

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ  
КЫРГЫЗСКОЙ РЕСПУБЛИКИ

ОШСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

ФАКУЛЬТЕТ МИРОВЫХ ЯЗЫКОВ И КУЛЬТУР

Кафедра фонетики и грамматики английского языка

«Утверждено» -  
на заседании кафедры  
Прот. № от \_\_. \_\_. 2023  
Заф. каф. \_\_\_\_\_  
Методист кафедры \_\_\_\_\_

«Согласовано» -  
Председатель УМС  
\_\_\_\_\_

Силлабус

по дисциплине: Практический курс английского языка I,II  
4,13(код В.3.1.)

по направлению: 550300, «Филологическое образование», профиль «Иностранный  
язык»

форма обучения-дневное, очное отделение

Всего 10 кредитов

Курс 4

Семестр 7, 8

Практических 150

СРС 150 часов

РК 2

Экзамен -2(7,8 семестр )

Общая трудоемкость 300 часов

- 
- Course name: Practical Course of English
  - Discipline code: В.3.10.1
  - Instructor: Aida Tashbolot kyzy, Instructor of chair of English Phonetics and Grammar
  - Teaching experience: 11 years.
  - Office: Room #
  - Office hours: Monday-Friday – 10:00—17:00.
  - Contact hours: 6
  - Mobile: 0550815551
  - E-mail: aida78.09.78@mail.ru
  - Credit hours: 8 (330: 166 practical classes, 164 indep. classes)
  - Term 7: 2credit – 60 auditory hours; 2 credit -60 h. individual work;
  - Term 8: 3credit - 90 auditory hours; 3 credit hours-90 h. individual work;
  - Terms: I, II
  - Academic year: 2023-2024

Силлабус составлен на основании рабочей программы по учебникам:

1. Edward de Chazal & Sam McCarter Oxford EAP «A course in English for Academic Purposes» (B1+) Oxford University Press
2. Аракин В.Д. “Практический курс английского языка” часть 4. Москва, ВЛАДОС 2003

## **Аннотация дисциплины Практический курс изучаемого языка**

Дисциплина “Практический курс изучаемого языка” проводится по учебникам **Oxford English for Academic Purposes \B1+** и **Практический курс английского языка под редакцией В.Д.Аракина(3,4части)** для подготовки студентов к обучению на английском, созданный специально для высших учебных заведений. Дисциплина развивает языковые навыки – с помощью чтения академических и литературных текстов, академического письма, прослушивания лекций, – а также общеучебные навыки, критическое мышление, умение работать с первоисточниками, анализировать и обобщать информацию, излагать свои мысли в устной и письменной форме. Сопутствующий диск содержит не только отрывки из университетских лекций, но также из презентаций студентов и семинарских занятий.

Практический курс английского языка под редакцией В.Д.Аракина(3,4части) состоит из основного курса, а также дополнительной части. В основную часть входят оригинальные тексты и упражнения. Дополнительная часть, предназначенная для самостоятельной работы, включает материал по дальнейшему развитию навыков диалогической и монологической речи.

Oxford EAP - новый курс EAP из Оксфорда, предлагающий комплексный подход к обучению английскому для академических целей и аутентичные тексты из оксфордских учебников. Oxford EAP с аутентичным содержанием из оксфордских учебников и видео с отрывками лекций является идеальным курсом для изучающих широкий спектр дисциплин. Oxford EAP предлагает инклюзивный международный курс с упором на основные навыки, необходимые для академической учебы, с учетом потребностей преподавателей и студентов EAP по всему миру.

Ключевая особенность:

- Аутентичный академический контент с использованием отрывков из оксфордских учебников;
- Интегрированные навыки и академический язык;
- Видеозаписи лекций, которые помогут подготовить студентов к учебе в университете;
- Прогрессивный охват всех четырех навыков в академическом контексте;
- Доступный и удобный подход;

### **Practical Course of English Syllabus**

#### **1. Course objectives:**

Целью освоения дисциплины является формирование интегрированных навыков языковой, речевой и межкультурной компетенции студентов в пределах изучаемой тематики, обучение культуре иноязычного устного и письменного общения, формирование профессиональных умений и навыков студентов на английском в академической среде.

