

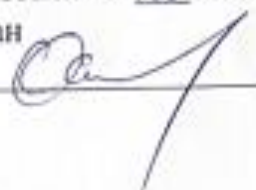
ДЕРЖАВНИЙ ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
СИСТЕМА УПРАВЛІННЯ ЯКІСТЮ
Система забезпечення якості освітньої діяльності та якості вищої освіти
сертифікована на відповідність ДСТУ ISO 9001:2015 / ISO 9001:2015
Кафедра іноземної філології та перекладу

ЗАТВЕРДЖЕНО

вченою радою факультету
торгівлі та маркетингу

(протокол № 12 від «14» 06 2025 р.)

Декан

 Віктор ОСИКА

ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ
СПРЯМУВАННЯМ (АНГЛІЙСЬКА) /
FOREIGN LANGUAGE FOR SPECIFIC
PURPOSES (ENGLISH)

РОБОЧА ПРОГРАМА /
COURSE OUTLINE

освітній ступінь	бакалавр	/ bachelor
галузь знань	В Культура, мистецтво та гуманітарні науки	/ Culture, Arts and Humanities
спеціальність	В2 Дизайн	/ Design
освітня програма	Дизайн середовища	/ Design of the Environment

Київ 2025

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

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Програму розглянуто і затверджено на засіданні кафедри іноземної
філології та перекладу 19.06.25 р., протокол № 23.

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**ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ
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I. Структура дисципліни та розподіл годин за темами (тематичний план)

Назва теми	Кількість годин			Форми контролю
	Усь ого годи н/ кред итів	з них		
		пак тичн і (семі нарс ькі) заня ття/ МК	самост ійна робота студен та	
1	2	3	4	5
І курс І семестр				
Тематичний модуль 1 Business and Businesses				
Тема 1. Business Organization and the Economy	7	2	5	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Ownership	7	2	5	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Business Relationship	7	2	5	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Companies’ Restructuring	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. Organizational Structure	7	2	5	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР
Тематичний модуль 2 People and Organization				
Тема 1. Employment	7	2	5	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Human Resources	7	2	5	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Recruitment Procedure	7	2	5	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Working environment and professional trainings in design	7	2	5	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. Writing CV\Resume\Cover Letter	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 6. Interviewing	7	2	5	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 7. Executive Pay	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 8. Leaving a Job	7	4	3	ФО ТА, ТЧ, ЗПУМ ЗППМ КР
Semester Test	2	2		КР
Всього	90/3	30	60	
Підсумковий контроль				Екзамен
І курс ІІ семестр				
Тематичний модуль 3 Introduction to Graphic Design				
Тема 1. The history of Graphic Design	7	2	5	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 Design and Art	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Visual elements & principles of Design	7	2	5	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР
Тематичний модуль 4. Products, Markets and Advertising				

Тема 1. Customers, Consumers and Clients	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Markets and Market Orientation	7	2	5	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Products, Goods and Services	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Marketing	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. Advertising	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР
Тематичний модуль 5. Global business				
Тема 1. International Trade	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Export and Import	7	2	5	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. World Trade Organization	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Globalization and Economic Policy	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. Business across Cultures	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР
Semester Test	2	2		КР
Всього	90/3	30	60	
Підсумковий контроль				Екзамен
II курс III семестр				
Тематичний модуль 6. Information Technologies in Business				
Тема 1. Information Technologies in Business	5	1	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Management Information System (MIS)	5	1	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Using Artificial Intelligence (AI) and Expert Systems	5	1	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. E-commerce	5	1	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР
Тематичний модуль 7. Writing Skills for Business				
Тема 1. What is Effective Business Communication	5	1	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Analyzing Your Audience and Adapting Your Message: Purpose, Process & Strategy	5	2	3	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Structuring and Organizing Message	5	1	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Using Technology to Write Business Materials	5	2	3	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. Practical Application: Proofreading Messages for Spelling, Grammar, Accuracy & Clarity	5	2	3	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР
Тематичний модуль 8. Artistic Principles & Approaches				
Тема 1. Principles of Art	5	2	3	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Principles & Elements of Two- and Three-Dimensional Art	5	2	3	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Health Hazards of Art Tools & Materials	5	2	3	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. What Is a Medium in Art: Definition & Terms	5	2	3	ФО ТА, ТЧ, ЗПУМ, ЗППМ

Тема 5. Visual Art Processes: Definition & Types	5	2	3	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 6. Vocabulary for Drawing Materials, Styles & Techniques	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 7. Painting Processes: Definition & Techniques	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 8. Common Problems & Solutions in Creating Visual Art	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР
Тематичний модуль 9. Fundamentals of Graphic Design				
Тема 1. Basic Graphic Design Elements	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Iagemaking in Graphic Design: Definition & Importance	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Identifying Marks, Icons & Symbols in Graphic Design	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Principles of Composition in Graphic Design	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. What is a Logo? - Design & Development	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР
Semester Test	2	2		КР
Всього	120/4	40	80	
Підсумковий контроль				Екзамен
II курс IV семестр				
Тематичний модуль 10. Materials and Structures				
Тема 1. Materials Science: Definition & Material Classification	6	2	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	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Earth's Materials: Minerals, Rocks, Soil & Water	7	3	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР
Тематичний модуль 11. Interior design basics and principles				
Тема 1. What is an Interior Designer?	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Interior Design & Color Schemes	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Interior Design Presentation Boards	7	2	5	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. What is Residential Interior Design?	7	2	5	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. What is Commercial Interior Design?	7	3	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР
Тематичний модуль 12. Textile Basics				
Тема 1. What Are Textiles?	7	2	5	Ф44О ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. What is Textile Production?	7	2	5	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Basics of Textile Art	7	2	5	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР
Тематичний модуль 13. Space Planning				

Тема 1. What Is Space Planning? - Basics & Architecture	6	2	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Interior Design & Space Planning	7	2	5	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Office Space Planning: Guidelines & Standards	7	2	5	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Crawl Space Planning	7	3	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР
Тематичний модуль 14. Digital Art				
Тема 1. What is Digital Art? - Definition, History & Examples	7	2	5	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Information Graphics	7	2	5	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Design of Graphic Symbols	7	2	5	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. How to Create Digital Images	7	2	5	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. Digital Photography	7	2	5	ФО ТА, ТЧ, ЗПУМ, ЗППМ
Тема 6. Photo Editing Software: Definition & Examples	7	3	4	ФО ТА, ТЧ, ЗПУМ, ЗППМ КР
Semester Test	2	2		КР
Всього	150/5	50	100	
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	Навчальна діяльність ¹	Робочий час студента
І курс І семестр		
Тематичний модуль 1 “Business and Businesses”		
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.	Lesson 1 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. Список рекомендованих джерел:	2 hours

¹ Курсивом зазначені інтерактивні методи навчання.

	<i>Основний: 1 [с.137-154] [с.21-25, 42-46, 87-90, 105-108], 3[с.75-99, 100-101, 105-112, 114-117]</i> <i>Додатковий: 5[с.8-16, 88-89], 6[с.36-41],</i> <i>Інтернет-джерела: 9,10</i> Further work 6. Vocabulary: ✓ Developing key vocabulary to describe economic sectors. ✓ Understanding the meaning: ✓ use of prepositions; ✓ to find or to found /to sell of; ✓ business idioms. 7. Speaking: Giving full answers to the questions about principles of businesses classifications ✓ Exemplifying. ✓ Making comparisons. ✓ Summarizing the information. ✓ considering the problems of franchising in great details ✓ explaining benefits of buying a franchise using relevant vocabulary Basic English of Economics. p. 22-29. 8. Grammar Review: Past Simple and Past Continuous ✓ The tenses are compared and contrasted. Basic English of Economics. p. 30-32.	4 hours
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.	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.	2 hours

- 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.	✓ 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: <i>Основний: 1 [с.137-154] [с.21-25, 42-46, 87-90, 105-108], 3[с.75-99, 100-101, 105-112, 114-117]</i> <i>Додатковий: 5[с.8-16, 88-89], 6[с.36-41],</i> <i>Інтернет-джерела: 9,10</i> Further work 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.	4 hours
Students are able to: - Use language related to business relationship. - Describe businesses according to their relationship. - Give reasons and explanations for their opinions using linguistically complex language.	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	2 hours

- 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.	✓ 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: <i>Основний: 1 [с137-154] [с.21-25, 42-46, 87-90, 105-108], 3[с.75-99, 100-101, 105-112, 114-117]</i> <i>Додатковий: 5[с.8-16, 88-89], 6[с.36-41],</i> <i>Інтернет-джерела: 9,10</i> Further work 4. Vocabulary: Describing Business Relationship ✓ Understanding the meaning - to rise/to raise; - to carry out. 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.	4 hours
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.	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	2 hours

- 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.	✓ 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: Основний: 1 [с.137-154] [с.21-25, 42-46, 87-90, 105-108], 3[с.75-99, 100-101, 105-112, 114-117] Додатковий: 5[с.8-16, 88-89], 6[с.36-41], Інтернет-джерела: 9,10 Further work 4. Grammar Review: Past Perfect Simple ✓ Interpreting into English 5. Speaking: 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: - 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.	Lessons 5-6 Organizational structure In-class activity 1. Lead-in: Reading 2. Organizational structure ✓ Guessing unknown words and expressions from the context. ✓ Extracting main ideas. 3. Vocabulary: Describing companies ✓ Developing key vocabulary to describe organizational structure through a variety of exercises.	4 hours

