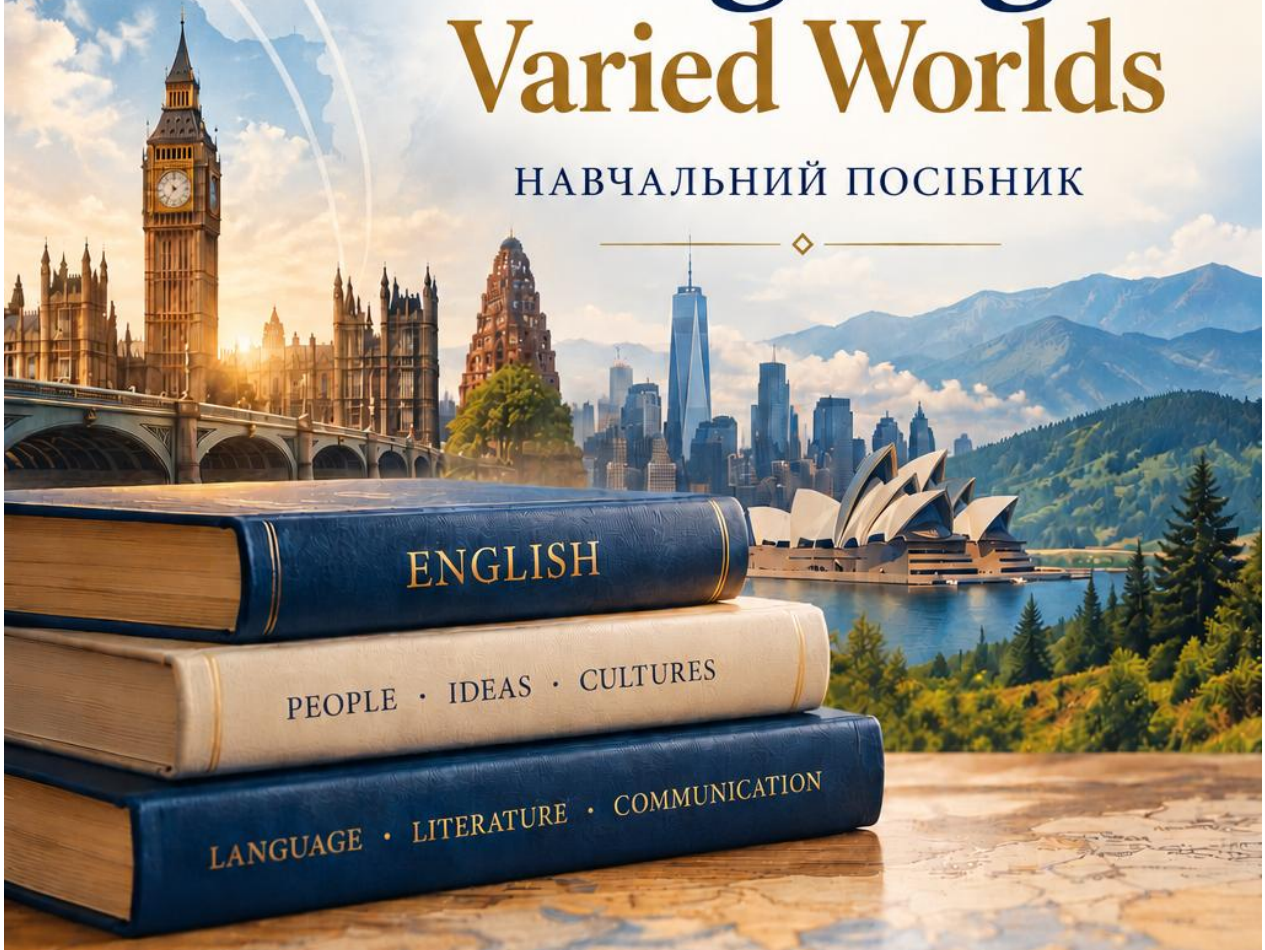
КАРПАТСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ ВАСИЛЯ СТЕФАНИКА

Nataliya Magas

English Language: Varied Worlds

НАВЧАЛЬНИЙ ПОСІБНИК



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М12

English Language: Varied Worlds : навчальний посібник. Видання друге і доповнене. – Івано-Франківськ, 2025. – 90 с.

Навчальний посібник *English Language: Varied Worlds* призначений для здобувачів другого (магістерського) рівня вищої освіти Факультету філології, які вивчають дисципліну «Іноземна мова за професійним спрямуванням» за освітньо-професійною програмою «Середня освіта (Українська мова і література)».

Посібник складається з восьми тематичних розділів, кожен з яких має послідовну структуру й містить тематичний текст, словник із перекладом українською мовою, лексичні та граматичні вправи, завдання на засвоєння термінології, тестові завдання, матеріали для читання й обговорення, практичні ситуації та додаткові завдання. Система вправ спрямована на розвиток навичок читання, письма, усного мовлення, розуміння професійно орієнтованих текстів, аналізу мовних явищ і використання англійської мови в академічному та професійному спілкуванні.

Посібник може бути використаний під час аудиторних занять і самостійної роботи студентів, а також усіма, хто прагне вдосконалити знання англійської мови та розвинути навички професійної комунікації.

ПЕРЕДМОВА

Англійська мова є однією з найпоширеніших мов міжнародного спілкування, науки, освіти та культури. В умовах глобалізації, активного розвитку міжнародних академічних зв'язків і цифрових технологій володіння англійською мовою стає важливою складовою професійної компетентності сучасного фахівця. Особливого значення іншомовна підготовка набуває для майбутніх учителів української мови і літератури, які мають бути готовими до професійної комунікації, міжкультурної взаємодії, використання автентичних освітніх ресурсів і впровадження сучасних методів навчання.

Підготовка здобувачів другого (магістерського) рівня вищої освіти за освітньо-професійною програмою «Середня освіта (Українська мова і література)» передбачає не лише поглиблення знань з англійської мови, а й розвиток умінь застосовувати її в академічному та професійному середовищі. Важливими складниками такої підготовки є розуміння фахових текстів, володіння відповідною термінологією, уміння аргументовано висловлювати думки, аналізувати мовні явища, інтерпретувати літературні твори, брати участь у дискусіях і здійснювати професійну комунікацію англійською мовою.

Навчальний посібник *English Language: Varied Worlds* призначений для здобувачів освіти факультету філології, які вивчають дисципліну «Іноземна мова за професійним спрямуванням» у межах галузі знань А «Освіта», спеціальності А4 «Середня освіта (за предметними спеціальностями)» та освітньо-професійної програми «Середня освіта (Українська мова і література)». Мета посібника — сприяти формуванню іншомовної комунікативної компетентності майбутніх учителів, розширенню їхнього професійного словникового запасу, розвитку навичок критичного мислення, академічного читання, письма, усного мовлення та міжкультурної комунікації.

Зміст посібника охоплює вісім тематичних розділів, що відображають актуальні питання лінгвістики, мовної освіти, літературознавства, професійної діяльності та комунікації. Теми розділів охоплюють сучасну лінгвістику й типові помилки у формулюванні назв; мовне різноманіття та особливості вживання форм однини й множини іменників; сучасну прикладну лінгвістику та узгодження часових форм у мовленні; сучасну літературу й засоби передавання чужих слів та інформації; багатомовність і штучний інтелект у контексті стратегій переконання; професійну реалізацію філологів і типові помилки під час співбесіди; роль учителя в навчанні української мови та літератури; значення семантики у формуванні лексичного значення слова й інтерпретації тексту.

Структура кожного розділу передбачає опрацювання тематичного тексту, засвоєння ключової лексики з українськими відповідниками, виконання завдань на встановлення лексичної сполучуваності, заповнення пропусків, співвіднесення термінів із визначеннями, тестових і корекційних вправ. Розділи також містять завдання на читання та розуміння тексту, запитання для обговорення, практичні ситуації й додаткові види роботи, спрямовані на застосування набутих знань у професійному контексті. Відповіді до основних лексичних, граматичних і тестових завдань дають змогу здійснювати самоконтроль та оцінювати власний поступ у навчанні.

Система вправ спрямована на розвиток умінь читати й аналізувати англомовні тексти, визначати значення лексичних одиниць у контексті, розрізняти семантичні відношення, правильно використовувати граматичні конструкції, формулювати аргументовані судження та брати участь у професійно орієнтованій дискусії. Практичні завдання моделюють ситуації, пов’язані з педагогічною діяльністю, співбесідами, організацією навчання, інтерпретацією літературних творів і використанням цифрових ресурсів. Це створює умови для поєднання мовної підготовки з майбутньою професійною діяльністю здобувачів освіти.

Посібник може використовуватися під час аудиторних занять, самостійної роботи та індивідуального опрацювання матеріалу. Запропоновані завдання дають змогу викладачеві варіювати методи роботи відповідно до рівня підготовки студентів, а здобувачам освіти — розвивати навчальну автономію, поглиблювати знання англійської мови й удосконалювати навички самооцінювання.

Матеріали посібника покликані допомогти майбутнім учителям української мови і літератури впевнено використовувати англійську мову в академічному та професійному спілкуванні, розширювати власний культурний світогляд і застосовувати сучасні підходи до аналізу мови, тексту та літератури. Посібник орієнтований на формування фахівця, здатного до безперервного професійного розвитку, критичного осмислення інформації та ефективної комунікації в сучасному освітньому середовищі.

CONTENTS

PREFACE **4**

UNIT 1. CONTEMPORARY LINGUISTICS
The Study of Language **7**

UNIT 2. LINGUISTIC DIVERSITY
Languages in a Changing World **18**

UNIT 3. MODERN APPLIED LINGUISTICS
Modern Applied Linguistics in Practice **29**

UNIT 4. CONTEMPORARY LITERATURE
Contemporary Literature **40**

UNIT 5. MULTILINGUALISM AND AI
Tactics of Persuasion **49**

UNIT 6. JOBS AND CAREER DEVELOPMENT
Common Mistakes in Job Interviews **58**

UNIT 7. THE ROLE OF THE TEACHER IN TEACHING UKRAINIAN LANGUAGE AND LITERATURE **67**

UNIT 8. THE ROLE OF SEMANTICS IN WORD MEANING AND TEXT
Understanding Meaning in Language **76**

ADDITIONAL TASK: LANGUAGE FEATURES **84**

REFERENCES **89**

UNIT 1. CONTEMPORARY LINGUISTICS

The Study of Language in a Changing World

Language is one of the most important features of human society. It allows people to communicate, express emotions, share knowledge, and preserve cultural traditions. The scientific study of language is called linguistics. Contemporary linguistics explores not only how languages are structured but also how people use them in different social, cultural, and technological contexts.

Traditionally, linguists have studied the sounds, words, grammatical structures, and meanings of languages. Today, these areas remain important, but researchers also investigate how language changes over time, how children acquire their first language, how people process speech, and how digital technologies influence communication.

One major branch of linguistics is phonetics, which examines the physical properties of speech sounds, including how they are produced and perceived. Phonology, by contrast, studies how sounds function within a particular language system. These terms are closely related, but they do not mean the same thing.

Morphology deals with the structure of words and the ways in which words are formed. Syntax investigates how words combine to form phrases and sentences. Semantics focuses on meaning, while pragmatics examines how context influences the interpretation of an utterance. For example, the sentence Could you open the window? is grammatically a question, but in many situations it functions as a request.

Sociolinguistics explores the relationship between language and society. It examines regional accents, dialects, multilingualism, language attitudes, and the influence of social factors on language use. Psycholinguistics investigates the mental processes involved in understanding and producing language. Historical linguistics studies language change and the relationships between languages.

Another important area is corpus linguistics, which uses large collections of authentic texts or spoken language to investigate linguistic patterns. Digital corpora allow researchers to examine word frequency, collocations, grammatical structures, and changes in vocabulary. Instead of relying exclusively on personal intuition, linguists can use real examples to support or challenge their hypotheses.

Computational linguistics combines linguistic knowledge with computer science to develop technologies such as machine translation, speech recognition, and text analysis.

Closely related research includes natural language processing (NLP), which enables computers to process and generate human language. These technologies are increasingly important in education, translation, information retrieval, and communication.

