ДЕРЖАВНИЙ ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ СИСТЕМА УПРАВЛІННЯ ЯКІСТЮ

Система забезпечення якості освітньої діяльності та якості вищої освіти сертифікована на відповідність ДСТУ ISO 9001:2015 / ISO 9001:2015 Кафедра іноземної філології та перекладу

ЗАТВЕРДЖЕНО

вченою радою факультету торгівлі та маркетингу (протокол № 11 від «25» червня 2024 р.) Декан

Віктор ОСИКА

IHO3EMHA MOBA ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ (АНГЛІЙСЬКА) / FOREIGN LANGUAGE FOR SPECIFIC PURPOSES (ENGLISH)

РОБОЧА ПРОГРАМА / COURSE OUTLINE

освітній ступінь	бакалавр	/	bachelor
галузь знань	02 Культура і мистецтво	/	Culture and Art
спеціальність	022 Дизайн	1	Design
oopirug	Лизайн	/	Дизайн

освітня програма

Київ 2024

Розповсюдження і тиражування без офіційного дозволу ДТЕУ заборонено

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ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ (АНГЛІЙСЬКА) /

FOREIGN LANGUAGE FOR SPECIFIC PURPOSES (ENGLISH)

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освітній ступінь	бакалавр	/	bachelor
галузь знань	02 Культура і мистецтво	1	Culture and Art
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освітня	Дизайн	1	Design

програма

I. Структура дисципліни та розподіл годин за темами (тематичний план)

Назва теми	Кіль	кість г	олин	Форми контролю
			них	1F
	Усього годин/ кредитів	Hi Ki)	Ia a	
	ього годи кредитів	практичні семінарські	самостійна робота студента	
	ього кре	акт Ліна	мос робы гуда	
	yc	пр (cen	can F	
1	2	3	4	5
І курс	І семе	стр		
Тематичний модуль			nd Busi	nesses
Тема 1. Business Organization and the	8	2	6	ФО ТА, ТЧ, ЗПУМ,
Economy				ЗППМ
Тема 2.Ownership	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Business Relationship	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Companies' Restructuring	6	2	4	ФО ТА, ТЧ, ЗПУМ,
Тема 5. Organizational Structure	12	4	8	ЗППМ ФО ТА, ТЧ, ЗПУМ,
			-	ЗППМ КР
Тематичний модуль 2	2 Peopl	e and	Organi	
Тема 1. Employment	8	2	6	ФО ТА, ТЧ, ЗПУМ,
				ЗППМ
Тема 2. Human Resources	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Recruitment Procedure	8	2	6	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Working environment and	6	2	4	ФО ТА, ТЧ, ЗПУМ,
professional trainings in design				ЗППМ
Тема 5. Writing CV\Resume\Cover Letter	12	4	8	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 6. Interviewing	12	4	8	ФО ТА, ТЧ, ЗПУМ,
Тема 7. Executive Pay	6	2	4	ЗППМ ФО ТА, ТЧ, ЗПУМ,
-				ЗППМ
Тема 8. Leaving a Job	12	4	8	ФО ТА, ТЧ, ЗПУМ ЗППМ КР
Тематичний модуль 3 In	troduc	tion t	o Grapł	nic Design
Тема 1. The history of Graphic Design	8	2	6	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. What is Graphic Design?	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. The difference between Graphic	6	2	4	ФО ТА, ТЧ, ЗПУМ,
Design and Art				ЗППМ
Тема 4. Visual elements & principles of Design	12	2	8	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР
Тематичний модуль 4. Р го	ducts,	Mark	ets and	
Тема 1. Customers, Consumers and Clients	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Markets and Market Orientation	8	2	6	ФО ТА, ТЧ, ЗПУМ, ЗППМ

	-	-		
Тема 3. Products, Goods and Services	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Marketing	8	2	6	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. Advertising	12	4	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР
Semester Test	2	4		КР
Всього	180/ 6	60	120	
Підсумковий контроль				Залік
І курс	ІІ сем	естр		
Тематичний моду	ль 5. (Globa	l busine	ess
Тема 1. International Trade	8	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Export and Import	8	4	4	ФО ТА, ТЧ, ЗПУМ,
Тема 3. World Trade Organization	4	2	2	ЗППМ ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Globalization and Economic Policy	8	4	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. Business across Cultures	10	4	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР
Тематичний модуль 6. Infor	matior	ı Tecl	hnologi	
Тема 1. Information Technologies in Business	8	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Management Information System (MIS)	6	4	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Using Artificial Intelligence (AI) and Expert Systems	8	4	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. E-commerce	10	4	2	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР
Тематичний модуль 7.	Writin	ıg Ski	ills for I	Business
Тема 1. What is Effective Business Communication	8	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Analyzing Your Audience and Adapting Your Message: Purpose, Process & Strategy	4	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Structuring and Organizing Message	8	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Using Technology to Write Business Materials	8	2	2	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. Practical Application: Proofreading Messages for Spelling, Grammar, Accuracy & Clarity	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР
Тематичний модуль 8. Ar	tistic P	rinci	oles & A	Approaches
Тема 1. Principles of Art	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Principles & Elements of Two- and Three-Dimensional Art	4	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Health Hazards of Art Tools & Materials	4	2	2	ФО ТА, ТЧ, ЗПУМ, ЗППМ
			1	I

Тема 4. What Is a Medium in Art: Definition & Terms	4	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ		
Тема 5. Visual Art Processes: Definition & Types	8	4	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ		
Тема 6. Vocabulary for Drawing Materials, Styles & Techniques	4	2	2	ФО ТА, ТЧ, ЗПУМ, ЗППМ		
Тема 7. Painting Processes: Definition & Techniques	8	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ		
Тема 8. Common Problems & Solutions in Creating Visual Art	10	2	6	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР		
Тематичний модуль 9	Funda	ament	als of (
	· I unu			rupine Design		
Тема 1. Basic Graphic Design Elements	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ		
Тема 2. Imagemaking in Graphic Design: Definition & Importance	4	2	2	ФО ТА, ТЧ, ЗПУМ, ЗППМ		
Тема 3. Identifying Marks, Icons & Symbols in Graphic Design	4	2	2	ФО ТА, ТЧ, ЗПУМ, ЗППМ		
Тема 4. Principles of Composition in Graphic Design	4	2	2	ФО ТА, ТЧ, ЗПУМ, ЗППМ		
Тема 5. What is a Logo? - Design & Development	10	2	6	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР		
Semester Test	2	2		КР		
Всього	180/ 6	60	96			
Підсумковий контроль				Залік		
II курс III семестр						
Тематичний модуль 1				ructures		
Тема 1. Materials Science: Definition & Material Classification	6	4	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ		
Тема 2. Definition of Physical Properties of Matter	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ		
Тема 3. History of Architectural Materials & Techniques	10	4	6	ФО ТА, ТЧ, ЗПУМ, ЗППМ		
Тема 4. Earth's Materials: Minerals, Rocks, Soil & Water	12	4	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР		
Тематичний мод	цуль 11	1. Art	Histor	y		
Тема 1. What is Art History? - Definition & Overview	8	4	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ		
Тема 2. Why do Humans Make Art? -	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ		
History & Value						
Тема 3. What is Western Civilization? - Definition & Overview	8	2	6	ФО ТА, ТЧ, ЗПУМ, ЗППМ		
Тема 3. What is Western Civilization? -	8 6	2 2	6	ФО ТА, ТЧ, ЗПУМ,		
Тема 3. What is Western Civilization? - Definition & Overview Тема 4. Prehistory: Definition and				ФО ТА, ТЧ, ЗПУМ, ЗППМ ФО ТА, ТЧ, ЗПУМ,		

Тема 7. Ancient Greece: History & Culture	8	2	6	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 8. Understanding Roman History Through Art	8	2	6	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 9. Late Antiquity: Definition, Overview & Art	8	2	6	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 10. The Byzantine Empire: History, Culture & Timeline	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 11. Islamic Art & Architecture: History & Characteristics	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Teмa 12. Early Middle Ages in Europe: Definition & Overview	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 13. Romanesque Art: History, Characteristics & Style	8	2	6	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 14. Social & Economic Influences on Gothic Art & Architecture	10	2	6	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР
Тематичний модуль 12. Inte	rior de	sign ba	sics a	nd principles
Тема 1. What is an Interior Designer?	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Interior Design & Color Schemes	8	2	6	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Interior Design Presentation Boards	8	2	6	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. What is Residential Interior Design?	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. What is Commercial Interior Design?	12	4	8	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР
Semester Test	2	2		КР
Всього	180/ 6	56	124	
Підсумковий контроль				Залік
ІІ курс	IV cen	лестр		1
Тематичний модул	ь 13. С	ulture	and C	olor
Тема 1. Color Meanings in Different Cultures	10	2	8	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Colors in Chinese & Japanese Culture	10	2	8	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Colors in Indian Culture	12	2	8	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР
Тематичний моду	и ль 14	Textil	e Rasi	
Тема 1. What Are Textiles?	6	2	2	ФО ТА, ТЧ, ЗПУМ,
Тема 2. What is Textile Production?	8	2	2	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Basics of Textile Art	12	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР
Тема 2. What is Textile Production?	8	2	2	ЗППМ ФО ТА, ТЧ, ЗПУМ, ЗППМ ФО ТА, ТЧ, ЗПУМ, ЗППМ

Тематичний модуль 15. Space Planning					
Тема 1. What Is Space Planning? -	6	2	6	ФО ТА, ТЧ, ЗПУМ,	
Basics & Architecture	Ũ	_	Ũ	ЗППМ	
Тема 2. Interior Design & Space	10	2	6	ФО ТА, ТЧ, ЗПУМ,	
Planning				ЗППМ	
Тема 3. Office Space Planning:	6	2	8	ФО ТА, ТЧ, ЗПУМ,	
Guidelines & Standards				ЗППМ	
Тема 4. Crawl Space Planning	12	2	6	ФО ТА, ТЧ, ЗПУМ,	
Tema 4. Clawi Space Training	12	2	0	ЗППМ	
				КР	
Тематичний модул	ть 16. І	Furnitu	re Bas	ics	
Тема 1. Types of Furniture: Categories &	10	2	6	ФО ТА, ТЧ, ЗПУМ,	
Examples				ЗППМ	
Тема 2. Importance of Furniture in	6	2	6	ФО ТА, ТЧ, ЗПУМ,	
Interior Design				ЗППМ	
Тема 3. History of Furniture Design:	8	2	6	ФО ТА, ТЧ, ЗПУМ, ЗППМ	
Timeline & Evolution					
Тема 4. Furniture Styles	14	2	6	ФО ТА, ТЧ, ЗПУМ, ЗППМ	
				KP	
Тематичний мод	цуль 17	7. Digit	tal Art		
Тема 1. What is Digital Art? - Definition,	8	2	8	ФО ТА, ТЧ, ЗПУМ,	
History & Examples				ЗППМ	
Тема 2. Information Graphics	6	4	2	ФО ТА, ТЧ, ЗПУМ,	
	10		4		
Тема 3. Design of Graphic Symbols	10	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ	
Тема 4. How to Create Digital Images	10	2	4	ФО ТА, ТЧ, ЗПУМ,	
	_			ЗППМ	
Тема 5. Digital Photography	6	4	2	ФО ТА, ТЧ, ЗПУМ, ЗППМ	
Тема 6. Photo Editing Software:	10	6	4	ФО ТА, ТЧ, ЗПУМ,	
Definition & Examples		-		ЗППМ	
L				KP	
Semester Test	2	2	100	КР	
Всього	180/	60	120		
TI !	6			F	
Підсумковий контроль				Екзамен	

ФО – фронтальне опитування ТА – тести з аудіювання

ЗПУМ – завдання для перевірки усного мовлення

ТЧ-тести з читання

ЗППМ – завдання для перевірки писемного мовлення

К Р– контрольна робота УП– усна презентація

II. Тематика та зміст лекційних, практичних (семінарських), лабораторних занять, самостійної роботи студентів

Результати навчання	ах, практичних (семінарських), лаоораторних занять, самостійної роб Навчальна діяльність ¹	Робочий час студента
	І курс І семестр Тематичний модуль 1 "Business and Businesses"	
	тематичний модуль т – business and businesses	
	Lesson 1	
 Students are able to: Employ strategies for reading for gist and information effectively. Understand authentic texts related to business/economic issues. Guess the meanings of unfamiliar words by using contextual clues. Describe business organizations. Classify business organizations. 	Business Organization and the Economy In-class activity 1. Lead-in: Course Structure Explanation. 2. Reading: Business Organization and the Economy ✓ Reading for specific information about types of companies and business sectors they are in. ✓ Guessing unknown words and expressions from the context. ✓ Locating and understanding specific information in the text. 3. Vocabulary: Describing companies ✓ Developing key vocabulary to describe companies, different economic sectors they are in and their performance through a variety of exercises; ✓ Understanding the meaning: economy/economical/economics; to branch out (into); business idioms; Developing knowledge and skills through a variety of exercises in Basic English of Economics. 4. Grammar Review: Present Simple and Present Continuous. ✓ The tenses are compared and contrasted. Basic English of Economics p. 18-20. 5. Speaking: Developing skills through a variety of tasks ✓ Giving full answers to the questions about economic system using relevant vocabulary. ✓ Making comparison. Crucos pecomet. Øchoenuü: 1 Додатковий: 4, 5 Immephem-джерела: 1, 4	2 hours

¹ Курсивом зазначені інтерактивні методи навчання.

 ✓ The tenses are compared and contrasted. Basic English of Economics. p. 30-32. Students are able to: Use language related to business organization. Classify businesses according to their forms of ownership. Correctly use a range of phrasal (separable) and prepositional (inseparable phrasal) verbs. Convey information and ideas on abstract and concrete topics. Give reasons and explanations for their opinions using linguistically complex language. Develop an argument giving reasons in support or against particular point of view. Concestuliar point of view. The tenses are compared and contrasted. Unclass activity Lead-in: Ownership ✓ Reading for specific information about different forms of ownership. ✓ Guessing unknown words and expressions from the context. Vocabulary: Defining forms of ownership ✓ Developing key vocabulary used to describe different ways. Businesses are owned and organized. ✓ Understanding the difference to offer or to suggest. Grammar Review: Present Perfect and Past Simple ✓ The tenses are compared and contrasted. Developing knowledge and skills through a variety of exercises in Basic English of Economics. p. 34-39. Cneos petcomethy does and x different. Ocnosnuti: 1 Додатковий: 4, 5 Immepmem-джсерела: 1, 4 	 Use language related to business organization. Classify businesses according to their forms of ownership. Correctly use a range of phrasal (separable) and prepositional (inseparable phrasal) verbs. Convey information and ideas on abstract and concrete topics. Give reasons and explanations for their opinions using linguistically complex language. Develop an argument giving reasons in support or against a 	Lesson 2 Ownership In-class activity 1. Lead-in: Ownership ✓ Reading for specific information about different forms of ownership. ✓ Guessing unknown words and expressions from the context. 2. Vocabulary: Defining forms of ownership ✓ Developing key vocabulary used to describe different ways. Businesses are owned and organized. ✓ Understanding the difference to offer or to suggest. 3. Grammar Review: Present Perfect and Past Simple ✓ The tenses are compared and contrasted. Developing knowledge and skills through a variety of exercises in Basic English of Economics. p. 34-39. Список рекомендованих джерел: Основний: 1 Додатковий: 4, 5 Інтернет-джерела: 1, 4	
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	 4. Grammar Review: Present Perfect and Past Simple ✓ The tenses are compared and contrasted. 5. Vocabulary: Defining forms of ownership ✓ Understanding the meaning use of prepositions to offer or to suggest/ debt or liability/ firm or partnership/ a franchise/ a sole trader business idioms 6. Speaking: Giving full answers to the questions about principles of businesses classifications ✓ Exemplifying, making comparisons and summarizing. ✓ Supporting a view with reasons. ✓ Discussing ideas to encourage people to start new business. Basic English of Economics. p. 39-45. 	
 Students are able to: Use language related to businesss relationship. Describe businesses according to their relationship. Give reasons and explanations for their opinions using linguistically complex language. Develop an argument giving reasons in support or against a particular point of view. Summarize, comment on and discuss a range of factual or imaginative texts. 	Lesson 3 Business Relationship In-class activity 1. Lead-in: Business Relationship ✓ Reading for specific information about different business relationships companies can have. ✓ Guessing unknown words and expressions from the context. 2. Vocabulary: Describing Business Relationship ✓ Developing key vocabulary used to describe business relationship through a variety of exercises. 3. Grammar Review: Present Perfect and Present Perfect Continuous ✓ The tenses are compared and contrasted. Developing knowledge and skills through a variety of exercises in Basic English of Economics. p. 53-55. Список рекомендованих джерел: Основний: 1 Додатковий:, 4, 5 Інтернет-джерела: 1, 4	2 hours
	Further work 4. Vocabulary: Describing Business Relationship ✓ Understanding the meaning – to rise/to raise; – to carry out.	4 hours

	 5. Speaking: Developing skills through a variety of tasks ✓ Giving full answers. ✓ Comparing and contrasting. ✓ Describing characteristics and qualities. ✓ Summarizing. 6. Grammar Review: Present Perfect and Present Perfect Continuous ✓ developing knowledge through a variety of exercise Basic English of Economics. p. 51-56. 	
 Students are able to: Use language related to companies' restructuring. Extract specific details from the text. Give reasons and explanations for their opinions using linguistically complex language. Develop an argument giving reasons in support or against a particular point of view. Summarize, comment on and discuss a range of factual or imaginative texts. Use vocabulary correctly. 	Lesson 4 Companies' Restructuring In-class activity 1. Lead-in: Companies' Restructuring ✓ Reading for specific information about company structure/ownership changes in the world of business. ✓ Guessing unknown words and expressions from the text. 2. Vocabulary: Describing Companies' restructuring ✓ Developing key vocabulary used to describe companies' structures through a variety of exercises. ✓ Understanding the meaning – to learn/ to find out; – to take something over. 3. Grammar Review: Past Perfect Simple ✓ Developing knowledge through a variety of exercises. Basic English of Economics. p. 56-67. Список рекомендованих джерел: <i>Ochobnuü: 1</i> Додатковий:, 4, 5	2 hours
	<i>Інтернет-джерела: 1, 4</i> Further work <i>4. Grammar Review:</i> Past Perfect Simple ✓ Interpreting into English <i>5. Speaking:</i> Describing Company's Changes ✓ Giving full answers to the questions put in a variety of tasks. ✓ Summarizing the information about mergers, acquisitions and types of takeover. ✓ Discussing advantages and disadvantages. Basic English of Economics. p. 65-69	4 hours