- Participate in a prepared presentations on a familiar topics.	4. Grammar Review: Past Perfect Continuous. Basic English of Economics. p. 70-82. Список рекомендованих джерел: <i>Основний: 1 [с.137-154] [с.21-25, 42-46, 87-90, 105-108], 3[с.75-99, 100-101, 105-112, 114-117]</i> <i>Додатковий: 5[с.8-16, 88-89], 6[с.36-41],</i> <i>Інтернет-джерела: 9,10</i> 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	4 hours
Тематичний модуль 2 “People and Organizations”		
Students are able to: - Guess the meanings of unfamiliar words by using contextual clues. - Use language related to employment. - Understand the gist and/or relevant details of recorded interviews.	Lesson 7 Employment In-class activity 1. Lead-in: Reading Employment ✓ Reading for specific information about different forms of employment. ✓ Guessing unknown words and expressions from the context 2. Vocabulary: Describing people’s jobs	2 hours

- Develop an argument giving reasons in support or against a particular point of view. - Compare and evaluate different ideas. - Employ strategies for listening for gist and information effectively.	✓ Developing key vocabulary to describe people's jobs through a variety of exercises. ✓ Understanding the meaning - Prepositions; - Personal or personnel; - To report to somebody. 3. Grammar Revision: Present Simple or Present Continuous ✓ Developing knowledge through the variety of exercises; ✓ Interpreting into English 4. Listening: Motivation at Work. Интернет-ресурси Список рекомендованих джерел: <i>Основний: 1[с.5-14] 2[с.10-14, 30-36, 38-41], 3[с.86-88, 102-104, 118-125] с, 6[с.74-79]</i> <i>Додатковий: 5[с.38-47]</i> <i>Интернет-джерела: 9,10</i> Further work 5. Grammar Revision: Developing skills through a variety of tasks. 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. ✓ Exemplifying and making comparisons. ✓ Expressing preferences. Basic English of Economics. p. 85-97.	4 hours
Students are able to: - Guess the meanings of unfamiliar words by using contextual clues. - Use language related to human resources. - Extract specific details from the text.	Lesson 8 Human Resources In-class activity 1. Lead-in: Human Resources ✓ Reading for specific information about human resources and different job titles. ✓ Guessing unknown words and expressions from the text.	2 hours

- Classify professionals and manual workers; - Understand and describe ways of being paid, employees' benefits, problems of unemployment, etc. - Discuss the issues and recommend solutions.	2. Vocabulary: Developing key vocabulary through a variety of exercises ✓ Words formation. ✓ Matching. 3. Speaking: Developing skills through a variety of tasks ✓ Making comparisons. ✓ Giving details/ Giving full answers. ✓ Expressing preferences. Список рекомендованих джерел: <i>Основний: 1[с.5-14] 2[с.10-14, 30-36, 38-41], 3[с.86-88, 102-104, 118-125] с, 6[с.74-79]</i> <i>Додатковий: 5[с.38-47]</i> <i>Інтернет-джерела: 9,10</i> Further work 4. Vocabulary: Developing key vocabulary through a variety of exercises. ✓ Words formation. ✓ Matching. ✓ Understanding the meaning - <i>Employer / employee;</i> - Use of prepositions. 5. Speaking: Developing skills through the variety of tasks ✓ Supporting a view with reasons ✓ Summarizing ✓ Making comparisons 6. Grammar Revision: Past tenses Basic English of Economics. p. 98-107.	4 hours
Students are able to: - Guess the meanings of unfamiliar words by using contextual clues. - Use language related to recruitment procedure. - Extract specific details from the text.	Lesson 9 Recruitment Procedure In-class activity 1. Lead-in: Recruitment Procedure ✓ Reading for specific information about recruitment procedure ✓ Guessing unknown words and expressions from the context	2 hours

- Understand and describe ways of being paid, employees' benefits, problems of unemployment, etc. - Write a simple summary; - Write notes on covering letters, CV; - Use the grammatical structures accurately and fluently.	2. Vocabulary: Describing recruitment procedure ✓ Developing key vocabulary through a variety of tasks, ✓ Use of prepositions, ✓ Understanding the meaning <i>to employ somebody/ to recruit/to hire/ to take smb on,</i> ✓ Matching, 3. Grammar Review: The Future ✓ The tenses are compared and contrasted, Developing knowledge through a variety of exercises in Basic English of Economics. Список рекомендованих джерел: <i>Основний: 1[с.5-14] 2[с.10-14, 30-36, 38-41], 3[с.86-88, 102-104, 118-125] с, 6[с.74-79]</i> <i>Додатковий: 5[с.38-47]</i> <i>Інтернет-джерела: 9,10</i> Further work 4. Vocabulary: looking to vocabulary related to job-hunting 5. Listening: Classifying the interviewee Інтернет-ресурси 6. Speaking: Developing skills through a variety of tasks ✓ Summarizing. ✓ Giving 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.	4 hours
Students are able to: - Express and comment on ideas and suggestions in informal discussions; - Extract specific details from the text;	Lesson 10 Working environment and professional trainings in design In-class activity 1. Lead-in: Creative Environment Formation in Design Professional Training ✓ Reading for specific information.	2 hours

- Compare and evaluate different ideas; - Use language related to working environment and professional trainings; - Use the grammatical structures accurately and fluently.	✓ 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. Список рекомендованих джерел: <i>Основний: 1[с.5-14] 2[с.10-14, 30-36, 38-41], 3[с.86-88, 102-104, 118-125] с, 6[с.74-79]</i> <i>Додатковий: 5[с.38-47]</i> <i>Інтернет-джерела: 9,10</i> Further work 4. Speaking: Discussing the types of work environments. ✓ Giving full answers/Giving details and reasons. ✓ Explanation. ✓ Expressing preferences. ✓ Making comparisons. ✓ 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.	4 hours
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.	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.	4 hours

- 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.	✓ 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: <i>Основний: 1[с.5-14] 2[с.10-14, 30-36, 38-41], 3[с.86-88, 102-104, 118-125] с, 6[с.74-79]</i> <i>Додатковий: 5[с.38-47]</i> <i>Інтернет-джерела: 9,10</i> 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
Students are able to: - 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.	Lessons 13-14 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. ✓ Guessing unknown words and expressions from the context. 2. Vocabulary: Developing key vocabulary through a variety of tasks ✓ Words formation. ✓ Understanding the meaning - Power or strength; - Use of prepositions. 3. Listening: In the Interview.	4 hours

- 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.	Интернет-ресурси 4. Grammar review: Future Continuous and Future Perfect Basic English of Economics. p. 123-133. Список рекомендованих джерел: <i>Основний: 1[с.5-14] 2[с.10-14, 30-36, 38-41], 3[с.86-88, 102-104, 118-125] с, 6[с.74-79]</i> <i>Додатковий: 5[с.38-47]</i> <i>Интернет-джерела: 9,10</i> Further work 5. Vocabulary: Understanding the meaning ✓ Filling in gaps ✓ Idioms 6. Speaking: Describing forms of interviews ✓ Giving full answers/Giving details and reasons. ✓ Explanation. ✓ Expressing preferences. 7. Role play: Practicing the functional language from the lesson by roleplaying and then discussing different situations. 8. Grammar review: Future Continuous and Future Perfect ✓ Developing knowledge through a variety of exercises. ✓ Using the Future Continuous to be polite. Basic English of Economics. p. 132-133.	4 hours
Students are able to: - Guess the meanings of unfamiliar words by using contextual clues. - Use language related executive pay. - Extract specific details from the text. - Understand and describe ways of being paid, employees' benefits, problems of unemployment, etc. - Employ strategies for reading for gist and information effectively.	Lesson 15 Executive Pay In-class activity 1. Lead-in: Executive pay ✓ 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.	2 hours

- Use the grammatical structures accurately and fluently.	✓ Understanding the meaning - Pay/salary/income/wage; - Idioms. Basic English of Economics. p. 134-143. 3. Grammar Review: When and If Clauses. ✓ Use of Present Simple (Present Perfect) in sentences referring to future time. Список рекомендованих джерел: <i>Основний:</i> 1[с.5-14] 2[с.10-14, 30-36, 38-41], 3[с.86-88, 102-104, 118-125] с, 6[с.74-79] <i>Додатковий:</i> 5[с.38-47] <i>Інтернет-джерела:</i> 9,10 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 ✓ 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.	4 hours
Students are able to: - Guess the meanings of unfamiliar words by using contextual clues. - Use language related to leaving a job.	Lessons 16-17 Leaving a Job In-class activity 1. Lead-in: Leaving a Job ✓ Reading for specific information.	4 hours

- Extract specific details from the text. - 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. - Compare and evaluate different ideas. - Use the language and professional skills, acquired while working through the unit. - Discuss the issues and recommend solutions - Use vocabulary correctly.	✓ 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. Speaking: Developing skills through a variety of tasks ✓ Giving reasons. ✓ Expressing preferences. ✓ Summarizing. Basic English of Economics. p. 148-158. Список рекомендованих джерел: <i>Основний:</i> 1[с.5-14] 2[с.10-14, 30-36, 38-41], 3[с.86-88, 102-104, 118-125] с, 6[с.74-79] <i>Додатковий:</i> 5[с.38-47] <i>Інтернет-джерела:</i> 9,10 Further work 4. Speaking: Developing skills through a variety of tasks ✓ Giving full answers. ✓ Making comparisons. 5. Vocabulary and Grammar Revision: Module test preparation Basic English of Economics. p. 148-160. 6. Preparing a short presentation on business topics learnt before. Basic English of Economics. p. 85-158. 7. Test Writing	4 hours
Тематичний модуль 3 “Introduction to Graphic Design”		
Students are able to: - Understand a large part of a video on a work-related topic. - Use language related to a topic. - Express and comment on ideas and suggestions in informal discussions. - Give an effective presentation about a familiar topic.	Lesson 18 The history of Graphic Design In-class activity 1. Lead-in: The history of Graphic Design. ✓ Reading for specific information. ✓ Guessing unknown words and expressions from the context 2. Video: Watching a video Historic Overview of Graphic Design.	2 hours

