

**КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ 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 європейських мов

ЗАТВЕРДЖЕНО

вченою радою

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Ректор



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**ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ
СПРЯМУВАННЯМ**

ПРОГРАМА ТА РОБОЧА ПРОГРАМА

освітній ступінь	«бакалавр»
галузь знань	05 «Соціальні та поведінкові науки»
спеціальність	053 «Психологія»
спеціалізація	Практична психологія

Київ 2018

ВСТУП

Програма і робоча програма обов'язкової навчальної дисципліни «Іноземна мова за професійним спрямуванням» призначена для студентів освітнього ступеня «бакалавр» галузі знань 05 «Соціальні та поведінкові науки», спеціальності 053 «Психологія», спеціалізації «Практична психологія». Вивчення дисципліни передбачає вдосконалення у майбутніх фахівців іншомовної комунікативної компетентності та розширення їхнього міжкультурного світогляду, що є необхідною складовою у процесі професійного спілкування та встановлення стосунків із закордонними партнерами.

Програма та робоча програма дисципліни «Іноземна мова за професійним спрямуванням» складається з таких розділів:

1. Мета, завдання та результати вивчення дисципліни (компетентності), її місце в освітньому процесі.
2. Зміст дисципліни.
3. Структура дисципліни та розподіл годин за темами.
4. Тематика та зміст лекцій, семінарських (практичних) занять і самостійної роботи студентів.
5. Список рекомендованих джерел.

1. МЕТА, ЗАВДАННЯ ТА РЕЗУЛЬТАТИ ВИВЧЕННЯ ДИСЦИПЛІНИ, ЇЇ МІСЦЕ В ОСВІТНЬОМУ ПРОЦЕСІ

1.1. Мета дисципліни

Метою вивчення дисципліни «Іноземна мова за професійним спрямуванням» є формування у студентів професійно-орієнтованої комунікативної компетентності. Тобто, оволодіння студентами мовленнєвими компетенціями на рівні професійної комунікативної достатності та здатність реалізувати отримані знання та вміння у своїй майбутній практичній діяльності з метою подальшого кар'єрного зростання.

1.2. Предмет дисципліни

Предметом вивчення дисципліни є вивчення дисципліни є іншомовні комунікативні мовленнєві навички та вміння на базі професійно-орієнтованого лексичного матеріалу

1.3. Завдання дисципліни

Завдання дисципліни є: вивчення дисципліни ІМПС є формування та подальше вдосконалення у студентів іншомовних мовленнєвих навичок (а саме: навичок читання, письма, говоріння та аудіювання) у межах ситуацій, типових для їх майбутньої спеціальності.

1.4. Результати вивчення дисципліни

Мовленнєві вміння

Аудіювання:

- розуміти головні ідеї та розпізнавати відповідну інформацію в ході обговорень, дебатів, офіційних перемовин, лекцій, бесід з загальних питань економіки, фінансів, фінансів підприємства;
- розуміти суть і більшість деталей в автентичних радіопередачах і телепередачах з питань економіки, фінансів, фінансів підприємства;
- розуміти намір мовця, визначати його позицію і точку зору.

Діалогічне та монологічне мовлення:

- реагувати на основні ідеї та розпізнавати суттєво важливу інформацію під час обговорень, дискусій, офіційних перемовин, лекцій, бесід, що пов'язані з загальними питаннями економіки, фінансів, фінансів підприємства;
- чітко аргументувати свою позицію відносно актуальних тем економіки, фінансів, фінансів підприємства;
- поводитись адекватно у типових світських, академічних і професійних ситуаціях;
- висловлювати думки щодо змісту автентичних радіопередачах та телевізійних програм, пов'язаних з економікою, фінансами, підприємництвом;
- виконувати низку мовленнєвих функцій, гнучко користуючись загальноживаними фразами;
- виступати з підготовленими індивідуальними презентаціями щодо широкого кола тем, пов'язаних з навчанням та спеціальністю.

Читання:

- розуміти оригінальні тексти, пов'язані з навчанням та спеціальністю з підручників, газет, журналів та Інтернет – джерел;
- розуміти зміст статутних документів, контрактів, договорів, тощо;
- розуміти намір автора письмового тексту з професійної тематики;
- розуміти автентичну кореспонденцію (наприклад, ділові листи, факси, електронні повідомлення).

Письмо:

- писати зрозумілі деталізовані тексти різного спрямування, пов'язані з особистою та професійною сферами (напр., реферат, резюме, тощо);
- готувати і продукувати ділову та професійну кореспонденцію;
- заповнювати бланки для академічних та професійних цілей з високим ступенем граматичної коректності.

Уміння вчитись

- здійснювати пошук інформації
- запитувати з метою пошуку інформації;
- знаходити коректну інформацію, користуючись бібліотечним каталогом, сторінкою змісту, довідниками, словниками та Інтернетом;
- узагальнювати, перефразувати й синтезувати ідеї з різних типів текстів;
- фіксувати й письмово викладати результати досліджень;

- робити адекватні конспекти з різноманітних інформаційних джерел;
- стисло викладати зміст тексту;
- писати вступ/висновки;
- користуватись логічними сполучниками для поєднання абзаців в єдиний текст.

Мовні вміння

Після вивчення дисципліни ІМПС студенти повинні мати робочі знання:

- граматичних структур, що є необхідними для гнучкого вираження відповідних функцій та понять, а також для розуміння і продукування широкого кола текстів в академічній та професійній сферах;
- правил англійського синтаксису;
- мовних форм, властивих для офіційних та розмовних реєстрів академічного і професійного мовлення;
- широкого діапазону словникового запасу (у тому числі термінології).

1.5. Місце дисципліни в освітньому процесі:

Навчальна дисципліна «ІМПС» вважається обов'язковою для підготовки фахівців освітнього ступеня «бакалавр». Вивчення дисципліни «іноземна мова за професійним спрямуванням» базується на залишкових знаннях студентів зі шкільної програми «Іноземна мова».

2. Зміст дисципліни

Тематичний модуль 1. Бізнес та комерційні організації

Business Organization, Business Organization and the Economy, Ownership, Business Relationship, Companies' Restructuring, Organizational Structure.

Grammar: Present Simple and Present Continuous, Past Simple and Past Continuous, Present Perfect Simple, Present Perfect Continuous, Past Perfect Simple and Past Perfect Continuous.

Список рекомендованих джерел

Основний: 1,2, 3, 4

Додатковий: 7,8,10,12,13,14,15.

Інтернет-джерела: 16,17

Тематичний модуль 2. Організація та персонал

Employment, Human Resources: the People, Recruitment Procedure, Interviewing, Executive Pay, Leaving a Job.

Grammar: Present Tenses (Revision), Past Tenses (Revision), Future time (uses of shall/will/going to/ Present Continuous/ Present Simple to talk about future), Future Continuous, Future Perfect, When and If sentences.

Список рекомендованих джерел

Основний: 1, 2, 3, 4

Додатковий: 7,8,10,12,13,14,15.

Інтернет-джерела: 16,17.

Тематичний модуль 3. Менеджери

Management, Management Styles, Management Roles, Professional Development and Performance Appraisal, Career Path

Grammar: The passive Voice (Simple, Continuous, Perfect), The Sequence of Tenses, Reported Speech (Statements)

Список рекомендованих джерел

Основний: 1, 2,3, 4

Додатковий: 7,8,10,12,13,14,15.

Інтернет-джерела: 16,17.

Тематичний модуль 4. Базова англійська у галузі психології

What is Psychology, Areas of Psychology, The Four Major Goals of Psychology, Cognitive Psychology, Sensation and Perception, States of Consciousness, Learning and Memory, Personality Psychology, Introversion and Extraversion, Introduction to Social Psychology, Research Areas in Social Psychology, Developmental Psychology, Industrial Organizational Psychology, Psychology of Persuasion, Consumer Psychology, Forensic Psychology, Clinical Psychology, Abnormal Psychology, Transpersonal Psychology.

Grammar: Reported Questions, Orders, Requests, First Conditional, Second Conditional, Third Conditional, Expressing Wishes and Regrets, Modal Verbs (Ability, Permission), Modal Verbs (Obligation and Necessity), Modal Verbs (Certainty, Possibility, Probability), Modal Verbs with the Perfect Infinitive, Comparison of Adjectives, Comparison of Adverbs, Comparatives: other points, The Infinitive, The Gerund, Infinitive or Gerund, The Participle, Countable and Uncountable Nouns, Possession.

Список рекомендованих джерел

Основний: 1, 2,

Додатковий: 7,8,10,12,13,14,15.

Інтернет-джерела: 16,17.

3. СТРУКТУРА ДИСЦИПЛІНИ ТА РОЗПОДІЛ ГОДИН ЗА ТЕМАМИ (ТЕМАТИЧНИЙ ПЛАН)

Назва теми	Кількість годин			Форми контролю
	Усього годин / кредитів	з них		
		Практичні заняття/ МКР	Самостійна робота студентів	
І курс I семестр				
Тематичний модуль 1: “Бізнес та комерційні організації”				
Тема 1 Business Organization	16	6	10	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2 Business Organization and the Economy	16	6	10	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Ownership	14	4	10	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Business Relationship	14	4	10	ФО ТА, ТЧ, ЗПУМ, ЗППМ,
Тема 5. Companies’ Restructuring	14	4	10	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 6. Organizational Structure	16	4	12	ФО ТА, ТЧ, ЗПУМ, ЗППМ, МКР
Тематичний модуль 2: “Організація та персонал”				
Тема 1. Employment	14	4	10	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Human Resources: the People	14	4	10	ФО ТА, ТЧ, ЗПУМ, ЗППМ,
Тема 3. Recruitment Procedure	16	6	10	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Interviewing	14	4	10	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. Executive Pay	14	4	10	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 6. Leaving a job	18	6	12	ФО ТА, ТЧ, ЗПУМ, ЗППМ, МКР
Module Test				
Разом	180/6	56	124	
Підсумковий контроль				Екзамен
І курс II семестр				
Тематичний модуль 3: “Менеджери”				
Тема 1. Management	26	10	36	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Management Styles	24	8	36	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Management Roles	24	8	32	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Professional Development and Performance Appraisal	24	8	32	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. Career Path	30	12	42	ФО ТА, ТЧ, ЗПУМ, ЗППМ, МКР
Тематичний модуль 4: “Базова англійська у галузі психології”				

Тема 1. What is Psychology	26	10	36	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Areas of Psychology Module test	36	12	48	ФО ТА, ТЧ, ЗПУМ, ЗППМ МКР
Разом	180/6	68	112	
Підсумковий контроль				Екзамен
II курс III семестр				
Тематичний модуль 4: “Базова англійська у галузі психології” (продовження)				
Тема 1. The Four Major Goals of Psychology	20	6	26	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Cognitive Psychology	18	6	24	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Sensation and Perception	20	6	26	ФО ТА, ТЧ, ЗПУМ, ЗППМ,
Тема 4. States of Consciousness	20	6	26	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. Learning and Memory	18	6	24	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 6. Personality Psychology	20	6	26	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 7. Introversion and Extraversion	20	6	26	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 8. Introduction to Social Psychology	20	6	26	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 9. Research Areas in Social Psychology. Module test	24	8	32	ФО ТА, ТЧ, ЗПУМ, ЗППМ МКР
Разом	180/6	56	124	
Підсумковий контроль				Екзамен
II курс IV семестр				
Тематичний модуль 4: “Базова англійська у галузі психології” (продовження)				
Тема 1. Developmental Psychology	22	8	14	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Industrial Organizational Psychology	22	8	14	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Psychology of Persuasion	22	8	14	ФО ТА, ТЧ, ЗПУМ, ЗППМ,
Тема 4. Consumer Psychology	24	10	14	ФО ТА, ТЧ, ЗПУМ, ЗППМ,
Тема 1. Forensic Psychology	22	8	14	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Clinical Psychology	22	8	14	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Abnormal Psychology	22	8	14	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Transpersonal Psychology Module test	24	10	14	ФО ТА, ТЧ, ЗПУМ, ЗППМ, МКР
Разом	180/6	68	112	
Підсумковий контроль				Екзамен
Разом за I курс	360	124	236	
Разом за II курс	360	124	236	
Разом	720	248	472	

Умовні позначення:

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

IV. Тематика та зміст лекційних, семінарських занять і самостійної роботи студентів

Навчальна діяльність та результати навчання		Робочий час студента	Оцінювальний бал
І курс І-й семестр			
Формування базової іноземномовної компетентності у сфері економіки і бізнесу			
<ul style="list-style-type: none"> • To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases. • Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases. 	<p>Lesson 1</p> <p>In-class activity</p> <p>Topic “Business Organization”</p> <p><i>Starting up</i></p> <ul style="list-style-type: none"> • talking about different business organizations <p><i>Reading</i> Business Organization</p> <ul style="list-style-type: none"> • guessing unknown word and expressions from the context • locating and understanding specific information in the text <p><i>Vocabulary</i> Business Organizations</p> <p>developing key vocabulary to describe companies and their performance through a variety of exercises</p> <p><i>Sources:</i> <i>Main:</i> 1, 2 <i>Additional:</i> 1, 3, 8, 9 <i>Internet:</i> 1, 10, 12</p>	2 ho urs	2
	<p>Further work</p> <p><i>Vocabulary</i> Understanding the meaning</p> <ul style="list-style-type: none"> • <i>economy/economical/economics/economic</i> • <i>to branch out (into)</i> • <i>business idioms</i> <p><i>Speaking</i> Developing skills through a variety of tasks</p> <ul style="list-style-type: none"> • giving full answers to the questions about economic system using relevant vocabulary • making comparison • supporting a view with reasons • giving details <p><i>Grammar Review</i> Present Simple and Present Continuous</p> <ul style="list-style-type: none"> • the tenses are compared and contrasted <p>developing knowledge through a variety of exercises</p> <p><i>Sources:</i> <i>Main:</i> 1, 2 <i>Additional:</i> 1, 3, 6, 8, 9, 12 <i>Internet:</i> 1, 6, 10, 12</p>	2 ho urs	1
<ul style="list-style-type: none"> • To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases. • Skills: 	<p>Lesson 2</p> <p>In-class activity</p> <p><i>Warming-up:</i></p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • grammar and phonetics drills • test “True (T) or False (F)”. <p><i>Starting-up:</i></p> <ul style="list-style-type: none"> • home assignment revision topical speaking (<i>in pairs</i>) about “Business organisations”. 	2 ho urs	2