Students are able to:	Lessons 5-6	
 Use language related to organizational structure Extract the meaning of unknown words from the context. Describe a range of companies departments. Write notes for a short presentation. Participate in a prepared presentations on a familiar topics. 	Organizational structure In-class activity I. Lead-in: Reading 2. Organizational structure Guessing unknown words and expressions from the context. ✓ Extracting main ideas. Vocabulary: Describing companies ✓ Developing key vocabulary to describe organizational structure through a variety of exercises. 4. Grammar Review: Past Perfect Continuous. Basic English of Economics. p. 70-82. Список рекомендовании джерел: Основний: 1 Додатковий: 4, 5 Immephem-джерела: 1, 4 Further work 5. Grammar Review Past Perfect Continuous ✓ Developing knowledge through a variety of exercises 6. Speaking: Developing skills through a variety of tasks ✓ Giving full answers to the questions about the structure within which business can operate. ✓ Identifying the main points from the text and summarizing them. ✓ Supporting a view with reasons. ✓ Making comparisons, expressing preferences. ✓ Seeking and giving personal views and opinions. ✓ Preparing a short rehearsed presentation on the business topics given above. ✓ Making short presentation on business topics learnt before. Basic English of Economics. p. 70-82. 7. TEST WRITING <td>4 hours 8 hours</td>	4 hours 8 hours
	Гематичний модуль 2 "People and Organizations"	
Students are able to:	Lesson 7 Employment In-class activity	2 hours
 Guess the meanings of unfamiliar words by using contextual clues. Use language related to 	 In-class activity 1. Lead-in: Reading Employment ✓ Reading for specific information about different forms of employment. 	

amployment	Cussing unknown words and expressions from the context	
employment. - Understand the gist and/or	 ✓ Guessing unknown words and expressions from the context 2. Vocabulary: Describing people's jobs 	
relevant details of recorded	✓ Developing key vocabulary to describe people's jobs through a	
interviews.	variety of exercises.	
	✓ Understanding the meaning	
- Develop an argument giving		
reasons in support or against a	- Prepositions;	
particular point of view.	- Personal or personnel;	
- Compare and evaluate different	- To report to somebody.	
ideas.	3. Grammar Revision: Present Simple or Present Continuous	
- Employ strategies for listening	 Developing knowledge through the variety of exercises; 	
for gist and information	 Interpreting into English 	
effectively.	<i>4. Listening:</i> Motivation at Work.	
	Інтернет-ресурси	
	Список рекомендованих джерел:	
	Основний: 1	
	Додатковий:, 4, 5	
	Інтернет-джерела: 1, 4	
	Further work	
	5. Grammar Revision: Developing skills through a variety of tasks.	2 hours
	6. Vocabulary: Understanding the meaning of idioms.	
	7. Speaking: Developing skills through a variety of tasks	
	✓ Giving full answers to the questions about people's jobs.	
	✓ Summarizing.	
	 Summarizing. Exemplifying and making comparisons. 	
	 Exemplifying and making comparisons. Expressing preferences. 	
	Basic English of Economics. p. 85-97.	
Students are able to:	Lesson 8	2 hours
Students are able to.	Human Resources	2 110015
- Guess the meanings of unfamiliar		
words by using contextual clues.	1. Lead-in: Human Resources	
- Use language related to human	\checkmark Reading for specific information about human resources and	
resources.	different job titles.	
- Extract specific details from the text.	\checkmark Guessing unknown words and expressions from the text.	
- Classify professionals and manual	2. Vocabulary: Developing key vocabulary through a variety of exercises	
workers;	✓ Words formation.	
- Understand and describe ways of	\checkmark Matching.	
being paid, employees' benefits,	3. Speaking: Developing skills through a variety of tasks	

problems of unemployment, etc. - Discuss the issues and recommend solutions.	 Making comparisons. Giving details/ Giving full answers. Expressing preferences. Список рекомендованих джерел: Основний: 1 Додатковий: 4, 5 Інтернет-джерела: 1, 4 Further work Vocabulary: Developing key vocabulary through a variety of exercises. Words formation. Matching. Understanding the meaning Employer / employee; Use of prepositions. Speaking: Developing skills through the variety of tasks Supporting a view with reasons Summarizing Making comparisons 	4 hours
Students are able to:	Basic English of Economics. p. 98-107. Lesson 9	2 hours
- Guess the meanings of unfamiliar	Recruitment Procedure In-class activity	
words by using contextual clues.	1. Lead-in: Recruitment Procedure	
- Use language related to recruitment	✓ Reading for specific information about recruitment procedure	
procedure.Extract specific details from the text.	 Guessing unknown words and expressions from the context Vocabulary: Describing recruitment procedure 	
- Understand and describe ways of	✓ Developing key vocabulary through a variety of tasks,	
being paid, employees' benefits,	✓ Use of prepositions,	
problems of unemployment, etc.	✓ Understanding the meaning	
Write a simple summary;Write notes on covering letters, CV;	to employ somebody/ to recruit/to hire/ to take smb on, ✓ Matching,	
- Use the grammatical structures	3. <i>Grammar Review:</i> The Future	
accurately and fluently.	\checkmark The tenses are compared and contrasted,	
	Developing knowledge through a variety of exercises in Basic English of	
	Economics.	
	Список рекомендованих джерел:	

 Students are able to: Express and comment on ideas and suggestions in informal discussions; Extract specific details from the text; Compare and evaluate different ideas; Use language related to working environment and professional trainings; Use the grammatical structures accurately and fluently. 	Основний: 1 Додатковий: 4, 5 Інтернет-джерела: 1, 4 Further work 4. Vocabulary: looking to vocabulary related to job-hunting 5. Listening: Classifying the interviewee Iнтернет-ресурся 6. Speaking: Developing skills through a variety of tasks ✓ Siving full answers/ Giving details and reasons. ✓ Introducing. ✓ Asking for information. ✓ Describing. 7. Project: Writing and discussing a job advertisement. Basic English of Economics. p. 115-116. Vorking environment and professional trainings in design In-class activity 1. Lead-in: Creative Environment Formation in Design Professional Training ✓ Reading for specific information. ✓ Guessing unknown words and expressions from the context. 2. Vocabulary: Developing key vocabulary through a variety of tasks ✓ Words formation. ✓ Matching 3. Grammar review: Ways of expressing the future. Basic English of Economics. p. 123-133. Cuncok pecomentoBannx джерел: Ocnosnuti: 1 Додатковий: 1, 5 Inmepnem-docepena: 1, 4	4 hours 2 hours
	 Further work 4. Speaking: Discussing the types of work environments. ✓ Giving full answers/Giving details and reasons. ✓ Explanation. ✓ Expressing preferences. ✓ Making comparisons. 	4 hours

	 ✓ Making short presentations on topics learnt before 5. Grammar review: Ways of expressing the future ✓ Expressions and forms to indicate the future. ✓ Developing knowledge through a variety of exercises. 6. Vocabulary: Understanding the meaning ✓ Filling in gaps. ✓ Idioms. Basic English of Economics. p. 132-133. 	
 Students are able to: Use language related to writing a CV and a covering letter Write a covering letter addressing specific information mentioned in a job post. Write a letter of application with appropriate register and supporting details. Develop an argument giving reasons in support or against a particular point of view. Employ strategies for reading for gist and information effectively. Understand the gist and relevant details of clear standard speech in conversations. 	Lessons 11-12 Writing CV/Resume/Cover Letter In-class activity 1. Lead-in: Discussing the rules of writing CV\Resume and the points to include in a Curriculum Vitae. 2. Vocabulary: Developing key vocabulary through a variety of tasks. ✓ Making up a list of personal qualities to use in CV; ✓ Matching; ✓ Filling in gaps. 3. Reading: Samples of CV ✓ Guessing unknown words and phrases from the context Developing knowledge through a variety of exercises in Basic English of Economics. p. 115-117. Список рекомендованих джерел: Основний: 1 Додатковий: 4, 5 Інитернет-джерела: 1, 4 Further work 4. Reading a covering letter and complete an error correction task. 5. Functional language: Looking at the organization of and some useful phrases for a covering letter. 6. Writing: Assessing a covering letter and then writing students' own ones. 7. Grammar review: Comparison of adjectives Developing of knowledge through the variety of exercises. Basic English of Economics. p. 353-356.	4 hours 2 hours

 Express and comment on ideas and suggestions in informal discussions. Understand a range of questions in a job interview. Use a range of direct and indirect questions. Understand the details of someone's personal and professional experience from an interview or presentation. Give information in a job interview. Ask for information in a job interview. Carry out a prepared interview, checking and confirming information as necessary. Ask and answer questions about professional experience. Use vocabulary and grammar effectively. Employ strategies for reading for gist and information effectively. 	Interviewing In-class activity 1. Lead-in: Discussing a job interview preparation and the importance of body language during the interview. ✓ Reading for specific information. ✓ Reading for specific information. ✓ Guessing unknown words and expressions from the context. Vocabulary: Developing key vocabulary through a variety of tasks ✓ Words formation. ✓ Understanding the meaning Power or strength; Use of prepositions. Istening: In the Interview. Interview: Future Continuous and Future Perfect Basic English of Economics. p. 123-133. Список рекомендованих джерел: Основний: 1 Додатковий: 4, 5	2 hours
interview.	3. Listening: In the Interview.	
checking and confirming information as necessary.	<i>4. Grammar review:</i> Future Continuous and Future Perfect Basic English of Economics. p. 123-133.	
professional experience.	Основний: 1	
effectively.		
	 5. Vocabulary: Understanding the meaning ✓ Filling in gaps 	2 hours

Students are able to:	Lesson 15	2 hours
 Guess the meanings of unfamiliar words by using contextual clues. Use language related executive pay. Extract specific details from the text. 	 Lead-in: Executive pay ✓ Reading for specific information. ✓ Guessing unknown words and expressions from the context. Vocabulary: Developing key vocabulary through a variety of tasks 	
 Understand and describe ways of being paid, employees' benefits, problems of unemployment, etc. Employ strategies for reading for gist and information effectively. Use the grammatical structures accurately and fluently. 	 ✓ Words formation. ✓ Matching. ✓ Understanding the meaning Pay/salary/income/wage; Idioms. Basic English of Economics. p. 134-143. 3. Grammar Review: When and If Clauses. 	
accurately and indentity.	 ✓ Use of Present Simple (Present Perfect) in sentences referring to future time. Список рекомендованих джерел: 	
	Основний: 1 Додатковий: 4, 5 Інтернет-джерела: 1, 4	
	 Further work 4. Grammar Review: When and If Clauses ✓ Use of Present Simple (Present Perfect) in sentences referring to future time. 5. Speaking: Developing skills through a variety of tasks 	4 hours
	 ✓ Discussing. ✓ Giving and seeking personal views and opinions. ✓ Giving reasons. ✓ Expressing preferences. ✓ Making comparisons. 6. Grammar Revision: Active Voice 7. Vocabulary: Understanding the meaning 	
	 ✓ Idioms. ✓ Quotation. Basic English of Economics. p. 142-147. 	

Students are able to:	Lessons 16-17 Leaving a Job	4 hours
- Guess the meanings of unfamiliar	In-class activity	
words by using contextual clues.	<i>1. Lead-in:</i> Leaving a Job	
- Use language related to leaving a	✓ Reading for specific information.	
job.	✓ Guessing unknown words and expressions from the context.	
- Extract specific details from the text.	2. Vocabulary: Developing key vocabulary through a variety of tasks	
- Give reasons and explanations for	✓ Words formation.	
their opinions.	✓ Matching.	
- Develop an argument giving reasons	✓ Filling in gaps.	
in support or against a particular	3. Speaking: Developing skills through a variety of tasks	
point of view.	\checkmark Giving reasons.	
- Summarize, comment on and discuss	✓ Expressing preferences.	
a range of factual or imaginative	✓ Summarizing.	
texts.	Basic English of Economics. p. 148-158.	
- Compare and evaluate different	Список рекомендованих джерел:	
ideas.	Основний: 1	
- Use the language and professional	Додатковий: 4, 5	
skills, acquired while working	Інтернет-джерела: 1, 4	
through the unit.	Further work	2 hours
- Discuss the issues and recommend	4. Speaking: Developing skills through a variety of tasks	2 110015
solutions	✓ Giving full answers.	
- Use vocabulary correctly.	✓ Making comparisons.	
	5. Vocabulary and Grammar Revision: Module test preparation	
	Basic English of Economics. p. 148-160.	
	6. Preparing a short <i>presentation</i> on business topics learnt before.	
	Basic English of Economics. p. 85-158.	
Тау	<u>7. Test Writing</u> атичний модуль 3 "Introduction to Graphic Design"	
Students are able to:	Lesson 18	2 hours
- Understand a large part of a video	The history of Graphic Design	2 nou15
on a work-related topic.	In-class activity	
- Use language related to a topic.	1. Lead-in: The history of Graphic Design.	
- Express and comment on ideas and	\checkmark Reading for specific information.	
suggestions in informal discussions.	\checkmark Guessing unknown words and expressions from the context	
- Give an effective presentation about	2. <i>Video:</i> Watching a video Historic Overview of Graphic Design.	
a familiar topic.	3. Vocabulary: Looking at vocabulary related to graphic design.	
- Discuss the issues and recommend	4. Speaking: Discussion of basic graphic design elements, color theory,	

 solutions. Use vocabulary correctly. Employ strategies for listening for gist and information effectively. Students are able to: Use language related to graphic 	 images, publication design, and techniques for creating effective layouts. Developing skills through a variety of tasks ✓ Giving reasons. ✓ Expressing preferences. ✓ Summarizing. Design & Technology Student's Book. Список рекомендованих джерел: Основний: 2 Додатковий: 2, 3, 4 <i>Інтернет-джерела: 1, 2, 4</i> Further work 5. Vocabulary: Looking at vocabulary related to graphic design. ✓ Developing key vocabulary through a variety of tasks 6. Reading and discussing: The most famous graphic designers of all time. 7. Role play: Planning and giving a short presentation using visual information "History and future of graphic design" Design & Technology Student's Book. 	2 hours 2 hours
 design Express and comment on ideas and suggestions in informal discussions. Recognize the words of persuasive language in a simple presentation or lecture. Respond to objections. Raise objections. Employ strategies for speaking for gist and information effectively. 	In-class activity Lead-in: Discussing fundamentals of Graphic Design. 1. Reading: What is graphic design? A beginner's guide to this creative career. ✓ Reading for specific information about fundamentals of graphic design ✓ Guessing unknown words and expressions from the context 2. Vocabulary: developing key vocabulary through a variety of tasks. Design & Technology Student's Book. 3. Video: Watching a video about Graphic Design trends in 2021. IHTEPHET-Jæepena 4. Speaking: Discussing graphic design elements (color, form, line, shape, size, space, texture) and graphic design principles (balance, contrast, emphasis, movement, proportion, rhythm). Список рекомендованих джерел: Основний: 2 Додатковий: 2, 3, 4 Iнтернет-джерела: 1, 2, 4	

	 Further work 5. Reading and discussing: Common graphic design jobs: requirements and opportunities. 6. Vocabulary: developing key vocabulary through a variety of tasks. Design & Technology Student's Book. 7. Speaking: Developing skills through a variety of tasks ✓ Giving full answers to the questions about popular graphic design tools. ✓ Identifying the main points from the text and summarizing them. ✓ Supporting a view with reasons. ✓ Making comparisons, expressing preferences. ✓ Preparing a short presentation on the topic "Create your future in the graphic design". 	4 hours
 Students are able to: Relate information in a presentation to the same information given in graphs, charts and tables. Refer to pictures, charts, graphs, etc. during a presentation using fixed expressions. Ask for questions or feedback at the end of a presentation. Understand factual texts related to Graphic Design and Art. Understand the gist and relevant details of clear standard speech in conversations. 	Lesson 20 The difference between Graphic Design and Art In-class activity 1. Lead-in: Art vs Design – a timeless debate. Reading for specific information about the difference between graphic design and art Guessing unknown words and expressions from the context Vocabulary: developing key vocabulary through a variety of tasks. Words formation. Matching. Filling in gaps. Design & Technology Student's Book. Functional language: Looking at useful phrases for presenting facts and figures using visual information. Speaking: Expressing own ideas on the following statements. "Chesign is not art. Design has to function." "Art is meant to provoke thought and emotions, but it doesn't solve problems." "Artists primarily work off instinct, whereas designers employ a methodical, data-driven process." CINCOK DEKOMENDABAHNX JXRepE.I: Ocnobanuü: 2 Joodamkobuü: 2, 3, 4 Immephem-docepena: 1, 2, 4	2 hours

