

**Ministry of Education and Science of Ukraine  
Dnipro University of Technology**

**FACULTY OF MANAGEMENT  
DEPARTMENT OF FOREIGN LANGUAGES**

**“APPROVED”**

Head of Department

S.I. Kostrytska \_\_\_\_\_

“ \_\_\_\_ ” \_\_\_\_\_ 2018

**WORK PROGRAM OF THE ACADEMIC DISCIPLINE**

***"Foreign language professional area (English / German / French)"***

Field of study.....	18 Production and Technology
Specialty.....	185 Oil and Gas Engineering and Technology
Academic degree.....	Bachelor
Academic program.....	Oil and Gas Engineering and Technology
Type of discipline.....	regulatory
Total workload.....	6 ECTS credits (180 hours)
Type of final assessment.....	exam
Period of study.....	1, 2nd semester
Language of study.....	English

Lecturers: Tykhonenko V.

Prolonged: for 20 \_\_\_\_ / 20\_\_\_\_ academic year \_\_\_\_\_ (\_\_\_\_\_) " \_\_\_\_ " \_\_\_\_ 20\_\_\_\_.  
(Signature, name, date)

for 20 \_\_\_\_ / 20\_\_\_\_ academic year \_\_\_\_\_ (\_\_\_\_\_) " \_\_\_\_ " \_\_\_\_ 20\_\_\_\_.  
(Signature, name, date)

Dnipro  
NTU “DP”  
2018

Work program of the academic discipline “Foreign language professional area (English / German / French)” for bachelor’s specialty 185 “Oil and Gas Engineering and Technology”/ SI Kostytska, II Zuyenok V. Tykhonenko / NTU “Dnipro Polytechnic” Department of Foreign Language. - DA: NTU «DP» 2018 - 13 p.

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**The work program regulates:**

- key goals and objectives;
- the disciplinary learning outcomes generated through the transformation of the intended learning outcomes of the degree program;
- the content of the discipline formed according to the criterion “disciplinary learning outcomes”;
- the discipline program (thematic plan by different types of classes);
- distribution of the discipline workload by different types of classes;
- an algorithm for assessing the level of achievement of disciplinary learning outcomes (scales, tools, procedures and evaluation criteria);
- criteria and procedures for evaluating the academic achievements of applicants by discipline;
- the contents of the educational and methodological support of the discipline;

The work program is designed to implement a competency approach in planning an education process, delivery of the academic discipline, preparing students for control activities, controlling the implementation of educational activities, internal and external quality assurance in higher education, accreditation of degree programs within the specialty.

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4. Michèle Barféty, Patricia Beaujouin (2018) - Expression orale FLE niveau 2, Cle International, 128 p.....	16
5. Sylvie Poisson-Quinton (2004) - Compréhension écrite niveau 1, Cle International, 112 p.....	16
6. Sylvie Poisson-Quinton, Reine Mimran (2006) - Expression écrite niveau 2, Cle International, 128 p.....	16
7. Anneline Dintilhac, Anouchka de Oliveira, Delphine Ripaud, Dorothée Duplex, Marie-Noëlle Cocton (2015) - Saison 1 niv.1 - Cahier, Didier, 144 p. ....	16
8. Anne Akyüz, Bernadette Bazelle-Shahmaei, Joëlle Bonenfant, Marie-Françoise Gliemann (2005) - Les 500 Exercices de Grammaire A1 - Livre + corrigés intégrés, HACHETTE, 222 p. ....	16
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10. Laetitia Pancrazy (2010) - Version Originale - Methode de francais Niveau 2, DIFUSION, 88 p. .....	16
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## 1 DISCIPLINE OBJECTIVES

In the educational and professional programs of the Dnipro University of Technology specialty 185 “Oil and gas engineering and technology”, the distribution of program learning outcomes (NRN) for the organizational forms of the educational process is done. In particular, the following learning outcomes are attributed to the discipline Z3 " Foreign language professional area (English / German / French)":

CL4	Demonstrate the ability to communicate in a foreign language, including basic knowledge of special terminology and skills with foreign technical publications.
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**The objective of discipline** - development of students' ability to communicate in a foreign language typical of academic and professional situations by forming communicative speech competence at B2 global scale.

The implementation of the objective requires transforming program learning outcomes into the disciplinary ones as well as an adequate selection of the contents of the discipline according to this criterion.