#### **2.Learning outcomes and competences**

В результате изучения дисциплины студент достигает следующих результатов обучения (Род) соответствующих ожидаемым результатам освоения образовательной программы (Рооп-РО2) заданным для дисциплины компетенциям: **СЛК-1, ПК-13,14,16.**

Код РОоп и его формулировка	Код компетенции ООП и их формулировка	РО дисциплины (РО д) и их формулировка
<p><b>PO2</b> -- владеет тремя языками: официальном на уровне B1, государственным на уровне B2, одним из иностранных языков (англ./нем.корей.) на уровне B2/C1; продуцирует речевую деятельность в различных жизненных ситуациях.</p>	<p><b>СЛК-1-</b> Способен обеспечить достижение целей в профессиональной деятельности отдельных лиц или групп.</p>	<p>Знать: лексику для беседы диалога.  Владеть: -навыками социального общения используя нормативную лексику.  Уметь: вести диалог- обсуждение, диалог-объяснение с учетом коммуникативной сферы, должен уметь принимать участие в беседе по проблемным вопросам.</p>
	<p><b>ПК-13</b>  владеет навыками восприятия, понимания, а также многоаспектного анализа устной и письменной речи на изучаемом языке</p>	<p>Уметь: воспринимать чужую речь, произнесенную в темпе, приближающимся к нормальному для носителей данного языка.  Уметь: понимать на слух учебный аудио текст, отражающий литературно-разговорный стиль.</p>
	<p><b>ПК-14</b>  способен применять методы приемы анализа, создания и трансформации различных типов и видов текстов. интерпретации, обработки</p>	<p>Уметь: читать на материале художественных и общественно-политических текстов, используя элементы лексико-грамматического анализа.  Уметь: - оперировать всей совокупностью правил, регулирующих языковую деятельность на иностранном языке; - выражать заданный смысл разными способами на иностранном языке.</p>
	<p><b>ПК-16</b>  Умеет выстраивать стратегию устного и письменного общения на изучаемом языке в соответствии с социокультурными особенностями языка</p>	<p>Уметь: рассуждать с опорой на пройденную тематику и проблематику прочитанных или прослушанных текстов.  Уметь: орфографические и пунктуационно правильно писать различные виды письменных работ;  Владеть: - способами формулирования мыслей посредством иностранного языка (B.1); - способами взаимодействия в процессе общения в соответствии с нормами изучаемого языка, культурными традициями языкового сообщества (B.2).</p>

### 3.Course Pre-requisites

1. Savvateeva A.V Practical Course of English
2. Practical Grammar.
3. Practical Phonetics, V. D. Arakin part II,III. SD.
- 4.Oxford EAP«A course in English for Academic Purposes» (B1)

### 4. Course Post-requisites

The post-requisite of the course is Practical Course of English, level/B2, C1

### 5. Techno chart of the course

### Techno chart for students' in-class activities chart

Instructor: \_\_\_\_\_ Module: \_\_\_\_\_

№	Students' name	Unit 1					Unit 2					10
		Speaking	Listening	Reading	Writing	Vocabulary	Speaking	Listening	Reading	Writing	Vocabulary	
		5	5	5	5	5	5	5	5	5	5	
1												
2												

### Techno chart for SIW

Instructor: \_\_\_\_\_ Module 2: \_\_\_\_\_ Group: \_\_\_\_\_

№	Students' name	Unit 1					Unit 2					Average
		Speaking	Listening	Reading	Writing	Presentation	Speaking	Listening	Reading	Writing	Presentation	
		3	3	3	3	3	3	3	3	3	3	
1												
2												

### Techno chart for a teacher

Group: \_\_\_\_\_ Teacher: \_\_\_\_\_

№	Student's name	In class activity 10	SIW 15	Current test 5	Module 30
1					
2					

### 6. Course outline:

Term 1		
Module 1		
Unit and Topic	Resource	Hours
Unit 1 Knowledge	Oxford EAP B1+	10hours
Unit 1 " Doctor in the house"	Arakin PCE4	10 hours
Unit 2 Organization	Oxford EAP B1+	10 hours
		<b>30 hours</b>
Module 2		
Unit 3 Motivation	Oxford EAP B1+	10 hours
Unit 4 Nature	Oxford EAP B1+	10 hours

