## ДЕРЖАВНИЙ ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ ВІННИЦЬКИЙ ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ ІНСТИТУТ СИСТЕМА УПРАВЛІННЯ ЯКІСТЮ

Сертифікована на відповідність ДСТУ ISO 9001:2015 (ISO 9001:2015, IDT)

### Кафедра іноземної філології та перекладу

ЗАТВЕРДЖЕНО Постанова вченої ради 29.05.2023 протокол № 07, п. 8

ВВЕДЕНО В ДІЮ Наказ від 29.05.2023 № 70

# ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ / FOREIGN LANGUAGE FOR SPECIFIC PURPOSES POБОЧА ПРОГРАМА

Ступінь вищої освіти	«баклавр» /	«bachelor»
Галузь знань	05 «Соціальні та поведінкові науки»	«Social and Behavioral Studies»
Спеціальність	053 «Психологія» /	«Psychology»
Освітня програма	«Економічна та соціальна психологія» /	«Economic and Social Psychology»

Вінниця 2023

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Обговорено та схвалено на засіданні кафедри іноземної філології та перекладу 28 квітня 2023р. пр. № 4; на засіданні вченої ради обліково-фінансового факультету 18 травня 2023р. пр. № 5.

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Підп. до друку 05.06.2023. Формат 60х84/16. Папір офсетний Друк ксероксний. Ум. друк. арк. 2,55. Обл.-вид. арк. 2,10. Тираж 2. Зам. № 226.

Редакційно-видавничий відділ ВТЕІ ДТЕУ 21000, м. Вінниця, вул. Хмельницьке шосе, 25

#### 1. ЗАГАЛЬНІ ПОЛОЖЕННЯ:

#### Мета вивчення дисципліни.

Робоча програма дисципліни «Іноземна мова за професійним спрямуванням» розроблена для здобувачів вищої освіти, які навчаються на спеціальності 061 «Журналістика» за освітньо-професійною програмою «Реклама та зв'язки з громадськістю». Робоча програма побудована на принципах плюрилінгвізму, інтегрованості розвитку іншомовної компетентності, прозорості, гнучкості та варіативності, програма зорієнтована на формування професійної комунікативної компетентності як мовної поведінки, що є специфічною для академічного і професійного середовища і вимагає набуття лінгвістичної компетентності (мовленнєвих умінь та мовних знань), соціолінгвістичної та прагматичної субкомпетентностей.

**Основна мета** вивчення дисципліни «Іноземна мова за професійним спрямуванням» - сформувати в здобувачів вищої освіти професійні іншомовні компетентності, що сприятимуть їхньому ефективному функціонуванню в полікультурному навчальному та професійному середовищі та стануть запорукою успішної конкурентоспроможності на сучасному ринку праці.

Курс «Іноземна мова за професійним спрямуванням» для студентів, які здобувають перший (бакалаврський) ступінь вищої освіти, охоплює етап навчання від рівня В1+ до рівня В2 та забезпечує досягнення випускниками рівня незалежного користувача іноземної мови, що відповідає міжнародній практиці мовної освіти в закладах вищої освіти. Критерії вказаного рівня володіння мовою (РВМ) визначено відповідно до дескрипторів, запропонованих Загальноєвропейськими Рекомендаціями з мовної освіти.

Зміст робочої програми створює умови для досягнення здобувачами вищої освіти PBM B2, як цього вимагає освітній ступінь бакалавра. Такий PBM забезпечує академічну і професійну мобільність здобувачів вищої освіти, дає змогу випускникам компетентно функціонувати в професійному й академічному контекстах та забезпечує їм базу для навчання упродовж усього життя.

Одержані здобувачами вищої освіти знання можуть вибути використані в процесі ефективного спілкування іноземною мовою в професійному середовищі; під час підготовки публічних виступів у розрізі галузевих проблем; для пошуку нової текстової, аудіо та відео-інформації, що міститься в іншомовних професійних матеріалах; для аналізу іншомовних джерел інформації з метою отримання даних, що  $\epsilon$  необхідними для виконання професійних завдань та прийняття професійних рішень; для перекладу іншомовних професійних текстів на рідну мову.

### Результати вивчення навчальної дисципліни її місце в освітньому процесі.

Результатом вивчення навчальної дисципліни «Іноземна мова за професійним спрямуванням» для освітньої програми «Рклама та зв'язки з громадськістю» є формування комплексу компетентностей:

### - інтегральна компетентність:

Здатність розв'язувати складні спеціалізовані задачі та практичні проблеми у сфері психології, що передбачають застосування основних психологічних теорій та методів та характеризуються комплексністю і невизначеністю умов.

#### - загальні компетентності:

ЗК8. Навички міжособистісної взаємодії.

ЗК11. Здатність зберігати та примножувати моральні, культурні, наукові цінності і досягнення суспільства на основі розуміння історії та закономірностей розвитку предметної області, її місця у загальній системі знань про природу і суспільство та у розвитку суспільства, техніки і технологій, використовувати різні види та форми рухової активності для активного відпочинку та ведення здорового способу життя.

### - фахові (спеціальні) компетентності:

СК4. Здатність самостійно збирати та критично опрацьовувати, аналізувати та узагальнювати психологічну інформацію з різних джерел.

СК11. Здатність до особистісного та професійного самовдосконалення, навчання та саморозвитку.

Мовленнєві субкомпетентності містять аудіювання, говоріння, читання, письмо:

#### Аудіювання:

- розпізнавати інформацію, пов'язану із професійною сферою економіки, під час детальних обговорень, дебатів, офіційних доповідей, лекцій, бесід;
- розуміти загальний зміст і більшість суттєвих деталей в автентичних радіо і телепередачах, пов'язаних з академічною та професійною сферами;
- розуміти досить складні повідомлення та інструкції в академічному та професійному середовищі;
  - розуміти намір мовця і комунікативні наслідки його висловлювання;
  - визначати позицію і точку зору мовця;
- розрізняти різні стилістичні регістри в усному та письмовому спілкуванні з друзями, незнайомцями, колегами, працедавцями та з людьми різного віку і соціального статусу, маючи при цьому різні наміри спілкування.

### Говоріння:

- реагувати на основні ідеї та розпізнавати суттєво важливу інформацію під час детальних обговорень, дискусій, офіційних перемовин, лекцій, бесід, що пов'язані з економічною сферою;
- чітко аргументувати відносно актуальних тем в академічному та професійному житті (напр., в семінарах, дискусіях);
- поводитись адекватно в типових світських, академічних і професійних ситуаціях;
- реагувати на телефонні розмови, які виходять за межі типового спілкування;
- реагувати на оголошення, доволі складні повідомлення та інструкції в академічному і професійному середовищах;
  - адекватно реагувати на позицію/точку зору співрозмовника;
- пристосовуватися до змін, які зазвичай трапляються під час бесіди і стосуються її напряму, стилю та основних наголосів;

- чітко виступати з підготовленими індивідуальними презентаціями щодо широкого кола тем академічного та професійного спрямування;
- продукувати чіткий, детальний монолог з широкого кола тем, пов'язаних з навчанням та спеціальністю;
- користуватися базовими засобами зв'язку для поєднання висловлювань у чіткий, логічно об'єднаний дискурс.

#### Читання:

- розуміти автентичні тексти, пов'язані з навчанням та спеціалізацією, з підручників, газет, популярних і спеціалізованих журналів та Інтернетівських джерел;
- визначати позицію і точки зору в автентичних текстах, пов'язаних з навчанням та спеціалізацією;
- розуміти намір автора письмового тексту і комунікативні наслідки висловлювання (напр.,службових записок, листів, звітів);
- розуміти автентичну академічну та професійну кореспонденцію (напр., листи, факси, електронні повідомлення тощо);
- розрізняти різні стилістичні регістри усного та писемного мовлення з друзями, незнайомцями, колегами, працедавцями та з людьми різного віку і соціального статусу, коли здійснюються різні наміри спілкування.

#### Письмо:

- писати деталізовані завдання та звіти, пов'язані з навчанням та спеціальністю;
- писати резюме економічних текстів з високим ступенем граматичної коректності;
- користуватись базовими засобами зв'язку для поєднання висловлювань у чіткий, логічно об'єднаний дискурс;
  - готувати і продукувати ділову та професійну кореспонденцію.

### Лінгвістична (лексична, граматична, семантична, фонологічна, орфографічна та орфоепічна):

- розпізнавати та вживати граматичні структури, що  $\epsilon$  необхідними для гнучкого вираження відповідних функцій та понять, а також для розуміння і продукування широкого кола текстів в академічній та професійній сферах;
- знати та використовувати правила англійського синтаксису, щоб дати можливість розпізнавати і продукувати широке коло текстів в академічній та професійній сферах;
- ідентифікувати мовні форми, властиві офіційним та розмовним регістрам академічного і професійного мовлення;
- володіти широким діапазоном словникового запасу (у тому числі термінології), що  $\epsilon$  необхідним в академічній та професійній сферах;
- вміння визначати відношення слова до його загального контексту, внутрішньо лексичних зв'язків, значень граматичних елементів, категорій, структур та процесів, а також важливих для розуміння та продукування іншомовного дискурсу таких логічних зв'язків, як наслідковість, пресупозиція, імплікативність.

### Соціолінгвістична та прагмалінгвістична субкомпетентності:

- усвідомлювати, як ключові цінності, переконання та поведінка в академічному і професійному середовищі України відрізняються при порівнянні однієї культури з іншими (міжнародні, національні, інституційні особливості);
- розуміти різні корпоративні культури в конкретних професійних контекстах і те, яким чином вони співвідносяться одна з одною;
- застосовувати міжкультурне розуміння у процесі безпосереднього усного і писемного спілкування в академічному та професійному середовищі;
- належним чином поводити себе й реагувати у типових світських, академічних і професійних ситуаціях повсякденного життя, а також знати правила взаємодії між людьми у таких ситуаціях (розпізнавання відповідних жестів, спілкування очима, усвідомлення значення фізичної дистанції та розуміння жестикуляції у кожній з таких ситуацій).

#### Уміння вчитись:

- знаходити конкретну інформацію, пов'язану з професійними питаннями, користуючись бібліотечним каталогом, сторінкою змісту, довідниками, словниками та Інтернетом;
  - формувати план-схему висловлювання та логічно структурувати ідеї;
  - виділяти головну ідею та розвивати її;
  - стисло викладати зміст тексту;
- організовувати текст як послідовність абзаців з їх заголовками та підзаголовками;
- робити адекватні та придатні для користування конспекти з різноманітних інформаційних джерел;
- розуміти вимоги щодо оцінювання, критерії виставлення балів на екзаменах, тестах та при виконанні окремих завдань;
  - належним чином здійснювати самооцінювання.

**Програмними результатами навчання** здобувачів з навчальної дисципліни «Іноземна мова за професійним спрямуванням»  $\epsilon$ :

- ПРЗ. Здійснювати пошук інформації з різних джерел, у т.ч. з використанням інформаційно-комунікаційних технологій, для вирішення професійних завдань.
- ПР4. Обгрунтовувати власну позицію, робити самостійні висновки за результатами власних досліджень і аналізу літературних джерел.
- ПР8. Презентувати результати власних досліджень усно/письмово для фахівців і нефахівців.
- ПР10. Формулювати думку логічно, доступно, дискутувати, обстоювати власну позицію, модифікувати висловлювання відповідно до культуральних особливостей співрозмовника.
- ПР13. Взаємодіяти, вступати у комунікацію, бути зрозумілим, толерантно ставитися до осіб, що мають інші культуральні чи гендерно-вікові відмінності.

**Міждисциплінарні зв'язки:** програма упорядкована відповідно до анотації освітньо-професійної програми підготовки бакалаврів, тісно пов'язана з іншими нормативними дисциплінами гуманітарного спрямування, зокрема «Іноземною мовою спеціальності». Дисципліна також дає можливості розширювати фахові знання у процесі оволодівання професійними дисциплінами.