Despite these developments, linguistic research requires careful terminology and accurate interpretation of evidence. Researchers sometimes confuse related concepts, use technical terms inconsistently, or write academic titles that are too broad, vague, or grammatically incorrect. For example, The Influence of Social Media on Language Use is a clearer research title than Language and Social Media, because it specifies the relationship being investigated.

Contemporary linguistics is therefore an interdisciplinary field that connects language with society, cognition, culture, and technology. Its methods help us understand both the structure of language and its role in modern life. Accurate terminology, clear research questions, and well-written academic titles are essential for communicating linguistic findings effectively.

Words and word combinations

English	**Ukrainian**
linguistics	мовознавство, лінгвістика
linguistic research	лінгвістичне дослідження
language structure	структура мови
speech sound	звук мовлення
word formation	словотворення
grammatical structure	граматична структура
utterance	висловлення
context	контекст
language acquisition	засвоєння мови
language change	мовні зміни
dialect	діалект
multilingualism	багатомовність

language attitude	мовне ставлення
corpus linguistics	корпусна лінгвістика
authentic data	автентичні дані
word frequency	частотність слова
collocation	словосполучення, колокація
hypothesis	гіпотеза
evidence	докази, фактичні дані
computational linguistics	комп’ютерна лінгвістика
natural language processing	оброблення природної мови
machine translation	машинний переклад
speech recognition	розпізнавання мовлення
interdisciplinary	міждисциплінарний
terminology	термінологія
research findings	результати дослідження
ambiguous	неоднозначний
precise	точний
to investigate	досліджувати
to acquire a language	засвоювати мову
to support a hypothesis	підтверджувати гіпотезу
to analyse a corpus	аналізувати корпус
to draw a conclusion	робити висновок

1. Make up word combinations using words from the left and right columns

Match the beginnings and endings.

A	B
1. language	a. processing
2. speech	b. formation
3. word	c. change
4. natural language	d. sound
5. machine	e. title
6. research	f. translation
7. academic	g. findings
8. authentic	h. data
9. historical	i. linguistics
10. word	j. frequency
11. grammatical	k. structure
12. linguistic	l. research

2. Complete the sentences

Use the words and expressions from the reading text. Change the grammatical form if necessary.

1. The scientific study of language is known as _____.
2. _____ examines the physical properties of speech sounds.
3. Unlike phonetics, _____ investigates how sounds function within a language system.
4. The branch of linguistics that studies the structure of words is called _____.
5. _____ examines how words combine to form phrases and sentences.
6. The study of meaning in language is known as _____.
7. _____ investigates how context influences the interpretation of an utterance.
8. Researchers in _____ study the relationship between language and society.
9. Large collections of authentic texts are called linguistic _____.

10. Researchers can use corpus data to investigate word _____ and collocations.
11. _____ combines linguistic knowledge with computer science.
12. Natural language processing enables computers to process and generate _____.
13. A proposed explanation that can be tested through research is called a _____.
14. A good academic title should be clear, precise, and relevant to the research _____.
15. Linguists should support their conclusions with reliable _____.

3. Match the term with its definition

Term	Definition
1. Phonetics	A. The study of how language is used in social contexts and how society influences language.
2. Syntax	B. The study of meaning in language.
3. Semantics	C. The study of the physical properties of speech sounds.
4. Pragmatics	D. The study of language change over time.
5. Sociolinguistics	E. The study of the structure of sentences.
6. Morphology	F. The study of how context affects the interpretation of language.
7. Historical linguistics	G. The study of word structure and word formation.
8. Corpus linguistics	H. The use of computer methods to process and analyse human language.
9. Computational linguistics	I. The study of language through collections of authentic spoken or written texts.
10. Psycholinguistics	J. The study of the mental processes involved in language comprehension and production.

4. Read the text and answer the questions

Why Do Academic Titles Matter in Linguistics?

An academic title is often the first part of a research paper that readers see. It should communicate the main topic of the study and help readers understand what the author intends to investigate. A well-written title is usually concise, informative, and grammatically correct.

One common problem is the use of titles that are too general. For example, Language and Society does not explain which aspect of the relationship between language and society is being examined. A more informative title might be The Influence of Social Factors on Language Variation among University Students.

Another problem is the use of vague expressions. Words such as some, various, and different may be appropriate in certain contexts, but they often make research titles less precise. Compare Some Problems of Translation with Common Errors in the Translation of English Idioms into Ukrainian. The second title identifies the specific problem and the languages involved.

Grammar is equally important. Academic titles may use noun phrases, but the relationships between their components must remain clear. For example, The Impact of Digital Technologies on Language Learning is grammatically appropriate. In contrast, Impact Digital Technologies for Language Learning contains incorrect grammatical relationships.

Researchers should also distinguish between related linguistic terms. A title about the structure of sentences should normally refer to syntax, whereas a title about word formation should refer to morphology. Using an incorrect technical term can misrepresent the content of a study.

Finally, titles should reflect the actual scope of the research. A paper based on a small collection of student essays should not claim to describe the language of an entire population unless the evidence justifies such a conclusion. Precision in academic titles is therefore not merely a matter of style; it is also a matter of research accuracy.

Answer the questions

1. What are the main characteristics of a good academic title?
2. Why can a title such as Language and Society be considered too general?
3. How does the second example in the text improve the first title?
4. Why should researchers avoid vague expressions in academic titles?

5. What grammatical problem occurs in Impact Digital Technologies for Language Learning?
6. How can the misuse of linguistic terminology misrepresent a study?
7. Why should a title reflect the actual scope of the research?
8. What makes a research title informative rather than merely interesting?
9. What problems do you most often notice in academic titles?
10. Can a short title be more effective than a long one? Explain your answer.

5. Common mistakes in linguistic terminology

Choose the correct term to complete each sentence.

1. The study of sentence structure is called:

A. Semantics

B. Syntax

C. Phonetics

D. Pragmatics

2. The study of how speech sounds are physically produced is:

A. Phonetics

B. Morphology

C. Syntax

D. Sociolinguistics

3. The study of word formation is:

A. Pragmatics

B. Phonology

C. Morphology

D. Semantics

4. The study of meaning in language is:

A. Semantics

B. Phonetics

C. Syntax

D. Historical linguistics

5. The study of how context influences meaning is:

A. Morphology

B. Pragmatics

C. Phonology

D. Lexicography

6. The analysis of authentic texts using large collections of language data is associated with:

A. Corpus linguistics

B. Phonetics

C. Literary criticism

D. Orthography

7. The study of the relationship between language and society is:

A. Psycholinguistics

B. Sociolinguistics

C. Computational linguistics

D. Morphology

8. The mental processes involved in language comprehension are studied in:

A. Historical linguistics

B. Corpus linguistics

C. Psycholinguistics

D. Phonology

9. Which title is the most precise?

A. Language and Technology

B. Some Thoughts about Language

C. The Influence of Machine Translation on English-Ukrainian Translation Practices

D. Different Problems in Modern Languages

10. Which title contains a grammatical error?

A. The Role of Context in Language Interpretation

B. Language Change in Digital Communication

C. The Influence of Social Media on Vocabulary Development

D. The Influence of Social Media for Vocabulary Development

6. Read and translate the text. Which research area would you choose?

Linguistics in the Digital Era

Digital technologies have transformed the way linguists collect, analyse, and interpret language data. Researchers can now use electronic corpora to study vocabulary, grammar, and discourse across millions of words. Search tools make it possible to identify frequent expressions, compare different genres, and investigate how particular words are used in context.

Machine translation has also become an important subject of linguistic research. Modern systems can translate large quantities of text quickly, but their output may contain errors involving idioms, cultural references, ambiguity, and grammatical structures. Linguists and translators can analyse these errors to improve translation quality and understand the limitations of automated systems.

Another developing area is the study of language on social media. Online communication provides examples of new vocabulary, abbreviations, informal grammar, and changing conventions of written interaction. Researchers can investigate how these features differ across age groups, communities, and communication platforms.

Artificial intelligence has created further opportunities for linguistic research, including automatic text analysis and speech recognition. However, researchers must consider data quality, privacy, bias, and the limitations of computational models.

Although technology provides powerful tools, it does not remove the need for linguistic expertise. Researchers still need to formulate clear questions, select appropriate methods, interpret evidence carefully, and communicate their findings accurately.

Discussion questions

1. How have digital technologies changed linguistic research?
2. What advantages do electronic corpora offer?

3. What kinds of errors can occur in machine translation?
4. Why is social media useful for studying language change?
5. What ethical issues should linguists consider when analysing digital communication?
6. Can artificial intelligence replace linguists? Why or why not?
7. Which area would you prefer to investigate: corpus linguistics, computational linguistics, sociolinguistics, or translation studies? Explain your choice.

7. Common mistakes in academic titles: editing practice

Rewrite each title to correct the grammar, improve precision, or use appropriate linguistic terminology. More than one correction may be possible.

1. The Influence of Social Media for Language Change
2. Some Problems of English Vocabulary
3. The Role of Context for Understanding Meaning
4. An Analysis about Ukrainian Idioms in Online Communication
5. The Influence of Digital Technologies on to Language Learning
6. Different Aspects of Modern Linguistics
7. The Use of Corpus for Studying of Word Frequency
8. The Impact of Social Factors for Language Variation
9. A Research of English-Ukrainian Machine Translation
10. The Relationship between Syntax and Word Formation
11. The Effects of Context on the Interpretation of Utterances
12. The Influence of Multilingualism on Students' Language Use

8. Create your own research title

Imagine that you are preparing a short research paper in contemporary linguistics.

Choose one area and write an academic title of 10–18 words.

- Corpus linguistics
- Sociolinguistics

- Computational linguistics
- Pragmatics
- Psycholinguistics
- Translation studies
- Language change in digital communication

UNIT 2. LINGUISTIC DIVERSITY

Languages in a Changing World

The world is home to thousands of languages, each reflecting the history, culture, and experiences of the people who speak it. Linguistic diversity refers to the variety of languages used by different communities and the ways in which these languages differ in sounds, vocabulary, grammar, and patterns of communication.

Languages are not simply collections of words. They are complex systems that allow people to express ideas, maintain social relationships, and transmit knowledge from one generation to another. Some languages are spoken by millions of people, while others are used by relatively small communities. The number of speakers, however, does not determine the cultural or linguistic value of a language.

Linguists investigate language diversity by examining pronunciation, grammatical structures, vocabulary, and language use. They also study multilingualism, language contact, and the processes through which languages change. In multilingual societies, people may use several languages in their daily lives, switching between them according to the situation, the people they are speaking to, or the topic of conversation.

One important aspect of linguistic diversity is the difference between countable and uncountable nouns in English. Countable nouns refer to things that can be counted individually, such as language, dialect, word, and speaker. They have singular and plural forms: one language, two languages; one speaker, several speakers.

Uncountable nouns, such as information, knowledge, research, and vocabulary, are not normally used with a/an and do not usually take a plural ending. For example, we say some information, not an information, and much research, not many researches, when referring to research in general.

Learners frequently make mistakes with nouns whose forms differ from regular plural patterns. Some nouns have irregular plurals: child — children, person — people, phenomenon — phenomena, and analysis — analyses. Other nouns have the same form in both singular and plural, such as species and series. The correct form depends on the meaning and grammatical context.

There are also nouns that appear plural but normally take a plural verb, such as linguistics when referring to the academic discipline. In contrast, news takes a singular verb: The news is interesting. Some nouns referring to fields of study,

including phonetics and semantics, generally take singular verbs when the discipline itself is meant.

Another common difficulty involves words that are countable in one language but uncountable in English. For example, advice and equipment are uncountable in standard English. Instead of saying an advice or many equipments, speakers should use expressions such as a piece of advice and several pieces of equipment.

Understanding these distinctions is important for students of linguistics, translators, teachers, and researchers. Accurate use of singular and plural forms makes academic writing clearer and helps prevent misunderstandings. By learning noun patterns in context, students can communicate more confidently and describe linguistic diversity more precisely.

