

**Державний торговельно-економічний університет**  
**СИСТЕМА УПРАВЛІННЯ ЯКІСТЮ**  
Система забезпечення якості освітньої діяльності та якості вищої освіти  
*сертифікована на відповідність ДСТУ ISO 9001:2015/ISO 9001:2015*  
**Кафедра сучасних європейських мов**

**ЗАТВЕРДЖЕНО**

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протокол № 7 від «30» 01 2023 р.)  
Декан

 Юлія ГОНЧАРОВА

**ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ  
СПРЯМУВАННЯМ**

**FOREIGN LANGUAGE FOR SPECIFIC PURPOSES**

**РОБОЧА ПРОГРАМА /  
COURSE OUTLINE**

<b>освітній ступінь</b>	<b>бакалавр</b>	/	<b>bachelor</b>
<b>галузь знань</b>	<b>05 Соціальні та поведінкові науки</b>	/	<b>Social and behavioural sciences</b>
<b>спеціальність</b>	<b>052 Політологія</b>	/	<b>Political science</b>
<b>освітня програма</b>	<b>Політологія міжнародних відносин</b>	/	<b>Political science of international relations</b>

**Київ 2023**

**Розповсюдження і тиражування без офіційного дозволу ДТЕУ заборонено**

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Розглянуто і схвалено на засіданні кафедри сучасних європейських мов від 24.01.2023 р., протокол № 12.

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**РОБОЧА ПРОГРАМА /  
COURSE SUMMARY**

<b>освітній ступінь</b>	<b>бакалавр</b>	/ bachelor
<b>галузь знань</b>	<b>05 Соціальні та поведінкові науки</b>	/ Social and behavioral science
<b>спеціальність</b>	<b>052 Політологія</b>	/ Political science
<b>освітня програма</b>	<b>Політологія</b>	/ Political science

## Вступ

### Розділ 1. Структура дисципліни та розподіл годин за темами (тематичний план)

Назва теми	Кількість годин з них			Форми контролю
	Усього годин / кредитів			
		практичні (семінарські) заняття / МК	самостійна робота студентів	
1	2	3	4	5
<b>І курс I семестр</b>				
<b>Module 1. Theories of Politics</b>				
Topic 1. Introduction to the course. Career paths	1	4	4	ФО, ЗПУМ, ТЧ
Topic 2. What is politics	1	4	20	ФО, ТЧ, ЗПУМ, ЗППМ
Topic 3. Governments, Systems and Regimes	1	10	20	ФО, ТА, ЗПУМ, ТЧ
Topic 4. Political Ideologies	1	14	20	ФО, ЗПУМ, ЗППМ
Topic 5. Democracy	1	10	20	ФО, ТЧ, ЗПУМ,
Presentation of the results of individual reading	1	14	40	ТЧ
Module control				<b>МКР</b>
Разом	6	56	124	
Підсумковий контроль – залік				
<b>І курс II семестр</b>				
<b>Module 2. Nations and Globalization</b>				
Topic 6. Nations and Nationalism	1	14	20	ФО, ЗПУМ, ТЧ, ЗППМ

Topic 7. Global Politics	1	14	20	ФО, ТЧ, ЗПУМ.
Topic 8. The Changing Balance of the Global Economy	1	14	20	ФО, ТЧ, ЗПУМ,
Topic 9. International Organizations. The United Nations	1	14	20	ФО, ЗПУМ, ТЧ, МКР
Presentation of the results of individual reading	2	12	32	ТЧ
Module control				<b>МКР</b>
<b>Разом</b>	<b>6</b>	<b>68</b>	<b>112</b>	
Підсумковий контроль – залік				
<b>II курс III семестр</b> <b>Module 3. Political Interaction</b>				
Topic 10. The Economy and Society	1	10	34	ФО, ЗППМ, ЗПУМ, ТЧ
Topic 11. Representation, Elections and Voting	2	14	30	ФО, ЗПУМ, ТЧ, ЗППМ
Topic 12. Parties and Party Systems	2	18	30	ФО, ЗППМ, ЗПУМ,
Presentation of the results of individual reading	1	12	30	ТЧ
Module control				<b>МКР</b>
<b>Разом</b>	<b>6</b>	<b>56</b>	<b>124</b>	
Підсумковий контроль – залік				
<b>IV курс IV семестр</b> <b>Module 4. Machinery of the Government</b>				

Topic 13. Constitutions the Law and Judiciary	1	12		ФО, ЗПУМ, ТЧ, ЗППМ
Topic 14. Assemblies	1	12		ФО, ТА, ЗПУМ, ТЧ, ЗППМ
Topic 15. Political Executives	1	12		ФО, ТА, ЗПУМ, ТЧ, ЗППМ
Topic 16. The Politics of Leadership	1	12		ФО, ТА, ЗПУМ, ТЧ, ЗППМ,
Presentation of the results of individual reading	2	12		ТЧ
Module control				<b>МКР</b>
Разом	2	60	120	
Підсумковий контроль – екзамен				
Всього за дисципліною	24	240	480	

*Умовні скорочення:* ФО – фронтальне опитування; ТА – тести з аудіювання; ЗПУМ – завдання для перевірки усного мовлення; ТЧ – тести з читання; ЗППМ – завдання для перевірки писемного мовлення; МКР – модульна контрольна робота

## Розділ 2. Тематика та зміст практичних занять та самостійної роботи студентів

Результати навчання	Навчальна діяльність	Робочий час студента
1	2	3
	<b>I курс I семестр Module 1. Theories of Politics</b>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• employ strategies for reading for gist and information effectively</li> <li>• use the specific vocabulary in appropriate context</li> <li>• understand authentic texts related to the problem of career development</li> <li>• speak about future political career</li> </ul>	<p style="text-align: center;"><b>Unit 1.</b></p> <p><b>In-class activities</b></p> <p><b>Starting up</b></p> <ul style="list-style-type: none"> <li>• acquaintance with the group</li> <li>• talking about reasons for studying political science</li> </ul> <p><b>Reading. Career paths</b></p> <ul style="list-style-type: none"> <li>• skimming</li> <li>• discussing</li> <li>• exercises in comprehension</li> </ul> <p><b>Speaking.*Discuss with your groupmates whether it is good for people to have more than one career.<sup>1</sup></b></p> <p><b>Vocabulary. Career Paths</b></p> <ul style="list-style-type: none"> <li>• developing key vocabulary to speak about a university education and career planning through a variety of exercises</li> </ul> <p><b>Sources:</b>  <i>Main: 2 [c. 5-45], 3 [c. 184-206]</i>  <i>Additional: 5 [c. 6-13], 6 [c. 6-17]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2

<sup>1</sup> Курсивом визначено інтерактивні методи навчання з навчальної дисципліни «Іноземна мова за професійним спрямуванням»

	<p style="text-align: center;"><b>Further Work</b></p> <p><b>Reading.</b> Text.</p> <p>1. Another Secret Weapon: Good Manners.</p> <p>2. Learning to act like professionals.</p> <ul style="list-style-type: none"> <li>• reading for specific information about starting a successful career</li> <li>• making an outline of the texts</li> <li>• speaking about the benefits of career management</li> </ul> <p><b>Writing.</b> Draw up a map of your career path to date and what you would like to be doing in 2,5 and 10 years' time</p> <p><b>Speaking.</b> Talk to your groupmate about your future career. Think about:</p> <ul style="list-style-type: none"> <li>• your interests</li> <li>• your drive and ambition</li> <li>• your skills and competences</li> </ul> <p><b>Sources:</b>  <i>Main: 2 [c. 5-45], 3 [c. 184-206]</i>  <i>Additional: 5 [c. 6-13], 6 [c. 6-17]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• understand authentic texts related to politics;</li> <li>• use the specific vocabulary in appropriate political context</li> <li>• participate effectively in a discussion on political issues</li> <li>• use verb forms correctly</li> </ul>	<p style="text-align: center;"><b>Unit 2.</b></p> <p><b>In-class activities</b></p> <p><b>Starting up.</b> «Speaking about future career»</p> <ul style="list-style-type: none"> <li>• <i>*Discussion «Politics in our life»</i></li> </ul> <p><b>Reading.</b> «What is Politics»</p> <ul style="list-style-type: none"> <li>• Reading for specific information about political science and politics;</li> <li>• finding relevant information</li> </ul> <p><b>Vocabulary.</b> «What is politics»</p> <ul style="list-style-type: none"> <li>• Synonyms and word-building;</li> <li>• political terminology;</li> <li>• choosing the correct word</li> <li>• guessing the meaning from the context</li> </ul> <p><b>Grammar Focus</b>  Present Simple / Present Continuous;</p>	2

	<p>frequency adverbs</p> <ul style="list-style-type: none"> <li>• the tenses are compared and contrasted. Developing grammar skills through a variety of exercises</li> </ul> <p><b>Speaking.</b> Defining politics</p> <ul style="list-style-type: none"> <li>• Discussing why the idea of a science of politics has been so attractive</li> </ul> <p><b>Sources:</b>  <i>Main: 2 [c. 5-45], 3[c. 184-206]</i>  <i>Additional: 5 [c. 6-13], 6 [c. 6-17]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<p style="text-align: center;"><b>Further Work</b></p> <p><b>Reading.</b> The State. What is the State</p> <p><b>Speaking.</b> Comment on quotations devoted to politics</p> <p><b>Sources:</b>  <i>Main: 2 [c. 5-45], 3[c. 184-206]</i>  <i>Additional: 5 [c. 6-13], 6 [c. 6-17]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2



<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• discuss quotations devoted to politics</li> <li>• predict where to find information</li> <li>• focus on key points of the text;</li> <li>• guess the meanings of unfamiliar words by using contextual clues</li> <li>• translate sentences from Ukrainian into English using Present Simple and Present Continuous and professional vocabulary</li> </ul>	<p style="text-align: center;"><b>Unit 3.</b></p> <p><b>In-class activity</b>  <b>Starting-up.</b> Quotations devoted to politics. Discussion  <b>Reading.</b> What is politics</p> <ul style="list-style-type: none"> <li>• exercises in comprehension</li> </ul> <p><b>Vocabulary.</b> «What is politics»</p> <ul style="list-style-type: none"> <li>• developing key vocabulary through a variety of exercises</li> </ul> <p><b>Grammar Focus.</b> Present Simple / Present Continuous. State Verbs the tenses are compared and contrasted</p> <ul style="list-style-type: none"> <li>• developing grammar skills through a variety of exercises</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 7-23], 2 [c. 46-56], 3 [c. 184-206]</i>  <i>Additional: 4 [c. 4-22], 5 [c. 6-13], 6 [c. 6-17]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Project:</b> Use information in the Internet and write a job description. Think of a job of a political scientist:</p> <ul style="list-style-type: none"> <li>• list 4-5 things the person needs to do: e.g. deliver lectures, etc.</li> <li>• identify skills the person needs to have a take care of the responsibilities you have listed.</li> </ul> <p><i>*Write a job description based on you research in the Internet</i></p> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	10

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• present findings of their research</li> <li>• discuss problems concerning politics</li> <li>• understand the gist and relevant details of the recorded interview</li> <li>• lecture on political science</li> </ul>	<p style="text-align: center;"><b>Unit 4.</b></p> <p><b>In-class activity</b>  <b>Starting-up.</b> Presenting findings of the research.  <b>Speaking.</b></p> <ul style="list-style-type: none"> <li>• Why has politics so often carried negative associations?</li> <li>• Could politics ever be brought to an end?</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• <i>to the Internet lecture of the American political scientist «What is political science»</i></li> <li>• <i>Answering questions on the lecture:</i> <ol style="list-style-type: none"> <li>1. <i>What is political science</i></li> <li>2. <i>How is political science defined?</i></li> <li>3. <i>What subjects does political science include and what do these subjects study?</i></li> <li>4. <i>Why should one study political science?</i></li> <li>5. <i>Where can a political scientist work?</i></li> </ol> </li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 7-23], 2 [c. 46-56], 3 [c. 184-206]</i>  <i>Additional: 4 [c. 4-22], 5 [c. 6-13], 6 [c. 6-17]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	<p style="text-align: center;">2</p>
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Reading Plus.</b> The State. Rival theories of the state  <b>Sources:</b>  <i>Main: 1 [c. 7-23], 2 [c. 46-56], 3 [c. 184-206]</i>  <i>Additional: 4 [c. 4-22]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	<p style="text-align: center;">10</p>

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• discuss problems concerning politics</li> <li>• predict where to find information</li> <li>• focus on key points of the text</li> <li>• guess the meaning of unfamiliar words by using contextual clues</li> <li>• use verb forms correctly</li> </ul>	<p style="text-align: center;"><b>Unit 5.</b></p> <p><b>In-class activity</b></p> <p><b>Starting-up.</b> Commenting quotations. Whenever you have an efficient government you have a dictatorship</p> <p><b>Reading.</b> Governments, Systems and Regimes</p> <ul style="list-style-type: none"> <li>• reading for specific information about functioning of the government, different political systems and regimes</li> <li>• scanning to find specific information</li> <li>• finding relevant information</li> </ul> <p><b>Grammar Focus.</b> Present Perfect / Present Perfect Continuous</p> <ul style="list-style-type: none"> <li>• the tenses are compared and contrasted</li> <li>• developing grammar skills through a variety of exercises</li> </ul> <p><b>Sources:</b>  <i>Main: 1[c. 24-42], 2 [c. 172-194], 3[c. 184-206]</i>  <i>Additional: 4[c. 25-40], 5 [c. 6-13], 6 [c. 6-17]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Speaking.</b> Developing skills through a variety of tasks</p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about governments, systems and regimes</li> <li>• commenting quotations of famous political leaders</li> </ul> <p><b>Reading Plus.</b> The State. Rival theories of the state</p> <p><b>Sources:</b>  <i>Main: 1[c. 24-42], 2 [c. 172-194], 3[c. 184-206]</i>  <i>Additional: 4[c. 25-40]</i></p>	5

	<i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• understand authentic texts related to the topic «Governments, systems and regimes»</li> <li>• use the language and professional terminology acquired while working through the lesson</li> <li>• use the verb forms correctly</li> </ul>	<p style="text-align: center;"><b>Unit 6.</b></p> <p><b>In-class activity</b></p> <p><b>Starting-up.</b> Discuss the quotation: «That is the best government which desires to make the people happy, and knows how to make them happy».</p> <p><b>Reading.</b> Governments, systems and regimes</p> <ul style="list-style-type: none"> <li>• exercises in comprehension</li> </ul> <p><b>Vocabulary.</b> Governments, systems and regimes</p> <ul style="list-style-type: none"> <li>• synonyms and word-building</li> <li>• political terminology</li> <li>• choosing the correct word</li> <li>• guessing the meaning from the context</li> </ul> <p><b>Grammar Focus.</b> Present perfect / Present Perfect Continues Have gone (to) / have been (to)</p> <p><b>Sources:</b>  <i>Main: 1[c. 24-42], 2 [c. 172-194], 3[c. 184-206]</i>  <i>Additional: 4[c. 25-40], 5 [c. 6-13], 6 [c. 6-17]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Writing.</b> <i>*Using information in the Internet define the difference between governments, political systems and regimes</i></p> <p><b>Speaking.</b> Think and answer:  Has western liberal democracy triumphed worldwide?</p>	5