	 Further work 5. Vocabulary: developing key vocabulary through a variety of tasks. Design & Technology Student's Book p. 56-61 6. Video: Watching and discussing video "Graphic Artist vs Graphic designer – What's the difference?" 7. Speaking: Developing skills through a variety of tasks ✓ Summarizing. ✓ Giving full answers/ Giving details and reasons. ✓ Introducing. ✓ Asking for information. ✓ Describing. 	4 hours
 Students are able to: Understand a large part of a video on a work-related topic. Identify key information in a text Use language related to graphic design. Express and comment on ideas and suggestions in informal discussions. Give an effective presentation about a familiar topic. Understand the gist and relevant details of clear standard speech in video and conversations. Employ strategies for appropriate vocabulary. Ask questions to obtain relevant information. Use the language and professional skills, acquired while working through the unit. 	Lesson 21 Visual elements & principles of Design In-class activity 1. Lead-in: Visual elements and principles of Design. Reading for specific information about basic design principles (contrast, balance, emphasis, hierarchy, repetition, pattern, variety) and visual elements of design (color, line, point, shape, texture, space, form). Guessing unknown words and expressions from the context. 2. Vocabulary: Describing key visual elements and principles of design. Developing vocabulary through a variety of tasks. Matching Locating and understanding specific information in the text Explanations Filling in gaps Design & Technology Student's Book. Statching: Developing skills through a variety of tasks. Giving details and reasons Giving full answers Asking for information Summarizing Chucok pekomeH_OBBHHX JMEPE_I OchoBHUL: 2 Jodamkoeuli: 2 Jodamkoeuli: 2 J, 4	4 hours

	 Further work 5. Reading: The Principles of Design and their importance. ✓ Reading for specific information ✓ Correcting the statements 6. Vocabulary: developing key vocabulary through a variety of tasks. Design & Technology Student's Book. 7. Video: Watching and discussing a video "10 Basics of graphic design: helpful tips for beginners" Iнтернет-джерела 8. Module Test Preparation Design & Technology Student's Book. Test Writing 	2 hours
	Тематичний модуль 4 "Products, Market and Advertising"	•
Students are able to:	Lesson 22	2 hours
	Customer, Consumers and Clients	
- Understand the details of	In-class activity	
someone's personal or professional	 Lead-in: Reading Customer, Consumers and Clients. ✓ Reading for specific information. 	
experience from an interview or presentation.	 ✓ Reading for specific information. ✓ Guessing unknown words and expressions from the context 	
- Express and comment on ideas	 Vocabulary: Developing key vocabulary through a variety of tasks. 	
and suggestions in informal	<i>3. Listening</i> : Customer care.	
discussions.	Інтернет-джерела	
- Employ strategies for	4. Grammar Review: The Passive Voice (Simple).	
appropriate vocabulary.	Developing knowledge and skills through a variety of exercises Basic English of	
- Ask questions to obtain relevant	Economics. p. 161-170.	
information.	Список рекомендованих джерел:	
- Use vocabulary and grammar	Основний: 1	
effectively.	Додатковий: 4, 5	
- Understand main ideas and	Інтернет-джерела: 1, 4	
relevant information related to		2 hours
economic issues.	Further work	
- Develop listening skills.	5. <i>Speaking:</i> Developing skills through a variety of tasks	
	✓ Giving answers.	
	 ✓ Making comparisons. ✓ True/false. 	
	✓ True/Taise. ✓ Summarizing.	
	 Summarizing. <i>Reading:</i> Total Quality Management 	
	✓ Reading for specific information.	

	 ✓ Guessing unknown words and expressions from the context. ✓ Correcting the statements. 7. Grammar review: The Passive Voice Developing knowledge and skills through a variety of exercises Basic English of Economics. p. 167-170. 	
 Students are able to: Give or seek personal views and opinions in discussing business topic. Use language related to markets and marketing mix. Express and comment on ideas and suggestions in formal discussions. Develop listening skills. Use appropriate vocabulary on topics. Employ strategies for writing for gist and information effectively. Use grammatical structures correctly. 	Lesson 23 Markets and Market Orientation In-class activity 1. Lead-in: Reading Markets and Market Orientation. ✓ Reading for specific information. ✓ Guessing unknown words and expressions from the context. 2. Vocabulary: Developing key vocabulary to describe different types of markets through a variety of tasks. ✓ Word formation ✓ Matching ✓ Filling in gaps 3. Listening: London's market Інтернет-джерела 4. Grammar Review: The Passive Voice (Continuous). Developing knowledge and skills through a variety of exercises in Basic English of Economics. p. 171-182. Список рекомендованих джерел: <i>Основний: 1</i> Додатковий: 4, 5 <i>Інтернет-джерела: 1, 4</i>	2 hours
	 Further work 5. Grammar Review: The Passive Voice (Continuous) ✓ Developing knowledge through a variety of exercises. 6. Speaking: Developing skills through a variety of tasks. ✓ Giving answers. ✓ Summarizing. ✓ Giving and seeking personal views and opinions. ✓ Giving details and exemplifying. Basic English of Economics. 7. Reading: Market Structure ✓ Guessing meaning of the unknown words from the context ✓ Defining if the statements are true or false 	6 hours

	Developing knowledge and skills through a variety of exercises in Basic English of Economics p_171_{-182}	
 Students are able to: Identify key information in a concise business-related text or article. Use language related to the topic. Classify goods. Correctly use a range of phrasal (separable) and prepositional (inseparable phrasal) verbs. Convey information and ideas on abstract and concrete topics. Give reasons and explanations for their opinions using linguistically complex language. Develop an argument giving reasons in support or against a particular point of view. 	 Lead-in: Reading Products, Goods and Services ✓ Reading for specific information. ✓ Guessing unknown words and expressions from the context. Vocabulary: Describing products ✓ Developing key vocabulary. ✓ Understanding the meaning To succeed/to manage/to cope; To role something out; Idioms. ✓ Giving full answers/ Summarizing. Developing knowledge through a variety of exercises in Basic English of Economics. p. 183-195. Listening: Products. Launching the product Intervalue of the product 	2 hours 2 hours

Students are able to:	Lesson 25	2 hours
- Scan a text in order to find	Marketing	
specific information.	In-class activity	
- Describe in details why they	1. Lead-in: Reading Marketing	
agree or disagree with a	✓ Reading for specific information.	
suggested idea.	\checkmark Guessing unknown words and expressions from the context.	
- Extract specific details from a	2. Vocabulary: Marketing terms	
TV programme on marketing	 Developing key vocabulary through a variety of exercises 	
related topic.	\checkmark Understanding the meaning.	
- Bring relevant personal	To mark something up to increase the price of something.	
experience into a conversation	3. Listening: The most effective form of promotion. Promoting a new product	
to illustrate a point.	Інтернет-джерела	
- Collate information from several	4. Grammar Review: The Sequence of Tenses	
written sources and summarize	Developing knowledge and skills through a variety of exercises in Basic English of	
the ideas orally.	Economics. p. 196-205.	
- Lead a discussion, expanding	Список рекомендованих джерел:	
and developing ideas.	Основний: 1	
- Justify and sustain views clearly	Додатковий: 4, 5	
by providing relevant	Інтернет-джерела: 1, 4	
explanations and arguments.		
	Further work	
	5. Speaking: Developing skills through a variety of tasks.	
	 Giving and seeking personal views and opinions. 	2 hours
	\checkmark Discussing.	
	✓ Expressing preferences.	
	6. Grammar Review: The sequence of Tenses	
	7. <i>Functional language</i> : Looking at the organization of and some useful	
	phrases for Letters of Advertising.	
	 Reading samples and correcting mistakes 	
	Writing the letter to advertise products and services of own firm.	
Students are able to:	Lessons 26-27	4 hours
- Give or seek personal views and	Advertising	
opinions in discussing	In-class activity	
advertising-related topics.	1. Lead-in: Reading Advertising	
- Understand a large part of a	✓ Reading for specific information.	
video on a advertising-related	\checkmark Guessing unknown words and expressions from the context.	
topic.	2. Vocabulary: Developing key vocabulary through a variety of tasks.	
- Use language related to	3. Speaking: Ways of promoting your products	

 Prepare a simple questionnaire in order to gather data. Present findings from a research project in a simple way. Deliver a short rehearsed presentation on a simple business topic. Participate in a prepared presentations on a familiar topics within an academic and professional field 	 ✓ Making comparison. ✓ Expressing preferences. Basic English of Economics. p. 207-217. 4. Listening: Radio advertisements. Інтернет-джерела Список рекомендованих джерел: Основний: 1 Додатковий: 4, 5 Інтернет-джерела: 1, 4 Further work 5. Vocabulary: developing key vocabulary to advertise different products and services 6. Writing: Short summaries of the disadvantages of traditional advertising and the advantages of viral marketing. 7. Speaking: Talking in general about brand names ✓ preparing a short rehearsed presentation. 8. Module test preparation. Basic English of Economics. p. 161-217. Test Writing 	2 hours 4 hours
	Semester Control Test Writing Разом	180 год

I курс II семестр Тематичний модуль 5 "Global business"		
		Lessons 1-2 International Trade
Students are able to:	In-class activity	6hours
	1. Lead-in: Reading International Trade	
- Use language related to	\checkmark Guessing unknown words and expressions from the context.	
international trade.	\checkmark Locating and understanding specific information in the text.	
- Extract specific details from the	2. Vocabulary: Developing key vocabulary through a variety of tasks	
text.	\checkmark Understanding the meaning.	
- Express and comment on ideas	\checkmark Words formation.	
and suggestions in formal	✓ Matching.	
discussions.	✓ Filling in gaps.	

 Understand the details of someone's personal or professional experience from an interview or presentation. Use grammatical structures correctly. 	 ✓ Understanding the meaning. To provide/ to secure/ to ensure. 3. Listening Free trade Iнтернет-джерела 4. Grammar Review: The Infinitive. Developing knowledge through a variety of exercises Basic English of Economic. Список рекомендованих джерел: Основний: 1 Додатковий: 4, 5 Iнтернет-джерела: 1, 4 Further work 5. Speaking: Discussing international business styles and management styles in different countries. Developing skills through a variety of tasks Basic English of Economics. p.366-367, 371. ✓ Giving full answers. ✓ Summarizing. ✓ Translating into English. ✓ Giving reasons. ✓ Expressing preferences. ✓ Business idioms understanding. ✓ Giving and seeking personal views and opinions. 6. Grammar Review: The Infinitive. Developing knowledge through a variety of exercises Basic English of Economics. p. 360-370. 	4 hours
	Lessons 3-4	
Students are able to: - Identify key information in a	Export and Import In-class activity 1. Lead-in: Reading Export and Import	4 hours
concise business-related text or	✓ Reading about types of financial statements.	
article. - Use language related to export	 Guessing unknown words and expressions from the context. <i>Vocabulary:</i> Developing key vocabulary through a variety of tasks 	
and import.	✓ Words formation.	
- Classify types of exports and	✓ Matching.	
imports.	✓ Filling in gaps.	
- Correctly use a range of phrasal	\checkmark Use of prepositions.	
(separable) and prepositional	\checkmark Understanding the meaning.	

(inseparable phrasal) verbs.	- To take off	
- Convey information and ideas	3. Grammar Review: The Gerund	
on abstract and concrete topics.	Developing knowledge and skills through a variety of exercises in Basic English of	
- Give reasons and explanations	Economics. p. 372-380.	
for their opinions using		
linguistically complex language.	Основний: 1	
- Develop an argument giving		
reasons in support or against a	Інтернет-джерела: 1, 4	
particular point of view.		
	Further work	4 hours
	4. <i>Reading:</i> Why international trade is the key to development	
	✓ Guessing unknown words and expressions from the context.	
	\checkmark Define whether the statements are <i>True or False</i>	
	5. Vocabulary: business idioms understanding	
	6. Speaking: Developing skills through a variety of tasks Basic English of	
	Economics. p. 376-381.	
	\checkmark Giving full answers.	
	\checkmark Completing the paragraph.	
	✓ Summarizing. Giving and seeking personal views and opinions	
	✓ Discussing the advantages of trading worldwide.	
	Lesson 5	2 hours
Students are able to:	World Trade Organization	
	In-class activity	
- Use language related to the	1. Lead-in: Reading World Trade Organization.	
topic.	\checkmark Reading for specific information.	
- Extract specific details from the	\checkmark Guessing unknown words and expressions from the context.	
text.	2. Vocabulary: Developing key vocabulary through a variety of tasks in Basic	
- Give reasons and explanations	English of Economics. p. 382-387.	
for their opinions using linguistically	\checkmark Words formation.	
complex language.	✓ Matching.	
- Develop an argument giving	\checkmark Use of prepositions.	
reasons in support or against a	\checkmark Understanding the meaning.	
particular point of view.	3. Listening: Free trade. Exceptions to the free trade	
- Summarize, comment on and	Інтеренет-джерела.	
discuss a range of factual or	 Developing skills through a variety of exercises 	
imaginative texts.	Список рекомендованих джерел:	
- Compare and evaluate different		
ideas.	Додатковий: 4, 5	

	Інтернет-джерела: 1, 4	
	 Further work Grammar Review: Infinitive or Gerund? Basic English of Economics. Developing knowledge through a variety of exercises. p. 390-391. Speaking: Developing skills through a variety of tasks in Basic English of Economics. p.388-389, 393. ✓ Giving full answers. ✓ Summarizing. ✓ Translating into English. ✓ Presenting information. ✓ Giving personal views and opinions. ✓ Seeking and giving extra information. 	4 hours
Students are able to:- Use language related to thebusiness topic Extract key details from anarticles on a business-related topic- Understand the details ofsomeone's personal or professionalexperience from an interview orpresentation Express and comment on ideasand suggestions in informaldiscussions Ask questions about challengessomeone may be facing in the globalmarket Bring relevant personalexperiences into a conversation to	Lessons 6-7 Globalization and Economic Policy In-class activity 1. Lead-in: Reading Globalization and Economic Policy ✓ Reading for specific information. ✓ Guessing unknown words and expressions from the context. 2. Vocabulary: Developing key vocabulary through a variety of tasks ✓ Words formation. ✓ Matching. ✓ Filling in gaps. 3. Grammar Review: The Participle Developing knowledge through a variety of exercises Basic English of Economics. р. 394-403. Список рекомендованих джерел: Основний: 1	4 hours
illustrate a point.	 Further work 4. Vocabulary: Developing key vocabulary through a variety of tasks in Basic English of Economics. ✓ Use of prepositions. ✓ Understanding the meaning. - To contact something out (to somebody) 	4 hours

	 5. Speaking: Developing skills through a variety of tasks ✓ Giving full answers. ✓ Summarizing. ✓ Giving personal views and opinions. ✓ Seeking and giving extra information. ✓ Business idioms understanding. 6. Grammar Review: The Participle Basic English of Economics. p. 400-403. 7. Writing Eliminating Trade Barriers ✓ Giving advantages and disadvantages of free trade ✓ Paraphrasing ✓ Summarising 	
 Students are able to: Identify key information in a concise business-related text or article. Correctly use a range of phrasal (separable) and prepositional (inseparable phrasal) verbs. Convey information and ideas on abstract and concrete topics. Give reasons and explanations for their opinions using linguistically complex language. Develop an argument giving reasons in support or against a particular point of view. Use grammatical structures correctly. 	Lessons 8-9 Business across Cultures In-class activity 1. Lead-in: Reading Business across Cultures	4 hours
	 Further work 4. Vocabulary: Business idioms understanding. 5. Speaking: Developing skills through a variety of tasks ✓ Giving full answers. ✓ Correcting. ✓ Comparing. ✓ Giving personal views and opinions. 	4 hours

	 ✓ Seeking and giving extra information. 6. Making short <i>presentation</i> on business topics learnt before 7. Module Test Preparation Basic English of Economics. p. 360-414. <u>Test Writing</u> Тематичний модуль 6 "Information Technologies in Business" 	
 Students are able to: Use language related to information technologies Give or seek personal views and opinions in discussing topics of interest. Carry out a prepared interview, checking and confirming information as necessary. Extract key details from an articles on a business-related topic. Participate appropriately in a discussion on appropriate topic. Use vocabulary effectively. Use the language and professional skills. Discuss the issues and recommend solutions. 	Lessons 10-11 Information Technologies in Business In-class activity 1. Lead-in: Discussion advantages and disadvantages of using information technologies in business" 2. Reading Businesses and the Internet. ✓ Reading for specific information. ✓ Guessing unknown words and expressions from the context. ✓ Locating and understanding specific information in the text. J. Vocabulary: Developing key vocabulary through a variety of tasks ✓ Understanding the meaning. ✓ Words formation. ✓ Matching. ✓ Filling in gaps. 4. Speaking: Developing skills through a variety of tasks Basic English of Economics. ✓ Giving full answers. ✓ Completing the paragraph. ✓ Summarizing. ✓ Discussing the advantages of internet banking. ✓ Giving and seeking personal views and opinions. Basic English of Economics. p. 418-421. Синок рекомендованих джерел: Основний: 1 Додатковий: 1, 5 Інтернет-джерела: 1, 4	2 hours
	 Further work 5. Vocabulary: Looking at vocabulary related to information technologies in business. 6. Grammar review: Possessions Developing knowledge through a variety of exercises Basic English of Economics. 	4 hours

	 p. 422-424. 7. Speaking: Developing skills through a variety of tasks ✓ Summarizing. ✓ Giving personal views and opinions. ✓ Seeking and giving extra information. ✓ Business idioms understanding. 	
 Students are able to: Express and comment on ideas and suggestions in informal discussions. Understand the details of extended talks or interviews about people's lives and experiences if delivered in clear, standard speech. Give reasons and explanations for their opinions using linguistically complex language. Develop an argument giving reasons in support or against a particular point of view. Employ strategies for writing for gist and information effectively. 	Lessons 12-13 Management Information System (MIS) In-class activity 1. Lead-in: Defining MIS. Speaking about its types, advantages and disadvantages, enterprise applications. 2. Reading: Management Information Systems: in Business, in Academia and in the Future. ✓ Reading for specific information ✓ Reading for specific information ✓ Guessing unknown words from the context ✓ Extracting main ideas 3. Vocabulary: looking at vocabulary related to Management information systems. Developing knowledge through a variety of exercises in Basic English of Economics. p. 407-412. 4. Video: Watching a video "Types of business information systems" and discussing their peculiarities and functions in business. IHTEPHET-JTMEPERT Ocnoenuü: 1 Jooankoeuü: 1 Jooankoeuü: 1 Stass in Basic English of Economics ✓ Matching ✓ Filling in gaps ✓ Matching ✓ Filling in gaps ✓ Use of prepositions 6. Speaking: Developing skills through a variety of tasks ✓ Giving and seeking personal views and opinions ✓ Summarizing ✓ Correcting ✓ Comparing	4 hours 2 hours