Words and word combinations

English	**Ukrainian**
linguistic diversity	мовне різноманіття
language community	мовна спільнота
language contact	мовні контакти
multilingualism	багатомовність
language use	використання мови
grammatical structure	граматична структура
countable noun	злічуваний іменник
uncountable noun	незлічуваний іменник
singular form	форма однини
plural form	форма множини
irregular plural	неправильна форма множини
regular plural	правильна форма множини
noun ending	закінчення іменника
grammatical agreement	граматичне узгодження

academic discipline	академічна дисципліна
language learner	той, хто вивчає мову
research findings	результати дослідження
a piece of advice	порада
a piece of information	одиниця інформації
a piece of equipment	одиниця обладнання
a wide range of languages	широкий спектр мов
a number of speakers	певна кількість мовців
to preserve a language	зберігати мову
to transmit knowledge	передавати знання
to make a mistake	припускатися помилки
to take a singular verb	вживатися з дієсловом в однині
to take a plural verb	вживатися з дієсловом у множині
to refer to	стосуватися, позначати
to depend on context	залежати від контексту

1. Make up word combinations using words from the left and right columns

Match the beginnings and endings.

A	**B**
1. linguistic	a. forms
2. language	b. diversity
3. irregular	c. community
4. countable	d. of advice
5. uncountable	e. noun

6. singular and plural	f. plural
7. grammatical	g. agreement
8. a piece	h. noun
9. academic	i. discipline
10. language	j. contact
11. research	k. findings
12. language	l. learner

2. Complete the sentences

Use the correct words or expressions from the reading text. Change the form if necessary.

1. The variety of languages used by different communities is called linguistic _____.
2. Nouns that can be counted individually are known as _____ nouns.
3. The noun information is generally classified as _____.
4. The plural of child is _____.
5. The plural of phenomenon is _____.
6. The plural of analysis is _____.
7. In English, we say a piece of advice rather than _____.
8. The word news normally takes a _____ verb.
9. When referring to the academic discipline, linguistics generally takes a _____ verb.
10. The nouns species and series have the same form in the _____ and the plural.
11. Multilingualism involves the use of _____ languages by an individual or community.
12. Linguists study how languages change and how they come into contact with _____.

13. Accurate grammatical agreement makes academic writing clearer and helps prevent _____.
14. We say much research rather than _____ research.
15. The noun equipment is uncountable, so we can say several pieces of _____.

3. Match the term with its definition

Term	Definition
1. Countable noun	A. A noun that normally has no plural form and is not used with a/an.
2. Uncountable noun	B. The grammatical form used to refer to one person, object, or concept.
3. Singular	C. A noun whose plural form does not follow the usual pattern.
4. Plural	D. The variety of languages present in a particular area or community.
5. Irregular plural	E. A noun that can be counted as individual units.
6. Linguistic diversity	F. The grammatical form used to refer to more than one person, object, or concept.
7. Multilingualism	G. The use of more than one language by an individual or community.
8. Grammatical agreement	H. The relationship in which grammatical forms correspond appropriately, for example, between a subject and a verb.
9. Language contact	I. A situation in which speakers of different languages interact.
10. Academic discipline	J. A recognised field of study, such as linguistics or sociology.

4. Choose the correct option

1. There are thousands of different _____ spoken around the world.

A. language

B. languages

C. language's

D. languaes

2. The researcher collected useful _____ about endangered languages.

A. informations

B. an information

C. information

D. pieces information

3. Several linguistic _____ were discussed during the conference.

A. phenomenon

B. phenomenons

C. phenomena

D. phenomenas

4. The latest _____ on language diversity is interesting.

A. news are

B. news is

C. news were

D. news have

5. The students conducted three detailed _____ of the texts.

A. analysis

B. analysises

C. analyses

D. analysi

6. The linguistics department _____ a new research project.

A. have

B. are having

C. has

D. were having

7. The number of language learners _____ increasing.

A. are

B. have

C. were

D. is

8. A number of students _____ interested in sociolinguistics.

A. is

B. are

C. has

D. was

9. The equipment _____ required for the experiment is expensive.

A. are

B. were

C. is

D. have

10. The two _____ contain examples of language variation.

A. series

B. serieses

C. serie

D. series's

11. The children shared their _____ about learning foreign languages.

A. experience

B. experiences

C. experience's

D. experiencees

12. The linguist gave us several useful _____.

A. advices

B. advice

C. pieces of advice

D. piece of advices

13. The main _____ of the study are presented in the final section.

A. finding

B. findings

C. findinges

D. findies

14. Linguistic diversity _____ an important subject in contemporary research.

A. remain

B. are remaining

C. remains

D. have remained

15. Many _____ speak more than one language.

A. person

B. persons

C. people

D. peopleses

5. Correct the mistakes

Each sentence contains one mistake involving singular or plural nouns, countability, or subject–verb agreement. Rewrite the sentences correctly.

1. The researcher collected several informations about minority languages.
2. Many child learn more than one language in multilingual communities.

3. The linguist presented three interesting phenomenon at the conference.
4. We need an advice about choosing a suitable research method.
5. The news about endangered languages are important.
6. The students carried out two detailed analysis of the data.
7. Several species of birds is found in this region.
8. The equipment in the language laboratory are modern.
9. The linguistics are a fascinating academic discipline.
10. The number of languages spoken in this area are decreasing.
11. A number of researchers is investigating language contact.
12. The students discussed their research in small group.
13. She gave me many useful advice about academic writing.
14. The two series of lectures was organised by the department.
15. These research findings provides important evidence.

6. Read and translate the text. Answer the questions.

Protecting Linguistic Diversity

Linguistic diversity is an important part of humanity's cultural heritage. Languages preserve traditional knowledge, oral histories, local expressions, and ways of understanding the world. When a language disappears, a community may lose access to valuable cultural practices and knowledge that have been transmitted across generations.

Many factors influence language maintenance. Families may pass their languages on to children, schools may offer education in minority languages, and communities may organise cultural events to encourage language use. Digital technologies can also support language preservation by providing dictionaries, online courses, electronic archives, and collections of recorded speech.

However, language preservation requires more than collecting words or recording conversations. A language remains active when people use it in everyday situations, including education, work, family communication, and cultural activities. Researchers therefore examine not only the number of speakers but also the contexts in which a language is used.

The terminology of linguistic diversity also requires precision. For example, language, dialect, speaker, and speech community refer to different concepts. Similarly, researchers must distinguish between data and information, and between individual research studies and the general concept of research. Such distinctions are important when describing language communities and presenting research findings.

Studying linguistic diversity helps us understand how languages develop, interact, and change. It also encourages respect for linguistic differences and supports efforts to preserve languages for future generations.

Comprehension and discussion questions

1. Why is linguistic diversity important for humanity?
2. What types of knowledge can languages preserve?
3. How can families and schools support language maintenance?
4. What role can digital technologies play in language preservation?
5. Why is it important to use linguistic terminology accurately?
6. What is the difference between a language and a speech community?
7. Why is the number of speakers not the only factor researchers should consider?
8. What can universities do to promote linguistic diversity?
9. How can language preservation benefit future generations?
10. Which language-preservation activity would you consider most effective? Explain your choice.

7. Common mistakes in singular and plural forms: practical editing

Edit the following short academic text. There are 12 mistakes involving nouns or grammatical agreement. Identify and correct them.

Language Diversity in Modern Society

Linguistic diversity is an important feature of modern societies. Many community speak several languages, and their members often share valuable knowledges about local traditions. Researchers collect informations about endangered languages and examine different phenomenon related to language change.

The latest news about language preservation are encouraging. Several research projects has been launched to document minority languages. These studies provide useful evidence, but researchers sometimes need additional advices from experienced linguists.

The equipment used to record speech are becoming more accessible. A number of researchers is also developing digital resources, while the number of available language courses are increasing. These research findings demonstrates that technology can support language preservation.

Follow-up task: write your own paragraph

Write a paragraph of 120–150 words on “The Importance of Linguistic Diversity in the Modern World.”

Include at least:

- three countable nouns in the plural;
- three uncountable nouns;
- two irregular plural forms;
- one sentence with the number of;
- one sentence with a number of.

UNIT 3. MODERN APPLIED LINGUISTICS

Modern Applied Linguistics in Practice

Applied linguistics is a field that uses knowledge about language to solve practical problems in education, translation, communication, and other areas of social life. Unlike theoretical linguistics, which primarily investigates how language works, applied linguistics focuses on how linguistic knowledge can be used to address real-world challenges.

One important area of applied linguistics is language teaching. Researchers investigate how learners acquire vocabulary, develop grammatical accuracy, and improve their speaking and writing skills. They also examine which teaching methods are effective in different educational contexts. For example, a researcher may compare students who learn through communicative activities with those who follow a more traditional approach.

Translation studies is another significant area. Applied linguists investigate translation strategies, analyse errors, and explore how cultural differences influence the interpretation of texts. Digital technologies have also transformed translation practice. Modern computer-assisted translation tools help translators manage terminology, while machine translation systems produce draft translations that require careful evaluation.

Corpus linguistics contributes to applied research by providing authentic examples of language use. Teachers can use electronic corpora to identify frequent grammatical patterns, select appropriate vocabulary, and prepare materials based on real texts. Similarly, researchers can analyse learner corpora to discover recurring mistakes and understand why learners experience particular difficulties.

Consider the experience of a university lecturer who investigated the use of past tenses in students' academic narratives. At the beginning of the project, the lecturer noticed that many students mixed Past Simple and Past Perfect or changed tenses unnecessarily when describing past events. She collected samples of student writing, classified the errors, and compared the results from different groups.

While she was analysing the first set of essays, she discovered that students often used the Past Perfect even when the sequence of events was already clear. By the end of the study, she had identified several recurring problems and had developed additional exercises to address them. When she presented her findings, she explained how systematic error analysis could improve grammar teaching.

Narration is particularly useful for studying tense choice because it requires speakers and writers to establish a clear sequence of events. The Past Simple commonly describes

completed past events, while the Past Continuous provides background information or describes an action in progress. The Past Perfect indicates that one past event occurred before another past reference point. The Past Perfect Continuous emphasises the duration of an activity leading up to a past moment.

Learners sometimes assume that every sentence about the past requires the same tense. In fact, effective narration depends on the relationship between events, their duration, and the point of view adopted by the narrator. For instance, When the lecture began, the students had already completed the task clearly indicates that the task was completed before the lecture started.

Modern applied linguistics helps teachers identify these difficulties and develop evidence-based solutions. By combining linguistic theory, authentic language data, and classroom practice, researchers can make language learning more effective and help students communicate more accurately.

Words and word combinations

English	**Ukrainian**
applied linguistics	прикладна лінгвістика
language acquisition	засвоєння мови
language teaching	викладання мов
teaching method	метод навчання
grammatical accuracy	граматична правильність
translation studies	перекладознавство
translation strategy	перекладацька стратегія
computer-assisted translation	комп’ютеризований переклад
learner corpus	корпус текстів тих, хто вивчає мову
authentic language data	автентичні мовні дані
error analysis	аналіз помилок
academic narrative	академічна оповідь

sequence of events	послідовність подій
background information	фонова інформація
completed action	завершена дія
action in progress	дія в процесі виконання
duration	тривалість
reference point	точка відліку
recurring mistake	повторювана помилка
evidence-based solution	рішення, засноване на доказах
to collect samples	збирати зразки
to classify errors	класифікувати помилки
to analyse findings	аналізувати результати
to describe past events	описувати минулі події
to establish a sequence	встановлювати послідовність
to develop exercises	розробляти вправи
to improve accuracy	підвищувати правильність
to occur before	відбуватися раніше за
to emphasise duration	підкреслювати тривалість

1. Make up word combinations using words from the left and right columns

Match the beginnings and endings.

A	**B**
1. applied	a. of events
2. language	b. analysis
3. error	c. data

4. translation	d. linguistics
5. authentic	e. acquisition
6. sequence	f. information
7. background	g. studies
8. grammatical	h. accuracy
9. learner	i. corpus
10. completed	j. action
11. evidence-based	k. solution
12. reference	l. point

2. Complete the sentences

Use the words and expressions from the reading text. Change the form if necessary.

