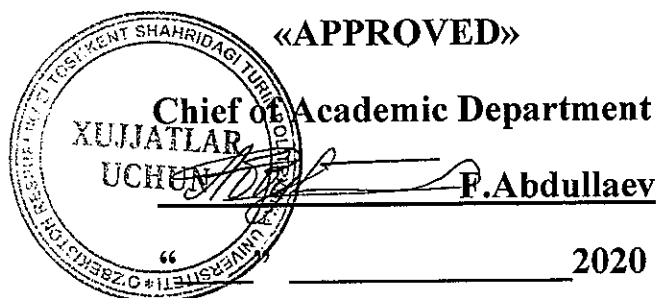


TURIN POLYTECHNIC UNIVERSITY IN TASHKENT



Syllabus on the discipline

“The English language”

Tashkent 2020

The department meeting of the syllabus

was approved on " 17 " 09 2020

No# of the order 2/20

Head of the department  L.Nazarova

Senior teacher: L.Nazarova



2020.09.17

Academic year 2020-2021

Logbook of the course	The English language
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MOODLE TITLE	The English language
TERM	Term 1,2
LANGUAGE	English
PREPARATORY	The English language
TEACHERS	L.Nazarova, D.Alibekov, O.Mavlonov, G.Mirxodjaeva, I.Mirzaeva

	Typology	Hours	Groups	Teachers	Total
P	Practice		16	5	1920
Total					

Course Syllabus

Course description

This intensive course will cover language learning from elementary level of the English language till taking IELTS by improving all four skills and reinforcing the use of language for intercultural communication. On the first stage, emphasis will be on improving students' grammar and vocabulary, using language in different situations, and the next stage is aimed at enhancing four skills for taking IELTS.

Aims

By the end of the year students will

- be able to use four language skills in integrated ways to a level equivalent to Band B2 in the CEFR
- be able to take IELTS Score minimum 5.5

Objectives:

Students will

- be able to construct different types of English sentences;
- develop an ability to utilize the skills of listening, speaking, reading and writing for the purposes of obtaining and providing information;
- be able to initiate and sustain discourse in role-plays, discussions, pair and group work on the targeted topic areas;
- be able to read/listen, comprehend, and respond to authentic materials when the topic and language are reasonably familiar;
- be able to express themselves clearly but at a basic level in oral presentations;
- develop writing, reading, listening, and speaking skills in integration through accomplishing a wide range of project work built around the topic;
- develop a number of transferable skills;
- develop an ability to compare and contrast their native culture and the target culture;
- develop awareness of how cultural contexts influence language use;
- develop tolerance and empathy towards otherness;

Indicative content

№	Topics	Activities	Tasks
1.	People and Personalities	<ol style="list-style-type: none"> 1. Ss write a Cultural Autobiography describing their family origins including information on numbers of family members, cultural identity, neighbourhood and others. 2. Ss read dialogues that describe how British/American people greet each other and compare these customs with customs in Uzbekistan by answering questions like, Who makes the introduction?, Who should be introduced to whom?, What should you say?, What body language should a person use?, etc. Optional: Then Ss can compare acceptable and unacceptable topics people usually talk about after meeting for the first time in Great Britain/USA with those in Uzbekistan 	<ol style="list-style-type: none"> 1. "Our Book of People" (book about famous people, group mates, parents, friends) 2. "First encounters" (poster presentation)
2	Uzbekistan and English Speaking Countries	<ol style="list-style-type: none"> 1. Ss compare different samples of national symbols and what they represent. 2. Ss describe in diagram form the political systems of Great Britain and Uzbekistan and discuss the similarities and differences. 	<ol style="list-style-type: none"> 1. "National Symbols" (poster presentation) 2. System of Government of Great Britain (quiz contest)

3	Food	<ol style="list-style-type: none"> 1. Ss fill in a Venn diagram stating what people eat and do not eat in different cultures and discuss the reasons for doing that 2. Ss compare and contrast Uzbek and English recipes and discuss what a British/American visitor to Uzbekistan would probably find strange in Uzbek cuisine and vice versa 	<ol style="list-style-type: none"> 1. "Ten tips for healthy eating" 2. "Recipe book" (book of recipes with illustrations)
4	Health	<ol style="list-style-type: none"> 1. Ss read a text about the British way of keeping fit and conduct a comparative survey to find out what Uzbek people do to keep fit. 2. Ss search for information about policies on regulating smoking in different countries and compare them to smoking policy in Uzbekistan 	<ol style="list-style-type: none"> 1. "How to develop a healthy life style" (poster presentation) 2. "How to give up smoking" (brochure)
5	Family values	<ol style="list-style-type: none"> 1. Ss are given pictures of a British nuclear family and Uzbek extended family and asked to write a written comparison 2. Ss watch a British/American film (e.g. "My Big, Fat Greek Wedding", "Bride and Prejudices", etc.) describing the multinational family and work out possible suggestions that may help to avoid cultural clashes in multinational families 	<ol style="list-style-type: none"> 1. "Family album" (short film) 2. "Family rules" (poster presentation)

