ІМЕНІ ВОЛОДИМИРА ГНАТЮКА

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Навчально-методичний посібник

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Навчальний посібник призначений для використання у процесі іншомовної фахової підготовки майбутніх програмістів. Навчальні матеріали, структуровані за тематичним принципом у 10 розділах, відображають принципи соціокогнітивного підходу до формування стратегій іншомовного професійно орієнтованого спілкування. Система вправ і завдань, представлена у межах розділів за видами мовленнєвої діяльності, націлена на розвиток відповідних знань, навичок, умінь, що є компонентами іншомовної професійно орієнтованої комунікативної компетентності студентів, зокрема таких її субкатегорій як стратегічна компетентність, відповідні комунікативні стратегії та стратегії іншомовного професійно орієнтованого спілкування.

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PREFACE

Learning for success

As more and more Ukrainian students see their aim as becoming competitive professionals on the global market the efficient methods and techniques of English language teaching cannot be underestimated. 'IT Student's English Handbook' is designed to address the needs of University IT students for innovative materials to make their classes engaging, motivating and effective.

The philosophy behind the handbook derives from socio-cognitive approach which has proved beneficial and is practiced worldwide. According to socio-cognitive approach, factors, influencing the efficiency of learning are the following: social background, age, emotional features of students. They should be treated as important criteria for the design of the course content. The target audience is the first and second year students, who are in the process of forming their life philosophy. They are open to the world, curious and active. If teaching materials and methods answer their needs, they will be more than likely to take the responsibility for their learning, which manifests another socio-cognitive principle in action, namely the principle of taking the responsibility.

Materials and activities suggested in the textbook have been tested in practice with first and second year IT students and are applied with Internet resources. The latter are addressed to the responsible learner and the tasks are formulated so that to trigger the whole complex of cognitive processes and enhance the development of critical thinking, analytical thinking, creative thinking etc.

How it works

The handbook consists of four modules each embracing several units. The units are arranged so that they correspond with the program of the English language course for IT students. As mentioned, each activity has been tested and proved being functional. So, the author wants to share her experience of how the course works. The titles of units contain a hint of humour adding to the general motivating force of the handbook. For that reason each unit title starts with 'how'. The materials are organized and structured with a view to making students equal participants of the learning process and helping to build up their communicative strategies as well as their vocabulary and grammar.

The authors hope that the handbook will become the key to students' successful learning aimed at building their communicative strategies.

MODULE I
SUCCESS DOESN'T COME EASY

UNIT I
HOW BRITISH ZEBRA CROSSED
AN AMERICAN STREET BRITISH VS AMERICAN ENGLISH

READING ROOM

Pre-reading

Work with the partner to discuss the following.

- Have you ever known that English you study varies from country to country?
- Do you know that variants of language you study may sound different?
- Do you want to see English you study in a different light?
- Do you know that two English speaking people may be in an awkward situation and the reason of that 'awkwardness' is inability to comprehend a question? ☺

Study the words that have pretty different meanings in Great Britain than they do in the U.S.

BRITISH WORDS THAT MEAN SOMETHING TOTALLY DIFFERENT IN THE US

1. Jumper

BRITAIN

U.S.

2. Trainer

U.S.

BRITAIN

3. Pants

U.S.   BRITAIN

4. Bird

U.S.   BRITAIN

5. Bog

U.S.   BRITAIN

6. Braces

U.S.   BRITAIN

7. Trolley

BRITAIN   U.S.

8. Chips

U.S.   BRITAIN

9. Coach
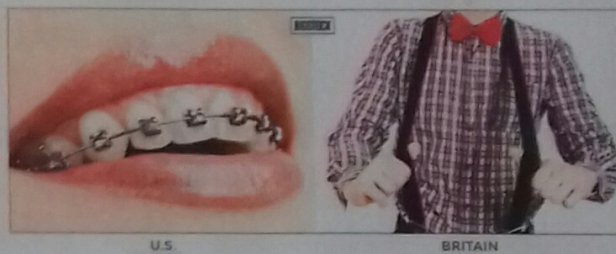
U.S.   BRITAIN

10. Biscuit
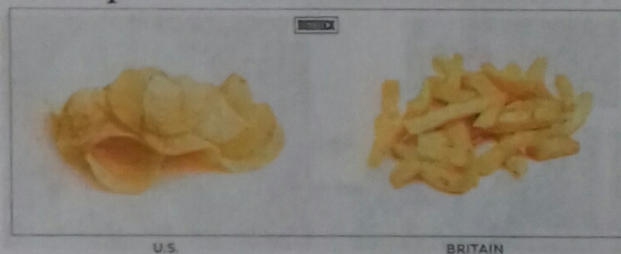
U.S.   BRITAIN

11. Dummy

BRITAIN   U.S.

12. Lift

BRITAIN   U.S.

13. Flannel

U.S.   BRITAIN

14. Football

U.S.   BRITAIN

15. Hamper

U.S.   BRITAIN

16. Vest

U.S.   BRITAIN

17. God Save the Queen!

BRITAIN   U.S.

Read the dialogue between Englishman and American and pay attention to notable language discrepancies.