## 2 INTENDED DISCIPLINARY LEARNING OUTCOMES

Code NRN	Disciplinary learning outcomes (DRN)	
	DRN code	content
CL4	CL4-Z3-1	effectively use the opportunities created learning situations during practical lessons in the classroom and in the practical independent tasks;
	CL4-Z3-2	establish and maintain effective communication in educational situations typical of everyday life and future careers of students using speech abilities, skills and strategies according to specific situations;
	CL4-Z3-3	effectively serve presentations and mini presentations at seminars, conferences, etc., highlighting the results of their research training;
	CL4-Z3-4	effectively prepare for tests, exams, tests, etc., to carry out effective self-evaluation
	CL4-Z3-5	to keep and maintain a conversation on familiar topics related to education and future profession, expressing their personal opinions and views during the exchange of factual information about events related to education and training specialization;
	CL4-Z3-6	understand clear and simple messages, including warnings, announcements and instructions in situations related to education and future profession;
	CL4-Z3-7	adequately and correctly respond to simple ad messages and instructions;
	CL4-Z3-8	discuss general training and specialization-related issues to reach agreement;
	CL4-Z3-9	analyze information from foreign sources to obtain data necessary for common academic and professional tasks
	CL4-Z3-10	understand and produce personal correspondence (eg., letters, faxes, emails, etc.)
	CL4-Z3-11	prepare progress reports and report orally including public performances of a number of common issues in the professional sphere of application of appropriate verbal and nonverbal communication;
	CL4-Z3-12	to a number of foreign language documents required for participation in international events, exchange programs and / or employment;
	CL4-Z3-13	prepare reports, read reviews, bibliography, in accordance with international standards and modern design of the bibliography;

Code NRN	Disciplinary learning outcomes (DRN)	
	DRN code	content
	CL4-Z3-14	comment on forums, social networks and virtual learning environment, expressing their own opinions and commenting on the statements of others, accepting or denying
	CL4-Z3-15	adequately handled in typical situations for educational and professional environments using appropriate rules of interaction between people in typical everyday situations and secular (eg., in meetings, meetings, coffee breaks, lunch, etc.)
	CL4-Z3-16	discover new text, image, audio and video information on issues related to general academic and professional activities, contained foreign materials (both printed and electronic), using appropriate search methods;
	CL4-Z3-17	efficient use of a wide range of vocabulary (at least 500 lexical units), including terminology academic sector and industry studies, and grammatical structures for flexible expression of relevant features and concepts, as well as to understand and produce a wide range of texts in the academic and professional areas.

### 3 BASIC DISCIPLINES

Subjects	The acquired learning outcomes
P1 Ukrainian language	Demonstrate knowledge of technical terminology, the ability to express their thoughts logically official language both orally and in writing
B7 science, algorithmic and programming	Demonstrate skills to use information and communication technologies for solving specific engineering problems associated with the implementation of the basic technologies of oil and gas production, drilling, transportation and storage of oil and gas.
	To apply mathematical methods to determine the specific values of process parameters gas wells, preparation of oil and gas industry and main gas, hazonaftoshovysch other system elements hazonaftopostachannya
	Use modern software design and operational parameters calculation processes of mining, drilling, transportation and storage of oil and gas
Introduction to F1	Demonstrate the ability to think abstractly, to perform an analysis of the development process and settlement schemes elements of technical production, drilling, transportation and storage of oil and gas.
	Demonstrate knowledge of current state and understanding of the role of oil and gas industry, profession in ensuring the energy security of Ukraine.
	Demonstrate skills to use information and communication technologies for solving specific engineering problems associated with the implementation of the basic technologies of oil and gas production, drilling, transportation and storage of oil and gas.
	Explain the general structure, relationships and functionality of individual elements of the system of Ukraine hydrocarbons

### 4 WORKLOAD DISTRIBUTION BY THE FORM OF EDUCATIONAL PROCESS ORGANIZATION AND TYPES OF CLASSES

Type of classes	ad hour	Distribution by forms of education, <i>hours</i>		
		Full-time	Part-time	Distance

		Classes (C)	Individual work (IW)	Classes (C)	Individual work (IW)	Classes (C)	Individual work (IW)
lecture	-	-	-	-	-	-	-
practical	60	60	120	-	-	12	168
laboratory	-	-	-	-	-	-	-
workshops	-	-	-	-	-	-	-
TOGETHER	180	60	120	-	-	12	168