### Критерії оцінювання результатів навчання

Рівні	3a	Критерії оцінювання
компетентності	шкалою	
	ДТЕУ	
1	2	3
Високий	90-100	Має обгрунтовані та всебічні знання з
(дослідницький)		дисципліни «Іноземна мова за професійним
		спрямуванням», уміє узагальнювати та
		систематизувати набуті знання; самостійно
		знаходить джерела інформації та працює з ними;
		проводить власні дослідження, може
		використовувати набуті знання та вміння при
		розв'язанні задач.
Достатній	82-89	Володіє навчальним матеріалом, вміє
(частково-		зіставляти та узагальнювати, виявляє творчий
пошуковий)		інтерес до предмету, виконує завдання з повним
		поясненням та обгрунтуванням, але допускає
		незначні помилки; може усвідомити нові для
	<b>55.01</b>	нього факти, ідеї.
	75-81	Володіє визначеним програмою
		навчальним матеріалом; розв'язує завдання,
		передбачені програмою, з частковим
E	69-74	поясненням.
Елементарни	69-74	Володіє навчальним матеріалом на
й (репродуктивний)		репродуктивному рівні; може самостійно розв'язати та пояснити розв'язання завдання.
	60-68	
	00-08	Ознайомлений з навчальним матеріалом, відтворює його на репродуктивному рівні;
		видтворює иого на репродуктивному рівні, виконує елементарні завдання за зразком або
		відомим алгоритмом.
Низький	35-59	Ознайомлений та відтворює навчальний
(фрагментарний)	33-37	матеріал на рівні окремих фактів та фрагментів
(Abarmentahinn)		матеріалу; під керівництвом викладача виконує
		елементарні завдання.
	1-34	Ознайомлений з навчальним матеріалом на
	1 54	рівні розпізнавання та відтворення окремих
		фактів.
		T

Здобувачі вищої освіти, які повністю виконали програму дисципліни та набрали достатню кількість балів, отримують підсумкову оцінку без опитування чи виконання екзаменаційного завдання (згідно з Положенням Про оцінювання результатів навчання здобувачів вищої освіти №12 від 07.02.2022).

У разі, якщо здобувач вищої освіти бажає поліпшити свою оцінку, або не набрав 75 балів, він складає екзамен з усієї програми навчальної дисципліни у вигляді письмового опитування відповідно до завдань встановленого зразка.

Результат виконання екзаменаційних завдань оцінюється з урахуванням результатів у співвідношенні 80:20, де 80 — максимальна оцінка за виконання екзаменаційного завдання, 20 — результат поточної успішності відповідно до шкали переводу поточної роботи для врахування її при підсумковій оцінці.

Здобувач вищої освіти, який не погоджується з оцінкою, отриманою під час підсумкового (семестрового) контролю, має право звернутися із проханням переглянути оцінку, одержану на екзамені (згідно Положення про апеляцію результатів підсумкового контролю знань студентів № 32 від 07.02.2022).

### Обсяг дисципліни в кредитах та його розподіл (тематичний план)

Обсяг дисципліни (кредитів ЕКТС): 12 кредитів — 360 годин, 168 годин практичних занять, 192 години самостійної роботи здобувачів вищої освіти.

Назва теми		K-	ількість	голин		
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Technology			Ë	Пра 38		
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Unit1. The Growth of psychology. The Noun. The Article.   1. Psychology disciplines.   4	1 Семи		3	4	] 3	0
The Noun. The Article.						
1. Psychology disciplines. Formation of nouns. Classification of pronouns. Classifi	1 0	28		14	14	
Formation of nouns. Classification of nouns.	The Noun. The Article.					
2. Goals of Psychology. The Category of Number. Countable and uncountable nouns 3. Major historical figures in psychology. Regular plurals. Compounds. Irregular plurals. 4. Theoretical approaches to describing behavior. Singularia tantum. Pluralia tantum nouns. Invariable nouns. 5. Branches of psychology. Category of Case. Possesive case, of-phrases. 6. A variety of research methods used by psychologists. The Article. Kinds of Articles. 7. Ethical guidelines. Use of articles with set expressions. Unit 2. Biopsychology. The Pronoun 8. Neural communication. Classification of pronouns. 9. The nervous system and endocrine system. Personal and possessive pronouns. 10. Parts of the brain. Reflexive pronouns. 11. The limbic system and other brain areas. Reciprocal pronouns. 12. Brain imaging. 13. Nature and nutrure. 14. Gene-environment interactions. 4 2 2 YO, II3, IT, I3 III, III, III, III, III, III, III,		4		2	2	УО, ПЗ,
The Category of Number. Countable and uncountable nouns  3. Major historical figures in psychology.  Regular plurals. Compounds. Irregular plurals.  4. Theoretical approaches to describing behavior.  Singularia tantum. Pluralia tantum nouns.  Invariable nouns.  5. Branches of psychology.  Category of Case. Possesive case, of-phrases.  6. A variety of research methods used by psychologists.  The Article. Kinds of Articles.  7. Ethical guidelines.  Unit 2. Biopsychology. The Pronoun  8. Neural communication.  Classification of pronouns.  9. The nervous system and endocrine system.  Personal and possessive pronouns.  10. Parts of the brain.  Reflexive pronouns.  11. The limbic system and other brain areas.  Reciprocal pronouns.  12. Brain imaging.  13. Nature and nurture.  Demonstrative pronouns.  14. Gene-environment interactions.  4 2 2 YO, II3,  13. Nature and nurture.  4 2 2 YO, II3,  13. Nature and nurture.  4 2 2 YO, II3,  13. Nature and nurture.  4 2 2 YO, II3,  13. Nature and nurture.  14 2 2 YO, II3,  15 Yo, II3,  16 Yo, II3,  17 Yo, II3,  18 Yo, II3,  19 Yo, II3,  11 Yo, II3,  11 Yo, II3,  12 YO, II3,  13 YO, II3,  14 YO, II3,  15 YO, II3,  16 YO, II3,  17 YO, II3,  18 YO, II3,  19 YO, II3,  19 YO, II3,  10 YO, II3,  11 YO, II3,  11 YO, II3,  12 YO, II3,  13 YO, II3,  14 YO, II3,  15 YO, II3,  16 YO, II3,  17 YO, II3,  18 YO, II3,  19 YO, II3,  19 YO, II3,  11 YO, II3,  11 YO, II3,  11 YO, II3,  12 YO, II3,  13 YO, II3,  14 YO, II3,  15 YO, II3,  16 YO, II3,  17 YO, II3,  18 YO, II3,  19 YO, II3,  19 YO, II3,  19 YO, II3,  11 YO, II3,  11 YO, II3,  11 YO, II3,  12 YO, II3,  13 YO, II3,  14 YO, II3,  15 YO, II3,  16 YO, II3,  17 YO, II3,  17 YO, II3,  18 YO, II3,  19 YO, II						
Unit 2. Biopsychology. The Pronoun   28   14   14   14   14   15   15   15   15		4		2	2	УО, ПЗ, Т
3. Major historical figures in psychology. Regular plurals. Compounds. Irregular plurals. 4. Theoretical approaches to describing behavior. Singularia tantum. Pluralia tantum nouns. Invariable nouns. 5. Branches of psychology. Category of Case. Possesive case, of-phrases. 6. A variety of research methods used by psychologists. The Article. Kinds of Articles. 7. Ethical guidelines. Use of articles with set expressions. Unit 2. Biopsychology. The Pronoun 8. Neural communication. Classification of pronouns. 9. The nervous system and endocrine system. Personal and possessive pronouns. 10. Parts of the brain. Reflexive pronouns. 11. The limbic system and other brain areas. Reciprocal pronouns. 12. Brain imaging. 13. Nature and nurture. Demonstrative pronouns. 14. Gene-environment interactions. 4 2 2 YO, II3, II3, MK 10. Parts of VO, II3, II3, II4. Gene-environment interactions. 4 2 2 YO, II3, II3, II4. Gene-environment interactions. 4 2 2 YO, II3, II3, II4. Gene-environment interactions. 4 2 2 YO, II3, II3, II4. Gene-environment interactions.						
Regular plurals. Compounds. Irregular plurals.   13, MK   4. Theoretical approaches to describing behavior.   4   2   2   2   YO, II3, T   Singularia tantum. Pluralia tantum nouns.   Invariable nouns.   5. Branches of psychology.   4   2   2   YO, II3, T   Gaseory of Case. Possesive case, of-phrases.   13, MK   6. A variety of research methods used by psychologists.   7, I3   The Article. Kinds of Articles.   7. Ethical guidelines.   4   2   2   YO, II3, T   YO, II3,						
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Invariable nouns.		4		2	2	УО, ПЗ, Т
5. Branches of psychology.       4       2       2       YO, II3, I3, MK         6. A variety of research methods used by psychologists.       4       2       2       YO, II3, I3, MK         7. Ethical guidelines.       4       2       2       YO, II3, T, I3         Use of articles with set expressions.       4       2       2       YO, II3, T, K         Unit 2. Biopsychology. The Pronoun       28       14       14         8. Neural communication.       4       2       2       YO, II3, T, I3, MK         9. The nervous system and endocrine system.       4       2       2       YO, II3, T, I3, MK         10. Parts of the brain.       4       2       2       YO, II3, T, I3, MK         10. Parts of the brain.       4       2       2       YO, II3, I3         Reflexive pronouns.       13       13         11. The limbic system and other brain areas.       4       2       2       YO, II3, I3, I3, I3, I3, I3, I3, I3, I3, I						
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Description of the brain of the brain areas.   Personal and possessive pronouns.   Personal and possessive pronouns.   Personal and other brain areas.   Personal imaging.   Personal im						
The Article. Kinds of Articles.         4         2         2         УО, ΠЗ, Т, К           Use of articles with set expressions.         28         14         14           8. Neural communication.         4         2         2         УО, ПЗ, Т, ІЗ, МК           9. The nervous system and endocrine system.         4         2         2         УО, ПЗ, Т, ІЗ, МК           10. Parts of the brain.         4         2         2         УО, ПЗ, Т, ІЗ, МК           11. The limbic system and other brain areas.         4         2         2         УО, ПЗ, ГЗ, ГЗ, ГЗ, ГЗ, ГЗ, ГЗ, ГЗ, ГЗ, ГЗ, Г		4		2	2	
7. Ethical guidelines.       4       2       2       YO, Π3, T, K         Unit 2. Biopsychology. The Pronoun       28       14       14         8. Neural communication.       4       2       2       YO, Π3, T, I3, MK         9. The nervous system and endocrine system. Personal and possessive pronouns.       4       2       2       YO, Π3, T, I3, MK         10. Parts of the brain. Reflexive pronouns.       4       2       2       YO, Π3, T, I3, MK         11. The limbic system and other brain areas. Reciprocal pronouns.       4       2       2       YO, Π3, T, I3, MS         12. Brain imaging. Interrogative pronouns.       4       2       2       YO, Π3, T, I3         13. Nature and nurture. Demonstrative pronouns.       4       2       2       YO, Π3, T, I3         14. Gene-environment interactions.       4       2       2       YO, Π3, T, I3						T, 13
Use of articles with set expressions.		4		2	2	MO HD
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8. Neural communication. Classification of pronouns.  9. The nervous system and endocrine system. Personal and possessive pronouns.  10. Parts of the brain. Reflexive pronouns.  11. The limbic system and other brain areas. Reciprocal pronouns.  12. Brain imaging. Interrogative pronouns.  13. Nature and nurture. Demonstrative pronouns.  14. Gene-environment interactions.  4 2 2 YO, II3, IT, I3 I 2 2 YO, II3, IT, I3 I 3 I 3 I 3 I 3 I 3 I 3 I 3 I 3 I 3		20		1.4	1.4	1, K
Classification of pronouns.  9. The nervous system and endocrine system. Personal and possessive pronouns.  10. Parts of the brain. Reflexive pronouns.  11. The limbic system and other brain areas. Reciprocal pronouns.  12. Brain imaging. Interrogative pronouns.  13. Nature and nurture. Demonstrative pronouns.  14. Gene-environment interactions.  T, I3, MK  2						уо пр
9. The nervous system and endocrine system.422УО, Π3, T, I3, MK10. Parts of the brain.422УО, П3, I3Reflexive pronouns.I311. The limbic system and other brain areas. Reciprocal pronouns.422УО, П3, I3,12. Brain imaging. Interrogative pronouns.422УО, П3, IT, I313. Nature and nurture. Demonstrative pronouns.422УО, П3, I3, I314. Gene-environment interactions.422УО, П3,		4		2	2	
Personal and possessive pronouns.T, I3, MK10. Parts of the brain.422YO, Π3,Reflexive pronouns.I311. The limbic system and other brain areas.422YO, Π3,Reciprocal pronouns.I3,12. Brain imaging.422YO, Π3,Interrogative pronouns.T, I313. Nature and nurture.422YO, Π3,Demonstrative pronouns.I314. Gene-environment interactions.422YO, Π3,		1		2	2	
10. Parts of the brain.422YO, Π3,Reflexive pronouns.I311. The limbic system and other brain areas.422YO, Π3,Reciprocal pronouns.I3,12. Brain imaging.422YO, Π3,Interrogative pronouns.T, I313. Nature and nurture.422YO, Π3,Demonstrative pronouns.I314. Gene-environment interactions.422YO, Π3,		4		2	2	
Reflexive pronouns.       I3         11. The limbic system and other brain areas.       4       2       2       YO, Π3, I3, I3, I3, I3, I3         12. Brain imaging. Interrogative pronouns.       4       2       2       YO, Π3, I3, I3         13. Nature and nurture. Demonstrative pronouns.       4       2       2       YO, Π3, I3         14. Gene-environment interactions.       4       2       2       YO, Π3, I3		1		2	2	
11. The limbic system and other brain areas.422YO, Π3, I3,Reciprocal pronouns.422YO, Π3, I3,12. Brain imaging.422YO, Π3, T, I313. Nature and nurture.422YO, Π3, I3Demonstrative pronouns.1314. Gene-environment interactions.422YO, Π3,				2	2	
Reciprocal pronouns.       I3,         12. Brain imaging.       4       2       2       УО, ПЗ,         Interrogative pronouns.       T, I3         13. Nature and nurture.       4       2       2       УО, ПЗ,         Demonstrative pronouns.       I3         14. Gene-environment interactions.       4       2       2       УО, ПЗ,		4		2	2	
12. Brain imaging.       4       2       2       УО, ΠЗ, Т, ІЗ         13. Nature and nurture.       4       2       2       УО, ПЗ, Т, ІЗ         13. Nature and nurture.       4       2       2       УО, ПЗ, ІЗ         14. Gene-environment interactions.       4       2       2       УО, ПЗ,	<del>-</del>	7		2	2	
Interrogative pronouns.T, I313. Nature and nurture.422УО, Π3,Demonstrative pronouns.I314. Gene-environment interactions.422УО, П3,		4		2	2	
13. Nature and nurture.422YO, Π3,Demonstrative pronouns.I314. Gene-environment interactions.422YO, Π3,				_	_	
Demonstrative pronouns.I314. Gene-environment interactions.422УО, ΠЗ,		4		2	2	
14. Gene-environment interactions. 4 2 2 УΟ, Π3,					_	
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	2. Solie on monitorial interactions.	· '		_	_	т, I3, ПР