<p>usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</p>	<p>Comprehension Speaking:</p> <ul style="list-style-type: none"> • about different business organisations (<i>in groups of three</i>) • about a small or a big business (<i>in pairs</i>) • giving reasons and details in terms of starting one’s own business • discussion of the idea of the proverb “Everybody’s business is nobody’s business” <p>Vocabulary:</p> <ul style="list-style-type: none"> • revision of the terms to learn better the topic “Business organisations” comprehension of the confusing words’ meaning : <i>economic – economical, economics – economy business idioms</i> <p>Sources: <i>Main: 1, 2, 5</i> <i>Additional: 1, 3, 8</i> <i>Internet: 1, 9, 10, 12</i></p>		
	<p style="text-align: center;">Further work</p> <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • learning through a variety of exercises the meaning of the new words and word-combinations <p>Comprehension Speaking:</p> <ul style="list-style-type: none"> • improving the students’ knowledge level, through a variety of tasks, to better learn and render the topic “Business organisations” • giving full answers to the questions about the economic system, using the relevant vocabulary • making comparisons • supporting one’s view with one’s reasons • giving details. <p>Grammar Revision: The Present Simple and the Present Continuous Tenses improving usage of the grammar rules</p> <ul style="list-style-type: none"> • the tenses compared and contrasted <p>dealing with grammar tasks on the Present Simple and Present Continuous.</p> <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 6, 8, 9, 12</i> <i>Internet: 1, 6, 12</i></p>	3 ho urs	1
<ul style="list-style-type: none"> • To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases. • Skills: usage the lexical vocabulary, grammar patterns, the idioms, the 	<p style="text-align: center;">Lesson 3</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision</p> <p>Reading Business Organization and the Economy</p> <ul style="list-style-type: none"> • reading for specific information about types of companies and business sectors they are in • guessing unknown words and expressions from the context <p>Vocabulary Describing companies</p> <ul style="list-style-type: none"> • developing key vocabulary used to describe different economic sectors companies are in • use of prepositions • <i>to find or to found</i> • <i>to sell of</i> <p>Sources:</p>	2 ho urs	2

phrases.	<p><i>Main: 1, 2</i> <i>Additional: 1, 3, 6, 8, 9, 12</i> <i>Internet: 1, 6, 9, 10, 12</i></p>		
	<p style="text-align: center;">Further work</p> <p>Speaking 1</p> <ul style="list-style-type: none"> • giving full answers to the questions about principles of business classifications • making comparisons • supporting a view with reasons • giving details <p>Speaking 2</p> <ul style="list-style-type: none"> • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparisons • understanding the meaning of idioms <p>Grammar Review Past Simple and Past Continuous</p> <ul style="list-style-type: none"> • the tenses are compared and contrasted • developing knowledge through a variety of exercises <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 6, 8, 9, 12</i> <i>Internet: 1, 6, 10, 12</i></p>	3 ho urs	1
<ul style="list-style-type: none"> • To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases. • Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases. 	<p style="text-align: center;">Lesson 4 In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher's information • grammar and phonetics drills • test "True (T) or False (F)". <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • topical speaking (<i>in pairs</i>) about "Business organisation and the Ukrainian Economy" • giving reasons. <p>Comprehension Speaking: about the business advantages and disadvantages in one sector: public or private (<i>in pairs</i>)</p> <ul style="list-style-type: none"> • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparisons • comprehension of idiomatic meanings • comment on the proverb: "In giving a man receive more, than he gives". <p>Vocabulary:</p> <ul style="list-style-type: none"> • Rendering the topic "Business organisation and economy" • improving the students' knowledge level through a variety of exercises 	2 ho urs	2

	<ul style="list-style-type: none"> • explanation of differences in the meaning: <i>the manufacturing sector vs. a service sector; a private sector vs. a public sector; nationalisation vs. privatization.</i> <p>Sources: <i>Main: 1, 2, 5</i> <i>Additional: 1, 2, 3, 6, 8</i> <i>Internet: 1, 7, 12</i></p>		
	<p style="text-align: center;">Further work</p> <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • improving the students' knowledge level through a variety of exercises • usage of idioms and set phrases. <p>Grammar Revision:</p> <ul style="list-style-type: none"> • drilling the grammar skills in using the Present Simple and the Present Continuous, the Past Simple and Past Continuous Tenses • the tenses compared and contrasted. <p>Writing:</p> <ul style="list-style-type: none"> • about your future job: advantages and disadvantages; "Is one's job for pleasure or for earning money" • selecting important information • finding a proper description • planning an answer • an introduction and the conclusion. <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 6, 8, 9, 12</i> <i>Internet: 1, 6, 12</i></p>	2 ho urs	1
<ul style="list-style-type: none"> • To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases. • Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases. 	<p style="text-align: center;">Lesson 5</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision</p> <p>Reading Ownership</p> <ul style="list-style-type: none"> • reading for specific information about different forms of ownership • guessing unknown words and expressions from the context <p>Vocabulary Describing companies developing key vocabulary used to describe different ways businesses are owned and organized</p> <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 6, 8</i> <i>Internet: 1, 6, 9, 12</i></p>	2 ho urs	2
	<p style="text-align: center;">Further work</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • use of prepositions • <i>to find or to found / debt or liability / firm or partnership / a franchise / a sole trader</i> • <i>to sell of</i> <p>Speaking</p> <ul style="list-style-type: none"> • giving full answers to the questions about principles of business classification 		

	<ul style="list-style-type: none"> • making comparison • supporting a view with reasons • giving details <p>Grammar Review Present Perfect Simple</p> <ul style="list-style-type: none"> • the tense is compared and contrasted • developing knowledge through a variety of exercises <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 6, 8</i> <i>Internet: 1, 6, 12</i></p>	3 ho urs	1
<ul style="list-style-type: none"> • To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases. • Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases. 	<p style="text-align: center;">Lesson 6</p> <p style="text-align: center;">In-class activity</p> <p style="text-align: center;">Topic: “Public Limited Companies”</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • grammar and phonetics drills • test “True (T) or False (F)”. <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • topical speaking about “Ownership”. <p>Comprehension Speaking (in pairs): “Ownership”</p> <ul style="list-style-type: none"> • supporting one’s view with one’s reasons, if it is better to work in: <i>a sole proprietorship, a partnership, a private limited company, a public limited company</i> • topical speaking (in groups of three), improving the students’ vocabulary knowledge through rendering the advantages and disadvantages of working in a private or a state-owned (<i>public</i>) company • expressing one’s own ideas and arguments to encourage people to start a business. <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • improving the key vocabulary through a variety of exercises • using idioms and /or set phrases • drilling terms to learn better the topic “Ownership” <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 6, 8, 9,</i> <i>Internet: 1, 6, 10, 12</i></p>	2 ho urs	2
	<p style="text-align: center;">Further work</p> <p>Grammar Revision:</p> <ul style="list-style-type: none"> • The Present Perfect Tense • drilling the grammar skills in using the Past Perfect Tense. <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • improving the students’ knowledge level through rendering a small family-run business • for consumers/clients • for business owners • for employees. <p>Writing:</p> <ul style="list-style-type: none"> • comment on the following “Genius without education is like 	2 ho urs	1

	<p>silver in the mine” (<i>Franklin</i>)</p> <ul style="list-style-type: none"> • planning an answer • writing an introduction and the conclusion • summarising ideas. <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 6, 8</i> <i>Internet: 1, 6, 12</i></p>		
<ul style="list-style-type: none"> • To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases. • Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases. 	<p style="text-align: center;">Lesson 7 In-class activity</p> <p>Starting up Homework revision</p> <p>Reading Business Relationship</p> <ul style="list-style-type: none"> • reading for specific information about different business relationship • guessing unknown words and expressions from the context <p>Vocabulary Describing companies developing key vocabulary used to describe different business relationship</p> <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 6, 8, 9, 12</i> <i>Internet: 1, 6, 12</i></p>	2 ho urs	2
	<p style="text-align: center;">Further work</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • use of prepositions • <i>to carry something out / to rise or to raise</i> • <i>a parent company / a sister company / a group / a joint venture / a conglomerate / a consortium / a subsidiary / an associated company</i> <p>Speaking 1</p> <ul style="list-style-type: none"> • giving full answers to the questions about business relationship • making comparison • supporting a view with reasons • giving details <p>Speaking 2</p> <ul style="list-style-type: none"> • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparisons • understanding the meaning of idioms <p>Grammar Review Present Perfect Continuous</p> <ul style="list-style-type: none"> • the tense is compared and contrasted • developing knowledge through a variety of exercises <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 6, 8</i> <i>Internet: 1, 6, 12</i></p>	3 ho urs	1
<ul style="list-style-type: none"> • To know: the lexical vocabulary, 	<p style="text-align: center;">Lesson 8 In-class activity Topic: “Joint Ventures”</p>		

<p>the grammar patterns, the idioms, the phrases.</p> <ul style="list-style-type: none"> • Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases. 	<p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • grammar and phonetics drills • test “True (T) or False (F)”. <p>Starting-up:</p> <ul style="list-style-type: none"> • home assignment revision • topical speaking (<i>in group of three</i>) about a business relationship company (<i>a holding company, an associated company, a subsidiary company, etc.</i>). <p>Comprehension Speaking (in pairs): Business Relationship:</p> <ul style="list-style-type: none"> • improving the students’ vocabulary awareness through rendering <i>a parent company, a sister company, a joint company, a conglomerate</i> • rendering companies (<i>in groups of three</i>) of different relationship • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparisons • comprehension of idiomatic meanings. <p>Vocabulary revision:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Business relationship”: • improving the students’ lexical awareness • new phrasal verbs used for business. <p>Grammar Revision: The Present Perfect Continuous Tense:</p> <ul style="list-style-type: none"> • drilling skills in using the Present Perfect Continuous • the tense compared and contrasted • improving the grammar knowledge level through a variety of exercises. <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 6, 8</i> <i>Internet: 1, 6, 12</i></p>	2 ho urs	2
	<p style="text-align: center;">Further work</p> <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Business relationship” • comprehension of idiomatic meanings • comprehension of the meaning of set phrases. <p>Comprehension Speaking:</p> <ul style="list-style-type: none"> • supporting one’s view with his or her reasons • giving full answers to the questions about business relationship • making comparisons • giving details • usage of prepositions. <p>Grammar Revision: The Present Perfect Continuous Tense:</p> <ul style="list-style-type: none"> • drilling the grammar skills • improving the grammar knowledge level through a variety of 	2 ho urs	1

	<p>exercises.</p> <p>Writing:</p> <ul style="list-style-type: none"> • about the advantages and disadvantages of a business relationship company • planning an answer • an introduction and the conclusion • comparing and contrasting. <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 6, 8</i> <i>Internet: 6, 12</i></p>		
<ul style="list-style-type: none"> • To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases. • Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases. 	<p style="text-align: center;">Lesson 9</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision</p> <p>Reading Companies` Restructuring</p> <ul style="list-style-type: none"> • reading for specific information about different forms of companies` restructuring • guessing unknown words and expressions from the context <p>Vocabulary Describing companies developing key vocabulary used to describe different ways companies can be restructured</p> <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 7, 8</i> <i>Internet: 6, 12</i></p>	2 ho urs	2
	<p style="text-align: center;">Further work</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • use of prepositions • <i>to learn / to find out / to take something over</i> • <i>a hostile takeover / a friendly takeover / a buyout / a merger / an acquisition</i> <p>Speaking 1</p> <ul style="list-style-type: none"> • giving full answers to the questions about companies` restructuring • making comparison • supporting a view with reasons • giving details <p>Speaking 2</p> <ul style="list-style-type: none"> • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparisons • understanding the meaning of idioms <p>Grammar Review Past Perfect Simple</p> <ul style="list-style-type: none"> • the tense is compared and contrasted • developing knowledge through a variety of exercises <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 7, 8</i> <i>Internet: 6, 11, 12</i></p>	3 ho urs	1

<ul style="list-style-type: none"> • To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases. • Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases. 	Lesson 10 In-class activity Topic: “A friendly Takeover”		
	<p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • grammar and phonetics drills • test “True (T) or False (F)”. <p>Starting-up: home assignment revision:</p> <ul style="list-style-type: none"> • topical speaking (<i>in pairs</i>) about the advantages and disadvantages of companies’ restructuring, “<i>a friendly takeover</i>” • drilling the new terms to learn better the topic under study • companies’ buyout • comprehension of the meaning of the new word-combinations <i>white night, poison pill</i>. <p>Comprehension Speaking: Rendering the topic (<i>in pairs</i>) “Companies’ restructuring”:</p> <ul style="list-style-type: none"> • improving the students’ vocabulary awareness through rendering the advantages and disadvantages of companies’ restructuring (<i>in groups of three</i>) • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparisons • comprehension of idiomatic meanings • usage of prepositions. <p>Grammar Revision: The Past Perfect Continuous Tense:</p> <ul style="list-style-type: none"> • drilling the grammar skills in using the Past Perfect Continuous • the tense compared and contrasted • improving the students’ grammar knowledge through a variety of exercises. <p>Sources: <i>Main:</i> 1, 2 <i>Additional:</i> 1, 2, 3, 7, 8 <i>Internet:</i> 6, 7, 10, 12</p>	2 ho urs	2
	Further work		
	<p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Companies’ restructuring” • comprehension of idiomatic meanings • comprehension of set phrases meanings. <p>Comprehension Speaking (<i>in pairs</i>):</p> <ul style="list-style-type: none"> • comment on the following: “Select morality is not morality” (<i>Thomas Sowell</i>) • making comparisons • supporting one’s view with one’s own reasons • giving details. <p>Grammar Revision: The Past Perfect Continuous Tense:</p> <ul style="list-style-type: none"> • drilling the students’ grammar skills in using the Past Perfect 	2 ho urs	1