<i>Unit 2 "To kill a Mockingbird"</i>	<i>Arakin PCE4</i>	<i>10 hours</i>
Total hours - 1 <sup>st</sup> semester		<b>30 hours</b>
<b>For the 1<sup>st</sup> term: 60 hours</b>		
<b>Term 2</b>		
<b>Module 1</b>		
<i>Unit 5 Power</i>	<i>Oxford EAPBI+</i>	<i>10 hours</i>
<i>Unit 6 Growth</i>	<i>Oxford EAP BI+</i>	<i>10 hours</i>
<i>Unit 5 "The Lumber Room"</i>	<i>Unit VD.Arakin PCE 4</i>	<i>15hours</i>
<i>Unit 7 Networks</i>	<i>Oxford EAP BI+</i>	<i>10 hours</i>
		<b>45 hours</b>
<b>Module 2</b>		
<i>Unit 8 Innovation</i>	<i>Oxford EAPBI+</i>	<i>10 hours</i>
<i>Unit 8 "Thursday Evening"</i>	<i>VD.Arakin PCE 4</i>	<i>15 hours</i>
<i>Unit 9 Consumption</i>	<i>Oxford EAP BI+</i>	<i>10 hours</i>
<i>Unit 10 Crime</i>	<i>Oxford EAP BI+</i>	<i>10 hours</i>
		<b>45hours</b>
<b>For the 2<sup>nd</sup> term: 90 hours</b>		

## 7. Course Schedule

Term 1								
Date/ Hours	Themes	In-class activities	Home assignment	SIW	Learning outcomes	Grade s	Evaluatio n f nd	
<b>Module 1</b>								
1	<b>Sept</b> 1+1	Unit 1 EAP <i>Knowledge</i>	Understanding and presenting information. Discussion.	The importance of internet.	Short presentations	Understanding main ideas in a presentation	5 p.	Speaking.
2	<b>1+1</b>	Unit 1 EAP <i>Knowledge</i>	Understanding the main ideas in a presentation.	Task 8. p.009	Indepen-t study. p. 009.	Recognizing signposting in a presentation.	5 p.	Listening

3	1+1	Unit 1 EAP <i>Knowledge</i>	Thinking about reading. Preparing to read. Task 3.	Text 1. Cognitive psychology.	Independ-t study. p. 012.	Gaining an overview of an academic text. Identifying topics and main ideas.	5 p.	Reading.
4	1+1	Unit 1 EAP <i>Knowledge.</i>	Task 3 p.018 Academ.language.	Task 4.	Writing compound sentences using coordinators.	Correcting and evaluating sentences.	5 p.	Writing.
5	1+1	Unit 1 EAP <i>Knowledge.</i>	Writing compound sentences.	Task 5. Ex-ses 4, 5, 6 p. 019.	Essay.	Writing simple and compound sentences.	5 p.	Essay.
6	Oct 1+1	VD.Arakin PCE 4 Unit 1” Doctor in the house” Education	p.10 Speech Patterns. Ex. 3-9 p.17  Essential Vocabulary. Ex. 4,5 p. 24	Study Speech Patterns  Learn Voc, P.11-15	Reading Textbooks.  Do tasks on p.12. 13	Using new speech patterns in sentences	5 p.	Vocabulary.
7	1+1	VD.Arakin PCE 4 Unit 1” Doctor in the house” Education	Essential Vocabulary. Ex. 2,3 p.23  Phrases and Word Combinations p.11 Ex 10,11,12	Learn Phrases and Word Combinations p.11 Ex.13 p.18  Read the text ”Doctor in the house	Outside reading	Identifying word combinations and phrases in the text	5 p.	Vocabulary.
8	1+1	VD.Arakin PCE 4 Unit 1” Doctor in the house” Education	Reading-comprehension exercises p. 16, Ex. 15,16 p. 19	Ex. 19 p.21 Text analysis	Outside reading	Doing literary analysis on the text	5 p	Reading Text analysis
9	1+1	VD.Arakin PCE 4 Unit 1” Doctor in the house”  Education	Ex. 19 p.21 Text analysis	Study topical vocabulary p. 27	Outside reading	Learning topical vocabulary & using in speech	5p	Discussion
10	1+1	VD.Arakin PCE 4 Unit 1” Doctor in the house” Education	Ex. 3 p 31  Text: Higher Education in the USA	Text: Higher Education in the USA	Text: Higher Education in Kyrgyzstan	Differentiating higher education of different countries	5 p	Speaking
11	1+1	Unit 2 Organization	Lectures. Understanding and taking notes on key information	Ex.1-4 p. 21-23	Understanding the introduction to a lecture	Identifying perspectives in a lecture extract.	5 p.	Speaking.
	1+1	Unit 2 EAP	Discussion.	Studying in an	English-	Discussing the	5	Speaking.