	<p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• actively use key vocabulary concerning the topic «Governments, systems and regimes» in their speech</li> <li>• use the verb forms correctly</li> <li>• translate sentences from Ukrainian into English using Present Perfect and Present Perfect Continuous and professional vocabulary</li> </ul>	<p style="text-align: center;"><b>Unit 7.</b></p> <p><b>In-class activity</b>  <b>Starting-up. Think and answer:</b>  Can Islam constitute alternative to western poliarchies as a basis for a modern regime?  <b>Vocabulary.</b> Governments, systems and regimes</p> <ul style="list-style-type: none"> <li>• developing key vocabulary through a variety of exercises</li> </ul> <p><b>Grammar Focus.</b> Present Perfect / Present Perfect Continuous</p> <ul style="list-style-type: none"> <li>• testing</li> <li>• translation</li> </ul> <p><b>Sources:</b>  <i>Main: 1[c. 24-42], 2 [c. 172-194], 3[c. 184-206]</i>  <i>Additional: 4[c. 25-40], 5 [c. 6-13], 6 [c. 6-17]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Speaking.</b> Talking in general about topics learnt before</p> <ul style="list-style-type: none"> <li>• <i>use Internet and prepare a short presentation on the topic «Governments, systems and regimes».</i></li> <li>• vocabulary review</li> </ul> <p><b>Sources:</b>  <i>Main: 1[c. 24-42], 2 [c. 172-194], 3[c. 184-206]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14,</i></p>	5

	15, 16, 17, 18	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• make presentations relating to classification of political systems and forms of government</li> <li>• understand the gist and relevant details of the recorded interview</li> <li>• complete the tables</li> </ul>	<p style="text-align: center;"><b>Unit 8.</b></p> <p><b>In-class activity</b></p> <p><b>Starting-up.</b> Presentations on the topic «Governments, systems and regimes».</p> <p>Listening. Interview.</p> <ul style="list-style-type: none"> <li>• listening for specific information</li> <li>• table completion</li> </ul> <p><b>Sources:</b></p> <p><i>Main: 1[c. 24-42], 2 [c. 172-194], 3[c. 184-206]</i></p> <p><i>Additional: 4[c. 25-40], 5 [c. 6-13], 6 [c. 6-17]</i></p> <p><i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Project:</b> <i>*Find information in the Internet and :</i></p> <ul style="list-style-type: none"> <li>• <i>define five types of political regimes in the modern world</i></li> <li>• <i>research what regime proved to be effective and successful. Motivate your answers</i></li> </ul> <p><b>Sources:</b></p> <p><i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	5

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• present the results of their research</li> <li>• understand authentic texts related to political ideologies</li> <li>• guess the meanings of unfamiliar words by using contextual clues</li> <li>• use the professional vocabulary in appropriate context</li> </ul>	<p style="text-align: center;"><b>Units 9-10</b></p> <p><b>In-class activity</b>  <b>Starting-up.</b> *Presenting findings of the research in the Internet.  <b>Reading.</b> Political Ideologies</p> <ul style="list-style-type: none"> <li>• reading for specific information about political ideologies</li> <li>• scanning to find specific information</li> <li>• finding relevant information</li> </ul> <p><b>Vocabulary.</b> Political Ideologies</p> <ul style="list-style-type: none"> <li>• synonyms and word – building</li> <li>• political terminology</li> <li>• choosing the correct word</li> <li>• guessing the meaning from the context</li> </ul> <p><b>Sources:</b>  <i>Main: 1[c. 43-60], 2 [c. 57-68], 3[c. 206-221]</i>  <i>Additional: 4 [c. 41-66], 5 [c. 14-25], 6 [c. 18-24]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Speaking.</b> Political Ideologies. Developing skills through a variety of tasks</p> <ul style="list-style-type: none"> <li>• defining political ideologies</li> <li>• giving opinion on the statements about ideologies using relevant vocabulary</li> <li>• supporting a view with reasons</li> </ul> <p><b>Sources:</b>  <i>Main: 1[c. 43-60]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	8

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• discuss the concept of political ideology</li> <li>• understand authentic texts related to the topic «Political Ideologies»</li> <li>• use the verb forms correctly</li> </ul>	<p style="text-align: center;"><b>Unit 11</b></p> <p><b>In-class activity</b>  <b>Starting-up.</b> Define the term «ideology». Discuss with your groupmates why the concept of ideology has so often carried negative associations.  <b>Reading.</b> Political Ideologies</p> <ul style="list-style-type: none"> <li>• exercises in comprehension</li> </ul> <p><b>Grammar Focus.</b> Past Simple / Past Continuous</p> <ul style="list-style-type: none"> <li>• the tenses are compared and contrasted</li> <li>• developing skills through a variety of exercises</li> </ul> <p><b>Sources:</b>  <i>Main: 1[c. 43-60], 2 [c. 57-68], 3[c. 206-221]</i>  <i>Additional: 4 [c. 41-66], 5 [c. 14-25], 6 [c. 18-24]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	<p style="text-align: center;">2</p>
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Project.</b> <i>*Research in the Internet major ideologies distinguished in political science.</i></p> <ul style="list-style-type: none"> <li>• <i>Explain the role and importance of ideology for political parties</i></li> </ul> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	<p style="text-align: center;">2</p>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• make presentations of the results of their research</li> <li>• participate effectively in a discussion on ideological issues</li> </ul>	<p style="text-align: center;"><b>Unit 12</b></p> <p><b>In-class activity</b>  <b>Starting-up.</b> Presenting findings of the research  <b>Sources:</b>  <i>Main: 1[c. 43-60], 2 [c. 57-68], 3[c. 206-221]</i>  <i>Additional: 4 [c. 41-66]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p> <p style="text-align: center;"><b>Further work</b></p>	<p style="text-align: center;">2</p>



	<p><b>Think and answer:</b></p> <ol style="list-style-type: none"> <li>1. What circumstances are most conducive to the rise of fascism?</li> <li>2. Could ideology come to end?</li> </ol> <p><b>Reading Plus.</b> The State. The role of the state.</p> <p><b>Sources:</b>  <i>Main: 1[c. 43-60], 2 [c. 57-68], 3[c. 206-221]</i>  <i>Additional: 4 [c. 41-66]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• speak about political ideologies</li> <li>• understand the gist and relevant details of the recorded interview</li> <li>• complete the notes</li> </ul>	<p style="text-align: center;"><b>Unit 13</b></p> <p><b>In-class activity</b></p> <p><b>Starting-up.</b></p> <ul style="list-style-type: none"> <li>• Summarize the information of the unit 3 and speak about political ideologies. Vocabulary review</li> </ul> <p><b>Listening. Interview.</b></p> <ul style="list-style-type: none"> <li>• listening for specific information</li> <li>• notes completion</li> </ul> <p><b>Sources:</b>  <i>Main: 1[c. 43-60], 2 [c. 57-68], 3[c. 206-221]</i>  <i>Additional: 4 [c. 41-66]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Project.</b> <i>*Use the Internet and research three worlds typology of the political world:</i></p> <ul style="list-style-type: none"> <li>• <i>a capitalist «first world»</i></li> <li>• <i>a communist «second world»</i></li> <li>• <i>a developing «third world»</i></li> </ul> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Student will be able to:</p> <ul style="list-style-type: none"> <li>• use the verb</li> </ul>	<p style="text-align: center;"><b>Unit 14</b></p> <p><b>In-class activity</b></p> <p><b>Starting-up.</b> <i>*Presenting findings of the research</i></p>	2

<p>forms correctly</p> <ul style="list-style-type: none"> <li>• translate sentences from Ukrainian into English using Past Simple and Past Continuous and professional vocabulary</li> <li>• make presentations devoted to political world</li> </ul>	<p><b>Grammar Focus.</b> Present Perfect / Present Perfect Continuous Have gone (to) / have been (to)</p> <ul style="list-style-type: none"> <li>• testing</li> <li>• translation</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i>  <i>Additional: 4 [c. 68-84], 7 [c. 6-11]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Reading Plus.</b> The State. The role of the state.</p> <p><b>Sources:</b>  <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i>  <i>Additional: 4 [c. 68-84]</i></p>	6
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• understand authentic texts related to the topic «Democracy»</li> <li>• participate in a discussion related to the topic «Democracy»</li> <li>• use grammar tenses correctly</li> </ul>	<p style="text-align: center;"><b>Unit 15</b></p> <p><b>In-class activity</b></p> <p><b>Starting-up.</b> Discussion.</p> <ul style="list-style-type: none"> <li>• Defining democracy</li> <li>• Tell if Ukraine is a democratic state</li> </ul> <p><b>Reading.</b> Democracy</p> <ul style="list-style-type: none"> <li>• guessing unknown words and expressions from the context</li> <li>• answering questions</li> <li>• true / false statements</li> </ul> <p><b>Grammar Focus.</b>  Present Simple versus Present Perfect</p> <ul style="list-style-type: none"> <li>• tenses are compared and contrasted</li> <li>• developing skills through a variety of exercises</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i>  <i>Additional: 4 [c. 68-84], 7 [c. 6-11]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<b>Further work</b>	5

	<p><b>Speaking.</b> Developing skills through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i>  <i>Additional: 4 [c. 68-84]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• discuss topics related to democracy</li> <li>• read for specific information</li> <li>• use the professional vocabulary in appropriate context</li> </ul>	<p style="text-align: center;"><b>Unit 16</b></p> <p><b>In-class activity</b>  <b>Starting-up.</b> Discussion.  Explain what you understand by «democracy»</p> <p><b>Reading.</b> Democracy</p> <ul style="list-style-type: none"> <li>• exercises in comprehension</li> </ul> <p><b>Vocabulary.</b> Democracy</p> <ul style="list-style-type: none"> <li>• synonyms and word-building</li> <li>• political terminology</li> <li>• choosing the correct word</li> <li>• guessing the meaning from the context</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i>  <i>Additional: 4 [c. 68-84]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Research.</b> *Use the Internet and:</p> <ul style="list-style-type: none"> <li>• identify four contrasting models of democracy</li> <li>• explain which model is most attractive and why</li> <li>• state their principal virtues</li> </ul> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	5
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• make</li> </ul>	<p style="text-align: center;"><b>Unit 17</b></p> <p><b>In-class activity</b>  <b>Starting-up.</b> Presenting findings of the research</p>	2

<p>presentations on findings of the research</p> <ul style="list-style-type: none"> <li>• use tense forms correctly</li> </ul>	<p><b>Grammar Focus.</b> Past Simple versus Present Perfect <b>Sources:</b> <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i> <i>Additional: 4 [c. 68-84], 7 [c. 6-11]</i> <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<p><b>Further work</b> Be ready to summarize the information of Unit 4 and make presentations <b>Sources:</b> <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i> <i>Additional: 4 [c. 68-84]</i> <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	5
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• make presentations and speak about democracy using professional vocabulary</li> </ul>	<p><b>Unit 18</b> <b>In-class activity</b> <b>Starting-up.</b> Presentations. Summarize the information of Unit 4 and speak about democracy</p> <ul style="list-style-type: none"> <li>• vocabulary review</li> <li>• problem solving</li> </ul> <p><b>Sources:</b> <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i> <i>Additional: 4 [c. 68-84]</i> <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p><b>Further work</b> Test preparation. Present Tenses <b>Sources:</b> <i>Additional: 7 [c. 6-11]</i></p>	1
	<p><b>Unit 19</b> <b>In-class activity</b> <b>Grammar Test</b> <b>Sources:</b> <i>Additional: 7 [c. 6-11]</i></p>	2
	<p><b>Further work</b> <b>Final Test preparation</b> <b>Vocabulary and Grammar Review</b></p>	2

	<p><b>Sources:</b>  <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i>  <i>Additional: 4 [c. 68-84], 7 [c. 6-11]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<b>Unit 20</b>	2
	<b>Final Test</b>	
	<b>Unit 21</b>	2
	<b>In-class activity</b> <b>Starting-up.</b> Finale test results analysis	
	<b>Further work</b> Preparation for presenting the results of the individual reading: The State. What is the of state <b>Sources:</b> <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i> <i>Additional: 4 [c. 68-84], 7 [c. 6-11]</i> <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i>	3
Students will be able to:	<b>Unit 22</b>	2
<ul style="list-style-type: none"> <li>• present the results of their home-reading</li> <li>• comment information related to the topic «The State»</li> <li>• use key vocabulary in a proper context</li> </ul>	<b>In-class activity</b> <b>Starting-up.</b> Presentation of the results of the individual reading The State. What is the state <ul style="list-style-type: none"> <li>• explain whether government controls the state or the state controls government</li> <li>• key vocabulary</li> </ul> <b>Sources:</b> <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i> <i>Additional: 4 [c. 68-84]</i> <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i>	
	<b>Further work</b> Preparation for presenting the results of the individual reading : The State What is the of state. The role of the state	10

	<p><b>Sources:</b>  <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i>  <i>Additional: 4 [c. 68-84], 7 [c. 6-11]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• present the results of their home-reading</li> <li>• comment information related to the topic «Rival Theories of the State»</li> </ul>	<p style="text-align: center;"><b>Unit 23</b></p> <p><b>In-class activity</b>  <b>Starting-up.</b> Presentation of the results of the individual reading  The State. Rival theories of the state:</p> <ul style="list-style-type: none"> <li>• explain the relationship between the state and civil society</li> <li>• do you think the state is a force for good or a force for evil?</li> <li>• key vocabulary</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i>  <i>Additional: 4 [c. 68-84], 7 [c. 6-11]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p>Preparation for presenting the results of the individual reading:  The State. The role of the state</p> <p><b>Sources:</b>  <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i>  <i>Additional: 4 [c. 68-84]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	10
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• present the results of their home-reading</li> <li>• comment information related to the topic «The role of</li> </ul>	<p style="text-align: center;"><b>Unit 24</b></p> <p><b>In-class activity</b>  <b>Starting-up.</b> Presentation of the results of the individual reading :  The State. The role of the state</p> <ul style="list-style-type: none"> <li>• present different state forms that have developed</li> <li>• explain the difference between them</li> </ul>	2