	<p>Continuous</p> <ul style="list-style-type: none"> improving the students' grammar knowledge through a variety of exercises. <p>Writing: <i>Advantages and disadvantages of a company's restructuring:</i></p> <ul style="list-style-type: none"> planning an answer writing an introduction and the conclusion comparing and contrasting summarising ideas. <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 2, 3, 7, 8, 9, 12</i> <i>Internet: 6, 7, 9, 10, 11, 12</i></p>		
<ul style="list-style-type: none"> To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases. Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases. 	<p style="text-align: center;">Lesson 11 In-class activity</p> <p>Starting up Homework revision</p> <p>Reading Organizational Structure</p> <ul style="list-style-type: none"> reading for specific information about different organizational structures guessing unknown words and expressions from the context <p>Vocabulary Describing companies developing key vocabulary about organizational structure</p> <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 7, 8</i> <i>Internet: 6, 12</i></p>	2 ho urs	2
	<p style="text-align: center;">Further work</p> <p>Vocabulary</p> <ul style="list-style-type: none"> use of prepositions testing study the organizational chart <p>Speaking 1</p> <ul style="list-style-type: none"> giving full answers to the questions organizational structure making comparison supporting a view with reasons giving details about different management levels <p>Speaking 2</p> <ul style="list-style-type: none"> giving or seeking personal views and opinions giving reasons expressing preferences making comparisons understanding the meaning of idioms <p>Grammar Review Past Perfect Continuous</p> <ul style="list-style-type: none"> the tense is compared and contrasted developing knowledge through a variety of exercises <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 7, 8, 9, 12</i> <i>Internet: 6, 12</i></p>	3 ho urs	1

<ul style="list-style-type: none"> • To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases. • Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases. 	<p style="text-align: center;">Lesson 12</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision</p> <p>Speaking Talking in general about business organization</p> <ul style="list-style-type: none"> • making short speech on business topics learn about <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1,2, 3,6, 7, 8, 9, 12</i> <i>Internet: 1,4, 6,7, 12</i></p>	2 ho urs	6
	<p style="text-align: center;">Further work</p> <p>Module test preparation Vocabulary and Grammar Review</p> <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1,2, 3,6, 7, 8, 9, 12</i> <i>Internet: 1,4, 6,7,</i></p>	3 ho urs	-
<ul style="list-style-type: none"> • To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases. • Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases. 	<p style="text-align: center;">Lesson 13</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision.</p> <p>Writing Module Test</p> <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1,2, 3,6, 7, 8</i> <i>Internet: 1,4, 6,7</i></p>	2 ho urs	10
	<p style="text-align: center;">Further work</p> <p>Revision of information and knowledge</p> <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1,2, 3,6, 7, 8</i> <i>Internet: 1,4, 6,7</i></p>	3 ho urs	
<ul style="list-style-type: none"> • To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases. • Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases. 	<p style="text-align: center;">Lesson 14</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Module Control Results Analysis</p> <p>Reading Employment</p> <ul style="list-style-type: none"> • reading for specific information about employment • guessing unknown words and expressions from the context <p>Vocabulary Describing people`s jobs</p> <ul style="list-style-type: none"> • developing key vocabulary used to describe different people`s jobs • understanding preposition <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 8, 9</i> <i>Internet: 6,7, 11, 12</i></p>	2 ho urs	2
	<p style="text-align: center;">Further work</p> <p>Vocabulary Understanding the meaning</p> <ul style="list-style-type: none"> • <i>personal or personnel</i> • <i>to report to somebody</i> 		

	<p>Speaking</p> <ul style="list-style-type: none"> • giving full answers to the questions organizational structure • giving details about different jobs • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparisons • understanding the meaning of idioms <p>Grammar Revision Developing knowledge of Present Tenses through a variety of tasks</p> <p>Sources: <i>Main:</i> 1, 2 <i>Additional:</i> 1, 3, 8, 9, 12 <i>Internet:</i> 6,7, 12</p>	3 ho urs	1
<ul style="list-style-type: none"> • To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases. • Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases. 	<p style="text-align: center;">Lesson 15 In-class activity Topic “A Dream Job”</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • grammar and phonetics drills • test “True (T) or False (F)” (<i>T/F Test</i>). <p>Starting-up: home assignment revision: usage of prepositions</p> <ul style="list-style-type: none"> • topical speaking about <i>a well-paid</i> and <i>a bad-paid job</i> • rendering (<i>in pairs</i>) the notions, <i>a dream job</i> and <i>a world job</i> • making comparisons • supporting a view with reasons • giving details. <p>Comprehension Speaking (in pairs):</p> <ul style="list-style-type: none"> • about advantages and disadvantages of “a lovely” job • about your personal idea of an ideal job (using the words and word-combinations like <i>challenge, opportunity, independence, encourages thinking and development, connected with travelling</i> • comment on the following: “A man, who wants to do something, will find a way; a man, who doesn’t, will find an excuse” (<i>Stephen Dolley</i>) • comment on why work plays a major role in most people’s lives and so they stay on the job • using idioms and set phrases • usage of prepositions. <p>Sources: <i>Main:</i> 1, 2 <i>Additional:</i> 1, 3, 7, 8, 9, 12 <i>Internet:</i> 6,7, 9, 12</p>	2 ho urs	2
	<p style="text-align: center;">Further work</p> <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • drilling the new terms to learn better the topic “Employment” • differentiation between the meanings of confusing words • usage of prepositions. <p>Grammar Revision: The Present Simple and Present Continuous Tenses</p> <ul style="list-style-type: none"> • the grammar rules for using the said verbal tense-forms; 		

	<ul style="list-style-type: none"> improving the students' grammar knowledge through a variety of tasks usage of the grammar rule for dealing with practical grammar exercises. <p>Writing: "Advantages and disadvantages of one's future job"</p> <ul style="list-style-type: none"> planning an answer an introduction and the conclusion summarising ideas. <p>Sources: <i>Main:</i> 1, 2 <i>Additional:</i> 1, 3, 7, 8, 9, 12 <i>Internet:</i> 6,7, 9, 12</p>	3 ho urs	1
<ul style="list-style-type: none"> To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases. Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases. 	<p style="text-align: center;">Lesson 16</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision</p> <p>Reading Human Resources</p> <ul style="list-style-type: none"> reading for specific information about human resources and different job titles guessing unknown words and expressions from the context <p>Vocabulary Developing key through a variety of tasks</p> <ul style="list-style-type: none"> understanding the meaning word formation matching <p>Sources: <i>Main:</i> 1, 2 <i>Additional:</i> 1, 3, 7, 8, 9, 12 <i>Internet:</i> 6,7, 9, 12</p>	2 ho urs	2
	<p style="text-align: center;">Further work</p> <p>Vocabulary Understanding the meaning</p> <ul style="list-style-type: none"> <i>employer / employee</i> <p>Speaking</p> <ul style="list-style-type: none"> giving full answers to the questions about human resources giving details about different jobs giving or seeking personal views and opinions giving reasons expressing preferences making comparisons understanding the meaning of idioms <p>Grammar Revision Developing knowledge of Past Tenses through a variety of tasks</p> <p>Sources: <i>Main:</i> 1, 2 <i>Additional:</i> 1, 3, 7, 8, 9, 12 <i>Internet:</i> 6,7, 9, 12</p>	3 ho urs	1
<ul style="list-style-type: none"> To know: the lexical vocabulary, the grammar patterns, the idioms, the 	<p style="text-align: center;">Lesson 17</p> <p style="text-align: center;">Topic: "The Human Resources at Enterprises and in Different Sectors of the Economy"</p> <p style="text-align: center;">In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> listening to the text or teacher's information 		

<p>phrases.</p> <ul style="list-style-type: none"> • Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases. 	<ul style="list-style-type: none"> • grammar and phonetics drills • test “True (T) or False (F)”. <p>Starting-up: home assignment revision:</p> <ul style="list-style-type: none"> • planning an answer usage of prepositions • topical speaking (<i>in pairs</i>) about the human resources at enterprises and in different sectors of the economy • drilling the terms to learn better the topic under study • rendering the notions: <i>a boss, a leader, a partner</i> • supporting a view with reasons • giving details. <p>Comprehension Speaking::</p> <ul style="list-style-type: none"> • rendering (<i>in groups of three</i>) about human resources and their role in a company’s operation • the most important employer’s qualities • employer’s advantages and disadvantages in terms of the activity sphere of his business • using idioms and phrases • whose work is the most important in a company • giving reasons. <p>Sources: Main:1, 2 Additional: 1, 3, 7, 8, 9, Internet: 6,7, 9, 12</p>	2 ho urs	2
	<p style="text-align: center;">Further work</p> <p>Grammar Revision: improving the students’ grammar knowledge of the Past Tenses through a variety of tasks;</p> <ul style="list-style-type: none"> • the grammar rules • improving the students’ grammar awareness through a variety of tasks • grammar drills. <p>Sources: Main:1, 2 Additional: 1, 6, 7, 12 Internet: 12</p>	3 ho urs	1
<ul style="list-style-type: none"> • To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases. • Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases. 	<p style="text-align: center;">Lesson 18</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision Reading Recruitment Procedure</p> <ul style="list-style-type: none"> • reading for specific information about human resources and different job titles • guessing unknown words and expressions from the context <p>Vocabulary Developing key vocabulary through a variety of tasks</p> <ul style="list-style-type: none"> • understanding the meaning <i>to employ / to recruit / to hire</i> • use of prepositions <p>Sources: Main:1, 2 Additional: 1, 3, 7, 8, 9, Internet: 6,7, 9, 12</p>	2 ho urs	2

	<p style="text-align: center;">Further work</p> <p>Speaking</p> <ul style="list-style-type: none"> • giving full answers to the questions about recruitment procedure • giving details about different jobs • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparisons • understanding the meaning of idioms <p>Grammar Review Future Time</p> <ul style="list-style-type: none"> • the tenses are compared and contrasted • developing knowledge through a variety of exercises <p>Writing Job advertisement. Covering letter. CV</p> <ul style="list-style-type: none"> • introducing • expressing details • asking for information • describing <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 7, 8, 9,</i> <i>Internet: 6,7, 9, 12</i></p>	3 ho urs	1
<ul style="list-style-type: none"> • To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases. • Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases. 	<p style="text-align: center;">Lesson 19</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision</p> <p>Comprehension Speaking:</p> <ul style="list-style-type: none"> • giving full answers to the questions about the recruitment procedure • giving details about different jobs • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparisons • comprehension of idiomatic meanings. <p>Sources: <i>Main: 1, 2</i> <i>Additional: 3, 8, 9,</i> <i>Internet: 2, 9, 12</i></p>	2 ho urs	2
	<p style="text-align: center;">Further work</p> <p>Grammar Revision: the Future Simple and Future Continuous Tenses, the structures <i>to be going (to) / to be about (to)</i>:</p> <ul style="list-style-type: none"> • the tenses compared and contrasted • improving the students' grammar knowledge through a variety of tasks. <p>Writing: Job advertisement. A covering letter. CV.</p> <ul style="list-style-type: none"> • introducing oneself/somebody to somebody • expressing details • asking for information • rendering the personal characteristics for seeking a job. <p>Sources:</p>	3 ho urs	1

	<p><i>Main: 1, 2</i> <i>Additional: 1, 3, 7, 8, 9,</i> <i>Internet: 6, 7, 9, 12</i></p>		
<p>• To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases.</p> <p>• Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</p>	<p style="text-align: center;">Lesson 20 In-class activity</p> <p>Starting up Homework revision Reading Interviewing</p> <ul style="list-style-type: none"> • reading for specific information about different forms of interviewing • guessing unknown words and expressions from the context <p>Vocabulary Developing key vocabulary through a variety of tasks Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 7, 8, 9</i> <i>Internet: 6, 7, 9, 12</i></p>	2 ho urs	2
	<p style="text-align: center;">Further work</p> <p>Vocabulary Understanding the meaning</p> <ul style="list-style-type: none"> • use of prepositions • idioms • <i>power / strength</i> <p>Speaking</p> <ul style="list-style-type: none"> • giving full answers to the questions about interviewing • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparisons <p>Grammar Revision Developing knowledge of Future Continuous and Future Perfect through a variety of tasks the tenses are compared and contrasted Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 7, 8, 9</i> <i>Internet: 6, 7, 9, 12</i></p>	3 ho urs	1
<p>• To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases.</p> <p>• Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</p>	<p style="text-align: center;">Lesson 21 In-class activity Topic: “An Application Form”</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • grammar and phonetics drills • test “True (T) or False (F)”. <p>Starting-up: home assignment revision:</p> <ul style="list-style-type: none"> • topical speaking about <i>an application form, references, a job interview, a trial period, a personal test</i> • advantages and disadvantages of people choosing their own way in their life • personal qualities for making a good career in business • personal views and opinions • expressing preferences • making comparisons • comprehension of idiomatic meanings. 	2 ho urs	2

	<p>Comprehension Speaking (in pairs):</p> <ul style="list-style-type: none"> • making comparisons • comment on the following: “An employer generally gets the employees he deserves” • about the important factors in choosing one’s career: <i>money, job security, prospects, social aspects, status, opportunities for travelling, training</i> • the most important qualities of an employee • advantages and disadvantages in selecting an employee • using idioms and phrases • giving reasons. <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 7, 8, 9</i> <i>Internet: 1, 2, 6, 7, 9, 12</i></p>		
	<p style="text-align: center;">Further work</p> <p>Vocabulary Revision:</p> <ul style="list-style-type: none"> • improving the students’ key vocabulary through a variety of tasks • drilling the new terms to learn better the topic “Recruitment procedure” • comprehension of the meaning of confusing words • using prepositions and idioms. <p>Sources: <i>Main: 1, 2</i> <i>Additional: 2, 3, 8, 9</i> <i>Internet: 2, 6, 9, 10, 11, 12</i></p>	3 ho urs	1
<ul style="list-style-type: none"> • To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases. • Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases. 	<p style="text-align: center;">Lesson 22</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision</p> <p>Speaking Making Job Interview using questions</p> <ul style="list-style-type: none"> • working in pairs • revision of task <p>Reading Executive Pay</p> <ul style="list-style-type: none"> • reading for specific information about human resources and different job titles • guessing unknown words and expressions from the context <p>Vocabulary Developing key vocabulary through a variety of tasks</p> <p>Sources: <i>Main: 1, 2</i> <i>Additional: 2, 3, 8, 9</i> <i>Internet: 2, 6, 9, 10, 11, 12</i></p>	2 ho urs	2
	<p style="text-align: center;">Further work</p> <p>Vocabulary Understanding the meaning</p> <ul style="list-style-type: none"> • use of prepositions • idioms • <i>salary / income / pay / wage</i> <p>Speaking</p> <ul style="list-style-type: none"> • giving full answers to the questions about executive pay • giving or seeking personal views and opinions 	3	1