Indefinite and negative pronouns. Pronouns: some,				
any, all, most, no, none of. Defining pronouns.				
Both, either, neither; each, every.				
Unit 3. State of Consciousness. The Adjective.	28	14	14	
15. Consciousness and biological rhythms.	4	2	2	
Adjectives with nouns.				
16. Sleep and sleep stages.	4	2	2	УО, ПЗ, Т
Adjectives with verbs.				
17. Dreams and dreaming.	4	2	2	УО, ПЗ, Т
-ed and -ing forms of the Adjectives.				
18. Sleep problems and disorders.	4	2	2	УО, ПЗ,
Order of adjectives; stronger and weaker meanings.				T, MK
19. Drugs and consciousness.	4	2	2	УО, ПЗ,
Degrees of comparison of adjectives.				T, MK
20. Hypnosis and meditation.	4	2	2	УО, ПЗ,
Comparative and superlative forms of adjectives.				Т, ПР
21. Cognitive psychology domain.	4	2	2	УО, ПЗ,
Comparative structures: asas, not soas, the				T, I3, K
morethe less, the same as with adjectives. The				
structures: the+ comparitive, so and such, enough				
and too with adjectives.	20	1.4	1.4	
Unit 4. Sensation and Perception.	28	14	14	
The Adverb. The Numeral.  22. Sensation and perception.	4	2	2	УО, ПЗ,
Word order.	4	2		I3, T
23. Vision.	4	2	2	
	4	2	2	УО, ПЗ,
Adverb. Types of averb.	4	2	2	I3, Т
24. Hearing.	4	2	2	УО, ПЗ, IЗ, Т
Adverbs of frequency, time, place and manner.	4			1
25. Taste and smell.	4	2	2	УО, ПЗ,
Adverbs of probability, degree, and completeness.				13, MK
26. Touch and pain.	4	2	2	УО, ПЗ,
Connecting adverbs (so, too, either, neither; first,				T, I3
next, then, etc; actually, fortunately, etc; only,				
even). Comparison of adverbs. Adverbs of degree:				
quite – rather.				
27. The vestibular sense.	4	2	2	УО, ПЗ,
The Numeral. Cardinal numerals. Ordinal numerals.				T, I3
28. Perception. Illusions.	4	2	2	УО, ПЗ,
Fractions. Expressing quantity, reading figures.				Т, П
Telling the time, dates, telephone numbers,				
addresses.				
Unit 5. Thinking and Intelligence.	35	14	21	
The Sentence. Questions, negatives and answers.				110 ==
29. What Is Cognition?	5	2	3	УО, ПЗ,
The Sentence. Simple / compound/ complex,				T, I3
extended/ unextended sentences.				NO HO
30. Solving problems.	5	2	3	УО, ПЗ,
The Subject. The Predicate. The Object			<u> </u>	T, I3

31. Language and language use. The Attribute.	5	2	3	УО, ПЗ,
	5	2	2	I3, MK
32. Language and language use. The Adverbial Modifier.	5	2	3	УО, ПЗ, Т, МК
33. Intelligence and creativity.	5	2	3	УО, ПЗ,
Word order in statements. Questions, negatives and				I3, T
answers. Yes/No questions. Wh-questions.				
Subject/object questions.				
34. Measures of intelligence.	5	2	3	УО, ПЗ, Т,
Prepositions in wh-questions. Negative statements.				I3, ПР
35. The Source of intelligence.	5	2	3	УО, ПЗ,
Negative questions. Question tags. Alternative				Т, К
Questions. Disjunctive Questions.				
Unit 6. Memory.	33	14	19	
The Verb. Present Tense Forms.				
36. How does memory work?	5	2	3	УО, ПЗ,
Regular verbs and Irregular verbs.				T, I3
37. Three stages of the learning/memory process:	5	2	3	УО, ПЗ,
encoding, storage, and retrieval				I3, MK
State verbs and event verbs.				
38. Types of long-term memory: episodic,	5	2	3	УО, ПЗ,
semantic, procedural.				T, MK
Time, tense and aspect. Be, have and have got.				
39. The working memory model: central executive,	5	2	3	УО, ПЗ,
phonological loop, visuo-spatial sketchpad and				I3, T
episodic buffer.				
Present Simple (Indefinite).	_			***
40. Forgetting.	5	2	3	УО, ПЗ, Т,
Present Continuous (Progressive).	4			I3, ПР
41. Ways to enhance memory.	4	2	2	УО, ПЗ,
Present Perfect and Present Perfect Continuous.	4	2	2	Т, ІЗ
42. Memory in the digital world. Present Perfect and Present Perfect Continuous.	4	2	2	УО, ПЗ, Т, К
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Підсумковий контроль – екзамен	100/0	07	70	
пидсумковий контроль — скзамен				
II семе	естр			
Unit 1. Personality. Past Forms.	28	14	14	
1. What is personality?	4	2	2	УО, ПЗ,
Past Simple (Indefinite).				ІЗ, МК
2. Personality theories in psychology.	4	2	2	УО, ПЗ,
Past Continuous (Progressive).				T, MK
3. Types of personality in psychology.	4	2	2	УО, ПЗ,
Interrupted past action.				I3, T
4. Personality traits.	4	2	2	УО, ПЗ, Т,
Past Habitual: used to. Have gone to / have been to				ІЗ, ПР
/ have been in.				
5. Cultural understandings of personality.	4	2	2	УО, ПЗ, Т
Past Perfect.				
6. Personality assessment.	4	2	2	УО, ПЗ, Т,
Past Perfect Continuous.				MK
		•		

7. Personality development.	4	2	2	УО, ПЗ, Т,
Sequence of Tenses.				K
Unit 2. Emotions and Motivation. Future Forms.	28	14	14	
Other ways of expressing future.				
8. Emotions. Major theories of emotion.	4	2	2	УО, ПЗ,
Future Simple/ Be Going to.	-		_	ІЗ, МК
9. Classification of emotions.	4	2	2	УО, ПЗ,
Future Simple/ Present Continuous. Future	•		_	T, I3
Continuous.				1,13
10. Basic and complex emotions.	4	2	2	УО, ПЗ,
Future Perfect. Future Perfect Continuous.	•	_	_	T, I3
11. What is emotional intelligence.	4	2	2	УО, ПЗ,
Future time words + Present Simple.			_	T,
12. Benefits of understanding emotions.	4	2	2	УО, ПЗ,
Future time words + Present Simple.	'		_	T, I3
13. Motivated behaviour.	4	2	2	УО, ПЗ,
Offers, promises, requests. Arrangements	7	2	2	I3, MK
14. Social motivation.	4	2	2	УО, ПЗ,
Constructions: be about+ infinitive, be on the point	7	2	2	T, K
+ -ing form, be due to + infinitive				1, K
Unit 3. Social Psychology. Modals	28	14	14	
15. Social psychology and influences on behavior	20	2	2	УО, ПЗ,
Prohibition ( $mustn't - can't$ ). Logical assumption	4	2	2	I3, MK
(must - can't/couldn't).	•			15, WIIC
16. Social norms and scripts	4	2	2	УО, ПЗ,
Probability (should/ought). Possibility (can - could/	'		_	T, I3
may - might).				1,13
17. Attitudes and persuasion	4	2	2	УО, ПЗ,
Permission ( <i>can/could/ may /might</i> ). Request ( <i>can/</i>	•		2	Т, ІЗ, ПР
could/ will/ would/ may/ might).				1, 15, 111
18. Group behavior	4	2	2	УО, ПЗ,
Offers (I'll/ shall/ can/ could).	'		_	T, I3
19. The bystander effect and altruism	4	2	2	УО, ПЗ,
Suggestions (shall/can/could). Advice (should/	•	2	2	Т, ІЗ, ПР
ought to/ must).				1, 13, 111
20. Attraction and love	4	2	2	УО, ПЗ,
Criticism (should/ ought to). Promise (will).	'		_	Т, ІЗ, ПР
21. Prejudice and discrimination. Aggression	4	2	2	УО, ПЗ,
Expressions similar to modal verbs.	'		_	T, K
Unit 4. Industrial-Organizational PsychologyThe	28	14	14	1,10
Passive voice.	20	1.	1.	
22. Industrial-organizational psychology.	4	2	2	УО, ПЗ,
Transformation from Active to Passive.	•		_	I3, MK
23. Selecting employees.	4	2	2	УО, ПЗ,
Personal/ impersonal constructions			_	T, I3, K
24. Job satisfaction.	4	2	2	УО, ПЗ,
Special passive constructions.	•		_	Т, ІЗ, К
25. Leadership and organization.	4	2	2	УО, ПЗ,
Have something done. Get something done.	•		_	Т, ІЗ, К
	1	2	2	
26. Human factors psychology and workplace design.	4	2		УО, ПЗ,
Have something done. Get something done.				T, K
mark something done. Det something done.				