1. _____ uses knowledge about language to solve practical problems.
2. Researchers investigate how learners _____ vocabulary and develop grammatical accuracy.
3. The analysis of recurring learner mistakes is known as _____.
4. Electronic collections of learner writing can be used to create a _____.
5. The order in which events happen is called the _____.
6. The Past Simple commonly describes _____ events in the past.
7. The Past Continuous can describe an action that was _____ at a particular moment in the past.
8. The Past Perfect indicates that one past event happened _____ another past reference point.
9. The Past Perfect Continuous often emphasises the _____ of an activity before a past moment.
10. While the researcher _____ the essays, she discovered several recurring errors.
11. By the end of the project, the lecturer _____ several additional exercises.

12. Applied linguists can use authentic language _____ to investigate grammatical patterns.
13. Translation tools help translators manage _____ consistently.
14. Researchers classify errors to understand the difficulties that learners _____.
15. Evidence-based teaching methods can help students improve their grammatical _____.

3. Match the tense with its use

Tense	Use
1. Past Simple	A. An action that had been in progress for some time before a past reference point.
2. Past Continuous	B. An action completed before another past event or reference point.
3. Past Perfect Simple	C. An action in progress at a particular moment in the past; often background information.
4. Past Perfect Continuous	D. A completed past event or a sequence of events in the past.

4. Read and choose the correct tense

Choose the best answer in each sentence.

1. The researcher _____ the interviews last semester.

A. conducts

B. conducted

C. had conducted

D. was conducting

2. While the students _____ their essays, the lecturer was preparing feedback.

A. wrote

B. had written

C. were writing

D. have written

3. By the time the seminar started, the students _____ the article.

A. read

B. were reading

C. had read

D. have read

4. The lecturer realised that she _____ the wrong set of results.

A. analysed

B. was analysing

C. has analysed

D. had analysed

5. At 10 a.m. yesterday, the research team _____ the data.

A. discussed

B. was discussing

C. had discussed

D. has discussed

6. The students were tired because they _____ on the project for several hours.

A. worked

B. had been working

C. have worked

D. are working

7. When the conference ended, the participants _____ several new research contacts.

A. established

B. were establishing

C. have established

D. had been establish

8. The lecturer _____ the classroom when she remembered that she had left her notes behind.

A. left

B. had left

C. was leaving

D. has left

9. Before the research was published, the authors _____ the findings several times.

A. checked

B. were checking

C. had checked

D. have checked

10. The students _____ the text when the fire alarm interrupted the lesson.

A. translated

B. were translating

C. had translated

D. have translated

11. She _____ English for five years before she started studying translation.

A. studied

B. was studying

C. had been studying

D. has studied

12. After the researcher _____ the data, she wrote the discussion section.

A. analysed

B. had analysed

C. was analysing

D. has analysed

13. The lecturer noticed that several students _____ the same grammatical mistake throughout the assignment.

A. repeated

B. were repeating

C. had repeated

D. have repeated

14. While I _____ the introduction, I found a reference to a useful study.

A. revised

B. had revised

C. was revising

D. have revised

15. By the end of the academic year, the team _____ three learner corpora.

A. compiled

B. had compiled

C. was compiling

D. has compiled

5. Correct the mistakes in narration

Each sentence contains one tense mistake. Rewrite it correctly.

1. Yesterday, the researcher has presented her findings at a conference.
2. While the lecturer explained the task, several students took notes and others were asking questions.
3. By the time we arrived, the presentation already started.
4. The students were completing the questionnaire when the lecturer had entered the room.
5. She had been wrote her report for three hours when her computer crashed.
6. I was reading the article when I had noticed an interesting example.
7. Before the researchers published their results, they have checked the data carefully.

8. The lecturer discovered that she used the wrong tense in several sentences.
9. While the students had discussed the results, the professor entered the room.
10. By the end of the semester, we studied five major approaches to applied linguistics.
11. He was exhausted because he worked on his thesis all night.
12. After she had finished analysing the corpus, she had submitted the report and went home.

6. Read and translate the text. Answer the questions.

Why Do Learners Make Tense Mistakes in Narration?

Narrative writing requires learners to organise events in a logical sequence and choose tenses that reflect the relationships between them. Although many students know the basic rules of English tenses, they sometimes struggle to apply those rules in longer texts.

One common mistake is the unnecessary use of the Past Perfect. Some learners believe that every event in a narrative must be expressed in this tense if the story refers to the past. However, the Past Simple is often sufficient when events are presented in chronological order.

Another difficulty occurs when learners confuse the Past Simple and the Past Continuous. The Past Simple typically presents an event as a completed whole, whereas the Past Continuous often describes an activity in progress or provides background information. Compare these sentences: The students discussed the results when the lecturer arrived and The students were discussing the results when the lecturer arrived. The second sentence emphasises that the discussion was already in progress at the time of the lecturer's arrival.

Learners may also confuse the Past Perfect Simple with the Past Perfect Continuous. The former often emphasises completion or a result, while the latter highlights the duration or ongoing nature of an earlier activity. For example, She had written three pages before the meeting began focuses on the result, whereas She had been writing for two hours before the meeting began emphasises duration.

Applied linguists can investigate these mistakes by collecting student narratives, identifying tense patterns, and examining the contexts in which errors occur. Teachers can then develop targeted exercises that address specific difficulties rather than simply asking learners to memorise grammar rules.

Comprehension and discussion questions

1. Why is tense choice important in narrative writing?
2. Why do some learners overuse the Past Perfect?
3. What is the difference between the Past Simple and the Past Continuous?
4. How do the Past Perfect Simple and Past Perfect Continuous differ?
5. How can learner narratives help applied linguists?
6. Why is it useful to study errors in context?
7. Which past tense do you find most difficult to use accurately?
8. What activities could help B2 learners improve their narrative writing?
9. How can corpus analysis contribute to grammar teaching?
10. Do you think grammatical accuracy is more important than fluency in narration? Explain your opinion.

7. Common mistakes in narration: practical editing

Read the paragraph. It contains 12 tense mistakes. Find and correct them.

A Research Project at University

Last semester, a group of linguistics students have started a project on tense use in academic writing. They collected essays from several groups and analysed the errors that students were made.

While the researchers examined the first set of essays, they were discovering that many learners used the Past Perfect unnecessarily. One student explained that she has believed that every past event required this tense.

By the time the team completed its first analysis, the researchers identified several recurring patterns. They also found that some students had been confusing the Past Simple with the Past Continuous for years.

While the lecturer was presenting the results, one student has asked an important question. The team discussed the issue and decided to prepare additional exercises. By the end of the following month, they developed a set of materials and were shared them with other teachers. The project has helped the department improve its approach to grammar teaching.

8. Writing task: a research experience

Write a narrative of 150–180 words on one of the following topics:

- A Mistake That Changed My Approach to Learning English
- A Research Project I Participated In
- An Unexpected Event During a University Lesson

Your narrative must include:

- at least five examples of the Past Simple;
- two examples of the Past Continuous;
- two examples of the Past Perfect Simple;
- one example of the Past Perfect Continuous.

UNIT 4. CONTEMPORARY LITERATURE

Contemporary Literature

Contemporary literature reflects the social, cultural, and technological changes that shape modern life. Contemporary writers explore such themes as identity, relationships, migration, memory, social inequality, environmental challenges, and the influence of digital technologies. Their works often present complex characters who must make difficult decisions and reconsider their understanding of the world.

Unlike traditional narratives with clearly defined heroes and villains, many contemporary novels present situations from different perspectives. A character who appears trustworthy at the beginning of a story may later reveal unexpected motives. Similarly, an event that initially seems unimportant may become central to the plot as the reader discovers new information.

One characteristic of contemporary literature is the variety of narrative techniques used by authors. Some novels are written from the perspective of a first-person narrator, while others combine several narrators or alternate between different time periods. These techniques allow writers to present conflicting accounts of the same event and encourage readers to interpret the story actively.

Contemporary authors also experiment with language and style. Their works may include informal expressions, dialogue, messages, diary entries, emails, and posts on social media. Such elements reflect the ways people communicate today and can make fictional situations appear more realistic.

Another important feature is the exploration of personal identity and belonging. Characters may struggle to understand their place in society, maintain relationships across cultural boundaries, or reconcile family expectations with their own ambitions. Through these experiences, literature encourages readers to reflect on their own values and assumptions.

Reading contemporary literature requires more than understanding the plot. Readers need to recognise the narrator's perspective, identify important themes, interpret symbols, and consider how the structure of a text influences its meaning. An author's choice of words, the order in which events are presented, and the information withheld from the reader can all contribute to the overall effect.

Contemporary literature therefore provides an opportunity to explore modern society while developing critical thinking, cultural awareness, and interpretative

skills. By examining characters, narrative techniques, and language, readers can discover different ways of understanding human experience.

Words and word combinations

English	**Ukrainian**
contemporary literature	сучасна література
literary work	літературний твір
novel	роман
short story	оповідання
plot	сюжет
character	персонаж
narrator	оповідач
first-person narrator	оповідач від першої особи
point of view	точка зору
narrative technique	наративний прийом
narrative structure	структура оповіді
setting	місце й час дії
theme	тема
central idea	основна ідея
conflict	конфлікт
character development	розвиток персонажа
dialogue	діалог
symbolism	символізм
imagery	образність
metaphor	метафора

flashback	ретроспекція; повернення до подій минулого
unreliable narrator	ненадійний оповідач
literary criticism	літературна критика
interpretation	інтерпретація
cultural identity	культурна ідентичність
social change	суспільні зміни
to portray a character	змальовувати персонажа
to develop a theme	розкривати тему
to create suspense	створювати напруження
to convey a message	передавати ідею
to interpret a text	інтерпретувати текст
to challenge assumptions	ставити під сумнів усталені уявлення
to identify with a character	ототожнювати себе з персонажем
to reveal information	розкривати інформацію
to reflect contemporary society	відображати сучасне суспільство

1. Make up word combinations using words from the left and right columns

Match the beginnings and endings.

A	**B**
1. contemporary	a. development
2. narrative	b. identity
3. character	c. literature
4. cultural	d. technique

5. literary	e. structure
6. first-person	f. criticism
7. central	g. narrator
8. unreliable	h. idea
9. social	i. narrator
10. plot	j. change
11. create	k. suspense
12. convey	l. a message

2. Complete the sentences

Use the words and expressions from the reading text.

1. Contemporary literature often reflects social, cultural, and _____ changes.
2. The sequence of events in a literary work is called the _____.
3. The person who tells a story is known as the _____.
4. A narrator who uses I to tell a story is a _____ narrator.
5. The time and place in which a story happens are known as its _____.
6. A recurring idea explored throughout a literary work is called a _____.
7. Writers use dialogue to present conversations between _____.
8. A literary device in which an object represents a deeper meaning is called _____.
9. A scene that takes the reader back to an earlier event is known as a _____.
10. An _____ narrator may provide information that is incomplete, misleading, or influenced by personal beliefs.
11. Writers can create _____ by delaying important information about the plot.
12. Readers interpret a text by examining its language, characters, themes, and narrative _____.
13. Contemporary novels often explore questions of cultural identity and personal _____.

14. Literary criticism involves analysing and interpreting _____.

15. Writers use language and narrative techniques to _____ a message to their readers.

3. Match the literary term with its definition

Term	Definition
1. Plot	A. The person or voice that tells a story.
2. Setting	B. The central sequence of events in a literary work.
3. Theme	C. A narrator whose account may be incomplete or misleading.
4. Narrator	D. The time and place in which the events occur.
5. Symbolism	E. A recurring central idea explored in a text.
6. Flashback	F. The use of objects, actions, or images to represent deeper meanings.
7. Unreliable narrator	G. A narrative technique that presents events from the past.
8. Character development	H. The process through which a character's personality, attitudes, or behaviour change.
9. Dialogue	I. The words spoken by characters.
10. Literary interpretation	J. An explanation of the meaning and significance of a literary text.

