

Ministry of Education and Science of Ukraine

V.N. Karazin Kharkiv National University

Institute of International Education for Study and Research

Language Training Department

«APPROVED»

Acting Director of
the Institute of
International Education
for Study and Research



Oleksandr KAGRAMANIAN

" " _____ 2023 p.

WORK PROGRAM OF THE ACADEMIC DISCIPLINE

ENGLISH LANGUAGE

(name of the discipline)

level of higher education	training of foreign trainees of the preparatory department
field of knowledge	08 Law; 22 Healthcare
speciality	081 Law (English language); 222 Medicine (English language)
educational program	_____
specialisation	_____
type of discipline	compulsory

Institute of International Education for Study and Research

2023 / 2024 academic year

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

" 15 " June 2023, minutes No. 7


AUTHORS:

Svitlana NECHIPORENKO, Senior Lecturer of Language Training Department, Institute of International Education for Study and Research, V.N. Karazin Kharkiv National University

Svitlana DOMNICH, PhD in Philosophy, Senior Lecturer of Language Training Department, Institute of International Education for Study and Research, V.N. Karazin Kharkiv National University

The program was approved at a meeting of the Language Training Department

Minutes of " 14 " June 2023 No. 9

Acting Head of the Department  Natalia Ushakova

The English Language program has been approved by the Scientific and Methodical Commission of Institute of International Education for Study and Research

Minutes of " 14 " June 2023 No. 7

Head of the Scientific and Methodical Commission of the Institute of International Education for Study and Research

 Oksana Trostynska

INTRODUCTION

The program of the discipline "**English Language**" is designed in accordance with the curriculum for foreign trainees of the Preparatory Department, approved by the Academic Council of the Educational and Research Institute of International Education on 23 March 2023, Minutes No. 4 for the **specialities 081 Law (English language); 222 Medicine (English language)**.

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 trainees, 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 trainees of the preparatory department 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:

- *methodological*: to organise the process of teaching English with due regard for the dialogue of cultures, an integrated approach, interactive methods, personality-oriented learning, using interactive teaching methods (role-playing games, etc.);

- *cognitive*: to develop trainees' knowledge of the culture, traditions and customs of Ukraine in comparison with the national traditions and culture of their own country;

- *practical*: to develop trainees' ability to listen to a foreign language, read and communicate on the content of texts on various topics, express their own thoughts in monologue, dialogue and written speech, as well as to develop their linguistic and contextual guessing, self-control skills.

1.3. Number of credits.

1.4. The total number of hours is 890 hours.

1.5. Characteristics of the discipline	
Compulsory	
Full-time education	Part-time (distance) form of study
A year of preparation:	

preparatory department	-
Semester	
1st, 2nd	-
Lectures	
-	-
Practical classes, seminars	
534 hours.	-
Laboratory classes	
-	-
Independent work	
356 hours.	-
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, grammar of the English language (lexical material of 2500-3000 units, of which 1200-1500 units are active vocabulary. The active vocabulary includes, first of all, key and frequently used lexical and phrase logical units in accordance with the program topics; grammatical material that corresponds to the international level of B1 proficiency, including the main verb forms and tense categories; the main categories of noun, adjective, adverb; functions of articles; sentence types, etc;)

- **be able to** identify the main idea of a listened to or read text; apply the language patterns in the material of the program textbooks in monologue and dialogue; clearly trace the connection between the main ideas of an oral message; effectively use the units of the lexical minimum within the course subject in oral speech and writing; meaningfully reveal the topic of the assignment; express a personal point of view on the topic; conduct a conversation (ask questions, give full and short answers, engage in conversation);

- **have** grammatical, lexical and phonetic skills corresponding to the initial level in various types of speech activities in oral and written language; skills of studying, familiarising and exploratory reading of texts on educational, professional and socio-cultural topics, etc.

2. Thematic plan of the discipline

Section 1. Elementary level (A1).

Topic 1. Good morning.

Vocabulary: greetings. Names. Countries and nationalities. Numbers (0-100). Nouns to describe academic subjects. Phrases of communication in the classroom.