12		<i>Organization</i>	Perspective and stance.	English-speaking country.	speaking countries.	issue from different perspectives.	p.	
13	1+1	Unit 2 EAP <i>Organization</i>	Lectures. Understanding the introduction to a lecture.	Main organs of the UN.	International Court of Justice.	Understanding and taking notes on key information.	5 p.	Listening
14	1+1	Unit 2 EAP <i>Organization</i>	Understanding the language of perspective. Academ. language. p. 023.	Task 5. Using language to talk about perspective.	Independent study. p. 023.	Understanding the language of the perspective.	5 p.	Listening
15	1+1	Unit 2 EAP <i>Organization</i>	Seminar discussions.	Pollution from different perspectives	Presentation of organization.	Identifying perspective and stance in a discussion.	5 p.	Presentatio n.
								<b>30h.</b>
<b>Module 2</b>								
1	Nov. 1+1	Unit 3 EAP <i>Motivation</i>	Definition and explanation. Discussion.	What motivates you personally?	TED talks on motivation.	Discussing the importance of motivation.	5 p.	Group discussion.
2	1+1	Unit 3 EAP <i>Motivation</i>	Signposting language. Theories of motivation.	The role of management.	TED talks on motivation.	Recognizing signposting language.	5 p.	Individual work.
3	1+1	Unit 3 EAP <i>Motivation</i>	Maslow's hierarchy of needs.	Motivation tips	Independent study. p. 037.	Taking detailed notes on explanation and examples.	5 p.	Group work.
4	1+1	Unit 3 EAP <i>Motivation</i>	Qualities of a good language learner.	Motivation tips.	Intrinsic motivation examples.	Asking for and giving definitions and short explanations.	5 p.	Speaking.
5	1+1	Unit 3 EAP <i>Motivation</i>	Spoken defin-s. Seminar discussion.	Select one thing to improve.	Independent study. p. 39.	Participating in a seminar discussion.	5 p.	Presentation.
6	1+1	Unit 4 EAP <i>Nature</i>	Area of natural interest in your country.	Description of an area.	Outside reading.	Describing an area of natural interest.	5 p.	Description
7	1+1	Unit 4 EAP <i>Nature</i>	Seminars (1) Eco-cities.	Eco-city. Presentation.	My green city.	Preparing to listen to a seminar presentation.	5 p.	Group presentation.
8	1+1	Unit 4 EAP <i>Nature</i>	Noun phrases.	Describe three items related to your area of study, using similar N phrs.	UN Sustainable development agenda.	Identifying context.	5 p.	Listening.
9	1+1	Unit 4 EAP <i>Nature</i>	Evaluating presentations.	Eco-friendly house.	Independent study. p. 051.	Using noun phrases in description.	5 p.	Speaking.