<p>the State»</p>	<ul style="list-style-type: none"> <li>• key vocabulary</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i>  <i>Additional: 4 [c. 68-84]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p>Preparation of a short presentation on the topic «Theories of Politics»</p> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	10
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• make presentations devoted to the topic «Theories of politics»</li> <li>• explain the main points of theories of politics in English</li> </ul>	<p style="text-align: center;"><b>Unit 25</b></p> <p><b>In-class activity</b></p> <p><b>Starting-up.</b> *<i>Making a short presentation devoted to the topic «Theories of politics»</i></p> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p>Finale Test preparation  Vocabulary and Grammar Review</p> <p><b>Sources:</b>  <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i>  <i>Additional: 4 [c. 68-84]</i></p>	10
	<p><b>Unit 26</b>  <b>Finale test</b></p>	2
	<p><b>Unit 27</b>  <b>Finale Test Results Analysis</b></p>	2
	<p style="text-align: center;"><b>Unit 28</b></p> <p><b>Listening.</b> *<i>Listening to the lecture of American political scientist on the topic «What is politics». Discussion</i></p> <p><b>Sources:</b>  <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i>  <i>Additional: 4 [c. 68-84]</i></p>	2
	<p>Всього:  Аудиторна робота</p>	56

	Самостійна робота	124
	<b>1 курс 2-й семестр</b> <b>Модуль 2</b> <b>Nations and Globalization</b>	
Students will be able to: <ul style="list-style-type: none"> <li>• use the specialist vocabulary in appropriate political context</li> <li>• participate effectively in a discussion about government and society</li> </ul>	<p style="text-align: center;"><b>Unit 1</b></p> <p><b>In-class activity</b></p> <p><b>Starting-up.</b> Course Structure Explanation</p> <p><b>Speaking.</b> Winter Vacation. Discussion.</p> <p><b>Revision.</b> Government and Society</p> <p><b>Sources:</b>  <i>Main: 1 [c. 101-119], 3[c. 206-221]</i>  <i>Additional: 4 [c. 105-124], 6 [c. 18-29], 7 [c. 12-19]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p>Revision of lexis. Government and Society</p> <p><b>Sources:</b>  <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i>  <i>Additional: 4 [c. 68-84]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
Students will be able to: <ul style="list-style-type: none"> <li>• understand authentic texts related to political context</li> <li>• use the verb forms correctly</li> <li>• discuss the problems of nations and ethnic groups</li> </ul>	<p style="text-align: center;"><b>Unit 2</b></p> <p><b>In-class activity</b></p> <p><b>Starting-up.</b> Revision of lexis. Government and Society.</p> <p><b>Reading.</b> Nations and Nationalism</p> <ul style="list-style-type: none"> <li>• skimming</li> <li>• finding relevant information</li> <li>• reading for specific information about nations and nationalism</li> </ul> <p>Grammar Focus Past Perfect / Past Perfect Continuous</p> <ul style="list-style-type: none"> <li>• tenses are compared and contrasted</li> <li>• developing skills through a variety of exercises</li> </ul> <p><b>Sources:</b></p>	2



	<p><i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i>  <i>Additional: 4 [c. 68-84], 6 [c. 18-29], 7 [c. 12-19]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p>Be ready to speak about differences between nation and ethnic group</p> <p><b>Sources:</b>  <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i>  <i>Additional: 4 [c. 68-84]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• understand authentic texts related to the topic «Nations and nationalism»</li> <li>• use professional terminology in a proper context</li> <li>• define the concepts of nations and nationalism</li> </ul>	<p style="text-align: center;"><b>Unit 3</b></p> <p><b>In-class activity</b></p> <p><b>Starting-up.</b> Speaking about the difference between nation and ethnic group.</p> <p><b>Reading.</b> Nations and Nationalism</p> <ul style="list-style-type: none"> <li>• exercises in comprehension</li> </ul> <p><b>Vocabulary.</b> Nations and nationalism</p> <ul style="list-style-type: none"> <li>• synonyms and word-building</li> <li>• political terminology</li> <li>• choosing the correct word / definition</li> <li>• guessing the meaning from context</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i>  <i>Additional: 4 [c. 68-84], 6 [c. 18-29], 7 [c. 12-19]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <ul style="list-style-type: none"> <li>• Defining nations and nationalism</li> <li>• Discussing positive and negative outcomes of nationalism</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i></p>	

	<p>184-206]  <i>Additional: 4 [c. 68-84]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• use the verb forms correctly</li> <li>• translate sentences from Ukrainian into English using Past Perfect and Past Perfect Continuous and professional vocabulary</li> </ul>	<p style="text-align: center;"><b>Unit 4</b></p> <p><b>In-class activity</b>  <b>Starting-up.</b> Speaking about nationalism and its positive and negative outcomes  <b>Vocabulary.</b> Nations and nationalism</p> <ul style="list-style-type: none"> <li>• developing key vocabulary through a variety of exercises</li> </ul> <p><b>Grammar Focus.</b> Past Perfect / Past Perfect Continuous</p> <ul style="list-style-type: none"> <li>• testing</li> <li>• translation</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3 [c. 184-206]</i>  <i>Additional: 4 [c. 68-84], 6 [c. 18-29], 7 [c. 12-19]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Research:</b> <i>*Use the Internet and identify the forms of nationalism existing in political science. Give their brief explanation</i></p> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• make presentations on the results of the research</li> <li>• speak on the topics related to the content of the Unit 1</li> </ul>	<p style="text-align: center;"><b>Unit 5</b></p> <p><b>In-class activity</b>  <b>Standing-up.</b> Presenting findings of the research  <b>Speaking</b></p> <ul style="list-style-type: none"> <li>• explaining which form of nationalism is the most attractive</li> <li>• answering questions:</li> </ul> <ol style="list-style-type: none"> <li>1. Why has nationalism proved to be such a potent political force?</li> <li>2. Is the nation-state the sole legitimate</li> </ol>	2

<ul style="list-style-type: none"> <li>comment on quotations of famous politicians</li> </ul>	<p>unit of political rule?</p> <ul style="list-style-type: none"> <li>commenting on quotations: <ol style="list-style-type: none"> <li>«The ruin of a nation begins in the homes of its people».</li> <li>«The difference between patriotism and nationalism is that the patriot is proud of his country for what it does; and the nationalist is proud of his country no matter what it does»;</li> <li>«The first attitude creates a feeling of responsibility, but the second a feeling of blind arrogance that leads to war».</li> </ol> </li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i>  <i>Additional: 4 [c. 68-84], 6 [c. 18-29], 7 [c. 12-19]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<p><b>Further work</b></p> <p>Preparation for presentation on the topic «Nations and Nationalism».</p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>make presentations related to the topic «Nations and Nationalism»</li> <li>use professional vocabulary effectively</li> </ul>	<p><b>Unit 6</b></p> <p><b>In-class activity</b></p> <p><b>Starting-up.</b> Presentations on the topic «Nations and Nationalism».</p> <ul style="list-style-type: none"> <li>vocabulary review</li> <li>problem solving</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 61-100], 2 [c. 229-256], 3[c. 184-206]</i>  <i>Additional: 4 [c. 68-84]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p><b>Further work</b></p> <p>Commenting on the quotation: «War, in our scientific age, means, sooner or later, universal death».</p> <p style="text-align: center;">Bertrand Russell</p> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14,</i></p>	4

	15, 16, 17, 18	
Students will be able to:	<p style="text-align: center;"><b>Unit 7</b></p> <p><b>In-class activity</b></p> <p><b>Starting-up.</b> Commenting on the quotation of Bertrand Russell about wars.</p> <p><b>Reading.</b> Global politics</p> <ul style="list-style-type: none"> <li>• guessing unknown words and expressions from the context</li> <li>• answering questions</li> <li>• true / false statements</li> </ul> <p><b>Grammar Focus.</b> Tense Review Past Simple / Past Continuous / Past Perfect /</p> <p>Developing grammar skills through a variety of exercises</p> <p><b>Sources:</b> <i>Main: 1 [c. 120-137], 3[c. 222-230]</i> <i>Additional: 4 [c. 125-130], 5 [c. 32-37], 6 [c. 30-36]</i> <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Reading Plus.</b> Subnational Politics: Centralization or decentralization</p> <p><b>Sources:</b> <i>Main: 1 [c. 120-137], 3[c. 222-230]</i> <i>Additional: 4 [c. 125-130]</i> <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• give definitions of the professional terms</li> <li>• use professional vocabulary in appropriate context</li> </ul>	<p style="text-align: center;"><b>Unit 8</b></p> <p><b>In-class activity</b>  <b>Starting-up.</b> Give brief explanations of the following terms in English:</p> <ul style="list-style-type: none"> <li>• globalization</li> <li>• world society</li> <li>• transnational organizations</li> <li>• bipolar World order</li> <li>• new World order</li> </ul> <p><b>Vocabulary.</b> Global Politics</p> <ul style="list-style-type: none"> <li>• word – formation</li> <li>• synonyms</li> <li>• matching verbs with phrases</li> <li>• matching the words to their definitions</li> <li>• choosing the correct word</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 120-137], 3[c. 222-230]</i>  <i>Additional: 4 [c. 125-130]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p>Be ready to discuss with your groupmates whether the idea of a world Society could ever become a reality</p> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• discuss problems concerning global politics</li> <li>• use grammar tenses correctly</li> <li>• translate sentences from Ukrainian in to English using Past tenses and</li> </ul>	<p style="text-align: center;"><b>Unit 9</b></p> <p><b>In-class activity</b>  <b>Starting-up.</b> Discussing the idea of a world society becoming a reality  <b>Reading.</b> Global Politics</p> <ul style="list-style-type: none"> <li>• exercises in comprehension</li> <li>• key vocabulary</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>• Testing (Past Simple / Past Continuous / Past Perfect)</li> <li>• Translation</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 120-137], 3[c. 222-230]</i></p>	2

<p>specialist vocabulary</p>	<p><i>Additional: 4 [c. 125-130], 5 [c. 32-37], 6 [c. 30-36]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Research.</b> <i>*Use the Internet and define major theoretical schools in international politics</i></p> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• present the result of the research on political problems</li> <li>• use terminology vocabulary in proper situations</li> <li>• speak on topics related to globalization and world government</li> </ul>	<p style="text-align: center;"><b>Unit 10</b></p> <p><b>In-class activity</b></p> <p><b>Starting-up.</b> Presenting the results of the research on theoretical schools in international politics</p> <p><b>Vocabulary.</b> Global Politics</p> <ul style="list-style-type: none"> <li>• developing key vocabulary through a variety of exercises</li> <li>• terminology vocabulary</li> </ul> <p><b>Speaking.</b> Think and answer:</p> <ol style="list-style-type: none"> <li>1. Is globalization a reality or a myth?</li> <li>2. Is world government an attractive prospect? Why?</li> </ol> <p><b>Sources:</b>  <i>Main: 1 [c. 120-137], 3 [c. 222-230]</i>  <i>Additional: 4 [c. 125-130]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Reading Plus.</b> Subnational Politics. Federal systems.</p> <p><b>Sources:</b>  <i>Main: 1 [c. 120-137], 3 [c. 222-230]</i>  <i>Additional: 4 [c. 125-130]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>comment on the quotations of famous politicians</li> <li>understand the gist and relevant details of the recorded text</li> </ul>	<p style="text-align: center;"><b>Unit 11</b></p> <p><b>In-class activity</b>  <b>Speaking.</b> Commenting quotations:  1. «A great deal of world politics is a fundamental struggle, but it is also a struggle that has to be waged intelligently»  (Zbigniew Bzezinski)  2. «International politics, like all politics, is a struggle for power»  (Hans J. Morgenthau)  <b>Listening.</b> Describing a newspaper article  <b>Sources:</b>  <i>Additional: 4 [c. 125-130]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p><i>*Use the Internet and prepare presentation on global politics</i>  <b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>make presentations on the problems of global politics</li> <li>use professional vocabulary in appropriate context</li> </ul>	<p style="text-align: center;"><b>Unit 12</b></p> <p><b>In-class activity</b>  <b>Speaking.</b> <i>*Making presentations on the problems of global politics</i>  <ul style="list-style-type: none"> <li>terminology vocabulary</li> </ul> <b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Reading Plus.</b> Subnational politics. Unity Systems  <b>Sources:</b>  <i>Main: 1 [c. 120-137], 3 [c. 222-230]</i>  <i>Additional: 4 [c. 125-130]</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>comment on quotations</li> </ul>	<p style="text-align: center;"><b>Unit 13</b></p> <p><b>In-class activity</b>  <b>Starting-up.</b> Commenting on the quotation «The whole of the global economy is based on supplying the</p>	2

<p>devoted to global economy</p> <ul style="list-style-type: none"> <li>• understand authentic texts related to global economy</li> <li>• guess the meaning of unfamiliar words by using contextual clues</li> <li>• use the verb forms correctly</li> </ul>	<p>cravings of two per cent of the world's population» (Bill Bryson) <b>Reading.</b> The Changing Balance of the Global Economy</p> <ul style="list-style-type: none"> <li>• skimming</li> <li>• finding relevant information</li> <li>• reading for specific information about global economy</li> </ul> <p><b>Grammar Focus. Future forms.</b> Future Simple / be going to / Present Continuous / Present Simple</p> <ul style="list-style-type: none"> <li>• tenses are compared and contrasted</li> <li>• developing skills through a variety of exercises</li> </ul> <p><b>Sources:</b> <i>Main: 1 [c. 138-155], 3 [c. 230-240]</i> <i>Additional: 4 [c. 131-142], 6 [c. 36-41], 7 [c. 20-25]</i> <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Speaking.</b> Be ready for a discussion on the changing balance of the global economy</p> <p><b>Sources:</b> <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• discuss problems concerning changes in the global economy</li> <li>• use the specific vocabulary in an appropriate political context</li> <li>• translate sentences from Ukrainian into</li> </ul>	<p style="text-align: center;"><b>Unit 14</b></p> <p><b>In-class activity</b> <b>Starting-up.</b> Discuss with your groupmates the changing balance of the Global Economy <b>Vocabulary.</b> The Changing Balance of the Global Economy</p> <ul style="list-style-type: none"> <li>• word-formation</li> <li>• synonyms</li> <li>• matching verbs with phrases</li> <li>• matching the words to their definitions</li> <li>• choosing the correct word</li> </ul>	2