27. Mental and physical health domain.	4	2	2	УО, ПЗ,
To be done/ being done.				T, I3
28. Mental and physical health domain.	4	2	2	УО, ПЗ, К
To be done/ being done.				
Unit 5. Economic Psychology. Sequence of	35	14	21	
Tenses. Conditionals.				
29. Introduction to economic psychology.	5	2	3	УО, ПЗ,
Direct speech and reported speech.				T, I3
30. Research methods for economic psychology.	5	2	3	УО, ПЗ,
Present and future conditionals.				MK
31. The psychological meaning of money.	5	2	3	УО, ПЗ,
Unlikely/ unreal conditions.				Т, ПР, К
32. Saving behaviour.	5	2	3	УО, ПЗ,
Past conditionals.				ΙЗ, ПР,
Mixed conditionals. I wish, if only, it's time.				MK
33. Volunteer organizations: motivating with	5	2	3	УО, ПЗ,
awards.				T, I3
Time clauses. Clauses of result. Clauses of reason.				
Clauses of purpose.				
34. Economic socialization: childhood,	5	2	3	УО, ПЗ,
adolescence, and early adulthood.				T, I3
35. Life satisfaction and emotional well-being:	5	2	3	УО, ПЗ,
psychological, economic and social factors.				T, K
Unit 6. Stress, Lifestyle, and Health	33	14	19	
Non-finite forms of the Verb.				
36. Why it matters: stress, lifestyle, and health.	5	2	3	УО, ПЗ,
The Infinitive. Forms of the Infinitive and their				MK
meaning.				
37. What is stress?	5	2	3	УО, ПЗ,
The Objective infinitive complex.				T, I3
38. Regulating stress.	5	2	3	УО, ПЗ,
The Subjective infinitive complex.				Т, ІЗ, ПР
39. Job burnout: how to spot it and take action.	5	2	3	УО, ПЗ,
Participle 1.				MK
40. Social support and stress reduction.	5	2	3	УО, ПЗ,
Participle II.				T, I3
41. The pursuit of happiness.	4	2	2	УО, ПЗ,
Forms of Gerund and its Features.				Т, ІЗ, ПР
42. Positive psychology.	4	2	2	УО, ПЗ,
Forms of Gerund and its Features.				ІЗ, П
Разом за II семестр	180/6	84	96	
Підсумковий контроль - екзамен	260/62	1.00	465	
Усього	360/12	168	192	

### Примітка:

УО – усне опитування;

ПЗ - письмове завдання;

Т- тестування;

I3 – індивідуальне завдання;

К- кейс; МК – ментальна карта;

ПР – презентація; П- проєкт.

### ІІ. ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

Зміст дисципліни (теми програми).

### I семестр

### Unit 1. The Growth of psychology. The Noun. The Article

Psychology disciplines. Goals of Psychology. Major historical figures in psychology. Theoretical approaches to describing behavior. Branches of psychology. A variety of research methods used by psychologists. Ethical guidelines.

The Noun. Formation of nouns. Classification of nouns. The Category of Number. Countable and uncountable nouns. Regular plurals. Compounds. Irregular plurals. Singularia tantum nouns. Pluralia tantum nouns. Invariable nouns. The Category of Case. Possesive case, of-phrases. The Article. Use of articles with common nouns. Use of articles with nouns of material and abstract nouns. Use of articles with proper nouns (geographical names, names of places, buildings, public organizations, etc., names of persons). Special difficulties in the use of articles (names of month and days, seasons, meals, languages). Use of articles with set expressions.

### Unit 2. Biopsychology. The Pronoun.

Neural communication. The nervous system and endocrine system. Parts of the brain. The limbic system and other brain areas. Brain imaging. Nature and nurture. Gene-environment interactions.

**The Pronoun**. Classification of pronouns. Personal and possessive pronouns. Reflexive pronouns. Reciprocal pronouns. Demonstrative pronouns. Interrogative pronouns. Indefinite and negative pronouns. *Some, any, all, most, no, none of.* Defining pronouns. *Both, either, neither; each, every.* Quantitative pronouns. *Much/many, a lot of, (a) little / (a) few.* 

### **Unit 3. State of Consciousness. The Adjective.**

Consciousness and biological rhythms. Sleep and sleep stages. Dreams and dreaming. Sleep problems and disorders. Drugs and consciousness. Hypnosis and meditation. Cognitive psychology domain.

The Adjective. Adjectives with nouns and verbs; -ed and -ing forms. Order of adjectives; stronger and weaker meanings. Degrees of comparison of adjectives. Comparative and superlative forms of adjectives. Comparative structures: as...as, not so..as, the more...the less, the same as, the+ comparitive, so and such, enough and too with adjectives.

### Unit 4. Sensation and Perception. The Adverb. The Numeral

Sensation and perception. Vision. Hearing. Taste and smell. Touch and pain. The vestibular sense. Perception. Illusions.

**The Adverb**. Types of averb. Adverb and word order. Adverbs of frequency, time, place and manner. Adverbs of probability, degree, and completeness. Connecting adverbs (*so, too, either, neither; first, next, then, etc; actually, fortunately, etc; only, even*). Comparison of adverbs. Adverbs of degree: *quite – rather*.

**The Numeral**. Cardinal numerals. Ordinal numerals. Fractions. Expressing quantity, reading figures. Telling the time, dates, telephone numbers, addresses.

### **Unit 5. Thinking and Intelligence. The Sentence. Questions, negatives and answers**

What Is Cognition? Solving problems. Language and language use. Language development. Intelligence and creativity. Measures of intelligence. The Source of intelligence.

The Sentence. Simple / compound/ complex, extended/ unextended sentences. The Subject. The Predicate. The Object. The Attribute. The Adverbial Modifier. Word order in statements. Questions, negatives and answers. Yes/No questions. Whquestions. Subject/object questions. Prepositions in wh-questions. Negative statements. Negative questions. Question tags. Alternative Questions. Disjunctive Questions.

### Unit 6. Memory. The Verb. Present Tense Forms

How does memory work? Three stages of the learning/memory process: encoding, storage, and retrieval. Types of long-term memory: episodic, semantic, procedural. The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Forgetting. Ways to enhance memory. Memory in the digital world.

**The Verb**. Types of verbs. Regular and irregular verbs. State verbs and event verbs. Time, tense and aspect. *Be, have* and *have got*. **Present Tense Forms**. Present Simple (Indefinite). Adverbs of frequency. Present Continuous (Progressive). State Verbs. Present Perfect. Have been (to) /have been (to). Present Perfect Continuous (Progressive).

### II семестр

### **Unit 1. Personality. Past Forms.**

What is personality? Personality theories in psychology. Types of personality in psychology. Personality traits. Cultural understandings of personality. Personality assessment. Personality development.

**Past Forms**. Past Simple (Indefinite). Past Continuous (Progressive). Past Habitual: *used to. Have gone to / have been to / have been in*. Interrupted past action. Past Perfect. Past Perfect Continuous. Sequence of Tenses. Previous and subsequent events.

### Unit 2. Emotions and Motivation. Future Forms. Other ways of expressing future

Emotions. Major theories of emotion. Classification of emotions. Basic and complex emotions. What is emotional intelligence. Benefits of understanding emotions. Motivated behaviour. Social motivation.

**Future Forms**. Future Simple/ Be Going to. Future Simple/ Present Continuous. Future Continuous. Future Perfect. Future Perfect Continuous. Future-in-the Past tense forms. **Other ways of expressing future**. Future time words + Present Simple. Offers, promises, requests. Arrangements. Constructions: *be about+infinitive, be on the point + -ing form, be due to + infinitive, be sure to/be certain to/be bound to + infinitive, to be (un)likely to + infinitive, to be sure to + infinitive.* 

### Unit 3. Social Psychology. Modals

Social psychology and influences on behavior. Social norms and scripts. Attitudes and persuasion. Group behavior. The bystander effect and altruism. Attraction and love. Prejudice and discrimination. Aggression

**Modals**. Ability (can - could - be able to). Obligation/ Duty. Necessity (must - have to - should/ ought - need). Absence of necessity (needn't/ don't have to / don't need to - didn't need to - needn't have done). Prohibition (mustn't - can't). Logical assumption (must - can't/ couldn't). Probability (should/ ought). Possibility (can - could/ may - might). Permission (can/ could/ may /might). Request (can/ could/ will/ would/ may/ might). Offers (I'll/ shall/ can/ could). Suggestions (shall/ can/ could). Advice (should/ ought to/ must). Criticism (should/ ought to). Promise (will). Expressions similar to modal verbs.

### Unit 4. Industrial-Organizational Psychology. The Passive voice

Industrial-organizational psychology. Selecting employees. Job satisfaction. Leadership and organization. Human factors psychology and workplace design. Mental and physical health domain.

**The Passive Voice**. Transformation from Active to Passive. Personal/impersonal constructions. Special passive constructions. *Have something done. Get something done. To be done/being done.* 

### Unit 5. Economic Psychology. Sequence of Tenses. Conditionals.

Introduction to economic psychology. Research methods for economic psychology. The psychological meaning of money. Saving behaviour. Volunteer organizations: motivating with awards. Economic socialization: childhood, adolescence, and early adulthood. Life satisfaction and emotional well-being: psychological, economic and social factors.

Direct speech and reported speech. Conditionals. Present and future conditionals. Past conditionals. Mixed conditionals.

### Unit 6. Stress, Lifestyle, and Health. Non-finite forms of the Verb

Why it matters: stress, lifestyle, and health. What is stress? Regulating stress. Job burnout: how to spot it and take action. Social support and stress reduction. The pursuit of happiness. Positive psychology.

**Non-finite forms of the Verb**. The Infinitive. The Objective infinitive complex. The Subjective infinitive complex. **Participles.** The Objective Participle complex. The Subjective Participle complex. **The Gerund**. Complexes with the Gerund.

### Структура навчальної дисципліни

		Робочий
_		час
Результат навчання	Навчальна діяльність	студента,
		год.
	I семестр	194
	Unit1. The Growth of psychology.	
	The Noun. The Article.	
- to know the topical	Practical lesson 1.	
vocabulary;	1. Psychology disciplines.	
- to use grammatical	2. Formation of nouns.	
resources of the language;	3. Classification of nouns.	
- to demonstrate		2
understanding of different	Resources:	2
aspects of language	Literature: 1, 2, 6.	
behaviour.	Recommended materials: 8, 10, 11, 12, 14, 16, 24,	
	25.	
	Internet sources: 31.	
	Self-study:	2
	enriching thematic vocabulary;	
	developing grammatical skills;	
	analyzing grammar rules.	
- to use effectively the	Practical lesson 2.	
topical vocabulary;	<ol> <li>Goals of Psychology.</li> </ol>	
- to practice and memorize	2. The Category of Number.	
the grammatical rules;	3. Countable and uncountable nouns	
- to read, watch, and listen		2
to a variety of texts and	Resources:	2
multimedia sources;	Literature: 1, 2, 6.	
- to demonstrate your	Recommended materials: 8, 10, 11, 12, 14, 16, 24,	
understanding of the texts	25.	
and key course ideas	Internet sources: 31.	
through comprehension	Self-study:	
check quizzes and a	doing grammar exercises;	2
discussion board response.	reading and translating texts on the topic	
- to understand and	Practical lesson 3.	
interprete different aspects	Major historical figures in psychology.	
of culture and language	2. Regular plurals.	
behaviour in the world of	3. Compounds.	
work;	4. Irregular plurals.	2
- to use grammatical resources of the language;	Resources:	<i>L</i>
- to identify new	Literature: 1, 2, 6.	
fundamental vocabulary,	Recommended materials: 8, 10, 11, 12, 14, 16, 24,	
and practice using that new	25.	
vocabulary in course	Internet sources: 31.	
activities.	Self-study:	
	activating topical vocabulary;	•
	revising grammar rules;	2
	developing speaking skills	
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organisation of the meaning of grammatical elements; - to implement knowledge into practice; - to identify understanding of logical relations between text parts.  Resources: Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Intermet sources: 31. Self-study: studying thematic information; developing grammatical skills; analyzing grammar rules - to use lexical and grammatical resources of the language; - to demonstrate the knowledge of topical vocabulary; - to read, watch, and listen to a variety of texts and multimedia sources.  Resources: Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.  Intermet sources: 31. Self-study: grammatical resources of the language; - to demonstrate the knowledge of topical vocabulary; - to read, watch, and listen to a variety of texts and multimedia sources.  Resources: Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Intermet sources: 31. Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating a newspaper article on the theme.  Practical lesson 6. 1. A variety of research methods used by psychologists. 2. The Article. 3. Kinds of Articles. Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Intermet sources: 31. Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating a newspaper article on the theme.  Resources: Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Intermet sources: 31 Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating a newspaper article on the demonstration of the preparing presentations on the topic; doing grammar exercises; reading and translating a newspaper article on the demonstration of the preparing presentations on the topic; doing grammar exercises; reading and translating a newspaper article on the demonstration of the preparing presentations on the topic; doing grammar exercises; reading and prepare the	1 1.1	D (1)	
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- to guess the meaning of unknown words from Resources:
context; Literature: 1, 2, 6.
- to understand and use the Recommended materials: 8, 10, 11, 12, 14, 16, 24,
vocabulary of masss media; 25.
- to indicate types of Internet sources: 31.
printed media and Self-study:
professional events and writing study and specialism- related essays to
types of texts on a variety develop an argument; 2
of media events. explaining advantages and disadvantages of
various options