- Discuss the issues and recommend solutions. - Use vocabulary correctly. - Employ strategies for listening for gist and information effectively.	3. Vocabulary: Looking at vocabulary related to graphic design. 4. Speaking: Discussion of basic graphic design elements, color theory, 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: <i>Основний: 1 [с.60-68] 3[с.167-171] 4 [с.16-31] Додатковий: 5[с.38-47] Інтернет-джерела: 11,12</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.	4 hours
Students are able to: - Use language related to graphic 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.	Lesson 19 What is Graphic Design? 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. Інтернет-джерела 4. Speaking: Discussing graphic design elements (color, form, line, shape, size, space, texture) and graphic design principles (balance, contrast, emphasis, movement, proportion, rhythm).	2 hours

	Список рекомендованих джерел: Основний: 1 [с.60-68] 3[с.167-171] 4 [с.16-31] Додатковий: 5[с.38-47] Інтернет-джерела: 11,12 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 2. Vocabulary: developing key vocabulary through a variety of tasks. ✓ Words formation. ✓ Matching. ✓ Filling in gaps. Design & Technology Student's Book. 3. Functional language: Looking at useful phrases for presenting facts and figures using visual information. 4. Speaking: Expressing own ideas on the following statements. ✓ "Design is <i>not</i> art. Design has to function."	2 hours

	✓ “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.” Список рекомендованих джерел: <i>Основний: 1 [с.60-68] 3[с.167-171] 4 [с.16-31]</i> <i>Додатковий: 5[с.38-47]</i> <i>Інтернет-джерела: 11,12</i> 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.	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	2 hours

- Ask questions to obtain relevant information. - Use the language and professional skills, acquired while working through the unit.	✓ Filling in gaps Design & Technology Student's Book. 3. Video: Watching and discussing a video Visual Elements & Principles. Інтернет-джерела 4. Speaking: Developing skills through a variety of tasks. ✓ Giving details and reasons ✓ Giving full answers ✓ Asking for information ✓ Summarizing Список рекомендованих джерел: <i>Основний: 1 [с.60-68] 3[с.167-171] 4 [с.16-31]</i> <i>Додатковий: 5[с.38-47]</i> <i>Інтернет-джерела: 11,12</i> 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" Інтернет-джерела 8. Module Test Preparation Design & Technology Student's Book. Test Writing	4 hours
Тематичний модуль 4 "Products, Market and Advertising"		
Students are able to: - Understand the details of someone's personal or professional experience from an interview or presentation.	Lesson 22 Customer, Consumers and Clients In-class activity 1. Lead-in: Reading Customer, Consumers and Clients. ✓ Reading for specific information. ✓ Guessing unknown words and expressions from the context 2. Vocabulary: Developing key vocabulary through a variety of tasks.	2 hours

- Express and comment on ideas and suggestions in informal discussions. - Employ strategies for appropriate vocabulary. - Ask questions to obtain relevant information. - Use vocabulary and grammar effectively. - Understand main ideas and relevant information related to economic issues. - Develop listening skills.	3. <i>Listening:</i> Customer care. Інтернет-джерела 4. <i>Grammar Review:</i> The Passive Voice (Simple). Developing knowledge and skills through a variety of exercises Basic English of Economics. p. 161-170. Список рекомендованих джерел: <i>Основний:</i> 1 [с.60-68], 2[с.167-171], [с.167-171] [с.183-192] [с.183-192] [с.196-203] [с.207-218] <i>Додатковий:</i> 5[с.36, 92-93], <i>Інтернет-джерела:</i> 9,10 Further work 5. <i>Speaking:</i> Developing skills through a variety of tasks ✓ Giving answers. ✓ Making comparisons. ✓ True/false. ✓ Summarizing. 6. <i>Reading:</i> Total Quality Management ✓ Reading for specific information. ✓ Guessing unknown words and expressions from the context. ✓ Correcting the statements. 7. <i>Grammar review:</i> The Passive Voice Developing knowledge and skills through a variety of exercises Basic English of Economics. p. 167-170.	4 hours
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.	Lesson 23 Markets and Market Orientation In-class activity 1. <i>Lead-in:</i> Reading Markets and Market Orientation. ✓ Reading for specific information. ✓ Guessing unknown words and expressions from the context. 2. <i>Vocabulary:</i> Developing key vocabulary to describe different types of markets through a variety of tasks. ✓ Word formation ✓ Matching	2 hours

- Employ strategies for writing for gist and information effectively. - Use grammatical structures correctly.	✓ 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 [с.60-68], 2[с.167-171], [с.167-171] [с.183-192] [с.183-192] [с.196-203] [с.207-218]</i> <i>Додатковий: 5[с.36, 92-93],</i> <i>Інтернет-джерела: 9,10</i> 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 Developing knowledge and skills through a variety of exercises in Basic English of Economics. p. 171-182.	4 hours
Students are able to: - Identify key information in a concise business-related text or article. - Use language related to the topic. - Classify goods.	Lesson 24 Products, Goods and Services In-class activity 1. Lead-in: Reading Products, Goods and Services ✓ Reading for specific information. ✓ Guessing unknown words and expressions from the context. 2. Vocabulary: Describing products	2 hours

- 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.	✓ Developing key vocabulary. ✓ Understanding the meaning - <i>To succeed/to manage/to cope;</i> - <i>To role something out;</i> - <i>Idioms.</i> ✓ Giving full answers/ Summarizing. Developing knowledge through a variety of exercises in Basic English of Economics. p. 183-195. 3. Listening: Products. Launching the product ✓ Giving full answers. ✓ Giving details. ✓ Filling in gaps. Інтернет-джерела 1, 4 Список рекомендованих джерел: <i>Основний: 1 [с.60-68], 2[с.167-171], [с.167-171] [с.183-192] [с.183-192] [с.196-203] [с.207-218]</i> <i>Додатковий: 5[с.36, 92-93],</i> <i>Інтернет-джерела: 9,10</i> Further work 4. Speaking: Developing knowledge and skills through a variety of exercises in Basic English of Economics. ✓ Describing what a product is and how they are classified. ✓ Giving details. ✓ Giving and seeking personal views and opinions. 5. Grammar review: The Passive Voice (Perfect) ✓ Developing knowledge through the variety of exercises Grammar progress test.	4 hours
Students are able to: - Scan a text in order to find specific information.	Lesson 25 Marketing In-class activity 1. Lead-in: Reading Marketing ✓ Reading for specific information.	2 hours

- Describe in details why they agree or disagree with a suggested idea. - Extract specific details from a TV programme on marketing related topic. - Bring relevant personal experience into a conversation to illustrate a point. - Collate information from several written sources and summarize the ideas orally. - Lead a discussion, expanding and developing ideas. - Justify and sustain views clearly by providing relevant explanations and arguments.	✓ Guessing unknown words and expressions from the context. 2. Vocabulary: Marketing terms ✓ Developing key vocabulary through a variety of exercises ✓ Understanding the meaning. <i>To mark something up\ to increase the price of something.</i> 3. Listening: The most effective form of promotion. Promoting a new product Интернет-джерела 4. Grammar Review: The Sequence of Tenses Developing knowledge and skills through a variety of exercises in Basic English of Economics. p. 196-205. Список рекомендованих джерел: Основний: 1 [с.60-68], 2[с.167-171], [с.167-171] [с.183-192] [с.183-192] [с.196-203] [с.207-218] Додатковий: 5[с.36, 92-93], Интернет-джерела: 9,10 Further work 5. Speaking: Developing skills through a variety of tasks. ✓ Giving and seeking personal views and opinions. ✓ Discussing. ✓ Expressing preferences. 6. Grammar Review: The sequence of Tenses 7. Functional language: 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.	4 hours
Students are able to: - Give or seek personal views and opinions in discussing advertising-related topics. - Understand a large part of a video on a advertising-related topic. - Use language related to advertising and branding.	Lessons 26-27 Advertising In-class activity 1. Lead-in: Reading Advertising ✓ Reading for specific information. ✓ Guessing unknown words and expressions from the context. 2. Vocabulary: Developing key vocabulary through a variety of tasks. 3. Speaking: Ways of promoting your products	4 hours

- Express and comment on ideas and suggestions in formal discussions. - 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	✓ Giving and seeking personal views and opinions. ✓ Making comparison. ✓ Expressing preferences. Basic English of Economics. p. 207-217. 4. Listening: Radio advertisements. Інтернет-джерела Список рекомендованих джерел: <i>Основний: 1 [с.60-68], 2[с.167-171], [с.167-171] [с.183-192] [с.183-192] [с.196-203] [с.207-218]</i> <i>Додатковий: 5[с.36, 92-93],</i> <i>Інтернет-джерела: 9,10</i> 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	4 hours
	Lesson 28 Semester Control Test Writing	2 hours
	Разом	90 год

I курс II семестр		
Тематичний модуль 5 “Global business”		
Students are able to:	Lessons 1-2 International Trade In-class activity 1. Lead-in: Reading International Trade ✓ Guessing unknown words and expressions from the context. ✓ Locating and understanding specific information in the text. 2. Vocabulary: Developing key vocabulary through a variety of tasks	4hours

- Express and comment on ideas and suggestions in formal discussions. - Understand the details of someone's personal or professional experience from an interview or presentation. - Use grammatical structures correctly.	✓ Understanding the meaning. ✓ Words formation. ✓ Matching. ✓ Filling in gaps. ✓ Understanding the meaning. - To provide/ to secure/ to ensure. 3. Listening Free trade Интернет-джерела 4. Grammar Review: The Infinitive. Developing knowledge through a variety of exercises Basic English of Economic. Список рекомендованих джерел: Основний: 1 [с.146-154] 2 [с.360-368] Додатковий: 5[с.40-48] 8 [с.23-36] Интернет-джерела: 9,10 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
Students are able to:	Lessons 3-4 Export and Import	