	Developing knowledge through a variety of exercises Basic English of Economics. p. 407-412.	
 Students are able to: Express and comment on ideas and suggestions in informal discussions. Extract key details from and article on a business-related topic. Report factual information given by other people. Write a short article on a familiar business-related topic. Employ strategies for writing for gist and information effectively. Employ strategies for appropriate vocabulary. Ask questions to obtain relevant information. 	Lessons 14-15 Using Artificial Intelligence (AI) and Expert Systems In-class activity 1. Lead-in: Benefits and risks of artificial intelligence. ✓ Reading for specific information ✓ Guessing the meaning of unknown words ✓ Locating and understanding specific information in the text 2. Vocabulary: looking at the vocabulary related to information technologies in business and developing knowledge through the variety of tasks. ✓ Explanations ✓ Matching ✓ Filling in gaps 3. Video: Watching and discussing video "The future of AI: how artificial intelligence will change the world" Iнтернет-джерела 4. Speaking: Discussing the evolution of AI, its impact on people's lives, society. Communication and business skills training through a variety of tasks in Basic English of Economics. p. 413-416. Синоск рекомендованих джерел: Основний: 1 Додатковий: 4, 5 <i>Інтернет-джерела: 1, 4</i>	4 hours
	 Further work 5. <i>Reading:</i> an article "Expert system in AI: What is, application & example." ✓ Reading for specific information ✓ Guessing the meanings of unknown words 7. Vocabulary: developing knowledge of key vocabulary through a variety of tasks. 8. Speaking: Debating the pros and cons of the artificial intelligence development. ✓ Giving and seeking personal views and opinions ✓ Comparing ✓ Summarizing 	4 hours

	9. Writing: Benefits and limitations of expert systems.	
Students are able to:	Lessons 16-17	4 hours
- Give or seek personal views and	E-commerce	
opinions in discussing topics of	In-class activity	
interest.	1. Lead-in: Discussing questions related to the delivery of goods.	
- Justify and sustain views clearly by	2. Reading: E-commerce	
providing relevant explanations and	✓ Reading for specific information.	
arguments.	\checkmark Guessing unknown words and expressions from the context.	
- Make and justify a simple point of	3. Vocabulary: Looking at vocabulary related to logistics and the delivery of	
view on a work-related topic.	goods. Developing knowledge through a variety of evencines Resig English of	
- Use the language and professional	Developing knowledge through a variety of exercises Basic English of Economics $n 426420$	
skills on topic.	Economics. p. 426-430.	
- Understand the gist and relevant	4. Project: Debating the pros and cons of online shopping.	
details of clear standard speech in conversations.	Список рекомендованих джерел: Основний: 1	
conversations.	Додатковий: 4, 5	
	Добатковии. 4, 5 Інтернет-джерела: 1, 4	
	Титериет-ожерели. 1, 4	
	Further work	6 hours
	5. Grammar review: Numbers (fractions, decimals, percentages)	
	Developing knowledge through a variety of exercises Basic English of Economics.	
	6. Vocabulary: Developing skills through a variety of tasks	
	✓ Giving full answers.	
	✓ Correcting.	
	✓ Comparing.	
	\checkmark Giving personal views and opinions.	
	7. Module Test Preparation	
	Basic English of Economics. p. 418-432.	
	8. Test Writing	
	Basic English of Economics. p. 433-434.	
Students are able to:	Тематичний модуль 7 "Writing Skills for Business" Lessons 18-19	2 hours
- Give or seek personal views and	What is Effective Business Communication	2 110015
opinions in discussing topics of	In-class activity	
interest.	<i>1. Lead-in:</i> Discussing the importance of communicational skills in everyday	
- Understand a large part of many TV	life and the ways of improving them.	
programmes on familiar topics.	2. <i>Video:</i> Watching a video "Business communication is the lifeblood of all	
- Extract specific details from a TV	organizations" and defining the reasons why business communication is	

programme on a business-related	critical to company's success.	
topic.	Інтернет-джерела	
- Use language related to politicians	3. <i>Reading:</i> Effective Business Communication Strategy	
and leaders.	✓ Locating and understanding specific information in text	
- Express their opinions in discussions	✓ Guessing unknown words and phrases from the context	
on contemporary social issues and	4. Vocabulary: Developing skills through a variety of tasks.	
current affairs.	5. Grammar review: modal verbs (ability, permission).	
- Write short, simple biographies	Developing knowledge through a variety of exercises Basic English of Economics.	
about real or imaginary people.	p. 276-283.	
ubout real of inaginary people.	Список рекомендованих джерел:	
	Основний: 1	
	Додатковий: 5	
	Інтернет-джерела: 1, 4	
	Further work	4 hours
	6. Vocabulary: developing key vocabulary concerning business	+ nours
	communication through a variety of exercises.	
	7. Grammar: Modals	
	\checkmark Developing knowledge through a variety of exercises	
	Basic English of Economics. p. 283-285.	
	8. <i>Project:</i> Researching and talking about effective communication strategies.	
Students are able to:	Lesson 20	2 hours
- Understand problem and solution	Analyzing Your Audience and Adapting Your Message: Purpose, Process &	
relationships in informal	Strategy	
conversation.	In-class activity	
- Express and comment on ideas and	1. Lead-in: Discussing communication styles in different cultures.	
suggestions in informal discussions.	2. Video: Watching a video about direct and indirect communication styles in	
- Recognize the of persuasive	the workplace.	
language in a simple presentation or	Інтернет-джерела	
lecture.	3. <i>Functional language:</i> Studying and practicing useful phrases for offering	
- Respond to objections.	help, asking for help and responding to offers of help.	
- Raise objections.	<i>4. Roleplay</i> : Practicing the functional language from the lesson	
- Decline offers politely using a range	5. Grammar review: Modal verbs (obligation and necessity)	
of formal and informal expressions.	 Oranimar review. Wodar verbs (obligation and necessity) Developing knowledge through a variety of exercises 	
	Basic English of Economics. p. 288-295.	
	Список рекомендованих джерел: Основний: 1	
	Додатковий: 5	

	Інтернет-джерела: 1, 4	
	 Further work 6. Reading: How to communicate effectively your strategic plan to employees. ✓ Reading for specific information ✓ Guessing unknown words and phrases from the context 7. Vocabulary: developing key vocabulary through a variety of exercises ✓ Matching ✓ Filling in gaps ✓ Correcting Basic English of Economics. p. 295-298. 8. Speaking: discussing common objectives for strategic communication plan ✓ Giving and seeking personal views and opinions ✓ Summarizing ✓ Comparing 	4 hours
Students are able to:	Lessons 21-22	2 hours
 Relate information in a presentation to the same information given in graphs, charts and tables. Refer to pictures, charts, graphs, etc. During a presentation using fixed expressions. Ask for questions or feedback at the end of a presentation. Give or seek personal views and opinions in discussing topics of interest. 	Structuring and Organizing Message In-class activity 1. Lead-in: Discussing the steps in the process for organizing messages. 2. Video: Watching a video "Structuring and organizing your message" Iнтернет-джерела 3. Reading: Outlining your message. ✓ Locating and understanding specific information in the text ✓ Guessing the meanings of new words 4. Vocabulary: developing key vocabulary through a variety of exercises 5. Grammar review: Modal verbs (certainty, possibility, probability) ✓ Developing of knowledge through a variety of exercises Basic English of Economics. p. 296-305. Список рекомендованих джерел: <i>Основний: 1</i> Додатковий: 5 <i>Інтернет-джерела: 1, 4</i>	
	 Further work 6. Grammar review: Studying and practicing modal verbs for certainty, possibility and probability. 7. Speaking: discussing different structural ways to organize the ideas for reader consumption (general organizational pattern, cause/effect, chronological 	4 hours

Studente ere able ter	order, compare/contrast, emphatic order, problem/solution). 8. Functional language: Looking at useful phrases for presenting facts and figures using visual information. 9. Role play: Planning and giving a short presentation using visual information Basic English of Economics. p. 306-308.	2 h auros
 Students are able to: Recognize that a speaker has summarized ideas in a simple presentation or lecture. Write a simple summery of factual work-related information. Understand standard emails on work-related topics. Reply to a work-related email confirming arrangements. Use the grammatical structures accurately and fluently. 	Lesson 23 Using Technology to Write Business Materials In-class activity 1. Lead-in: Watching a video "How six companies are using technology and data to transform themselves" and completing a short summary of it. 2. Reading: How to become a technical writer. A beginner's guide. ✓ Reading for specific information. ✓ Extracting main ideas. ✓ Guessing unknown words and phrases. 3. Grammar: Studying and practicing modal verbs with the Perfect Infinitive. Developing of knowledge through a variety of exercises in Basic English of Economics. p. 315-317. Список рекомендованих джерел: <i>Основний: 1</i> Додатковий: 5 <i>Інтернет-джерела: 1, 4</i>	2 hours
	 4. Functional language: Looking at email organization and some useful phrases for different parts of email. 5. Vocabulary: Looking at the vocabulary related to the emails writing. ✓ Developing key vocabulary through a variety of exercises. 6. Writing: A reply to an invitation email. Basic English of Economics. p. 446-447. 	4 hours
 Students are able to: Understand the main points of a work related recorded presentation. Express and comment on ideas and suggestions in informal discussions. Give a short, rehearsed talk or presentation on a familiar topic. Employ strategies for writing for gist and information effectively. 	Lessons 24-25 Practical Application: Proofreading Messages for Spelling, Grammar, Accuracy & Clarity In-class activity 1. Lead-in: Discussing "Revising, editing, proofreading: similarities and differences" 2. Reading: Proofreading techniques for business communication. ✓ Locating and understanding specific information in the text. ✓ Guessing unknown words and phrases from the context.	4 hours

- Discuss the issues and recommend	3. Speaking: discussing the importance of proofreading in business and making	
solutions.	a list of reasons.	
- Use vocabulary correctly.	4. Grammar review: Studying and practicing modal verbs.	
	Basic English of Economics. p. 308-315.	
	Список рекомендованих джерел:	
	Основний: 1	
	Додатковий: 5	
	Інтернет-джерела: 1, 4	
	Further work	4 hours
	5. <i>Brainstorming:</i> Top 10 pro tips for proofreading business text.	
	6. Video: Watching and discussing a video "The importance of proofreading in	
	the workforce".	
	Інтернет-джерела	
	7. Module test preparation	
	Basic English of Economics. p. 288-315.	
	8. Test Writing	
	Тематичний модуль 8 "Artistic Principles & Approaches"	
Students are able to:	Lesson 26	2 hours
- Give or seek personal views and	Principles of Art	
opinions in discussing topics of	In-class activity	
interest.	1. Lead-in: The principles of art and design	
- Use language related to art and	✓ Reading for specific information	
design.	✓ Guessing unknown words from the context	
- Express their opinions in discussions	\checkmark Completing a short summary of the text.	
on contemporary social issues and	2. Video: Watching a video "Understanding the principles of design".	
current affairs.	Інтернет-джерела	
- Write short, simple biographies	3. Speaking: Rating the principles of art and design (balance, movement,	
about real people.	rhythm, unity, variety, pattern, scale, proportion, emphasis and contrast)	
	according to their importance individually and comparing results in the	
	group, supporting own points of view	
	<i>4. Vocabulary:</i> Looking at common verb + noun collocations related to art.	
	Developing of knowledge through a variety of exercises in Art and Design	
	Teacher's Guide.	
	Список рекомендованих джерел:	
	Основний: 3	
	Додатковий: 1, 2	
	Інтернет-джерела: 1	

 Students are able to: Guess the meaning of an unfamiliar word from the context. Give or seek personal views and opinions in discussing topics of interest. Extract key details from an article Skim a simple text to identify key concept. Reorganize significant points and arguments in straightforward newspaper article on familiar topics. 	 Further work Project: Researching and talking about prominent figures in the field of arts. Functional language: Looking at phrases they can use during conversation to demonstrate they are listening actively. Speaking: Discussing the importance of active listening. Lesson 27 Principles & Elements of Two- and Three-Dimensional Art In-class activity Lead-in: Looking at some useful vocabulary related to art and design. Reading: An article about Two- and Tree-Dimensional Art. Speaking: Students are discussing basic components considered the elements of art (line, shape, form, space, color, texture, value) and principles (unity/variety, emphasis, balance, movement, rhythm, gradation, proportion). Developing of knowledge through a variety of exercises in Art and Design Teacher's Guide. Список рекомендованих джерел:	4 hours 2 hours
	Основний: 3 Додатковий: 1, 2	
	Інтернет-джерела: 1	
	 Further work 4. Vocabulary: developing key vocabulary through a variety of exercises Art and Design Teacher's Guide. 5. Project: Researching and talking about contemporary art. 	4 hours
Students are able to:	Lesson 28	2 hours
- Express and comment on ideas and	Health Hazards of Art Tools & Materials	
suggestions in informal discussions.	In-class activity	
- Use language related to art tools and	1. <i>Lead-in:</i> Art and safety	
materials Begrand to objections	✓ Reading for specific information	
Respond to objections.Raise objections.	 Locating and understanding specific information in the text <i>Video:</i> Watching a video about safety and environmental hazards of 	
- Offer and ask for help or assistance.	materials in art and completing a short summary of it.	
- Use simple, fixed expressions to	Інтернет-джерела	
accept offers in a simple business	3. <i>Reflection:</i> Reflecting on the main points and conclusions from the video	
transaction.	and discuss them.	
- Decline offers politely using a range of formal and informal expressions	 4. Functional language: Students look at language for dealing with objections. 5. Roleplay: Practicing the functional language from the lesson by roleplaying 	

	and then discussing different situations. Art and Design Teacher's Guide. Список рекомендованих джерел: Основний: 3 Додатковий: 1, 2 Інтернет-джерела: 1 Further work 6. Reading: Art materials can be dangerous! ✓ Locating and understanding specific information in the text 7. Speaking: Why do art materials have the potential to cause health problems? How can we reduce risks? ✓ Giving and seeking personal views and opinions ✓ Comparing ✓ Summarising 8. Functional language: Studying and practicing useful phrases for offering help, asking for help and responding to offers of help. 9. Role-play: Practicing the functional language from the lesson.	2 hours
 Students are able to: Extract the key details from discussions in meetings conducted in clear, standard speech. Guess the unfamiliar words using contextual clues Identify key information in the text Give or seek personal views and opinions in discussing the topic. Discuss the issues and recommend solutions. 	Lesson 29 What Is a Medium in Art: Definition & Terms In-class activity 1. Lead-in: The Ultimate Guide on Different Art Mediums. ✓ Reading for specific information. ✓ Guessing the unknown words and phrases from the context 2. Speaking: discussing different types of traditional paintings and drawing styles (tempera, oil painting, acrylic painting, watercolors, pastels, chalk, graphite pencils, pen and ink) ✓ Giving personal opinions ✓ Seeking personal views ✓ Comparing Art and Design Teacher's Guide. Nideo: Watching a video "How this guy uses A.I. to create art". Інтернет-джерела Список рекомендованих джерел: Основний: 3 Додатковий: 1, 2 Інтернет-джерела: 1 Interpretional section is the section is t	2 hours

	Further work	4 hours
	4. Reading: Mixed Media Techniques and unconventional Artistic Expressions	
	✓ Locating and understanding specific information in the text	
	5. Vocabulary: developing key vocabulary through a variety of exercises	
	Art and Design Teacher's Guide.	
	6. Writing: Photography as an art medium	
Students are able to:	Lessons 30-31	2 hours
- Use language related to art	Visual Art Processes: Definition & Types	
processes.	In-class activity	
- Guess the unfamiliar words using	1. Lead-in: Speaking about the ways to make visual arts (drawing, painting,	
contextual clues	collage, mosaics, printmaking, stencils, photography, digital imaging),	
- Identify key information in the text	comparing and contrasting them.	
- Write a short summary of the video.	2. Reading: Making Art	
- Express their opinions in	✓ Reading for specific information	
discussions.	\checkmark Guessing the unknown words and phrases from the context	
	Art and Design Teacher's Guide.	
	3. Video: Watching a video "Visual Art Processes: Definition & Types".	
	Інтернет-джерела	
	4. Writing: Completing a summary of the video "Visual Art Processes:	
	Definition & Types"	
	Список рекомендованих джерел:	
	Основний: 3	
	Додатковий: 1, 2	
	Інтернет-джерела: 1	
	Further work	4 hours
	5. Vocabulary: Developing key vocabulary through a variety of exercises.	
	✓ Matching	
	✓ Filling in gaps	
	\checkmark Looking at common verb + noun collocations related to art.	
	Art and Design Teacher's Guide.	
	6. <i>Project</i> : Researching and talking about Creative Process in Art.	
Students are able to:	Lesson 32	2 hours
- Scan several short, similar texts on	Vocabulary for Drawing Materials, Styles & Techniques	
the same topic to find specific	In-class activity	
information.	1. Lead-in: Watching a video "Vocabulary for Drawing Materials, Styles &	
- Briefly give reasons and	Techniques" and completing a short summary of it.	
explanations for opinions, plans and	Інтернет-джерела	
actions.	2. Reading: Techniques & Styles	
- Extract specific details from a video.	✓ Locating and understanding specific information in the text	

- Guess the unfamiliar words using contextual clues	 ✓ Guessing the unknown words and phrases from the context 3. Vocabulary: Developing key vocabulary through a variety of exercises. ✓ Filling in gaps ✓ Matching Аrt and Design Teacher's Guide. Список рекомендованих джерел: Основний: 3 Додатковий: 1, 2 Інтернет-джерела: 1 Further work 4. Vocabulary: developing key vocabulary through a variety of exercises. 	2 hours
	Art and Design Teacher's Guide.	
Students are able to:	5. <i>Project:</i> Researching and talking about one of the art styles. Lesson 33	2 hours
- Use language related to art.	Painting Processes: Definition & Techniques	2 110415
- Extract specific details from the text.	In-class activity	
- Understand and describe painting	1. Lead-in: Watching a video "Painting process: Definition & Techniques"	
techniques	and completing a short summary of it.	
- Give reasons and explanations for	2. <i>Reflection:</i> Reflecting on the main points and conclusions from the video	
the opinions using linguistically	and discuss them. 3. <i>Reading:</i> What is Process Painting?	
complex language.Support a main idea with examples	✓ Reading for specific information	
and reasons.	✓ Guessing unknown words and phrases from the context	
	Art and Design Teacher's Guide.	
	4. Speaking: Developing skills through a variety of tasks	
	\checkmark Giving full answers to the questions about the paintings techniques	
	✓ Summarizing	
	 Exemplifying and making preferences 	
	Список рекомендованих джерел:	
	Основний: 3	
	Додатковий: 1, 2	
	Інтернет-джерела: 1	4.1
	Further work	4 hours
	5. <i>Video and Writing:</i> Watching a video "7 innovative painting techniques that don't require a paintbrush" and completing a short summary of it.	
	Інтернет-джерела	
	6. Vocabulary: developing key vocabulary through a variety of exercises.	
	Art and Design Teacher's Guide.	

