

Institute of IT and Business Administration

Contemporary Foreign Languages. The English Language. Curriculum for B1 level (Intermediate)

I. Introduction:

The course of Contemporary English has the following aims:

- to provide the students with fundamental knowledge of phonetics, grammar, vocabulary and stylistics;
- to teach the students to conduct a talk giving proper reasons to support the point of view or to contradict;
- to teach the students to participate in different discussions, to start a conversation, to continue and to finish a conversation and how to take an initiative during a conversation;
- to train skills in implementing their knowledge for solving problems, explaining the gist of the problem;
- to teach the students to understand, to check, to share the information on different topics;
- to train the students to use the language to provide the listener with the correct information and to give instructions;
- to prepare the students for an effective interview and for switching from one problem to another.
- to teach the students to write different kinds of letters showing their involvement and interest, to comment on the events and the topic under discussion.

The course is designed for the students:

- who want to master their skills of Contemporary English;
- who need English in everyday situations for communicating with foreign colleagues using spoken English and writing official letters;
- who have basic skills in phonetics, grammar and vocabulary (elementary level)

The course is developed according to existing rules of international communication. The course is divided into topics to study different aspects. Each topic includes necessary lexical and grammar material, cultural notes, professionally-oriented texts for reading.

The main attention is paid to business communication and each topic includes a great number of dialogues, role games and practice tasks.

The course provides development of basic skills: listening, writing, reading, speaking.

The course is based on the main principles of teaching from the least difficult material to the most difficult. Texts for reading, listening and writing tasks, practice tasks and speaking activities vary according to their difficulty.

The course is based on student's motivation to study, self-consciousness, self-reflection, creative work, group and pair work and project work.

The classes are conducted in specially equipped classes.

The students have to write tests at the end of each topic and pass exams at the end of the course.

The level of language competence at the end of the B2 course, the student:

- Possesses sufficient vocabulary (from 2,750 to 3,250 vocabulary items) allowing them to describe different spheres of life, to express personal opinion without hesitation and searching for proper words. Can use complex syntactic constructions.
- Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.
- Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
- Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.
- Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.
- Can construct a chain of reasoned argument.
- Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options
- Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.
- Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.
- Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.
- Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.
- Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.
- Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.

- Can plan what is to be said and the means to say it, considering the effect on the recipient/s.
- Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.
- Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
- Can keep up with an animated conversation between native speakers.
- Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.
- Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.
- Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.
- Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.

II. Topics

1. Communication.
2. Achievements.
3. Negotiating.
4. Public Speaking. Making a good presentation.
5. New methods of teaching and learning. Teaching online.
6. Describing cross-cultural experiences.
7. Business Travel. Travelling abroad.
8. Business Correspondence.
9. Globalization.
10. Final exam: Project assessment.

III. Bibliography

1. Cotton, D., Falvey, D., Kent, S. (2008) *Language Leader Upper-Intermediate (SB)*. Harlow: Pearson Education Limited.
2. Cotton, D., Falvey, D., Kent, S. (2008) *Language Leader Upper-Intermediate (WB)*. Harlow: Pearson Education Limited.

3. Cullen. P. *Grammar for IELTS*. Cambridge University Press, 2008.
4. Hopkins, D., Cullen. P. *Vocabulary for IELTS*. Cambridge University Press, 2008.
5. Jones, L., *Let's Talk 3*. Cambridge: Cambridge University Press.
6. Powell, M., *Incompany Intermediate Student's book*. MacMillan.
7. Oxenden, C., Latham-Koenig, C. (2008) *New English File Upper-intermediate Student's book*. Oxford: Oxford University Press.
8. Barrall, I. & Rogers, J. (2012) *Lifestyle Upper-intermediate Coursebook*. Pearson Education Limited.
9. Evans, V. *FCE Use of English 1*. Express Publishing.
10. Evans, V. *FCE Use of English 2*. Express Publishing.
11. Maurer, J. *Focus on Grammar. An Advanced Course for Reference and Practice*. Longman.
12. Redman, S. *English Vocabulary in Use Upper-Intermediate and Advanced*. Cambridge: Cambridge University Press.
13. Wisniewska, I. (2013) *Vocabulary and Grammar for the TOEFL Test*. London: Harper Collins Publishers.
14. B. J. Thomas, *Advances Vocabulary and Idioms*. Longman.
15. B. Mascus, *Business Vocabulary in Use*. Cambridge University Press.
16. The Common European Framework of Reference for Languages

IV. Contents of the syllabus

#	Unit of study/ Topic	Number of academic hours
1.	Communication. Idioms connected with communication. Great speeches. Communication skills. Discussing communication and trends (in communication and research). Sharing opinions on what makes a good communicator.	11
2.	Achievements. Being risky. Self-abstract nouns. Discussing risky activities. Goals and achievements. Interview with a teacher.	9
3.	Negotiating. Knowing objectives. Comparing Styles & Approaches. Imagining Negotiations. Negotiations organization. Body language. Developing conversations.	11

4.	Public Speaking. Making a good presentation. Performing in front of the audience. The Body. Actors acting. Being interviewed. Giving a speech. Being successful in presentations. Giving a formal presentation. Structuring presentations. Describing pie-charts, line graphs, bar charts. Numbers in presentations.	11
5.	New methods of teaching and learning. Teaching online. Higher Education. Assessment and examination, qualifications. Motivating learners. New methods and techniques. Teaching virtually.	11
6.	Describing cross-cultural experiences. Customs and traditions. Importance of cultural awareness. Cultural misunderstandings. English as a global language. Language learning. Phrasal verbs.	11
7.	Business Travel. Travelling abroad. Planning a travel. Reserving a flight, a train, a bus. Hotel issues. Maps and directions. Itineraries. Making arrangements. Reporting on a trip. Cardinal numbers. Distance and frequency. Prepositions of place and directions.	11
8.	Business Correspondence. Types of Business Correspondence. Internal and external correspondence. Business memos. Writing circulars. Writing a formal letter / email. A letter/email of invitation /request/complaint. Transactional letters/emails. Register. Punctuation. Business correspondence in practice.	11
9	Globalization. The Media. Abstract nouns. Internet message board about globalization. The power of the Internet. Global role models. Discussing positive and negative aspects of globalization. Comparing good and bad experience.	10
9.	Final exam: Project assessment.	4
	Total	100