|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **«Foreign Language»** | | | | | | | | **Code and name of speciality** | | | **141 – «Power Electrical Engineering, Electrical Engineering and Electromechanics»** | **Institute** | | **Institute of Education and Science in Power Engineering, Electronics and Electromechanics** | | **Program name** | | | **Electric Power Station** | **Department** | | **Electric Power Station** | | **Type of program** | | | **Educational and Professional** | **Language of instruction** | | **English** | | **LECTURER** | | | | | | | | Valeriia.Sadkovska@khpi.edu.ua | | | | |  | | | .C:\Users\user\Desktop\фото 1212.jpg | | **Sadkovska Valeriia.** An assistant professor. Graduated from Kharkov Pedagogical Institute in 1993. Deputy Head of the Department for organizing methodological work of Power Engineering Institute, published educational and methodological manuals, professional articles, publications. She is a member of the International Professional Association of English Teachers TESOL-Ukraine. | | | | | | **GENERAL DESCRIPTION OF THE COURSE** | | | | | | | | **Summary** | The course "Foreign language" includes all the necessary aspects of language proficiency focusing on successful functioning in potential  professional environment: listening, dialogic and monologue speech, various types of reading, written communication, information processing in  a foreign language, academic oral and written communication and it is a discipline of special compulsory training for specialty 141 "Power  Electrical Engineering, Electrical Engineering and Electromechanics".  Total: 240 hours: Practical Classes – 116 hours, Independent Work -124 hours) | | | | | | | **Course objectives** | To develop students\* skills in an integrated way according to the language behavior specific to the areas and situations occurring in educational and professional environment;  To process and present information on issues related to solving general academic and professional problems;  To develop virtual communication skills including academic reading and writing according to the current requirements. | | | | | | | **Types** | Classes, consultations. Formative assessments 3,4,7,8 semesters: credit tests. | | | | | | | **Semester** | 3,4,7,8 semesters | | | | | | |

**Competencies**

- ability to think abstractly, analyze and synthesize;

- use knowledge for practical purposes;

- communicate orally and in writing in official and foreign languages;

- analyze information from foreign sources to obtain the data necessary to perform general academic and professional tasks;

- search and analyze information in printed literature and the Internet on the instructions;

- work in team or independently.

**Learning achievements**

- find necessary information on issues related to general academic and professional activities contained in foreign materials (both in printed and electronic form), using appropriate search methods;

- communicate in a foreign language on professional issues orally and in writing, will have skills to work with foreign technical publications and online sources;

- understand and perform appropriate professional behavior;

- be able to learn independently, get new knowledge and improve skills to work with modern measuring equipment and application software.

**STRUCTURE OF EDUCATIONAL DISCIPLINE**

**Semester 3. Substantial block № 1**

**Wording ideas**

Topic 1. Discovering the Past.

Topic 2. Job Satisfaction.

Topic 3. Promoting Ideas.

Topic 4. Environmental Problems. Alternative Viewpoints.

Topic 5. Working Environment.

**Semester 4. Substantial block № 2**

**Presenting Information**

Individual task: Prepare a presentation on your major

Topic 6. Preparing and Delivery. Using Body Language.

Topic 7. Introducing a Presentation. Greeting.

Topic 8. Introducing a Presentation. Organizing a Presentation.

Topic 9. Structuring the Body of Presentation. Signposting.

Topic 10. Using Visual Aids.

Topic 11. Interpreting Graphical Information.

Topic 12. Organizing a Conclusion. Handling Questions.

**Semester 7. Substantial block № 3**

**Development of Virtual Communication Skills.**

Topic 13. Listening for Specific Information. Answering Specific Question.

Topic 14. Listening for General Information. Reproducing the Information Heard.

Topic 15. Developing Dialogical Speech.

Topic 16. Critical Listening. Expressing and Explaining Ideas.

**Semester 8. Substantial block № 4**

**Development of Reading and Writing Skills.**

Topic 17. Reading for Specific Information. Completing Forms.

Topic 18. Reading for General Information. Writing Reports.

Topic 19. Critical Reading. Writing Abstracts, Essays.

Topic 20. Extensive Reading. Writing Summaries.

**TEACHING METHODS**

To activate learning and cognitive activity of students by learning the subject it is used a range of teaching methods: evidently and illustrative, reproductive, problem-based, partial search, research learning.

Discussions (with the teacher and group-mates), pair work, group work, performing situational tasks, work with textbooks and reference books, role plays, writing letters, documents, notes, reports, searching for information in printed literature and the Internet, making oral presentations etc.

**ASSESSMENT METHODS**

Questioning, fulfillment of exercises and tasks, self-assessment, peer assessment, individual work, formative assessment, tests, examinations.