10	1+1	Unit 4 EAP <i>Nature</i>	Presentations. Rural or urban areas?	Urbanization.	Presenta tion Over populati on.	Identifying main points and descriptive language.	5 p.	Speaking.
11	Dec. 1+1	VD.Arakin PCE 4  Unit 2 "To kill a Mockingbird "	p 45 Speech Patterns. Ex. 7-8 p.54  Essential Vocabulary. Ex. 1.2.3 p. 57/58	Ex. 4,5, 6, 7 p 59/60  Ex.12, 13 p 55	Presenta tion ex 8 p 61	Learnin speech patterns of the unit	5 p.	Vocabulary
12	1+1	VD.Arakin PCE 4  Unit 2 "To kill a Mockingbird "	Phrases and Word Conbinations  p 46  ex. 9, 10, 11 p 54	Read the text " To kill a Mocking bird"	Summar y of the text  "To kill a Mockin g bird"	Using words and word phrases in sentences	5 p.	Writing Reading
13	1+1	VD.Arakin PCE 4 Unit 2 "To kill a Mockingbird "Courts and Trials	Text analysis  Ex. 18 p	Text analysis	Study main idea of the text "To kill a Mockin g bird"	Analysing the text	5 p.	Speaking
14	1+1	VD.Arakin PCE 4 Unit 2 "To kill a Mockingbird " Courts and Trials	Topical Vocabulary  p. 61	Ex-s on  Topical Vocabulary	Text: The US Court System	Learning and using topical voc.in speech		Vocabulary
15	1+1	VD.Arakin PCE 4 Unit 2 "To kill a Mockingbird " Courts and Trials	Discussion on the topc: Court System of our country	Revision of the unit	Outside reading	Discussing court system of different countries		Speaking
								<b>30 hours</b>
						<b>1<sup>st</sup> term semester</b>		<b>60 hours</b>
<b>Module Test 1</b>								
<b>Term 2</b>								
<b>Date/hours</b>	<b>Themes</b>	<b>In-class activities</b>	<b>Home assignment</b>	<b>SIW</b>	<b>Learning outcomes</b>	<b>Gra des</b>	<b>Evaluatio n fund</b>	
<b>Module 1</b>								
1	Feb 1+1	Unit 5 EAP <i>Power</i>	Reporting and summarizing. Discussion	Making up sentences using phrases	Task 3 p.064	Identifying different positions in a	5 p.	Listening.



				p.063		lecture;		
2	1+1	Unit 5 EAP <i>Power</i>	Task 4. Identifying supporting arguments	Making up sentences for academic language. Task 5 Ex 1,2	Task 6 Ex 1,2 P 065	Identifying supporting arguments	5 p.	Listening.
3	1+1	Unit 5 EAP <i>Power</i>	Taking notes on key information	Task 5 p.067	Task 6 p.067	Using reporting verbs to refer to points in a presentation	5 p.	Speaking
4	1+1	Unit 5 EAP <i>Power</i>	Discussing reading to prepare for writing Task 1,2,p.068	Reading and translating “Class and status”	Task 3 Ex 3,4,p 069	Identifying the main ideas and key information in a text	5 p.	Reading
5	1+1	Unit 5 EAP <i>Power</i>	Task 4,p 074	Task 5, p 074	Giving examples for noun phrases, p 074	Identifying and using summarizing words and phrases	5 p.	Writing
6	1+1	Unit 6 EAP <i>Growth</i>	Discussing a topic to prepare for a lecture	Task 2,ex 5,6,p 079	Independ ent study,p 079	Completing notes on the main points of a lecture	5 p.	Listening
7	1+1	Unit 6 EAP <i>Growth</i>	Listening for stance and perspectives	Task 4,ex 3,p 079	Independ ent study ,task 5,p 079	Identifying and discussing stance in source material	5 p.	Listening
8	1+1	Unit 6 EAP <i>Growth</i>	Previewing the topic	Reading and translating the text , p 080	Making up sentences for reffering and respon ding to points of view	Referring to the main ideas in a text	5 p.	Speaking
9	1+1	Unit 6 EAP <i>Growth</i>	Using prepositions to refer to time and quantity	Task 7,ex 2,p 085	Preparin g examples for using academic language, p 085	Identifying details in a text to support an argument	5 p.	Reading
10	1+1	Unit 6 EAP <i>Growth</i>	Task 7,p 089	Writing a paragraph “Why quality of life is more important than growth”	Writing a paragrap h incorpora ting citations	Analyzing the use of sources in a text	5 p.	Writing
11	Marc h 1+1	VD.Arakin PCE 4  Unit 5 ”The Lumber Room  Difficult Children	p 140 Speech Patterns. Ex. 4-5 p.146  Essential Vocabulary. Ex. 1.2.3 p. 150/151	Study word combinations and phrases.	Outside reading	Learning and using Speech patterns.in sentences	5 p.	Vocabulary
12	1+1	VD.Arakin	Phrases and	Ex. 10 p 147	Outside	Learning and	5 p.	Vocabulary