Grammar: *What? How? How old? Where ... from?* The imperative mood of verbs in affirmative and negative sentences.

Topic 2. My world.

Vocabulary: colours. Personal items. Occupation. Signs of objects. Telling the time.

Grammar: verb *to be*. Plural nouns. Possessive adjectives. Possessive case. The verb *can*.

Topic 3. What I do.

Vocabulary: daily work. Days of the week. Music styles and film genres.

Grammar: Present simple tense of the verb. *Would like to / want to. Like / love etc. + -ing. How often...? When...?*

Topic 4. Somewhat different.

Vocabulary: family. Home. A walk around the city. Prepositions of place. Weather.

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

Topic 5. A topic for reflection.

Dictionary: food and drink. Health.

Grammar: collective and substantive nouns. *Some / any / no. How much / How many ...?* Personal pronouns. Verb: *should*.

Topic 6. I did it.

Vocabulary: education. Weekend classes. Professions. Skills and abilities.

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

Topic 7. What is going on?

Vocabulary: 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...?*

Topic 8. Everything ingenious is simple.

Vocabulary: things and accessories. Appearance. Personality. Types of transport. Location and directions of travel.

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

Topic 9. What an experience!

Vocabulary: geographical features. Equipment. Active sports.

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

Section 2. Intermediate level (A2).

Topic 10. Networking.

Vocabulary: spoken English. Communicative phrases. Words that are easy to confuse. Adjectives that describe a person.

Grammar: present simple verb tense versus present progressive verb tense. Verbs of state. The past simple tense of the verb. The verb to get *used to*. Prepositions of time.

Topic 11. Health and disease.

Vocabulary: spoken English. Communicative phrases. How to ask about health. Illness. Recovery. How to describe how you feel.

Grammar: a phrase with the verb *get*.

Topic 12. Unbelievable.

Vocabulary: adjectives describing food. Weather. Common phrases for correspondence.

Grammar: past progressive verb tense. The past simple is simple in comparison to the past progressive verb tense. Subjunctive tense in a complex sentence. Present perfect simple tense of a verb. The present perfect simple compared to the past simple of a verb.

Topic 13. Body parts. The stomach. The chest. Pelvis.

Vocabulary: spoken English. Communicative phrases. References to a body part.

Grammar: description of pain radiation. How patients can talk about their problem (*I have a problem with my...*). Doctor's questions about pain in different parts of the body (*Do you have pain in ...?*).

Topic 14. What a place!

Vocabulary: travelling by plane. Adjectives that describe the area. Geographical features. Accommodation (lodging, living).

Grammar: modal verbs. Indirect questions. Comparison.

Topic 15. Functions of the body.

Vocabulary: spoken English. Communicative phrases. Eating a meal. How to describe poisoning.

Grammar: general description and symptoms. The five senses (smell, taste, sight, hearing, touch). How to ask about the senses: What kind of vision do you have? Other functions (speech, walking, breathing, urination, defecation, menstruation). Questions for the doctor about the patient's medical history.

Topic 16. New times.

Dictionary: money. It is worth buying. Abbreviations and sentences with them.

Grammar: adjectival word formation: suffixes with the meaning of being of a quality and antonyms formed from nouns or verbs: *-ful*, *-less*. Sentences like: *Should / had better*. Passive voice of the verb.

Topic 17. Helping hand.

Vocabulary: how do you feel? Idioms describing feelings. Phraseology. Phrases with preposition B. Words describing an accident. Words that are easy to confuse.

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

Topic 18. Practitioners.

Vocabulary: spoken English. Communicative phrases.

Practice. Specialities. Choosing a speciality. Hospital staff. Medical teams.

Topic 19. Time to live!

Vocabulary: phraseology describing sport. Compound nouns. Places for entertainment. Phraseology. Words describing films.

Grammar: modal verbs may, might, could. Conditional sentences of the first type. Complex sentences with *if / when, so / neither / too / either* conjunctions. Present perfect progressive / Present perfect simple tenses of verbs.