	<ul style="list-style-type: none"> • giving reasons • expressing preferences • making comparisons <p>Grammar Revision Developing knowledge of When and If Sentences through a variety of tasks</p> <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 6, 7, 8, 9, 12</i> <i>Internet: 2, 4, 9, 10, 11, 12</i></p>	hours	
<ul style="list-style-type: none"> • To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases. • Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases. 	<p style="text-align: center;">Lesson 23 In-class activity</p> <p>Warming-up:</p> <ul style="list-style-type: none"> • listening to the text or teacher’s information • grammar and phonetics drills • test “True (T) or False (F)”. <p>Starting-up: home assignment revision::</p> <ul style="list-style-type: none"> • topical speaking (<i>in pairs</i>) about forms of interviewing • improving the students’ key vocabulary for rendering job advertisements and people companies: <i>self-starters, proactive, self-motivated, methodical, systematic and organized, computer-literate, numerate, talented, team-players</i> • supporting a view with reasons • expressing preferences • making comparisons • comprehension of idiomatic meanings. <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 6, 7, 8, 9, 12</i> <i>Internet: 2, 4, 9, 10, 11, 12</i></p>	2 hours	1
	<p style="text-align: center;">Further work</p> <p>Comprehension Reading: «Interviewing”</p> <ul style="list-style-type: none"> • reading for obtaining specific information about different organizational structures • comprehension of the meaning of the new words in the text • guessing the meaning of new idioms and expressions on a base of the textual context • grasping the ideas of the text. <p>Grammar Revision: The Future Continuous and Future Perfect Tenses</p> <ul style="list-style-type: none"> • improving the students’ grammar knowledge through a variety of tasks • the grammar rules • grammar drills • the tenses compared and contrasted. <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 9, 12</i> <i>Internet: 10, 11, 12</i></p>	3 hours	1
<ul style="list-style-type: none"> • To know: the lexical 	<p style="text-align: center;">Lesson 24 In-class activity</p> <p>Starting up Homework revision</p>		

<p>vocabulary, the grammar patterns, the idioms, the phrases.</p> <p>• Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</p>	<p>Reading Leaving a job</p> <ul style="list-style-type: none"> • reading for specific information about different forms of interviewing • guessing unknown words and expressions from the context <p>Vocabulary Developing key vocabulary through a variety of tasks</p> <p>Sources: <i>Main: 1, 2</i> <i>Additional: 3, 9, 12</i> <i>Internet: 2, 4, 9, 10, 11, 12</i></p>	2 ho urs	1
	<p style="text-align: center;">Further work</p> <p>Vocabulary Understanding the meaning</p> <ul style="list-style-type: none"> • use of prepositions • idioms • <i>to step down / to resign</i> <p>Speaking</p> <ul style="list-style-type: none"> • giving full answers to the questions about executive pay • giving or seeking personal views and opinions • giving reasons • expressing preferences • making comparisons <p>Grammar Revision Grammar Progress Test</p> <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 6, 7, 9, 12</i> <i>Internet: 2, 4, 9, 10, 11, 12</i></p>	3 ho urs	1
<p>• To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases.</p> <p>• Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</p>	<p style="text-align: center;">Lesson 25</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision</p> <p>Speaking Talking in general about business topics given above making short speech on business topics learn about</p> <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 2, 3, 6, 7, 9, 12</i> <i>Internet: 2, 4, 9, 10, 11, 12</i></p>	2 ho urs	3
	<p style="text-align: center;">Further work</p> <p>Module test preparation</p> <p>Vocabulary and Grammar Review</p> <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 2, 3, 6, 7, 9, 12</i> <i>Internet: 2, 4, 9, 10, 11, 12</i></p>	4 ho urs	-
<p>• To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases.</p> <p>• Skills:</p>	<p style="text-align: center;">Lesson 26</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision</p> <p>Module test preparation</p> <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 2, 3, 6, 7, 9, 12</i> <i>Internet: 2, 4, 9, 10, 11, 12</i></p>	2 ho urs	2
	<p style="text-align: center;">Further work</p>		

usage the lexical vocabulary, grammar patterns, the idioms, the phrases.	Vocabulary and grammar review Review of Business Topics Sources: <i>Main: 1, 2</i> <i>Additional: 1, 2, 3, 6, 7, 9, 12</i> <i>Internet: 2, 4, 9, 10, 11, 12</i>	4 ho urs	-
<ul style="list-style-type: none"> To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases. Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases. 	<p style="text-align: center;">Lesson 27</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision.</p> <p>Writing Module Control</p> <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 2, 3, 6, 7, 9, 12</i> <i>Internet: 2, 4, 9, 10, 11, 12</i></p>	2 ho urs	10
usage the lexical vocabulary, grammar patterns, the idioms, the phrases.	<p style="text-align: center;">Further work</p> <p>Revision of information and knowledge</p> <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 2, 3, 6, 7, 9, 12</i> <i>Internet: 2, 4, 9, 10, 11, 12</i></p>	4 ho urs	-
<ul style="list-style-type: none"> To know: the lexical vocabulary, the grammar patterns, the idioms, the phrases. Skills: usage the lexical vocabulary, grammar patterns, the idioms, the phrases. 	<p style="text-align: center;">Lesson 28</p> <p style="text-align: center;">In-class activity</p> <p style="text-align: center;">Topic: “Presentation on Business Topics”</p> <p>Comprehension Speaking: <i>A short rehearsed presentation:</i></p> <ul style="list-style-type: none"> making short presentation on business topic learnt before improving the grammar and vocabulary skills through demonstrating a short presentation on the learned business topics brainstorming ideas summarizing ideas. <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 2, 3, 6, 7, 9, 12</i> <i>Internet: 2, 4, 9, 10, 11, 12</i></p>	2 ho urs	5
	Усього <i>Аудиторна робота</i> <i>Самостійна робота</i>	13 5 56 79	10 0

І курс II-й семестр
Формування базової іноземномовної компетентності у сфері економіки і бізнесу

To know: lexical vocabulary	<p style="text-align: center;">Lesson 1</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Course Structure Explanation</p> <p>Reading text “Customers, Consumers and Clients” -reading for specific information</p>	2	
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<p>To know: lexical vocabulary the grammar patterns, the idioms, the phrases.</p> <p>To be able: use lexical vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<p>Reading text “Products, Goods and Services” -reading for specific information -guessing the contextual meaning of the unknown words and expressions from the text</p> <p>Vocabulary - using lexical vocabulary while doing exercises -developing key vocabulary through a variety of tasks</p> <p>Listening Products. Launching the product -answer the questions -test “True (T) or False (F)</p> <p style="text-align: center;">Further work</p> <p>Vocabulary Describing Different kinds of products, goods and services Developing key vocabulary while doing exercises and tasks</p> <p>Speaking -giving full answers to the questions -making comparisons -supporting a view with reasons giving details</p> <p>Список рекомендованих джерел: Основний: 1,2 Додатковий:1,6,7 Інтернет-ресурси:3,5</p>	4	
<p>To know: lexical vocabulary the grammar patterns, the idioms, the phrases.</p> <p>To be able: use lexical vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<p style="text-align: center;">Lesson 6 In-class activity</p> <p>Starting up Homework revision</p> <p>Vocabulary Understanding the meaning -to succeed/ to manage/ to cope -to roll something out -use of prepositions -business idioms</p> <p>Speaking Developing skills through a variety of tasks -summing up products and services/ different kinds of goods -giving full answers - giving details</p> <p>Grammar Review The Passive Voice (Perfect) -the sentences are compared and contrasted -developing knowledge through a variety of exercises.</p> <p style="text-align: center;">Further work</p> <p>Speaking <i>Preparing to the presentation of the topic</i> The importance of product knowledge for sales staff</p> <p>Writing -notes for a short presentation -comment “If you wish to know what a man is, place him in authority”</p> <p>Grammar Progress Test (Passive Voice)</p> <p>Список рекомендованих джерел: Основний: 1,2,4,5 Додатковий: 1,2,6,7 Інтернет-ресурси:3,5,6</p>	2	
<p>To know:</p>	<p style="text-align: center;">Lesson 7 In-class activity</p> <p>Starting up Homework revision</p>	2	

<p>lexical vocabulary the grammar patterns, the idioms, the phrases.</p> <p>To be able: use lexical vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<p>Reading text “Costs. Assets and Liabilities”</p> <ul style="list-style-type: none"> -reading for specific information -guessing the contextual meaning of the unknown words and expressions from the text <p>Vocabulary</p> <ul style="list-style-type: none"> - using lexical vocabulary while doing exercises -developing key vocabulary through a variety of tasks <p style="text-align: center;">Further work</p> <p>Vocabulary Describing different kinds costs, assets and liabilities Developing key vocabulary while doing exercises and tasks</p> <p>Speaking Developing skills while doing exercises and tasks</p> <ul style="list-style-type: none"> -giving full answers to the questions -making comparisons -supporting a view with reasons giving details -completetheparagraph <p>Список рекомендованих джерел: Основний: 1,2,4 Додатковий: 1,6,7 Інтернет-ресурси:2,4</p>	3	
<p>To know: lexical vocabulary the grammar patterns, the idioms, the phrases.</p> <p>To be able: use lexical vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<p style="text-align: center;">Lesson 14 In-class activity</p> <p>Starting up Homework revision</p> <p>Vocabulary Understanding the meaning</p> <ul style="list-style-type: none"> -price/ worth/ cost/ value -to cut back (on something) - use of prepositions -business idioms <p>Speaking Developing skills through a variety of tasks.</p> <ul style="list-style-type: none"> -summarizing - using relevant vocabulary <p>Grammar Review Reported Questions. Request. Orders</p> <ul style="list-style-type: none"> -the sentences are compared and contrasted - developing knowledge through a variety of exercises. <p style="text-align: center;">Further work</p> <p>Speaking <i>Preparing to the presentation of the topic</i> Costs. Assets and Liabilities</p> <p>Writing</p> <ul style="list-style-type: none"> -notes for a short presentation -comment “ A small debt produces a debtor, a large one an enemy” <p>Список рекомендованих джерел: Основний: 1,2,4 Додатковий: 1,2,5 Інтернет-ресурси:2,4,6</p>	2	3
<p>To know: lexical vocabulary</p>	<p style="text-align: center;">Lesson 15 In-class activity</p> <p>Starting up Homework revision</p> <p>Reading text “Raising Finance”</p> <ul style="list-style-type: none"> -reading for specific information 	2	

<p>the grammar patterns, the idioms, the phrases.</p> <p>To be able: use lexical vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<p>-guessing the contextual meaning of the unknown words and expressions from the text</p> <p>Vocabulary Developing key vocabulary through a variety of tasks</p> <ul style="list-style-type: none"> -matching -filling in gaps - using lexical vocabulary <p>Further work</p> <p>Vocabulary Describing the ways of raising finance Developing key vocabulary while doing exercises and tasks</p> <p>Speaking</p> <ul style="list-style-type: none"> -giving full answers to the questions -making comparisons -supporting a view with reasons giving details <p>Список рекомендованих джерел: Основний: 1,2,5 Додатковий: 1,6,7 Інтернет-ресурси:1,3</p>	<p>4</p>	
<p>To know: lexical vocabulary the grammar patterns, the idioms, the phrases.</p> <p>To be able: use lexical vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<p style="text-align: center;">Lesson 16</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision</p> <p>Vocabulary Understanding the meaning</p> <ul style="list-style-type: none"> -to lend/ to borrow -to bring something in -use of prepositions -business idioms <p>Speaking Developing skills through a variety of tasks</p> <ul style="list-style-type: none"> -discuss in groups Which is more important for a business –its assets or liabilities -giving full answers - giving details -summarizing <p>Grammar Review First Conditional</p> <ul style="list-style-type: none"> -the sentences are compared and contrasted - developing knowledge through a variety of exercises. <p style="text-align: center;">Further work</p> <p>Speaking <i>Preparing to the presentation of the topic</i> The importance of raising finance for any compny</p> <p>Writing</p> <ul style="list-style-type: none"> -notes for a short presentation -comment “Finance is, as it were, the stomach of the country, from which all the other organs take their tone” (W. Gladstone) <p>Список рекомендованих джерел: Основний: 1,2,3 Додатковий: 1,2,5,6,7 Інтернет-ресурси:1,4,6</p>	<p>2</p> <p style="text-align: right;">4</p>	
	<p style="text-align: center;">Lesson 17</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision</p>	<p>2</p>	

