

UNIVERSITY OF ECONOMICS - VARNA
MASTER'S PROGRAMMES
DEPARTMENT „WEST EUROPEAN LANGUAGES“

ACCEPTED BY:

Rector:

(Prof. Dr. Plamen Iliev)

SYLLABUS

SUBJECT: “ENGLISH LANGUAGE”;

SPECIALTY : INTERNATIONAL BUSINESS AND ECONOMICS

DEGREE PROGRAMME: „Master’s Degree

YEAR OF STUDY: 5 SEMESTER: 9

TOTAL STUDENT WORKLOAD: 210 h.; incl. curricular 60 h.

CREDITS: 7

DISTRIBUTION OF WORKLOAD ACCORDING TO THE CURRICULUM

| <i>TYPE OF STUDY HOURSE</i> | WORKLOAD, h. | TEACHING HOURS PER WEEK, h |
|--|---------------------|-----------------------------------|
| CURRICULAR: incl.) LECTURES) SEMINARS (lab. exercises) | 60 | 4 |
| EXTRACURRICULAR | 150 | 10 |

Prepared by:

1.
(Sen.Lecturer B. Abrashev)

2.
(Part-time Lecturer V. Kuzmanova)

Head of department:
„West European languages “ (Sen. Lecturer S. Shtereva)

. ANNOTATION

The first part of the course aims to engage students with topics that interest them and practical exercises that improve their writing skills, provide realistic models for students to use as benchmarks to judge their own work, support students' writing process by modeling prewriting and teaching revision and provide students with the analytical skills they need for academic success.

The second part of the course is based on a BBC course book and aims at consolidating students' listening, reading and speaking skills, while taking them from level B1 to achieve an independent use of the language.

II. THEMATIC CONTENT

| No. | TITLE OF UNIT AND SUBTOPICS | NUMBER OF HOURS | | |
|--|--|-----------------|---|------|
| | | L | S | L.E. |
| 1-Induction – course presentation | | | | |
| 1.1. | Explaining course objectives | | 1 | |
| 1.2. | Explaining teaching learning process and evaluation criteria | | 1 | |
| 2-Paragraph | | | | |
| 2.1 | Topic sentence | | 1 | |
| 2.2 | Limiting the topic | | 1 | |
| 2.3 | Paragraph development | | 1 | |
| 3-Extending Paragraph into essay | | | | |
| 3.1 | Thesis sentence | | 1 | |
| 3.2 | Controlling idea | | 1 | |
| 3.3 | Development | | 1 | |
| 4-Simple essay forms | | | | |
| 4.1 | Descriptive essay | | 1 | |
| 4.2 | Narrative essay | | 1 | |
| 5-Comparison/contrast essay | | | | |
| 5.1 | Organization pattern | | 2 | |
| 5.2 | Composition focus | | 2 | |
| 6- Cause and Effect essay | | | | |
| 6.1 | Organization pattern | | 2 | |
| 6.2 | Composition focus | | 2 | |
| 7-Argumantative essay | | | | |
| 7.1 | Organization pattern | | 2 | |
| 7.2 | Composition focus | | 2 | |
| 8 -Definition essay | | | | |
| 8.1 | Organization pattern | | 1 | |
| 8.2 | Composition focus | | 1 | |

| | | | | |
|--|---|--|----------|--|
| | | | | |
| 9-Classification essay | | | | |
| 9.1 | Organization pattern | | 1 | |
| 9.2 | Composition focus | | 1 | |
| 10- Midterm test | | | 2 | |
| 10.1 | Essay writing - 350 words – 60 minutes | | | |
| 10.2 | Explaining a graph or chart- 150 words – 30 minutes | | | |
| 11-Beginnings – direct and indirect questions, present perfect-past simple, | | | 5 | |
| 11.1 | Polite phone enquiries, personality, feelings – gradable/ un-gradable adjectives, | | | |
| 11.2 | Nouns from adjectives, phrases in adverts, telling a personal story | | | |
| 12- Issues – present perfect simple-continuous, the passive, | | | 5 | |
| 12.1 | Giving and responding to opinions, social issues- verb/noun conversion, surveillance, | | | |
| 12.2 | Opinion adjectives, consumer society, survey phrases | | | |
| 13 -Ideas – articles, conditionals – review of zero/first/second conditional, | | | 5 | |
| 13.1 | As long as / unless/ providing that, suggesting ideas, change, compound nouns, | | | |
| 13.2 | Advertising, describing ideas, presenting a business idea | | | |
| 14-Trouble – ing form and infinitive with different meaning , past modals of deduction, | | | 5 | |
| 14.1 | Reporting an incident, crime, synonyms for verbs connected to scam, | | | |
| 14.2 | Verbs+ dependent prepositions, verbs for incidents, survival items, phrases to negotiate agreements | | | |
| 15- Culture – relative clauses, participle clauses, , | | | 5 | |
| 15.1 | Giving a tour, describing films, the arts, two-part phrases – dos and don'ts/pros and cons | | | |
| 15.2 | Dimensions, describing art, discussing options | | | |
| 16 – Term test | | | 5 | |

. FORMS OF CONTROL:

| No. by row | TYPE AND FORM OF CONTROL | | extra-curricular, h. |
|--|--------------------------------|---------|----------------------|
| 1. | Midterm control | | |
| 1.1. | Written test – essay 350 words | week 7 | 75 |
| 1.2. | | | |
| 1.3. | | | |
| 1.4. | | | |
| Total midterm control: | | | |
| 2. | Final term control | | |
| 2.1. | Examination (test) | week 15 | 75 |
| Total final term control: | | | |
| Total for all types of control: | | 2 | 150 |

V. LITERATURE

REQUIRED (BASIC) LITERATURE:

1. Engaging Writing, Mary Fitzpatrick, Longman 2005
2. Speakout – Upper intermediate – Textbook, Francis Eales, Steve Oakes, Pearson Longman, 2011
3. Speakout – Upper intermediate level – Workbook
4. Speakout – Upper intermediate level – DVD

RECOMMENDED (ADDITIONAL) LITERATURE:

1. Intelligent Business – Intermediate level – Textbook, Pearson - Longman
2. Intelligent Business – Intermediate level - Workbook
3. Intelligent business – Intermediate level - CDs