Topic 20. Symptoms and signs.

Vocabulary: spoken English. Communicative phrases. Description of problems. Presentations.

Grammar: lexical and grammatical structures. Talking about symptoms.

Topic 21. Looking for a job.

Vocabulary: antonyms. Words that are easy to confuse. Words that describe a bank and money. Work. Words related to employment and qualifications.

Grammar: question tags. Negative interrogatives. Compound sentences with a subordinate clause. Reflexive (reflexive) pronouns. Simple past perfect tense of the verb.

Topic 22. Blood.

Vocabulary: spoken English. Communicative phrases. Complete blood count. Anaemia.

Grammar: lexical and grammatical structures. Talk about the first signs of anaemia.

Topic 23. Lifestyle.

Vocabulary: making music. Words that are easy to confuse. Kitchen. Celebrations.

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

Section 3. Boundary level (B1).

Topic 24. Culture and customs of different nations.

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

Grammar: present simple tense and present progressive verb tense. Verbs of state (not used in the progressive verb tenses). Questions and auxiliary question words used in the subject and complement questions. Questions in indirect speech. Simple past tense of the verb. A verb construction that conveys the meaning of *used to - be/get used to*.

Topic 25. People are fascinated.

Vocabulary: phrasal verbs with prepositions on/off. Phraseological units with the verbs speak, say. Adjectives formed from nouns / Nouns formed from adjectives. Words related to natural disasters.

Grammar: past progressive verb tense. The past simple is simple compared to the past progressive verb tense. Determinative subordinate clauses. Adjectives / Adverbs of mood. Comparison.

Topic 26. Bones.

Vocabulary: spoken English. Communicative phrases. Bones. Fractures. Grammar: Lexical and grammatical structures. Talking about bones and fractures. Treatment of fractures.

Topic 27. Everyday life.

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

Grammar: Present perfect simple compared to present perfect progressive verb tense. Modal verbs *must, have to, need, would rather, had better, May, might, could, Must, can't*.

Topic 28. Childhood.

Vocabulary: spoken English. Communicative phrases. Children. Childhood.

Lexical and grammatical structures. Talking about the stages of life. Common infectious diseases. Celiac disease.

Topic 29. Mother Nature.

Vocabulary: vocabulary: geographical features. Words that are easy to confuse. Vocabulary: animals, units of measurement.

Grammar: future tenses of verbs. Compound sentences with subordinate clauses. A conditional sentence expressing a real or probable situation in the present or future tense (type 1) and a conditional sentence expressing an unreal situation in the present tense (type 2). Nouns: articles and other determiners (words that come before nouns).

Topic 30. Endocrine system.

Vocabulary: spoken English. Communicative phrases. Excesses and shortcomings. Goiter. Letter of recommendation.

Lexical and grammatical structures. Talk about the negative feedback system. A letter of recommendation.

Topic 31. Truth or fiction.

Vocabulary: verbs used in direct and indirect speech that convey speaking: agree, refuse, pass, remind, ask, order. Phrasal verbs with the particle *up* (do, let, appear, stay). Words related to crime. Established phrases with the word *time*. The verb *be* with prepositions.

Grammar: past perfect simple versus past perfect progressive. Indirect speech (judgements, questions, commands and requests).

Topic 32. Pack your belongings.

Dictionary: words that are easy to confuse. Noun phrases to describe one object. Words related to the place of stay. Phrases with prepositions *at / in*. Adjectival suffixes.

Grammar: passive voice 1. Complex subordinate clauses with subordinate consequent, condition, purpose. Passive voice 2.