<p>To know: lexical vocabulary the grammar patterns, the idioms, the phrases.</p> <p>To be able: use lexical vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<p><i>Reading</i> text “Financial Centres” -reading for specific information -guessing the contextual meaning of the unknown words and expressions from the text Vocabulary Developing key vocabulary through a variety of tasks -matching -filling in gaps - using lexical vocabulary through a variety of tasks Further work Vocabulary Describing the different kinds of financial centres Developing key vocabulary while doing exercises and tasks Speaking Financial Centres -giving full answers to the questions -making comparisons -supporting a view with reasons giving details Список рекомендованих джерел: Основний: 1,2,5 Додатковий: 1,6,7 Інтернет-ресурси:4,6</p>	4	
<p>To know: lexical vocabulary the grammar patterns, the idioms, the phrases.</p> <p>To be able: use lexical vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<p>Lesson 18 In-class activity</p> <p><i>Starting up</i> Homework revision Vocabulary Understanding the meaning -business terms -use of prepositions -business idioms Speaking Stock exchanges in Ukraine Developing skills through a variety of tasks. -giving full answers - giving details Grammar Review Second Conditional -the sentences are compared and contrasted - developing knowledge through a variety of exercises. Further work Speaking <i>Preparing to the presentation of the topic</i> The importance of Financial Centres Writing -notes for a short presentation -comment “The best entrepreneurs are risk avoiders. They identify the risk, and then take action to minimize the effects of it” (<i>Paul Hawken</i>) Список рекомендованих джерел: Основний: 1,2,3,4 Додатковий: 1,2,5,6,8 Інтернет-ресурси:2,4,6</p>	2	
	<p>Lesson 19 In-class activity</p> <p><i>Starting up</i> Homework revision Reading text “Investments” -reading for specific information -guessing the contextual meaning of the unknown words and expressions</p>	4	
<p>To know: lexical vocabulary</p>		2	

<p>vocabulary the grammar patterns, the idioms, the phrases.</p> <p>To be able: use lexical vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<p>-the sentences are compared and contrasted -developing knowledge through a variety of exercises.</p> <p>Speaking Developing skills through a variety of tasks. -discussion What is the only way of keeping track of company`s success or failure -giving personal views and opinions -giving additional information</p> <p>Listening The business cycle -answer the questions -test "True (T) or False (F)</p> <p style="text-align: center;">Further work</p> <p>Speaking <i>Preparing to the presentation of the topic</i> Financial Statements</p> <p>Writing -notes for a short presentation -comment "One can accumulate enough wealth to buy a golden bed, but one cannot buy sound sleep with money" (<i>Danial Arap Moi</i>)</p> <p>Список рекомендованих джерел: Основний: 1,2,4 Додатковий: 1,2,5,6,8 Інтернет-ресурси:2,4,6</p>	2	
<p>To know: lexical vocabulary the grammar patterns, the idioms, the phrases.</p> <p>To be able: use lexical vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<p style="text-align: center;">Lesson 24</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision Reading text "Bankruptcy" -reading for specific information -guessing the contextual meaning of the unknown words and expressions from the text</p> <p>Vocabulary Developing key vocabulary through a variety of tasks - using lexical vocabulary while doing exercises -matching -filling in gaps</p> <p style="text-align: center;">Further work</p> <p>Vocabulary Describing the different types of bankruptcy Developing key vocabulary while doing exercises and tasks</p> <p>Speaking Bankruptcy -giving full answers to the questions -making comparisons -supporting a view with reasons giving details -summarizing</p> <p>Список рекомендованих джерел: Основний: 1,2,5 Додатковий: 1,6,7,8 Інтернет-ресурси:4,6,7</p>	2 3	
<p>To know: lexical vocabulary the grammar</p>	<p style="text-align: center;">Lesson 25</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision Vocabulary Understanding the meaning - to wind something or itself up</p>	2	

<p>patterns, the idioms, the phrases.</p> <p>To be able: use lexical vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<p>- using the terms for completing the text</p> <ul style="list-style-type: none"> -prepositions -business idioms <p>Speaking Developing skills through a variety of tasks</p> <ul style="list-style-type: none"> -summing up Bankruptcy procedure <p>Grammar Review</p> <p>Modal Verbs (Ability. Permission)</p> <ul style="list-style-type: none"> -the sentences are compared and contrasted - developing knowledge through a variety of exercises. <p style="text-align: center;">Further work</p> <p>Speaking</p> <ul style="list-style-type: none"> -discussion in groups :Voluntary Bankruptcy -giving reasons -expressing preferences -making comparisons <p>Writing</p> <p>Modal Verbs. Ability. Permission.</p> <ul style="list-style-type: none"> -translate into English <p>Список рекомендованих джерел: Основний: 1,2,4,5 Додатковий: 1,2,6,7 Інтернет-ресурси: 3,4,6</p>	3	
<p>To know: lexical vocabulary the grammar patterns, the idioms, the phrases.</p> <p>To be able: use lexical vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<p style="text-align: center;">Lesson 26</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision</p> <p>Grammar Review</p> <p>Modal verbs. Ability. Permission.</p> <ul style="list-style-type: none"> -the sentences are compared and contrasted -developing knowledge through a variety of exercises. <p>Speaking Major activities of the firm since the day of the bankruptcy</p> <p>Developing skills through a variety of tasks</p> <ul style="list-style-type: none"> -giving personal views and opinions -giving additional information <p style="text-align: center;">Further work</p> <p>Speaking Bankruptcy</p> <p><i>Preparing to the presentation of the topic</i></p> <p>Writing</p> <ul style="list-style-type: none"> -notes for a short presentation -comment “ The shortest way to do many things is to only one thing at once” (<i>Samuel Smiles</i>) <p>Test 4</p> <p>Список рекомендованих джерел: Основний: 1,2,4 Додатковий: 1,2,5,6,7 Інтернет-ресурси: 3,4,6</p>	2	
	Тематичний модуль 5: “Бухгалтерський облік”		
<p>To know: lexical vocabulary the grammar</p>	<p style="text-align: center;">Lesson 27</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision</p> <p>Reading text “The Field of Accounting”</p> <ul style="list-style-type: none"> -reading for specific information -guessing the contextual meaning of the unknown words and expressions from the text 	2	

speaker, get necessary information from the text, express own point of view	-the sentences are compared and contrasted - developing knowledge through a variety of exercises. Further work Speaking The role of budgeting <i>Preparing to the presentation of the topic</i> Writing -notes for a short presentation Test 5 Список рекомендованих джерел: Основний: 1,2,4 Додатковий: 1,4,5,6 Інтернет-ресурси:4,5,6	4	
To know: lexical vocabulary the grammar patterns To be able: use lexical vocabulary, understand the speaker, get necessary information from the text, express own point of view	Lesson 34 In-class activity Starting up Homework revision Speaking The role of budgeting <i>-the presentation of the topic</i> -making comparisons -supporting a view with reasons giving details MODULE TEST	2	
	<i>Усього</i> <i>Аудиторна робота</i> <i>Самостійна робота</i>	180 68 112	

	II курс III семестр		
	Частина II. “Essential English of Psychology”		
To know: vocabulary, the grammar patterns, the phrases. To be able: To use vocabulary, understand the speaker, get necessary information	Lesson 1 In-class activity Topic “The Four Major Goals of Psychology” Starting up - Talking about psychology and why we need it Reading the text: The Four Major Goals of Psychology -reading for specific information -guessing the contextual meaning of the unknown words and expressions from the text Vocabulary Developing key vocabulary through a variety of tasks - using vocabulary while doing exercises -matching -filling in gaps	2	

<p>from the text, express own point of view</p>	<p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet: 2,3</i></p> <p style="text-align: center;">Further work</p> <p>Vocabulary: ideation, discrimination, conditioning, determinism, ageing etc. Developing key vocabulary while doing exercises and tasks</p> <p>Speaking -giving full answers to the questions -making comparisons -supporting a view with reasons giving details -true/false</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet: 2,3</i></p>	2	
<p>To know: The vocabulary the grammar patterns, the idioms, the phrases.</p> <p>To be able: To use the vocabulary, To express own point of view</p>	<p style="text-align: center;">Lesson 2 In-class activity</p> <p>Starting up Homework revision</p> <p>Grammar review -Second Conditional: Form and Use -The grammar structures are compared and contrasted; -developing knowledge through a variety of tasks: - gap filling, - finishing the sentences, - translating the sentences</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet: 2,3</i></p> <p style="text-align: center;">Further work</p> <p>Writing -what would you do if To write about an unlikely situation and its result</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 2, 3, 8</i> <i>Internet: 2,3</i></p>	2	
<p>To know: The vocabulary, the grammar patterns, the idioms, the</p>	<p style="text-align: center;">Lesson 3 In-class activity</p> <p>Starting up Homework revision</p> <p>Reading the article: “The Learning Styles Myth is Still Prevalent among educators – and it shows no sign going away” by Emily Reynolds</p>	2	

<p>phrases.</p> <p>To be able: use lexical vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<ul style="list-style-type: none"> - Gap filling - Matching - Comprehension questions <p>Speaking: Comment on the quotation: “The purpose of psychology is to give us a completely different idea of the things we know best” (Paul Valery) Developing skills through a variety of tasks.</p> <ul style="list-style-type: none"> -giving full answers - giving details -true/false - making dialogs <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet:1,2</i></p> <p style="text-align: center;">Further work</p> <p>Learning idioms Using a dictionary, familiarize with the following idioms</p> <ul style="list-style-type: none"> - To fall into place, to skim the surface, ahead of time, a daylight robbery, to see daylight <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet:</i></p>	2	
<p>To know: vocabulary, the grammar patterns, the phrases.</p> <p>To be able: To use vocabulary, understand the speaker, get necessary information from the text, express own point of</p>	<p style="text-align: center;">Lesson 4 In-class activity Topic “Cognitive Psychology. Cognition”</p> <p>Starting up</p> <ul style="list-style-type: none"> - Talking about cognition and practical approaches for cognitive research <p>Reading the text: Cognitive Psychology</p> <ul style="list-style-type: none"> -reading for specific information -guessing the contextual meaning of the unknown words and expressions from the text <p>Vocabulary Developing key vocabulary through a variety of tasks</p> <ul style="list-style-type: none"> - using vocabulary while doing exercises -matching -filling in gaps -translating the phrases <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet: 2,3</i></p>	2	

view	<p style="text-align: center;">Further work</p> <p>Vocabulary: cognitive learning, habit, deductive reasoning, incentive, sensory input, deprivation, cognitive map, cognitive dissonance</p> <p>Developing key vocabulary while doing exercises and tasks:</p> <ul style="list-style-type: none"> - Matching the words with their definitions; - Filling in the gaps; - Translating the phrases in the context <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet: 2,3</i></p>	2	
<p>To know: The grammar patterns, the idioms, the phrases.</p> <p>To be able: To use grammar structures independently</p>	<p style="text-align: center;">Lesson 5</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision</p> <p>Grammar review</p> <ul style="list-style-type: none"> -Third Conditional: Form and Use -The grammar structures are compared and contrasted; -developing knowledge through a variety of tasks: <ul style="list-style-type: none"> - gap filling, - finishing the sentences, - translating the sentences, - putting the verbs in the correct form <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 2, 3, 8</i> <i>Internet: 2,3</i></p> <p style="text-align: center;">Further work</p> <p>Writing</p> <p>-If you had followed my advice To write about possible situations in the past which didn't happen.</p> <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 2, 3, 8</i> <i>Internet: 2,3</i></p>	2	
<p>To know: The vocabulary, the grammar patterns, the idioms, the phrases.</p> <p>To be able:</p>	<p style="text-align: center;">Lesson 6</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision</p> <p>Reading the article: “How Well Do You Know Yourself?” By Emma Young</p> <ul style="list-style-type: none"> - Gap filling - Matching - Comprehension questions <p>Speaking:</p>	2	

<p>use lexical vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<p>Comment on the quotation: “Self-esteem occurs naturally when choose to live accordingly to reason and our own principles” (Nathaniel Branden)</p> <p>Developing skills through a variety of tasks.</p> <ul style="list-style-type: none"> -giving full answers - giving details -true/false - making dialogs <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet:1,2</i></p> <p style="text-align: center;">Further work</p> <p>Learning idioms Using a dictionary, familiarize with the following idioms</p> <ul style="list-style-type: none"> - Money to burn, grasp a shadow and miss a substance, to need work like a hole in the head, few and far between, go straight to the nitty-gritty. <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet:1,2</i></p>	2	
<p>To know: vocabulary, the grammar patterns, the phrases.</p> <p>To be able: To use vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<p style="text-align: center;">Lesson 7 In-class activity Topic “Sensation and Perception”</p> <p>Starting up</p> <ul style="list-style-type: none"> - Talking about definitions of sensation and perception and their difference <p>Reading the text: Sensation and Perception</p> <ul style="list-style-type: none"> -reading for specific information -guessing the contextual meaning of the unknown words and expressions from the text <p>Vocabulary Developing key vocabulary through a variety of tasks</p> <ul style="list-style-type: none"> - using vocabulary while doing exercises -matching -filling in gaps -translating the phrases <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet: 2,3</i></p> <p style="text-align: center;">Further work</p> <p>Vocabulary: perceptual constancy, receptors, extrasensory perception, sensorium, threshold, perceptual defence Developing key vocabulary while doing exercises and tasks:</p>	2	4

	<ul style="list-style-type: none"> - Matching the words with their definitions; - Filling in the gaps; - Translating the phrases in the context <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet: 2,3</i></p>		
<p>To know: The grammar patterns, the idioms, the phrases.</p> <p>To be able: To use grammar structures independently</p>	<p style="text-align: center;">Lesson 8</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision</p> <p>Grammar review</p> <ul style="list-style-type: none"> -Expressing Wishes and Regrets: Form and Use -The grammar structures are compared and contrasted; -developing knowledge through a variety of tasks: <ul style="list-style-type: none"> - gap filling, - finishing the sentences, - translating the sentences, - putting the verbs in the correct form <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 2, 3, 8</i> <i>Internet:2,3</i></p> <p style="text-align: center;">Further work</p> <p>Writing</p> <p>-I wish I had more free time. I wish I could To write about situations you would like to be different, but you can't change.</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1,2, 3, 8</i> <i>Internet:2,3</i></p>	2	
<p>To know: The vocabulary, the grammar patterns, the idioms, the phrases.</p> <p>To be able: use lexical vocabulary, understand the speaker, get</p>	<p style="text-align: center;">Lesson 9</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision</p> <p>Reading the article: People Around the World Make Similar Associations Between Colours and Emotions by Emma Young,</p> <ul style="list-style-type: none"> - Gap filling - Matching - Comprehension questions <p>Speaking: What information you could acquire by means of sensation process, what information perceptual process gives you. Developing skills through a variety of tasks.</p> <ul style="list-style-type: none"> -giving full answers 	2	