<p>Russian using future forms and professional vocabulary</p>	<p><b>Grammar Focus. Future forms.</b></p> <ul style="list-style-type: none"> <li>• testing</li> <li>• translation</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 138-155], 3[c. 230-240]</i>  <i>Additional: 4 [c. 131-142], 6 [c. 36-41], 7 [c. 20-25]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p>Think and answer:</p> <ol style="list-style-type: none"> <li>1. Does a globalized economy mean opportunity for all or greater insecurity and deeper inequality?</li> <li>2. Is a multipolar world order necessarily unstable?</li> </ol> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• discuss problems of globalization</li> <li>• read authentic texts for specific information</li> <li>• use the professional vocabulary in appropriate context</li> </ul>	<p style="text-align: center;"><b>Unit 15</b></p> <p><b>In-class activity</b>  <b>Starting-up. Discussion.</b></p> <ul style="list-style-type: none"> <li>• If economic globalization is inevitable, it should primarily serve humanity rather than the interests of transnational companies. Do you agree?</li> </ul> <p><b>Reading. The Changing Balance of the Global Economy</b></p> <ul style="list-style-type: none"> <li>• exercises in comprehension</li> <li>• terminology vocabulary</li> </ul> <p><b>Vocabulary. The Changing Balance of the Global Economy</b></p> <ul style="list-style-type: none"> <li>• developing key vocabulary through a variety of exercises</li> <li>• terminology vocabulary</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 138-155], 3[c. 230-240]</i>  <i>Additional: 4 [c. 131-142], 6 [c. 36-41], 7 [c. 20-25]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Project.*Research in the Internet and analyze four major types of corporations that dominate the global trade markets these days. What is the difference between them?</b></p> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• make presentations on the results of the research about corporations dominating the global trade</li> </ul>	<p style="text-align: center;"><b>Unit 16</b></p> <p><b>In – class activity</b>  <b>Starting-up.</b> Presentating the results of research about major types of corporations dominating the global trade markets these days.  <b>Listening.</b> Marking predictions.  <b>Sources:</b>  <i>Main: 1 [c. 138-155], 3[c. 230-240]</i></p>	2

<p>markets</p> <ul style="list-style-type: none"> <li>• understand the gist and relevant details of the recorded text</li> <li>• complete the tables and make predictions</li> </ul>	<p><i>Additional: 4 [c. 131-142], 6 [c. 36-41], 7 [c. 20-25]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p> <p style="text-align: center;"><b>Further work</b></p> <p><i>*Prepare presentation on the benefits of free trade using the Internet</i></p> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• make presentations devoted to free trade</li> <li>• comment on quotations of famous politicians</li> </ul>	<p style="text-align: center;"><b>Unit 17</b></p> <p><b>In-class activity</b></p> <p><b>Starting-up.</b> Making presentations on free trade</p> <p><b>Speaking.</b> Comment on the following quotations:</p> <ol style="list-style-type: none"> <li>1. «Our global economy is much more fragile than many of us realize»  <p style="text-align: right;">(Robert Kigasaki)</p> </li> <li>2. «In the new world, it is not the big fish which eats the small fish, it's the fast fish which eats the slow fish»  <p style="text-align: right;">(Klaus Schwab)</p> </li> </ol> <p><b>Sources:</b>  <i>Main: 1 [c. 138-155], 3 [c. 230-240]</i>  <i>Additional: 4 [c. 131-142],</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p>Be ready to speak about the changing balance of the global economy</p> <p><b>Sources:</b>  <i>Main: 1 [c. 138-155], 3 [c. 230-240]</i>  <i>Additional: 4 [c. 131-142]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• speak about</li> </ul>	<p style="text-align: center;"><b>Unit 18</b></p> <p><b>In-class activity</b></p> <p><b>Starting-up.</b></p>	2

<p>global economy</p>	<ul style="list-style-type: none"> <li>Summarize the information of the Unit 3 and speak about global economy</li> <li>Vocabulary review</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 138-155], 3[c. 230-240]</i>  <i>Additional: 4 [c. 131-142]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>understand authentic texts related to international organizations</li> <li>guess unknown words and phrases from the context</li> <li>find information focusing on key points of the text</li> <li>use the verb forms correctly</li> </ul>	<p style="text-align: center;"><b>Unit 19</b></p> <p><b>In-class activity</b>  <b>Starting-up.</b> Have you ever heard about the United Nations organization? What kind of an organization is it?  <b>Reading.</b> The United Nations</p> <ul style="list-style-type: none"> <li>skimming</li> <li>finding relevant information</li> <li>reading for specific information</li> </ul> <p><b>Grammar Focus.</b> Future forms.  Future Continuous / Future Perfect / Future Perfect Continuous</p> <ul style="list-style-type: none"> <li>tenses are compared and contrasted</li> <li>developing grammar skills through a variety of exercises</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 156-196], 3[c. 230-240]</i>  <i>Additional: 4 [c. 143-156], 6 [c. 36-41], 7 [c. 25-29]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p>1. Comment on the quotation «The UN was not created to take mankind to heaven but to save humanity from hell»</p> <p style="text-align: center;">(Dag Hammarskjöld)</p> <p><b>Sources:</b>  <i>Main: 1 [c. 156-196], 3[c. 230-240]</i>  <i>Additional: 4 [c. 143-156]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>comment on quotations about the UN</li> <li>use the specific vocabulary in an appropriate political context</li> <li>use the verb forms correctly</li> <li>translate sentences using future tenses and professional vocabulary</li> </ul>	<p style="text-align: center;"><b>Unit 20</b></p> <p><b>In-class activity</b>  <b>Starting-up.</b> Commenting on the quotations about the UN.  <b>Vocabulary.</b> The United Nations</p> <ul style="list-style-type: none"> <li>word-formation</li> <li>synonyms</li> <li>matching verbs to phrases</li> <li>matching the words to their definitions</li> <li>choosing the correct word</li> </ul> <p><b>Grammar Focus.</b> Revision of future tenses  <b>Sources:</b>  <i>Main: 1 [c. 156-196], 3[c. 230-240]</i>  <i>Additional: 4 [c. 143-156], 6 [c. 36-41], 7 [c. 25-29]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p>Think and answer:</p> <ol style="list-style-type: none"> <li>What role could, or should, the United Nations adopt in the new international system?</li> <li>Why has the significance of international organizations increased?</li> </ol> <p><b>Sources:</b>  <i>Main: 1 [c. 156-196], 3[c. 230-240]</i>  <i>Additional: 4 [c. 143-156]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>speak about international organizations</li> <li>understand authentic texts related to the activity of the UN</li> </ul>	<p style="text-align: center;"><b>Unit 21</b></p> <p><b>In-class activity</b>  <b>Starting-up.</b> Speaking about international organizations. Discussion.  <b>Reading. The United Nations</b></p> <ul style="list-style-type: none"> <li>exercises in comprehension</li> <li>key vocabulary</li> </ul> <p><b>Vocabulary.</b> The United Nations</p> <ul style="list-style-type: none"> <li>developing key vocabulary through a variety of exercises</li> </ul>	2

<ul style="list-style-type: none"> <li>• use the specialist vocabulary in appropriate political context</li> </ul>	<ul style="list-style-type: none"> <li>• terminology</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 156-196], 3[c. 230-240]</i>  <i>Additional: 4 [c. 143-156], 6 [c. 36-41], 7 [c. 25-29]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• present the results of the research on specialist agencies of the UN</li> <li>• take part in a discussion related to the activity of the UN</li> <li>• write commentaries concerning international organizations</li> </ul>	<p style="text-align: center;"><b>Unit 22</b></p> <p><b>In-class activity</b>  <b>Starting-up.</b> Presenting the results of the research on specialist agencies of the UN.  <b>Speaking.</b> Discuss with your groupmates whether the UN is an effective and influential organization:  <b>Sources:</b>  <i>Main: 1 [c. 156-196], 3[c. 230-240]</i>  <i>Additional: 4 [c. 143-156]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Writing.</b> Comment in writing on the following quotations:  1. «More than ever before in human history, we share a common destiny. We can master it only if we face it together. And that, my friends, is why we have the United Nations».  (Kofi Annan)  2. «UNESCO is the conscience of the United Nations»  (Federico Mayor)</p> <p><b>Sources:</b></p>	

	<p><i>Main: 1 [c. 156-196], 3[c. 230-240]</i>  <i>Additional: 4 [c. 143-156]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>summarize the information about the UN using the language and professional skills acquired while working through the unit</li> </ul>	<p style="text-align: center;"><b>Unit 23</b></p> <p><b>In-class activity.</b></p> <ul style="list-style-type: none"> <li>Summarize the information of Unit 2 and be ready to speak about UN.</li> <li>Terminology review</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 156-196], 3[c. 230-240]</i>  <i>Additional: 4 [c. 143-156]</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Reading Plus.</b> Subnational Politics. Ethnic and community politics</p> <p><b>Sources:</b>  <i>Main: 1 [c. 156-196], 3[c. 230-240]</i>  <i>Additional: 4 [c. 143-156]</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>present the results of their individual reading</li> <li>comment on the information related to the topic «Centralization and decentralization»</li> </ul>	<p style="text-align: center;"><b>Unit 24</b></p> <p><b>In-class activity</b></p> <p><b>Starting-up.</b> Presentation of the results of the individual reading:  Subnational Politics. Centralization or decentralization</p> <ul style="list-style-type: none"> <li>explain what the respective benefits of centralization and decentralization are;</li> <li>explain where the balance between centralization and decentralization should lie;</li> <li>key vocabulary</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 156-196], 3[c. 230-240]</i>  <i>Additional: 4 [c. 143-156]</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p>Test Preparation. Present and Past Tenses</p> <p><b>Sources:</b>  <i>Additional: 7 [c. 6-11]</i></p>	
	<p style="text-align: center;"><b>Unit 25</b></p> <p><b>In-class activity</b></p>	2

	<p><b>Grammar Test.</b>  <b>Further work</b>  Test Preparation. Future Tenses  <b>Sources:</b>  <i>Additional: 6 [c. 36-41], 7 [c. 25-29]</i></p>	
	<p style="text-align: center;"><b>Unit 26</b></p> <p><b>In-class activity</b>  <b>Grammar Test.</b></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p>Preparation for presenting the results of the individual reading:  Subnational Politics, Federal Systems  <b>Sources:</b>  <i>Main: 1 [c. 120-137], 3[c. 222-230]</i>  <i>Additional: 4 [c. 125-130]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• present results of their individual reading</li> <li>• comment on the information related to the topic «Federal Systems»</li> </ul>	<p style="text-align: center;"><b>Unit 27</b></p> <p><b>In-class activity</b>  <b>Starting-up.</b> Presentation of the results of the individual reading:  Subnational Politics. Federal Systems:</p> <ul style="list-style-type: none"> <li>• explain whether federal principle is only applicable to certain states or to all states</li> <li>• key vocabulary</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 120-137], 3[c. 222-230]</i>  <i>Additional: 4 [c. 125-130]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p>Finale Test Preparation. Vocabulary and Grammar Review  <b>Sources:</b>  <i>Main: 1 [c. 120-137]</i>  <i>Additional: 6 [c. 54-56], 7 [c. 54-56, 215]</i></p>	
	<p style="text-align: center;"><b>Unit 28</b></p> <p>Finale Test. Vocabulary and Grammar Review</p>	2
	<p style="text-align: center;"><b>Unit 29</b></p> <p><b>In-class activity</b></p>	2



	<p><b>Starting-up.</b> Finale Test results analysis</p> <p><b>Further work</b> Preparation for presenting the results of the individual reading: Subnational politics Unitary Systems <i>Sources:</i> <i>Main: 1 [c. 156-196], 3[c. 230-240]</i> <i>Additional: 4 [c. 143-156]</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• present the results of their individual reading</li> <li>• comment on the information related to the topic «Unitary Systems»</li> </ul>	<p><b>Unit 30</b></p> <p><b>In-class activity</b> <b>Starting-up.</b> Presentation of the results of the individual reading: Subnational Politics. Unitary systems:</p> <ul style="list-style-type: none"> <li>• explain how federal and unitary systems differ;</li> <li>• explain how successfully federal and unitary systems reconcile territorial and other differences</li> <li>• key vocabulary</li> </ul> <p><i>Sources:</i> <i>Main: 1 [c. 156-196], 3[c. 230-240]</i> <i>Additional: 4 [c. 143-156]</i></p>	2
	<p><b>Further work</b> Preparation for presenting the results of the individual reading: Subnational politics. Ethnic and Community politics <i>Sources:</i> <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• present the results of their individual reading</li> <li>• comment on the information related to the topic «Ethnic and community politics»</li> <li>• speak about</li> </ul>	<p><b>Unit 31</b></p> <p><b>In-class activity</b> <b>Starting-up.</b> Presentation of the results of the individual reading: Subnational Politics. Ethnic and community politics.</p> <ul style="list-style-type: none"> <li>• analyze what factors explain the rise of ethnic politics</li> <li>• explain whether ethnic politics poses a serious threat to the nation State</li> <li>• analyze whether the rise of ethnic politics spells demise of civil</li> </ul>	2

<p>ethnic politics as a threat to the nation state</p>	<p>nationalism</p> <ul style="list-style-type: none"> <li>key vocabulary</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 156-196], 3[c. 230-240]</i>  <i>Additional: 4 [c. 143-156]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p>Preparation of a short presentation on the topic «Nations and Globalization» (Part II)</p> <p><b>Sources:</b>  <i>Main: 1 [c. 156-196], 3[c. 230-240]</i>  <i>Additional: 4 [c. 143-156]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>make presentations on the topic «Nations and Globalization»</li> </ul>	<p style="text-align: center;"><b>Unit 32</b></p> <p><b>In-class activity</b>  <b>Starting-up.</b> Making a short presentation devoted to the topic «Nations and Globalization»</p> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Writing.</b> Write an essay. «You are finishing the first year of your University study. Write about your impressions, how this year has passed, what knowledge you have got...»</p> <ul style="list-style-type: none"> <li>speak about famous politicians who influenced the development of political science</li> </ul> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>write essays devoted to professional topics</li> </ul>	<p style="text-align: center;"><b>Unit 33-34</b></p> <p><b>In-class activity.</b></p> <ul style="list-style-type: none"> <li>Presenting an essay devoted to professional topics</li> <li>Speaking about famous politicians who influenced the development</li> </ul>	4