		PCE 4 Unit 5 "The Lumber Room Difficult Children	Word Conbinations p 140 ex. 7, 8, 9 p 146/147	Read the text "The Lumber Room"	reading	using Phrases and Word Conbinations in sentences		
13	1+1	VD.Arakin PCE 4 Unit 5 "The Lumber Room" Difficult Children	Text "The Lumber Room" Ex. 14 p.148	Ex. 15, 16,17 p. 150	Summary on text "The Lumber Room"	Understanding the plot of the text	5 p.	Reading
14	1+1	VD.Arakin PCE 4 Unit 5 "The Lumber Room Difficult Children	Text analysis Ex. 5, 6,7,8 p 152-153	Text analysis Presentation Ex.9 p 154	Study main idea of the text	Identifying main idea of the text	5 p.	Speaking Text analysis
15	1+1	VD.Arakin PCE 4 Unit 5 "The Lumber Room Difficult Children	Topical vocabulary Difficult Children Ex. 2 p 158	Learn topical vocab. Text: "Difficult Child" p.155	Outside reading	Learning and using topical voc.in sentences	5 p.	Vocabulary
16	1+1	VD.Arakin PCE 4 Unit 5 "The Lumber Room Difficult Children	Text: "Difficult Child" p.155 Ex. 3 p 159	Ex. 4, 5 p 159	Presentation Tips of upbringing a happy child	Discussing challenges in upbringing	5 p.	Speaking
17	1+1	VD.Arakin PCE 4 Unit 3 "The Lumber Room Difficult Children	Ex. 4, 5 p 159 Ex. 6, 7 p 160/161	Ex. 10 p.163	Essay Upbringing a difficult child	Using active voc of the unit in discussions about upbringing	5 p.	Speaking
18	1	VD.Arakin PCE 4 Unit 3 "The	Ex. 11, 12 p 164	Revision of the unit Ex. 13 p 165	Outside reading	Practising all voc of the unit	5 p.	Vocabulary

		Lumber Room							
		Difficult Children							
19	1+1	Unit 7 EAP <i>Networks</i>	Task 2,ex 1,2,3, p 092	Task 3,4, p 093	Task 2,ex 3,4,p 092	Using abbreviations and symbols to take notes	5 p.	Listening	
20	1+1	Unit 7 EAP <i>Networks</i>	Working in group and discussing	Making a dialogue for assessment methods	Preparing a presentation on “Assessment methods”	Discussing and evaluating learning and assessment methods	5 p.	Speaking	
21	Apr. 1+1	Unit 7 EAP <i>Networks</i>	Critical thinking	Reading and translating the text, p 097	Task 1,ex 3,4,p 096	Evaluating different sources	5 p.	Reading	
22	1+1	Unit 7 EAP <i>Networks</i>	Task 4,p 098	Task 4,ex 2,p 098	Task 5, p 099	Using notes to write a summary	5 p.	Reading	
23	1+1	Unit 7 EAP <i>Networks</i>	Task 7,p 102	Using introduction in writing an essay	Writing an essay “The development of the internet has had the biggest single impact on modern life”	Identifying essay focus	5 p	Writing	
						<b>45 h</b>			
1	1+1	Unit 8 EAP <i>Innovation</i>	Discussion	Task 1, p 106	Preparing slides for predicting content using visual information	Using visuals to assist with note-taking in lectures	5p	Listening	
2	1+1	Unit 8 EAP <i>Innovation</i>	Previewing the topic of a seminar	Making up a short dialogue (academic language)	Independent study , task 3,p 109	Using language for managing a discussion	5 p.	Speaking	
3	1+1	Unit 8 EAP <i>Innovation</i>	Previewing a topic	Reading the text, p 111	Task 2, p 110	Referring to other people’s ideas	5 p	Reading	
4	1+1	Unit 8 EAP <i>Innovation</i>	Using source text in writing,p 112	Writing a paragraph according to the structure	Task 7, p 113	Identifying and understanding references in a text	5p	Reading	
5	1+1	Unit 8 EAP <i>Innovation</i>	Gaining an overview of a source text	Retelling the text , p 114	Task 2 p 114	Identifying and analyzing types of citation in context	5 p	Writing	