A LOST AMERICAN IN LONDON

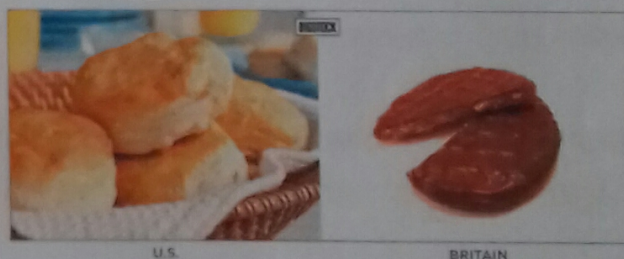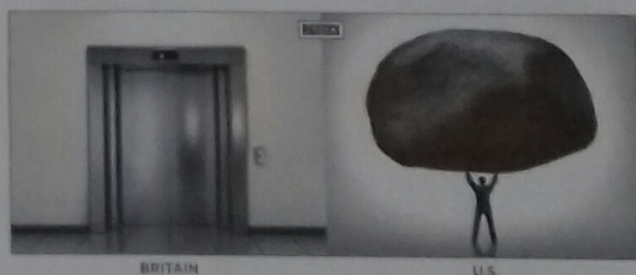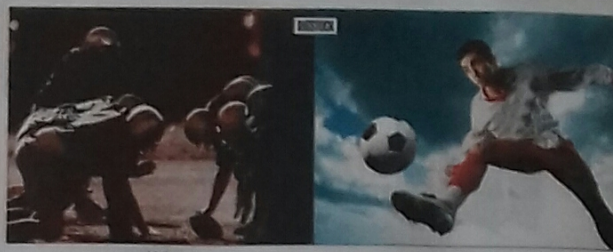*Chelsea:*   Excuse me, could you help me?

Rosie: Sure. You're not from around here, are you?

Chelsea: No, I'm from the States.

Rosie: I thought so, I could tell by your accent. Are you enjoying London?

Chelsea: Yes, it's awesome. I went to Buckingham Palace yesterday.

Rosie: Really? How did you find it?

Chelsea: Ermm… With a map.

Rosie: No, sorry, I mean how was it? Did you enjoy it?

Chelsea: I sure did.

Rosie: So, what can I do to help?

Chelsea: Could you tell me where Abbey Road is?

Rosie: Ah, are you looking for the zebra crossing?

Chelsea: The zebra doing what?

Rosie: I mean the pedestrian crossing, the famous one from the Beatles album cover.

Chelsea: No, actually I'm looking for an old friend's apartment. She lives there.

Rosie: Well, it's a five-minute walk from here. Go down here and turn right at the station. Then, take the second turning on your right. That's Abbey Road.

Chelsea: Thanks. Just one more thing. Can you tell me what this means? She said she lived at A.T. Abbey Road. What's that?

Rosie: A.T.? Who wrote that?

Chelsea: I did. My friend told me on the phone, but I didn't have time to ask…..

Rosie: Ah! I know. It's eighty Abbey Road.

Chelsea: I don't get it.

Rosie: The number 80.

Chelsea: Oh! 80. We speak the same language but sometimes it's hard to figure out what you're saying!

Post reading

Answer the following questions.

- Does the title 'A lost American in London' fit the case?
- What is the relationship between the characters?
- What are they talking about?
- Have you known that communicants' words may sound widely different?
- Have you known that they do the language in a different way?
- Do you still think that they speak the same language?
- Speak your thoughts about the misunderstanding you met between Rosie and Chelsea. Which three things caused it?
- What does Chelsea think of her trip to London so far?
- Speak the truth whether you agree or disagree that Chelsea had the lack of knowledge which leaded to these misunderstandings.
- Do you agree that Rosie has a great command of language?
- Don't you believe that Rosie has a degree in language? Maybe this is the reason of her deep knowledge?

SPEAKING ROOM

Simulation

Work in pairs. Simulate the communicative situation titled '...We speak the same language but...'. Student A is an American hotel receptionist. Student B is an IT company worker who speaks perfect British English. With the help of functional phrases for stimulating strategies to ask someone's requests and favours make your dialogue natural.

Functional phrases for stimulating strategies to ask someone's requests
Could you be so kind to let me know... . Could you be so kind as to help me ... .Would you be kind enough to tell/ explain ... . I am wondering if you could tell me your ... . Would you mind giving/telling me ... . Would it be terribly inconvenient for you if you gave me ... . I would appreciate if you could give/tell me ... . I would be most grateful if you could tell me... .Could you say that again, please?

Functional phrases for stimulating strategies to ask someone's favours
Excuse me troubling you but ....I wonder if you would mind helping me a moment, as long as it's not trouble... . Excuse me for bothering you, but ... . Excuse me for having bothered you ... . Sorry to bother you but please could you help me with ... . Please excuse me for disturbing you but ... . I am terribly sorry to bother you, but ... . I beg your pardon but ... .

WRITING ROOM

Think it over

> *"If you can't annoy somebody, there is a little point in writing"*
> **Kingsley Amis**

Write an opinion essay on the topic:

✓ **I'm an Englishman in New York. What is better to be emigrant abroad or a strange in your native country?**