	<p><i>Additional: 1, 3, 8</i> <i>Internet: 2,3</i></p>		
<p>To know: The grammar patterns, the idioms, the phrases.</p> <p>To be able: To use grammar structures independent -tly</p>	<p style="text-align: center;">Lesson 11 In-class activity</p> <p>Starting up Homework revision</p> <p>Grammar review</p> <ul style="list-style-type: none"> -Modal verbs of ability and permission: Form and Use -The grammar structures are compared and contrasted; -developing knowledge through a variety of tasks: <ul style="list-style-type: none"> - gap filling, - finishing the sentences, - translating the sentences, - putting the verbs in the correct form <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 2, 3, 8</i> <i>Internet:2,3</i></p> <p style="text-align: center;">Further work</p> <p>Translation Translating the sentences with modal verbs from Ukrainian into English</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 2, 3, 8</i> <i>Internet:2,3</i></p>	2	
<p>To know: The vocabulary, the grammar patterns, the idioms, the phrases.</p> <p>To be able: use lexical vocabulary, understand the speaker, get necessary information from the text, express own point of</p>	<p style="text-align: center;">Lesson 12 In-class activity</p> <p>Starting up Homework revision</p> <p>Reading the article: Coping with Remote Working During Covid-19 by Emma Young</p> <ul style="list-style-type: none"> - Gap filling - Matching - Comprehension questions <p>Speaking: Describe your most pleasant/unpleasant dream, remembering emotions, expressing in your dreams. Developing skills through a variety of tasks.</p> <ul style="list-style-type: none"> -giving full answers - giving details - giving arguments <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i></p>	2	

view	<p><i>Internet:1,2</i></p> <p style="text-align: center;">Further work</p> <p><i>Learning idioms</i> Using a dictionary, familiarize with the following idioms</p> <ul style="list-style-type: none"> - To fill her shoes, to wheel and deal, under a cloud, to land on his feet. <p><i>Sources:</i> <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet:1,2</i></p>	2	
<p>To know: vocabulary, the grammar patterns, the phrases.</p> <p>To be able: To use vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<p style="text-align: center;">Lesson 13 In-class activity Topic “Learning and Memory.”</p> <p><i>Starting up</i> - Talking about learning and types of memory</p> <p><i>Reading</i> the text: Learning and Memory. -reading for specific information -guessing the contextual meaning of the unknown words and expressions from the text</p> <p><i>Vocabulary</i> Developing key vocabulary through a variety of tasks</p> <ul style="list-style-type: none"> - using vocabulary while doing exercises -matching -filling in gaps -translating the phrases <p><i>Speaking</i> -answering the questions to the text</p> <p><i>Sources:</i> <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet: 2,3</i></p> <p style="text-align: center;">Further work</p> <p><i>Vocabulary:</i> working memory, divergent thinking, iconic representation, stimulus-response learning. Developing key vocabulary while doing exercises and tasks:</p> <ul style="list-style-type: none"> - Matching the words with their definitions; - Filling in the gaps; - Translating the phrases in the context <p><i>Sources:</i> <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet: 2,3</i></p>	2	
<p>To know: The</p>	<p style="text-align: center;">Lesson 14 In-class activity</p> <p><i>Starting up</i> Homework revision</p> <p><i>Grammar review</i></p>	2	

<p>grammar patterns, the idioms, the phrases.</p> <p>To be able: To use grammar structures independently</p>	<p>-Modal verbs of obligation and necessity: Form and Use -The grammar structures are compared and contrasted; -developing knowledge through a variety of tasks: - gap filling, - finishing the sentences, - translating the sentences, - putting the verbs in the correct form</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 2, 3, 8</i> <i>Internet:2,3</i></p> <p style="text-align: center;">Further work</p> <p>Translation Translating the sentences with modal verbs from Ukrainian into English. Sources: <i>Main:1, 2</i> <i>Additional: 1, 2, 3, 8</i> <i>Internet:2,3</i></p>	2	
<p>To know: The vocabulary, the grammar patterns, the idioms, the phrases.</p> <p>To be able: use lexical vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<p style="text-align: center;">Lesson 15 In-class activity</p> <p>Starting up Homework revision Reading the article: People Who Want To Be More Empathic May Also Develop “Liberal” Moral Values by Emily Reynolds - Gap filling - Matching - Comprehension questions</p> <p>Speaking: Comment on the following: “Learning how to think more effectively is not difficult and can dramatically improve our ingenuity in solving problems.” Edward de Bono. Explain how to apply this quotation to your process of studying. Developing skills through a variety of tasks. -giving full answers - giving details - giving arguments for and against</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet:1,2</i></p> <p style="text-align: center;">Further work</p> <p>Learning idioms Using a dictionary, familiarize with the following idioms - To go far, to foot the bill, to hang my boots, to set your</p>	2	

	<p>mind on, to listen to reason.</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet:1,2</i></p>		
<p>To know: vocabulary, the grammar patterns, the phrases.</p> <p>To be able: To use vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<p style="text-align: center;">Lesson 16 In-class activity Topic “Personality Psychology.”</p> <p>Starting up - Talking about a variety of personality traits</p> <p>Reading the text: Personality Psychology. -reading for specific information -guessing the contextual meaning of the unknown words and expressions from the text</p> <p>Vocabulary Developing key vocabulary through a variety of tasks - using vocabulary while doing exercises -matching -filling in gaps -translating the phrases</p> <p>Speaking -answering the questions to the text</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet: 2,3</i></p> <p style="text-align: center;">Further work</p> <p>Vocabulary: sense of self, compulsive personality disorder, character defence, tendency, incorporation, creativity. Developing key vocabulary while doing exercises and tasks: - Matching the words with their definitions; - Filling in the gaps; - Translating the phrases in the context</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet: 2,3</i></p>	2	
<p>To know: The grammar patterns, the idioms, the phrases.</p>	<p style="text-align: center;">Lesson 17 In-class activity</p> <p>Starting up Homework revision</p> <p>Grammar review -Modal verbs of certainty, possibility and probability: Form and Use -The grammar structures are compared and contrasted; -developing knowledge through a variety of tasks: - gap filling,</p>	2	

	<i>Internet:1,2</i>		
<p>To know: vocabulary, the grammar patterns, the phrases.</p> <p>To be able: To use vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<p style="text-align: center;">Lesson 19 In-class activity Topic “Introversion and Extraversion.”</p> <p>Starting up - Talking about introverted and extraverted people and their personal traits.</p> <p>Reading the text: Introversion and Extraversion. -reading for specific information -guessing the contextual meaning of the unknown words and expressions from the text</p> <p>Vocabulary Developing key vocabulary through a variety of tasks - using vocabulary while doing exercises -matching -filling in gaps -translating the phrases</p> <p>Speaking -answering the questions to the text</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet: 2,3</i></p> <p style="text-align: center;">Further work</p> <p>Vocabulary: perfectionism, ego, ambivert, id, healthy identification, introjection, identity, superego. Developing key vocabulary while doing exercises and tasks: - Matching the words with their definitions; - Filling in the gaps; - Translating the phrases in the context</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet: 2,3</i></p>	2	
<p>To know: The grammar patterns, the idioms, the phrases.</p> <p>To be able: To use grammar</p>	<p style="text-align: center;">Lesson 20 In-class activity</p> <p>Starting up Homework revision</p> <p>Grammar review -Modal verbs with the perfect infinitive: form and use -The grammar structures are compared and contrasted; -developing knowledge through a variety of tasks: - gap filling, - finishing the sentences, - translating the sentences, - putting the verbs in the correct form</p> <p>Sources:</p>	2	

<p>structures independent -tly</p>	<p><i>Main:1, 2</i> <i>Additional: 1,2, 3, 8</i> <i>Internet:2,3</i></p> <p style="text-align: center;">Further work</p> <p>Translation Translating the sentences with modal verbs from Ukrainian into English.</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 2, 3, 8</i> <i>Internet:2,3</i></p>	2	
<p>To know: The vocabulary, the grammar patterns, the idioms, the phrases.</p> <p>To be able: use lexical vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<p style="text-align: center;">Lesson 21 In-class activity</p> <p>Starting up Homework revision</p> <p>Reading the article: We Feel Happier When Behaving More Extraverted Than Normal By Emily Reynolds</p> <ul style="list-style-type: none"> - Gap filling - Matching - Comprehension questions <p>Speaking: Discuss with your groupmates individual's common introversion traits versus common extraversion traits. What are your dominant traits? Developing skills through a variety of tasks.</p> <ul style="list-style-type: none"> -giving full answers - giving details - giving arguments for and against <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet:1,2</i></p> <p style="text-align: center;">Further work</p> <p>Learning idioms Using a dictionary, familiarize with the following idioms</p> <ul style="list-style-type: none"> - The cream of the crop, once in a blue moon, by her bootstraps, wide open, go broke. <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet:1,2</i></p>	2	
<p>To know: vocabulary,</p>	<p style="text-align: center;">Lesson 22 In-class activity</p> <p style="text-align: center;">Topic “Introduction to Social Psychology. Research Areas of Social Psychology.”</p>	2	

<p>the grammar patterns, the phrases.</p> <p>To be able: To use vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<p>Starting up - Talking about what social psychology studies.</p> <p>Reading the text: Introduction to Social Psychology. -reading for specific information -guessing the contextual meaning of the unknown words and expressions from the text</p> <p>Vocabulary Developing key vocabulary through a variety of tasks - using vocabulary while doing exercises -matching -filling in gaps -translating the phrases</p> <p>Speaking -answering the questions to the text</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet: 2,3</i></p> <p style="text-align: center;">Further work</p> <p>Vocabulary: displacement, inference, disposition, worldview, display, compromise, stereotype. Developing key vocabulary while doing exercises and tasks: - Matching the words with their definitions; - Filling in the gaps; - Translating the phrases in the context</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet: 2,3</i></p>	3	
<p>To know: The grammar patterns, the idioms, the phrases.</p> <p>To be able: To use grammar structures independent -tly</p>	<p style="text-align: center;">Lesson 23 In-class activity</p> <p>Starting up Homework revision</p> <p>Grammar review -Modal verbs: grammar progress test. - checking knowledge through a variety of tasks: - gap filling, - finishing the sentences, - translating the sentences, - putting the verbs in the correct form</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 2,3, 8</i> <i>Internet:2,3</i></p> <p style="text-align: center;">Further work</p> <p>Summing up Summing up and discussing test results</p>	2	2

	<p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 2,3, 8</i> <i>Internet:2,3</i></p>		
<p>To know: The vocabulary, the grammar patterns, the idioms, the phrases.</p> <p>To be able: use lexical vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<p style="text-align: center;">Lesson 24 In-class activity</p> <p>Starting up Homework revision Reading the article: Phone Calls Help Create Closer Bonds Than Texting by Emily Reynolds</p> <ul style="list-style-type: none"> - Gap filling - Matching - Comprehension questions <p>Speaking: Comment on the following: “Like all animals, humans are creatures shaped by their environment but we also have the ability to adjust or create new environments”. Developing skills through a variety of tasks.</p> <ul style="list-style-type: none"> -giving full answers - giving details - giving arguments for and against <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet:1,2</i></p> <p style="text-align: center;">Further work</p> <p>Learning idioms Using a dictionary, familiarize with the following idioms</p> <ul style="list-style-type: none"> - To be a whale at something, come to terms, set store, for my money, up to her neck. <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet:1,2</i></p>	2	
<p>To know: vocabulary, the grammar patterns, the phrases.</p> <p>To be able: To use</p>	<p style="text-align: center;">Lesson 25 In-class activity Topic “Research Areas of Social Psychology.”</p> <p>Starting up</p> <ul style="list-style-type: none"> - Talking about research methods in psychology. <p>Reading the text: Research Areas of Social Psychology.</p> <ul style="list-style-type: none"> -reading for specific information -guessing the contextual meaning of the unknown words and expressions from the text <p>Vocabulary Developing key vocabulary through a variety of tasks</p>	2	

<p>vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<p>- using vocabulary while doing exercises -matching -filling in gaps -translating the phrases Speaking -answering the questions to the text Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet: 2,3</i></p> <p style="text-align: center;">Further work</p> <p>Vocabulary: cohesiveness, detachment, self-awareness, prosocial behaviour, attachment, prejudice. Developing key vocabulary while doing exercises and tasks: - Matching the words with their definitions; - Filling in the gaps; - Translating the phrases in the context Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet: 2,3</i></p>	<p>2</p>
<p>To know: The grammar patterns, the idioms, the phrases.</p> <p>To be able: To use grammar structures independent -tly</p>	<p style="text-align: center;">Lesson 26</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision Grammar review -Comparison of adjectives: form and use -The grammar structures are compared and contrasted; -developing knowledge through a variety of tasks: - gap filling, - finishing the sentences, - translating the sentences, - putting the verbs in the correct form Sources: <i>Main:1, 2</i> <i>Additional: 1, 2,3, 8</i> <i>Internet:2,3</i></p> <p style="text-align: center;">Further work</p> <p>Make up sentences using the present perfect and a superlative adjective Sources: <i>Main:1, 2</i> <i>Additional: 1, 2,3, 8</i> <i>Internet:2,3</i></p>	<p>2</p> <p>2</p>
<p>To know: The vocabulary,</p>	<p style="text-align: center;">Lesson 27</p> <p style="text-align: center;">In-class activity</p> <p>Starting up Homework revision</p>	<p>2</p>

