

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
V.N. Karazin Kharkiv National University  
International Education Institute for Study and Research  
Language Training Department



«APPROVED»

Acting Director of

International Education Institute for Study  
and Research

Oleksandr KAGRAMANIAN

«\_\_01\_\_» \_\_09\_\_2023\_\_ year.

WORK PROGRAM OF THE ACADEMIC DISCIPLINE  
**ENGLISH LANGUAGE**  
(distance language training)  
(title of discipline)

educational level

Bachelor degree; Master degree

field of knowledge

(code and title)

specialty

(code and title)

educational program

(code and title)

specialization

(code and title)

type of discipline

Optional, beyond the curriculum

school

2023/ 2024 academic year

The program was recommended for approval by the Academic Council of International Education Institute for Study and Research of V.N. Karazin Kharkiv National University

“ 15 ” 06 2023, minutes № 7

**AUTHORS:**


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The program was approved at the meeting of Language Training Department

Minutes No. 9 of “ 14 ” 06 2023

Acting Head of  
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The program was agreed by the scientific and methodical commission of International Education Institute for Study and Research

Minutes No. 7 of “ 14 ” 06 2023

Head of the scientific and methodical Commission of International Education Institute for Study and Research

  
\_\_\_\_\_  
(signature)

Oksana TROSTYNSKA  
(name and surname)

## INTRODUCTION

The program of the discipline "English (distance language training)" is designed in accordance with the communicative needs of foreign citizens and stateless persons who study at the first (bachelor's) and second (master's) levels of higher education at the V. N. Karazin Kharkiv National University and have chosen English for higher education, but do not possess it at a level sufficient for successful study.

### 1. Description of the discipline

**1.1. The purpose of teaching the discipline** is to develop communicative competence: language (phonetic and graphic) and speech competence of foreign students, to facilitate their adaptation to further professional training in Ukrainian higher education institutions in English. Achieving an adequate level of English language proficiency will enable foreign students to meet basic communication needs in situations of daily communication and help them adapt to a foreign language environment.

**1.2. The main tasks of studying the discipline:**

- formation and development of foreign students' necessary language skills (lexical, grammatical, etc.) and speech abilities in all types of speech activities to achieve the communicative goal of learning and meet the communicative needs in educational, professional and everyday communication in English;
- mastery of various forms of communication in the social, everyday and sociocultural spheres of communication in English.

**1.3. Number of credits.**

**1.4. The total number of hours is 200 hours.**

<b>1.5. Characteristics of the discipline</b>	
optional	
Full time	Correspondence (distance) form of education
Training year:	
Semester	
	1-st, 2-nd
Lectures	
-	
Practical classes, seminars	
	200 hours
Laboratory classes	
-	
Self-preparation including	
Individual tasks	

**1.6. Planned learning outcomes**

In accordance with the requirements of the discipline program, foreign trainees must achieve the following learning outcomes:

- know the phonetics, vocabulary and grammar of the English language;
- master grammatical, lexical and phonetic skills corresponding to the entry level in various types of

speech activities in oral and written language;

- be able to use language tools to implement different types of speech activities (listening, reading, writing, speaking):

**in reading**

- to have the skills of studying, introductory and introductory-study types of reading texts on educational, professional and socio-cultural topics;

**in listening**

- be able to perceive and respond appropriately to statements in English in the social and everyday sphere of communication;

- understand and respond appropriately to statements in discussions on social and cultural topics;

**in speaking**

- be able to articulate clearly and understandably, using basic intonation patterns, accents for different communication needs;

- to speak in dialogue and monologue in actual situations of everyday communication;

- use the basic strategies and tactics of speech behaviour within the framework of the topics relevant to this level;

- understand and reproduce the information from the textbooks and lectures read and listened to in the relevant disciplines of this stage of study;

- be able to ask questions about the text read (listened to) and understand how to answer them;

- be able to express their own views and opinions on topics that are familiar or of personal interest, evaluate the information received, describe impressions, events, dreams, hopes and aspirations;

**in writing**

- be able to use basic lexical and grammatical structures and lexical combinations to perform certain tasks;

- be able to make different types of outlines of the texts being studied;

- be able to describe a certain place, person, object or event, etc.