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- to rank key types of	Practical lesson 10.	
people in printed media;	1. Parts of the brain.	
- to examine features of	2. Reflexive pronouns.	
professional texts;		
- to understand similarities	Resources:	2
and differences between	Literature: 1, 2, 6.	
texts;	Recommended materials: 8, 10, 11, 12, 14, 16, 24,	
- to understand relations	25.	
between parts of a text;	Internet sources: 31.	
- to recognise and	Self-study:	
understand usage of	activating topical vocabulary;	
articles.	revising grammar rules;	2
	developing speaking skills	
- to predict what a text will	Practical lesson 11.	
_		
be about;	1. The limbic system and other brain areas.	
- to distinguish main ideas	2. Reciprocal pronouns.	
from supporting details;	_	
- to understand relations	Resources:	2
between parts of a text	Literature: 1, 2, 6.	
through the use of linking	Recommended materials: 8, 10, 11, 12, 14, 16, 24,	
words/phrases;	25.	
- to guess the meaning of	Internet sources: 31.	
new words/expressions	Self-study:	
from context.	activating topical vocabulary; revising grammar	2
	rules; developing speaking skills	
- to identify new	Practical lesson 12.	
fundamental vocabulary,	1. Brain imaging.	
and practice using that new	2. Interrogative pronouns.	
vocabulary in course	2. Interrogative pronouns.	
activities;	Resources:	2
to read, watch, and listen	Literature: 1, 2, 6.	2
to a variety of texts and	1	
•	Recommended materials: 8, 10, 11, 12, 14, 16, 24,	
multimedia sources;	25.	
- to apply grammer rules;	Internet sources: 31.	
to become familiar with	Self-study:	
the structures and leads of	preparing presentations on the topic;	2
newspapers and	doing grammar exercises;	<del>_</del>
magazines.	reading and translating texts on the theme.	
- to predict what a text will	Practical lesson 13.	
be about;	1. Nature and nurture.	
- to distinguish main ideas	<b>2.</b> Demonstrative pronouns.	
from supporting details;		
- to understand relations	Resources:	2
between parts of a text	Literature: 1, 2, 6.	
through the use of linking	Recommended materials: 8, 10, 11, 12, 14, 16, 24,	
words/phrases;	25.	
- to guess the meaning of	Internet sources: 31.	
new words/expressions	Self-study:	
from context.	1	
Hom context.	preparing presentations on the topic; doing grammar exercises;	2
	reading and translating texts on the theme.	

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- to identify new	Practical lesson 14.	
fundamental vocabulary,	1. Gene-environment interactions.	
and practice using that new	2. Indefinite and negative pronouns.	
vocabulary in course	Pronouns: some, any, all, most, no, none	
activities;	of. Defining pronouns. Both, either,	
to read, watch, and listen	neither; each, every.	2
to a variety of texts and	-	
multimedia sources;	Resources:	
- to apply grammer rules.	Literature: 1, 2, 6.	
	Recommended materials: 8, 10, 11, 12, 14, 16, 24,	
	25.	
	Internet sources: 31.	
	Self-study:	
	preparing presentations on the topic;	2
	doing grammar exercises;	_
	reading and translating texts on the theme.	
	Unit 3. State of Consciousness.	
	The Adjective.	
- to know key vocabulary	Practical lesson 15.	
for socializing and	1. Consciousness and biological rhythms.	
networking;	2. Adjectives with nouns.	
- to extract specific	-	2
information from short	Resources:	2
conversations while	Literature: 1, 2, 6.	
rerading;	Recommended materials: 8, 10, 11, 12, 14, 16, 24,	
- to recognise stress and	25.	
rhythm in spoken English;	Internet sources: 31.	
to identify key words in	Self-study:	
utterances.	activating topical vocabulary;	2
	revising grammar rules;	
	developing speaking skills	
- to gain in depth the	Practical lesson 16.	
knowledge of the topical	1. Sleep and sleep stages.	
vocabulary;	2. Adjectives with verbs.	
-to identify new	D	2
fundamental vocabulary,	Resources:	2
and practice using that new	Literature: 1, 2, 6.	2
and practice using that new vocabulary in course	Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24,	2
and practice using that new	Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.	2
and practice using that new vocabulary in course	Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.	2
and practice using that new vocabulary in course	Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.  Self-study:	2
and practice using that new vocabulary in course	Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.  Self-study: enriching thematic vocabulary;	2
and practice using that new vocabulary in course	Literature: 1, 2, 6. Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25. Internet sources: 31.  Self-study:	

speech on topie; - tp apply grammer structure respodently; - to identify word forms to expand your vocabulary; - to read, watch, and listen to a variety of fexts and multimedia sources.  - to reproduce and produce effectively topical vocabulary in oral and writing speech; - to apply grammer rules; - to read, watch, and listen to a variety of texts and multimedia sources; - to apply grammer rules; - to read, watch, and listen to a variety of texts and multimedia sources; - to apply grammer rules; - to read, watch, and listen to a variety of texts and multimedia sources; - to dentify and practice using stress, rhythm, and intonation to show meaning and emphasis as you deliver a news story on a spoken discussion board.  - to use grammatical resources of the language; - to understand and interprete different aspects of culture and language behaviour in the world of work.  - to extract gist and specific information from professional texst; - to use a variety of strategies for listening; - to use a variety of strategies for listening; - to use a variety of strategies for listening; - to use a variety of strategies for listening; - to use a variety of strategies for listening; - to use a variety of strategies for listening; - to use a variety of strategies for listening; - to use a variety of strategies for listening; - to use a variety of strategies for listening; - to use a variety of strategies for listening; - to use a variety of strategies for listening; - to use a variety of strategies for listening; - to use a variety of strategies for listening; - to use a variety of strategies for listening; - to use a variety of strategies for listening; - to use a variety of strategies for listening; - to use a variety of strategies for listening; - to use a variety of strategies for listening; - to use a variety of strategies for listening - to use a variety of strategies for listening - to use a variety of strategies for listening - to use a variety of strategies for listening - to use a variety of strategies for listenin		,	
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multimedia sources.  Internet sources: 31.  Self-study: doing grammar exercises; reading and translating a newspaper article on the topic  Practical lesson 18.  1. Sleep problems and disorders. 2. Order of adjectives; stronger and weaker meanings. 3. Order of adje			
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extracting the meaning of unknown words from Recommended materials: 8, 10, 11, 12, 14, 16, 24, 25.			
unknown words from 25.	_		

examples, discriminating	Self-study:	
between phrases that sound similar, using a variety of	analyzing grammar rules and doing grammar	2
clues.	tasks; developing the ability to collect information	
	on the topic from specialized Internet sources  Practical lesson 21.	
- to use a variety of		
subskills to distinguish	1. Cognitive psychology domain.	
between relevant and	2. Comparative structures: asas, not soas,	
irrelevant information;	the morethe less, the same as with	
- to identify key words in	adjectives. The structures: <i>the</i> +	
longer stretches of speech	comparitive, so and such, enough and too	2
and use them to understand	with adjectives.	2
the gist;	Возорически	
-to read, watch, and listen	Resources:	
to a variety of texts and	Literature: 1, 2, 6.	
multimedia sources.	Recommended materials: 8, 10, 11, 12, 14, 16, 24,	
	25.	
	Internet sources: 31.	
	Self-study:	
	writing study and specialism- related essays to	2
	develop an argument;	2
	explaining advantages and disadvantages of	
	various options	
	Unit 4. Sensation and Perception.	
40:10:4:6:00	The Adverb. The Numeral.  Practical lesson 22.	
- to identify new		
fundamental vocabulary,	<ol> <li>Sensation and perception.</li> <li>Word order.</li> </ol>	
and practice using that new	2. Word order.	
vocabulary in course activities;	Resources:	2
to apply and control the	Literature: 1, 2, 6.	2
organisation of the	Recommended materials: 8, 10, 11, 12, 14, 16, 24,	
meaning of grammatical	25.	
elements;	Internet sources: 31.	
- to identify the logical	Self-study:	
relations (entailment,	activating topical vocabulary;	
presupposition,	revising grammar rules;	2
implicature, etc.)	developing speaking skills	
- to use topical vocabulary;	Practical lesson 23.	
- to apply grammatical	1. Vision.	
resources of the language;	2. Adverb. Types of averb.	
- to interprertecategories,	2. Mavere. Types of avere.	
structures and processes.	Resources:	2
situatures and processes.	Literature: 1, 2, 6.	2
	Recommended materials: 8, 10, 11, 12, 14, 16, 24,	
	25.	
	Internet sources: 31.	
	Self-study:	
	analyzing grammar rules and doing grammar	
	tasks; developing the ability to collect information	2
	on the topic from specialized Internet sources	
	on the topic from specialized internet sources	

-to identify new	Practical lesson 24.	
fundamental vocabulary,	1. Hearing.	
and practice using that new	2. Adverbs of frequency, time, place and	
vocabulary in course	manner.	
activities;	mainter.	
to read, watch, and listen	Resources:	2
to a variety of texts and	Literature: 1, 2, 6.	
multimedia sources.	Recommended materials: 8, 10, 11, 12, 14, 16, 24,	
marimedia searces.	25.	
	Internet sources: 31.	
	Self-study:	
	enriching thematic vocabulary;	
	developing grammatical skills;	2
	analyzing grammar rules	
- to reproduce and produce	Practical lesson 25.	
effectively topical	1. Taste and smell.	
vocabulary in oral and	2. Adverbs of probability, degree, and	
writing speech;	completeness.	
- to apply grammer rules.	completeness.	
- to apply granine rules.	Resources:	2
	Literature: 1, 2, 6.	
	Recommended materials: 8, 10, 11, 12, 14, 16, 24,	
	25.	
	Internet sources: 31.	
	Self-study:	
	doing grammar exercises;	
	reading and translating a newspaper article on the	2
	topic	
- to predict what a text will	Practical lesson 26.	
be about;	1. Touch and pain.	
- to distinguish main ideas	2. Connecting adverbs ( <i>so, too, either</i> ,	
from supporting details;	neither; first, next, then, etc; actually,	
- to understand relations	fortunately, etc; only, even). Comparison	
between parts of a text	of adverbs. Adverbs of degree: <i>quite</i> –	
through the use of linking	rather.	2
words/phrases;		_
- to guess the meaning of	Resources:	
new words/expressions	Literature: 1, 2, 6.	
from context.	Recommended materials: 8, 10, 11, 12, 14, 16, 24,	
Hom context.	25.	
	Internet sources: 31.	
	Self-study:	
	writing study and specialism- related essays to	
	develop an argument;	2
	explaining advantages and disadvantages of	2
	various options	
	various options	