Students are able to:	Lessons 34-35	2 hours
- Give or seek personal views and	Common Problems & Solutions in Creating Visual Art	
opinions in discussing topics of	In-class activity	
interest.	1. Lead-in: Discussing "What are the difficulties that you encounter in making	
- Understand a large part of a video on	the artwork?"	
a work-related topic.	2. Video: Watching a video "Common problems & solutions in creating visual	
- Use language related to art.	arts".	
- Express and comment on ideas and	3. <i>Reflection:</i> Reflecting on the main points and conclusions from the video	
suggestions in formal discussions.	and discussing the ways of solving common problems in visual arts.	
- Discuss the issues and recommend	4. Vocabulary: Looking at vocabulary related to visual arts.	
solutions.	\checkmark developing key vocabulary through a variety of exercises.	
	Art and Design Teacher's Guide.	
	Список рекомендованих джерел:	
	Основний: 3	
	Додатковий: 1, 2	
	Інтернет-джерела: І	(h a suma
	Further work	6 hours
	 5. <i>Reading:</i> An article "The biggest challenges artists face during their career". ✓ Reading for specific information 	
	 Keading for specific information Guessing the unknown words and phrases from the context 	
	Iнтернет-джерела 6. Module test preparation	
	Art and Design Teacher's Guide.	
	7. Test Writing	
<u></u>	Тематичний модуль 9 "Fundamentals of Graphic Design"	
Students are able to:	Lesson 36	2 hours
- Give or seek personal views and	Basic Graphic Design Elements	2 110015
opinions in discussing topics of	In-class activity	
interest.	1. Lead-in: The basics of graphic design: the elements.	
- Understand a large part of a video on	 Reading for specific information 	
a work-related topic.	✓ Guessing the unknown words and phrases from the context	
- Use language related to graphic	2. Speaking: Discussing basic graphic elements (line, color, value, shape,	
design	texture, space, form).	
- Express and comment on ideas and	Developing skills through a variety of tasks	
suggestions in formal discussions.	\checkmark Completing the paragraph	
- Prepare a simple questionnaire in	✓ Giving full answers	
order to gather data.	\checkmark Defining the terms	

	 ✓ Summarizing 3. Vocabulary: Looking at vocabulary related to graphic design. Developing of knowledge through a variety of exercises in Design & Technology Student's Book. Список рекомендованих джерел: Основний: 2 Додатковий: 2, 3, 4 <i>Інтернет-джерела: 1, 3, 4</i> Further work 4. Video and writing: Watching a video "The visual design elements and principles that make good design" and completing a summary of fundamental visual design elements and principles every designer needs to master in order to create top- quality design work. Iнтернет-джерела 5. Speaking: Developing skills through a variety of tasks. ✓ Giving full answers ✓ Commenting ✓ Summarizing ✓ Discussing the visual design elements importance 	4 hours
 Students are able to: Give or seek personal views and opinions in discussing topics of interest. Express and comments on ideas and suggestions in informal discussions. Use language related to graphic design Understand a large part of a video on a work-related topic. Employ strategies for writing for gist and information effectively. 	Lesson 37 Imagemaking in Graphic Design: Definition & Importance In-class activity 1. Lead-in: Speaking about different types of images in graphic design. 2. Video: Watching videos about techniques of image making and discussing them. Iнтернет-джерела 3. Reading: The role of images in graphic design ✓ Reading for specific information ✓ Guessing the unknown words and phrases from the context Design & Technology Student's Book. 4. Brainstorming: The rules of creating a positive image for a brand. Список рекомендованих джерел: Основний: 2 Додатковий: 2, 3, 4 Інтернет-джерела: 1, 3, 4 Further work	2 hours 2 hours
	 5. Vocabulary: Looking at vocabulary related to graphic design. Developing of knowledge through a variety of exercises in Design & Technology Student's Book. 	2 110018

	6. A mini-project for individual or group presentation: Brand Names.	
Students are able to:	Lesson 38	2 hours
- Extract key information in a	Identifying Marks, Icons & Symbols in Graphic Design	
presentation about brands.	In-class activity	
- Give an affective presentation about	1. Lead-in: Mark, Icon, Symbol – What's the Difference?	
a familiar topic.	\checkmark Locating and understanding specific information in the text	
- Ask questions about the content of a	\checkmark Guessing the unknown words and phrases from the context	
presentation or lecture aimed at a	2. Speaking: Developing skills through a variety of tasks	
general audience, using simple	\checkmark Discussing the role of marks, icons and symbols in graphic design	
language.	\checkmark Giving definitions	
- Answer questions about the content	\checkmark Giving and seeking personal views and opinions	
of a presentation or lecture aimed at	✓ Summarizing	
a general audience.	Design & Technology Student's Book.	
	3. Video: Watching a video about types of logos.	
	Інтернет-джерела	
	Список рекомендованих джерел:	
	Основний: 2	
	Додатковий: 2, 3, 4	
	Інтернет-джерела: 1, 3, 4	
	Further work	2 hours
	4. <i>Reading:</i> Icon, Mark, Brand, Emblem: The Missing Guide to Logo Design	
	Terms	
	 Reading for specific information 	
	\checkmark Guessing the unknown words and phrases from the context	
	Design & Technology Student's Book.	
	5. Project: How to create logo for your brand?	• •
Students are able to:	Lesson 39	2 hours
- Express and comment on ideas and	Principles of Composition in Graphic Design	
suggestions in informal discussion	In-class activity	
- Briefly give reasons and	1. Lead-in: 10 rules of composition all designers live by.	
explanations for opinions, plans and actions.	 Reading for specific information Cussing the unknown words and phrases from the context 	
	✓ Guessing the unknown words and phrases from the context	
 Understand a large of video on a work-related topic. 	2. Vocabulary: Looking at vocabulary related to graphic design. Developing of knowledge through a variety of exercises in Design & Technology	
- Guess the meanings of unfamiliar	Student's Book.	
words by using contextual clues.	3. Video: Watching a video "Beginning Graphic Design: Layout &	
words by using contextual clues.	Composition" and completing a summary of it.	
	Інтернет-джерела	
	птернет-джерела	

	Список рекомендованих джерел:	
	Основний: 2	
	Додатковий: 2, 3, 4	
	Інтернет-джерела: 1, 3, 4	
	Further work	2 hours
	4. <i>Reading:</i> Article "Basic Principles of design to help you create awesome	
	graphics".	
	Інтернет-джерела	
	Reflection: Reflecting on the main points and conclusions from the article and	
	discussing them in the group.	
Students are able to:	Lessons 40-41	2 hours
- Identify key information in a text or	What is a Logo? - Design & Development	
article.	In-class activity	
- Express ideas and suggestions;	1. Lead-in: How to design a logo: 5 steps to creating a logo you love.	
discuss options and present	\checkmark Locating and understanding specific information in the text	
conclusions in meetings.	\checkmark Guessing the unknown words and phrases from the context	
- Express and comment on ideas and	2. Listening: Logo Design Process	
suggestions in formal discussions.	Інтернет-джерела	
- Write a simple summary of factual	3. Working in small groups: Brainstorming meeting for a brand awareness	
work-related information.	campaign.	
	4. Writing: A summary of the ideas from the brainstorming meeting.	
	Developing of knowledge through a variety of exercises in Design & Technology	
	Student's Book.	
	Список рекомендованих джерел:	
	Основний: 2	
	Додатковий: 2, 3, 4	
	Інтернет-джерела: 1, 3, 4	
	Further work	6 hours
	5. Reading and speaking: Logo design process: how professionals do it	
	\checkmark Reading for specific information	
	\checkmark Discussing the article	
	6. Module Test Preparation	
	Design & Technology Student's Book.	
	7. Test Writing	
	Lesson 42	2 hours
	Semester Control Test Writing	
	Разом	180 год

II курс III семестр Тематичний модуль 10 "Materials and Structures"		
		 Students are able to: Understand a large part of a video on a work-related topic. Use language related to materials science. Extract specific details from the text. Be aware of materials classification. Be able to give a definition of the materials. Support a main idea with examples.
	The Fundamentals of Interior Design. Lesson 2 Definition of Physical Properties of Matter	
Students are able to:- Define matter and physicalproperty Recite some of the commonphysical properties of matter Understand a large of video on awork-related topic Write notes for a shortpresentation Participate in a prepared	 In-class activity Lead-in: ✓ Talking about what kinds of things surround you. ✓ Think about how you may describe those things. ✓ What do they all have in common? ✓ One key similarity is that they are all matter. Video: Watch the video and learn about the physical properties of matter so you can identify them in the future. Iнтернет-джерела Grammar: Studying and practicing Comparison of Adjectives. 	2 hours

presentations.	Basic English of Economics. p. 343-345.	
- Ability to deal follow up questions.	Список рекомендованих джерел:	
	Основний: 4	
	Додатковий: 1, 2	
	Інтернет-джерела: 1	
	Further work	4 hours
	4. Speaking:	
	Developing skills through a variety of tasks	
	\checkmark Giving full answers to the questions about the properties of matter.	
	\checkmark Identifying the main points from the video and summarizing them.	
	✓ Making comparisons and observation of physical properties of matter.	
	 Preparing a short rehearsed presentation on the application of the different 	
	physical properties in our everyday life.	
	✓ The Fundamentals of Interior Design.	
	Lessons 3-4	
	History of Architectural Materials & Techniques	
Students are able to:	In-class activity	4 hours
- Identify key information in a text	1. <i>Lead-in:</i> Architecture has a history spanning thousands of years. In some	10
or article.	ways, it's changed a lot in that time. In other ways, it really hasn't. In this lesson,	
- Guess the unfamiliar words using	we'll look at the history of the materials and techniques that built our world.	
contextual clues	2. Reading:	
- Identify key information in the	\checkmark Reading for specific information	
text.	\checkmark Guessing the unknown words and phrases from the context	
- Employ strategies for reading for	3. Vocabulary: Looking at vocabulary related to Materials and Techniques.	
gist and information effectively.	Список рекомендованих джерел:	
- Give or seek personal views and	Основний: 4	
opinions in discussing the writing	Додатковий: 1, 2	
task.	Інтернет-джерела: 1	
	Further work	6 hours
	4. Speaking:	
	Knowledge development and skills training through a variety of tasks.	
	\checkmark Giving full answers to the questions about the history of architectural	
	materials.	
	5. Writing: Make up lists of:	
	• Materials Used in Building.	
	 Materials Used in Interior Decoration. 	

	Materials Used in Industrial Design.	
	The Fundamentals of Interior Design.	
Students are able to:	Lessons 5-6	4 hours
- Describe the four materials that	Earth's Materials: Minerals, Rocks, Soil & Water	
make up Earth's outer crust	In-class activity	
- Explain the importance of these	1. Lead-in: What is the earth made of? The earth's crust has four main	
materials	components, which are referred to as Earth's materials. These materials	
- Identify the three types of rocks	include minerals, rocks, soil and water.	
- Write notes for a short	✓ Reading for specific information	
presentation.	✓ Guessing the unknown words and phrases from the context	
- Participate in a prepared	2. Video: Watch the video about four main components of Earth that are the	
presentations on a familiar topics	building blocks of life.	
within an academic and professional	Інтернет-джерела	
field with:	3. Speaking: Developing skills through a variety of tasks	
\checkmark A clear linear sequence of points.	\checkmark Discussing which are the main components that make up the outer	
\checkmark Clearly stated reasons and	crust of the earth.	
explanations for opinions, plans and	✓ Giving definitions.	
actions.	✓ Summarizing	
\checkmark Ability to deal follow up	Список рекомендованих джерел:	
questions	Основний: 4	
\checkmark Clear articulations and	Додатковий: 1, 2	
appropriate stress and intonation	Інтернет-джерела: 1 Further work	8 hours
patterns. ✓ Adequate voice projections, body	<i>4. Project:</i> How Developed and Developing Nations Consume Earth	8 nours
language, etc.	Materials Differently.	
language, etc.	5. Module Test Preparation	
	The Fundamentals of Interior Design	
	6. Test Writing	
	Модуль 11. "Art History"	
Students are able to:	Lesson 7	4 hours
- Follow the main points in a	What is Art History? - Definition & Overview	- nours
complex presentation or lecture,	In-class activity:	
supporting material.	1. Lead-in: Discussing checking out the discipline of art history and see	
- Extract specific details from a	how researchers study art to learn about human societies.	
video on a work- related topic.	2. Video: Watching a video about Art history - a discipline that examines	
- Answer questions in a survey using	trends, movements, and periods in history.	
complex language.	Інтернет-джерела	
- Express and comment on ideas and	3. <i>Vocabulary:</i> Looking at vocabulary related to the main concepts,	

suggestions in informal discussions. - Employ strategies for listening for gist and information effectively.	тоvements and trends within Art History. 4. Grammar: Studying and practicing Comparison of Adverbs Basic English of Economics. p.353-356. Список рекомендованих джерел: Основний: 3 Додатковий: 1, 2 Інтернет-джерела: 1 Further work:	4 hours
	 5. Vocabulary: ✓ Developing key vocabulary through a variety of tasks. 	
	6. <i>Reading:</i> Read the article "Art versus Artifact" Інтернет-джерела	
	7. Speaking: Comment upon what exactly distinguishes a work of art from an artifact	
Students are able to:	Lesson 8	2 hours
- Explore why humans make art, the	Why do Humans Make Art? - History & Value	
value placed on it, and understand	In-class activity:	
how art provides us with a better	1. <i>Lead-in:</i> In this lesson, one of the most distinctive aspects of humans: the	
understanding of our history	creation of art is discussed.	
- Understand the main reasons for	2. <i>Video:</i> Watching a video "The Arts and the human condition"	
creating art.	Інтернет-джерела	
- Reflect on the impact of art for	3. <i>Reflection:</i> Reflecting on the conclusions from the video and discuss a	
human civilization	questioning style during a needs analysis.	
- Understand a large part of a video	4. <i>Grammar:</i> Review: Past Simple, Past Continuous, Past Perfect Simple Basic English of Economics. p. 104-106.	
on a work-related topic. - Convey information and ideas on	U	
and concrete topic.	Список рекомендованих джерел: Основний: 3	
- Give reasons and explanations for	Додатковий: 1, 2	
their opinions using linguistically	Інтернет-джерела: 1	
complex language.	Титернет-ожерели. Т	
- Develop an argument giving	Further work:	4 hours
reasons in support or against a	5. <i>Project</i> : Why Art Is Valuable for Society?	inours
particular point of view.	Інтернет-джерела	
Students are able to:	Lesson 9	2 hours
- Evaluate the advantages and	What is Western Civilization? - Definition & Overview	
disadvantages of different options	In-class activity:	
during a discussion.	1. Lead-in: Defining that term and explore some of its complications as	

 Adjust the precision of questions in order to obtain more detailed information. Ask open-ended questions to better understand the specific details of the topic. Give detailed feedback about someone's performance. Compare the advantages of possible approaches and solutions to an issue or problem. Infer speakers' opinions in conversations Identify and exchange key information in an extended text. Express opinions as regards possible solutions, giving brief reasons and explanations. 	 well. 2. Brainstorming: People in Europe or the United States are likely to hear others talking about Western culture. What does this mean? Are we talking about the American West, with its cowboys and outlaws? Are we talking about the Western Hemisphere? Which West are we talking about? 3. Reflection: Reflecting on the conclusions from the discussion. 4. Reading: A brief history of Western culture. ✓ Reading for specific information ✓ Guessing the unknown words and phrases from the context Інтернет-джерела Список рекомендованих джерел: Основний: 3 Додатковий: 1, 2 Iнтернет-джерела: 1 Further work: 5. Speaking: ✓ Knowledge development and skills training through a variety of tasks. 	6 hours
 Students are able to: Give or seek knowledge in discussing topic. Understand a large part of a video on a work-related topic. Use language related to art history. Set out argument in the essay writing. Develop the arguments in the essay with evidence in the main body. Wrap the arguments up with a conclusion. Employ strategies for reading for gist and information effectively. 	 ✓ Giving full answers to the questions about the Western Civilization. Lesson 10 Prehistory: Definition and Timeline In-class activity: Lead-in: Briefly discussing of pre- history in terms of the Stone Age and its three major time periods: the Paleolithic, Mesolithic, and Neolithic. Video: Watch the video about prehistory, from the earliest appearance of humans to the development of stone tools, agriculture, animal domestication, permanent settlements and writing. IHTEPHET-Джерела Reflection: Reflecting on the timeline base list of the most important things that happened in the Stone Age. Список рекомендованих джерел: Основний: 3 Додатковий: 1, 2 Iнтернет-джерела: 1 	2 hours 4 hours