3. Structure of the discipline

Chapter and topic titles	Number of hours		
	full-time form		
	in total	including	
p.		Indep.	
First semester			
Section 1. Elementary (A1)			
Topic 1. Good morning.	20	10	10
Topic 2. My world.	44	28	16
Topic 3. What I do.	44	28	16
Topic 4. Somewhat different.	44	28	16
Topic 5. A topic for reflection.	44	28	16
Topic 6. I did it.	44	28	16
Topic 7. What is going on?	44	28	16
Topic 8. Everything ingenious is simple.	44	28	16
Topic 9. What an experience!	42	26	16
<i>Total for section 1</i>	370	232	138
Section 2. Intermediate (A2)			
Topic 10. Network.	42	26	16
Topic 11. Health and disease.	10	6	4
Topic 12. Unbelievable.	42	26	16
Topic 13. Body parts.	10	6	4
Topic 14. What a place!	42	26	16
Topic 15. Functions of the body.	10	6	4
Topic 16. New times.	40	26	14
<i>Total for section 2</i>	196	122	74
<i>Total for the first semester</i>	566	354	212

Second semester			
Section 2. Average (A2) (continued)			
Topic 17. Helping hand.	28	16	12
Topic 18. Practitioners.	11	6	5
Topic 19. Time to live!	28	16	12
Topic 20. Symptoms and signs.	11	6	5
Topic 21. Looking for a job.	26	14	12
Topic 22. Blood.	11	6	5
Topic 23. Lifestyle.	26	14	12
<i>Total for section 2 (continued)</i>	141	78	63
Chapter 3. Boundary (B1)			
Topic 24. Culture and customs of different nations.	26	14	12
Topic 25. People are fascinated.	26	14	12
Topic 26. Bones.	11	6	5
Topic 27. Everyday life.	26	14	12
Topic 28. Childhood.	11	6	5
Topic 29. Mother Nature.	24	14	10
Topic 30. Endocrine system.	11	6	5
Topic 31. Truth or fiction.	24	14	10
Topic 32. Pack your belongings.	24	14	10
<i>Total for section 3</i>	183	102	81
<i>Total for the second semester</i>	324	180	144
Total hours	890	534	356

4. Topics of practical classes

№ s/n	Topic title	Quantity hours
1	Good morning.	10
2	My world.	28
3	What I do.	28
4	It's a little different.	28
5	A topic for reflection.	28

6	I did it.	28
7	What's going on?	28
8	Everything ingenious is simple.	28
9	What an experience!	26
10	Network.	26
11	Health and illness.	6
12	It's incredible.	26
13	Body parts.	6
14	What a place!	26
15	Body functions.	6
16	New times.	16
	<i>Total for the first semester</i>	354
17	A helping hand.	6
18	Practitioners.	16
19	It's time to live!	6
20	Symptoms and signs.	14
21	I'm looking for a job.	6
22	Blood.	14
23	Lifestyle.	16
24	Culture and customs of different nations.	14
25	People are fascinated.	14
26	Bones.	6
27	Everyday life.	14
28	Childhood.	6
29	Mother Nature.	14
30	Endocrine system.	6
31	Truth or fiction.	14
32	Pack your belongings.	14
	<i>Total for the second semester</i>	180
	Total for the academic year	534

5. Tasks for independent work

№ n/a	Types and content of independent work	Number of hours
1	Work with vocabulary topics in the lessons.	110
2	Work with the grammar material of the lessons.	110
3	Independent preparation of communication tasks.	84
4	Performing control tasks independently.	52
	Total for the academic year	356

6. Individual tasks

not planned

7. 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 recognised 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 students' speech becomes error-free, which is a prerequisite for the successful development of oral and linguistic skills*);

- audio-visual (*helps trainees 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 students, 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 favourable conditions for organising foreign language communication. In addition, it helps to reveal the reserve capabilities of students to memorise a significant amount of educational material*);

- partially searching or heuristic method (*in the organisation 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 programmes and instructions. The thinking process becomes productive, but it is gradually guided and controlled by the teacher or trainees themselves through work on programmes (including computer programmes) 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. Students become witnesses and participants in scientific research*).

8. 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 works provided for in the curriculum are carried out during the semester: five (5) c/works in the first (1) semester; two (2) c/works in the second (2) semester.