- Use language related to the topic. - 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. - Compare and evaluate different ideas.	In-class activity 1. Lead-in: Reading World Trade Organization. ✓ Reading for specific information. ✓ Guessing unknown words and expressions from the context. 2. Vocabulary: Developing key vocabulary through a variety of tasks in Basic English of Economics. p. 382-387. ✓ Words formation. ✓ Matching. ✓ Use of prepositions. ✓ Understanding the meaning. 3. Listening: Free trade. Exceptions to the free trade Інтернет-джерела. ✓ Developing skills through a variety of exercises Список рекомендованих джерел: Основний: 1 [с.146-154] 2 [с.360-368] Додатковий: 5[с.40-48] 8 [с.23-36] Інтернет-джерела: 9,10 Further work 4. Grammar Review: Infinitive or Gerund? Basic English of Economics. Developing knowledge through a variety of exercises. p. 390-391. 5. 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.	2 hours
Students are able to:	Lessons 6-7 Globalization and Economic Policy	4 hours

- Use language related to the business topic. - Extract key details from an articles on a business-related topic - Understand the details of someone's personal or professional experience from an interview or presentation. - Express and comment on ideas and suggestions in informal discussions. - Ask questions about challenges someone may be facing in the global market. - Bring relevant personal experiences into a conversation to illustrate a point.	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. p. 394-403. Список рекомендованих джерел: <i>Основний: 1 [с.146-154] 2 [с.360-368]</i> <i>Додатковий: 5[с.40-48] 8 [с.23-36]</i> <i>Інтернет-джерела: 9,10</i> Further work 4. Vocabulary: Developing key vocabulary through a variety of tasks in Basic English of Economics. ✓ Use of prepositions. ✓ Understanding the meaning. - <i>To contact something out (to somebody)</i> 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	4 hours
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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. 3. 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. Список рекомендованих джерел: Основний: 1 [с.146-154] 2[с.418-433] Додатковий: 8 [с.23-36]] Інтернет-джерела: 9,10 Further work 5. Vocabulary: Looking at vocabulary related to information technologies in business. 6. Grammar review: Possessions	4 hours
		4 hours

	Developing knowledge through a variety of exercises Basic English of Economics. 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 ✓ 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. Интернет-джерела Список рекомендованих джерел: Основний: 1 [с.146-154] 2[с.418-433] Додатковий: 8 [с.23-36]] Интернет-джерела: 9,10 Further work 5. Vocabulary: Knowledge development and skills training through a variety of tasks in Basic English of Economics ✓ Matching ✓ Filling in gaps	4 hours 2 hours

	✓ Use of prepositions 6. Speaking: Developing skills through a variety of tasks ✓ Giving and seeking personal views and opinions ✓ Summarizing ✓ Correcting ✓ Comparing 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 <i>Using Artificial Intelligence (AI) and Expert Systems</i> 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” Интернет-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. Список рекомендованих джерел: Основний: 1 [с.146-154] 2[с.418-433] Додатковий: 8 [с.23-36]] Интернет-джерела: 9,10 Further work	4 hours 4 hours

	5. Reading: 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 9. Writing: Benefits and limitations of expert systems.	
Students are able to: - Give or seek personal views and opinions in discussing topics of interest. - Justify and sustain views clearly by providing relevant explanations and arguments. - Make and justify a simple point of view on a work-related topic. - Use the language and professional skills on topic. - Understand the gist and relevant details of clear standard speech in conversations.	Lessons 16-17 E-commerce In-class activity 1. Lead-in: Discussing questions related to the delivery of goods. 2. Reading: E-commerce ✓ Reading for specific information. ✓ Guessing unknown words and expressions from the context. 3. Vocabulary: Looking at vocabulary related to logistics and the delivery of goods. Developing knowledge through a variety of exercises Basic English of Economics. p. 426-430. 4. Project: Debating the pros and cons of online shopping. Список рекомендованих джерел: Основний: 1 [с.146-154] 2[с.418-433] Додатковий: 8 [с.23-36]] Інтернет-джерела: 9,10 Further work 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.	4 hours 6 hours

	✓ Comparing. ✓ 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.	
Тематичний модуль 7 “Writing Skills for Business”		
Students are able to: - Give or seek personal views and opinions in discussing topics of interest. - Understand a large part of many TV programmes on familiar topics. - Extract specific details from a TV programme on a business-related topic. - Use language related to politicians and leaders. - Express their opinions in discussions on contemporary social issues and current affairs. - Write short, simple biographies about real or imaginary people.	Lessons 18-19 What is Effective Business Communication In-class activity 1. Lead-in: Discussing the importance of communicational skills in everyday life and the ways of improving them. 2. Video: Watching a video “Business communication is the lifeblood of all organizations” and defining the reasons why business communication is critical to company’s success. Интернет-джерела 3. Reading: Effective Business Communication Strategy ✓ Locating and understanding specific information in text ✓ Guessing unknown words and phrases from the context 4. Vocabulary: Developing skills through a variety of tasks. 5. Grammar review: modal verbs (ability, permission). Developing knowledge through a variety of exercises Basic English of Economics. p. 276-283. Список рекомендованих джерел: Основний: 1 [с.113-118] 2 [с.441-449] 4 [с.63-74] Додатковий: 8 [с.48-56] Интернет-джерела: 9,10 Further work 6. Vocabulary: developing key vocabulary concerning business communication through a variety of exercises. 7. Grammar: Modals ✓ Developing knowledge through a variety of exercises Basic English of Economics. p. 283-285. 8. Project: Researching and talking about effective communication strategies.	4 hours 4 hours
Students are able to:	Lesson 20	2 hours

- Understand problem and solution relationships in informal conversation. - Express and comment on ideas and suggestions in informal discussions. - Recognize the of persuasive language in a simple presentation or lecture. - Respond to objections. - Raise objections. - Decline offers politely using a range of formal and informal expressions.	Analyzing Your Audience and Adapting Your Message: Purpose, Process & Strategy In-class activity 1. Lead-in: Discussing communication styles in different cultures. 2. Video: Watching a video about direct and indirect communication styles in the workplace. Інтернет-джерела 3. Functional language: Studying and practicing useful phrases for offering help, asking for help and responding to offers of help. 4. Roleplay: Practicing the functional language from the lesson 5. Grammar review: Modal verbs (obligation and necessity) ✓ Developing knowledge through a variety of exercises Basic English of Economics. p. 288-295. Список рекомендованих джерел: Основний: 1[с.113-118] 2 [с.441-449] 4 [с.63-74] Додатковий: 8 [с.48-56] Інтернет-джерела: 9,10 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	2 hours
Students are able to:	Lessons 21-22 Structuring and Organizing Message In-class activity	4 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.	1. Lead-in: Discussing the steps in the process for organizing messages. 2. Video: Watching a video “Structuring and organizing your message” Интернет-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: Основний: 1[с.113-118] 2 [с.441-449] 4 [с.63-74] Додатковий: 8 [с.48-56] Интернет-джерела: 9,10 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 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.	4 hours
Students are able to: - Recognize that a speaker has summarized ideas in a simple presentation or lecture. - Write a simple summary 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.	2 hours

	Developing of knowledge through a variety of exercises in Basic English of Economics. p. 315-317. Список рекомендованих джерел: <i>Основний: 1[с.113-118] 2 [с.441-449] 4 [с.63-74]</i> <i>Додатковий: 8 [с.48-56]</i> <i>Інтернет-джерела: 9,10</i> Further work 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. - Discuss the issues and recommend solutions. - Use vocabulary correctly.	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. 3. Speaking: discussing the importance of proofreading in business and making a list of reasons. 4. Grammar review: Studying and practicing modal verbs. Basic English of Economics. p. 308-315. Список рекомендованих джерел: <i>Основний: 1[с.113-118] 2 [с.441-449] 4 [с.63-74]</i> <i>Додатковий: 8 [с.48-56]</i> <i>Інтернет-джерела: 9,10</i> Further work 5. Brainstorming: Top 10 pro tips for proofreading business text. 6. Video: Watching and discussing a video “The importance of proofreading in the workforce”. Інтернет-джерела	4 hours 4 hours

	7. Module test preparation Basic English of Economics. p. 288-315. 8. Test Writing	
Тематичний модуль 8 “Artistic Principles & Approaches”		
Students are able to: - Give or seek personal views and opinions in discussing topics of interest. - Use language related to art and design. - Express their opinions in discussions on contemporary social issues and current affairs. - Write short, simple biographies about real people.	Lesson 26 Principles of Art In-class activity 1. Lead-in: The principles of art and design ✓ Reading for specific information ✓ Guessing unknown words from the context ✓ Completing a short summary of the text. 2. Video: Watching a video “Understanding the principles of design”. Інтернет-джерела 3. Speaking: Rating the principles of art and design (balance, movement, 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 4. Vocabulary: 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: 1 [с.51-58] 4 [с.17-34] Додатковий: 6 [с.103-111] 8 [с.114-146] Інтернет-джерела: 11, 13 Further work 5. Project: Researching and talking about prominent figures in the field of arts. 6. Functional language: Looking at phrases they can use during conversation to demonstrate they are listening actively. 7. Speaking: Discussing the importance of active listening.	2 hours
	Lesson 27 Principles & Elements of Two- and Three-Dimensional Art In-class activity 1. Lead-in: Looking at some useful vocabulary related to art and design. 2. Reading: An article about Two- and Tree-Dimensional Art.	4 hours
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		2 hours