## **2. Thematic plan of the discipline**

### ***Chapter 1. Corrective course (level A1)***

#### *Topic 1. Good morning.*

Greeting. Names. Countries and nationalities. Numbers (0–100). Nouns to designate educational subjects. Communication phrases in class.

Grammar: *What? How? How old? Where... from?* Demonstrative pronouns *This/that..* Imperative mode of the verb in affirmative and negative sentences.

#### *Topic 2. My world.*

Colors. Private things. Occupation. Sign of objects. Time marking.

Grammar: The verb *to be*. The plural of nouns. Possessive adjectives. The verb *can*.

#### *Topic 3. What I do.*

Daily work. Days of the week. Musical styles and films.

Grammar: The present simple tense of the verb. *Would like to / want to. Like / love* etc. + -ing.

*How often...? When...?*

#### *Topic 4. Some differences.*

Family. Home. A walk through the city. Prepositions of place. Weather.

Grammar: The present progressive tense of the verb. *Whose...? Possessive pronouns. There is / There are. Why? / Because...*

#### *Topic 5. Topic for reflection.*

Food and drinks. Health.

Grammar: Collective and substantive nouns. *Some / any / no. How much / How many ...?*

Personal pronouns. Verb: *should*.

#### *Topic 6. I did it.*

Education. Weekend. Professions. Skills and abilities.

Grammar: The past simple tense. The verb *could* in the past tense. Adjectives and adverbs of action.

*Topic 7. What is happening?*

Months and dates. Ordinal numerals. Animals. Wishes.

Grammar: Future tense: *be going to*. Modal verbs in sentences: *can, could, may, will, would, have to. Let's ... / How about ...? / Why don't you ...? / Which ...?*

*Topic 8. Everything brilliant is simple.*

Things and accessories. Appearance. Personality. Transport. Location and directions.

Grammar: Pronouns that replace nouns to avoid repeating them: *One / ones. Too / enough*).  
Prepositions of motion. Comparative and superlative degrees of comparison.

*Topic 9. What an experience!*

Geographical features. Equipment. Active sport.

Grammar: The present perfect simple tense of the verb. Direct and indirect speech.

## ***Chapter 2. Intermediate level (A2)***

*Topic 10. Network.*

Conversational English. Communicative phrases. Words that are easy to confuse. Adjectives characterizing personality.

Grammar: Present simple vs. present progressive. Stative verbs. The past simple tense of the verb. Verb *to get used to*. Prepositions of time.

*Topic 11. Unbelievable.*

Adjectives characterizing food. Weather. Established phrases for correspondence.

Grammar: The past progressive tense of the verb. The past simple vs the past progressive of the verb. Subjunctive part of time in a complex sentence. The present perfect simple tense of the verb. The present perfect simple vs the past simple of the verb.

*Topic 12. What a place!*

Travel by plane. Adjectives characterizing the area. Geographical features. Accommodation.

Grammar: Modal verbs. Indirect questions. Comparison.

*Topic 13. New times.*

Money. It's worth buying. Abbreviations and sentences with them.

Grammar: Word formation of adjectives. Sentence type: *Should / had better*. The passive voice of the verb.

*Topic 14. A helping hand.*

How do you feel? Idioms characterizing feelings. Phraseologisms. Phrases with the prepositions. Words characterizing the accident. Words that are easy to confuse.

Grammar: The past simple of the verb. The verb *could*. Adjectives and adverbs of action.

*Topic 15. Time to live!*

Phraseologisms characterizing sports. Compound nouns. Places for entertainment. Words that describe movies.

Grammar: Modal verbs *may, might, could*. Conditional sentences of type I. Compound sentences with conjunctions *if / when, so / neither / too / either*. Present perfect progressive / Present perfect simple verb tenses.

*Topic 16. Looking for a job.*

Antonyms. Words that are easy to confuse. Words describing bank and money. Work. Words related to employment and qualifications.

Grammar: Question tags. Compound sentences with a subordinate consequential part. Reflexive pronouns. Simple past perfect tense of the verb.