*Final control: an **exam** (in a combined form) is held at the end of the first semester (1); after the second semester (2) – an **exam** (in a combined form).*

9. Scoring scheme

First semester

Current control, independent work					Examination	Amount
Section 1	Section 2	Control work, provided for educational by plan (5)	Individual task	In total		
T 1 - 2	T 10 - 3	25	-	60	40	100
T 2 - 2	T 11 - 3					
T 3 - 2	T 12 - 2					
T 4 - 2	T 13 - 2					

T 5 - 2	T 14 - 2					
T 6 - 2	T 15 - 3					
T 7 - 2	T 16 - 2					
T 8 - 2						
T 9 - 2						

Second semester

Current control, independent work					Exa mina tion	Amo unt
Section 2 (continued)	Section 3	Control work, provided for educational plan (2)	Individ ual task	In total		
T 17 - 2	T 24 - 2	20	-	60	40	100
T 18 - 2	T 25 - 3					
T 19 - 2	T 26 - 3					
T 20 - 2	T 27 - 3					
T 21 - 2	T 28 - 3					
T 22 - 2	T 29 - 3					
	T 30 - 3					
T 23 - 2	T 31 - 3					
	T 32 - 3					

Criteria for assessing academic achievement

The tests in the first semester are graded from 0 to 5 points; the control work in the second semester is graded from 0 to 10 points (taking into account the complexity of the material studied).

The topic is rated from 0 to 5 points.

The examination at the end of the *first (1) semester* is conducted in the form of an exam (in a combined form), which involves the completion of three (3) tasks:

1) read the text and retell it (20 minutes are allocated for reading the text) (15 - maximum score);

2) write a story on the topic (15 - the maximum number of points);

3) a discussion on the topic (10 - the maximum number of points).

Assessment criteria: adequacy of the communicative task; violation of speech etiquette (- 0.5 points for each case); communicatively significant lexical and grammatical error (- 1 point for each); communicatively "minor" lexical and grammatical error (- 0.5 points for each error); violation of phonetic and intonation norms (- 1 point).

The examination at the end of the second (2nd) semester is conducted in the form of an exam (in combined form) and consists of two parts (written and oral) and lasts two (2) days, namely:

1) *written part* - completion of lexical and grammatical tasks studied during the semester (10 - maximum number of points).

The purpose of the written test is to check the level of language competence in accordance with the B1 level. The exam paper tests the following skills: correct use of the appropriate verb tenses, phrasal verbs, phrases, words that can be easily confused, words with prepositions in a particular context; use of complex sentence structures and composing questions to the selected words. The written part consists of 8 tasks and contains 50 control points. The duration of the written part of the exam is 2 hours.

10 points - 1-2 mistakes	6 points - 11-14 errors	2 points - 23-24 errors
9 points - 3-4 errors	5 points - 15-17 errors	1 point - 25 errors
8 points - 5-7 mistakes	4 points - 18-20 errors	0 points - not available
7 points - 8-10 mistakes	3 points - 21-22 errors	

2) *the oral part* involves performing tasks in the following types of speech activity: reading, speaking, listening. The scoring is as follows: reading (10 - maximum number of points), speaking (10 - maximum number of points), listening (10 - maximum number of points).

The purpose of the *reading test* is to check the level of development of reading skills and abilities. The following skills are tested: understanding of the main information of the text, as well as some nuances that have an important semantic load; understanding of the essential elements of additional information of the text. The texts are provided in printed form. The topics of the texts are related to the social and cultural spheres of communication. The volume of the literary text is 250-300 words (1.5% of unfamiliar words). The time for reading the text is 20 minutes. The time for completing the test is 10 minutes.

Criteria for assessing text reading and comprehension:

- 1) correctness and speed of reading the text;
- 2) completion of test tasks after reading the text (choose one of the proposed options that corresponds to the content of the text). Each correct answer is worth 1 point.

The purpose of the *speaking test* is to check the level of development of skills and abilities of a monologue, which should contain at least 15 sentences on a given topic. Indicators taken into account during the independent speech: relevance of the story to the given topic; completeness of the topic; independence and reasoning of statements, expression of one's own attitude to the material being taught; coherence and logic of the presentation; degree of proficiency in language and adequacy of its use, lexical and grammatical correctness and phonetic and intonation of the statement; communicatively significant and communicatively insignificant errors. Preparation of the topic - 30 minutes. Speaking time - at least 3 minutes.