- Skim a simple text to identify key concept. - Reorganize significant points and arguments in straightforward newspaper article on familiar topics.	3. <i>Speaking:</i> 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: <i>Основний:</i> 1 [с.51-58] 4 [с.17-34] <i>Додатковий:</i> 6 [с.103-111] 8 [с.114-146] <i>Інтернет-джерела:</i> 11, 13 Further work 4. <i>Vocabulary:</i> developing key vocabulary through a variety of exercises Art and Design Teacher's Guide. 5. <i>Project:</i> Researching and talking about contemporary art.	2 hours
Students are able to: - Express and comment on ideas and suggestions in informal discussions. - Use language related to art tools and materials - Respond to objections. - Raise objections. - Offer and ask for help or assistance. - Use simple, fixed expressions to accept offers in a simple business transaction. - Decline offers politely using a range of formal and informal expressions	Lesson 28 Health Hazards of Art Tools & Materials In-class activity 1. <i>Lead-in:</i> Art and safety ✓ Reading for specific information ✓ Locating and understanding specific information in the text 2. <i>Video:</i> Watching a video about safety and environmental hazards of materials in art and completing a short summary of it. Інтернет-джерела 3. <i>Reflection:</i> Reflecting on the main points and conclusions from the video and discuss them. 4. <i>Functional language:</i> Students look at language for dealing with objections. 5. <i>Roleplay:</i> Practicing the functional language from the lesson by roleplaying and then discussing different situations. Art and Design Teacher's Guide. Список рекомендованих джерел: <i>Основний:</i> 1 [с.51-58] 4 [с.17-34] <i>Додатковий:</i> 6 [с.103-111] 8 [с.114-146] <i>Інтернет-джерела:</i> 11, 13 Further work 6. <i>Reading:</i> Art materials can be dangerous! ✓ Locating and understanding specific information in the text	2 hours

Students are able to: - Use language related to art processes. - Guess the unfamiliar words using contextual clues - Identify key information in the text - Write a short summary of the video. - Express their opinions in discussions.	Lessons 30-31 Visual Art Processes: Definition & Types In-class activity 1. Lead-in: Speaking about the ways to make visual arts (drawing, painting, collage, mosaics, printmaking, stencils, photography, digital imaging), comparing and contrasting them. 2. Reading: Making Art ✓ Reading for specific information ✓ 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". Интернет-джерела 4. Writing: Completing a summary of the video "Visual Art Processes: Definition & Types" Список рекомендованих джерел: Основний: 1 [с.51-58] 4 [с.17-34] Додатковий: 6 [с.103-111] 8 [с.114-146] Интернет-джерела: 11, 13 Further work 5. Vocabulary: Developing key vocabulary through a variety of exercises. ✓ Matching ✓ Filling in gaps ✓ Looking at common verb + noun collocations related to art. Art and Design Teacher's Guide. 6. Project: Researching and talking about Creative Process in Art.	4 hours 4 hours
Students are able to: - Scan several short, similar texts on the same topic to find specific information. - Briefly give reasons and explanations for opinions, plans and actions. - Extract specific details from a video. - Guess the unfamiliar words using contextual clues	Lesson 32 Vocabulary for Drawing Materials, Styles & Techniques In-class activity 1. Lead-in: Watching a video "Vocabulary for Drawing Materials, Styles & Techniques" and completing a short summary of it. Интернет-джерела 2. Reading: Techniques & Styles ✓ Locating and understanding specific information in the text ✓ Guessing the unknown words and phrases from the context 3. Vocabulary: Developing key vocabulary through a variety of exercises.	2 hours

	Art and Design Teacher's Guide.	
Students are able to: - Give or seek personal views and opinions in discussing topics of interest. - Understand a large part of a video on a work-related topic. - Use language related to art. - Express and comment on ideas and suggestions in formal discussions. - Discuss the issues and recommend solutions.	Lessons 34-35 Common Problems & Solutions in Creating Visual Art In-class activity 1. Lead-in: Discussing "What are the difficulties that you encounter in making the artwork?" 2. Video: Watching a video "Common problems & solutions in creating visual arts". 3. Reflection: Reflecting on the main points and conclusions from the video and discussing the ways of solving common problems in visual arts. 4. Vocabulary: Looking at vocabulary related to visual arts. ✓ developing key vocabulary through a variety of exercises. Art and Design Teacher's Guide. Список рекомендованих джерел: <i>Основний: 1 [с.51-58] 4 [с.17-34]</i> <i>Додатковий: 6 [с.103-111] 8 [с.114-146]</i> <i>Інтернет-джерела: 11, 13</i> Further work 5. Reading: An article "The biggest challenges artists face during their career". ✓ Reading for specific information ✓ Guessing the unknown words and phrases from the context Інтернет-джерела 6. Module test preparation Art and Design Teacher's Guide. 7. Test Writing	4 hours 6 hours
Тематичний модуль 9 "Fundamentals of Graphic Design"		
Students are able to: - Give or seek personal views and opinions in discussing topics of interest. - Understand a large part of a video on a work-related topic. - Use language related to graphic design - Express and comment on ideas and suggestions in formal discussions.	Lesson 36 Basic Graphic Design Elements In-class activity 1. Lead-in: The basics of graphic design: the elements. ✓ Reading for specific information ✓ Guessing the unknown words and phrases from the context 2. Speaking: Discussing basic graphic elements (line, color, value, shape, texture, space, form). Developing skills through a variety of tasks	2 hours

- Prepare a simple questionnaire in order to gather data.	✓ Completing the paragraph ✓ Giving full answers ✓ 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: <i>Основний: 1 [с.51-58] 4 [с.43-54]</i> <i>Додатковий: 5 [с.67-78] 8 [с.38-46]</i> <i>Інтернет-джерела: 10,12</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. Інтернет-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. Інтернет-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.	2 hours

	4. Brainstorming: The rules of creating a positive image for a brand. Список рекомендованих джерел: Основний: 1 [с.51-58] 4 [с.43-54] Додатковий: 5 [с.67-78] 8 [с.38-46] Інтернет-джерела: 10,12 Further work 5. Vocabulary: Looking at vocabulary related to graphic design. Developing of knowledge through a variety of exercises in Design & Technology Student's Book. 6. A mini-project for individual or group presentation: Brand Names.	2 hours
Students are able to: - Extract key information in a presentation about brands. - Give an affective presentation about a familiar topic. - Ask questions about the content of a presentation or lecture aimed at a general audience, using simple language. - Answer questions about the content of a presentation or lecture aimed at a general audience.	Lesson 38 Identifying Marks, Icons & Symbols in Graphic Design In-class activity 1. Lead-in: Mark, Icon, Symbol – What's the Difference? ✓ Locating and understanding specific information in the text ✓ Guessing the unknown words and phrases from the context 2. Speaking: Developing skills through a variety of tasks ✓ Discussing the role of marks, icons and symbols in graphic design ✓ Giving definitions ✓ Giving and seeking personal views and opinions ✓ Summarizing Design & Technology Student's Book. 3. Video: Watching a video about types of logos. Інтернет-джерела Список рекомендованих джерел: Основний: 1 [с.51-58] 4 [с.43-54] Додатковий: 5 [с.67-78] 8 [с.38-46] Інтернет-джерела: 10,12 Further work 4. Reading: Icon, Mark, Brand, Emblem: The Missing Guide to Logo Design Terms ✓ Reading for specific information ✓ Guessing the unknown words and phrases from the context Design & Technology Student's Book.	2 hours 2 hours

	5. Project: How to create logo for your brand?	
Students are able to: - Express and comment on ideas and suggestions in informal discussion - Briefly give reasons and explanations for opinions, plans and actions. - Understand a large of video on a work-related topic. - Guess the meanings of unfamiliar words by using contextual clues.	Lesson 39 Principles of Composition in Graphic Design In-class activity 1. Lead-in: 10 rules of composition all designers live by. ✓ Reading for specific information ✓ Guessing the unknown words and phrases from the context 2. Vocabulary: Looking at vocabulary related to graphic design. Developing of knowledge through a variety of exercises in Design & Technology Student's Book. 3. Video: Watching a video "Beginning Graphic Design: Layout & Composition" and completing a summary of it. Интернет-джерела Список рекомендованих джерел: Основний: 1 [с.51-58] 4 [с.43-54] Додатковий: 5 [с.67-78] 8 [с.38-46] Интернет-джерела: 10,12 Further work 4. Reading: Article "Basic Principles of design to help you create awesome graphics". Интернет-джерела Reflection: Reflecting on the main points and conclusions from the article and discussing them in the group.	2 hours 2 hours
	Lessons 40-41 What is a Logo? - Design & Development In-class activity 1. Lead-in: How to design a logo: 5 steps to creating a logo you love. ✓ Locating and understanding specific information in the text ✓ Guessing the unknown words and phrases from the context 2. Listening: Logo Design Process Интернет-джерела 3. Working in small groups: Brainstorming meeting for a brand awareness 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.	4 hours

	Список рекомендованих джерел: <i>Основний: 1 [с.51-58] 4 [с.43-54]</i> <i>Додатковий: 5 [с.67-78] 8 [с.38-46]</i> <i>Інтернет-джерела: 10,12</i> Further work 5. Reading and speaking: Logo design process: how professionals do it ✓ Reading for specific information ✓ Discussing the article 6. Module Test Preparation Design & Technology Student's Book. 7. Test Writing	6 hours
	Lesson 42 Semester Control Test Writing	2 hours
	Разом	90 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.	Lesson 1 Materials Science: Definition & Material Classification In-class activity 1. Lead-in: What is materials science and how do materials scientists classify the many materials that surround us in our daily lives? 2. Video: Watching a video that answers these questions and explores this exciting area of science and engineering. Інтернет-джерела 3. Vocabulary: Looking at vocabulary related to Materials Science. Список рекомендованих джерел: <i>Основний: 1 [с.30-35] 4[с.58-67]</i> <i>Додатковий: 6 [с.37-53] 7[с.24-43] 8 [с.]</i> <i>Інтернет-джерела: 12,14</i> Further work 4. Reading: Article “Some aspect of materials science to make that choice.” ✓ Reading for specific information.	2 hours
		4 hours