*Topic 17. Lifestyle.*

Creating music. Words that are easy to confuse. Kitchen. Celebration.

Grammar: Indirect speech. Conditional sentences of type II. Verbs with prepositions. Conditional sentences of the second type with modal verbs *would, could, might* with the infinitive of the verb without the particle *to* and with the conjunction *if* conveying the unreality of events.

## ***Chapter 3. Frontier level (B1)***

*Topic 18. Culture and customs of different peoples.*

Words that are easy to confuse. British and American variants of the English language. Verbs with prepositions. Prefixes and suffixes that give words the opposite (negative) meaning.

Grammar: Present Simple Tense and Present Progressive Verb Tense. Stative verbs (not used in the progressive tenses of the verb). Questions and auxiliary interrogative words used in questions to the subject. Questions in indirect speech. Simple past tense of the verb.

*Topic 19. People to admire.*

Phrasal verbs with prepositions *on /off*. Phraseologisms with the verbs *to speak, to say*. Adjectives formed from nouns. / Nouns formed from adjectives. Words related to natural disaster.

Grammar: Past progressive tense of the verb. The past simple is compared to the past progressive of the verb. Adjectives / Adverbs of action. Comparison.

*Topic 20. Everyday life.*

Vocabulary about sports. Adjectives with the reinforcing participle *must, have to, need*. Phrasal verbs "make and do". Words that are easy to confuse. Nouns formed from verbs.

Grammar: The present perfect simple vs present perfect progressive. Modal verbs *Must, have to, need, would rather, had better. May, might, could. Must, can't*.

*Topic 21. Nature.*

Lexical part: geographical features. Words that are easy to confuse. Lexical part (animals, units of measurement).

Grammar: Future tenses of verbs. Complex sentences with time subjunctives. A conditional sentence that expresses a real or probable situation in the present or future time (type 1) and a conditional sentence that conveys an unreal situation in the present time (type 2). Nouns: articles and other determiners (words standing before nouns).

*Topic 22. Truth or fiction.*

Verbs used in direct and indirect speech that convey speech: *agree, refuse, convey, remind, ask, order*. Phrasal verbs with the participle *up (engage, let, appear, stay)*. Words related to crime. Phrases with the word *time*. The verb *be* with prepositions.

Grammar: The past perfect is simple compared to the past perfect progressive. Indirect speech (judgments, questions, commands and requests).

*Topic 23. Pack your things.*

Words that are easy to confuse. Noun phrases denoting one subject. Words related to the place of stay. Phraseologisms with prepositions *at / in*. Adjective suffixes.

Grammar: Passive voice 1. Compound sentences with subordinate consequents, conditions, goals. Passive voice 2.

**3. The Structure of the academic discipline**

Chapter and topic titles	Number of hours											
	full-time form						Part-time (distance) form of study					
	in total	including					in total	including				
		l	p	l.				l	p			
1	2	3	4	5	6	7	8	9	10	11	12	13
<b>Chapter 1. Corrective course (level A1)</b>												
Topic 1. Good morning	-						6		6			
Topic 2. My world.	-						8		8			
Topic 3. What I do	-						6		6			
Topic 4. Some differences.	-						6		6			
Topic 5. Topic for reflection.	-						8		8			
Topic 6. I did it.	-						6		6			
Topic 7. What is happening?	-						6		6			
Topic 8. Everything brilliant is simple.	-						6		6			

Topic 9. What an experience!	-						8		8			
Total, chapter 1	-						60		60			
<b>Chapter 2. Intermediate level (A2)</b>												
Topic 10. Network.							10		10			
Topic 11. Unbelievable.							10		10			
Topic 12. What a place!							10		10			
Topic 13. New times.							10		10			
Topic 14. A helping hand.							10		10			
Topic 15. Time to live!							10		10			
Topic 16. Looking for a job.							10		10			
Topic 17. Lifestyle.							10		10			
Total, chapter 2							80		80			
<b>Chapter 3. Frontier level (B1).</b>												
Topic 18. Culture and customs of different peoples.							10		10			
Topic 19. People to admire.							10		10			
Topic 20. Everyday life.							10		10			
Topic 21. Nature.							10		10			
Topic 22. Truth or fiction.							10		10			
Topic 23. Pack your things.							10		10			
Total, chapter 3							60		60			
<i>Total</i>							200		200			