<ul style="list-style-type: none"> <li>• make presentation on political topics</li> </ul>	of political science <b>Sources:</b> <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i>	
	Всього: Аудиторна	68
	Самостійна робота	112
	<b>2 курс 3-й семестр</b> <b>Модуль 3</b> <b>Political Executives</b>	
Students will be able to: <ul style="list-style-type: none"> <li>• take part in discussions devoted to vital political problems</li> <li>• understand authentic texts related to the topic «Economy and Society»</li> <li>• use verb tenses correctly</li> <li>• translate sentences using professional vocabulary</li> </ul>	<b>Unit 1</b> <b>In-class activity</b> Course Structure Explanation. <b>Speaking.</b> Discuss with your groupmates to what extent the economy influences politics <b>Reading.</b> The Economy and Society skinning <ul style="list-style-type: none"> <li>• finding relevant information</li> <li>• true /false statements</li> </ul> <b>Grammar Focus.</b> Tense Review <b>Sources:</b> <i>Main: 1[c. 197-216], 3[c. 230-240]</i> <i>Additional: 4 [c. 177-198], 6 [c. 54-56], 7 [c. 54-56, 215]</i> <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i>	2
	<b>Further Work</b> <b>Writing.</b> Write an essay defining capitalism and socialism as distinct economic forms. <b>Sources:</b> <i>Main: 1[c. 197-216], 3[c. 230-240]</i> <i>Additional: 4 [c. 177-198], 6 [c. 54-56], 7 [c. 54-56, 215]</i> <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i>	4
Students will be able to:	<b>Unit 2</b> <b>In-class activity</b>	2

<ul style="list-style-type: none"> <li>• use vocabulary on the topic «The economy and Society» in appropriate context</li> <li>• define the concepts of capitalism and socialism as distinct economic forms.</li> </ul>	<p><b>Starting-up.</b> Define capitalism and socialism as distinct economic forms.</p> <p><b>Vocabulary.</b> The Economy and Society Developing key vocabulary through a variety of tasks</p> <ul style="list-style-type: none"> <li>• word-formation</li> <li>• synonyms</li> <li>• matching</li> <li>• filling in the gaps</li> <li>• understanding the meaning</li> </ul> <p><b>Sources:</b> <i>Main: 1[c. 197-216], 3[c. 230-240]</i> <i>Additional: 4 [c. 177-198], 6 [c. 54-56], 7 [c. 54-56, 215]</i> <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<p style="text-align: center;"><b>Further Work</b></p> <ul style="list-style-type: none"> <li>• Think and answer: <ol style="list-style-type: none"> <li>1. Why do political questions often boil down to economic issues? Is this healthy?</li> <li>2. How far can and should government control the economy?</li> </ol> </li> <li>• <b>Reading Plus.</b> Groups, Interests and Movements. Group Politics</li> </ul> <p><b>Sources:</b> <i>Main: 1[c. 197-216], 3[c. 230-240]</i> <i>Additional: 4 [c. 177-198]</i> <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• discuss problems related to interdependency of economy and politics</li> <li>• understand authentic texts related to the topic «The economy and society»</li> <li>• use tenses in the Active Voice correctly</li> <li>• read for specific information</li> </ul>	<p style="text-align: center;"><b>Unit 3.</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b> Discussion on the topic «Interdependence of economy and politics»  <b>Reading.</b> The Economy and Society</p> <ul style="list-style-type: none"> <li>• exercises in comprehension</li> <li>• key vocabulary</li> </ul> <p><b>Grammar focus.</b> Revision of tenses in the Active Voice</p> <ul style="list-style-type: none"> <li>• testing</li> </ul> <p><b>Sources:</b>  <i>Main: 1[c. 197-216], 3[c. 230-240]</i>  <i>Additional: 4 [c. 177-198], 6 [c. 54-56], 7 [c. 54-56, 215]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <p><b>Research.*</b><i>Use the Internet and study what types of capitalist and social systems can be identified in the modern world.</i></p> <p style="text-align: center;"><i>Define each of them</i></p> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• present the results of their research</li> <li>• use specialist vocabulary in a proper context</li> </ul>	<p style="text-align: center;"><b>Unit 4.</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b> Presenting the results of the research :</p> <p>Three types of capitalist systems, and socialist systems that have been developed in the modern world.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• developing key vocabulary through completing tests</li> </ul> <p><b>Sources:</b>  <i>Main: 1[c. 197-216], 3[c. 230-240]</i>  <i>Additional: 4 [c. 177-198]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2

	<p style="text-align: center;"><b>Further Work</b></p> <p>Comment on the following quotations:</p> <ol style="list-style-type: none"> <li>1. «No matter what political reasons are given for war, the underlying reason is always economic» (A.J.P. Taylor)</li> <li>2. «Economy is the method by which we prepare today to afford the improvements of tomorrow» (Calvin Coolidge)</li> </ol> <p><b>Sources:</b>  <i>Main: 1[c. 197-216], 3[c. 230-240]</i>  <i>Additional: 4 [c. 177-198], 6 [c. 54-56], 7 [c. 54-56, 215]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• comment on quotations of famous politicians about economy.</li> <li>• speak about politics and economy using key vocabulary.</li> <li>• use specialist vocabulary in a proper context.</li> </ul>	<p style="text-align: center;"><b>Unit 5.</b></p> <p><b>In-class activity.</b></p> <p><b>Starting-up.</b> Commenting on quotations of famous politicians about economy</p> <p><b>Speaking.</b></p> <ul style="list-style-type: none"> <li>• Summarizing the information of Unit 1 speaking about politics and economy using key vocabulary</li> <li>• terminology vocabulary</li> </ul> <p><b>Sources:</b>  <i>Main: 1[c. 197-216], 3[c. 230-240]</i>  <i>Additional: 4 [c. 177-198], 6 [c. 54-56], 7 [c. 54-56, 215]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <p><b>Reading Plus.</b> Groups, Interests and Movements. Models of group politics</p> <p><b>Sources:</b>  <i>Main: 1[c. 197-216], 3[c. 230-240]</i>  <i>Additional: 4 [c. 177-198],</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• speak about voting;</li> <li>• employ strategies</li> </ul>	<p style="text-align: center;"><b>Unit 6.</b></p> <p><b>In-class activity.</b></p> <p><b>Starting-up.</b> Commenting on the quotation «If voting changed anything they'd abolish it» (Ken Living Stone)</p>	2

<p>for reading for gist and information effectively;</p> <ul style="list-style-type: none"> <li>• use verb forms correctly</li> <li>• understand authentic texts related to elections and voting</li> </ul>	<p><b>Reading.</b> Representation, elections and voting</p> <ul style="list-style-type: none"> <li>• reading for specific information</li> <li>• guessing unknown words and expressions from the context</li> </ul> <p><b>Grammar Focus.</b> The Passive Voice</p> <p><b>Sources:</b>  <i>Main: 1[c. 197-216], 3[c. 230-240]</i>  <i>Additional: 4 [c. 177-198], 6 [c. 54-56], 7 [c. 54-56, 215]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<p style="text-align: center;"><b>Further Work</b></p> <ul style="list-style-type: none"> <li>• Define «Representation»</li> <li>• Grammar Revision. The Passive Voice</li> </ul> <p><b>Sources:</b>  <i>Main: 1[c. 197-216], 3[c. 230-240]</i>  <i>Additional: 4 [c. 177-198], 6 [c. 54-56], 7 [c. 54-56, 215]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	6
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• define «Representation»</li> <li>• use the specialist vocabulary in appropriate political context</li> <li>• use Passive Voice correctly</li> </ul>	<p style="text-align: center;"><b>Unit 7.</b></p> <p><b>In-class activity.</b></p> <p><b>Starting-up.</b> Defining «Representation»</p> <p><b>Vocabulary.</b> Representation, elections and voting</p> <ul style="list-style-type: none"> <li>• word- formation</li> <li>• matching</li> <li>• filling in the gaps</li> <li>• understanding the meaning</li> </ul> <p><b>Grammar Focus</b> Passive Voice</p> <ul style="list-style-type: none"> <li>• developing grammar knowledge through a variety of exercises</li> </ul> <p><b>Sources:</b>  <i>Main: 1[c. 236-278], 2 [c. 262-300]</i>  <i>Additional: 4 [c. 247-256], 5 [c. 60-65], 6 [c. 56-73], 7 [c. 70-85]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<b>Further Work</b>	4

	<ul style="list-style-type: none"> <li>• Be ready for the discussion about elections</li> <li>• Reading plus. Patterns of group politics</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 236-278], 2 [c. 262-300]</i>  <i>Additional: 4 [c. 247-256]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• take part in discussions related to the topic «Elections»</li> <li>• speak about different functions of elections</li> <li>• use the language and professional skills, acquired while working through the unit</li> </ul>	<p style="text-align: center;"><b>Unit 8</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b> Discuss with your groupmates elections as the heart of the political process.  <b>Speaking.</b> Speak about different functions of elections  <b>Reading.</b> Representation, elections and voting</p> <ul style="list-style-type: none"> <li>• exercises in comprehension</li> <li>• key vocabulary</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 236-278], 2 [c. 262-300]</i>  <i>Additional: 4 [c. 247-256], 5 [c. 60-65], 6 [c. 56-73], 7 [c. 70-85]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <p><b>Project.*</b><i>Research in the Internet what rival models of voting exist in a modern world. Define each of them.</i></p> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	6
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• present the results of the research</li> <li>• use the professional terminology in</li> </ul>	<p style="text-align: center;"><b>Unit 9.</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b> Presenting the results of the research  <b>Vocabulary.</b> Representation, elections and voting</p> <ul style="list-style-type: none"> <li>• developing key vocabulary through a variety of exercises</li> </ul> <p><b>Sources:</b></p>	2



<p>appropriate political context</p>	<p><i>Main: 1[c. 236-278], 2 [c. 262-300]</i>  <i>Additional: 4 [c. 247-256],</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<p style="text-align: center;"><b>Further Work</b></p> <p>Think and answer:</p> <ul style="list-style-type: none"> <li>• Why do people vote as they do? How can electoral behavior be explained?</li> <li>• How successful are elections in defining the public interest?</li> </ul> <p><b>Sources:</b>  <i>Main: 1[c. 236-278], 2 [c. 262-300]</i>  <i>Additional: 4 [c. 247-256], 5 [c. 60-65], 6 [c. 56-73], 7 [c. 70-85]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• discuss problem issues related to elections and voting</li> <li>• use grammar tenses in the Passive Voice correctly</li> </ul>	<p style="text-align: center;"><b>Unit 10</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b> Discussing problem issues related to elections and voting  <b>Grammar Focus.</b> The Passive Voice</p> <ul style="list-style-type: none"> <li>• Testing</li> </ul> <p><b>Sources:</b>  <i>Main: 1[c. 236-278], 2 [c. 262-300]</i>  <i>Additional: 4 [c. 247-256], 5 [c. 60-65], 6 [c. 56-73], 7 [c. 70-85]</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <ul style="list-style-type: none"> <li>• Comment on the following quotations:</li> </ul> <ol style="list-style-type: none"> <li>1. «A vote is like a rifle: its usefulness depends upon the character of the user». (Theodore Roosevelt)</li> <li>2. «Not voting is not a protest it is a surrender». (Keith Ellison)</li> </ol> <ul style="list-style-type: none"> <li>• Prepare presentation on the topic: «Representation, elections and voting».</li> </ul> <p><b>Sources:</b>  <i>Main: 1[c. 236-278], 2 [c. 262-300]</i></p>	4

	<p><i>Additional: 4 [c. 247-256]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>comment on the information devoted to elections and voting.</li> <li>make presentations related to the topic «Representation, election and voting».</li> </ul>	<p style="text-align: center;"><b>Unit 11</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b> Commenting quotations of famous politicians about elections and voting  <b>Speaking.</b> *<i>Making presentations devoted to the topic</i>  <i>«Representation, election and voting».</i>  <b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <p>Comment on the quotation «No political party has exclusive patent rights on prosperity».  «Franklin D. Roosevelt».  <b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>comment on the quotations related to politics</li> <li>understand the gist and relevant details of recorded texts</li> <li>talk about hypothetical situations</li> </ul>	<p style="text-align: center;"><b>Unit 12</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b> Commenting on the quotation of Roosevelt devoted to political parties  <b>Listening.</b> Talking about hypothetical situations.  <b>Sources:</b>  <i>Main: 1 [c. 236-278], 2 [c. 262-300]</i>  <i>Additional: 4 [c. 247-256]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <p><b>Research.*</b></p> <ul style="list-style-type: none"> <li><i>Find in the Internet and give definition of a political party.</i></li> </ul> <p><b>Reading plus.</b> Social Movement  <b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• discuss topics related to political parties</li> <li>• employ strategies for reading for gist and information effectively</li> <li>• use model verbs correctly</li> </ul>	<p style="text-align: center;"><b>Unit 13</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b> Give definition of a political party.</p> <ul style="list-style-type: none"> <li>• Do you know how many political parties exist in Ukraine?</li> <li>• Can you admit that all of them are successful?</li> </ul> <p><b>Reading.</b> Parties and Party Systems</p> <ul style="list-style-type: none"> <li>• skimming</li> <li>• finding relevant information</li> <li>• true / false statements</li> </ul> <p><b>Grammar Focus.</b> Modal Verbs: obligation, necessity, advice</p> <p><b>Sources:</b>  <i>Main: 1 [c. 236-278], 2 [c. 262-300]</i>  <i>Additional: 4 [c. 247-256], 5 [c. 60-65], 6 [c. 56-73], 7 [c. 70-85]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <p>Be ready for discussion about the most common distinctions between the political parties</p> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• take part in discussions related to political parties</li> <li>• use the specialist vocabulary in appropriate political context</li> <li>• use modal verbs correctly</li> </ul>	<p style="text-align: center;"><b>Unit 14</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b> Discuss with your groupmates the most common distinction the between the political parties</p> <p><b>Vocabulary.</b> Parties and Party Systems</p> <ul style="list-style-type: none"> <li>• word-formation</li> <li>• synonyms</li> <li>• matching verbs with phrases</li> <li>• choosing the correct word</li> </ul> <p><b>Grammar Focus.</b> Modal Verbs: ability, permission</p> <p><b>Sources:</b>  <i>Main: 1 [c. 236-278], 2 [c. 262-300]</i></p>	2

	<p><i>Additional: 4 [c. 247-256], 5 [c. 60-65], 6 [c. 56-73], 7 [c. 70-85]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<p style="text-align: center;"><b>Further Work</b></p> <ul style="list-style-type: none"> <li>• Be ready to speak about the role and significance of political parties in the operation of modern politics</li> <li>• Analyze different political party systems</li> </ul> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	6
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• discuss different political party systems</li> <li>• speak about the role and significance of political party</li> <li>• understand authentic texts related to the topic «Parties and Party systems»</li> </ul>	<p style="text-align: center;"><b>Unit 15</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b>  <b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• explain the role and significance of political parties in the operation of modern politics</li> <li>• discuss with your groupmates different political party systems</li> </ul> <p><b>Reading. Parties and Party Systems</b></p> <ul style="list-style-type: none"> <li>• comprehension exercises</li> <li>• terminology vocabulary</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 236-278], 2 [c. 262-300]</i>  <i>Additional: 4 [c. 247-256], 5 [c. 60-65], 6 [c. 56-73], 7 [c. 70-85]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <p><b>Reading Plus. Groups, Interests and Movements.</b>  <b>Project.</b>      <i>*Analyse different classifications of political parties and be ready to make a presentation. Use the Internet.</i>  <b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	6