Criteria for evaluating a statement:

- 1) relevance of the statement to the proposed topic (- 1 point for deviation from the topic);
- 2) the length of the statement (- 1 point for a statement that is insufficient in length);
- 3) logical and coherent presentation (- 1 point for each violation);
- 4) communicatively significant errors (- 1 point for each);
- 5) communicatively insignificant errors (- 0.5 points for each);
- 6) gross violations of phonetic and intonation norms (- 1 mark per task).

The purpose of the *listening test* is to check the level of development of skills and abilities of dialogic speech, the ability to participate in a dialogue in accordance with the communication situation (to give a response-reply). Indicators taken into account when assessing the level of proficiency in dialogic speaking skills and abilities: understanding the communicative intent of the interlocutor; adequacy of speech behaviour in accordance with the communication situation, achieving the purpose of the dialogue; compliance with generally accepted norms of speech etiquette; mastery of language and speech material (lexical and grammatical correspondence and phonetic and intonation of the utterance). Communicative errors are taken into account. The number of questions for the interview is 10-15.

Criteria for evaluating the interview:

- 1) adequacy of the communication task;
- 2) violation of language etiquette (-0.5 points for each case);
- 3) communicatively significant error (- 1 point for each);
- 4) a communicatively "insignificant" lexical and grammatical error (-0.5 points for each);
- 5) gross violations of phonetic and intonation norms (- 1 point).

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	enrolled
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's book. MM Publications, 2014. 168 p.
2. H.Q. Mitchell, Marileni Malkogianni. New Destinations. Elementary A1. Workbook book. MM Publications, 2014. 104 p.
3. H.Q. Mitchell, Marileni Malkogianni. New Destinations. Elementary A1. Teacher's book. - MM Publications, 2014. 176 p.
3. H.Q. Mitchell, Marileni Malkogianni. New Destinations. Elementary A1. Workbook book. Teacher`s edition. MM Publications, 2014. 104 p.
4. H.Q. Mitchell, Marileni Malkogianni. New Destinations. Pre-Intermediate A2. Student's book. MM Publications, 2014. 168 p.
5. H.Q. Mitchell, Marileni Malkogianni. New Destinations. Pre-Intermediate A2. Workbook book. MM Publications, 2014. 96 p.
6. H.Q. Mitchell, Marileni Malkogianni. New Destinations. Pre-Intermediate A2. Teacher's book. - MM Publications, 2014. 181 p.
7. H.Q. Mitchell, Marileni Malkogianni. New Destinations. Pre-Intermediate A2. Workbook book. Teacher`s edition. MM Publications, 2014. 96 p.
8. H.Q. Mitchell, Marileni Malkogianni. New Destinations. Intermediate B1. Student's book. MM Publications, 2015. 184 p.
9. H.Q. Mitchell, Marileni Malkogianni. New Destinations. Intermediate B1. Workbook book. MM Publications, 2015. 86 p.
10. H.Q. Mitchell, Marileni Malkogianni. New Destinations. Intermediate B1. Teacher's book. MM Publications, 2015. 198 p.
11. H.Q. Mitchell, Marileni Malkogianni. New Destinations. Intermediate B1. Workbook book. Teacher`s edition. MM Publications, 2015. 86 p.
12. Eric H. Glendining, Ron Howard. Professional English in Use. Medicine. Cambridge university press, 2006. 176 p.

13. Eric H. Glendining, Ron Howard. Professional English in Use. Medicine. Cambridge university press, 2006. 176 p.

Additional literature

1. R. Murphy. Essential Grammar in Use: Elementary. 2nd 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 URL: <http://learnenglish.britishcouncil.org/en>.
2. English Oxford Living Dictionaries URL: <https://en.oxforddictionaries.com/>.
3. EngVid: Free English Video Lessons URL: <https://www.engvid.com/>.
4. MM publications Quality ELT books & e-learning URL: <https://www.mmpublications.com/>.