## 5 DISCIPLINE PROGRAM BY TYPES OF CLASSES

Ciphers DRN	Types and topics of training sessions	The volume of components, <i>hours</i>
	<b>LECTURES</b>	<b>100</b>
CL4-Z3-1	<b>1 Communication in social and academic environment</b>	15
CL4-Z3-2	Acquaintance. Greeting. Personal Information.	
CL4-Z3-4	Filling out forms with personal information.	
CL4-Z3-5	Oral or written description of everyday life and learning experiences	
CL4-Z3-6	Reading the instructions, messages, announcements, instructions and more.	
CL4-Z3-14	Telephone conversations. Reconciliation meetings by phone	
CL4-Z3-15	Exchange (oral or written) information and discussion of news	
	Communication in social networks and virtual learning environment	
CL4-Z3-6	<b>2 Finding, reading and foreign language information processing</b>	15
CL4-Z3-7	Features of different genres and types of professional printed literature	
CL4-Z3-8	and literature in electronic format	
CL4-Z3-9	Exploratory reading. Strategy Professional search and selection	
CL4-Z3-10	information.	
CL4-Z3-11	Review read professionally relevant texts in print and electronic	
CL4-Z3-13	media	
CL4-Z3-16	Exploratory reading professional literature	
	Interpretation of visual aids accompanying text (graphs, tables, charts, figures, etc.)	15
	The learning of reading texts in specialty Reading short texts, instructions, messages, announcements, and more.	
CL4-Z3-3	<b>3 presenting and discussing information on the topics of</b>	
CL4-Z3-4	<b>education, removed from foreign sources by profession</b>	
CL4-Z3-5	Features of different types and forms of presentation. Planning	
CL4-Z3-9	presentation.	
CL4-Z3-16	The structure of the presentation. Preparing the introductory part of	
CL4-Z3-17	the presentation.	
	The selection and development of a visual presentation (slides, graphs, tables, charts, figures)	15
	Preparation of text - of the verbal presentation. Verbal interpretation of visual aids that accompany the text.	
	Preparation speech text presentation involving nonverbal means	
	Discussion Slides question - answer, comments and more.	
	Conducting discussions.	
CL4-Z3-10	<b>Written communication. Aplykatsiyna procedure</b>	
CL4-Z3-11	Features of written communication in foreign languages, style, kind	

<b>Ciphers DRN</b>	<b>Types and topics of training sessions</b>	<b>The volume of components, hours</b>
CL4-Z3-12	of styles and genres of texts	
CL4-Z3-13	The main stages of writing activities (preparation, brainstorming, mind mapping, etc., writing, editing)	
CL4-Z3-17	Business correspondence: letter structure, functional designs and more. A variety of business letters.	
	Features of advertisements.	
	Writing cover letters and motivational (for academic exchange program exchange students).	
	Self-presentation during job interviews using both verbal and nonverbal communication.	
	Reytingovaniya teachers on indicators of scientific and professional activity	
	<b>INDIVIDUAL WORK</b>	<b>120</b>
	<b>TOTAL</b>	<b>180</b>

## 6 KNOWLEDGE PROGRESS TESTING

Certification of student achievement is accomplished through transparent procedures based on objective criteria in accordance with the University Regulations “On Evaluation of Higher Education Applicants' Learning Outcomes”.

The level of competencies achieved in relation to the expectations, identified during the control activities, reflects the real result of the student's study of the discipline.

### 6.1 GRADING SCALES

Assessment of academic achievement of students of the Dnipro University of Technology is carried out based on a rating (100-point) and institutional grading scales. The latter is necessary (in the official absence of a national scale) to convert (transfer) grades for mobile students.

*The scales of assessment of learning outcomes of the NTUDP students*

<b>Rating</b>	<b>Institutional</b>
90 ... 100	Excellent
74 ... 89	Good
60 ... 73	Satisfactory
0 ... 59	Failed

Discipline credits are scored if the student has a final grade of at least 60 points. A lower grade is considered to be an academic debt that is subject to liquidation in accordance with the Regulations on the Organization of the Educational Process of NTUDP.

### 6.2 DIAGNOSTIC TOOLS AND EVALUATION PROCEDURES

The content of diagnostic tools is aimed at controlling the level of knowledge, skills, communication, autonomy, and responsibility of the student according to the requirements of the National Qualifications Framework (NQF) up to the 7th qualification level during the demonstration of the learning outcomes regulated by the work program.

During the control activities, the student should perform tasks focused solely on the demonstration of disciplinary learning outcomes (Section 2).

Diagnostic tools provided to students at the control activities in the form of tasks for the intermediate and final knowledge progress testing are formed by specifying the initial data and a way of demonstrating disciplinary learning outcomes.

Diagnostic tools (control tasks) for the intermediate and final knowledge progress testing are approved by the appropriate department.

Type of diagnostic tools and procedures for evaluating the intermediate and final knowledge progress testing are given below.

***Diagnostic and assessment procedures***

<b>INTERMEDIATE CONTROL</b>			<b>FINAL ASSESSMENT</b>	
<b>training sessions</b>	<b>diagnostic tools</b>	<b>procedures</b>	<b>diagnostic tools</b>	<b>procedures</b>
lectures	control tasks for each topic	task during lectures	comprehensive reference work (CCW)	determining the average results of intermediate controls;
practical	control tasks for each topic or individual task	tasks during practical classes tasks during independent work		CCW performance during the examination at the request of the student

During the intermediate control, the lectures are evaluated by determining the quality of the performance of the control specific tasks. Practical classes are assessed by the quality of the control or individual task.