	 Write an essay of at least two to three paragraphs that explains the definition of prehistory. Be sure to include analysis of the different ways prehistory can be categorized. Essay Prompt 2: Write an essay that describes the main characteristics of the Paleolithic period. Be sure to answer the following questions: What were the major breakthroughs of this period? What problems did humans in this period face? Essay Prompt 3: Explain why the development of writing during the Neolithic Age was important. Pay special attention to answering the following question: How has writing affected the definition of prehistory? Iнтернет-джерела 	
 Students are able to: Understand a large part of a video on a work-related topic. Guess the meanings of unfamiliar words by using contextual clues. Explain Mesopotamia's location Describe what stood out in the region Identify the importance of lapis lazuli Give or seek personal views and opinions in discussing topics of interest. Present findings from a research project in a simple way. 	 Lesson 11 Mesopotamia: Culture, Facts & History In-class activity: Lead-in: exploring some of the major events and most interesting facts about Ancient Mesopotamia - a region located in modern day Iraq. Observing a rich and diverse culture of this region. Video: Watch the video about the cradle of civilization-Mesopatamia. Interphet джерела Vocabulary: Describing Mesopotamia: Terms and Definitions. Interphet-джерела Reflection: Reflecting on the timeline base list of the most important things that happened in Mesopotamia. Its trade, culture and warfare. Список рекомендованих джерел: Основний: 3 Додатковий: 1, 2 Iнтернет-джерела: 1 	2 hours
	 Further work: 5. <i>Project</i>: Work in-group. Prepare a presentation on one of the following topics: Art of the Ancient Near East: Periods & Characteristics Representation of Spiritual Beliefs in the Art of the Ancient Near East Sumerian Art and Architecture Art of the Babylonians: Style, Examples & Achievements Assyrian Art and Architecture Iнтернет джерела 	6 hours

 Students are able to: Guess the meanings of unfamiliar words by using contextual clues. Use language related to the history of art. Extract specific details from the text. Summarize the development of Egyptian art through the three Egyptian Kingdoms. Discuss political, cultural and religious information that can be deduced about the Egyptians through their art. Understand a large part of a video on a work-related topic. Explain the role of pharaohs as patrons of the arts. Name and describe some of the art forms commissioned by the pharaohs 	 Lessons 12-13 Ancient Egyptian Art & Architecture: History, Politics & Culture In-class activity: Lead-in: Exploring the rich traditions of ancient Egyptian art and architecture. Discovering Egyptian life, politics, and culture. Discover how the pharaohs of ancient Egypt used their power and wealth to become great patrons of the arts. : Reading and discussing Read general overview of the culture of ancient Egypt, one of the oldest civilizations in the world. Discuss political, cultural and religious information that can be deduced about the Egyptians through their art. Vocabulary: Looking at vocabulary related to Ancient Egyptian Art & Architecture. Video: Watch the video about the pharaoh. IHTEPHET - Джерела Grammar Review: Numbers (fractions, decimals, percentages) Basic English of Economics. p.430 – 432. CINCOK рекомендованих джерел: Ochoenuü: 3 Додатковий: 1, 2 Iнтернет-джерела: 1	4 hours
reliefs. - Scan several short, similar texts on the same topic to find specific information. - Present findings from a research project in a simple way.	 Further work: 6. Working in small groups: Prepare a presentation on one of the following topics: Egyptian Pyramids: Definition, Facts & Structure The Luxor Temple in Egypt: Facts & Overview Funerary Beliefs, Practices & Temples in Ancient Egypt Iнтернет - джерела 	6 hours
Students are able to:	Lesson 14 Ancient Greece: History & Culture	2 hours
 Understand a large part of a video on a work-related topic. Guess the meanings of unfamiliar words by using contextual clues. Summarise relevant data or research in support of an argument in 	 In-class activity: 1. <i>Lead-in:</i> Talking about the characteristics that differentiate Greek culture from others of its time. Discussing how these characteristics, as well as religion, influenced Greek art. 2. <i>Video:</i> Watching a video about a few of the ways the world has been influenced by the ancient Greeks. 3. <i>Vocabulary:</i> Looking at vocabulary related to a proper names of Ancient 	

 a debate or discussion. Evaluate arguments in a debate or discussion and justify the evaluation. Scan several short, similar texts on the same topic to find specific information. Present findings from a research project in a simple way. 	Greece. Інтернет - джерела 4. <i>Reflection:</i> Reflecting on the main points and conclusions from the video Список рекомендованих джерел: <i>Основний: 3</i> <i>Додатковий: 1, 2</i> <i>Інтернет-джерела: 1</i> Further work: 5. <i>Project</i> : In a small groups research and discuss how characteristics that differentiated Greek culture from other cultures influenced in pottery,	6 hours
	architecture, sculpture.	
Students are able to: -Follow the main points in a linguistically complex presentation or lecture, supporting material. -Extract specific details from a video on a work- related topic. -Answer questions in a survey using linguistically complex language. -Express and comment on ideas and suggestions in informal discussions. -Use language related to art history. -Set out argument in the essay writing.	Lesson 15 Understanding Roman History Through Art In-class activity: 1. Lead-in: Exploring some of the important trends in art during the Roman Republic. 2. Brainstorming: Is it possible to study history through art? Looking at the ways that artistic styles changed. 3. Video: Watch the video and explore the history, design, construction, and significance of the Roman Empire. 4. Vocabulary: Looking at vocabulary related to the Roman Arches Intrephet - джерела Список рекомендованих джерел: Основний: 3 Додатковий: 1, 2 Iнтернет-джерела: 1	2 hours
- Develop the arguments in the essay with evidence in the main body. - Wrap the arguments up with a conclusion.	Further work: 5. Writing: Write an essay "Rome & Religious Architecture: Influences & Examples" Інтернет - джерела	6 hours
Students are able to: - Guess the meanings of unfamiliar words by using contextual clues. - Use language related to the history of art.	Lesson 16 Late Antiquity: Definition, Overview & Art In-class activity: 1. Lead-in: Overviewing of Late Antiquity period and discussing how art changed during this time.	2 hours

 Manage discussions to ensure that they are based on facts and evidence rather than speculation. Scan several short, similar texts on the same topic to find specific information. Present findings from a research project in a simple way. 	 2. <i>Reading and discussing</i>: Read the text about Late Antiquity period. Discuss artistic expression of this period. 3. <i>Vocabulary:</i> Looking at vocabulary related to the proper names in Late Antiquity Period. Iнтернет-джерела Список рекомендованих джерел: <i>Основний: 3</i> Додатковий: 1, 2 <i>Інтернет-джерела: 1</i> Further work: Speaking: Discuss the move from house churches to basilicas in early Christianity Describe a house church and how it reflected the status of Christianity in the Roman Empire Explain the layout and origin of the basilica Recall the importance of East in the Christian faith Iнтернет-джерела 	4 hours 2 hours
 Guess the meanings of unfamiliar words by using contextual clues. Use language related to the history of art. Manage discussions to ensure that they are based on facts and evidence rather than speculation. Scan several short, similar texts on the same topic to find specific information. Present findings from a research project in a simple way. 	 The Byzantine Empire: History, Culture & Timeline In-class activity: <i>Lead-in:</i> Observing the historical and cultural timeline of the Byzantine Empire. <i>Reading and discussing</i>: Read the text about History and Culture of the Byzantine Empire. Discuss the history and main characteristics of Byzantine architecture. How Byzantine Art was shaped by religious and political forces. <i>Vocabulary:</i> Looking at vocabulary related to the proper names in Byzantine Empire. Нтернет - джерела Список рекомендованих джерел: <i>Основний: 3</i> <i>Додатковий: 1, 2</i> <i>Інтернет-джерела: 1</i> 	
	Further work: 4. Project: «The Hagia Sophia as Art: Features & Historical Importance»	4 hours

Students are able to:	Lesson 18	2 hours
	Islamic Art & Architecture: History & Characteristics	
- Extract specific details from a	In-class activity:	
video on a work- related topic.	1. Lead-in: Exploring some history and characteristics of Islamic art and	
- Express and comment on ideas and	architecture.	
 suggestions in informal discussions. Infer speakers' opinions in conversations on work-related topics. Express opinions as regards possible solutions, giving brief reasons and explanations. Set out argument in the essay writing Develop the arguments in the essay with evidence in the main body. 	 Brainstorming: How would you decorate surfaces without pictures of people or animals? What do calligraphy and geometry have in common? They're used in Islamic art. Video: Watch the video about art and architecture created for people of Muslim faith. Vocabulary: Looking at the terms associated with Islamic art and architecture. Make sure that you understand all of the important elements of this lesson. Інтернет - джерела Список рекомендованих джерел: 	
- Wrap the arguments up with a	Основний: 3	
conclusion.	Додатковий: 1, 2	
	Інтернет-джерела: 1	
	Further work: 5. <i>Writing:</i> Islamic art is heavily influenced by religious rules, specifically ones that forbid depictions of people and animals. Because of this, the influence of geometry and calligraphy is obvious in Islamic art, as this lesson explained. Take a look at the art and/or architecture of another religion, like Christianity, Sikhism, or Judaism. Write an essay comparing and contrasting these two art styles and discussing which elements of them are influenced by their respective	4 hours
Studente ere oble ter	religious teachings. Інтернет - джерела	2 hours
	Інтернет - джерела Lesson 19	2 hours
- Guess the meanings of unfamiliar	Інтернет - джерела Lesson 19 Early Middle Ages in Europe: Definition & Overview	2 hours
- Guess the meanings of unfamiliar words by using contextual clues.	Інтернет - джерела Lesson 19 Early Middle Ages in Europe: Definition & Overview In-class activity:	2 hours
 Guess the meanings of unfamiliar words by using contextual clues. Use language related to the history 	Інтернет - джерела Lesson 19 Early Middle Ages in Europe: Definition & Overview In-class activity: 1. Lead-in: Overviewing of key moments in The Early Middle Ages in	2 hours
 Guess the meanings of unfamiliar words by using contextual clues. Use language related to the history of art. 	Інтернет - джерела Lesson 19 Early Middle Ages in Europe: Definition & Overview In-class activity: 1. Lead-in: Overviewing of key moments in The Early Middle Ages in Europe.	2 hours
 words by using contextual clues. Use language related to the history of art. Manage discussions to ensure that 	Інтернет - джерела Lesson 19 Early Middle Ages in Europe: Definition & Overview In-class activity: 1. Lead-in: Overviewing of key moments in The Early Middle Ages in Europe. 2. Reading and discussing: Read the text about the period of time between	2 hours
 Guess the meanings of unfamiliar words by using contextual clues. Use language related to the history of art. Manage discussions to ensure that they are based on facts and evidence 	Інтернет - джерела Lesson 19 Early Middle Ages in Europe: Definition & Overview In-class activity: 1. Lead-in: Overviewing of key moments in The Early Middle Ages in Europe. 2. Reading and discussing: Read the text about the period of time between the Classic period and the Renaissance, which was a troubled time of	2 hours
 Guess the meanings of unfamiliar words by using contextual clues. Use language related to the history of art. Manage discussions to ensure that 	Інтернет - джерела Lesson 19 Early Middle Ages in Europe: Definition & Overview In-class activity: 1. Lead-in: Overviewing of key moments in The Early Middle Ages in Europe. 2. Reading and discussing: Read the text about the period of time between	2 hours

 Develop the arguments in the essay with evidence in the main body. Wrap the arguments up with a conclusion. Employ strategies for reading for gist and information effectively. 	events of the times? 3. Vocabulary: Looking at the vocabulary of specific examples of art work creating during this time period. Iнтернет - джерела Список рекомендованих джерел: Основний: 3 Додатковий: 1, 2 Інтернет-джерела: 1	
	 Further work: Writing: Essay Prompt 1:In about three to four paragraphs, write an essay that describes why the Early Middle Ages are sometimes referred to as the Dark Ages. Essay Prompt 2: Write an essay of approximately three to four paragraphs that explains how agriculture changed during the Early Middle Ages. 	4 hours
 Students are able to: Explain why the art of the Romanesque period exploded throughout Europe Describe how sculpture made its comeback with Christians Describe the introduction of stained glass windows Analyze the illustrating of manuscripts Consider how secular art fit into Romanesque art Manage discussions to ensure that they are based on facts and evidence rather than speculation. 	 Lesson 20 Romanesque Art: History, Characteristics & Style In-class activity Lead-in: Looking at the two most notable forms of Romanesque art: sculptural decoration and stained glass windows. Examining the emergence of medieval secular art. Video: Watch a video about new expression in the art of the Romanesque period. Vocabulary: Looking at the vocabulary of specific examples of art work creating during this time period.	2 hours
 Scan several short, similar texts on the same topic to find specific information. Present findings from a research project in a simple way. 	 Further work 4. Project: Identify a piece of Romanesque art that intrigues you. This could be a fresco, a sculpture, or a decorative item. Then, provide the following information about the piece on a poster board, arranged in a creative, polished way. ✓ When was the piece created? 	6 hours

Students are able to: - Identify and describe the typical features of Gothic art and architecture.	 Who created the piece? What is the genre of the piece? What is the work's country of origin? How does this piece reflect European culture during the 11th century? Summarize the work's main idea: what does it seem to depict? Summarize the work's main purpose: what is the work trying to achieve? What identifies the work as belonging to Romanesque art? Think about the work's themes and formal elements. IHTEPHET - Джерела Lessons 21 Social & Economic Influences on Gothic Art & Architecture In-class activity 	2 hours
 Identify features of Gothic architecture, including certain aspects of stained glass windows and free standing sculpture. Understand a large part of a video on a work-related topic. Guess the meanings of unfamiliar words by using contextual clues. Scan several short, similar texts on the same topic to find specific information. Present findings from a research project in a simple way. 	 In-class activity Lead-in: Exploring some of the major influences that helped create the Gothic movement. Video: Watch the video about The Gothic period of art lasted from around the mid-12th to 15th centuries Vocabulary: Looking at the vocabulary of specific examples of art work creating during this time period. Intrepher - джерела TEST WRITING Список рекомендованих джерел: Основний: 3 Додатковий: 1, 2 Iнтернет-джерела: 1 	
	Further work 5. <i>Project</i> : "Gothic Art: Impact of Religion" Інтернет-джерела.	8 hours
	Модуль 12. "Interior design basics and principles"	
Students are able to: - Express and comment on ideas and suggestions in informal discussions. - Infer speakers' opinions in	Lessons 22 What is an Interior Designer? In-class activity: 1. Lead-in: An interior designer plays an important role in the look and feel	2 hours
 conversations on work-related topics. Express opinions as regards possible solutions, giving brief reasons and explanations. Convey information and ideas on 	of residential and commercial spaces. In this lesson, we will learn about an interior designer's duties and requirements to become an interior designer. 2. <i>Reading:</i> Read the text about the profession of interior designer, which is the integral parts of the design process of building homes and commercial spaces.	

topics. - Give reasons and explanations for their opinions. - Develop an argument giving reasons in support or against a particular point of view. - Summarize, comment on and discuss a range of factual or imaginative texts.	 3. Vocabulary: Looking at active vocabulary of the lesson. 4. Discussion: Give answers to the following questions: ✓ What disciplines does the work of an interior designer draw upon? ✓ What areas of design are becoming increasingly popular? ✓ What does ergonomic design include? ✓ What is green design? ✓ What areas can designers specialize in? The Fundamentals of Interior Design. Список рекомендованих джерел: Основний: 4 Додатковий: 1, 2 Інтернет-джерела: 1 	
	 Further work: 5. Knowledge development and skills training through a variety of tasks: ✓ Make up expressions with the given new words. ✓ Match the word and its definition: ✓ Summarizing. ✓ The Fundamentals of Interior Design 6. Speaking: Work in small groups and discuss the following topics: ✓ The advantages of interior design profession. ✓ How can interior designers create positive changes in people's lives? ✓ Private and public interior spaces. Iнтернет-джерела 	4 hours
 Students are able to: Express and comment on ideas and suggestions in informal discussions. Infer speakers' opinions in conversations on work-related topics. Express opinions as regards possible solutions, giving brief reasons and explanations. Set out argument in the essay writing Develop the arguments in the essay with evidence in the main body. Wrap the arguments up with a 	Lesson 23 Interior Design & Color Schemes In-class activity: 1. Lead-in: Learn more about what factors are used to build a strong palette in design. 2. Reading: Read the text about how color schemes in interior design are used to create cohesion in a single space or building. 3. Reflection: Guess if these statements are true or false: ✓ There are 5 primary colours. ✓ Red and green can be considered complementary colours. ✓ If you're not confident enough you should choose white. ✓ Cream suits bright personalities. ✓ Orange fits easygoing people. ✓ Yellow is perfect to cheer you up. ✓ Green is a good choice for sluggish people.	2 hours

analysian	The Fundamentals of Interior Design	
conclusion.	✓ The Fundamentals of Interior Design.	
	Список рекомендованих джерел:	
	Основний: 4	
	Додатковий: 1, 2	
	Інтернет-джерела: 1	
	Further work:	6 hours
	4. Knowledge development and skills training through a variety of tasks:	
	\checkmark Fill in the gaps	
	$\checkmark Make up expressions with the given words$	
	\checkmark Find out words synonymous.	
	The Fundamentals of Interior Design.	
	5. Writing:	
	 Essay Prompt 1. Colours & Psychology. 	
	 Essay Prompt 2. Colours in Fashion & Design. 	
	✓ Essay Prompt 3. My Favourite Colours & Hues.	
	Інтернет-джерела	
Students are able to:	Lessons 24	2 hours
- Extract specific details from a	Interior Design Presentation Boards	
video on a work-related topic.	In-class activity:	
- Guess the meanings of unfamiliar	1. <i>Lead-in:</i> When interior designers are working with their clients, they work	
words by using contextual clues.	together to make their customer's dreams a reality. These dreams are usually	
- Scan several short, similar texts on	decided on with an interior design presentation board.	
the same topic to find specific	2. <i>Video:</i> Watching a video "Creating a Design Board for Interior	
information.	Presentations."	
- Present findings from a research	3. <i>Vocabulary:</i> Looking at active vocabulary and key terms of the lesson.	
project in a simple way.	Інтернет-джерела.	
- Employ strategies for listening for	Список рекомендованих джерел:	
gist and information effectively.	Основний: 4	
gist and information encetivery.	Додатковий: 1, 2	
	Інтернет-джерела: 1	
	Further work:	6 hours
	4. <i>Project:</i> Make your own to present potential clients with their ideas for	0 nours
	decorating their houses or businesses. The Presentation Board should include	
	everything from wall colors to light fixtures to colors of couches. The boards	
	can either be a collage, where everything is attached to a foam board, or they	
	can be digital.	
	Інтернет-джерела	
	 <i>Інтернет-джерела: 1</i> Further work: <i>Project:</i> Make your own to present potential clients with their ideas for decorating their houses or businesses. The Presentation Board should include everything from wall colors to light fixtures to colors of couches. The boards 	6 hours

