

найулюбленіших міст, а Львів полонив його своїми брущатими вуличками, старовинними будинками. Він з задоволенням вимовляє українські слова «я вас кохаю», «добрий вечір», «дякую» та добре ставиться до України і українців. «Це молода країна, в якій живуть красиві і добрі люди» [6], які прагнуть свободи і щастя.

Українські читачі з задоволенням чекають на нові зустрічі із Фредеріком Бегбеде і героями його творів.

1. Иностранная Литература. – 2002. – № 2. – С.20
2. Иностранная Литература. – 2002. – № 2. – С.111
3. Славінська Ірина. Фредерік Бегбедер: Війна від нас не так і далеко. – [Електронний ресурс]. – Режим доступу: <https://life.pravda.com.ua/culture/2016/09/17/218094/>
4. [Електронний ресурс]. – Режим доступу: https://uk.wikipedia.org/wiki/Фредерік_Бегбеде
5. [Електронний ресурс]. – Режим доступу: <http://www.piplz.ru/page-id-2278.html>
6. [Електронний ресурс]. – Режим доступу: <https://fakty.ua/281321-hotel-napisat-smeshnuyu-veseluyu-vecsh-pro-smert---frederik...>

DEVELOPING LISTENING AND SPEAKING SKILLS OF THE ENGLISH LANGUAGE

Larisa Tkachenko
teacher,
Izmail State University of Humanities

All conversation is composed of two activities: speaking and listening. If the interlocutor listens carefully to the speaker, he/she can make a coherent response to the speaker's utterance. He/she is able to remember the information useful for him/her. Through eye contact, facial expression, posture, the interlocutor expresses his/her interest in what the speaker says. Listening is actually a hard work, and even

more so in a foreign language. English teachers always emphasize the importance of listening, because their students may not have developed good listening skills in their own language, making them even poorer listeners in English. However, students should pay more attention to what is being said in order to improve their aural comprehension and to perform the role of listener well.

Good listeners in any language are rare. The poor listener is scarcely interested in the subject, does not recognize main ideas, is distracted by the speaker's appearance, becomes emotional when certain subjects are raised, or is too eager to talk himself/herself. That's why it is so important to help the student improve his/her speaking and listening skills. It may be done during the directed conversation lessons, providing a good listening environment and choosing subjects that interest the students. English teachers may also work out special exercises to develop listening skills. For instance, students' communication at English classes can be improved through homework television assignments that are followed up by the speaking activity. In this way students are taught new strategies to develop both listening and speaking skills, and at the same time help them become critically more aware of what they see on television.

This article will give concrete examples of how to introduce media studies at the English classes. It includes: the suggested level, the aim of the task, the home assignment, and the classroom follow-up (pair work, group work, and class discussion).

Activity 1.

Level: beginners

Aims: – to view and listen for specific information

– to practise the Present Simple tense

- to learn where towns and countries are in the world and how to pronounce them in English

- to learn the names of different languages in English

Text et culture. Bunyck 4

Home Task: the teacher sets a specific television channel, day and time, when all the students are told to watch the news broadcast and carry out the listening assignment. For example, the students are asked to list the names of all the places (cities and countries) mentioned on the news.

Classroom follow-up: (Pair work or group work). The students fill in the chart below, using information from their home assignment, their knowledge of English and the world.

Place	Country	Language
<i>Manchester</i>	<i>The UK</i>	<i>English</i>
<i>Paris</i>	<i>France</i>	<i>French</i>
<i>Rome</i>	<i>Italy</i>	<i>Italian</i>

The students come up to the map and make a mark in the correct place on the map for each news item. Then they are required to form a sentence, using their table. Their groupmates may ask them questions, for example:

Student 1: *Paris is in France.*

Student 2: *What language do people speak in France?*

Student 1: *People speak French in France.*

Student 3: *Rome is in Italy.*

Student 4: *What language do people speak in Italy?*

Student 3: *People speak Italian in Italy, and so on.*

Activity 2.

Level: intermediate

Aims: - to identify the speaker on the news

- to differentiate information according to specific headings
- to practice presenting an oral report to the class
- to achieve some degree of critical awareness of the media

Home Task: the teacher sets a specific television channel, day and time, when all the students are told to watch the news broadcast and carry out the listening assignment. For instance, the students are told to write down the names of all the people who appear on the news programme (anchormen, interviewers, politicians, etc.)

Classroom follow-up. Group work: The students are asked to combine the names to form one list. Students should be encouraged to use such expressions as:

As far as I know, ...; From my point of view, ...; Are you sure?; What do you think?