6	1+1	VD.Arakin PCE 4  Unit 8 "Thursday Evening"  Family Life	p 238 Speech Patterns. Ex. 4,5 p. 242	Ex 5 p 242 Ex 3, 4 p 248	Outside reading	Learning and using SP. Patterns in sentences	5 p	Vocabulary
7	1+1	VD.Arakin PCE 4  Unit 8 "Thursday Evening"  Family Life	Essential VocabularyEx. 1.2 p. 247	Presentation  Ex. 8 p 250	Independ ent reading	Identifying Essential voc. in the text	5 p	Vocabulary
8	May. 1+1	VD.Arakin PCE 4  Unit 8 "Thursday Evening"  Family Life	Ex. 5,6,7 p 250	Ex. 9, 10,11,12 p. 243  Read the text: " Thursday Evening"	Independ ent reading	Understanding plot of the text	5 p	Reading
9	1+1	VD.Arakin PCE 4  Unit 8 "Thursday Evening"  Family Life	Words and Phrases p. 238  Ex. 7, 8 p 242	Ex. 9, 10,11,12 p. 243 Read the text: " Thursday Evening	Summar y of the text " Thursday Evening"	Making an outline of the	5 p	Reading
10	1+1	VD.Arakin PCE 4  Unit 8 "Thursday Evening"  Family Life	Text: " Thursday Evening"  Ex. 13 p 244	Ex. 1,2,3 p 241  Text analysis	Study main idea of the text Thursday Evening	Identifying main idea of the text	5 p	
11	1+1	VD.Arakin PCE 4  Unit 8 "Thursday Evening"  Family Life	Text analysis  Ex. 15 p 245	Ex. 17 p 246  Present.  Ex. 8 p 250	Literary analysis of the text Thursday Evening	Analysing the text	5 p	
12	1+1	VD.Arakin PCE 4  Unit 8 "Thursday Evening"  Family Life	Presentation. Topical vocabulary.Fam ily Life	Learn topical vocabul.	Outside reading	Learning & using topical voc in sentences	5 p	Vocabulary

13	1	VD.Arakin PCE 4  Unit 8 "Thursday Evening"  Family Life	Text: The politics of Housework  Ex. 1, 2 p.254	Ex. 3,4,5 p . 255	Summar y on  text: The politics of Housewo rk	Practising active voc of the unit	5 p	Reading Writing
14	1+1	Unit 9 EAP <i>Consumption</i>	Discussion	Making up sentences using comparison and contrast	Describi ng things with comparin g and contrasti ng	UsingVenn diagrams to take and organize notes	5 p.	Listening
15	1+1	Unit 9 EAP <i>Consumption</i>	Predicting the content of a seminar	Task 2, p 122	Preparin g a short presentat ion on 'The factors that affect people's happines s'	Comparing and contrasting different pieces of research	5 p	Speaking
16	1+1	Unit 9 EAP <i>Consumption</i>	Previewing text and context, p 124	Task 2,ex 2,p 124	Making up sentences using the glossary, p 124,125	Analyzing models and theories in a text	5 p	Reading
17	1+1	Unit 9 EAP <i>Consumption</i>	Task 6,p 127	Task 7, p 127	Using academic language	Identifying and evaluating authorial stance	5 p	Reading
18	1+1	Unit 9 EAP <i>Consumption</i>	Task 1,2,p 128	Task3, p 128	Writing examples of writing the conclusio n of an essay	Writing an effective conclusion	5 p	Writing
19	1+1	Unit 10 EAP <i>Crime</i>	Debate extracts Tasks1,2,p 134 academic l-ge p135	Responding to the arguments in a debate Tasks4,5,p 135	Ind work p.135	Identifying main arguments and supporting evidence in a debate	5 p	Listening
20	1+1	Unit 10 EAP <i>Crime</i>	Seminar discussions Tasks1,2,p 136 academic l-ge p136	Using hedge language Tasks4,5,6p 137	Ind work p.137	Identifying & Using hedge language	5 p	Speaking
21	1+1	Unit 10 EAP <i>Crime</i>	Reading Text p.139 Evaluative language (adjectives)	Tasks4,5,6p.141 Evaluating arguments in a text	Ind work p.141	Understanding and using Evaluative language (adjectives)	5 p	Reading
22	1+1	Unit 10 EAP	Argument Essays	Tasks4,5,6p.144 Writing a	Ind work p.145	Analysing and evaluating essay	5 p	Writing