Students are able to:	Lesson 25	2 hours
- Identify key information in	What is Residential Interior Design?	
conversations at natural speed.	In-class activity:	
- Lead a discussion so that the	1. Lead-in: Talking about residential interior design and see how it is used	
group is able to make a decision.	to define interior spaces.	
- Manage the participants in a fast-	2. <i>Video:</i> Watch a video how to create livable space.	
moving discussion to keep it on	3. Vocabulary: Looking at active vocabulary of the lesson.	
course.	4. <i>Speaking:</i> Give a full answer to the following questions:	
- Express and comment on ideas	✓ What does a well designed integrate?	
and suggestions in informal	✓ Why are bedrooms slowly being transformed?	
discussions.	✓ What do people who prefer a more movable way of life want to have?	
- Scan several short, similar texts	✓ What does the beauty of any room depend upon? 5.	
on the same topic to find specific	✓ What will determine the type of furniture and its amount in the room?	
information.	✓ How many dominant centres can a large room have?	
	✓ What is an excellent means of providing a feeling of rhythm?	
- Present findings from a research		
project in a simple way.	✓ What shapes do designers try to use?	
	✓ What are the key factors in interior design?	
	\checkmark What materials do designers use?	
	Інтернет-джерела.	
	Список рекомендованих джерел:	
	Основний: 4	
	Додатковий: 1, 2	
	Інтернет-джерела: 1	
	Further work:	4 hours
	5. <i>Project:</i> "New types of furniture and new furnishing concepts."	
Students are able to:	Lessons 26-27	4 hours
 Express and comment on ideas 	What is Commercial Interior Design?	
and suggestions in informal	In-class activity:	
discussions.	1. <i>Lead-in:</i> Talking about commercial interior design and seeing how this	
- Infer speakers' opinions in	impacts the designer's job.	
conversations on work-related topics.	2. <i>Reading and speaking:</i> Read the text about Commercial Interior Design.	
- Guess the meanings of unfamiliar	Give its definition, purpose and tasks.	
words by using contextual clues.	3. Vocabulary: Looking at active vocabulary of the lesson.	
- Scan several short, similar texts	Інтернет-джерела.	
on the same topic to find specific	Список рекомендованих джерел:	
information.	Основний: 4	
- Present findings from a research	Додатковий: 1, 2	
project in a simple way.	Інтернет-джерела: 1	
rjv ··· ··· ·························		

- Employ strategies for reading for gist and information effectively.	 Further work: 4. Project: "Modern Interior Design for Restaurants." Pay attention to the following bullet points: ✓ Colors ✓ Materials ✓ Styling 	8 hours
	✓ Art Інтернет-джерела.	
	Lesson 28 Semester Control Test Writing	2 hours
	Разом	180 год

II курс IV семестр		
Модуль 13. "Culture and Color"		
 Students are able to: Extract specific details from a video on a related topic. Guess the meanings of unfamiliar words by using contextual clues. Use language related to color pallet. Give detailed answers to questions in a survey. Express and comment on ideas and suggestions in informal discussions. Infer speakers' opinions in conversations on work-related topics. Use effectively research data Justify points made during a presentation Give clear presentations highlighting significant points with relevant supporting detail. 	Lessons 1-2-3 Color Meanings in Different Cultures In-class activity: 1. Lead-in: Colors can represent love, anger, sadness, infidelity, and religious affiliations, depending on the culture. In this lesson, we will look at the different meanings of colors in cultures around the world. 2. Brainstorming: Each color carries with it a symbolic representation that shapes cultures across the world. The meaning of each color can be linked to social, religious, and historical events that have left an everlasting impact on a culture. What do colors mean in your country? 3. Video: Watching a video about meanings of colors in different countries of the world. IHTEPHET-JJKEPEJA 4. Vocabulary: Looking at the active vocabulary of the lesson related to color pallet. 7. Speaking: Developing skills through a variety of tasks ✓ Giving full answers. ✓ Comparing and contrasting. ✓ Describing characteristics and qualities. ✓ Summarizing.	2 hours

	 Expressing preferences. <i>Discussion:</i> Work in pairs Name as many popular shades of color as you know. Compare answers with your partner. Give the definition of the popular shades of color. Check your answers. Список рекомендованих джерел: <i>Основний: 3 Додатковий: 3 Інтернет-джерела: 1, 2</i> Further work: <i>9. Project:</i> Choose one of the following cultures: Western, Middle East, African, Islamic. Think about the range of cultural influences that affect view of a specific color: political and historical associations (flag colors, political parties), mythological and religious associations (references to color in spiritual texts), and linguistic associations (idioms and expressions). Give a summary. Iнтернет-джерела 	8 hour
Students are able to: - Extract specific details from a video on a	Lessons 4-5-6 Colors in Chinese & Japanese Culture	2 hours
related topic. - Guess the meanings of unfamiliar words by	In-class activity: 1. <i>Lead-in:</i> In East Asia, colors have some very specific and important	
using contextual clues.	meanings. In this lesson, we're going to explore the traditional colors of China	
- Use language related to color pallet.	and Japan, and examine where they are similar and different.	
- Give detailed answers to questions in a	2. <i>Video:</i> Watch a video about traditional colors in Chinese and Japanese culture.	
survey. - Express and comment on ideas and	3. <i>Vocabulary:</i> Looking at the active vocabulary of the lesson related to	
suggestions in informal discussions.	color pallet.	
- Infer speakers' opinions in conversations on	4. <i>Speaking</i> Talking and about aspects of the colors of art, architecture and daily life ware based on	
work-related topics. - Use effectively research data	daily life were based on.5. <i>Discussion:</i> Give a full answers to the following questions:	
- Justify points made during a presentation.	✓ Japan's colors are largely defined by which religion?	
- Give clear presentations highlighting	✓ What are the imperial colors of China and Japan, respectively?	
significant points with relevant supporting	✓ How many sacred elements and colors are there in Taoist beliefs?	
detail.	✓ Which of these is a traditional color of Japan, but not China?	

Ctudorts and able to:	 ✓ In traditional Chinese culture, which religious philosophy defined the meaning of colors? Інтернет-джерела. Список рекомендованих джерел: <i>Основний: 3</i> <i>Додатковий: 1, 4, 5</i> <i>Інтернет-джерела: 1, 4</i> Further work: 6. Project: The Art of Japanese Kimono Інтернет-джерела. 	8 hours
 Students are able to: Extract specific details from a video on a related topic. Guess the meanings of unfamiliar words by using contextual clues. Use language related to color pallet. Give detailed answers to questions in a survey. Express and comment on ideas and suggestions in informal discussions. Infer speakers' opinions in conversations on work-related topics. Use effectively research data. Justify points made during a presentation. Give clear presentations highlighting significant points with relevant supporting detail. 	Lessons 7-8-9-10 Colors in Indian Culture In-class activity: 1. Lead-in: Brides wearing red, monks in saffron robes, and blue-skinned deities. What do they have in common? They're all wearing special colors. Exploring the meaning and importance of colors in Indian culture. 2. Video: Watching a video about colors of India. 3. Vocabulary: Looking at the active vocabulary of the lesson related to color pallet. Intrepher джерела 4. Discussion: Give a full answers to the following questions: ✓ Of the following colors, which one would brides wear on their wedding day in India? ✓ Which of the following is the name for the annual festival of colors? ✓ Which of the following colors is considered the most sacred to Indian culture? 5. MODULE TEST WRITING Синсок рекомендованих джерел: Ochoenuü: 3 Додатковий: 3 Iнтернет-джерела: 1, 2 Further work: 6. Module Test Preparation Iнтернет джерела	2 hours 8 hours

	Модуль 14. "Textile Basics"	
 Students are able to: Extract specific details from a video on a topic of the lesson. Guess the meanings of unfamiliar words by using contextual clues. Scan several short, similar texts on the same topic to find specific information. Present findings from a research project in a simple way. Understand the gist and relevant details of clear standard speech in conversations. 	Lessons 11-12 What Are Textiles? In-class activity: 1. Lead-in: Learning about some different kinds of textiles and their uses. 2. Video: Watching a video about textiles- materials made of natural or synthetic fibers. 3. Vocabulary: Studying active vocabulary of the lesson related to the topic. Iнтернет-джерела 4. Reflection: Thinking about what do animal-based fibers, plant-based fibers and synthetic fibers include? Iнтернет джерела Список рекомендованих джерел: Oсновний: 4 Додатковий: 1, 2 Iнтернет-джерела: 1	2 hours
	 Further work: 5. Project: Imagine that you are a textile designer. Choose one of the scenarios below and think about how you would design textiles appropriate for each situation. ✓ A material for a 1950s-style vintage dress with a modern flair. ✓ A material for curtains marketed toward young families ✓ Comfortable clothes for astronauts to wear during their downtime. 	6 hours
 Students are able to: Get the gist of specialized articles and texts on the field. Guess the meaning of an unfamiliar word from context in a linguistically complex text. Express views clearly and evaluate hypothetical proposals in informal discussions. Deliver a short rehearsed presentation on a simple business topic. Participate in a prepared presentation within an academic and professional field with: 	 Iнтернет-джерела Lessons 13-14-15 What is Textile Production? In-class activity: Lead-in: Examining the various processes of textile production. They could be from picking the cotton, to shearing the sheep, to cleansing the materials and finally making them into the products we use every day. Reading and discussing: Reading a text about immense variety of textiles available on the market, and many types of textile production. Discuss the following: Two different subsections of textiles. Textile production methods Iнтернет джерела Speaking: Think about your favorite cloth. Do a research answering the 	2 hours

 A clear linear sequence of points. Clearly stated reasons and explanations Ability to deal follow up questions. Clear articulations and appropriate stress and intonation patterns. Adequate voice projections, body language, etc. Flexibly and reasonably fluently link a series of discrete simple elements into a connected, linear sequence of points to express much of what they want in speech. Students are able to: Extract specific details from a video on a 	following questions: ✓ Which material is it made of? ✓ Think about the steps the textile go through before it becomes fabrics. ✓ What kind of textile production method is applied to? ✓ What kind of work is also required this cloth to be produced? Список рекомендованих джерел: Основний: 4 Додатковий: 1, 2 Інтернет-джерела: 1 Further work: 4. Knowledge development and skills training through a variety of tasks. 5. Project: Textiles are a big part of our lives, so we'd better know how to take care of them. Your task is to find out some of the most common symbols that tell us exactly how to care for the textiles we love. Lessons 16-17-18-19 Basics of Textile Art	6 hours
 topic of the lesson. Compare the advantages and disadvantages of possible approaches and solutions to an issue or problem. Follow a discussion between Evaluate the advantages and disadvantages of different options during a discussion. Make proposals to resolve conflicts in complex negotiations. Propose a range of different options in a complex negotiation. Encourage agreement during group discussions by indicating the areas where people have the same opinion. 	 In-class activity: <i>Lead-in:</i> Have you ever sewn a stuffed animal or tried to knit a pair of slippers? Both of these projects use fibers in the process of making art. In this lesson, let's explore some basics about textile art. <i>Video:</i> Watching a video about Textile art is the process of creating something using fibers gained from sources like plants, animals, insects, or synthetic materials. <i>Vocabulary:</i> Studying active vocabulary of the lesson related to the topic. IHTEPHET Джерела <i>Reflection:</i> Reflecting on the conclusions from the video Textile art involves making something from fibers from a variety of sources, using different methods of production. <i>Reading and Discussing:</i> Read the text about Textile Recycling. Discuss the following ways to recycle textiles as donation, recycling, reusing. <i>MODULE TEST WRITING</i> CINICOK рекомендованих джерел: <i>Ochobnuü: 4</i> <i>Додатковий: 1, 2</i> <i>Iнтернет. Эжерела: 1</i> 	2 hours

	Further work:7. Knowledge development and skills training through a variety of tasks.8. Module Test Preparation.	8 hours
	Модуль 15. "Space Planning"	
 Students are able to: Extract specific details from a video on a related topic. Guess the meanings of unfamiliar words by using contextual clues. Use language related to the lesson. Give detailed answers to questions in a survey. Express and comment on ideas and suggestions in informal discussions. Infer speakers' opinions in conversations on work-related topics. Use effectively research data Justify points made during a presentation Give clear presentations highlighting significant points with relevant supporting detail. Employ strategies for presenting information effectively. 	 Lessons 20-21 What Is Space Planning? - Basics & Architecture In-class activity: Lead-in: In this lesson, learn what space planning is and explore how it's used in architecture. Brainstorming: Does your kitchen have an open plan that overlooks your living room? Did this happen by accident? Do you find it easy to go from room to room in your house? Does your bedroom have a large window that lets in plenty of sunlight, and does it connect directly to a bathroom? If so, these qualities probably didn't happen by chance. Instead, they were probably the result of space planning. Video: Watching a video about Space Planning. Vocabulary: Looking at vocabulary related to the lesson. IHTEPHET-JJKEPETA. Reading: Read the text about the importance of space planning in interior design and architecture. The Fundamentals of Interior Design. CINCOK DEKOMENDBAHUX JJKEPEJ: OchoBHUII: 4 JodamkobuII: 1, 2 <i>Immephem-dJKEPEDI</i>: 1	2 hours
	 Further work: 6. Project: You are an architect and interior designer and you have been given the opportunity to design a new building. ✓ Choose one of the options below and draw a floor plan for at least one floor of the building. ✓ Write out your mission statement: how will you address the challenges of building such a space? How will you plan the space to make it maximally effective for the people who use it? What accessibility measures will you include? What will the aesthetic of the space be? ✓ You can focus primarily on interior design or architecture depending on your interests, or you can do both. A new office building is being built. It needs to accommodate 	6 hours

Students are able to: - Get the gist of specialized articles and texts on the field. - Guess the meaning of an unfamiliar word from context in a linguistically complex text. - Express views clearly and evaluate hypothetical proposals in informal discussions. - Deliver a short rehearsed presentation on a	 roughly 70 employees. There is no set limit to how many floors it can be. Workers will each need space for a computer and a personalized desk, as well as shared areas and meeting rooms. You have been hired to design a family's dream home. They have three children, one of whom has mobility issues. They need a single storey house with space for a garden. Don't worry about space constraints; they live in the countryside. A small village needs a new elementary school. Because the population of the village is tiny, the school needs to accommodate around 50 children between the ages of 5 and 12. Don't focus on classrooms, but think about the shared eating and recreation spaces that the children and staff will need. Lessons 22-23-24 Interior Design & Space Planning In-class activity: Lead-in: Space planning is fundamental to interior design. In this lesson, you'll learn why space planning is important, what it means and involves, and how the process works within the phases of design. Reading: Reading a text about Space planning - the analysis of the functional and spatial requirements of the building program to create a planning solution. 	2 hours
 topic. Employ strategies for presenting information effectively. Interact effectively in appropriate professional environment. 	 solution. 3. Vocabulary: Looking at the active vocabulary of the lesson. The Fundamentals of Interior Design. 4. Discussion: Give the full answers to the following questions: ✓ How is the schematic design related to space planning? ✓ Why is space planning important for interior design? ✓ Discuss the main principles and elements of interior design. 	
	Список рекомендованих джерел: Основний: 4 Додатковий: 1, 2 Інтернет-джерела: 1	
	 Further work: 5. Speaking Work in pairs and discuss the following topics: ✓ A placement of objects according to visual weight. ✓ The ultimate goal of decorating a room. ✓ The most common shapes in our homes. 6. Writing: Write what your partner have mentioned on the issues above. Present the main points to your group. 	6 hours