The teacher chooses to concentrate on one of the topics below and asks the groups to differentiate their list of names according to:

- anchormen, interviewers, general public
- in the studio/ outside the studio
- male/female
- national/international news
- well known/unknown personalities
- under forty/over forty
- positive news/negative news

Class Discussion: one student from each group presents the group's project to the students, and then the class discusses the findings and their implications. For example, the teacher may ask the class:

- *Is it important that men and women have equal representation on the news?*
- *Are you influenced more by male or female presenters of the news?*
- *Should the anchormen show their emotions while presenting the news?*
- *Is there a connection between the number of people in a news report and the importance of that report?*

The task can be repeated several times using different news reports, therefore, each group is given a different topic to discuss.

Text et culture. Bunyck 4

Follow-up Homework Assignment: the teacher asks the students to watch the English news during the week to see if the information from their reports is true.

Activity 3.

Level: upper intermediate

Aims: - to identify the subtopics in the news

- to practise phrases and expressions for agreeing and disagreeing
- to practise presenting an oral report to the whole class
- to practise reaching an agreement
- to achieve some degree of critical awareness of the media

Home Task: the teacher sets specific television channel, day time, when all the students are told to watch the news broadcast and fulfill the listening assignment.

The students are asked to write down the topics discussed on the news.

Classroom follow-up. Pair work: students compare their list of topics with their partner. The teacher discusses with the class factors determining the importance of the news item. The question may be as follows: *What are the reasons for deciding what news should be presented first?* The students in pairs discuss these criteria.

Group work: the group makes use of their information to form the list of topics in the order presented on the news and then discusses whether the news were presented in their correct order of importance.

In their discussion they are encouraged to use such expressions as:

You are quite right; I agree; There is a lot of truth in what you say, but; I am afraid, you are wrong; I can't agree with you. Then, a representative from each group presents the news headlines to the class using their combined information.

Classroom follow-up: the teacher can lead a class discussion on the following issues:

- *Which topics are of national importance?*
- *Which topics are accompanied by on-the-spot coverage?*
- *Which topics are ongoing and which are new?*

- *Which topics include different points of view and which are one-sided?*

A variation on this activity for a more advanced level could require the students to present the news headlines from the regional news broadcast in order of their importance (to their mind).

Activity 4.

Level: intermediate-advanced

Aims: - to view and listen to a specific topic

- *to develop the vocabulary on the topic*

- *to provide a summary both orally and in writing from the viewed information.*

Home Task: Each group is given an ongoing news topic. This can vary from country to country, for example: political situation, economics, war, poverty, the monarchy, crime, Olympic games or sport championships, weather and climate.

The groups are told to gather the information on the chosen topic on the English news over the following week or two. Then they are expected to give an oral and written reports on their findings.

In order to prepare themselves for the home task, first the students are asked to revise the vocabulary for their topic. For example, if their topic is *Health Care*, they would need:

Nouns: surgeon, ointment, addiction, chemist's, treatment, remedy, X-ray etc.

Verbs: to complain, to catch a cold, to operate on, to suffer from, etc.

Adjectives: contaminating, sore, injured, splitting, bleeding, etc.

Expressions: to be on sick leave, to have a nervous break-down, to check blood pressure, to take blood count (test), to treat for contagious diseases, etc.

The groups meet during the two-week period to compare the notes and prepare their oral and written presentation.

Conclusion.

We can make a conclusion that news either played back in the classroom or presented as home assignments may become a major component at the English

classes. The methods described in the article show how to use authentic listening with all levels of students. Through using televised news assignments students can practise and improve their level of speaking, writing and listening proficiency. Moreover, these activities are very interesting to students and, which is also very important, make students more aware and, thereby, more critical of what they see on the television news.

1. Beaumont, Digby & Colin Granger. The Heinemann ELT English Grammar, Macmillan Heinemann: Методика, К., 1999.
2. Dobson, Julia. Effective Techniques for English Conversation Groups. – Washington, D.C., 1992. – P. 81-82.
3. Murphy, Richard A. From Practice to Performance. Vol.1, Washington, D.C., 1995.
4. The Lighter Side of TEFL. – US Information Agency, Washington, 1994.- 135 p.
5. Webster's New Twentieth Century Dictionary of the English Language. Unabridged. – New York, 1993.

ЕМОЦІЙНА СКЛАДОВА ПЕРСОНАЖНОГО МОВЛЕННЯ

Олена Четверікова

*кандидат філологічних наук, доцент,
Ізмаїльський державний гуманітарний університет*

У художньому персонажному мовленні відсутні будь-які паравербальні засоби спілкування (інтонація, міміка, темброві характеристики), але вони передбачаються наявними та відбиваються тими чи іншими засобами у площині тексту. Сучасна лінгвістика виходить з того, що мова в своїй комунікативній функції слугує не тільки для обміну думками, але й для вираження емоційно-оцінного ставлення мовця до навколишнього світу [5]. Область емоційної виразності охоплює коло почуттів, котрий пов'язується з