	✓ Discussing the article. Интернет-джерела 5. Reflection: Reflecting on the main points and conclusions from the article and discussing them in the group. The Fundamentals of Interior Design.	
Students are able to: - Define matter and physical property. - Recite some of the common physical properties of matter. - Understand a large of video on a work-related topic. - Write notes for a short presentation. - Participate in a prepared presentations. - Ability to deal follow up questions.	Lesson 2 Definition of Physical Properties of Matter In-class activity 1. 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. 2. Video: Watch the video and learn about the physical properties of matter so you can identify them in the future. Интернет-джерела 3. Grammar: Studying and practicing Comparison of Adjectives. Basic English of Economics. p. 343-345. Список рекомендованих джерел: <i>Основний: 1 [с.30-35] 4[с.58-67]</i> <i>Додатковий: 6 [с.37-53] 7[с.24-43] 8 [с.]</i> <i>Интернет-джерела: 12,14</i> Further work 4. Speaking: Developing skills through a variety of tasks ✓ Giving full answers to the questions about the properties of matter. ✓ 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.	2 hours 4 hours
	Lessons 3-4	

within an academic and professional field with: ✓ A clear linear sequence of points. ✓ Clearly stated reasons and explanations for opinions, plans and actions. ✓ Ability to deal follow up questions ✓ Clear articulations and appropriate stress and intonation patterns. ✓ Adequate voice projections, body language, etc.	Интернет-джерела 3. Speaking: Developing skills through a variety of tasks ✓ Discussing which are the main components that make up the outer crust of the earth. ✓ Giving definitions. ✓ Summarizing Список рекомендованих джерел: <i>Основний: 1 [с.30-35] 4[с.58-67]</i> <i>Додатковий: 6 [с.37-53] 7[с.24-43] 8 [с.]</i> <i>Интернет-джерела: 12,14</i> Further work 4. Project: How Developed and Developing Nations Consume Earth Materials Differently. 5. Module Test Preparation The Fundamentals of Interior Design 6. Test Writing	8 hours
Модуль 11. “Interior design basics and principles”		
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. - Convey information and ideas on 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.	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 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. Reading: Read the text about the profession of interior designer, which is the integral parts of the design process of building homes and commercial spaces. 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.	2 hours

	Список рекомендованих джерел: Основний: 1 [с.51-58] 4 [с.63-77] Додатковий: 6 [с.25-64] 7 [с.40-74] Інтернет-джерела: 11,13 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. Інтернет-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 conclusion.	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. ✓ The Fundamentals of Interior Design. Список рекомендованих джерел:	2 hours

- Identify key information in conversations at natural speed. - Lead a discussion so that the group is able to make a decision. - Manage the participants in a fast-moving discussion to keep it on course. - Express and comment on ideas and suggestions in informal discussions. - 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: 1. Lead-in: Talking about residential interior design and see how it is used to define interior spaces. 2. Video: Watch a video how to create livable space. 3. Vocabulary: Looking at active vocabulary of the lesson. 4. Speaking: Give a full answer to the following questions: ✓ What does a well designed integrate? ✓ Why are bedrooms slowly being transformed? ✓ What do people who prefer a more movable way of life want to have? ✓ What does the beauty of any room depend upon? 5. ✓ What will determine the type of furniture and its amount in the room? ✓ How many dominant centres can a large room have? ✓ 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? ✓ What materials do designers use? Інтернет-джерела. Список рекомендованих джерел: Основний: 1 [с.51-58] 4 [с.63-77] Додатковий: 6 [с.25-64] 7 [с.40-74] Інтернет-джерела: 11,13 Further work: 5. Project: “New types of furniture and new furnishing concepts.”	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. - Guess the meanings of unfamiliar words by using contextual clues.	Lessons 26-27 What is Commercial Interior Design? In-class activity: 1. Lead-in: Talking about commercial interior design and seeing how this impacts the designer's job. 2. Reading and speaking: Read the text about Commercial Interior Design. Give its definition, purpose and tasks. 3. Vocabulary: Looking at active vocabulary of the lesson. Інтернет-джерела. Список рекомендованих джерел:	4 hours

- Scan several short, similar texts on the same topic to find specific information. - Present findings from a research project in a simple way. - Employ strategies for reading for gist and information effectively.	<i>Основний: 4</i> <i>Додатковий: 1, 2</i> <i>Інтернет-джерела: 1</i> Further work: 4. Project: “Modern Interior Design for Restaurants.” Pay attention to the following bullet points: ✓ Colors ✓ Materials ✓ Styling ✓ Art Інтернет-джерела.	8 hours
	Lesson 28 Semester Control Test Writing	2 hours
	Разом	180 год

II курс IV семестр		
Модуль 12. “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. Інтернет-джерела 4. Reflection: Thinking about what do animal-based fibers, plant-based fibers and synthetic fibers include? Інтернет джерела Список рекомендованих джерел: <i>Основний: 1[с.124-132] 4 [с.85-96]</i> <i>Додатковий: 6 [с.66-82] 7 [с.83-92]</i> <i>Інтернет-джерела: 11, 13</i>	4 hours

II курс IV семестр		
	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. Интернет-джерела	2 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: ✓ 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.	Lessons 13-14-15 What is Textile Production? In-class activity: 1. 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. 2. 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 Интернет джерела 3. Speaking: Think about your favorite cloth. Do a research answering the 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: <i>Основний: 1 [с.124-132] 4 [с.85-96]</i> <i>Додатковий: 6 [с.66-82] 7 [с.83-92]</i> <i>Інтернет-джерела: 11, 13</i> Further work:	6 hours 2 hours

II курс IV семестр		
	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.	
Students are able to: - Extract specific details from a video on a 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.	Lessons 16-17-18-19 Basics of Textile Art In-class activity: 1. Lead-in: 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. 2. Video: Watching a video about Textile art is the process of creating something using fibers gained from sources like plants, animals, insects, or synthetic materials. 3. Vocabulary: Studying active vocabulary of the lesson related to the topic. Интернет джерела 4. Reflection: Reflecting on the conclusions from the video Textile art involves making something from fibers from a variety of sources, using different methods of production. 5. Reading and Discussing: Read the text about Textile Recycling. Discuss the following ways to recycle textiles as donation, recycling, reusing. 6. MODULE TEST WRITING Список рекомендованих джерел: Основний: 1 [с.124-132] 4 [с.85-96] Додатковий: 6 [с.66-82] 7 [с.83-92] Интернет-джерела: 11, 13 Further work: 7. Knowledge development and skills training through a variety of tasks. 8. Module Test Preparation.	8 hours 4 hours
Модуль 13. “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.	Lessons 20-21 What Is Space Planning? - Basics & Architecture In-class activity: 1. Lead-in: In this lesson, learn what space planning is and explore how it's used in architecture. 2. 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	4 hours

II курс IV семестр		
- 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.	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, weren't they? 3. Video: Watching a video about Space Planning. 4. Vocabulary: Looking at vocabulary related to the lesson. Интернет-джерела. 5. Reading: Read the text about the importance of space planning in interior design and architecture. The Fundamentals of Interior Design. Список рекомендованих джерел: <i>Основний: 1 [с.82-90] 4 [с.89-104]</i> <i>Додатковий: 6 [с.87-99] 7 [с.97-125]</i> <i>Интернет-джерела: 11,13</i> 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 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.	2 hours

II курс IV семестр		
	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.	
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 topic. - Employ strategies for presenting information effectively. - Interact effectively in appropriate professional environment.	Lessons 22-23-24 Interior Design & Space Planning In-class activity: 1. 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. 2. Reading: Reading a text about Space planning - the analysis of the functional and spatial requirements of the building program to create a planning 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: 1 [с.82-90] 4 [с.89-104] Додатковий: 6 [с.87-99] 7 [с.97-125] Інтернет-джерела: 11,13 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 4 hours
Students are able to: - Extract specific details from a video on a related topic.	Lessons 25-26 Office Space Planning: Guidelines & Standards In-class activity:	4 hours

II курс IV семестр		
- 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. - Interact effectively in appropriate professional environment. - Use the language and professional skills on topic. - Discuss the issues and recommend solutions.	1. Lead-in: Office space planning is more than just arranging furniture. Good space planning allows a business's employees to work together in the most efficient way. 2. Video: Watching a video about office planning space. 3. Vocabulary: Looking at the active vocabulary related to the lesson. Интернет-джерела 4. Discussion: After watching the video, give full answers to the following questions: ✓ Which of the following is not considered as a need in space planning for a business? ✓ Name two types of statutory requirements. ✓ What is used to determine the space planning needs of a business? Список рекомендованих джерел: Основний: 1 [с.82-90] 4 [с.89-104] Додатковий: 6 [с.87-99] 7 [с.97-125] Интернет-джерела: 11,13 Further work: - Knowledge development and skills training through a variety of tasks in ✓ Make up expressions with the given new words. ✓ Word-building ✓ Synonyms match ✓ Words-associations The Fundamentals of Interior Design.	2 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 the lesson. - Give detailed answers to questions in a survey. - Express and comment on ideas and suggestions in informal discussions.	Lesson 27-28-29 Crawl Space Planning In-class activity: 1. Lead-in: Discussing crawl spaces in home planning and construction. 2. Video: Watching a video about the specific topics include the decision to build a crawl space instead of a basement, types of crawl spaces, and environmental concerns with crawl space design. 3. Vocabulary: Looking at the active vocabulary related to the lesson. Интернет-джерела	6 hours

II курс IV семестр		
- Discuss the issues and recommend solutions.	4. Discussion: Discuss two types of crawl spaces used today. Mention the benefits and drawbacks depending on the budget, local building codes, and local environment. 5. MODULE TEST WRITING Список рекомендованих джерел: <i>Основний: 1 [с.82-90] 4 [с.89-104]</i> <i>Додатковий: 6 [с.87-99] 7 [с.97-125]</i> <i>Інтернет-джерела: 11,13</i> 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 14. “Digital Art”		
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 information effectively. - Use appropriate strategies to participate in a discussion.	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 words: ✓ Electronic Numerical Integrator and Computer, or ENIAC ✓ Computer algorithm	4 hours