Students are able to:	Lessons 25-26	
- Extract specific details from a video on a	Office Space Planning: Guidelines & Standards	
related topic.	In-class activity:	2 hours
- Guess the meanings of unfamiliar words by	1. <i>Lead-in:</i> Office space planning is more than just arranging furniture.	
using contextual clues.	Good space planning allows a business's employees to work together in	
- Use language related to the lesson.	the most efficient way.	
- Give detailed answers to questions in a	2. <i>Video</i> : Watching a video about office planning space.	
survey.	3. Vocabulary: Looking at the active vocabulary related to the lesson.	
- Express and comment on ideas and	Інтернет-джерела	
suggestions in informal discussions.	4. Discussion: After watching the video, give full answers to the following	
- Interact effectively in appropriate	questions:	
professional environment.	\checkmark Which of the following is not considered as a need in space	
- Use the language and professional skills on	planning for a business?	
topic.	✓ Name two types of statutory requirements.	
- Discuss the issues and recommend	\checkmark What is used to determine the space planning needs of a business?	
solutions.	Список рекомендованих джерел:	
	Основний: 4	
	Додатковий: 1, 2	
	Інтернет-джерела: 1	
	Further work:	6 hours
	5. Knowledge development and skills training through a variety of tasks in	0 nours
	✓ Make up expressions with the given new words.	
	✓ Word-building	
	✓ Synonyms match	
	✓ Words-associations	
	The Fundamentals of Interior Design.	
Students are able to:	Lesson 27-28-29	
- Extract specific details from a video on a	Crawl Space Planning	
related topic.	In-class activity:	2 hours
- Guess the meanings of unfamiliar words by	1. <i>Lead-in</i> : Discussing crawl spaces in home planning and construction.	
using contextual clues.	2. <i>Video:</i> Watching a video about the specific topics include the decision to	
- Use language related to the lesson.	build a crawl space instead of a basement, types of crawl spaces, and	
- Give detailed answers to questions in a	environmental concerns with crawl space design.	
survey.	3. <i>Vocabulary:</i> Looking at the active vocabulary related to the lesson.	
- Express and comment on ideas and	Інтернет-джерела	
suggestions in informal discussions.	4. <i>Discussion:</i> Discuss two types of crawl spaces used today. Mention the	
- Discuss the issues and recommend solutions.	benefits and drawbacks depending on the budget, local building codes,	

	and local environment. 5. MODULE TEST WRITING Список рекомендованих джерел: Основний: 4 Додатковий: 1, 2 Інтернет-джерела: 1 Further work: 6. Knowledge development and skills training through a variety of tasks in ✓ Giving full answers to the questions about the crawl space planning ✓ Identifying the main points from the text and summarizing them. The Fundamentals of Interior Design. p. 98-104 7. Module test preparation	6 hours
	Модуль 16. "Furniture Basics"	
 Students are able to: Extract specific details from a video concerning Types of Furniture. Understand main points and check comprehension by using contextual clues. Develop an argument giving reasons in support of or against a particular point of view. Take notes while researching an unfamiliar topic. Evaluate the advantages and disadvantages of different options during a discussion. Use the language and professional skills on topic. 	 Lesson 30-31-32 Types of Furniture: Categories & Examples In-class activity: Lead-in: Exploring a few major categories of furniture and look at some examples within each one. Video: Watching a video about Furniture -items of functional and aesthetic purpose used to modify living or work spaces. Vocabulary: Looking at vocabulary related to the types of furniture. Intrepher-dxepena Reflection: Thinking about two basic categories of furniture. Name them. Discussion: Give full answers to the following questions: What is a chair without armrests or a back called? Divans, loveseats, and chaise lounges are all types of what? When identifying tables, these objects are almost always defined by what? By most standard definitions, the average bed consists of what two elements? What is the difference between a bench and a couch? CINECK PEKOMEHIDBAHUX dxepen: Ochobenuă: 4 Додатковиă: 1, 2 Immephem-джерела: 1 Eurther work:	2 hours
	Further work:6. Knowledge development and skills training through a variety of tasks in	6 hours

	chapter 6 The Human Interface in The Fundamentals of Interior Design.	
 Students are able to: Get the gist of specialized articles and texts on the field. Guess the meaning of an unfamiliar word from context in a linguistically complex text. Express views clearly and evaluate hypothetical proposals in informal discussions. Give full answers to the essay questions and develop them properly. Organize ideas logically. Use a range of words appropriate to the topic. Discuss the issues and recommend solutions. 	Lessons 33-34 Importance of Furniture in Interior Design In-class activity: 1. Lead-in: Furniture is an industrial design product. Furniture matters the most when designing a space. These lessons explain why, how, and when furniture is important in interior design. 2. Reading: Read the text "Furniture and Interior Design" 3. Vocabulary: Looking at the active vocabulary of the lesson. The Fundamentals of Interior Design. p. 102-110 4. Discussing: Give full answers to the following questions: ✓ What does a well-designed house integrate? ✓ What will determine the type of furniture and its amount in the room? ✓ What is an excellent means of providing a feeling of rhythm? ✓ What shapes do designers try to use? ✓ What are the key factors in interior design? Список рекомендованих джерел: <i>Основний: 4</i> <i>Додатковий: 1, 2</i> <i>Інтернет-джерела: 1</i>	2 hours
	 Further work: 5. Writing: Write a short summary of the lessons. The summary should include the following issues: ✓ Furniture's function ✓ Space planning ✓ Circulation ✓ Anthropometrics ✓ Ergonomics ✓ Furniture layout ✓ Furniture specification 	6 hours
 Students are able to: Understand authentic texts related to furniture design issues. Guess the meanings of unfamiliar words by using contextual clues. Give full answers to the questions about history of furniture design using relevant 	Lessons 35-36-37 History of Furniture Design: Timeline & Evolution In-class activity: 1. Lead-in: Could you imagine your life without furniture? There is evidence that furniture was used as far back as the Stone Age. This lesson focuses on the history and evolution of furniture design. 2. Reading: Read the text about the main timelines in furniture history.	2 hours

 vocabulary. Make comparison. Describe the chosen style of furniture design. Characterize the chosen style of furniture design. 	 The Fundamentals of Interior Design. p. 113-115 3. Vocabulary: Looking at the active vocabulary of the lesson. 4. Discussing: Give full answers to the following questions: ✓ What were the primary characteristics of the medieval style? ✓ What periods influenced furniture styles after World War II? ✓ In what country was the Jacobean furniture style popular? ✓ What materials did early Egyptians inlay in their wooden furniture? ✓ Where did Colonial furniture design get its inspiration? Список рекомендованих джерел: Основний: 4 Додатковий: 1, 2 Інтернет-джерела: 1 	
	 Further work: 5. Project: Work in pairs. Choose any period from 1900 to Present in furniture Design. Make a presentation. Your presentation should include the following: ✓ Distinguishes of furniture style ✓ Characteristics of this style. 	6 hours
 Students are able to: Extract specific details from a video. Understand main points and check comprehension by using contextual clues. Develop an argument giving reasons in support of or against a particular point of view. Use the language and professional skills on topic. 	 Lesson 38-39-40 Furniture Styles In-class activity: Lead-in: Explore the history of European furniture from the earliest examples to 20th-century design and learn about the different styles that have developed. Video: Watch the video about how European furniture has changed dramatically throughout the centuries. 	2 hours
 Discuss the issues and recommend solutions. Understand main ideas and relevant information related to design and art issues. Use vocabulary effectively. 	 3. Vocabulary: Looking at the active vocabulary of the lesson. Інтернет-джерела 4. Reflection: Thinking about the most significant styles that are: ✓ Medieval: Sober and mostly square ✓ Renaissance: Opulent, with an architectonic character ✓ Baroque: Elaborate with plenty of ornaments and often made of exotic woods ✓ Rococo: Plenty of curved lines and some asymmetrical details ✓ Neoclassical: Symmetric and rigid pieces, inspired by ancient Greece and Rome 	

	 ✓ Art Nouveau: Asymmetrical pieces with decorative motifs of flowers and trees ✓ Modernist furniture: Elegant and sober, meant for mass-production ✓ Art-Deco: Emphasized geometric forms and sometimes had metallic embellishments ✓ Mid-century Modern: Affordable and simple with few or no ornaments As new styles emerged, how were they replicated or adapted in other parts of the continent? 5. MODULE TEST WRITING Список рекомендованих джерел: Основний: 4 Додатковий: 1, 2 Інтернет-джерела: 1 Further work: 6. Knowledge development and skills training through a variety of tasks in: ✓ Making up expressions with new words ✓ Word-building ✓ Matching the word and its definition 	8 hours
	7. Module Test Preparation.	
	Модуль 17. "Digital Art"	1
 Students are able to: Understand a large part of the video related on the definition, history and examples of Digital Art. To describe the definition of Digital Art. Understand main points and check comprehension by using contextual clues. Develop an argument giving reasons in support of or against a particular point of view. Understand the gist and/or relevant details concerning the Digital Art. Use vocabulary effectively. Employ strategies for reading for gist and 	Lessons 41-42 What is Digital Art? - Definition, History & Examples In-class activity: 1. Lead-in: Learning what digital art is and exploring its history. 2. Brainstorming: Give your ideas upon the following questions: ✓ What type of Art is called Digital Art? ✓ When did this style of Art appear? ✓ When did new styles and technologies emerge rapidly? 3. Video: Watching a video about Digital Art - work made with digital technology or presented on digital technology. 4. Vocabulary: Looking at vocabulary related to the topic of the lesson. 5. Інтернет-джерела 6. Reflection: Make sure you understand the meaning of the following	4 hours
information effectively. - Use appropriate strategies to participate in a discussion.	 words: ✓ Electronic Numerical Integrator and Computer, or ENIAC ✓ Computer algorithm 	

Students are able to: - Get the gist of specialized articles and texts on the field. - Understand main points and check comprehension by using contextual clues. - Compare visuals to textual graphics and understand how they can be used in a presentation - Present textual graphics with tables	 ✓ Pixels ✓ Happenings ✓ Installations Список рекомендованих джерел: Основний: 5 Додатковий: 1, 2 Інтернет-джерела: 1 Further work: 7. Knowledge development and skills training through a variety of tasks in ✓ Making up expressions with new words ✓ Word-building ✓ Matching the word and its definition Digital Media and Design Student's Book. Lessons 43-44 Information Graphics In-class activity: 1. Lead-in: Overviewing info graphics- staple for communication in classrooms, in the workplace, and across the web. Reading and speaking: Reading and discussing an article about information graphics, its templates and design tips. 3. Vocabulary: Looking at vocabulary related to the topic of the lesson. Iнтернет-джерела. 	4 hours 4 hours
comprehension by using contextual clues. - Compare visuals to textual graphics and understand how they can be used in a	 classrooms, in the workplace, and across the web. 2. <i>Reading and speaking:</i> Reading and discussing an article about information graphics, its templates and design tips. 3. <i>Vocabulary:</i> Looking at vocabulary related to the topic of the lesson. 	
 Write notes for the project. Participate in a prepared presentations on a familiar topics within an academic and professional field with: A clear linear sequence of points. 	following: ✓ Pie chart ✓ Line charts ✓ Bar charts Список рекомендованих джерел:	
 Clearly stated reasons and explanations for opinions, plans and actions. Ability to deal follow up questions Clear articulations and appropriate stress and intonation patterns. 	Основний: 5 Додатковий: 1, 2 Інтернет-джерела: 1 Further work:	2 hours
- Adequate voice projections, body language, etc.	Project: When you need to give someone a really quick rundown on something that can be hard to explain in words alone, an infographic is a good way to go. Create an infographic outline from existing content using these 4 steps: ✓ Determine the key takeaways of your content	2 110015

Students are able to: - Understand authentic texts related to graphic design issues. - Guess the meanings of unfamiliar words by using contextual clues. - Convey information and ideas on abstract and concrete topics. - Give reasons and explanations for their opinions using linguistically complex language. - Develop an argument giving reasons in support or against a particular point of view. - Summarize, comment on and discuss a range of factual texts.	 Determine the title, headers, subheaders and facts Consider the length of paragraphs and points Pick an info graphic template Lessons 45-46-47 Design of Graphic Symbols In-class activity: Lead-in: Overviewing the specific criteria for individual symbols or sets of symbols depend on their application. Reading: Read the text graphic symbols design. Vocabulary: Looking at vocabulary related to the topic of the lesson. Digital Media and Design Student's Book 27-35 Reflection: Reflecting on the conclusions from the text and discussing the following guidelines: Use realistic figures rather than abstract forms. Make important figures and characters large. Eliminate unnecessary elements. Use solid figures, not outline figures. Maximize the luminance between a symbol and its background. Maximize the colour contrast between a symbol and its background. 	2 hours
Students are able to: - Understand a large part of the video related on the creation of Digital Images - Understand main points and check comprehension by using contextual clues.	Список рекомендованих джерел: Основний: 5 Додатковий: 1, 2 Iнтернет-джерела: 1 Further work: 5. Knowledge development and skills training through a variety of tasks in Digital Media and Design Student's Book chapter 6 ✓ Make up expressions with the given new words ✓ Word-building ✓ Reading comprehension ✓ Answering the questions Lessons 48-49-50 How to Create Digital Images In-class activity: 1. Lead-in: Do you like taking pictures? Have you ever taken a photo with your phone? If so, you've made a digital image. In this lesson, learn about	4 hours 2 hours

 Develop an argument giving reasons in support of or against a particular point of view. Understand the gist and/or relevant details concerning the Digital Images Use the language and professional skills. 	 several ways to create digital images. <i>Video:</i> Watch a video about creating digital images. <i>Vocabulary:</i> Looking at vocabulary related to the topic of the lesson. Iнтернет-джерела <i>Reflecting:</i> Make sure you understand the main issues of the lessons as: ✓ Digital images ✓ Pixels ✓ Resolution ✓ Input device <i>Discussing:</i> Give a full answers to the following questions: ✓ Which input device allows you to draw a digital image on a touch screen? ✓ Digital images are stored electronically and they're composed of many small dots of information. What are those dots called? ✓ What kind of input device optically "reads" an image and translates it into digital signals that can be stored in a computer? CINCOK PEKOMEHДOBAHUX ДЖЕРЕЛ: <i>Ochobenui: 5</i> <i>Додатковиi: 1, 2</i> <i>Iнтернет-джерела: 1</i> 	
	 Further work: 6. Knowledge development and skills training through a variety of tasks in 7. Digital Media and Design Student's Book chapter 6 ✓ Make up expressions with the given new words ✓ Word-building ✓ Reading comprehension ✓ Answering the questions 	4 hours
 Students are able to: Summarise, comment on and discuss a wide range of the text. 	Lessons 51-52 Digital Photography In-class activity:	4 hours
 Distinguish between main ideas and supporting details in a text Suggest pros and cons when discussing a topic, using linguistically complex language. Make a detailed, formal, evidence-based 	 Lead-in: Discussing five common file types used in digital photography; their compatibility with other programs, image quality, and optimal uses. Reading: Read the text about the advantages and disadvantages of various file types in Digital Photography. Digital Media and Design Student's Book 57-63 	
 Wake a detailed, formal, evidence-based argument in a presentation or discussion. Use the language and professional skills. 	 3. <i>Reflection:</i> Make sure you have some clarity regarding digital image file types, which are the follows: 	

- Ask questions to obtain relevant	✓ JPEG	
information.	✓ TIFF	
	✓ PNG	
	✓ PSD	
	✓ RAW	
	Список рекомендованих джерел:	
	Основний: 5	
	Додатковий: 1, 2	
	Інтернет-джерела: 1	
	Further work:	2 hours
	4. Speaking: Discuss the most useful Tips for Digital Photography.	- 110415
	Digital Media and Design Student's Book.	
Students are able to:	Lessons 53-54-55	
- Synthesize information from different	Photo Editing Software: Definition & Examples	
sources in order to give oral summary.	In-class activity:	6 hours
- Extract specific details from the text.	<i>1. Lead-in:</i> Learning how Photo Editing software can make your images	0 110 415
- Use persuasive language to convince others	look better.	
to agree with their recommendation during a	2. <i>Brainstorming:</i> Give your own ideas about Photo Editing Tools	
discussion.	3. <i>Reading:</i> Read the text about commonly used tools in Photo Editing.	
- Summarise relevant data or research in	4. Vocabulary: Looking at vocabulary related to Photo Editing Tools.	
support of an argument in a debate or	Digital Media and Design Student's Book.	
discussion.	Список рекомендованих джерел:	
- Evaluate arguments in a debate or	Основний: 5	
discussion and justify the evaluation.	Додатковий: 1, 2	
- Employ strategies for writing for gist and	Інтернет-джерела: 1	
information effectively.		
information enectivery.	Further work:	4 hours
	\checkmark Knowledge development and skills training through a variety of tasks in	
	Digital Media and Design Student's Book	
	\checkmark A mini-project for individual or group presentation: What is the best	
	photo editing software available?	
	Інтернет-джерела.	
	Lesson 56	2 hours
	Semester Control Test Writing	
	Разом	180 год

III. СПИСОК РЕКОМЕНДОВАНИХ ДЖЕРЕЛ²

Основний

- 1. Латигіна А.Г. Basic English of Economics : підручник для вищ. навч. закл. Київ. нац. торг.-екон. ун-т, 2019. 456 с.
- 2. Stewart Ross, Dawne Bell, Justin Harris, Chris Hughes, Matt McLain and David Wooff Collins. Design & Technology Student's Book Cambridge IGCSE[™], 2018. 266 p.
- 3. Garry Whitehead. Art and Design Teacher's Guide. Collins Cambridge IGCSE™, 2018. 266 p.
- 4. Simon Dodsworth, Stephen Anderson. The Fundamentals of Interior Design. Fairchild Books, 2015. 208 p.
- 5. Philip Veal, Steven Forsyth, Richard Brennan, Mike Acosta, Lesley Ann Davis, Natalie Procter and Mike Wyeld. Digital Media and Design Student's Book. Collins Cambridge International AS & A Level, 2018. p 432.

Додатковий

- 1. Jervis S. The Penguin Dictionary of Design and Designers. Penguin Books, 2002. 313p.
- 2. Porter N. What is a Designer: things, places, messages. Hyphen Press, 2001. 193p.
- 3. Michaele Clarke. Oxford Concise Dictionary of Art Terms. Oxford University Press, 2010. p 288.
- 4. Iwonna Dubicka, Margaret O'Keeffe, Bob Dignen, Mike Hogan, Lizzie Wright. Business Partner. Coursebook B1+. Pearson, 2018. 160 p.
- 5. Nick Brieger Collins Business Skills and Communication Business Writing : B1-C2, 2011. p.128.

²Курсивом виділені назви видань, які знаходяться у бібліотеці ДТЕУ.

Інтернет-ресурси

- 1. Study.com URL:<u>https://study.com/</u> (дата звернення 10.04.2021)
- 2. Wikipedia. URL:<u>https://en.wikipedia.org/wiki/Art</u> (дата звернення 10.04.2021)
- 3. Investopedia. URL: <u>https://www.investopedia.com/search?q=graphic+design</u> (дата звернення 10.04.2021)
- 4. Learn Business English URL: <u>https://www.businessenglishpod.com/</u> (дата звернення 10.04.2021)
- 5. Wikipedia. URL: <u>https://en.wikipedia.org/wiki/Designer</u> (дата звернення 10.04.2021)