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• present the results of their research</li> <li>• analyse different classifications of political parties</li> <li>• use the specialist vocabulary in appropriate political context</li> </ul>	<p style="text-align: center;"><b>Unit 16</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b> Presenting the results of the research devoted to different classifications of political parties  <b>Vocabulary.</b> Parties and Party Systems</p> <ul style="list-style-type: none"> <li>• developing key vocabulary through a variety of exercises</li> <li>• terminology vocabulary</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 236-278], 2 [c. 262-300]</i>  <i>Additional: 4 [c. 247-256], 5 [c. 60-65], 6 [c. 56-73], 7 [c. 70-85]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <p style="text-align: center;">Think and answer:</p> <ul style="list-style-type: none"> <li>• Could government function in contemporary circumstances without political parties?</li> <li>• Are parties in decline? Is this decline terminal?</li> </ul> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• take part in discussions concerning political parties</li> <li>• use modal verbs correctly</li> <li>• use professional terminology in appropriate political context</li> </ul>	<p style="text-align: center;"><b>Unit 17</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b> Discussing problems concerning political parties  <b>Grammar Focus.</b> Modal Verbs. Logical assumptions</p> <p><b>Sources:</b>  <i>Main: 1 [c. 236-278], 2 [c. 262-300]</i>  <i>Additional: 4 [c. 247-256], 5 [c. 60-65], 6 [c. 56-73], 7 [c. 70-85]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <p>Comment on the following quotations:</p> <ol style="list-style-type: none"> <li>1. «A party of order or stability and a party of progress or reform, are both necessary elements of a</li> </ol>	4

	<p>healthy state of political life (John Stuart Mill)</p> <p>2. «Honour is not the exclusive property of any political party» (Hebert Hoover)</p> <p><b>Sources:</b>  <i>Main: 1 [c. 236-278], 2 [c. 262-300]</i>  <i>Additional: 4 [c. 247-256], 5 [c. 60-65], 6 [c. 56-73], 7 [c. 70-85]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• comment on quotations related to political parties</li> <li>• use modal verbs correctly</li> <li>• use the grammatical structures accurately and fluently</li> </ul>	<p style="text-align: center;"><b>Unit 18</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b> Commenting on quotations of famous politicians about political parties.  <b>Grammar Focus.</b> Modal Verbs  <b>Sources:</b>  <i>Main: 1 [c. 236-278], 2 [c. 262-300]</i>  <i>Additional: 4 [c. 247-256], 5 [c. 60-65], 6 [c. 56-73], 7 [c. 70-85]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <p>Summarize information of Unit 3 and prepare presentation «Political Parties and Party Systems»  <b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	6

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• make presentations devoted to the topic «Political parties and Party Systems»</li> <li>• use professional vocabulary in appropriate political context</li> </ul>	<p style="text-align: center;"><b>Unit 19</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b></p> <ul style="list-style-type: none"> <li>• <i>making presentations devoted to the topic «Political Parties and party systems»</i></li> <li>• terminology vocabulary</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 236-278], 2 [c. 262-300]</i>  <i>Additional: 4 [c. 247-256]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	<p style="text-align: center;">2</p>
	<p style="text-align: center;"><b>Unit 20</b></p> <p>Grammar test. Passive Voice</p> <p style="text-align: center;"><b>Further Work</b></p> <p>Test preparation. Modal verbs</p> <p><b>Sources:</b>  <i>Additional: 5 [c. 60-65], 6 [c. 56-73], 7 [c. 70-85]</i></p>	<p style="text-align: center;">2</p> <p style="text-align: center;">4</p>
	<p style="text-align: center;"><b>Unit 21</b></p> <p><b>In-class activity.</b>  Grammar test. Modal verbs</p> <p style="text-align: center;"><b>Further Work</b></p> <ul style="list-style-type: none"> <li>• Be ready to make presentations of the topic «Political Interaction» (Part 3)</li> <li>• Revise terminology vocabulary</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 279-298]</i>  <i>Additional: 4 [c. 247-256], 5 [c. 60-65], 6 [c. 56-73], 7 [c. 70-85]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	<p style="text-align: center;">2</p> <p style="text-align: center;">6</p>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• make presentations devoted to the topic «Political Interaction»</li> </ul>	<p style="text-align: center;"><b>Unit 22</b></p> <p><b>In-class activity.</b></p> <ul style="list-style-type: none"> <li>• <i>Making presentations devoted to the topic of Part 3 «Political interaction»</i></li> <li>• Revision of terminology vocabulary</li> </ul>	<p style="text-align: center;">2</p>

<ul style="list-style-type: none"> <li>• use terminology vocabulary in a proper way</li> </ul>	<p><b>Sources:</b>  <i>Main: 1 [c. 236-278], 2 [c. 262-300]</i>  <i>Additional: 4 [c. 247-256], 5 [c. 60-65], 6 [c. 56-73], 7 [c. 70-85]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<p style="text-align: center;"><b>Further Work</b></p> <p style="text-align: center;">Preparation for lexical test</p> <p><b>Sources:</b>  <i>Main: 1 [c. 236-278], 2 [c. 262-300]</i>  <i>Additional: 4 [c. 247-256]</i></p>	6
	<p style="text-align: center;"><b>Unit 23</b></p> <p><b>In-class activity.</b> Lexical test</p> <p style="text-align: center;"><b>Further Work</b></p> <p>Preparation for presenting the results of the individual reading: Groups, Interests and Movements.</p> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2  4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• present the results of the individual reading</li> <li>• discuss problems related to interest groups and political parties</li> <li>• use professional vocabulary effectively</li> </ul>	<p style="text-align: center;"><b>Unit 24</b></p> <p><b>In-class activity.</b></p> <p><b>Starting-up.</b> Presentation of the results of the individual reading: Groups, Interests and Movements. Group Politics, Types of groups:</p> <ul style="list-style-type: none"> <li>• explain what interest groups are and what different forms they take</li> <li>• explain why it is sometimes difficult to distinguish between interest groups and political parties</li> <li>• key vocabulary</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 236-278], 2 [c. 262-300]</i>  <i>Additional: 4 [c. 247-256]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <p>Preparation for presenting the results of the individual reading: Groups, Interests and Movements. Models of group politics.</p>	4



	<p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• present the results of the individual reading related to the topic «Groups, Interests and movements»</li> <li>• use key vocabulary in a proper way</li> </ul>	<p style="text-align: center;"><b>Unit 25</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b> Presentation of the results of the individual reading:  Groups, Interests and movements.  Models of group politics.</p> <ul style="list-style-type: none"> <li>• Describe what are the major theories of group politics</li> <li>• Say whether groups help or hinder democracy and effective government</li> <li>• key vocabulary</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 236-278], 2 [c. 262-300]</i>  <i>Additional: 4 [c. 247-256]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <p>Preparation for presenting the results of the individual reading:  Groups, Interests and movements.  Patterns of group politics.</p> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	6
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• present the results of the individual reading</li> <li>• discuss topics related to patterns of group politics</li> </ul>	<p style="text-align: center;"><b>Unit 26</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b> Presentation of the results of the individual reading: Groups, Interests and movements. Patterns of group politics.</p> <ul style="list-style-type: none"> <li>• Explain if organized groups are the principal means through which interests are articulated in modern society.</li> <li>• state whether corporations work more to the benefit of groups, or more to the benefit of government</li> </ul>	2

	<ul style="list-style-type: none"> <li>• key vocabulary</li> </ul> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<p style="text-align: center;"><b>Further Work</b></p> <p>Preparation for presenting the results of the individual reading:  Groups, Interests and movements. Social movements.</p> <p><b>Sources:</b>  <i>Main: 1 [c. 236-278], 2 [c. 262-300]</i>  <i>Additional: 4 [c. 247-256], 5 [c. 60-65], 6 [c. 56-73], 7 [c. 70-85]</i></p>	6
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• make presentations on the results of the individual reading related to social movements</li> <li>• speak about the activity of interest groups, new social movements and their impact on public policy</li> </ul>	<p style="text-align: center;"><b>Unit 27</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b> Presenting the results of the individual reading:  Groups, Interests and movements. Social movements.</p> <ul style="list-style-type: none"> <li>• Do you think interest groups help to promote democracy or to undermine it?</li> <li>• Explain why some interest groups are more powerful than others</li> <li>• Explain to what extent new social movements have had an impact on public policy</li> <li>• Key vocabulary</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 236-278], 2 [c. 262-300]</i>  <i>Additional: 4 [c. 247-256]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <p><b>Speaking.</b></p> <ul style="list-style-type: none"> <li>• Talking in general about political topics given above.</li> <li>• Preparing a short rehearsed presentation</li> <li>• <i>Be ready to speak about famous</i></li> </ul>	6

	<p><i>politicians who influenced the development of political science.</i> <i>Prepare Presentation</i></p> <p><b>Sources:</b>  <i>Main: 1 [c. 236-278], 2 [c. 262-300]</i>  <i>Additional: 4 [c. 247-256]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• make presentations on political topics learnt before</li> <li>• use professional vocabulary in appropriate political context</li> <li>• speak about famous politicians</li> <li>• make presentations about their influence on the development of political science</li> </ul>	<p style="text-align: center;"><b>Unit 28</b></p> <p><b>In-class activity.</b>  <b>Speaking.</b>      <i>*Short      rehearsed presentations</i></p> <ul style="list-style-type: none"> <li>• <i>making short presentations on political topics learnt before</i></li> <li>• <i>speaking about famous politicians who influenced the development of political science.</i></li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 236-278], 2 [c. 262-300]</i>  <i>Additional: 4 [c. 247-256]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	Всього:	
	Аудиторна	56
	Самостійна	124
	<b>2 курс 4-й семестр</b>	

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• take part in a discussion related to constitution and its importance for the country</li> <li>• use first Conditional correctly</li> <li>• translate sentences into English using the first conditional</li> </ul>	<p style="text-align: center;"><b>Unit 1</b></p> <p><b>In-class activity.</b>  <b>Starting-up. Discussion:</b></p> <ol style="list-style-type: none"> <li>1. Explain what is constitution in your opinion</li> <li>2. Do you think it's an important document for the country? Why?</li> </ol> <p><b>Grammar Focus.</b> Conditionals. First Conditional</p> <ul style="list-style-type: none"> <li>• Developing knowledge through a variety of exercises</li> <li>• Translating sentences into English</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 299-315]</i>  <i>Additional: 4 [c. 290-315], 5 [c. 100-107], 6 [c. 98-109], 7 [c. 136-140]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	<p style="text-align: center;">2</p>
	<p style="text-align: center;"><b>Further Work</b></p> <ul style="list-style-type: none"> <li>• Reading the text «Constitutions, the Law and Judiciaries»</li> <li>• Commenting on the quotation «Government without a Constitution is a Power without Right» (Thomas Paine)</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 299-315]</i>  <i>Additional: 4 [c. 290-315], 5 [c. 100-107], 6 [c. 98-109], 7 [c. 136-140]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	<p style="text-align: center;">4</p>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• comment on the quotations about constitutions</li> <li>• employ strategies for</li> </ul>	<p style="text-align: center;"><b>Unit 2</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b> Comment on the quotation «Government without a Constitution is a Power without Right» (Thomas Paine)</p> <p><b>Reading.</b> «Constitutions, the Law and Judiciaries»</p> <ul style="list-style-type: none"> <li>• reading for specific information</li> </ul>	<p style="text-align: center;">2</p>

<p>reading for gist and information effectively</p> <ul style="list-style-type: none"> <li>• use Second Conditional correctly</li> <li>• translate sentences into English using the Second conditional</li> </ul>	<p>about constitutions and judiciaries and law</p> <ul style="list-style-type: none"> <li>• making an outline of the text</li> <li>• key vocabulary</li> </ul> <p><b>Grammar focus.</b> «Conditionals, Second Conditional»</p> <ul style="list-style-type: none"> <li>• developing knowledge through a variety of exercises</li> <li>• translating sentences into English</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 299-315]</i>  <i>Additional: 4 [c. 290-315], 5 [c. 100-107], 6 [c. 98-109], 7 [c. 136-140]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<p style="text-align: center;"><b>Further Work</b></p> <ul style="list-style-type: none"> <li>• be ready to define different types of constitutions</li> <li>• be ready to discuss with your groupmates different functions the constitutions perform</li> </ul> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• speak on the topics related to «Constitutions, the Law and Judiciaries»</li> <li>• use professional vocabulary in appropriate political context</li> <li>• use Third Conditional correctly</li> </ul>	<p style="text-align: center;"><b>Unit 3</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b></p> <ul style="list-style-type: none"> <li>• Defining different types of constitutions</li> <li>• Discussing different functions the constitutions perform</li> </ul> <p><b>Vocabulary.</b> «Constitutions, the Law and Judiciary»</p> <ul style="list-style-type: none"> <li>• Word-formation</li> <li>• Synonyms</li> <li>• Matching</li> <li>• Understanding the meaning</li> <li>• Filling in the gaps</li> </ul> <p><b>Grammar Focus.</b> Conditionals. Third Conditional</p> <ul style="list-style-type: none"> <li>• developing knowledge through a</li> </ul>	2

	<p>variety of exercises</p> <p><b>Sources:</b>  <i>Main: 1 [c. 299-315]</i>  <i>Additional: 4 [c. 290-315], 5 [c. 100-107], 6 [c. 98-109], 7 [c. 136-140]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<p style="text-align: center;"><b>Further Work</b></p> <ul style="list-style-type: none"> <li>• Be ready to speak about the political significance of the courts</li> <li>• Analyze what factors determine the level of respect that rulers show for their constitution</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 299-315]</i>  <i>Additional: 4 [c. 290-315]</i></p> <ul style="list-style-type: none"> <li>• <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></li> </ul>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• speak about political significance of the courts</li> <li>• ask questions to obtain relevant information</li> <li>• use professional vocabulary in a proper way</li> <li>• translate sentences using Conditionals</li> </ul>	<p style="text-align: center;"><b>Unit 4</b></p> <p><b>In-class activity.</b></p> <p><b>Starting-up.</b></p> <ul style="list-style-type: none"> <li>• Speaking about political significance of courts</li> <li>• Analyzing what factors determine the level of respect that rulers show for their constitution</li> </ul> <p><b>Reading.</b> «Constitutions, the Law and Judiciary»</p> <ul style="list-style-type: none"> <li>• exercises in comprehension</li> <li>• terminology vocabulary</li> </ul> <p><b>Grammar focus.</b> Conditionals</p> <ul style="list-style-type: none"> <li>• testing</li> <li>• translation</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 299-315]</i>  <i>Additional: 4 [c. 290-315], 5 [c. 100-107], 6 [c. 98-109], 7 [c. 136-140]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <p>Study different classifications of</p>	4