II курс IV семестр		
	✓ Pixels ✓ Happenings ✓ Installations Список рекомендованих джерел: <i>Основний: 1 [с.42-50] 4 [с.107-123]</i> <i>Додатковий: 5 [с.27-65] 8 [с.17-64]</i> <i>Інтернет-джерела: 12,14</i> 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.	4 hours
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 - Use visual graphics with charts - 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. - Clearly stated reasons and explanations for opinions, plans and actions. - Ability to deal follow up questions - Clear articulations and appropriate stress and intonation patterns.	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. 2. 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. Інтернет-джерела. 4. Reflecting: Give your options and reasons why to select one of the following: ✓ Pie chart ✓ Line charts ✓ Bar charts Список рекомендованих джерел: <i>Основний: 1 [с.42-50] 4 [с.107-123]</i> <i>Додатковий: 5 [с.27-65] 8 [с.17-64]</i> <i>Інтернет-джерела: 12,14</i> Further work:	4 hours 2 hours

II курс IV семестр		
- 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 ✓ Determine the title, headers, subheaders and facts ✓ Consider the length of paragraphs and points ✓ Pick an info graphic template	
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.	Lessons 45-46-47 Design of Graphic Symbols In-class activity: 1. Lead-in: Overviewing the specific criteria for individual symbols or sets of symbols depend on their application. 2. Reading: Read the text graphic symbols design. 3. Vocabulary: Looking at vocabulary related to the topic of the lesson. Digital Media and Design Student's Book 27-35 4. 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 separation between features in symbols. ✓ Maximize the luminance between a symbol and its background. ✓ Maximize the colour contrast between a symbol and its background. Список рекомендованих джерел: Основний: 1 [с.42-50] 4 [с.107-123] Додатковий: 5 [с.27-65] 8 [с.17-64] Інтернет-джерела: 12,14 Further work:	6 hours 4 hours

II курс IV семестр		
	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	
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. - 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.	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 several ways to create digital images. 2. Video: Watch a video about creating digital images. 3. Vocabulary: Looking at vocabulary related to the topic of the lesson. Интернет-джерела 4. Reflecting: Make sure you understand the main issues of the lessons as: ✓ Digital images ✓ Pixels ✓ Resolution ✓ Input device 5. Discussing: Give a full answers to the following questions: ✓ With respect to digital images, what is a TIFF? ✓ 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? Список рекомендованих джерел: Основний: 1 [с.42-50] 4 [с.107-123] Додатковий: 5 [с.27-65] 8 [с.17-64]	6 hours 4 hours

II курс IV семестр		
	<i>Интернет-джерела: 12,14</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	
Students are able to: - Summarise, comment on and discuss a wide range of the text. - 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 argument in a presentation or discussion. - Use the language and professional skills. - Ask questions to obtain relevant information.	Lessons 51-52 Digital Photography In-class activity: 1. Lead-in: Discussing five common file types used in digital photography; their compatibility with other programs, image quality, and optimal uses. 2. 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 3. Reflection: Make sure you have some clarity regarding digital image file types, which are the follows: ✓ JPEG ✓ TIFF ✓ PNG ✓ PSD ✓ RAW Список рекомендованих джерел: Основний: 1 [с.42-50] 4 [с.107-123] Додатковий: 5 [с.27-65] 8 [с.17-64] <i>Интернет-джерела: 12,14</i> Further work: 4. Speaking: Discuss the most useful Tips for Digital Photography. Digital Media and Design Student's Book.	4 hours 2 hours
Students are able to:	Lessons 53-54-55 Photo Editing Software: Definition & Examples	

II курс IV семестр		
- Synthesize information from different sources in order to give oral summary. - Extract specific details from the text. - Use persuasive language to convince others to agree with their recommendation during a discussion. - Summarise relevant data or research in support of an argument in a debate or discussion. - Evaluate arguments in a debate or discussion and justify the evaluation. - Employ strategies for writing for gist and information effectively.	In-class activity: 1. Lead-in: Learning how Photo Editing software can make your images look better. 2. Brainstorming: Give your own ideas about Photo Editing Tools 3. Reading: Read the text about commonly used tools in Photo Editing. 4. Vocabulary: Looking at vocabulary related to Photo Editing Tools. Digital Media and Design Student's Book. Список рекомендованих джерел: <i>Основний: 1 [с.42-50] 4 [с.107-123]</i> <i>Додатковий: 5 [с.27-65] 8 [с.17-64]</i> <i>Інтернет-джерела: 12,14</i> Further work: ✓ Knowledge development and skills training through a variety of tasks in Digital Media and Design Student's Book ✓ A mini-project for individual or group presentation: What is the best photo editing software available? Інтернет-джерела.	6 hours
		4 hours
	Lesson 56 Semester Control Test Writing	2 hours
	Разом	180 год

3. КРИТЕРІЇ ОЦІНЮВАННЯ КОНТРОЛЬНІ ЗАХОДИ З ОЦІНЮВАННЯ РЕЗУЛЬТАТІВ НАВЧАННЯ СТУДЕНТІВ

Оцінювання результатів навчання студентів з дисципліни «Іноземна мова за професійним спрямуванням» передбачає проведення таких контрольних заходів:

Форма контрольних заходів	Зміст форми контролю	Максимальна кількість балів
Поточний (семестровий) контроль:	Проводиться на практичному занятті та за результатами виконання завдань самостійної роботи. Передбачає оцінювання теоретичної підготовки студентів із зазначеної теми (у тому числі, самостійно опрацьованого матеріалу) під час роботи на практичних заняттях та набутих практичних навичок під час виконання завдань. Враховує активність та участь студента у науково-дослідній роботі, студентських олімпіадах, конференціях, конкурсах за відповідною тематикою дисципліни.	100
<i>Практичні заняття, самостійна робота студента</i> <i>Підсумковий модульний контроль*</i>	Загальна кількість практичних занять з дисципліни – 15 (48 год). Максимальна кількість балів за одне практичне заняття – 5 балів (15 занять*5 балів) (з урахуванням самостійної роботи студента)	75
	Проводиться з метою визначення результатів за період теоретичного навчання студентів як окреме заняття у межах годин, відведених на практичні заняття.	15
<i>Наукова робота</i>	Активність та участь студента у науково-дослідній роботі, студентських олімпіадах, конференціях, конкурсах за відповідною тематикою дисципліни.	10
	Засвоєння студентом програми навчальної дисципліни за навчальний період (семестр), що проводиться як контрольний захід під час екзаменаційної сесії	100

	для очної (денна) форми навчання та екзаменаційної сесії для заочної форми навчання).	
	Проводиться з метою оцінювання результатів навчання студентів за певним освітнім ступенем. Результат підсумкової оцінки з навчальної дисципліни для студента денної форми навчання визначається як <i>середньоарифметична сума балів поточного (семестрового контролю) та екзамену.</i>	100

**Підсумковий модульний контроль з дисципліни «Іноземна мова за професійним спрямуванням» проводиться на останньому за розкладом занятті на платформі «Moodle» у тестовому форматі за результатами вивчення тем дисциплін за семестр. Загальна кількість тестових питань – 15, максимальна кількість балів 15 б. (по 1 б. за кожну правильну відповідь). Оцінювання та отримання результатів здійснюються на платформі автоматично.*

КРИТЕРІЇ ОЦІНЮВАННЯ АУДИТОРНОЇ РОБОТИ СТУДЕНТІВ (ПРАКТИЧНІ ЗАНЯТТЯ)

Кількість балів	Зміст
«5»	Студент демонструє вільне володіння матеріалом теми дисципліни; ознайомлений з рекомендованою літературою, вміє самостійно знайти відповідь на проблемні запитання, спираючись на опрацьований матеріал; вміє вводити та використовувати власні класифікації, аналізувати, робити власні висновки; здатен встановлювати міжпредметні та міжпредметні зв'язки.
«4»	Студент демонструє достатньо вільне володіння матеріалом теми дисципліни; ознайомлений з рекомендованою літературою, відповідь на проблемні запитання знаходить за допомогою викладача, спираючись на опрацьований матеріал; допускає неточності та несуттєві (які кардинально не міняють суть) помилки у визначенні основної термінології дисципліни, але легко усуває їх завдяки додатковим питанням.
«3»	Студент частково володіє матеріалом теми дисципліни; репродуктивно відбиває зміст матеріалу та/або основних літературних джерел; допускає помилки у визначенні основної термінології дисципліни; нездатний знайти відповідь на проблемні запитання, чи вирішити проблемні завдання.
«2»	студент демонструє нездатність розкрити питання теми дисципліни; не опанував зміст теми, вкрай слабо знає рекомендовану літературу, демонструє низький рівень володіння мовою.
«1»	Надання відповідей з чисельними значними похибками, низький рівень володіння мовою
«0»	Завдання за темою дисципліни не виконано.

КРИТЕРІЇ ОЦІНЮВАННЯ ПОЗААУДИТОРНОЇ (САМОСТІЙНОЇ) РОБОТИ СТУДЕНТІВ

Кількість балів	Зміст
«5»	Робота виконана правильно, повністю і самостійно, відбиває належний рівень знань, та сформованість практичних навичок; оформлена згідно вимог, які висуваються для даного типу завдань; вимоги академічної доброчесності строго дотримані.
«4»	робота виконана самостійно, містить несуттєві помилки, відбиває належний рівень знань сформованість практичних навичок; оформлена згідно вимог, які висуваються для даного типу завдань; вимоги академічної доброчесності строго дотримані.
«3»	робота виконана, але містить помилки, відбиває недостатній рівень знань та недостатню сформованість практичних навичок; оформлення роботи не в повній мірі відповідає вимогам, що висуваються для даного типу завдань; вимоги академічної доброчесності дотримані частково.
«2»	робота виконана на неприйнятно низькому рівні; оформлення не відповідає вимогам; вимоги академічної доброчесності не дотримані
«1»	Робота подана, але її зміст не відповідає завданню або виконаний формально. Рівень знань і навичок критично низький, ключові положення теми дисципліни не відображені. Оформлення відсутнє або повністю суперечить установленим вимогам. Вимоги академічної доброчесності грубо порушені (наприклад, значне запозичення без посилань, невластні роботи). Така робота не може бути зарахована, проте факт подання фіксується.
«0»	Робота не подана або відсутні будь-які результати виконання. Повна відсутність змістовної частини, навіть формальних спроб виконати завдання.