1 1 1	D 4: 11 27	
- to reproduce and produce	Practical lesson 27.	
effectively topical	1. The vestibular sense.	
vocabulary in oral and	2. The Numeral.	
writing speech;	3. Cardinal numerals.	
- to apply grammer rules.	4. Ordinal numerals.	
		2
	Resources:	
	Literature: 1, 2, 6.	
	Recommended materials: 8, 10, 11, 12, 14, 16, 24,	
	25.	
	Internet sources: 31.	
	Self-study:	
	writing notes conveying complex professionally	
	relevant information;	2
	rendering articles;	2
	summarizing a wide range of factual information	
to apply affactively the	Practical lesson 28.	
- to apply effectively the		
acquired knowledge of	1. Perception.	
topical information to the	2. Illusions.	
appropriate situation;	3. Fractions.	
- to reproduce and produce	4. Expressing quantity, reading figures.	
effectively topical	5. Telling the time, dates, telephone	_
vocabulary in oral and	numbers, addresses.	2
writing speech;		
- to apply grammer rules.	Resources:	
	Literature: 1, 2, 6.	
	Recommended materials: 8, 10, 11, 12, 14, 16, 24,	
	25.	
	Internet sources: 31.	
	Self-study:	
	Learning topical vocabulary; revising grammar	2
	rules and doing grammar tasks; developing	2
	writing skills	
	Unit 5. Thinking and Intelligence.	
The Se	ntence. Questions, negatives and answers.	
-to evoluate advertising	Practical lesson 29.	
development;	1. What Is Cognition?	
- to recognise the main	2. The Sentence. Simple / compound/	
information in professional	complex, extended/unextended sentences.	
texts;		2
- to predict what a text will	Resources:	2
be about.	Literature: 1, 2, 4, 7.	
	Recommended materials: 9, 11, 13, 14, 15, 17, 18,	
	19, 20, 25.	
	Internet sources: 26, 27, 29, 30, 32-35, 38.	
	Self-study:	
	· · · · · · · · · · · · · · · · · · ·	
	activating topical vocabulary;	3
	revising grammar rules;	
A	developing speaking skills	
- to gain in depth the	Practical lesson 30.	2
knowledge of the topical	1. Solving problems.	2
vocabulary;	2. The Subject. The Predicate. The Object	

to practice and mamorize	Resources:	
-to practise and memorize grammatical		
rules.	Literature: 1, 2, 4, 7.	
Tules.	Recommended materials: 9, 11, 13, 14, 15, 17, 18,	
	19, 20, 25.	
	Internet sources: 26, 27, 29, 30, 32-35, 38.	
	Self-study:	
	Learning topical vocabulary; revising grammar	3
	rules and doing grammar tasks; developing	
	writing skills	
-to evaluate and develop	Practical lesson 31.	
materials on topic;	1. Language and language use.	
to understand main	2. The Attribute.	
theories and principles in		
current Psychology;	Resources:	2
- to understand authentic	Literature: 1, 2, 4, 7.	
texts related to Psychology	Recommended materials: 9, 11, 13, 14, 15, 17, 18,	
from textbooks,	19, 20, 25.	
newspapers, magazines,	Internet sources: 26, 27, 29, 30, 32-35, 38.	
specialist journals or Web	Self-study:	
based sources.	enriching thematic vocabulary;	3
	developing grammatical skills;	3
	analyzing grammar rules	
-to understand main	Practical lesson 32.	
theories and principles in	Language and language use.	
current profrssional issues;	2. The Adverbial Modifier.	
-to understand standard		
spoken texts on study and	Resources:	2
specialism related topics in	Literature: 1, 2, 4, 7.	_
standard spoken language	Recommended materials: 9, 11, 13, 14, 15, 17, 18,	
at normal speed.	19, 20, 25.	
- to catch the main ideas of	Internet sources: 26, 27, 29, 30, 32-35, 38.	
what is said by native	Self-study:	
speakers at normal speed	analyzing grammar rules and doing grammar	
in an academic or	tasks; developing the ability to collect information	3
professional environment.	on the topic from specialized Internet sources	
to understand most	Practical lesson 33.	
recorded or broadcast		
audio material in standard	1. Intelligence and creativity.	
	2. Word order in statements. Questions,	
spoken language	negatives and answers. Yes/No questions.	
- to take an active part in	Wh-questions. Subject/object questions.	2
conversations and	D	2
discussions on most topics	Resources:	
in academic or	Literature: 1, 2, 4, 7.	
professional context.	Recommended materials: 9, 11, 13, 14, 15, 17, 18,	
-to carry out an effective,	19, 20, 25.	
fluent interview, departing	Internet sources: 26, 27, 29, 30, 32-35, 38.	
spontaneously from	Self-study:	
prepared questions and	doing grammar exercises;	3
follow up with more	reading and translating texts on the topic;	5
probing ones.	developing speaking skills	
_		
-to understand most recorded or broadcast	Practical lesson 34.  1. Measures of intelligence.	2

audio material in standard	2. Prepositions in wh-questions. Negative	
spoken language	statements	
- to take an active part in		
conversations and	Resources:	
discussions on most topics	Literature: 1, 2, 4, 7.	
in academic or	Recommended materials: 9, 11, 13, 14, 15, 17, 18,	
professional context.	19, 20, 25.	
-to convey simple	Internet sources: 26, 27, 29, 30, 32-35, 38.	
information and ideas in	Self-study:	
writing: make a plan and	rendering articles and authentic materials;	3
annotation.	summarizing a wide range of factual academic	
	and specialism-related texts	
-to evaluate and develop	Practical lesson 35.	
materials on topic;	1. The Source of intelligence.	
- to understand authentic	2. Negative questions. Question tags.	
texts related to Psychology	Alternative Questions. Disjunctive	
from textbooks,	Questions.	_
newspapers, magazines,		2
specialist journals or Web	Resources:	
based sources.	Literature: 1, 2, 4, 7.	
	Recommended materials: 9, 11, 13, 14, 15, 17, 18,	
	19, 20, 25.	
	Internet sources: 26, 27, 29, 30, 32-35, 38.	
	Self-study:	
	preparing presentations on the topic;	2
	doing grammar exercises;	3
	reading and translating a newspaper article on the	
	theme.	
	Unit 6. Memory. The Verb. Present Tense Forms.	
-to give brief reasons for	Practical lesson 36.	
opinions, plans and	1. How does memory work?	
actions.	2. Regular verbs and Irregular verbs.	
-to give clear, detailed		
descriptions and	Resources:	2
presentations on a wide	Literature: 1, 2, 4, 7.	
range of study and	Recommended materials: 9, 11, 13, 14, 15, 17, 18,	
specialism related topics.	19, 20, 25.	
to obtain information,	Internet sources: 26, 27, 29, 30, 32-35, 38.	
ideas and opinions, with a	Self-study:	
large degree of	writing notes and memos conveying complex	
independence, from a	relevant information to academic and professional	
range of study and	addressees,	
specialism related sources,	rendering articles and authentic materials;	3
understanding terminology	summarizing a wide range of factual academic	
and abbreviations, and	and specialism-related texts	
using reference sources		
selectively.		
- to identify writer's	Practical lesson 37.	
attitudes and viewpoints in	1. Three stages of the learning/memory	2
		_
authentic texts related to Psychology;	process: encoding, storage, and retrieval 2. State verbs and event verbs.	

-to understand standard spoken texts on study and specialism related topics in standard spoken language at normal speed to follow the essentials of lectures, talks, reports, presentations, discussions on study and specialism related topics in standard spoken language at normal speed.	Resources: Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.  Self-study: studying thematic information; developing grammatical skills; analyzing grammar rules	3
-to behave and react appropriately in common social, academic and professional situations in everyday life; - to know the topical vocabulary; - to use grammatical resources of the language; - to understand different aspects of language	Practical lesson 38.  1. Types of long-term memory: episodic, semantic, procedural.  2. Time, tense and aspect. <i>Be, have</i> and <i>have got</i> .  Resources: Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
behaviour	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	3
<ul> <li>to reproduce and produce effectively topical vocabulary in oral and writing speech;</li> <li>to apply grammer rules.</li> </ul>	Practical lesson 39.  1. The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer.  2. Present Simple (Indefinite).  Resources: Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: doing grammar exercises; reading and translating texts on the topic; developing speaking skills	3
<ul> <li>to apply and control the organisation of the meaning of grammatical elements;</li> <li>to identify the logical relations (entailment, presupposition, implicature, etc.)</li> </ul>	Practical lesson 40.  1. Forgetting. 2. Present Continuous (Progressive).  Resources: Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2

	Self-study: writing notes and memos conveying complex relevant information to academic and professional addressees, rendering articles and authentic materials; summarizing a wide range of factual academic and specialism-related texts	3
- to gain in depth the knowledge of the topical vocabulary; - to practise and memorize the grammatical rules.	Practical lesson 41.  1. Ways to enhance memory. 2. Present Perfect and Present Perfect Continuous.  Resources: Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating a newspaper article on the topic.	2
<ul> <li>to reproduce and produce effectively topical vocabulary in oral and writing speech;</li> <li>to apply grammer rules.</li> </ul>	Practical lesson 42.  1. Memory in the digital world. 2. Present Perfect and Present Perfect Continuous.  Resources: Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	Self-study: analyzing grammar rules and doing grammar tasks; developing the ability to collect information on the topic from specialized Internet sources	2
Підсумковий контроль	екзамен	400
Разом за I семестр		180 годин/ 6 кредитів
	II семестр	
Unit 1. Personality.  Past Forms.		
-to identify the content and relevance of new items, articles and reports on a wide range of study and specialism related topics -to do an information search in the Internet.	Practical lesson 1.  1. What is personality? 2. Past Simple (Indefinite).  Resources: Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2

	Self-study:	
	activating topical vocabulary;	2
	revising grammar rules;	2
	developing speaking skills.	
- to apply and control the	Practical lesson 2.	
organisation of the	1. Personality theories in psychology.	
meaning of grammatical	2. Past Continuous (Progressive).	
elements;		
- to identify the logical	Resources:	2
relations (entailment,	Literature: 1, 2, 4, 7.	
presupposition,	Recommended materials: 9, 11, 13, 14, 15, 17, 18,	
implicature, etc.)	19, 20, 25.	
	Internet sources: 26, 27, 29, 30, 32-35, 38.	
	Self-study:	
	enriching thematic vocabulary;	
	developing grammatical skills;	2
	analyzing grammar rules	
- to catch the main ideas of	Practical lesson 3.	
what is said by native	1. Types of personality in psychology.	
speakers at normal speed	2. Interrupted past action.	
in an academic or	2. Interrupted past action.	
professional environment;	Resources:	2
-to carry out an effective,	Literature: 1, 2, 4, 7.	2
fluent interview, departing		
<u> </u>	Recommended materials: 9, 11, 13, 14, 15, 17, 18,	
spontaneously from	19, 20, 25.	
prepared questions and	Internet sources: 26, 27, 29, 30, 32-35, 38.	
follow up with more probing ones;	<b>Self-study:</b> writing study and specialism- related essays to	
-to connect phrases in a	develop an argument;	
simple linear way in order	explaining advantages and disadvantages of	2
to describe a variety of		2
_	various options	
study and specialism		
related topics.	Practical lesson 4.	
-to give brief reasons for		
opinions, plans and actions.	1. Personality traits.	
	2. Past Habitual: used to. Have gone to / have been to / have been in.	
-to give clear, detailed	nave veen wo mave veen in.	
descriptions and	Росоличает	2
presentations on a wide	Resources:	
range of study and	Literature: 1, 2, 4, 7.	
specialism related topics;	Recommended materials: 9, 11, 13, 14, 15, 17, 18,	
- to obtain information,	19, 20, 25.	
ideas and opinions, with a	Internet sources: 26, 27, 29, 30, 32-35, 38.	
large degree of	Self-study:	
independence, from a	revising grammar rules;	
range of study and	developing speaking skills;	
specialism related sources,	writing notes conveying complex relevant	2
understanding terminology	information to academic and professional	2
and abbreviations, and	addressees.	
using reference sources		
selectively.		