**DISTRIBUTION OF POINTS THAT STUDENTS RECEIVE AND KNOWLEDGE AND SKILLS SCALE (NATIONAL AND ECTS)**

Table 1. Points distribution for student performance evaluation

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Formative testing and individual work | | | | | | | | Total |
| Content module 1 | | | | | | | |
| Т1 | Т2 | Т3 | Т4 | Т5 |  |  | Module test | 100 |
| 10 | 15 | 15 | 10 | 10 |  |  | 40 |
| Formative testing and individual work | | | | | | | | Total |
| Content module 2 | | | | | | | |
| Т6 | Т7 | Т8 | Т9 | T10 | T11 | T12 | Presentation + Module test | 100 |
| 10 | 5 | 5 | 10 | 10 | 10 | 10 | 40 |
| Formative testing and individual work | | | | | | | | Total |
| Content module 3 | | | | | | | |
| Т13 | Т14 | Т15 | Т16 |  |  |  | Module test | 100 |
| 15 | 15 | 15 | 15 |  |  |  | 40 |
| Formative testing and individual work | | | | | | | | Total |
| Content module 4 | | | | | | | |
| Т17 | Т18 | Т19 | Т20 |  |  |  | Module test | 100 |
| 15 | 15 | 15 | 15 |  |  |  | 40 |

Т1, Т2, ... – number of the topic in substantial block.

**RECOMMENDED LITERATURE**

Basic Literature

|  |  |
| --- | --- |
| 1. | English for Technical Students. = Англійська мова для студентів технічних ВНЗ: Навч. Посіб. з англ. мови. / О. Я. Лазарєва, О.О.Ковтун, С.С. Мельник. – Харків: Підручник, НТУ “ХПІ”, 2014 |
| 2. | Frances Eales, Steve Oakes. Speak Out. Elementary. Students’ book. Pearson Education Limited, 2011 |
| 3. | Sylee Gore, David Gordon Smith. English for Socializing. Oxford University Press, USA. 2009 |
| 4. | Clive Oxenden , Christina Latham-Koenig , Paul Seligson .New English File: Elementary. Oxford University Press. 2006 |
| 5. | Dinos Demetriades. Information Technologies. Oxford University Press. 2003 |
| 6. | Michael Black, Wendy Sharp. Objective. Students’ book. Cambridge University Press. 2009. |
| 7. | Michael Black, Wendy Sharp. Objective. Work book. Cambridge University Press. 2009. |
| 8. | M.Terry, J. Wilson. IELTS Practice Tests Plus 2, Longman, 2006 |
| 9. | P. Cullen. Vocabulary for IELTS, Cambridge University Press, 2008 |
| 10. | Functional structures of academic English. Методичні вказівки до практичних занять з курсу «Англійська мова за професійним спрямуванням» для студентів всіх спеціальностей / уклад. Лазарєва О. Я., Ковтун О.О., Дьомочка Л.В., Харків: НТУ “ХПІ”, 2019  Харків: Підручник, НТУ “ХПІ”, 2014Харків: Підручник, НТУ “ХПІ”, 2014 Харків: Підручник, НТУ “ХПІ”, 2014 |
| 11. | Marion Grussendorf. English for presentations. Oxford University Press. 2007 |
| 12. | Virginia Evans, Jenny Dooley. Enterprise. Grammar 4. Student’s Book. Express Publishing. 2011. |
| 13. | Colm Downes. Cambridge English for Job-Hunting. Cambridge University Press. 2008. |
| 14. | O. Lazareva, O. Kovtun, L. Dyomochka. Science speaks English. Kharkiv: NTU “KhPI”, 2019. |
| 15. | Т.І. Беркутова, Т.Є. Гончаренко «Англійська мова для студентів 1 курсу комп’ютерних та економічних спеціальностей», Харків, НТУ «ХПІ», 2007р. – 352с. |
| 16. | INFORMATION TECHNOLOGY, THE INTERNET, AND YOU, Copyright © 2010 by The McGraw-Hill Companies, Inc. All rights reserved |
| 17. | O. Lazareva, O. Kovtun, L. Dyomochka. Science speaks English. Kharkiv: NTU “KhPI”, 2019. |
| 18. | Jackie Black, Jonathan Dyson. Working Virtually. CEFR B2-C1. Delta Publishing 2015. |
| 19. | Diana Hopkins, Pauline Cullen. Grammar for IELTS. Cambridge University Press, 2008 |