4. Choose the correct option

1. Which element of a novel refers to the sequence of events?

A. Setting

B. Plot

C. Theme

D. Imagery

2. A narrator who tells a story using I is usually described as:

A. a first-person narrator

B. an omniscient reader

C. a literary critic

D. an unreliable character

3. Which technique presents an event that occurred earlier in the story's timeline?

A. Dialogue

B. Symbolism

C. Flashback

D. Characterisation

4. An unreliable narrator is one whose account:

A. is always written in the past tense

B. may not provide a completely accurate or objective account

C. contains no dialogue

D. describes only real events

5. The main purpose of symbolism is to:

A. list events in chronological order

B. replace all dialogue

C. communicate additional meanings through objects, images, or actions

D. introduce every character at once

6. Which of the following is an example of a literary theme?

A. Chapter three

B. A blue cover

C. The exploration of identity and belonging

D. The number of pages

7. When a writer delays revealing an important fact to keep readers interested, the writer creates:

A. suspense

B. a bibliography

C. a summary

D. a footnote

8. Character development refers to:

A. the number of characters in a novel

B. changes in a character's personality or understanding

C. the physical length of a book

D. the author's biography

9. Which question is most useful when analysing a narrator's reliability?

A. How many chapters does the book contain?

B. What colour is the book cover?

C. Does the narrator's account agree with other evidence in the story?

D. How much does the book cost?

10. Contemporary literature often explores:

A. only historical battles

B. only imaginary worlds

C. modern social issues and human experiences

D. grammar rules without characters

5. Read the text and answer the questions

The Role of Contemporary Literature in Society

Literature offers readers an opportunity to examine the world from perspectives different from their own. Contemporary novels often address issues that influence everyday life, including social relationships, cultural diversity, environmental responsibility, and the impact of technology.

One reason literature remains relevant is its ability to develop empathy. When readers follow a character's experiences, they may begin to understand emotions, challenges, and decisions that differ from their own. A novel about migration, for example, can explore the difficulties of adapting to a new environment while maintaining connections with one's cultural background.

Contemporary writers also use fiction to question social expectations. Characters may challenge traditional ideas about success, family, identity, or professional achievement. Their experiences can encourage readers to reflect on their own assumptions and consider alternative ways of living.

Digital communication has influenced both literary production and reading habits. Authors increasingly experiment with online formats, fragmented narratives, messages, and multiple perspectives. Readers, in turn, encounter literature through printed books, electronic publications, and audiobooks.

However, interpreting literature is not always straightforward. Different readers may respond to the same text in different ways because they have different experiences, cultural backgrounds, and expectations. An interpretation should nevertheless be supported by details from the text rather than by unsupported assumptions.

The value of contemporary literature lies partly in this combination of imagination and reflection. Literary works entertain readers, but they can also encourage critical thinking, broaden cultural awareness, and provide new ways of understanding society.

Comprehension and discussion questions

1. What social issues do contemporary novels often explore?
2. How can literature help readers develop empathy?
3. Why might a novel about migration be meaningful to readers from different backgrounds?
4. How do contemporary writers challenge social expectations?
5. How has digital technology influenced reading habits?
6. Why can different readers interpret the same text differently?
7. What makes a literary interpretation convincing?
8. Can fiction influence people's attitudes towards social issues? Explain your answer.
9. Which contemporary literary themes are particularly relevant to young adults?
10. What contemporary novel or short story would you recommend to your classmates, and why?

6. Hearsay: reporting information in English

Hearsay is information received from other people rather than established through one's own direct observation. In literary texts, characters may report rumours, repeat stories, or express uncertainty about what they have heard.

Useful expressions include:

Expression	Meaning
I heard that…	Я чув/чула, що…
I was told that…	Мені сказали, що…
Apparently,…	Як видається; очевидно…
According to…	За словами…; згідно з…
Rumour has it that…	Ходять чутки, що…
It is said that…	Кажуть, що…

Exercise A. Choose the correct expression

1. _____ the literary review, the novel has become a bestseller.

A. According to

B. Rumour according

C. I heard according

2. _____ that the author was working on a new book.

A. I was told

B. I was say

C. I told that

3. _____, the main character is based on a real person, although the author has not confirmed this.

A. Apparently

B. According

C. Told apparently

4. _____ the writer is planning to publish a sequel next year.

A. Rumour has it that

B. Rumour has it what

C. Rumour says it that

5. The expression I heard that… indicates that the speaker:

A. necessarily witnessed the event

B. is reporting information received from another source

C. has proved the information to be true

Exercise B. Rewrite the sentences

Rewrite each sentence using the expression in brackets.

1. Someone told me that the author had won a literary prize. (I was told that…)
2. The newspaper reports that the novel will be adapted for television. (According to…)
3. People say that the book is based on real events. (It is said that…)
4. I received information that the writer had moved abroad. (I heard that…)

UNIT 5. MULTILINGUALISM AND AI

Multilingualism and AI in the Modern World

Multilingualism is an increasingly important feature of modern society. Millions of people use two or more languages in their everyday lives, at work, in education, and when communicating online. Being multilingual can provide access to different cultures, improve professional opportunities, and help people communicate across linguistic and cultural boundaries.

Artificial intelligence (AI) is changing the way people learn, use, and translate languages. AI-powered applications can translate texts, recognise speech, generate written content, and help learners practise vocabulary and grammar. These technologies can make language learning more accessible, particularly for people who do not have regular access to teachers or language courses.

However, AI systems do not always interpret language accurately. Words may have different meanings depending on the context, and expressions such as humour, irony, idioms, and cultural references can be difficult for automated systems to understand. Multilingual users may also switch between languages within a single conversation, creating additional challenges for language-processing technologies.

AI is also increasingly used to produce persuasive messages. Companies employ automated tools to create advertisements, recommend products, and personalise online content. Educational organisations may use AI-generated messages to encourage students to participate in courses, while public campaigns use persuasive language to influence attitudes and behaviour.

Persuasion is the process of influencing another person's beliefs, opinions, or actions through communication. It can involve logical arguments, emotional appeals, the use of reliable evidence, or references to respected experts. For example, an advertisement may emphasise the practical benefits of a language-learning application, describe the positive experiences of its users, or present statistics about learning outcomes.

One common persuasive tactic is appeal to emotion. A message may create excitement, hope, fear, or sympathy to encourage a particular response. Another tactic is social proof, which suggests that a product or idea is trustworthy because many people support it. Authority is used when a speaker refers to experts or institutions to strengthen an argument. Repetition can make a message more

memorable, while bandwagon appeals encourage people to follow a trend because others are doing so.

These techniques are not necessarily dishonest. A language-learning platform may legitimately use expert recommendations and student testimonials to explain its benefits. However, persuasion can become manipulative when it relies on misleading statistics, exaggerated promises, emotional pressure, or claims that cannot be verified.

In multilingual environments, persuasive messages may also be adapted to different languages and cultural expectations. A slogan that works well in one language may sound unnatural or have a different emotional effect when translated literally. Effective communication therefore requires not only grammatical accuracy but also cultural awareness and an understanding of the target audience.

As AI-generated content becomes more widespread, people need to evaluate messages critically. They should ask who created the message, what the author wants the audience to believe or do, which evidence supports the claims, and whether important information has been omitted. Understanding persuasion helps multilingual users make informed decisions and communicate responsibly in the digital age.

Words and word combinations

English	**Ukrainian**
multilingualism	багатомовність
artificial intelligence (AI)	штучний інтелект
language-processing technology	технологія оброблення мови
speech recognition	розпізнавання мовлення
machine translation	машинний переклад
cultural boundary	культурна межа
persuasive message	переконувальне повідомлення
persuasion	переконування
persuasive tactic	тактика переконування

target audience	цільова аудиторія
emotional appeal	емоційний вплив
social proof	соціальне підтвердження
appeal to authority	апеляція до авторитету
bandwagon appeal	заклик приєднатися до більшості
repetition	повторення
logical argument	логічний аргумент
reliable evidence	надійні докази
misleading claim	оманливе твердження
exaggerated promise	перебільшена обіцянка
emotional pressure	емоційний тиск
cultural awareness	міжкультурна обізнаність
online content	онлайн-контент
user testimonial	відгук користувача
learning outcomes	результати навчання
to influence attitudes	впливати на ставлення
to shape opinions	формувати думки
to appeal to emotions	апелювати до емоцій
to support a claim	підтверджувати твердження
to verify information	перевіряти інформацію
to adapt a message	адаптувати повідомлення
to evaluate critically	критично оцінювати
to make an informed decision	приймати обґрунтоване рішення

1. Make up word combinations using words from the left and right columns

Match the beginnings and endings.

A	B
1. artificial	a. audience
2. target	b. pressure
3. emotional	c. intelligence
4. reliable	d. translation
5. machine	e. evidence
6. persuasive	f. proof
7. social	g. message
8. cultural	h. awareness
9. misleading	i. claim
10. emotional	j. appeal
11. learning	k. outcomes
12. logical	l. argument

2. Complete the sentences

Use words and expressions from the reading text. Change the form if necessary.

1. The use of two or more languages by an individual or community is called _____.
2. _____ can generate text, recognise speech, and assist with translation.
3. A message designed to influence people's opinions or behaviour is a _____.
4. Advertisements often use an _____ to create excitement, sympathy, or fear.
5. The tactic of suggesting that an idea is trustworthy because many people support it is known as _____.
6. When a speaker refers to specialists to strengthen an argument, they use an appeal to _____.

7. A _____ encourages people to accept an idea because it appears popular.
8. Repeating a slogan can make it more _____.
9. Claims supported by trustworthy information are more convincing when they include reliable _____.
10. A statement that presents information in a way that creates a false impression may be described as a _____ claim.
11. Translating a slogan successfully may require cultural _____ rather than a word-for-word translation.
12. The people a message is intended to reach are known as its target _____.
13. Before accepting an advertisement's promises, consumers should _____ its claims.
14. Critical thinking helps people make _____ decisions.
15. AI tools may have difficulty interpreting humour, irony, and cultural _____.

3. Match the persuasive tactic with its definition

Tactic	Definition
1. Appeal to emotion	A. Presenting an idea repeatedly to make it memorable.
2. Social proof	B. Using facts and logical reasoning to support a conclusion.
3. Appeal to authority	C. Encouraging people to act because many others are doing so.
4. Repetition	D. Using feelings such as hope, fear, or sympathy to influence an audience.
5. Bandwagon appeal	E. Referring to experts or respected institutions to support a claim.
6. Logical argument	F. Presenting popularity or other people's behaviour as evidence that something is desirable or trustworthy.

4. Choose the correct option

1. Which example best illustrates an appeal to emotion?

A. The course contains eight lessons.

B. Learn a new language and discover a world of exciting opportunities.

C. The course was updated in September.

D. The application supports four languages.

2. A company claims that its application must be excellent because millions of people use it. This primarily illustrates:

A. a flashback

B. social proof

C. a definition

D. a neutral description

3. Which sentence uses an appeal to authority?

A. Everyone is buying this product.

B. Imagine how happy you will feel.

C. Linguists at a recognised research institute recommend this method.

D. This slogan is repeated in every advertisement.

4. What is the main purpose of repetition in advertising?

A. To make a message more memorable.

B. To prove that every claim is true.

C. To eliminate emotional language.

D. To provide a complete scientific explanation.

5. Which statement is the clearest example of a bandwagon appeal?

A. The application includes pronunciation exercises.

B. Join the thousands of students who are already learning this way!

C. The course costs less than the alternative.

D. The programme was developed by teachers.

6. Which statement relies most clearly on a logical argument?

A. You will regret missing this opportunity!

B. Everyone knows this is the best choice.

C. The course includes weekly practice, and regular practice can help learners consolidate vocabulary.

D. Famous people love this application.

7. What should a reader do when an advertisement makes an extraordinary claim?

A. Accept it if it appears frequently.

B. Check the available evidence.

C. Assume it is true if an influencer shares it.

D. Ignore the source of the information.

8. Why can literal translation of an advertising slogan be ineffective?

A. Every language has identical cultural associations.

B. Slogans never contain emotional language.

C. Words and expressions may have different cultural meanings and effects.

D. AI cannot process any multilingual text.

9. Which statement is the most balanced?

A. AI always translates every language perfectly.

B. AI is useless for language learning.

C. AI can support language learning, but its output may require human review.

D. AI eliminates the need to learn grammar.

10. Which is the clearest example of a misleading promise?

A. The application offers vocabulary quizzes.

B. The course provides weekly feedback.

C. You will become fluent in any language in just one day!

D. The platform includes a dictionary.

5. Read the text and answer the questions

AI, Language Learning, and the Power of Persuasion

Language-learning applications increasingly use personalised messages to encourage users to practise regularly. A platform may remind a learner that a short daily exercise can help maintain progress, celebrate completed lessons, or suggest activities based on the learner's interests.