4 1 4 1 4	D 4: 11 5	
-to understand most	Practical lesson 5.	
recorded or broadcast	Cultural understandings of personality.	
audio material in standard	2. Past Perfect.	
spoken language - to take an active part in	D.	2
conversations and	Resources:	2
discussions on most topics	Literature: 1, 2, 4, 7.	
in academic or	Recommended materials: 9, 11, 13, 14, 15, 17, 18,	
professional context.	19, 20, 25.	
-to convey simple	Internet sources: 26, 27, 29, 30, 32-35, 38.	
information and ideas in	Self-study:	
writing: make a plan and	Learning topical vocabulary; revising grammar	2
annotation.	rules and doing grammar tasks; developing	
	writing skills	
- to reproduce and produce	Practical lesson 6.	
effectively topical	1. Personality assessment.	
vocabulary in oral and	2. Past Perfect Continuous.	
writing speech;	Resources:	2
-to practise and memorize	Literature: 1, 2, 4, 7.	
grammatical.	Recommended materials: 9, 11, 13, 14, 15, 17, 18,	
	19, 20, 25.	
	Internet sources: 26, 27, 29, 30, 32-35, 38.	
	Self-study:	
	preparing presentations on the topic;	_
	doing grammar exercises;	2
	reading and translating a newspaper article on the	
	topic.	
- to predict what a text will	Practical lesson 7.	
be about;	1. Personality development.	
- to distinguish main ideas	2. Sequence of Tenses.	
from supporting details;	Resources:	2
- to understand relations	Literature: 1, 2, 4, 7.	_
between parts of a text	Recommended materials: 9, 11, 13, 14, 15, 17, 18,	
through the use of linking	19, 20, 25.	
words/phrases;	Internet sources: 26, 27, 29, 30, 32-35, 38.	
- to guess the meaning of	Self-study:	
new words/expressions	developing grammatical skills;	2
from context.	analyzing grammar rules;	
	developing reading and speaking skills	
<b>T</b>	Unit 2. Emotions and Motivation.	
	Forms. Other ways of expressing future.	
- to reproduce and produce	Practical lesson 8.	
effectively topical	1. 8. Emotions. Major theories of emotion.	
vocabulary in oral and	2. Future Simple/ Be Going to	
writing speech;		
- to apply grammer rules.	Resources:	2
	Literature: 1, 2, 4, 7.	
	Recommended materials: 9, 11, 13, 14, 15, 17, 18,	
	19, 20, 25.	
	Internet sources: 26, 27, 29, 30, 32-35, 38.	
	Self-study:	
	activating topical vocabulary;	2
	revising grammar rules;	4
	developing speaking skills.	

<ul> <li>to gain in depth the knowledge of the topical vocabulary;</li> <li>to practise and memorize the grammatical rules</li> </ul>	Practical lesson 9.  1. Classification of emotions. 2. Future Simple/ Present Continuous. 3. Future Continuous.  Resources: Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25.	2
	Internet sources: 26, 27, 29, 30, 32-35, 38.  Self-study: developing grammatical skills; analyzing grammar rules; developing reading and speaking skills	2
- to catch the main ideas of what is said by native speakers at normal speed in an academic or professional environmentto carry out an effective, fluent interview, departing spontaneously from prepared questions and follow up with more probing ones; -to connect phrases in a	Practical lesson 10.  1. Basic and complex emotions. 2. Future Perfect. Future Perfect Continuous.  Resources: Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.  Self-study: doing grammar exercises; reading and translating texts on the topic;	2
simple linear way in order to describe a variety of study and specialism related topics.	developing speaking skills	2
-to give brief reasons for opinions, plans and actionsto give clear, detailed descriptions and presentations on a wide range of study and specialism related topics; to obtain information,	Practical lesson 11.  1. What is emotional intelligence. 2. Future time words + Present Simple.  Resources: Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
ideas and opinions, with a large degree of independence, from a range of study and specialism related sources, understanding terminology and abbreviations, and using reference sources selectively.	Self-study: learning topical vocabulary; revising grammar rules and doing grammar tasks; developing writing skills	2

-to understand most	Practical lesson 12.	
recorded or broadcast	1. Benefits of understanding emotions.	
audio material in standard	2. Future time words + Present Simple.	
spoken language;	Resources:	2
- to take an active part in	Literature: 1, 2, 4, 7.	_
conversations and	Recommended materials: 9, 11, 13, 14, 15, 17, 18,	
discussions on most topics	19, 20, 25.	
in academic or	Internet sources: 26, 27, 29, 30, 32-35, 38.	
professional context;	Self-study:	
-to convey simple	analyzing grammar rules and doing grammar	
information and ideas in	tasks; developing the ability to collect information	2
writing: make a plan and	on the topic from specialized Internet sources	
annotation.		
-to evaluate and develop	Practical lesson 13.	
materials on topic;	1. Motivated behaviour.	
to understand main	2. Offers, promises, requests. Arrangements	
theories and principles in		
current professional issues;	Resources:	2
- to understand authentic	Literature: 1, 2, 4, 7.	
texts related to Psychology	Recommended materials: 9, 11, 13, 14, 15, 17, 18,	
from textbooks,	19, 20, 25.	
newspapers, magazines,	Internet sources: 26, 27, 29, 30, 32-35, 38.	
specialist journals or Web	Self-study:	
based sources.	studying thematic information; developing	2
	grammatical skills;	
40 mm doubton d mass at	analyzing grammar rules  Practical lesson 14.	
-to understand most	1. Social motivation.	
recorded or broadcast	2. Constructions: <i>be about+ infinitive, be on</i>	
audio material in standard	the point + -ing form, be due to +	
spoken language	infinitive	
- to take an active part in	inginitive	2
conversations and	Resources:	_
discussions on most topics	Literature: 1, 2, 4, 7.	
in academic or	Recommended materials: 9, 11, 13, 14, 15, 17, 18,	
professional context;	19, 20, 25.	
-to carry out an effective,	Internet sources: 26, 27, 29, 30, 32-35, 38.	
fluent interview, departing	Self-study:	
spontaneously from	rendering articles and authentic materials;	_
prepared questions and	summarizing a wide range of factual academic	2
follow up with more	and specialism-related texts	
probing ones.	Unit 3. Social Psychology.	
	Modals	
-to behave and react	Practical lesson 15.	
appropriately in common	Social psychology and influences on	
social, academic and	behavior.	
professional situations in	2. Prohibition ( <i>mustn't – can't</i> ). Logical	
everyday life;	assumption (must – can't/couldn't).	
- to know the topical	_ ` ` /	2
vocabulary;	Resources:	
- to use grammatical	Literature: 1, 2, 4, 7.	
resources of the language;	Recommended materials: 9, 11, 13, 14, 15, 17, 18,	
resources of the language,	19, 20, 24.	
	Internet sources: 26, 27, 29, 30, 32-35, 38.	

- to understand different aspects of language behaviour.	<b>Self-study:</b> activating topical vocabulary; revising grammar rules; developing speaking skills	2
-to identify the content and relevance of new items, articles and reports on a wide range of study and specialism related topics -to do an information search in the Internet.	Practical lesson 16.  1. Social norms and scripts 2. Probability (should/ought). Possibility (can - could/may - might).  Resources: Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 24. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	<b>Self-study</b> : developing grammatical skills; analyzing grammar rules; developing reading and speaking skills	2
<ul> <li>to predict what a text will be about;</li> <li>to distinguish main ideas from supporting details;</li> <li>to understand relations between parts of a text through the use of linking words/phrases;</li> <li>to guess the meaning of new words/expressions from context.</li> </ul>	Practical lesson 17.  1. Attitudes and persuasion 2. Permission (can/could/may/might). Request (can/could/will/would/may/might).  Resources: Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 24. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	<b>Self-study</b> : doing grammar exercises; reading and translating texts on the topic; developing speaking skills	2
<ul> <li>to reproduce and produce effectively topical vocabulary in oral and writing speech;</li> <li>to apply grammer rules.</li> </ul>	Practical lesson 18.  1. Group behavior 2. Offers (I'll/shall/can/could).  Resources: Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 24. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
	<b>Self-study</b> : learning topical vocabulary; revising grammar rules and doing grammar tasks; developing writing skills	2
<ul> <li>to apply and control the organisation of the meaning of grammatical elements;</li> <li>to identify the logical relations (entailment, presupposition, implicature, etc.)</li> </ul>	Practical lesson 19.  1. The bystander effect and altruism 2. Suggestions (shall/can/could). 3. Advice (should/ought to/must).  Resources: Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 24. Internet sources: 26, 27, 29, 30, 32-35, 38.	2

	<b>Self-study</b> : learning topical vocabulary; revising grammar rules and doing grammar tasks; developing writing skills	2
-to behave and react appropriately in common social, academic and professional situations in everyday life; - to know the topical vocabulary; - to use grammatical resources of the language; - to understand different	Practical lesson 20.  1. Attraction and love 2. Criticism (should/ought to). 3. Promise (will).  Resources: Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 25. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
aspects of language behaviour.	<b>Self-study</b> : analyzing grammar rules and doing grammar tasks; developing the ability to collect information on the topic from specialized Internet sources	2
<ul> <li>to identify writer's attitudes and viewpoints in authentic texts related to Psychology;</li> <li>to understand standard spoken texts on study and specialism related topics in standard spoken language at normal speed;</li> <li>to follow the essentials of</li> </ul>	Practical lesson 21.  1. Prejudice and discrimination. 2. Aggression. 3. Expressions similar to modal verbs.  Resources: Literature: 1, 2, 4, 7. Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20, 24. Internet sources: 26, 27, 29, 30, 32-35, 38.	2
lectures, talks, reports, presentations, discussions on study and specialism related topics in standard spoken language at normal speed.	<b>Self-study</b> : studying thematic information; developing grammatical skills; analyzing grammar rules	2
Unit 4	4. Industrial-Organizational Psychology.  The Passive voice.	
<ul> <li>to reproduce and produce effectively topical vocabulary in oral and writing speech;</li> <li>to apply grammer rules.</li> </ul>	Practical lesson 22.  1. Industrial-organizational psychology. 2. Transformation from Active to Passive.  Resources: Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	2
<ul><li>to predict what a text will be about;</li><li>to distinguish main ideas</li></ul>	Practical lesson 23.  1. Selecting employees. 2. Personal/ impersonal constructions	2