#### 4. Topics of practical classes

№	Topic title	Quantity of hours
1	Greeting. Names. Countries and nationalities. Numbers (0–100). Nouns to designate educational subjects. Communication phrases in class.	2
2	<i>What? How? How old? Where... from?</i> Demonstrative pronouns <i>This/that..</i> Imperative mode of the verb in affirmative and negative sentences.	4
3	Colors. Private things. Occupation. Sign of objects. Time expressions.	4
4	<i>The verb to be. The plural of nouns. Possessive adjectives. The verb can.</i>	4
5	Daily work. Days of the week. Musical styles and films.	2
6	The present simple tense of the verb. <i>Would like to / want to. Like / love etc. + -ing. How often...? When...?</i>	4
7	Family. Home. A walk through the city. Prepositions of place. Weather.	2
8	The present progressive tense of the verb. <i>Whose...? Possessive pronouns. There is / There are. Why? / Because...</i>	4
9	Food and drinks. Health.	2
10	Nouns. <i>Some / any / no. How much / How many ...?</i> Personal pronouns. Verb: <i>should</i> .	4
11	Education. Weekend. Professions. Skills and abilities.	2
12	Past simple of the verb. The verb <i>could</i> in the past tense. Adjectives and adverbs of action.	4
13	Months and dates. Ordinal numerals. Animals. Wishes.	2

14	Future tense: <i>be going to</i> . Modal verbs in sentences: <i>can, could, may, will, would, have to. Let's ... / How about ...? / Why don't you ...? / Which ...?</i>	4
15	Things and accessories. Appearance. Personality. Transport. Location and directions	2
16	Pronouns that replace nouns to avoid repeating them: <i>One / ones. Too / enough</i> ). Prepositions of motion. Comparative and superlative degrees of comparison.	4
17	Geographical features. Equipment. Active sport.	4
18	Present perfect simple tense of the verb. Direct and indirect speech.	4
19	Conversational English. Communicative phrases. Words that are easy to confuse. Adjectives characterizing personality.	6
20	Present simple vs. present progressive. Stative verbs. The past simple tense of the verb. Verb <i>to get used to</i> . Prepositions of time.	4
21	Adjectives characterizing food. Weather. Phrases for correspondence.	6
22	Past progressive tense of the verb. The past simple vs the past progressive of the verb. Subjunctive part of time in a complex sentence. The present perfect simple tense of the verb. The present perfect simple vs the past simple of the verb.	4
23	Travel by plane. Adjectives characterizing the area. Geographical features. Accommodation.	6
24	Modal verbs. Indirect questions. Comparison.	4
25	Money. It's worth buying. Abbreviations and sentences with them.	6
26	Word formation of adjectives. Sentence type: <i>Should / had better</i> . The passive voice of the verb.	4
27	How do you feel? Idioms characterizing feelings. Phraseologisms. Phrases with the prepositions. Words characterizing the accident. Words that are easy to confuse.	6
28	Past simple of the verb. The verb <i>could</i> . Adjectives and adverbs of action.	4
29	Phraseologisms characterizing sports. Compound nouns. Places for entertainment. Words that describe actions.	6
30	Modal verbs <i>may, might, could</i> . Conditional sentences of type I. Compound sentences with conjunctions <i>if / when, so / neither / too / either</i> . Present perfect progressive / Present perfect simple verb tenses.	4
31	Antonyms. Words that are easy to confuse. Words describing bank and money. Work. Words related to employment and qualifications.	4
32	Question tags. Compound sentences with a subordinate consequential part. Reflexive pronouns. Simple past perfect tense of the verb.	6
33	Creating music. Words that are easy to confuse. Kitchen. Celebration.	4
34	Indirect speech. Conditional sentences of type II. Verbs with prepositions. Conditional sentences of the second type with modal verbs <i>would, could, might</i> with the infinitive of the verb without the particle <i>to</i> and with the conjunction <i>if</i> .	6
35	Words that are easy to confuse. British and American variants of the English language. Verbs with prepositions. Prefixes and suffixes that give words the opposite (negative) meaning.	4
36	Present Simple Tense and Present Progressive Verb Tense. Stative verbs (not used in the progressive tenses of the verb). Questions and auxiliary interrogative words used in questions to the subject. Questions in indirect speech. Simple past tense of the verb.	6
37	Phrasal verbs with prepositions <i>on / off</i> . Phraseologisms with the verbs <i>to speak, to say</i> . Adjectives formed from nouns. / Nouns formed from	4