Some messages use positive emotional appeals. For example, “You are one step closer to achieving your language goals!” encourages learners by emphasising progress and achievement. Other messages use social proof, such as “Thousands of learners have completed this course.” This information may be useful, but the number of users does not automatically prove that a course is effective.

AI can also personalise persuasive messages. A system may recommend a particular course because a learner has previously searched for grammar exercises or translation tools. Personalisation can make recommendations more relevant, but it can also raise questions about privacy, transparency, and the extent to which users understand why they are seeing particular messages.

Another challenge is the reliability of information. An AI-generated advertisement may present a confident statement without providing sufficient evidence. For example, a claim that a learner will achieve fluency in a few days may sound attractive but is unlikely to reflect the time and practice normally required for language development.

Persuasion itself is not necessarily harmful. Teachers use encouragement to motivate students, charities explain why their work deserves support, and researchers present arguments to demonstrate the importance of their findings. The key difference lies in how the message is constructed and whether its claims are supported by evidence.

Readers and users should therefore consider the purpose of a message, the evidence behind it, and the interests of the organisation presenting it. They should also recognise emotional language and popularity claims without automatically dismissing them. A persuasive message can contain useful information, but it still deserves critical evaluation.

Comprehension and discussion questions

1. How do language-learning applications encourage users to practise?
2. What is an emotional appeal? Give an example from the text.

3. Why does the popularity of a course not necessarily prove its effectiveness?
4. How can AI personalise persuasive messages?
5. What privacy concerns may arise from personalised recommendations?
6. Why should users be cautious about promises of rapid fluency?
7. Is persuasion always manipulative? Explain your answer.
8. How can teachers use persuasion ethically?
9. What questions should users ask before accepting a persuasive message?
10. How might persuasive language differ across languages and cultures?

6. Identify the persuasive tactics

Read each example and identify the main tactic: emotional appeal, social proof, appeal to authority, repetition, bandwagon appeal, or logical argument.

1. “Imagine the confidence you will feel when you can communicate in another language.”
2. “More than 20,000 learners have enrolled in this course.”
3. “The programme was developed with advice from experienced language teachers.”
4. “Learn every day. Improve every day. Achieve more every day.”
5. “Everyone in your study group is using this application. Why not join them?”
6. “The course includes regular vocabulary practice and feedback, which can help learners identify and correct errors.”
7. “Don't let your language-learning dreams disappear!”
8. “Join the millions of people who have already discovered this method.”

7. Correct the mistakes

Each sentence contains a mistake involving vocabulary, collocation, or the expression of persuasive ideas. Rewrite it correctly.

1. The advertisement appeals on people's emotions.
2. The company used social evidence to show that many people trusted its product. (Replace the incorrect term with the conventional name of the tactic.)

3. According with the report, the application supports several languages.
4. The advertisement made an exaggerated promise that users would learn English fluently in two days.
5. The speaker repeated the slogan to make it more memorisable. (Replace the less appropriate word with a natural collocation.)
6. The company referred to experts for strengthen its argument.
7. AI-generated messages should be evaluated critical.
8. The advertisement encouraged users to follow the trend because everybody else was doing it. This was an example of an appeal to authority.
9. A persuasive message should support its claims with reliable evidences.
10. Literal translation may fail because cultural meanings differs between languages.

8. Writing task: create a persuasive message

Choose one of the following situations:

- Encourage students to learn a foreign language.
- Promote an AI-powered language-learning application.
- Persuade people to protect linguistic diversity.
- Encourage students to verify information generated by AI.

Write a persuasive message of 120–150 words for your target audience.

Include:

- a clear purpose and target audience;
- at least three persuasive tactics;
- one factual claim or reason supporting your argument;
- a sentence that encourages the audience to take action.

UNIT 6. JOBS AND CAREER DEVELOPMENT

Finding a Job and Succeeding at an Interview

Choosing a career is an important decision for graduates in languages and literature. Their qualifications can lead to employment in teaching, translation, interpreting, editing, journalism, publishing, research, and international communication. Employers often look for candidates who have strong communication skills, relevant experience, problem-solving abilities, and the capacity to work independently or as part of a team.

The recruitment process usually begins with a job advertisement. Candidates submit a CV and a cover letter explaining why they are suitable for the position. Those who meet the employer's requirements may be invited to a job interview. This is an opportunity for the employer to evaluate the candidate's qualifications and for the candidate to learn more about the responsibilities and working conditions.

However, even well-qualified applicants can make mistakes during interviews. Arriving late, failing to research the organisation, giving vague answers, and using inappropriate language can create a negative impression. Some candidates exaggerate their achievements or criticise former employers, while others focus exclusively on salary and holidays.

To prepare successfully, applicants should study the job description, identify their relevant skills, and prepare examples of professional achievements. They should answer questions clearly, remain polite, and demonstrate genuine interest in the position. It is also important to ask appropriate questions about the responsibilities, professional development opportunities, and workplace culture.

A successful interview does not require perfect answers to every question. Instead, candidates should communicate honestly, show that they understand the role, and explain how their skills and experience could contribute to the organisation.

Words and Word Combinations

English	Ukrainian
applicant	кандидат, претендент
vacancy	вакансія

recruitment	набір персоналу
job advertisement	оголошення про роботу
qualification	кваліфікація
relevant experience	відповідний досвід
job description	опис вакансії
cover letter	супровідний лист
employer	роботодавець
employee	працівник
responsibility	обов’язок, відповідальність
achievement	досягнення
career development	професійний розвиток
working conditions	умови праці
salary expectations	очікування щодо заробітної плати
meet the requirements	відповідати вимогам
make a good impression	справити гарне враження
apply for a position	подаватися на посаду
attend an interview	проходити співбесіду
demonstrate skills	демонструвати навички

1. Make up word combinations.

Match the words in Column A with the words in Column B.

Column A	**Column B**
1. apply	A. an interview
2. attend	B. experience

3. gain	C. a good impression
4. meet	D. for a position
5. make	E. requirements
6. demonstrate	F. a salary
7. negotiate	G. skills
8. take on	H. responsibility

2. Complete the sentences with the words from the box.

applicant · vacancy · qualifications · employer · achievement · experience · confident · responsibilities · interview · recruitment

1. I am writing to apply for the _____ advertised on your university website.
2. The successful _____ will be responsible for communicating with international clients.
3. The candidate has the necessary academic _____ for the position.
4. Before the _____, I researched the organisation and its activities.
5. My previous teaching _____ has helped me develop excellent communication skills.
6. One of my greatest professional _____ was coordinating an international student project.
7. The _____ explained the main duties and working conditions.
8. I felt more _____ after practising answers to common interview questions.
9. The job involves several _____, including preparing reports and communicating with clients.
10. The _____ process may include an application, an interview, and a practical task.

3. Match the term with its definition.

1. CV
2. Cover letter
3. Job interview

4. Soft skills
5. Career development
6. Reference
7. Job description
8. Salary expectations

A. A document describing a candidate's education, qualifications, and work experience.

B. The amount of money a candidate hopes to earn in a position.

C. A formal meeting in which an employer assesses a candidate.

D. Personal abilities such as communication, teamwork, and time management.

E. A document explaining why a candidate is suitable for a particular job.

F. Information about a candidate provided by a former employer or another professional contact.

G. The process of improving professional skills and progressing in a career.

H. A description of the duties, responsibilities, and requirements of a position.

4. Choose the correct option.

1. I am interested ___ working for an international organisation.

A. on B. in C. at D. by

2. I look forward to ___ from you.

A. hear B. hearing C. heard D. have heard

3. My previous position involved ___ meetings and preparing documents.

A. organise B. to organise C. organising D. organised

4. If I ___ offered the position, I would accept it.

A. am B. will be C. were D. have been

5. I have been working in education ___ 2010.

A. for B. since C. during D. from

6. I am responsible ___ preparing reports and communicating with clients.

A. of B. to C. for D. about

7. The candidate gave a very ___ answer, providing specific examples of previous achievements.

A. vague B. convincing C. careless D. irrelevant

8. Before applying for a job, you should carefully read the job ___.

A. description B. discussion C. conversation D. expression

9. She was invited to the second stage of the recruitment process because she had ___ the employer's requirements.

A. achieved B. met C. done D. reached to

10. The interviewer asked me ___ I had experience working with international students.

A. that B. what C. whether D. which

5. Correct the mistakes.

Each sentence contains one mistake. Rewrite the sentences correctly.

1. I am interested on working as a translator.
2. I look forward to hear from you.
3. I have worked at this university since ten years.
4. My previous job involved to prepare teaching materials.
5. I am responsible of organising meetings.
6. I would be grateful if you will consider my application.
7. I have experience to work with international students.
8. If I will get the job, I will do my best.
9. I left my previous job because my manager was awful and completely incompetent.
10. My main weakness is that I am too perfect and never make mistakes.

6. Read and translate the text. Answer the questions.

Common Mistakes in Job Interviews

Job interviews can be stressful, particularly for candidates who have limited professional experience. Nevertheless, careful preparation can help applicants avoid common mistakes and present themselves confidently.

One frequent mistake is arriving late. Punctuality demonstrates respect for the interviewer's time and shows that the candidate takes the opportunity seriously. Applicants should plan their journey in advance and allow extra time for unexpected delays.

Another problem is failing to research the organisation. When candidates cannot explain why they want to work for a particular employer, they may appear unprepared or uninterested. Reading the company's website and understanding the job description can help applicants give more relevant answers.

Candidates should also avoid speaking negatively about previous employers. Even if they have experienced difficulties at work, they should describe the situation professionally and focus on what they learned from it.

Vague answers can create a similarly negative impression. Instead of simply claiming to be hardworking or well organised, candidates should provide examples. For instance, they might explain how they managed several deadlines, organised an event, or solved a communication problem.

Finally, applicants should prepare questions for the interviewer. Asking about training, responsibilities, or opportunities for professional development demonstrates genuine interest. A job interview is not only an opportunity for an employer to assess a candidate; it also allows the candidate to decide whether the position is suitable for them.

Answer the questions.

1. Why can job interviews be stressful?
2. What does punctuality demonstrate?
3. Why should candidates research an organisation before an interview?
4. How should applicants discuss difficulties with previous employers?
5. Why are specific examples more effective than general statements?
6. What questions can candidates ask at the end of an interview?

7. Why is an interview useful for both the employer and the applicant?

Discussion questions

1. What qualities do employers value most in candidates?
2. Which mistakes can create the worst impression during an interview?
3. How can candidates demonstrate confidence without appearing arrogant?
4. Should candidates discuss their weaknesses during an interview? Why?
5. What questions should applicants avoid asking at a first interview?
6. How can artificial intelligence help people prepare for job interviews?

7. Practical Task: Improve the Interview Answers

Read each exchange. Identify the problem and rewrite the candidate's answer in appropriate professional English.

A. Criticising a former employer

Interviewer: "Why did you leave your previous position?"

Candidate: "My boss was terrible, and nobody knew how to do their job."

B. Giving a vague answer

Interviewer: "What are your main strengths?"

Candidate: "I am good at everything. I can do any job."

C. Showing little interest

Interviewer: "Why would you like to work for our organisation?"

Candidate: "I don't know much about your organisation. I just need a job."

D. Exaggerating experience

Interviewer: "Can you tell us about your project management experience?"

Candidate: "I managed the whole project independently," although the candidate only helped prepare some documents.

E. Focusing only on salary

Interviewer: "Do you have any questions for us?"

Candidate: "How much will you pay me, and how many days off will I get?"

F. Responding unprofessionally to a difficult question

Interviewer: “What is your greatest weakness?”

Candidate: “I don’t have any weaknesses. I am perfect for this job.”

Prepare for a Job Interview

Choose one position: English teacher, translator, editor, researcher, or communication specialist.

Prepare a short interview with a partner. Include:

- a brief introduction;
- reasons for applying;
- qualifications and relevant experience;
- two examples of professional achievements;
- one strength and one area for improvement;
- two questions for the interviewer.