КРИТЕРІЇ ОЦІНЮВАННЯ НАУКОВОЇ РОБОТИ СТУДЕНТІВ

Програмою дисципліни «Іноземна мова за професійним спрямуванням» передбачено можливість студента брати участь у науково-дослідній роботі, студентських олімпіадах, конференціях, конкурсах за відповідною тематикою дисципліни (на вибір студента). Максимальна кількість балів для зарахування – 10 балів.

Види наукової діяльності, в яких студент може брати участь:

1. Виступ з доповіддю на студентській науковій конференції – 5 балів.
2. Публікація тез конференції/наукової статті – 5 балів.
3. Призове місце на конкурсі/олімпіаді/науковому проєкті – 5 балів.
4. Розробка та презентація індивідуального науково-дослідницького проєкту – 5 балів.

КРИТЕРІЇ ОЦІНЮВАННЯ ПІДСУМКОВОГО (СЕМЕСТРОВОГО) КОНТРОЛЮ (ЕКЗАМЕНУ)

Підсумкова форма контролю за результатами вивчення дисципліни – ЕКЗАМЕН у письмовій формі. Оцінювання результатів навчання студентів в університеті здійснюється за [100-бальною шкалою](#).

Рейтинговий бал	Відповідність рейтинговому балу
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(оцінка за шкалою ЄКТС)	
90-100 (A, відмінно)	Студент повністю оволодів програмою навчальної дисципліни на творчому рівні, може дати відповіді на всі питання курсу, опанував рекомендовану літературу. Як виняток, зазначений рейтинговий бал може отримати студент, який, крім відмінних знань за програмою дисципліни, виявив активність у науковій роботі за відповідною тематикою, став призером студентських олімпіад, виступав на конференціях тощо.
82-89 (B, добре)	Студент, який оволодів програмою навчальної дисципліни на творчому рівні, проте у відповідях допустив неточності.
75-81 (C, добре)	Студент, який в основному оволодів програмою навчальної дисципліни на продуктивному рівні, проте у відповідях допускає несуттєві помилки.
69-74 (D, задовільно)	Студент продемонстрував задовільні результати оволодіння навчальною програмою дисципліни на репродуктивному рівні та у відповідях допускав помилки.
60-68 (E, задовільно)	Студент виявив мінімально достатній рівень знань з дисципліни, необхідний для продовження навчання, вивчив основні терміни дисципліни та орієнтується у матеріалах базового підручника.
0-59 (FX, незадовільно)	Студент повинен додатково виконати індивідуальне завдання для підвищення рівня своїх знань і повторно перескласти підсумковий контроль.

Екзаменаційні матеріали до підсумкового (семестрового) контролю (екзамену) складаються на основі програми та робочої програми дисципліни, охоплюють її зміст та розподілені в екзаменаційних білетах (Дод.1). У **структурі екзаменаційного білету** з дисципліни передбачено **4 завдання**:

- ✓ 1,2,3 – теоретичного спрямування, які оцінюються у 20, 20 та 30 балів відповідно;
- ✓ 4 - практико-орієнтоване (30 балів максимум).

Загальна оцінка за екзамен визначається як сума балів за усі виконані завдання (100 б. максимум).

Кращим студентам (але не більше 3-ох), які повністю виконали програму з дисципліни, виявили активність в науково-дослідній роботі за тематикою дисципліни, стали призерами студентських олімпіад, конкурсів наукових робіт, виступали на конференціях та за результатами поточного (семестрового) контролю набрали 90 і більше балів **передбачено виставлення результатів екзамену без виконання екзаменаційного завдання**, про що робиться запис в екзаменаційному листі студента.

Відповідно до [«Положення про організацію освітнього процесу студентів»](#) усі студенти допускаються до екзамену. Присутність студентів на екзамені є обов'язковою.

Повторне складання екзамену з дисципліни «Іноземна мова за професійним спрямуванням» допускається, але не більше двох разів. При незадовільній оцінці з першої спроби науково-педагогічному працівнику з даної дисципліни, вдруге екзамен приймається комісією, яка створюється деканатом факультету.

Результат підсумкової оцінки з навчальної дисципліни для студента денної форми навчання визначається як середньоарифметична сума балів поточного (семестрового контролю) та екзамену.

4. СПИСОК РЕКОМЕНДОВАНИХ ДЖЕРЕЛ

Основний

1. Лисицька О.П., Частник О.С., Микитюк С.С., Мороз Т.Ю. ЄВІ з англійської мови. Посібник для підготовки до вступу в магістратуру: навчальний посібник. Харків: Право, 2024. 252 с.
2. Латигіна А.Г. Basic English of Economics. / А. Г. Латигіна. – Київ: Київ. нац. торг.- екон. ун-т, 2019. – 456 с.
3. Дубицька І., Райт Л., Хоган М. Business Partner. Coursebook. / Дубицька І., Райт Л., Хоган М. - Pearson Longman, 2019 – 160с.
4. Stewart R., Bell D., Harris J., Hughes C., McLain M., Wooff Collins D. Design & Technology Student's Book : Cambridge IGCSE™. Cambridge : Cambridge University Press, 2018. 266 p.

Додатковий

5. Ambrose G., Harris P. The Fundamentals of Graphic Design. 2nd ed. Lausanne : AVA Publishing, 2011. 192 p.
6. Pile J. F. Interior Design. 4th ed. London : Pearson, 2013. 464 p.
7. Wolfe M. G. Fashion and Textile Design: A Guide to Understanding Textile Properties. New York : Fairchild Books, 2011. 240 p.
8. Zeegen L. Digital Art: A Practical Guide to Developing Creative Skills. London : Thames & Hudson, 2012. 176 p.

Інтернет-ресурси

9. Learn Business English URL: <https://www.businessenglishpod.com/>
10. Study.com URL: <https://study.com/>
11. A Comprehensive Guide for Modern Designers <https://agartstudio.com/design-principles-guide/?utm>
12. Graphic Design Basic Course – Kyiv Academy of Media Arts <https://www.k-a-m-a.com/en/courses/design-basic-remote/?utm>
13. Interior Design Fundamentals Course – Domestika <https://www.domestika.org/en/courses/2625-interior-design-fundamentals-mastering-color-and-texture?utm>
14. Digital Textile Design Online Short Course – UAL <https://www.arts.ac.uk/subjects/textiles-and-materials/short-courses/textile-design/digital-textile-design-online-short-course-csm?utm>

СТРУКТУРА ЕКЗАМЕНАЦІЙНОГО БІЛЕТА З ДИСЦИПЛІНИ «ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ»

I завдання. Тест з аудіювання (10 тестових завдань)

II завдання. Тест з читання (10 тестових завдань)

III завдання. Лексико-граматичний тест (15 тестових завдань)

IV завдання. Бесіда з фахової теми

I завдання – 20 балів (по 2 бали за кожну вірну відповідь)

Головним об'єктом контролю виступають уміння розуміти основний зміст та деталі аудіо тексту, визначати конкретну інформацію.

Типи завдань: «true/false», короткі відкриті відповіді, підписування, множинний вибір, перехресний вибір, заповнення пропусків / доповнення таблиці, схеми, заповнення бланка.

II завдання – 20 балів (по 2 бали за кожну вірну відповідь)

Головним об'єктом контролю виступають уміння розуміти зміст, ідею, деталі та структуру тексту загальноекономічної тематики, знаходити конкретну інформацію.

Типи завдань: перехресний вибір (добір), короткі відкриті відповіді, множинний вибір, підписування, дописування коротких відкритих відповідей, заповнення таблиці, схеми, перегрупування заголовків, параграфів тощо.

III завдання – 30 балів (по 2 бали за кожну вірну відповідь)

Головним об'єктом контролю виступають уміння користуватися лексико-граматичними ресурсами мови.

Типи завдань: множинний вибір.

IV завдання – 30 балів

Завдання будується у розмовному стилі іноземною мовою і охоплює ряд контекстів професійної тематики. У ході перевірки студент повинен продемонструвати відповідний рівень володіння усним монологічним та діалогічним мовленням (рівень B2 відповідно до Загальноєвропейських Рекомендацій з мовної освіти). Очікується, що студенти можуть висловлюватися усно протягом 2-3 хвилин, виконуючи комунікативні завдання різних типів.

Типи завдань, що пропонуються для контролю:

- Монологічне мовлення – пояснення, опис, презентація матеріалу;
- Діалогічне мовлення – запитання-відповідь, дискусія (обговорення), бесіда.

Студент отримує за виконання IV завдання:

28-30 балів, якщо студент виконав 100% завдань, робить повідомлення у швидкому темпі, майже без підготовки, пояснюючи події, критично їх оцінюючи, виділяє важливі моменти, може активно підтримувати розмову, представляючи свої погляди на знайомі професійні теми на підставі відповідних знань. Допускаються одна або дві неточності, які суттєво не впливають на загальний зміст питання

22-27 балів, якщо студент виконав 80-90% завдання, володіє мовою достатньо для того, щоб висловлювати власну точку зору і використовувати з цією метою деякі складні мовленнєві звороти, показує відносно високий ступінь граматичного контролю, зробив 2-3 помилки

16-21 балів, якщо студент виконав 65-70% завдання, але не показав відносно високий ступінь володіння мовою, не може продукувати мовленнєві відрізки у досить швидкому темпі, зробив 4-5 помилок

15 балів і менше, якщо студент виконав менше 60% завдання, не може висловлювати власну думку належним чином, не підтримує дискусію на знайомі теми, зробив багато довгих пауз в мовленні та більше 5 помилок