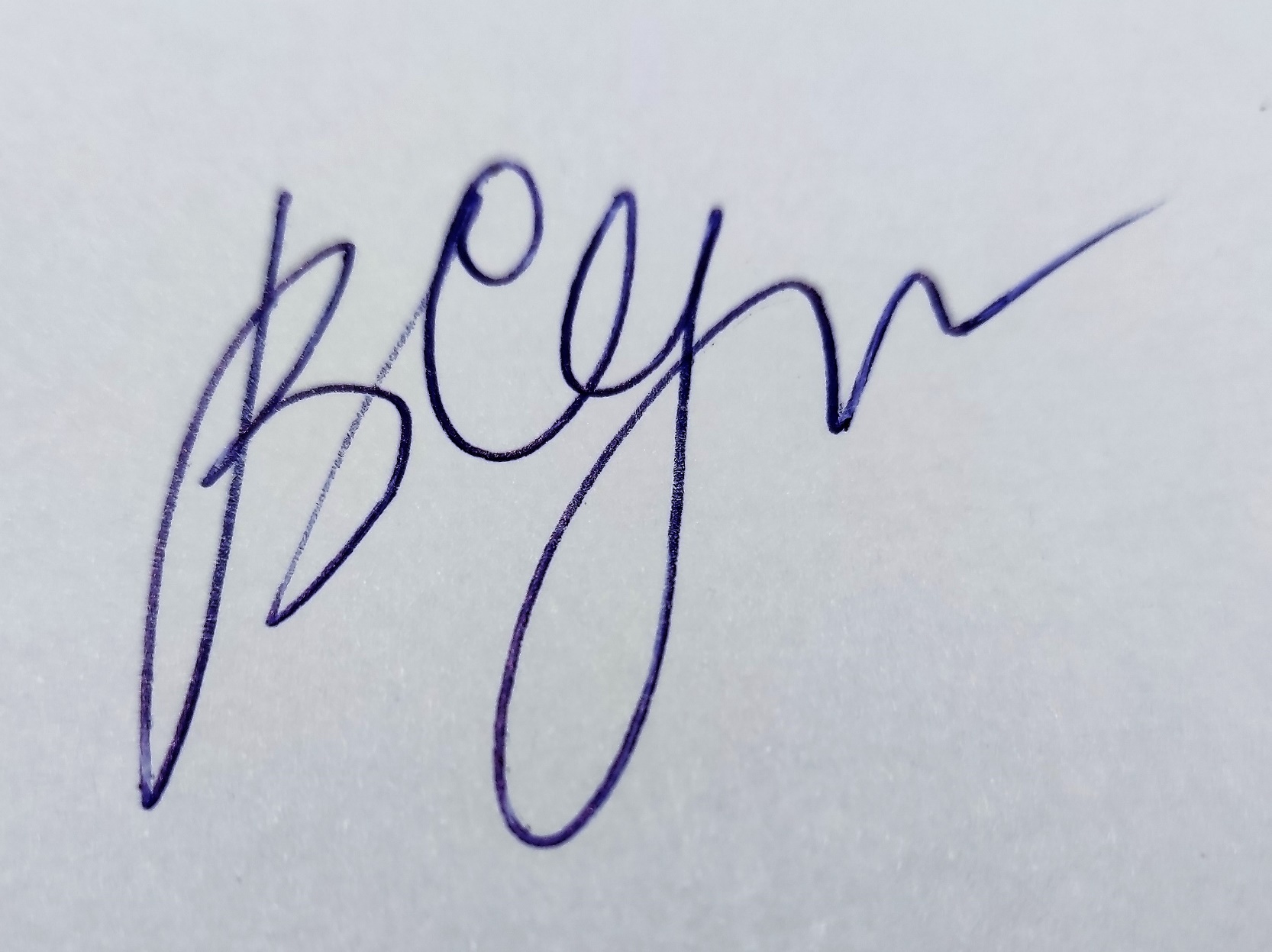
Additional Literature

|  |  |
| --- | --- |
| 1 | Кострицька С.І., Зуєнок І.І., Швець О.Д, Поперечна Н.В.. Англійська мова для навчання і роботи: підручник для студ. вищ. навч. закл.: у 4 т. Т. 1. Спілкування в соціальному, академічному та професійному середовищах = *English for Study and Work*: Coursebook in 4 books. Book 1 Socialising in Academic and Professional Environment / С.І. Кострицька, І.І. Зуєнок, О.Д. Швець, Н.В. Поперечна ; М-во освіти і науки України, Нац. гірн. ун-т. – Дніпропетровськ : НГУ, 2015. – 162 с. |
| 2 | Ягельська Н.В. Європейський мовний портфель. – К.: Ленвіт, 2004. – 56 с. |
| 3. | Ek, J.A. van and J.L.M.Trim (2001) *Vantage.* Cambridge: Cambridge University Press. – 187 p. |
| 4. | IELTS (2003) *IELTS Handbook* [online]. Available from: http://www.ielts.org/library/ handbook\_2003.pdf. Accessed 15 Apr 2004. |
| 5. | Holett, V. (2001) Business Basics. St’s book Oxford: Oxford University Press. |
| 6. | Holett, V. (2001) Business Basics. Workbook Oxford: Oxford University Press |
| 7. | Jakeman, V. & McDowell, C. (2000) Cambridge Practice Tests for IELTS 1. Cambridge: Cambridge University Press. – 56 p. |
| 8. | Kay, S. & Jones, V. (2001) *Inside Out.* Oxford: MacMillan Publishers Limited. – 160 p. |
| 9. | Murphy R., English Grammar in Use. **CEF Level**: B1 Intermediate - B2 High Intermediate. Cambridge University Press, 2018р. |
| 10. | Quick Placement Test(2001) Oxford: Oxford University Press. – 26 p. |

Structural-Logical Scheme of Educational Subject

|  |  |
| --- | --- |
| The study of this subject is based directly on: | The results of the study of this subject are the basis for: |
| The Language of Vocational Training |  |

**Lecturer:**

An assisAn Assistant Professor  Sadkovska Valeriia

Department of Foreign Languages