UNIT 7. THE ROLE OF THE TEACHER IN TEACHING UKRAINIAN LANGUAGE AND LITERATURE

The Teacher of Ukrainian Language and Literature

The teacher of Ukrainian language and literature plays an important role not only in developing students' linguistic competence but also in introducing them to Ukrainian cultural heritage, literature, history, and national identity. Through language learning and literary discussion, students develop communication skills, critical thinking, creativity, and the ability to interpret different perspectives.

Traditionally, Ukrainian language lessons focused on grammar rules, spelling, punctuation, and the analysis of literary texts. These areas remain essential, but contemporary teaching also emphasises practical communication, independent learning, collaborative work, and the ability to use language effectively in real-life situations. Instead of simply memorising literary facts, students are encouraged to interpret characters' motivations, discuss the social and historical context of a work, and support their opinions with evidence from the text.

Several prominent Ukrainian educators have influenced approaches to teaching and personal development. Kostiantyn Ushynsky emphasised the importance of education connected with a child's native language, culture, and lived experience. His ideas remain relevant to language education because they highlight the relationship between language, thinking, and personal development. Vasyl Sukhomlynsky, known for his humanistic approach to education, stressed the importance of respecting children, developing their individuality, and creating an emotionally supportive learning environment. His work also drew attention to the educational value of reading and the natural world.

Sofia Rusova, an influential Ukrainian educator, advocated child-centred education and the importance of taking learners' individual characteristics into account. Her ideas support teaching practices that encourage active participation, independence, and the development of each learner's abilities. Hryhorii Vashchenko contributed to Ukrainian pedagogical thought through his work on educational aims, moral development, and the formation of personality.

These educators did not all focus specifically on modern Ukrainian language and literature lessons, but their pedagogical ideas offer useful foundations for contemporary practice. A teacher can apply them by selecting age-appropriate literary works, encouraging thoughtful discussion, connecting texts with students' experiences, and respecting different interpretations supported by textual evidence.

A modern teacher of Ukrainian language and literature also needs to adapt lessons to students' different abilities and interests. Some learners may need additional support with grammar or reading comprehension, while others may benefit from more challenging analytical tasks. Digital libraries, online dictionaries, electronic corpora, and interactive exercises can enrich lessons, provided that technology serves clear educational objectives.

Ultimately, the teacher is not merely a source of information. The teacher is a guide who helps students become confident language users, thoughtful readers, independent learners, and active participants in Ukrainian cultural life.

Words and Word Combinations

English	**Ukrainian**
native language	рідна мова
linguistic competence	мовна компетентність
literary interpretation	літературна інтерпретація
cultural heritage	культурна спадщина
child-centred education	дитиноцентрична освіта
humanistic approach	гуманістичний підхід
moral development	моральний розвиток
critical reading	критичне читання
textual evidence	текстові докази
reading comprehension	розуміння прочитаного
spelling and punctuation	правопис і пунктуація
language awareness	мовна свідомість
creative writing	творче письмо
classroom discussion	обговорення в класі
differentiated instruction	диференційоване навчання

literary character	літературний персонаж
narrative perspective	наративна перспектива
pedagogical principles	педагогічні принципи
independent learning	самостійне навчання
formative assessment	формувальне оцінювання

1. Make up Word Combinations

Match the words in Column A with the correct words in Column B.

Column A	**Column B**
1. develop	A. literary characters
2. analyse	B. language skills
3. encourage	C. cultural heritage
4. interpret	D. critical thinking
5. preserve	E. students' progress
6. assess	F. a literary text
7. promote	G. independent learning
8. provide	H. constructive feedback

2. Complete the Sentences with the Words from the Box

native language · interpretation · heritage · feedback · spelling · discussion · motivation · characters · independent · assessment

1. A teacher of Ukrainian should help students develop a deep understanding of their _____.
2. Literary _____ allows students to explore the meaning of a text from different perspectives.
3. Ukrainian literature introduces learners to the country's cultural and historical _____.

4. Teachers should provide constructive _____ to help students improve their written work.
5. Lessons on Ukrainian orthography develop students' knowledge of _____ and punctuation.
6. A classroom _____ can help students express their opinions and support them with evidence.
7. Selecting texts relevant to learners' interests can increase their _____.
8. When studying fiction, students should analyse the actions and motivations of literary _____.
9. Teachers should encourage _____ learning by asking students to find evidence and formulate their own conclusions.
10. Formative _____ helps teachers identify students' strengths and difficulties.

3. Match the Educator with the Main Pedagogical Idea

Match each prominent educator with the description.

1. Kostiantyn Ushynsky
2. Vasyl Sukhomlynsky
3. Sofia Rusova
4. Hryhorii Vashchenko

A. Emphasised humanistic education, the development of the individual, and the importance of reading in personal growth.

B. Advocated child-centred education, attention to individual characteristics, and the development of learners' abilities.

C. Emphasised the role of the native language and national traditions in education.

D. Developed ideas about educational aims, moral development, and national education.

4. Choose the Correct Option

1. A teacher should encourage students ___ their interpretations with evidence from the text.

A. support B. supporting C. to support D. supported

2. Students develop their vocabulary by ___ a wide range of literary texts.

A. read B. reading C. to read D. have read

3. The teacher asked the students ___ the main character's behaviour.

A. analyse B. analysing C. to analyse D. analysed

4. If learners were given more opportunities to discuss literature, they ___ their critical-thinking skills.

A. develop B. will develop C. would develop D. would have developed

5. The teacher selected a text ___ the students could explore the theme of personal responsibility.

A. so that B. despite C. whereas D. unless

6. Neither the teacher nor the students ___ satisfied with the first interpretation of the poem.

A. was B. were C. is D. has been

7. Students should be encouraged ___ their own conclusions rather than memorising ready-made interpretations.

A. formulate B. formulating C. to formulate D. formulated

8. The teacher gave the class ___ useful feedback on their essays.

A. a B. an C. some D. many

9. The poem, ___ was written in the nineteenth century, remains relevant to contemporary readers.

A. who B. where C. which D. whose

10. By the end of the lesson, students ___ the imagery and symbolism in the poem.

A. will have analysed B. will analyse yesterday C. have analyse D. would analysing

5. Correct the Mistakes

Each sentence contains one mistake. Rewrite it correctly.

1. The teacher explained the students the difference between a metaphor and a simile.

2. Students should be encouraged expressing their opinions about literary texts.
3. The teacher gave us several useful advices on writing essays.
4. The lesson focused on the analysis of Ukrainian literature and to develop critical thinking.
5. The teacher asked the students discuss the author's message.
6. Students need to provide evidence to support about their interpretations.
7. If the teacher would use more discussion activities, students would participate more actively.
8. The teacher was responsible of selecting age-appropriate literary texts.
9. Every student should have an opportunity to express their opinion and being listened to.
10. The teacher encouraged students to read independently and analysing unfamiliar vocabulary in context.

6. Read and Translate the Text. Answer the Questions.

Teaching Ukrainian Literature:

From Memorisation to Interpretation

Teaching Ukrainian literature involves more than presenting information about authors, literary movements, and historical periods. Although knowledge of literary history is important, students also need opportunities to engage directly with texts and develop their own interpretations.

One effective approach is close reading. Students examine the language of a literary work, paying attention to imagery, symbolism, repetition, narrative perspective, and the author's choice of words. They then explain how these features contribute to the meaning of the text. This approach helps learners support their opinions with evidence rather than relying on unsupported impressions.

Another useful method is the classroom discussion. After reading a poem, short story, or novel extract, students can compare interpretations, ask questions, and consider how historical and cultural contexts influence meaning. The teacher's role is to guide the discussion, clarify difficult concepts, and ensure that students listen respectfully to different viewpoints.

Ukrainian literature also provides opportunities to explore questions of identity, memory, freedom, responsibility, family, and social change. Teachers should approach these topics thoughtfully and encourage students to distinguish between the author's perspective, the narrator's position, and their own reactions as readers.

Teaching Ukrainian language requires a similarly active approach. Grammar, spelling, and punctuation can be taught through meaningful examples taken from literary texts, journalism, public communication, and students' own writing. Learners can edit texts, compare alternative expressions, and explain why particular linguistic choices are appropriate in different contexts.

Finally, assessment should help students improve rather than simply identify their mistakes. Clear criteria, individual feedback, peer review, and opportunities to revise written work can support language development. By combining linguistic accuracy with literary interpretation, teachers help students become thoughtful readers and confident users of Ukrainian.

Answer the Questions

1. Why is memorising literary facts insufficient for developing literary competence?
2. What is close reading, and which features of a text can students analyse?
3. How can classroom discussions improve students' interpretation skills?
4. Why is it important to distinguish between the author, narrator, and reader?
5. How can literary texts be used to teach Ukrainian grammar and punctuation?
6. What is the purpose of constructive feedback?
7. How can teachers help students become more independent readers?

Discussion Questions

1. Should Ukrainian language and literature be taught as separate subjects or integrated where possible? Explain your opinion.
2. How can teachers make classical Ukrainian literature relevant to contemporary students?
3. What are the advantages of using modern Ukrainian prose and poetry in the classroom?
4. How can teachers encourage students who dislike reading?

5. Should students be allowed to disagree with traditional interpretations of literary works?
6. How can digital dictionaries and electronic corpora support Ukrainian language teaching?
7. Which pedagogical ideas of Ushynsky, Sukhomlynsky, Rusova, or Vashchenko are most relevant to contemporary education?

UNIT 8. THE ROLE OF SEMANTICS IN WORD MEANING AND TEXT

Understanding Meaning in Language

Semantics is the branch of linguistics that studies meaning in language. It examines how words, phrases, sentences, and larger units of communication convey information. Understanding semantics is essential for language learners because knowing a word's dictionary definition does not always guarantee that they will understand its meaning in a particular context.

Words can have several meanings, a phenomenon known as polysemy. For example, the English word head can refer to a part of the body, a leader of an organisation, or the top of something. The intended meaning depends on the context in which the word is used. Similarly, the word bright can describe a strong light, an intelligent person, or a promising future.

Another important semantic relationship is synonymy, which involves words with similar meanings. For instance, begin and start are often interchangeable, although their use may depend on the situation, register, or typical word combinations. Antonymy, by contrast, refers to relationships between words with opposite meanings, such as hot and cold or generous and selfish. These relationships help speakers express similarities, differences, and contrasts.

Semantics also explores connotation, the associations and emotional meanings that words may carry beyond their basic definitions. For example, slim and skinny can both refer to a thin person, but they often convey different attitudes. The former is generally more positive, while the latter may sound critical. Consequently, choosing the right word requires an understanding of both its denotation and its connotations.

Meaning is not limited to individual words. In a text, sentence meaning interacts with the meanings of other sentences to create coherence and develop a central message. Metaphors, idioms, ambiguity, and figurative language can make interpretation more complex. For example, the expression break the ice does not usually refer to physically breaking ice; it means making people feel more comfortable in a social situation.

Semantics is closely related to pragmatics, which examines how meaning is influenced by context, speakers' intentions, and the circumstances of communication. While semantics focuses on conventional linguistic meaning,

pragmatics helps explain what speakers communicate beyond the literal meaning of their words.

For translators, teachers, writers, and language learners, semantic awareness is particularly valuable. It helps prevent misunderstandings, improves vocabulary use, supports accurate translation, and enables readers to interpret texts more effectively.

Words and Word Combinations

English	**Ukrainian**
semantics	семантика
meaning	значення, смисл
denotation	денотативне значення
connotation	конотація, додаткові асоціативні значення
polysemy	полісемія, багатозначність
synonymy	синонімія
antonymy	антонімія
homonymy	омонімія
ambiguity	неоднозначність
context	контекст
figurative language	образна мова
metaphor	метафора
idiom	ідіома, фразеологізм
semantic field	семантичне поле
lexical meaning	лексичне значення
literal meaning	буквальне значення
implied meaning	імпліцитне значення
text coherence	зв’язність тексту

semantic relationship	семантичний зв’язок
word choice	вибір слова

1. Make up Word Combinations

Match the words in Column A with the correct words in Column B.