6	<p style="text-align: center;">Education</p>	<p>1. Ss look at the images of a British classroom and compare it with their own classroom focusing on seating arrangement, how walls are decorated, etc. Ss discuss what would surprise a British student coming to Uzbekistan in a typical classroom or what would surprise an Uzbek student in a British classroom</p> <p>2. Ss watch a British/American film (e.g. "Dead Poets' Society") or read a text describing teacher – student relationships and compare and contrast it with teacher – student relationships in Uzbekistan.</p>	<p>1. "An ideal school" (poster presentation)</p> <p>2. "Staff portrait gallery" (compiling a broadsheet)</p>
7	<p style="text-align: center;">Cities and country life</p>	<p>1. In addition to the project work students can produce a guidebook, poster or webpage for visitors to their town, country or region. This should not only describe famous sites and places to visit, stay or eat, but also give visitors advice about what they may find strange or unusual about their own culture.</p> <p>2. Ss are given statistics about the percentage of people living in cities and in the countryside in different countries to stimulate discussion on the topic "Where do people prefer to live: in a city or country? (in Great Britain and Uzbekistan)" Ss may also state the reasons for people's preferences.</p>	<p>1. "Visit my town" (a brochure advertising the city)</p> <p>2. "City plan" (an illustrated city plan)</p>

8	Leisure and Sport	<p>1. Ss first analyse one of the popular Uzbek soap operas and then state the themes that are common in foreign soap operas. Ss can also discuss attitudes toward soap operas in different cultures.</p> <p>2. Ss are given the following situation: "If you had an international visitor, what sport would you like to take him or her to watch? (e.g. "Kurash", "Football") Why?"</p>	<p>1. "Soap operas" (writing a script)</p> <p>2. "Sports in different cultures" (factsheet)</p>
9	Technology and Communication	<p>1. Ss are given the following information: To begin a telephone conversation, there are different conventions in different cultures: Americans verify the number they reach; French people make an apologetic statement first; Germans identify themselves without being asked to do so; Egyptians seem to be unwilling to be the first to be identified... Westerners living in Egypt found this behaviour strange, and even offensive. (Wolfson 1989) Ss are asked to continue the given list (can be done as homework)</p> <p>Optional: Ss can be required to prepare a role play, e.g. Telephone conversation between British/German and Uzbek/Russian.</p> <p>1. Ss are asked to respond to the following situation: "Imagine an American or Japanese finds your group's webpage/blog in the Internet. What things they may found unusual or strange in your</p>	<p>1. "Consumer report" (research on mobile phones) .</p> <p>2. "Our group profile" (creating your own Web page/blog)</p>

		<p>webpage/blog. Are there any cultural elements that are known only to the residents of Uzbekistan? If there are, so what adjustments should you make to make it understandable to foreigners?</p>	
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Approaches to teaching and learning:

- Task-based practical work
- Process-oriented learning
- Discussion
- Project work
- Self-study
- Presentation
- Writing portfolio entries
- Conducting survey
- Role play
- Internet searches and other means of investigating topics
- Work on transferable skills, e.g.
 - problem solving (through a variety of tasks)
 - team work (through group work and pair-work)
 - research skills (through preparation of projects)
 - presentation skills (through practice in class)
 - critical thinking (through engaging with ideas in texts, internet etc.)
 - development of intellectual awareness (through multiple perspectives on topics in syllabus)
 - reasoning (through planning arguments and expressing opinions)
- Work on intercultural awareness skills, e.g.
 - observing, identifying and recognising
 - comparing and contrasting
 - negotiating meaning
 - dealing with or tolerating ambiguity
 - effectively interpreting messages
 - limiting the possibility of misinterpretation
 - defending one's own point of view while acknowledging the legitimacy of others
 - accepting difference

Learning outcomes:

By the end of the year students should have

- developed an ability to use skills in conjunction with each other in ways that correspond to real-life situations
- improved fluency in expressing themselves in speech and writing through task-based sessions and project-based assignments
- developed a range of transferable skills
- developed a basic level of intercultural awareness
- use English in B2 level;
- take IELTS (minimum score is 5.5)

Recommended materials and resources.

1. Elementary Language Practice. English Grammar and Vocabulary. *Michael Vince with Kevin McNicholas*. (2003) Macmillan.
2. Intermediate Language Practice. English Grammar and Practice. *Michael Vince with Paul Emmerson*. (2003) Macmillan.
3. IELTS Foundation. Student's Book. *Rachael Roberts Joanne Gakonga Andrew Preshous*. (2004) Macmillan.
4. IELTS Graduation. Student's Book. *Mark Allen Debra Powell Dickie Dolbie* (2007) Macmillan.

Web-sites

- www.macmillanenglish.com/readers
- www.bbc.co.uk/radio
- www.climatercrisis.net
- www.friendsunited.co.uk
- www.encyclopedia.com
- <http://wikipedia.org>
- <http://info.britannica.co.uk>
- <http://liveearth.org>
- <http://wonderclub.com>
- <http://www.teachingenglish.org.uk/think/methodology/intercultural2.shtm>
- www.googleimages