	adjectives. Words related to natural disaster.	
38	Past progressive tense of the verb. Past simple vs Past progressive of the verb. Adjectives / Adverbs of action. Comparison.	6
39	Words about sports. Adjectives with the reinforcing participle <i>must, have to, need</i> . Phrasal verbs "make and do". Words that are easy to confuse. Nouns formed from verbs.	6
40	The present perfect simple vs present perfect progressive. Modal verbs <i>Must, have to, need, would rather, had better. May, might, could. Must, can't</i> .	4
41	Lexical part: geographical features. Words that are easy to confuse. Lexical part (animals, units of measurement).	4
42	Future tenses of verbs. Complex sentences with time subjunctives. A conditional sentence that expresses a real or probable situation in the present or future (type 1) and a conditional sentence that conveys an unreal situation in the present time (type 2). Nouns: articles and other determiners (words standing before nouns).	6
43	Verbs used in direct and indirect speech: <i>agree, refuse, convey, remind, ask, order</i> . Phrasal verbs with the participle <i>up (engage, let, appear, stay)</i> . Words related to crime. Phrases with the word <i>time</i> . The verb <i>be</i> with prepositions.	6
44	The past perfect simple vs the past perfect progressive. Indirect speech (judgments, questions, commands and requests).	4
45	Words that are easy to confuse. Noun phrases denoting one subject. Words related to the place of stay. Phraseologisms with prepositions <i>at / in</i> . Adjective suffixes.	4
46	Passive voice 1. Compound sentences with subordinate consequents, conditions, goals. Passive voice 2.	6
	Total	200

### 5. Individual tasks

not planned

### 6. Teaching methods

The following methods of teaching foreign trainees are aimed at achieving educational goals:

- consciously practical (the leading method of teaching foreign languages. The method is conscious, because in the course of classes, trainees are expected to become aware of the language forms necessary for communication, while the method is practical, because the decisive factor in learning is recognized as foreign language and speech activity);
- explanatory and illustrative (used to teach and learn new educational material, facts, approaches, assessments, conclusions, etc;)
- reproductive (for trainees to apply the algorithm learnt on the basis of a model or rule, which corresponds to the instructions, rules, in situations similar to the model presented);
- grammar-translation (used for teaching foreign languages, borrowed from the classical (traditional) method of teaching Greek and Latin). In grammar and translation lessons, trainees learn the rules of grammar and then apply these rules by translating sentences from the target language into their native language);
- direct method, or natural (used in foreign language classes; teachers use this method to repeat words or sample sentences repeatedly, which enables trainees to better memorise foreign language words, etc;)
- audio-linguistic (ensured by repeated repetition of the same material, because language learning is over-learning. Thus, the participants' speech becomes error-free, which is a prerequisite for the successful development of oral and linguistic skills);
- audio-visual (helps participants to perceive new material by ear, and the meaning of language units is revealed through visuals);
- the consciously comparative or contrastive method, or typological (a set of techniques for

studying and describing a language through its systematic comparison with another language in order to identify its specificity);

- the suggestive method, or "method of suggestion" (used in teaching foreign languages and tapping into trainees unconscious reserve capacities. The teacher's direct influence on the participants, who are in a state of "pseudo-passivity", his/her suggestive and suggestive effect helps to eliminate psycho-traumatic factors (constraint, fear, fear of possible mistakes, isolation, uncommunicative behaviour, difficulties in overcoming stereotypes of the native language and the language barrier of the foreign language). This creates favorable conditions for organizing foreign language communication. In addition, it helps to reveal the reserve capabilities of participants to memorize a significant amount of educational material);