Column A	**Column B**
1. analyse	A. meaning
2. convey	B. a metaphor
3. interpret	C. a text
4. identify	D. a message
5. establish	E. semantic relationships
6. express	F. a contrast
7. understand	G. connotations
8. recognise	H. implied meaning

2. Complete the Sentences with the Words from the Box

semantics · connotation · polysemy · antonyms · context · metaphor · ambiguity · synonyms · denotation · coherence

1. _____ is the branch of linguistics concerned with meaning.
2. The word bright demonstrates _____ because it can describe light, intelligence, or a promising future.
3. The words begin and start are often considered _____.
4. Ancient and modern can function as _____ in appropriate contexts.
5. The emotional associations of a word are part of its _____.
6. The literal or basic meaning of a word is commonly referred to as its _____.
7. The meaning of an unfamiliar word can often be inferred from the _____ in which it appears.

8. A sentence may contain _____ if it can reasonably be interpreted in more than one way.
9. “Time is a thief” is an example of a _____.
10. Clear connections between ideas help create textual _____.

3. Match the Term with Its Definition

1. Polysemy
2. Synonymy
3. Antonymy
4. Homonymy
5. Denotation
6. Connotation
7. Semantic field
8. Ambiguity

A. The basic or conventional meaning of a word.

B. A group of words related to the same conceptual area.

C. A relationship between words with similar meanings.

D. The existence of more than one possible interpretation.

E. The additional associations or emotional meanings of a word.

F. The relationship between words with opposite meanings.

G. The existence of several related meanings of one word.

H. A relationship between words that share the same form but have unrelated meanings.

4. Choose the Correct Option

1. Which word demonstrates polysemy?

A. Book — a noun referring to a written work and a verb meaning to reserve something. B. Hot — cold. C. Begin — start. D. Flower — flour.

2. Which pair consists of synonyms?

A. ancient — modern B. purchase — buy C. generous — selfish D. accept — reject

3. Which word usually has a more positive connotation?

A. skinny B. scrawny C. slim D. bony

4. What is the main purpose of context in interpreting word meaning?

A. It always changes a word's grammatical category. B. It helps determine which meaning is intended. C. It removes all figurative expressions. D. It makes every word unambiguous.

5. Which expression is used figuratively?

A. The window is open. B. She opened the door. C. He has a heart of gold. D. The book is on the table.

6. Which pair illustrates homonymy most clearly?

A. Bank (a financial institution) — bank (the side of a river). B. Begin — start. C. Hot — cold. D. Child — children.

7. Which statement best describes denotation?

A. The emotional reaction associated with a word. B. The meaning a speaker intends indirectly. C. The basic conventional meaning of a word. D. The grammatical relationship between clauses.

8. Which sentence contains a metaphor?

A. The child ran quickly. B. Her voice was music to my ears. C. The train arrived at noon. D. The room has three windows.

9. What does break the ice usually mean?

A. To damage something frozen. B. To start a friendly conversation in an uncomfortable situation. C. To end a relationship immediately. D. To avoid speaking to other people.

10. Which linguistic field primarily studies how context and speaker intention influence interpretation?

A. Phonetics B. Morphology C. Pragmatics D. Phonology

5. Correct the Mistakes

Each sentence contains one semantic or lexical error. Rewrite it correctly.

1. The word generous is an antonym of kind.
2. The words purchase and buy are examples of antonymy.
3. The denotation of a word refers exclusively to its emotional associations.
4. The sentence “She has a heart of gold” should always be interpreted literally.
5. The words bank (financial institution) and bank (river edge) clearly demonstrate synonymy.
6. Polysemy refers to the use of two words with opposite meanings.
7. The meaning of a polysemous word never depends on context.
8. The words slim and skinny always have exactly the same connotations.
9. Pragmatics studies only the dictionary definitions of individual words.
10. Textual coherence means that every sentence must contain the same vocabulary.

6. Read and Translate the Text. Answer the Questions.

How Word Meaning Shapes Text Interpretation

Understanding a text involves more than recognising individual words. Readers must identify relationships between meanings, recognise figurative expressions, and connect information across sentences. These processes are particularly important when interpreting literary works, news articles, advertisements, and academic writing.

Consider the sentence: “The proposal received a cold response.” The adjective cold does not describe temperature in its literal sense. Instead, it conveys a lack of warmth, enthusiasm, or friendliness. Readers use their knowledge of language and context to infer the intended meaning.

Word choice can also influence how readers evaluate people and events. For example, politician, leader, and statesperson may refer to people involved in public affairs, but they can create different impressions. A writer’s lexical choices therefore contribute to the tone and persuasive effect of a text.

Ambiguity is another important aspect of semantic interpretation. A sentence such as “The teacher saw the student with the telescope” has two possible readings: the teacher used the telescope to see the student, or the student had the telescope. The surrounding context may clarify the intended interpretation.

In literary texts, metaphors and symbols can communicate complex ideas indirectly. A storm may represent emotional conflict, while a journey may symbolise personal development. However, interpretation should be supported by textual evidence rather than based entirely on personal associations.

Semantic analysis is also valuable in translation. A word in one language may have several equivalents in another, and the appropriate choice depends on context, register, connotation, and collocation. Translators must therefore consider not only what words denote but also what they suggest and how they function within the whole text.

Answer the Questions

1. Why is recognising individual words insufficient for understanding a text?
2. What does the adjective cold mean in "The proposal received a cold response"?
3. How can lexical choices influence readers' opinions?
4. Why is the sentence about the teacher, the student, and the telescope ambiguous?
5. How can metaphors communicate complex ideas?
6. Why should literary interpretations be supported by textual evidence?
7. Which factors should translators consider when selecting an equivalent?
8. How does semantic awareness improve communication?

Discussion Questions

1. Can two words have the same denotation but different connotations? Give examples.
2. Why is context particularly important when translating polysemous words?
3. How can ambiguity be used deliberately in literature or advertising?
4. Do dictionaries always provide enough information to understand a word?
5. How can semantic analysis help students interpret poetry?
6. Can a metaphor have different meanings for readers from different cultural backgrounds?
7. How can a writer's word choice influence the tone of a news article?

7. Practical Task: Semantic Analysis of a Text

Read the following short text and complete the tasks.

A New Beginning

After months of uncertainty, Olena finally decided to turn over a new leaf. Although the road ahead seemed difficult, she believed that every challenge was a stepping stone towards a brighter future. Her friends offered a warm welcome, and their encouragement helped her overcome the shadows of doubt.

Tasks

1. Identify three figurative expressions in the text.
2. Explain the meaning of turn over a new leaf.
3. What does a stepping stone suggest in this context?
4. Identify the words or expressions associated with positive emotions.
5. Explain the metaphorical meaning of the shadows of doubt.
6. Find one example of a word whose meaning depends on context.
7. Rewrite the text in more literal language without changing its main message.
8. Explain how the figurative expressions influence the tone of the text.

Additional Task: Semantic Comparison

Compare the following pairs of words. Explain their denotations, connotations, and the contexts in which each word would be more appropriate.

1. slim — skinny
2. confident — arrogant
3. inexpensive — cheap
4. curious — nosy
5. determined — stubborn

Then choose two pairs and write a short paragraph demonstrating how replacing one word with the other changes the tone or impression.

Additional Task: Language Features

1. Study the information about language features

Features Common to All Languages

There are a lot of questions that can be asked about language, some scientific, some not. One such question is: Which is the oldest language in the world? Several centuries ago, researchers were much concerned with this question, however, it does not have a reliable answer, simply because we cannot go so far into the history of humanity. Another often asked question is about the features that all natural human languages share. The American linguist Charles Hockett has pointed out a number of such properties. Here are some of them:

a) all languages have vowels and consonants;

b) all languages have words;

c) all languages can create new words when required and modify their meanings;

d) all languages are open-ended in the sense that they can produce totally new utterances which are understood by the users of the language;

e) all languages can form questions;

f) in all languages it is possible to talk about things and situations that are removed from the immediate situation of the speaker (this is called displacement);

g) in all languages we can use hypothetical, unreal, and fictional utterances.

Thus, as we can see, human linguistic knowledge involves numerous different aspects. People are able to produce sounds and to under-stand the sounds produced by others, and those sequences of sounds signify meanings. The relation between the linguistic form (written or spoken word or expression) and meaning is arbitrary, i.e. there is no direct physical correspondence between a linguistic expression and the entity in the world to which that expression refers. For example, there is no explicit relationship between the

English word window and the object itself. In other languages the same concept is represented differently (e.g. langas in Lithuanian, вікно in Ukrainian, das Fenster in German, etc.). There are certain words in most languages whose pronunciation to some extent suggests their meaning. These are onomatopoeic words that imitate the sounds associated with the things, creatures or actions that they refer to. For instance, meow imitates the sound made by a cat, splash imitates the sound of liquid hitting something or being moved around quickly, whoosh means to move very fast with a soft rushing sound. However, even onomatopoeic words are not exact phonetic imitations of natural sounds. Therefore, their forms often differ from language to language (compare the English bow-wow and the Ukrainian haw-haw or the Lithuanian au-au as imitations of dog barking). All natural languages are creative, because they allow innovation in response to new experiences, situations, and scientific discoveries. Creativity is a very important feature of all natural human languages. The human creative ability in language use is not just what we choose to say at a particular moment in a particular situation but also includes our understanding of a new sentence that we have never heard before. According to Fromkin et al., the sentence "Daniel Boone decided to become a pioneer because he dreamed of pigeon-toed giraffes and cross-eyed elephants dancing in pink skirts and green berets on the wind-swept plains of the Midwest" will be understood by the native speakers of English. (2007: 9). Most likely, no one will believe the sentence; its logic will surely be questioned; but everyone speaking English can understand it, though it was probably never produced before. Noam Chomsky was one of the first to speak about this human ability to understand new sentences as part of the creative aspect of language use. Another example of language creativity can be given on the lexical level. Imagine that a new substance has been created that helps to pre-serve food ecologically and for a long time. Imagine that this substance has been called sperte; then the food preserved in such a way would be spertical, and the process of preservation would be called spertcalization. This example illustrates the possibility to create completely new words but, on the other hand, the limitations of creativity, since the derived words of the new coinage follow the already established rules of affixation in English. Natural languages are also often redundant, that

is, the same meaning may be signalled more than once. First of all, redundancy may be external, i.e. indicated through gestures and facial expressions. If I say: “He is my cousin” and at the same time point at the only man in the room, I am using external redundancy of gestures. If I say: “I don’t like the taste of this salad” and at the same time frown, I am indicating my dislike through both my facial expression and the use of the words “don’t like”. Redundancy may be internal, i.e. expressed just through language. For example, in the sentence “John likes to check his e-mail twice a day”, the information about the masculine gender of the agent is given in the use of the personal name and in the pronoun his; singularity is signalled through the subject and the verb form (likes) and the singular form of the pronoun his. All languages are systematic. In other words, they consist of patterns, which recur in various combinations, and rules, which are applied to produce these patterns. Without rules, it would be impossible to learn and use languages. Every native speaker of English knows when to use the alternative forms of the indefinite article a or an and uses them without conscious effort. Similarly, a native speaker would use the form could have been asked but would not say *been have could asked because this is also a native speaker’s intuitive knowledge of the rules in the language. All languages change. Of course, they may change I different ways depending on social, political and other circumstances. Thus their histories are individual and different. English, for example, has borrowed words, especially from French and Latin, to such an extent that purely native Anglo-Saxon words hardly constitute the majority of present day English.

(Based on

https://www.vdu.lt/cris/bitstream/20.500.12259/279/1/ISBN9789955124986.pdf)

2. Read the text again, make up word combinations.

borrowed	forms
alternative	languages
scientific	use
human	words
facial	expression
language	relationship
linguistic	expressions
explicit	discoveries

3. Find the definition to the following words, use as many sources as possible:

intuitive knowledge, borrowing, native speaker, native speaker, researcher, humanity, onomatopoeic.

4. Make up your own sentences with the words of task 3.

5. Describe the main 4 language peculiarities and explain why they are the most important from your point of view. Write down your ideas (minimum 15 sentences).

Before you start writing, observe the following:

https://www.ego4u.com/en/cram-up/writing/comments
https://www.ego4u.com/en/cram-up/writing/comments/vocabulary01
https://www.ego4u.com/en/cram-up/writing/comments/vocabulary02
https://www.ego4u.com/en/cram-up/writing/comments/vocabulary03 .

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