	<p>constitutions and characterize the Ukrainian constitution by analogy with them.</p> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• take part in discussions about different classifications of constitutions</li> <li>• use the professional vocabulary in appropriate political context</li> <li>• speak and express opinions of the law</li> </ul>	<p style="text-align: center;"><b>Unit 5</b></p> <p><b>In-class activity.</b></p> <p><b>Starting-up.</b></p> <ul style="list-style-type: none"> <li>• Discussing different classifications of constitutions</li> <li>• Characterizing the Ukraine constitution</li> </ul> <p><b>Vocabulary.</b> «Constitutions, the Law and Judiciary»</p> <ul style="list-style-type: none"> <li>• developing key vocabulary through a variety of exercises.</li> </ul> <p><b>Speaking.</b></p> <p><b>Think and Answer:</b></p> <ol style="list-style-type: none"> <li>1. Is it desirable that law be separate from politics, and if so, why?</li> <li>2. On what grounds (if any) is it justifiable to break the law?</li> </ol> <p><b>Sources:</b>  <i>Main: 1 [c. 299-315]</i>  <i>Additional: 4 [c. 290-315], 5 [c. 100-107], 6 [c. 98-109], 7 [c. 136-140]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <ul style="list-style-type: none"> <li>• Comment on the following quotations:</li> </ul> <ol style="list-style-type: none"> <li>1. «A president can not defend a nation if he is not held accountable to its laws»  (Dashanne Stokes)</li> <li>2. «However good a Constitution may be, if those who are implementing it are not good, it will prove to be bad. However bad a Constitution may be, if those implementing it are good it will</li> </ol>	4

	<p>prove to be good (B. Ambedeker)</p> <ul style="list-style-type: none"> <li>• Be ready to make presentations of the topic «Constitutions, the Law and Judiciary»</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 316-334], 3[c. 262-270]</i>  <i>Additional: 4 [c. 316-328], 5 [c. 92-99], 6 [c. 120-133], 7 [c. 102-117]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• comment on the quotations related to law and constitutions</li> <li>• make presentations of the topic «Constitutions, the Law and Judiciary»</li> <li>• speak about constitutions</li> </ul>	<p style="text-align: center;"><b>Unit 6</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b></p> <ul style="list-style-type: none"> <li>• Commenting on the quotations: <ol style="list-style-type: none"> <li>1. «A president can not defend a nation if is not held accountable to its laws»</li> <li>2. «However good a Constitution may be, if those who are implementing it are not good, it will prove to be bad. However bad a Constitution may be, if those implementing it are good, it will prove to be good».</li> </ol> </li> </ul> <p><b>Speaking.</b></p> <ul style="list-style-type: none"> <li>• Making presentations of the topic «Constitutions, the Law and Judiciary»</li> <li>• Revision of terminology vocabulary.</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 316-334], 3[c. 262-270]</i>  <i>Additional: 4 [c. 316-328], 5 [c. 92-99], 6 [c. 120-133], 7 [c. 102-117]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <ul style="list-style-type: none"> <li>• Comment on the quotation: «A Parliament is nothing less than a big meeting of more or less idle people»</li> </ul>	4



	<p>(Walter Bagehot)</p> <ul style="list-style-type: none"> <li>• Reading Plus. Bureaucracies. Theories of bureaucracy.</li> </ul> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Comment on the quotations about parliaments</li> <li>• Understand authentic texts related to assemblies</li> <li>• Guess the meaning of unfamiliar words by using contextual clues</li> <li>• Understand the gist and relevant details of a recorded text</li> </ul>	<p style="text-align: center;"><b>Unit 7</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b>  Commenting on the quotation  «A Parliament is nothing less than a big meeting of more or less idle people»  (Walter Bagehot)</p> <p><b>Reading.</b> Assembles</p> <ul style="list-style-type: none"> <li>• Reading for specific information about assemblies</li> <li>• Scanning to find specific information</li> <li>• Finding relevant information</li> </ul> <p><b>Listening.</b> Talking about problems  <b>Sources:</b>  <i>Main: 1 [c. 316-334], 3 [c. 262-270]</i>  <i>Additional: 4 [c. 316-328], 5 [c. 92-99], 6 [c. 120-133], 7 [c. 102-117]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <ul style="list-style-type: none"> <li>• Be ready to define three distinct branches of government</li> <li>• Be ready to discuss with your groupmates the difference between parliamentary and presidential system of government</li> </ul>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Speak about different branches of the government</li> <li>• Analyze the difference</li> </ul>	<p style="text-align: center;"><b>Unit 8</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b></p> <ul style="list-style-type: none"> <li>• Define three distinct branches of the government</li> <li>• Discuss with your groupmates the difference between parliamentary and presidential system of</li> </ul>	2

<p>between parliamentary and presidential system of government</p> <ul style="list-style-type: none"> <li>• use the professional vocabulary in appropriate context</li> </ul>	<p>government</p> <p><b>Vocabulary.</b> Assemblies</p> <ul style="list-style-type: none"> <li>• word-formation</li> <li>• synonyms</li> <li>• matching</li> <li>• filling in the gaps</li> <li>• understanding the meaning</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 316-334], 3[c. 262-270]</i>  <i>Additional: 4 [c. 316-328], 5 [c. 92-99], 6 [c. 120-133], 7 [c. 102-117]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<p style="text-align: center;"><b>Further Work</b></p> <ul style="list-style-type: none"> <li>• Be ready to speak about different functions of assemblies</li> <li>• Analyze advantages and disadvantages of one chamber and two chamber parliaments</li> <li>• Reading plus. Bureaucracies. Theories of bureaucracy</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 316-334], 3[c. 262-270]</i>  <i>Additional: 4 [c. 316-328]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Speak about different functions of assemblies</li> <li>• Analyze advantages and disadvantages of one chamber and two chamber parliaments</li> <li>• Understand authentic</li> </ul>	<p style="text-align: center;"><b>Unit 9</b></p> <p><b>In-class activity.</b></p> <p><b>Starting-up.</b></p> <ul style="list-style-type: none"> <li>• Speaking about different functions of assemblies</li> <li>• Analyzing advantages and disadvantages of one chamber and two chamber parliaments</li> </ul> <p><b>Reading.</b> Assemblies</p> <ul style="list-style-type: none"> <li>• exercises in comprehension</li> <li>• key vocabulary</li> </ul> <p><b>Grammar Focus. Wishes.</b></p> <ul style="list-style-type: none"> <li>• developing knowledge through a variety of exercises</li> </ul> <p><b>Sources:</b></p>	2

<p>political texts</p> <ul style="list-style-type: none"> <li>• Use sentences with «wishes» correctly</li> </ul>	<p><i>Main: 1 [c. 299-315]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<p style="text-align: center;"><b>Further Work</b></p> <p><b>Think and answer:</b></p> <ol style="list-style-type: none"> <li>1. Why is the separation of power considered to be such an important liberal-democratic principle?</li> <li>2. Does the widespread adoption of parliamentary government reflect the system's success and efficiency?</li> </ol> <p><b>Sources:</b>  <i>Main: 1 [c. 299-315]</i>  <i>Additional: 4 [c. 290-315], 5 [c. 100-107], 6 [c. 98-109], 7 [c. 136-140]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• take part in discussions devoted to the success or failure of parliamentary government</li> <li>• use professional vocabulary in a proper context</li> <li>• translate sentences into English using «wishes»</li> </ul>	<p style="text-align: center;"><b>Unit 10</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b>  Discussing the problem of parliamentary government  <b>Vocabulary.</b> Assembles</p> <ul style="list-style-type: none"> <li>• developing key vocabulary through a variety of exercises</li> </ul> <p><b>Grammar Focus.</b> Wishes</p> <ul style="list-style-type: none"> <li>• developing grammar skills through a variety of exercises</li> <li>• translating</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 299-315]</i>  <i>Additional: 4 [c. 290-315], 5 [c. 100-107], 6 [c. 98-109], 7 [c. 136-140]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <ul style="list-style-type: none"> <li>• Comment on the following quotations:</li> </ul> <ol style="list-style-type: none"> <li>1. «Those who have the privilege to know have the duty to act»:  (Albert Einstein)</li> </ol>	4

	<p>2. «It is the first responsibility of every citizen to question authority».</p> <p>(Benjamin Franklin)</p> <ul style="list-style-type: none"> <li>• Reading Plus</li> </ul> <p>Bureaucracies. Role of bureaucracies</p> <p><b>Sources:</b>  <i>Main: 1 [c. 299-315]</i>  <i>Additional: 4 [c. 290-315], 5 [c. 100-107], 6 [c. 98-109], 7 [c. 136-140]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• comment on the quotations of famous politicians</li> <li>• read authentic political information</li> <li>• use «wishes» in different situations</li> <li>• determine the principal functions of assemblies</li> </ul>	<p style="text-align: center;"><b>Unit 11</b></p> <p><b>In-class activity.</b></p> <p><b>Starting-up.</b></p> <ul style="list-style-type: none"> <li>• Commenting on the quotations of famous politicians about assemblies</li> </ul> <p><b>Reading. Assemblies</b>  determining the principal functions of assemblies</p> <p><b>Grammar Focus. Wishes</b>  Testing</p> <p><b>Sources:</b>  <i>Main: 1 [c. 299-315]</i>  <i>Additional: 4 [c. 290-315], 5 [c. 100-107], 6 [c. 98-109], 7 [c. 136-140]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <p>Make presentation by summarizing the information of Unit 2 to be ready to speak about assemblies</p> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	8
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• make presentations related to the topic</li> </ul>	<p style="text-align: center;"><b>Unit 12</b></p> <p><b>In-class activity.</b></p> <p><b>Starting-up.</b></p> <ul style="list-style-type: none"> <li>• making presentations devoted to the topic «Assemblies»</li> <li>• revising professional vocabulary</li> </ul> <p><b>Sources:</b></p>	2

<p>«Assembles»</p> <ul style="list-style-type: none"> <li>• use terminology vocabulary effectively</li> </ul>	<p><i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p> <p style="text-align: center;"><b>Further Work</b></p> <p>Comment on the quotation:  «The President is the one figure who draws together the people’s hopes and fears for the political future»  (James David Barber)</p> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• comment on the quotations of famous politicians</li> <li>• understand the gist and relevant details of authentic political texts</li> <li>• guess the meaning of unfamiliar words by using contextual clues</li> <li>• use reported statements correctly</li> </ul>	<p style="text-align: center;"><b>Unit 13</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b>  Commenting on the quotation of James Barber related to the figure of President.</p> <p><b>Reading. Political Executives</b></p> <ul style="list-style-type: none"> <li>• reading for specific information about political executives</li> <li>• scanning to find specific information</li> <li>• guessing the meaning of unfamiliar words by using contextual clues</li> </ul> <p><b>Grammar Focus. Reported Speech. Reported Statements</b></p> <ul style="list-style-type: none"> <li>• developing knowledge through a variety of exercises</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 316-334], 3 [c. 262-270]</i>  <i>Additional: 4 [c. 316-328], 5 [c. 92-99], 6 [c. 120-133], 7 [c. 102-117]</i></p> <ul style="list-style-type: none"> <li>• <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></li> </ul>	2
	<p style="text-align: center;"><b>Further Work</b></p> <ul style="list-style-type: none"> <li>• be ready to discuss the differences between politicians and civil servants</li> <li>• Reading Plus  Bureaucracies. Bureaucratic Power: out of control?</li> </ul> <p><b>Sources:</b></p>	4

	<p><i>Main: 1 [c. 316-334], 3[c. 262-270]</i>  <i>Additional: 4 [c. 316-328], 5 [c. 92-99], 6 [c. 120-133], 7 [c. 102-117]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• discuss the differences between politicians and civil servants</li> <li>• use the professional vocabulary in appropriate context</li> <li>• use reported questions correctly</li> </ul>	<p style="text-align: center;"><b>Unit 14</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b>  Discussing the differences between politicians and civil servants.  <b>Vocabulary.</b> Political Executives</p> <ul style="list-style-type: none"> <li>• word-formation</li> <li>• synonyms</li> <li>• English and Ukrainian equivalents of terminology</li> <li>• matching</li> <li>• filling in the gaps</li> </ul> <p><b>Grammar Focus.</b> Reported Speech.  Reported questions.</p> <ul style="list-style-type: none"> <li>• developing grammar skills through a variety of exercises</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 316-334], 3[c. 262-270]</i>  <i>Additional: 4 [c. 316-328], 5 [c. 92-99], 6 [c. 120-133], 7 [c. 102-117]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <ul style="list-style-type: none"> <li>• Be ready to describe the most important functions of political executives</li> <li>• Be ready to speak about the major functions of bureaucracies</li> </ul> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• describe the most important functions of</li> </ul>	<p style="text-align: center;"><b>Unit 15</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b></p> <ul style="list-style-type: none"> <li>• Describing the most important functions of political executives</li> </ul>	2

<p>political executives</p> <ul style="list-style-type: none"> <li>• speak about the major functions of bureaucracies</li> <li>• ask questions to obtain relevant information</li> <li>• use reporting verbs in speech</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking about the major functions of bureaucracies</li> </ul> <p><b>Reading. Political Executives</b></p> <ul style="list-style-type: none"> <li>• Comprehension exercises</li> <li>• Key vocabulary</li> </ul> <p><b>Grammar Focus. Reported Speech. Reporting Verbs.</b></p> <ul style="list-style-type: none"> <li>• developing grammar skills through a variety of exercises</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 316-334], 3[c. 262-270]</i>  <i>Additional: 4 [c. 316-328], 5 [c. 92-99], 6 [c. 120-133], 7 [c. 102-117]</i>  <ul style="list-style-type: none"> <li>• <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></li> </ul> </p>	
	<p style="text-align: center;"><b>Further Work</b></p> <ul style="list-style-type: none"> <li>• Be ready to discuss the differences between executive presidents and constitutional presidents</li> <li>• Reading Plus. Bureaucracies How can bureaucracy be controlled?</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 316-334], 3[c. 262-270]</i>  <i>Additional: 4 [c. 316-328], 5 [c. 92-99], 6 [c. 120-133], 7 [c. 102-117]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• discuss problems related to the power of president</li> <li>• use professional vocabulary in appropriate context</li> <li>• use reported speech correctly</li> </ul>	<p style="text-align: center;"><b>Unit 16</b></p> <p><b>In-class activity.</b></p> <p><b>Starting-up.</b></p> <ul style="list-style-type: none"> <li>• Discussing the differences between executive presidents and constitutional presidents</li> </ul> <p><b>Vocabulary. Political Executives</b></p> <ul style="list-style-type: none"> <li>• Developing key vocabulary through a variety of exercises</li> </ul> <p><b>Grammar Focus. Reported Speech</b></p> <ul style="list-style-type: none"> <li>• testing</li> <li>• translation</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 316-334], 3[c. 262-270]</i></p>	2