- partially searching or heuristic method (in the organization of active search for solutions to cognitive tasks put forward by the teacher (or independently formulated) either under the guidance of the teacher or on the basis of heuristic programs and instructions. The thinking process becomes productive, but it is gradually guided and controlled by the teacher or trainees themselves through work on programs (including computer programs) and textbooks. This method, one of the varieties of which is a heuristic conversation, is an effective way to activate thinking and encourage cognition;)

- the method of problem-based teaching (using various sources and means, the teacher poses a problem, formulates cognitive tasks before teaching foreign trainees, and then, revealing the system of proofs, comparing views, different approaches, shows ways to solve the problem. Participants become witnesses and participants in scientific research).

## 7. Control methods

Current control is carried out at each practical lesson. It helps to check the level of skills and abilities in all types of speech activities.

The control work provided is carried out after chapter 2.

Final control: a test (in a combined form) is held after chapter 3.

## 8. Scoring scheme

Current control, independent work												Cont rol work	Total	Test	Total
Chapter 1					Chapter 2				Chapter 3						
T1 2	T2 2	T3 2	T4 2	T5 2	T10 2	T11 2	T12 2	T13 2	T 18 2	T19 2	T20 2	10	60	40	100
T6 2	T7 2	T8 2	T9 4		T14 2	T15 2	T16 2	T17 4	T21 2	T22 2	T23 2				
20					18				12						

## 9. Criteria for assessing academic achievement

Test during the course is evaluated from 0 to 10 points. Test papers contain 5 tasks, each task is evaluated from 0 to 2 point.

Tasks of the tests:

- 1 Put questions to the highlighted words (10 words).
- 2 Insert the verbs in the correct form (10 verbs).
- 3 Complete the sentences with appropriate prepositions (10 sentences).
- 4 Complete the sentences (5 sentences).
- 5 Answer the questions (5 questions).

### Evaluation criteria of the final control (test):

Assessment work is carried out in the form of a test task: 1) a closed multiple choice test (30 questions, each correct answer is valued at 1 point); 2) an open-type test (a monologue on the proposed topic, 10 sentences in length (each grammatically and lexically correct sentence is valued at 1 point).

Topics of open type: My working day. Our university. How I rest. My family. My city. Sport. Ukrainian cuisine. Travelling, transport. My favorite film. Holidays.

### Rating scale

Sum of points for all types of learning activities during the semester	Assessment	
	for a four-level rating scale	for a two-level rating scale
90 – 100	excellent	credited
70-89	well	
50-69	satisfactorily	
1-49	unsatisfactorily	not credited

## 10. Recommended literature

### Basic literature

1. H. Q. Mitchell, Marileni Malkogianni. New Destinations. Elementary A1. Student'sbook. MM Publications, 2014. 168 p.
2. H. Q. Mitchell, Marileni Malkogianni. New Destinations. Pre-Intermediate A2. Student'sbook. MM Publications, 2014. 168 p.
3. H. Q. Mitchell, Marileni Malkogianni. New Destinations. Intermediate B1. Student'sbook. MM Publications, 2015. 184 p.

### Additional literature

1. R. Murphy. Essential Grammar in Use: Elementary. 2<sup>nd</sup> edition. Cambridge University Press, 1997. 300 p.
2. KET (Key English Test) Vocabulary List A2. Cambridge ESOL, 2012. 33 p.
3. M. McCarthy, F. O'Dell. English Vocabulary in Use: Elementary. Cambridge University Press, 1999. 168 p.

## 11. Links to information resources on the Internet, video lectures, other methodological support

1. British Council Learn English: <http://learnenglish.britishcouncil.org/en>
2. English Oxford Living Dictionaries: <https://en.oxforddictionaries.com/>
3. EngVid: Free English Video Lessons: <https://www.engvid.com/>
4. MM publications Quality ELT books & e-learning: <https://www.mmpublications.com/>