		<i>Crime</i>	Tasks1,2,3 p.143	paragraph in an argument		structures		
23	1+1	Unit 10 EAP <i>Crime</i>	Task1,es-s 1-4p.146	Task 2 p.146	Using glossary on p.139 in sentences	Noticing & interpreting arguments	5 p	Vocabulary

## 8. Textbooks and other required materials

«Практический курс английского языка (английский язык) (4курс)»

основная литература:

а) Edward de Chazal & Sam McCarter Oxford EAP «A course in English for Academic Purposes» (B2) 2011

б) Аракин В.Д. «Практический курс английского языка» часть 4. Москва, ВЛАДОС 2003  
дополнительная литература:

Словари:

1. Англо-русский словарь / В.К.Мюллер. М., 2000.
2. Большой англо-русский словарь / Под общ.рук. проф. И.Р.Гальперина. М., 1998.
3. Англо-русский синонимический словарь / Ю.Д.Апресян, В.В. Ботякова и др. М., 1998.
4. English Pronouncing Dictionary / D. Jones. Cambridge University Press, 2007.
- 1.<http://www.pearsonelt.ch/1471/9780130484628/default.aspx>
- 2.<http://pearsonerpi.com/en/collection/what-a-world-listening>
- 3.[http://www.breakingnewsenglish.com/1308/130814-mona\\_lisa.html](http://www.breakingnewsenglish.com/1308/130814-mona_lisa.html)
- 4.<http://www.breakingnewsenglish.com/1211/121129-education.html>
- 5.<http://www.smh.com.au/national/education>
- 6.<http://www.theage.com.au/national/education>

## 9. Information about grades (The table of points)

Rating (points)	Grading on a letter system	Digital equivalent of a grade	Grading on traditional system
87 – 100	A	4,0	Excellent
80 – 86	B	3,33	Good
74 – 79	C	3,0	
68 -73	D	2,33	Satisfactory
61 – 67	E	2,0	
31-60	FX	0	Unsatisfactory

## 11. Evaluating and assessing policy

According to the techno charts, students get max 10 points for in-class activities (listening, speaking ,reading , writing and vocabulary) . For student independent work they get max 10 points: home assignments will give 5 points with writing essays, delivering all kinds of presentations, and speaking on specific topics; outside reading with vocabulary notes will give them 5 points if they pass 200 pages during one module period. Two current tests will give the result of module test, the max point of which is 10 points. In final test, students have a chance to get max 40 points.

## 12. Course policy

Punctuality and regular attendance is of great importance for successful completion of the course. Students will be expected to arrive for class on time and to remain in class until the end of the class session. If the student comes to the lesson late, he/she has to notify the instructor after class about the reasons and that he/she attended class, otherwise he/she will be marked absent.

All students are expected to behave with academic honesty. It isn't academically honest to misrepresent another person's work as your own, to accept help on a test when you are expected to do independently, to obtain advanced information on confidential test materials.

## 13. Exam questions

1. Do you agree with the statement: “School shouldn’t be compulsory because not everyone needs an education”.
2. Express your opinion what makes a good language learner
3. Talk about your own experience of education(school, university education etc.)
4. Give information about how “ schema theory” is used
5. Give overview of cognitive psychology
6. Speak on Maslow’s motivation theory
7. Identify the difference between “ free market economies” and “ planned economies”
8. Do you think governments should be responsible for developing a country’s infrastructure?
9. Is inequality between individuals normal in any society? Is it a cause for concern?
10. Differentiate extrinsic and intrinsic motivations
11. Do you agree that everyone is motivated by money and managers are motivated by power?
1. Write definitions for the terms:
  - a) ambition
  - b) enthusiasm