	<p><i>Additional: 4 [c. 316-328], 5 [c. 92-99], 6 [c. 120-133], 7 [c. 102-117]</i></p> <ul style="list-style-type: none"> <li>• <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></li> </ul>	
	<p style="text-align: center;"><b>Further Work</b></p> <p>Think and answer:</p> <ol style="list-style-type: none"> <li>1. In what circumstances may heads of state play a significant political role?</li> <li>2. Can civil servants ever be politically neutral?</li> </ol> <p><b>Sources:</b> <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• take part in a political discussion</li> <li>• presenting the results of the research</li> <li>• understand authentic recorded texts</li> </ul>	<p style="text-align: center;"><b>Unit 17</b></p> <p><b>In-class activity.</b></p> <p><b>Starting-up.</b></p> <ul style="list-style-type: none"> <li>• Discussing the political role of heads of state</li> <li>• Analyzing if civil servants can be politically neutral</li> </ul> <p><b>Research.</b> <i>*Making a research in the Internet and analyzing the most important functions of civil servants and public officials.</i></p> <p><b>Listening.</b></p> <p><b>Sources:</b> <i>Main: 1 [c. 316-334], 3 [c. 262-270]</i> <i>Additional: 4 [c. 316-328], 5 [c. 92-99], 6 [c. 120-133], 7 [c. 102-117]</i> <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <ul style="list-style-type: none"> <li>• Comment on the following quotations:</li> </ul> <ol style="list-style-type: none"> <li>1. «A ruler must learn to be other than good» (Nicollo Machiavelli)</li> <li>2. «Executive ability is deciding quickly... and getting somebody else to do the work» (Earl Nightingale)</li> <li>3. Make short presentations devoted to</li> </ol>	4



	<p>the topic «Political executives»</p> <p><b>Sources:</b>  <i>Main: 1 [c. 316-334], 3[c. 262-270]</i>  <i>Additional: 4 [c. 316-328]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>comment on the quotations of famous politicians</li> <li>make presentations on political topics</li> </ul>	<p style="text-align: center;"><b>Unit 18</b></p> <p><b>In-class activity.</b></p> <p><b>Starting-up.</b> Commenting on the quotations by Machiavelli and Nightingale.</p> <p><b>Speaking.</b> *<i>Making presentations devoted to the topic «Political executives»</i></p> <p><b>Sources:</b>  <i>Main: 1 [c. 316-334], 3[c. 262-270]</i>  <i>Additional: 4 [c. 316-328]</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <p>Comment on the quotation:  «If your actions inspire others to dream more, learn more, do more and become more you, are a leader»  (John Quincy Adams)</p> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>comment on the quotations about leadership</li> <li>take part in a discussion related to leadership</li> <li>understand authentic texts related to the topic «The politics of leadership»</li> </ul>	<p style="text-align: center;"><b>Unit 19</b></p> <p><b>In-class activity.</b></p> <p><b>Starting-up.</b></p> <ul style="list-style-type: none"> <li>Commenting on the quotation by John Adams</li> <li>Answering questions about leadership</li> </ul> <ol style="list-style-type: none"> <li>Do you think a leader is an important person in any company? Why?</li> <li>Do you feel yourself a leader?</li> <li>Is leadership a talent or a hard work?</li> </ol> <p><b>Reading.</b> The politics of leadership.</p> <ul style="list-style-type: none"> <li>Skimming</li> <li>Finding relevant information</li> <li>True / false statements</li> </ul>	2

	<p><b>Grammar Focus. Revision</b>  <b>Sources:</b>  <i>Main: 1 [c. 335-380]</i>  <i>Additional: 4 [c. 330-356], 5 [c. 66-71], 6 [c. 42-53], 7 [c. 30-42]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<p style="text-align: center;"><b>Further Work</b></p> <ul style="list-style-type: none"> <li>• Be ready to define political leadership</li> <li>• Name 5 top qualities of good political leaders</li> <li>• Analyze different styles of leadership</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 335-380]</i>  <i>Additional: 4 [c. 330-356]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define political leadership</li> <li>• Speak about top qualities of good political leaders</li> <li>• Speak about different styles of leadership using professional vocabulary</li> </ul>	<p style="text-align: center;"><b>Unit 20</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b>  <b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Define political leadership</li> <li>• Discuss with your groupmates 5 top qualities of good political leaders</li> <li>• Discuss with your groupmates different styles of leadership</li> </ul> <p><b>Vocabulary.</b> The politics of leadership</p> <ul style="list-style-type: none"> <li>• word – formation</li> <li>• synonyms</li> <li>• matching verbs to phrases</li> <li>• matching the words to their definitions</li> <li>• choosing the correct word</li> </ul> <p><b>Grammar Focus. Revision</b></p> <ul style="list-style-type: none"> <li>• Developing grammar skills thorough a variety of exercises</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 335-380]</i></p>	2

	<p><i>Additional: 4 [c. 330-356], 5 [c. 66-71], 6 [c. 42-53], 7 [c. 30-42]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<p style="text-align: center;"><b>Further Work</b></p> <p><b>Research.</b> <i>*Identify four contrasting theories of leadership and make a presentation. Use the Internet.</i></p> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• make presentations related to leadership</li> <li>• reading authentic political texts with further discussion</li> <li>• use terminology vocabulary in a proper context</li> </ul>	<p style="text-align: center;"><b>Unit 21</b></p> <p><b>Starting-up.</b> <i>*Presenting the results of the research: «Four contrasting theories of leadership».</i></p> <p><b>Reading.</b> The politics of leadership</p> <ul style="list-style-type: none"> <li>• comprehension exercises</li> <li>• terminology vocabulary</li> </ul> <p><b>Grammar Focus.</b> Revision</p> <ul style="list-style-type: none"> <li>• testing</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 335-380]</i>  <i>Additional: 4 [c. 330-356], 5 [c. 66-71], 6 [c.42-53], 7 [c. 30-42]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <ul style="list-style-type: none"> <li>• Be ready to speak about leadership strategies</li> <li>• Analyze if there is a crisis of leadership in modern politics</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 335-380]</i>  <i>Additional: 4 [c. 330-356]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• speak about leadership strategies</li> <li>• discuss problems related to leadership</li> <li>• use key vocabulary in a proper context</li> </ul>	<p style="text-align: center;"><b>Unit 22</b></p> <p><b>In-class activity.</b>  <b>Starting-up.</b>  <b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Speak about leadership strategies</li> <li>• A crisis of leadership in modern politics – is it a reality?</li> </ul> <p><b>Vocabulary.</b> The politics of leadership</p> <ul style="list-style-type: none"> <li>• developing key vocabulary through a variety of exercises</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 335-380]</i>  <i>Additional: 4 [c. 330-356]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	<p style="text-align: center;">2</p>
	<p style="text-align: center;"><b>Further Work</b></p> <p style="text-align: center;"><b>Think and answer:</b></p> <ol style="list-style-type: none"> <li>1. Should strong leaders be admired or feared?</li> <li>2. Do we get the political leaders we deserve?</li> </ol> <p>Be ready for a discussion.</p> <p><b>Sources:</b>  <i>Main: 1 [c. 335-380]</i>  <i>Additional: 4 [c. 330-356]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	<p style="text-align: center;">4</p>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• take part in a discussion devoted to the problems of leadership</li> <li>• comment on the quotations of famous politicians devoted to leadership</li> </ul>	<p style="text-align: center;"><b>Unit 23</b></p> <p><b>In-class activity.</b>  <b>Starting-up. Discussion</b> Express your opinion:</p> <ul style="list-style-type: none"> <li>• Should strong leaders be admired or feared?</li> <li>• Do we get the political leaders we deserve?</li> </ul> <p><b>Speaking.</b> Comment on the following quotations:</p> <ol style="list-style-type: none"> <li>1. «A leader is one who knows the way, goes the way and shows the way» (John C. Maxwell)</li> <li>2. «True leaders always practice the</li> </ol>	<p style="text-align: center;">2</p>

	<p>three R's: Respect for self, Respect for others, Responsibility for all their actions» (Anonymous)</p> <p><b>Sources:</b>  <i>Main: 1 [c. 335-380]</i>  <i>Additional: 4 [c. 330-356]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	
	<p style="text-align: center;"><b>Further Work</b></p> <p>Be ready to speak about the politics of leadership. Make presentations.</p> <p><b>Sources:</b>  <i>Main: 1 [c. 335-380]</i>  <i>Additional: 4 [c. 330-356]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• make presentations devoted to the politics of leadership</li> </ul>	<p style="text-align: center;"><b>Unit 24</b></p> <p><b>In-class activity.*</b><i>Making presentations devoted to the politics of leadership</i></p> <ul style="list-style-type: none"> <li>• Key vocabulary</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 335-380]</i>  <i>Additional: 4 [c. 330-356]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <p>Preparation for presenting the results of the individual reading: Bureaucracies. Theories of bureaucracy</p> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• make presentations on the results of the individual reading related to theories of bureaucracies</li> </ul>	<p style="text-align: center;"><b>Unit 25</b></p> <p><b>In-class activity. Presenting the results of the individual reading:</b> Bureaucracies. Theories of bureaucracy:</p> <ul style="list-style-type: none"> <li>• define bureaucracy</li> <li>• speak about the major theories of bureaucracy</li> <li>• terminology vocabulary</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 335-380]</i></p>	2

	<i>Additional: 4 [c. 330-356]</i>	
	<p style="text-align: center;"><b>Further Work</b></p> <p>Preparation for presenting the results of the individual reading: Bureaucracies. Role of bureaucracies</p> <p><b>Sources:</b>  <i>Main: 1 [c. 335-380]</i>  <i>Additional: 4 [c. 330-356]</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• make presentations on the results of the individual reading related to the role of the bureaucracies</li> <li>• discuss topics related to organization of bureaucracies</li> </ul>	<p style="text-align: center;"><b>Unit 26</b></p> <p><b>In-class activity. Presenting the results of the individual reading:</b> Bureaucracies. Role bureaucracies:</p> <ul style="list-style-type: none"> <li>• speak about the functions of bureaucracies</li> <li>• explain how bureaucracies are organized, how they should be organized</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 335-380]</i>  <i>Additional: 4 [c. 330-356]</i></p>	2
	<p style="text-align: center;"><b>Further Work</b></p> <p>Preparation for presenting the results of the individual reading: Bureaucracies power: out of control?</p> <p><b>Sources:</b>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	4
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• make presentations on the results of the individual reading related to bureaucratic power</li> <li>• discuss information concerning this</li> </ul>	<p style="text-align: center;"><b>Unit 27</b></p> <p><b>In-class activity. Presenting results of the individual reading:</b> Bureaucracies. Bureaucracies power: out of control?</p> <ul style="list-style-type: none"> <li>• Explain why bureaucrats are so powerful and why bureaucratic power has expanded</li> </ul> <p><b>Sources:</b>  <i>Main: 1 [c. 335-380]</i>  <i>Additional: 4 [c. 330-356], 5 [c. 66-71], 6 [c. 42-53], 7 [c. 30-42]</i>  <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i></p>	2

topic	<b>Further Work</b> Preparation for presenting the results of the individual reading. Bureaucracies. How can bureaucracy be controlled? <b>Sources:</b> <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i>		4
Students will be able to: <ul style="list-style-type: none"> <li>• make presentations on the results of the individual reading related to bureaucracy and its control</li> <li>• use professional vocabulary in appropriate context</li> </ul>	<b>Unit 28</b> <b>In-class activity. Presenting the results of the individual reading:</b> Bureaucracies. How can bureaucracy be controlled? <ul style="list-style-type: none"> <li>• Say how and how successfully bureaucracies are controlled. What are the most effective mechanisms for controlling bureaucratic power?</li> <li>• Do you think bureaucrats really «run» their countries?</li> <li>• Explain if civil servants can ever be politically neutral</li> </ul> <b>Sources:</b> <i>Main: 1 [c. 335-380]</i> <i>Additional: 4 [c. 330-356]</i> <i>Internet resources: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</i>		2
	<b>Further Work</b> Preparation for Finale test.		8
	<b>Unit 29</b> <b>In-class activity.</b> Finale test.		2
	<b>Unit 30</b> <b>In-class activity.</b> Finale test Results Analysis		2
	Всього: Аудиторна		60
	Самостійна		120
Всього за дисципліною	24	240	480

## **1. СПИСОК РЕКОМЕНДОВАНИХ ДЖЕРЕЛ**

### *Основний*

1. *English for Political Science* : підручник / А.Г. Латиґіна, Н.А. Латиґіна. – Київ : Київ. нац. торг.-екон. ун-т, 2021. – 412с.
2. Кнодель Л. В. English for political science (Англійська для політології): посібник. / Л. В. Кнодель. – К.: 2019. – 329 с.
3. Дубініна О.В. *English Grammar* : навч. посібник для студентів вищих навч. закладів. Київ: КНТЕУ, 2020. 288 с.

### *Додатковий*

4. Heywood A. Politics. Macmillan, 2018. 480 p.
5. Dooley J., Evans V. Grammar way 2. Express Publishing, 2014. 192 p.
6. Dooley J., Evans V. Grammar way 3. Express Publishing, 2014. 262 p.
7. Dooley J., Evans V. Grammar way 4. Express Publishing, 2014. 224 p

### *Internet-ресурси*

#### Most Popular Political Websites

8. Top 1: HuffingtonPost <https://www.huffingtonpost.com/>
9. Top 2: The Blaze <https://www.theblaze.com/>
10. Top 3: Drudge Report <https://www.drudgereport.com/>
11. Top 4: NewsMax <https://www.newsmax.com/>
12. Top 5: Politico <https://www.politico.com/>
13. Top 6: Salon <https://www.salon.com/>
14. Top 7: Infowars <https://www.infowars.com/>
15. Top 8: Breitbart <https://www.breitbart.com/>
16. Top 9: Dailycaller <https://www.dailycaller.com/>
17. Top 10: The Washington Times <https://www.washingtontimes.com/>