trom supporting details; - to understand relations between parts of a text through the use of linking words/phrases; - to guess the meaning of new words/expressions from context.  - to examine features of professional texts; - to understand similarities and differences between texts; - to understand relations between parts of a text.  - to understand relations between parts of a text.  - to understand relations between parts of a text.  - to understand relations between parts of a text.  - to apply and control the organisation of the meaning of grammatical elements; - to identify the logical relations (entailment, presupposition, implicature, etc.)  - to use a variety of subskills to distinguish between relevant and irrelevant information; - to use a variety of subskills to distinguish between relevant and irrelevant information; - to identify key words in longer stretches of speech and use them to understand the gist  - to use a variety of subskills to distinguish between relevant and irrelevant information; - to identify key words in longer stretches of speech and use them to understand the gist  - to use a variety of subskills to distinguish between relevant and irrelevant information; - to identify key words in longer stretches of speech and use them to understand the gist  - to use a variety of subskills to distinguish between relevant and irrelevant information; - to identify key words in longer stretches of speech and use them to understand the gist  - to use a variety of subskills to distinguish between relevant and irrelevant information; - to identify key words in longer stretches of speech and use them to understand the gist  - to use a variety of subskills to distinguish between relevant and irrelevant information; - to identify key words in longer stretches of speech and use them to understand the gist  - to use a variety of subskills to distinguish between relevant and irrelevant information; - to identify key words in longer stretches of speech and use them to understand the gist  - to use a vari	C 1 1	D	
between parts of a text through the use of linking words/phrases; - to guess the meaning of new words/expressions from context.  - to guess the meaning of new words/expressions from context.  - to examine features of professional texts; - to understand relations between parts of a text.  - to understand relations between parts of a text.  - to understand relations between parts of a text.  - to apply and control the organisation of the meaning of grammatical clements; - to identify the logical relations (entailment, presupposition, implicature, etc.)  - to use a variety of subskills to distinguish between relevant and irrelevant information; - to identify key words in longer stretches of speech and use them to understand the gist  - to use a variety of subskills to distinguish between relevant and irrelevant information; - to identify key words in longer stretches of speech and use them to understand the gist  - to use a variety of subskills to distinguish between relevant and irrelevant information; - to identify key words in longer stretches of speech and use them to understand the gist  - to use a variety of subskills to distinguish between relevant and irrelevant information; - to identify key words in longer stretches of speech and use them to understand the gist  - to use a variety of subskills to distinguish between relevant and irrelevant information; - to identify key words in longer stretches of speech and use them to understand the gist  - to use a variety of subskills to distinguish between relevant and irrelevant information; - to identify key words in longer stretches of speech and use them to understand the gist  - to use a variety of subskills to distinguish between relevant and irrelevant information; - to identify key words in longer stretches of speech and use them to understand the gist  - to use a variety of subskills to distinguish between relevant and irrelevant information; - to identify key words in longer stretches of speech and use them to understand the gist  - to use a variety of su	from supporting details;	Resources:	
through the use of linking words/phrases; - to guess the meaning of new words/expressions from context.  - to examine features of professional texts; - to understand similarities and differences between texts; - to understand relations between parts of a text.  - to understand relations between parts of a text.  - to to apply and control the organisation of the meaning of grammatical elements; - to identify the logical relations (entailment, presupposition, implicature, etc.)  - to use a variety of subskills to distinguish between relevant and irrelevant information; - to identify key words in longer stretches of speech and use them to understand the gist  - to use the meaning of new words/expressions of new words/expressions from context.  Self-study: writing study and specialism-related essays to develop an argument; explaining advantages and disadvantages of various options.  Practical lesson 24.  1. Job satisfaction.  2. Special passive constructions.  Resources: Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.  Internet sources: 28, 36, 37.  Self-study: writing notes and memos conveying complex related texts  Practical lesson 25.  1. Leadership and organization.  2. Have something done. Get something done.  Resources: Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.  Internet sources: 28, 36, 37.  Self-study: writing notes and authentic materials; unmarizing a wide range of factual academic and specialism-related texts  Practical lesson 26.  1. Human factors psychology and workplace design.  2. Have something done. Get something done.  3. Have something done. Get something done.  4. Have something done. Get something done.			
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writing speech; - to apply grammer rules.  Resources: Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.  Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating a newspaper article on the theme.  Practical lesson 30.  1. Research methods for economic psychology. 2. Present and future conditionals.  Resources: Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.	· -	± 7 = <del>2</del> 7	
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- to use grammatical resources of the language; - to understand different aspects of language behaviour  Resources: Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.	<u> </u>	1. Research methods for economic	
resources of the language; - to understand different aspects of language behaviour  2. Present and future conditionals.  Resources: Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.	•		
- to understand different aspects of language behaviour  Resources:  Literature: 1, 2, 3, 5.  Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.		2. Present and future conditionals.	
aspects of language behaviour  Resources: Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.			2
behaviour  Literature: 1, 2, 3, 5.  Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.		Resources:	<i>L</i>
Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.		Literature: 1, 2, 3, 5.	
	oonavioui	Recommended materials: 13,14, 16, 18, 19, 21, 22,	
Internet sources: 28, 36, 37.			
		Internet sources: 28, 36, 37.	

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	Self-study:	
	activating topical vocabulary;	3
	revising grammar rules;	
. 1 1 1	developing speaking skills	
-to behave and react	Practical lesson 31.	
appropriately in common	1. The psychological meaning of money.	
social, academic and	2. Unlikely/ unreal conditions.	
professional situations in		
everyday life, and know	Resources:	2
the rules of how people should interact in these	Literature: 1, 2, 3, 5.	
situations (recognise	Recommended materials: 13,14, 16, 18, 19, 21, 22,	
appropriate gestures, eye	23, 24, 25.	
contact, personal space,	Internet sources: 28, 36, 37.	
and body language in each	Self-study:	
situation);	writing study and specialism- related essays to	
- to know the topical	develop an argument;	2
vocabulary;	explaining advantages and disadvantages of	3
- to use grammatical	various options	
resources of the language.		
-to carry out an effective,	Practical lesson 32.	
fluent interview, departing	1. Saving behaviour.	
spontaneously from	2. Past conditionals.	
prepared questions and	3. Mixed conditionals. <i>I wish, if only, it's</i>	
follow up with more	time.	
probing ones.	ime.	2
-to connect phrases in a	Resources:	
simple linear way in order	Literature: 1, 2, 3, 5.	
to describe a variety of	Recommended materials: 13,14, 16, 18, 19, 21, 22,	
study and specialism	23, 24, 25.	
related topics.	Internet sources: 28, 36, 37.	
	Self-study:	
	writing study and specialism- related essays to	
	develop an argument;	3
	explaining advantages and disadvantages of	
	various options	
- to identify writer's	Practical lesson 33.	
attitudes and viewpoints in	1. Volunteer organizations: motivating with	
authentic texts related to	awards.	
Psychology;	2. Time clauses.	
-to understand standard	3. Clauses of result.	
spoken texts on study and	4. Clauses of reason.	
specialism related topics in	5. Clauses of purpose.	2
standard spoken language		
at normal speed.	Resources:	
	Literature: 1, 2, 3, 5.	
	Recommended materials: 13,14, 16, 18, 19, 21, 22,	
	23, 24, 25.	
	Internet sources: 28, 36, 37.	
	Self-study:	
	activating topical vocabulary;	2
	revising grammar rules;	3
	developing speaking skills	
L		

- to predict what a text will	Practical lesson 34.	
be about;	1. Economic socialization: childhood,	
- to distinguish main ideas	adolescence, and early adulthood.	
from supporting details;	, ,	
- to understand relations	Resources:	2
between parts of a text	Literature: 1, 2, 3, 5.	
through the use of linking	Recommended materials: 13,14, 16, 18, 19, 21, 22,	
words/phrases;	23, 24, 25.	
- to guess the meaning of	Internet sources: 28, 36, 37.	
new words/expressions	Self-study:	
from context.	writing study and specialism- related essays to	
	develop an argument;	3
	explaining advantages and disadvantages of	
	various options	
- to identify writer's	Practical lesson 35.	
attitudes and viewpoints in	1. Life satisfaction and emotional well-being:	
authentic texts related to	psychological, economic and social	
Psychology;	factors.	
-to understand standard	idetois.	
spoken texts on study and	Resources:	2
specialism related topics in	Literature: 1, 2, 3, 5.	
standard spoken language	Recommended materials: 13,14, 16, 18, 19, 21, 22,	
at normal speed.	23, 24, 25.	
at normal speed.	Internet sources: 28, 36, 37.	
	Self-study:	
	activating topical vocabulary;	
	revising grammar rules;	3
	developing speaking skills	
	Unit 6. Stress, Lifestyle, and Health.	
	Non-finite forms of the Verb.	
-to give brief reasons for	Practical lesson 36.	
opinions, plans and	1. Why it matters: stress, lifestyle, and	
actions.	health.	
-to give clear, detailed	2. The Infinitive. Forms of the Infinitive and	
descriptions and	their meaning.	
presentations on a wide		2
range of study and	Resources:	
specialism related topics.	Literature: 1, 2, 3, 5.	
to obtain information,	Recommended materials: 13,14, 16, 18, 19, 21, 22,	
ideas and opinions, with a	23, 24, 25.	
large degree of	Internet sources: 28, 36, 37.	
independence, from a	Self-study:	
range of study and	writing study and specialism- related essays to	
specialism related sources,	develop an argument;	
understanding terminology	explaining advantages and disadvantages of	3
and abbreviations, and	various options	
using reference sources		
selectively.		
-to understand most	Practical lesson 37.	
recorded or broadcast	1. What is stress?	2
audio material in standard	2. The Objective infinitive complex.	2
spoken language;		

- to take an active part in	Resources:	
conversations and	Literature: 1, 2, 3, 5.	
discussions on most topics	Recommended materials: 13,14, 16, 18, 19, 21, 22,	
in academic or	23, 24, 25.	
professional context;	Internet sources: 28, 36, 37.	
-to convey simple	Self-study:	
information and ideas in	writing study and specialism- related essays to	
writing: make a plan and	develop an argument;	3
annotation.	explaining advantages and disadvantages of	
	various options	
-to understand main	Practical lesson 38.	
theories and principles in	1. Regulating stress.	
current PR;	2. The Subjective infinitive complex.	
-to understand standard		
spoken texts on study and	Resources:	2
specialism related topics in	Literature: 1, 2, 3, 5.	
standard spoken language	Recommended materials: 13,14, 16, 18, 19, 21, 22,	
at normal speed;	23, 24, 25.	
- to catch the main ideas of	Internet sources: 28, 36, 37.	
what is said by native	Self-study:	
speakers at normal speed	writing study and specialism- related essays to	
in an academic or	develop an argument;	3
professional environment.	explaining advantages and disadvantages of	3
Protossium on monimono	various options	
-to evaluate and develop	Practical lesson 39.	
materials on topic;	1. Job burnout: how to spot it and take	
to understand main	action.	
theories and principles in	2. Participle 1.	
current Psychology;	2. Turnerpie 1.	
- to understand authentic	Resources:	2
texts related to Psychology	Literature: 1, 2, 3, 5.	
from textbooks,	Recommended materials: 13,14, 16, 18, 19, 21, 22,	
newspapers, magazines,	23, 24, 25.	
specialist journals or Web	Internet sources: 28, 36, 37.	
based sources.		
based sources.	Self-study:	
	activating topical vocabulary;	3
	revising grammar rules;	
4a Callagradia and 11 C	developing speaking skills	
- to follow the essentials of	Practical lesson 40.	
lectures, talks, reports,	1. Social support and stress reduction.	
presentations, discussions	2. Participle II.	
on study and specialism	D.	2
related topics in standard	Resources:	2
spoken language at normal	Literature: 1, 2, 3, 5.	
speed.	Recommended materials: 13,14, 16, 18, 19, 21, 22,	
- to catch the main ideas of	23, 24, 25.	
what is said by native	Internet sources: 28, 36, 37.	
speakers at normal speed	Self-study:	
in an academic or	writing study and specialism- related essays to	
professional environment.	develop an argument;	3
	explaining advantages and disadvantages of	
	various options	

<ul> <li>to reproduce and produce effectively topical vocabulary in oral and writing speech;</li> <li>to apply grammer rules.</li> </ul>	Practical lesson 41.  1. The pursuit of happiness. 2. Forms of Gerund and its Features.  Resources: Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25.	2
	Internet sources: 28, 36, 37.  Self-study: doing grammar exercises; reading and translating a newspaper article on the topic	2
<ul> <li>to understand most</li> <li>recorded or broadcast</li> <li>audio material in standard</li> <li>spoken language</li> <li>to take an active part in</li> <li>conversations and</li> <li>discussions on most topics</li> <li>in academic or</li> <li>professional context.</li> </ul>	Practical lesson 42.  1. Positive psychology. 2. Forms of Gerund and its Features.  Resources: Literature: 1, 2, 3, 5. Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24, 25. Internet sources: 28, 36, 37.	2
-to carry out an effective, fluent interview, departing spontaneously from prepared questions and follow up with more probing ones.	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	2
Разом за II семестр		180 годин / 6
		кредитів
ВСЬОГО		360
		годин/ 12
		кредитів

#### **III. РЕКОМЕНДОВАНІ ДЖЕРЕЛА**

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