<p>the grammar patterns, the idioms, the phrases.</p> <p>To be able: use lexical vocabulary, understand the speaker, get necessary information from the text, express own point of view</p>	<p>Reading the article: How Feelings of Optimism Change as We Age by Emily Reynolds, - Gap filling - Matching - Comprehension questions</p> <p>Speaking: Discuss with your groupmates. Have you ever experienced the peer pressure? Give examples. Offer some advice each other how to protect yourselves against the aggressive and inappropriate peer pressure. Developing skills through a variety of tasks. -giving full answers - giving details - giving arguments for and against</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet:1,2</i></p> <p style="text-align: center;">Further work</p> <p>Learning idioms Using a dictionary, familiarize with the following idioms - Cook your own goose, to be a shark on, to bank on him, to touch all the bases.</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet:2,3</i></p>	2
<p>To know: vocabulary, the grammar patterns, the phrases.</p> <p>To be able: To use vocabulary, understand the speaker, get necessary information</p>	<p style="text-align: center;">Lesson 28 In-class activity</p> <p>Starting up - Talking about prosocial behaviour in social psychology.</p> <p>Speaking Sum up what you remember about the major topics that social psychologists investigate.</p> <p>Vocabulary Developing key vocabulary through a variety of tasks - using vocabulary while doing exercises -matching -filling in gaps -translating the phrases</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3, 8</i> <i>Internet: 2,3</i></p>	2

from the text, express own point of view	<p style="text-align: center;">Further work</p> <p>Vocabulary: self-esteem, disinhibition, bystander apathy, discrimination, conflict. Developing key vocabulary while doing exercises and tasks:</p> <ul style="list-style-type: none"> - Matching the words with their definitions; - Filling in the gaps; - Translating the phrases in the context <p>Sources: Main: 1, 2 Additional: 1, 3, 8 Internet: 2,3</p>	2	
	<p>Усього</p> <p>Аудиторна робота</p> <p>Самостійна робота</p>	116	
		56	
		60	

II курс IV семестр

Частина II. “Essential English of Psychology”

Topic “Developmental Psychology”			
Lesson 1			
In-class activity			
To know: lexical vocabulary	<p>Starting up – presenting the course outline for the 4-th term to the students</p> <p>Speaking - discussing the aims of studying and obligatory of learning lexical vocabulary for the future specialty</p> <p>Sources: Main: 1, 2 Additional: 1, 7 Internet: 1, 10, 12</p>	2	
• Skills: usage of grammar patterns and lexical vocabulary, communication			
To know: grammar rules and lexical vocabulary	<p style="text-align: center;">Lesson 2</p> <p style="text-align: center;">In-class activity</p> <p>Starting up</p> <p>Speaking – discussing the necessity of knowing Developmental Psychology</p> <p>Vocabulary -memorizing new words -drilling key vocabulary to know the topic better</p> <p>Reading: text “Developmental Psychology” - grasping the ideas of the text - explaining the meaning of new words on a base of the textual context</p> <p>Sources: Main: 1, 2 Additional: 1, 3,7 Internet: 1, 10, 12</p>	2	
• Skills: usage of grammar patterns and lexical vocabulary, finding necessary information in the text, communicating			

	Further work		
	<p>Vocabulary -memorizing new words -usage of vocabulary in discussing the text Sources: <i>Main:1, 2</i> <i>Additional: 1,3, 7</i> <i>Internet: 1, 10, 12</i></p>	2	
To know: grammar rules and lexical vocabulary • Skills: usage of grammar patterns and lexical vocabulary, communicating	Lesson 3 In-class activity		
	<p>Starting up -homework revision Vocabulary -memorizing new words -drilling key vocabulary to know the topic better Speaking – <i>discussing the text</i> -<i>answering the questions to the text</i> -<i>translating sentences from Ukrainian into English using lexical vocabulary</i> Sources: <i>Main:1, 2</i> <i>Additional: 1, 3,7</i> <i>Internet: 1, 10, 12</i></p>	2	
To know: lexical vocabulary and grammar rules • Skills: usage of lexical vocabulary and grammar patterns, understanding the audio text	Lesson 4 In-class activity		
	<p>Starting up Vocabulary - memorizing useful phrases for leaving a phone message -drilling these expressions Listening -the client leaving a phone message Grammar Revision - improving students’ knowledge of grammar rules - dealing with grammar tasks on comparison of Adverbs Sources: <i>Main:1, 2</i> <i>Additional: 1, 2,7,9</i> <i>Internet: 1, 10, 12</i></p>	2	
	Further work		
	<p>Grammar Revision - dealing with grammar tasks on the Comparisons of Adverbs Vocabulary -usage of idioms Speaking –<i>preparing the presentation of the topic</i> Sources: <i>Main:1, 2</i></p>	2	

	<p><i>Additional: 1, 2,7,9</i> <i>Internet: 1, 10, 12</i></p>		
<p>To know: grammar rules and lexical vocabulary</p> <p>• Skills: usage of lexical vocabulary and grammar patterns, understanding the audio text, giving the presentation</p>	<p style="text-align: center;">Lesson 5 In-class activity</p> <p>Starting up Vocabulary -memorizing useful phrases for giving an opinion and expressing agreement and disagreement with somebody’s point of view -drilling these expressions</p> <p>Listening -a speaker giving her opinion -a speaker expressing agreement /disagreement with someone’s opinion</p> <p>Speaking - presenting the topic Sources: <i>Main:1, 2</i> <i>Additional: 1,7,9</i> <i>Internet: 1, 10, 12</i></p>	2	
<p>To know: grammar rules and lexical vocabulary</p> <p>• Skills: usage of grammar patterns and lexical vocabulary, finding necessary information in the text, communicating</p>	<p style="text-align: center;">Topic “Industrial Organizational Psychology” Lesson 6 In-class activity</p> <p>Starting up Speaking –<i>discussing the meaning of Industrial Organizational Psychology</i></p> <p>Vocabulary -memorizing new words -drilling key vocabulary to know the topic better</p> <p>Reading: text “Industrial Organizational Psychology” - grasping the ideas of the text - explaining the meaning of the new words on a base of the textual context</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3,7</i> <i>Internet: 1, 10, 12</i></p>	2	
	<p style="text-align: center;">Further work</p> <p>Vocabulary -memorizing new words -usage of new words in discussing the text -usage of idioms</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1,3, 7</i></p>	2	

	<i>Internet: 1, 10, 12</i>		
To know: grammar rules and lexical vocabulary • Skills: usage of grammar patterns and lexical vocabulary, communicating	<p style="text-align: center;">Lesson 7 In-class activity</p> <p>Starting up -homework revision</p> <p>Vocabulary -memorizing new words -drilling key vocabulary to know the topic better</p> <p>Speaking – <i>discussing the text</i> -<i>answering the questions to the text</i> -<i>translating sentences from Ukrainian into English using lexical vocabulary</i></p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3,7</i> <i>Internet: 1, 10, 12</i></p>	2	
To know: lexical vocabulary and grammar rules • Skills: usage of lexical vocabulary and grammar patterns, understanding the audio text	<p style="text-align: center;">Lesson 8 In-class activity</p> <p>Starting up Vocabulary - memorizing useful phrases for describing psychological climate in the team -drilling these expressions</p> <p>Listening - speakers talking about psychological climate in their companies</p> <p>Grammar Revision - improving students’ knowledge of grammar rules - dealing with grammar tasks on the Infinitive</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 2,7,9</i> <i>Internet: 1, 10, 12</i></p>	2	
	<p style="text-align: center;">Further work</p> <p>Grammar Revision - dealing with grammar tasks on the Infinitive</p> <p>Vocabulary Review -revising lexical vocabulary on the topic</p> <p>Speaking -preparing the presentation of the topic</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 2,7,9</i> <i>Internet: 1, 10, 12</i></p>	2	
To know: grammar rules and lexical	<p style="text-align: center;">Lesson 9 In-class activity</p> <p>Starting up</p>	2	

<p>vocabulary</p> <ul style="list-style-type: none"> • Skills: <p>usage of lexical vocabulary and grammar patterns, understanding the audio text, giving the presentation</p>	<p>Vocabulary</p> <p>-memorizing useful phrases for managing a conversation -drilling these expressions</p> <p>Listening - speakers starting and ending a conversation</p> <p>Speaking - <i>presenting the topic</i></p> <p>Sources:</p> <p><i>Main: 1, 2</i> <i>Additional: 1, 7, 9</i> <i>Internet: 1, 10, 12</i></p>		
<p>To know: grammar rules and lexical vocabulary</p> <ul style="list-style-type: none"> • Skills: <p>usage of grammar patterns and lexical vocabulary, finding necessary information in the text, communicating</p>	<p style="text-align: center;">Topic “Psychology of Persuasion”</p> <p style="text-align: center;">Lesson 10</p> <p style="text-align: center;">In-class activity</p> <p>Starting up</p> <p>Speaking –<i>discussing cons and pros of persuasion as an attempt to influence other people</i></p> <p>Vocabulary</p> <p>-memorizing new words -drilling key vocabulary to know the topic better</p> <p>Reading: text “Psychology of Persuasion”</p> <p>- grasping the ideas of the text - explaining the meaning of the new words on a base of the textual context</p> <p>Sources:</p> <p><i>Main: 1, 2</i> <i>Additional: 1, 3, 7</i> <i>Internet: 1, 10, 12</i></p>	2	
	<p style="text-align: center;">Further work</p> <p>Vocabulary</p> <p>-memorizing new words -usage of new words in discussing the text</p> <p>Sources:</p> <p><i>Main: 1, 2</i> <i>Additional: 1, 3, 7</i> <i>Internet: 1, 10, 12</i></p>	2	
<p>To know: grammar rules and lexical vocabulary</p> <ul style="list-style-type: none"> • Skills: <p>usage of</p>	<p style="text-align: center;">Lesson 11</p> <p style="text-align: center;">In-class activity</p> <p>Starting up -homework revision</p> <p>Vocabulary</p> <p>-memorizing new words -drilling key vocabulary to know the topic better</p> <p>Speaking – <i>discussing the text</i></p>	2	

<p>grammar patterns and lexical vocabulary, communicating</p>	<p><i>-answering the questions to the text</i> <i>-translating sentences from Ukrainian into English using lexical vocabulary</i> Sources: <i>Main:1, 2</i> <i>Additional: 1, 3,7</i> <i>Internet: 1, 10, 12</i></p>		
<p>To know: lexical vocabulary and grammar rules • Skills: usage of lexical vocabulary and grammar patterns, understanding the audio text</p>	<p style="text-align: center;">Lesson 12 In-class activity</p> <p>Starting up Vocabulary - memorizing useful phrases for persuading others - drilling these expressions Listening - speakers convincing each other in their rightness Grammar Revision - improving students' knowledge of grammar rules - dealing with grammar tasks on the Gerund Sources: <i>Main:1, 2</i> <i>Additional: 1, 2,7,9</i> <i>Internet: 1, 10, 12</i></p>	2	
	<p style="text-align: center;">Further work</p> <p>Speaking -preparing the presentation of the topic Grammar Revision- dealing with grammar tasks on the Gerund Vocabulary -usage of idioms Sources: <i>Main:1, 2</i> <i>Additional: 1, 2,7,9</i> <i>Internet: 1, 10, 12</i></p>	2	
<p>To know: grammar rules and lexical vocabulary • Skills: usage of lexical vocabulary and grammar patterns, understanding the audio text, giving the presentation</p>	<p style="text-align: center;">Lesson 13 In-class activity</p> <p>Starting up Vocabulary - memorizing useful phrases for giving reasons - drilling these expressions Listening - speakers giving personal views and opinion Speaking - presenting the topic Sources: <i>Main:1, 2</i> <i>Additional: 1,7,9</i> <i>Internet: 1, 10, 12</i></p>	2	

<p>To know: grammar rules and lexical vocabulary</p> <ul style="list-style-type: none"> • Skills: usage of grammar patterns and lexical vocabulary, finding necessary information in the text, communicating 	<p style="text-align: center;">Topic “Consumer Psychology” Lesson 14 In-class activity</p> <p>Starting up Speaking –discussing ratio between wishes, thoughts, feelings of people and the way they buy some goods</p> <p>Vocabulary -memorizing new words -drilling key vocabulary to know the topic better</p> <p>Reading: text “Consumer Psychology” - grasping the ideas of the text - explaining the meaning of the new words on a base of the textual context</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3,7</i> <i>Internet: 1, 10, 12</i></p>	2	
	<p style="text-align: center;">Further work</p> <p>Vocabulary -memorizing new words -usage of new words in discussing the text -usage of idioms</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1,3, 7</i> <i>Internet: 1, 10, 12</i></p>	2	
<p>To know: grammar rules and lexical vocabulary</p> <ul style="list-style-type: none"> • Skills: usage of grammar patterns and lexical vocabulary, communicating 	<p style="text-align: center;">Lesson 15 In-class activity</p> <p>Starting up -homework revision</p> <p>Vocabulary -memorizing new words - completing sentences with the correct terms on the topic</p> <p>Speaking – discussing the text -answering the questions to the text - improving students’ knowledge of key vocabulary by translating sentences into English</p> <p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3,7</i> <i>Internet: 1, 10, 12</i></p>	2	
<p>To know:</p>	<p style="text-align: center;">Lesson 16 In-class activity</p> <p>Starting up</p>		

<p>lexical vocabulary and grammar rules</p> <ul style="list-style-type: none"> • Skills: usage of lexical vocabulary and grammar patterns, understanding the audio text 	<p>Vocabulary - memorizing useful phrases for consumers Listening – customers discussing motivation which makes them choose one product over others Grammar Revision - improving students’ knowledge of grammar rules - completing sentences with the Gerund or the Infinitive Sources: <i>Main:1, 2</i> <i>Additional: 1, 2,7,9</i> <i>Internet: 1, 10, 12.</i></p>	2	
	<p style="text-align: center;">Further work</p> <p>Speaking -preparing the presentation of the topic Grammar Revision- dealing with grammar tasks on the Gerund Vocabulary -usage of idioms Sources: <i>Main:1, 2</i> <i>Additional: 1, 2,7,9</i> <i>Internet: 1, 10, 12</i></p>	2	
<p>To know: grammar rules and lexical vocabulary</p> <ul style="list-style-type: none"> • Skills: usage of lexical vocabulary and grammar patterns, understanding the audio text, giving the presentation 	<p style="text-align: center;">Lesson 17 In-class activity</p> <p>Starting up Vocabulary - memorizing useful phrases for describing the personal background -drilling these expressions Listening - speakers telling about themselves Speaking - <i>presenting the topic</i> Sources: <i>Main:1, 2</i> <i>Additional: 1,7,9</i> <i>Internet: 1, 10, 12</i></p>	2	
<p>To know: grammar rules and lexical vocabulary</p> <ul style="list-style-type: none"> • Skills: usage of grammar patterns and 	<p style="text-align: center;">Topic “Forensic Psychology” Lesson 18 In-class activity</p> <p>Starting up Speaking –<i>discussing interaction of psychologists with legal professionals</i> Vocabulary -memorizing new words -drilling key vocabulary to know the topic better Reading: text “Forensic Psychology”</p>	2	

<p>lexical vocabulary, finding necessary information in the text, communicating</p>	<p>- obtaining specific information about the work of forensic psychologists - explaining the meaning of new words on a base of the textual context Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 7</i> <i>Internet: 1, 10, 12</i></p>		
	<p style="text-align: center;">Further work</p> <p>Vocabulary - drilling the new terms to learn the topic better Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 7</i> <i>Internet: 1, 10, 12</i></p>	2	
<p>To know: grammar rules and lexical vocabulary</p> <ul style="list-style-type: none"> • Skills: usage of grammar patterns and lexical vocabulary, communicating 	<p style="text-align: center;">Lesson 19 In-class activity</p> <p>Starting up -homework revision Vocabulary - memorizing new words - using lexical vocabulary through a variety of tasks Speaking – <i>discussing the text</i> - <i>answering the questions to the text</i> - <i>improving students’ knowledge of key vocabulary by translating sentences into English</i> Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 7</i> <i>Internet: 1, 10, 12</i></p>	2	
	<p style="text-align: center;">Further work</p> <p>Vocabulary - improving the students’ key vocabulary for comprehending the meaning of the idioms Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 7</i> <i>Internet: 1, 10, 12</i></p>	2	
<p>To know: lexical vocabulary and grammar rules</p> <ul style="list-style-type: none"> • Skills: usage of lexical 	<p style="text-align: center;">Lesson 20 In-class activity</p> <p>Starting up -homework revision Vocabulary-memorizing words and phrases emphasizing and softening sentences Listening - conversations in which the speakers are softening their statements Grammar Revision</p>	2	

<p>vocabulary and grammar patterns, understanding the audio text</p>	<p>-usage of the grammar rules for dealing with practical exercises - completing sentences with the right form of the Participle Sources: <i>Main:1, 2</i> <i>Additional: 1, 2,7,9</i> <i>Internet: 1, 10, 12.</i></p>		
	<p style="text-align: center;">Further work</p> <p>Vocabulary Review -revising lexical vocabulary on the topic Grammar Revision- dealing with grammar tasks on the Participle Speaking -preparing the presentation of the topic Sources: <i>Main:1, 2</i> <i>Additional: 1, 2,7,9</i> <i>Internet: 1, 10, 12</i></p>	2	
<p>To know: grammar rules and lexical vocabulary • Skills: usage of lexical vocabulary and grammar patterns, understanding the audio text, giving the presentation</p>	<p style="text-align: center;">Lesson 21 In-class activity</p> <p>Starting up Vocabulary - memorizing useful phrases for making comparisons -drilling these expressions Listening - speakers comparing their working conditions Speaking - <i>presenting the topic</i> Sources: <i>Main:1, 2</i> <i>Additional: 1,7,9</i> <i>Internet: 1, 10, 12</i></p>	2	
<p>To know: grammar rules and lexical vocabulary • Skills: usage of grammar patterns and lexical vocabulary, finding</p>	<p style="text-align: center;">Topic “Clinical Psychology” Lesson 22 In-class activity</p> <p>Starting up Speaking -<i>discussing tasks of clinical psychologists</i> Vocabulary -memorizing new words -drilling key vocabulary to know the topic better Reading: text “Clinical Psychology” - obtaining specific information about the work of <i>clinical psychologists</i> - explaining the meaning of new words on a base of the textual context</p>	2	

necessary information in the text, communicating	<p>Sources: <i>Main:1, 2</i> <i>Additional: 1, 3,7</i> <i>Internet: 1, 10, 12</i></p>		
	<p style="text-align: center;">Further work</p> <p>Vocabulary - drilling the new terms to learn the topic better Sources: <i>Main:1, 2</i> <i>Additional: 1,3, 7</i> <i>Internet: 1, 10, 12</i></p>	2	
To know: grammar rules and lexical vocabulary <ul style="list-style-type: none"> • Skills: usage of grammar patterns and lexical vocabulary, communicating 	<p style="text-align: center;">Lesson 23 In-class activity</p> <p>Starting up -homework revision Vocabulary - memorizing new words - using lexical vocabulary through a variety of tasks Speaking – <i>discussing the text</i> - <i>answering the questions to the text</i> - <i>improving students’ knowledge of key vocabulary by translating sentences into English</i> Sources: <i>Main:1, 2</i> <i>Additional: 1, 3,7</i> <i>Internet: 1, 10, 12</i></p>	2	
	<p style="text-align: center;">Further work</p> <p>Vocabulary - improving the students’ key vocabulary for comprehending the meaning of the idioms Sources: <i>Main:1, 2</i> <i>Additional: 1, 3,7</i> <i>Internet: 1, 10, 12</i></p>	2	
To know: lexical vocabulary and grammar rules <ul style="list-style-type: none"> • Skills: usage of lexical vocabulary and grammar patterns, understanding 	<p style="text-align: center;">Lesson 24 In-class activity</p> <p>Starting up -homework revision Vocabulary-memorizing words and phrases expressing preferences Listening - conversations in which the speakers are talking about their preferences Grammar Revision - improving students’ knowledge of grammar rules - dealing with grammar tasks on Countable and Uncountable Nouns Sources:</p>	2	

<p>the audio text</p>	<p><i>Main:1, 2</i> <i>Additional: 1, 2,7,9</i> <i>Internet: 1, 10, 12.</i></p>		
	<p style="text-align: center;">Further work</p> <p>Vocabulary Review -revising lexical vocabulary on the topic Grammar Revision- drilling grammar rules Speaking -preparing the presentation of the topic Sources: <i>Main:1, 2</i> <i>Additional: 1, 2,7,9</i> <i>Internet: 1, 10,12</i></p>	2	
<p>To know: grammar rules and lexical vocabulary • Skills: usage of lexical vocabulary and grammar patterns, understanding the audio text, giving the presentation</p>	<p style="text-align: center;">Lesson 25 In-class activity</p> <p>Starting up Vocabulary - memorizing useful phrases for making a request -drilling these expressions Listening - speakers asking each other to do a favor Speaking - <i>presenting the topic</i> Sources: <i>Main:1, 2</i> <i>Additional: 1,7,9</i> <i>Internet: 1, 10, 12</i></p>	2	
<p>To know: grammar rules and lexical vocabulary • Skills: usage of grammar patterns and lexical vocabulary, finding necessary information in the text, communicating</p>	<p style="text-align: center;">Topic Abnormal Psychology” Lesson 26 In-class activity</p> <p>Starting up Speaking -<i>discussing disorders studied by abnormal psychologists</i> Vocabulary -memorizing new words -drilling key vocabulary to know the topic better Reading: text “Abnormal Psychology” - grasping the ideas of the text - explaining the meaning of new words on a base of the textual context Sources: <i>Main:1, 2</i> <i>Additional: 1, 3,7</i> <i>Internet: 1, 10, 12</i></p>	2	
	<p style="text-align: center;">Further work</p> <p>Vocabulary - drilling the new terms to learn the topic better</p>		

	<p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 7</i> <i>Internet: 1, 10, 12</i></p>	2	
<p>To know: grammar rules and lexical vocabulary</p> <p>• Skills: usage of grammar patterns and lexical vocabulary, communicating</p>	<p style="text-align: center;">Lesson 27 In-class activity</p> <p>Starting up - homework revision</p> <p>Vocabulary -improving students' knowledge of lexical vocabulary -inserting key terms in the sentences</p> <p>Speaking – <i>discussing the text</i> -<i>answering the questions to the text</i> - <i>improving students' knowledge of key vocabulary by translating sentences into English</i></p> <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 7</i> <i>Internet: 1, 10, 12</i></p>	2	
	<p style="text-align: center;">Further work</p> <p>Vocabulary - comprehension of idiomatic meaning</p> <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 3, 7</i> <i>Internet: 1, 10, 12</i></p>	2	
<p>To know: lexical vocabulary and grammar rules</p> <p>• Skills: usage of lexical vocabulary and grammar patterns, understanding the audio text</p>	<p style="text-align: center;">Lesson 28 In-class activity</p> <p>Starting up - homework revision</p> <p>Vocabulary -memorizing useful phrases concerning faults -drilling these expressions</p> <p>Listening - speakers complaining about medical treatment</p> <p>Grammar Revision - improving students' knowledge of grammar rules - dealing with grammar tasks on Possession</p> <p>Sources: <i>Main: 1, 2</i> <i>Additional: 1, 2, 7, 9</i> <i>Internet: 1, 10, 12.</i></p>	2	
	<p style="text-align: center;">Further work</p> <p>Vocabulary Review -revising lexical vocabulary on the topic</p> <p>Grammar Revision- drilling grammar rules</p> <p>Speaking -preparing the presentation of the topic Sources:</p>	2	

	<p><i>Main:1, 2</i> <i>Additional: 1, 2,7,9</i> <i>Internet: 1, 10,12</i></p>		
<p>To know: grammar rules and lexical vocabulary</p> <ul style="list-style-type: none"> • Skills: usage of lexical vocabulary and grammar patterns, understanding the audio text, giving the presentation 	<p style="text-align: center;">Lesson 29 In-class activity</p> <p>Starting up Vocabulary - memorizing useful phrases for making a request -drilling these expressions Listening - speakers asking each other to do a favor Speaking - <i>presenting the topic</i> Sources: <i>Main:1, 2</i> <i>Additional: 1,7,9</i> <i>Internet: 1, 10, 12</i></p>	2	
<p>To know: grammar rules and lexical vocabulary</p> <ul style="list-style-type: none"> • Skills: usage of grammar patterns and lexical vocabulary, finding necessary information in the text, communicating 	<p style="text-align: center;">Topic “Transpersonal Psychology” Lesson 30 In-class activity</p> <p>Starting up Speaking -<i>discussing spiritual aspects of the human experience</i> Vocabulary -<i>memorizing new words</i> -<i>drilling key vocabulary to know the topic better</i> Reading: text “Transpersonal Psychology” - grasping the ideas of the text - explaining the meaning of new words on a base of the textual context Sources: <i>Main:1, 2</i> <i>Additional: 1, 3,7</i> <i>Internet: 1, 10, 12</i></p>	2	
	<p style="text-align: center;">Further work</p> <p>Vocabulary - <i>drilling the new terms to learn the topic better</i> Sources: <i>Main:1, 2</i> <i>Additional: 1,3, 7</i> <i>Internet: 1, 10, 12</i></p>	2	
<p>To know: grammar rules and lexical</p>	<p style="text-align: center;">Lesson 31 In-class activity</p> <p>Starting up - <i>homework revision</i> Vocabulary</p>		

vocabulary • Skills: usage of grammar patterns and lexical vocabulary, communicating	-memorizing new words - using lexical vocabulary through a variety of tasks Speaking – <i>discussing the text</i> - <i>answering the questions to the text</i> - <i>improving students’ knowledge of key vocabulary by translating sentences into English</i> Sources: <i>Main:1, 2</i> <i>Additional: 1, 3,7</i> <i>Internet: 1, 10, 12</i>	2	
	<p style="text-align: center;">Further work</p> Vocabulary - comprehension of idiomatic meaning Sources: <i>Main:1, 2</i> <i>Additional: 1, 3,7</i> <i>Internet: 1, 10, 12</i>	2	
To know: lexical vocabulary and grammar rules • Skills: usage of lexical vocabulary and grammar patterns, understanding the audio text	<p style="text-align: center;">Lesson 32</p> <p style="text-align: center;">In-class activity</p> Starting up - homework revision Vocabulary -memorizing useful phrases to handle difficult situations -drilling these expressions Listening - speakers solving different problems Grammar Revision - improving students’ knowledge of grammar rules - dealing with grammar tasks on Numbers Sources: <i>Main:1, 2</i> <i>Additional: 1, 2,7,9</i> <i>Internet: 1, 10, 12.</i>	2	
	<p style="text-align: center;">Further work</p> Vocabulary Review -revising lexical vocabulary on the topic Grammar Revision- drilling grammar rules Speaking -preparing the presentation of the topic Sources: <i>Main:1, 2</i> <i>Additional: 1, 2,7,9</i> <i>Internet: 1, 10,12</i>	2	
To know: grammar rules	<p style="text-align: center;">Lesson 33</p> <p style="text-align: center;">In-class activity</p> Starting up		

and lexical vocabulary • Skills: usage of lexical vocabulary and grammar patterns, understanding the audio text, giving the presentation	Vocabulary - memorizing useful phrases which help avoid misunderstandings -drilling these expressions Listening - speakers trying to understand each other Speaking - presenting the topic Sources: <i>Main:1, 2</i> <i>Additional: 1,7,9</i> <i>Internet: 1, 10, 12</i>	2	
	Further work Vocabulary Review Grammar Review Sources: <i>Main:1, 2</i> <i>Additional: 1,7,9</i> <i>Internet: 1, 10, 12</i>	4	
To know: grammar rules and lexical vocabulary • Skills: usage of lexical vocabulary and grammar patterns	Lesson 34 In-class activity Starting up Writing - checking students' knowledge of lexical vocabulary and grammar rules in writing the Revision Test Sources: <i>Main:1, 2</i> <i>Additional: 1,7,9</i> <i>Internet: 1, 10, 12</i>	2	
Усього		124 /3	
Аудиторних		68	
Самостійних		56	

5. СПИСОК РЕКОМЕНДОВАНИХ ДЖЕРЕЛ*

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Testing

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* Джерела, які є у бібліотеці КНТЕУ, виділені курсивом.