If the content of a particular type of teaching activity is subordinated to several descriptors, then the integral value of the assessment may be determined by the weighting coefficients set by the lecturer.

Provided that the level of results of the intermediate controls of all types of training at least 60 points, the final control can be carried out without the student's immediate participation by determining the weighted average value of the obtained grades.

Regardless of the results of the intermediate control, every student during the final knowledge progress testing has the right to perform the CDF, which contains tasks covering key disciplinary learning outcomes.

The number of specific tasks of the CDF should be consistent with the allotted time for completion. The number of CDF options should ensure that the task is individualized.



The value of the mark for the implementation of the CDF is determined by the average evaluation of the components (specific tasks) and is final.

The integral value of the CDF performance assessment can be determined by taking into account the weighting factors established by the department for each NLC descriptor.

### 6.3 EVALUATION CRITERIA

The actual student learning outcomes are identified and measured against what is expected during the control activities using criteria that describe the student's actions to demonstrate the achievement of the learning outcomes.

To evaluate the performance of the control tasks during the intermediate control of lectures and practicals the assimilation factor is used as a criterion, which automatically adapts the indicator to the rating scale:

$$O_i = 100 a / m,$$

where a - number of correct answers or significant operations performed according to the solution standard; m - the total number of questions or substantial operations of the standard.

Individual tasks and complex control works are expertly evaluated using criteria that characterize the ratio of competency requirements and evaluation indicators to a rating scale.

The content of the criteria is based on the competencies identified by the NLC for the Bachelor's level of higher education (given below).

#### **General criteria for achieving learning outcomes 7th qualification for LDCs (BA)**

**Integral competence** is the ability to solve complex problems and specialized practical problems in a particular area of professional activities or in a learning process that involves the use of certain theories and methods of the relevant scientific areas and characterized by complexity and conditions uncertainty.

descriptors NLC	Requirements for knowledge, communication, autonomy and responsibility	Indicator evaluation
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>♦ Conceptual knowledge acquired during the training and professional activities, including some knowledge of modern achievements;</li> <li>♦ critical understanding of the main theories, principles, methods, and concepts in</li> </ul>	- A great - proper, reasonable, sensible. Measures the presence of: - conceptual knowledge; - a high degree of state ownership issues; - critical understanding of the main theories, principles, methods and concepts in education and careers	95-100
	A non-gross contains mistakes or errors	90-94
	The answer is correct but has some inaccuracies	85-89
	A correct some inaccuracies but has also proved insufficient	80-84
	The answer is correct but has some inaccuracies, not reasonable and meaningful	74-79
	A fragmentary	70-73
	A student shows a fuzzy idea of the object of study	65-69

descriptors NLC	Requirements for knowledge, communication, autonomy and responsibility	Indicator evaluation
education and careers	Knowledge minimally satisfactory	60-64
	Knowledge unsatisfactory	<60
<b>Ability</b>		
♦ solving complex problems and unforeseen problems in specialized areas of professional and/or training, which involves the collection and interpretation of information (data), choice of methods and tools, the use of innovative approaches	- The answer describes the ability to: - identify the problem; - formulate hypotheses; - solve problems; - choose adequate methods and tools; - collect and interpret logical and understandable information; - use innovative approaches to solving the problem	95-100
	The answer describes the ability to apply knowledge in practice with no blunders	90-94
	The answer describes the ability to apply knowledge in practice but has some errors in the implementation of a requirement	85-89
	The answer describes the ability to apply knowledge in practice but has some errors in the implementation of the two requirements	80-84
	The answer describes the ability to apply knowledge in practice but has some errors in the implementation of the three requirements	74-79
	The answer describes the ability to apply knowledge in practice but has some errors in the implementation of the four requirements	70-73
	The answer describes the ability to apply knowledge in practice while performing tasks on the model	65-69
	A characterizes the ability to apply knowledge in performing tasks on the model, but with uncertainties	60-64
	The level of skills is poor	<60
<b>Communication</b>		
♦ report to specialists and non-specialists of information, ideas, problems, solutions and their experience in the field of professional activity; ♦ the ability to form an effective communication strategy	- Fluent problematic area. Clarity response (report). Language - correct; - - net; - - clear; - - accurate; - - logic; - - expressive; - - concise. Communication strategy: coherent and consistent development of thought; availability of own logical reasoning; relevant arguments and its compliance with the provisions defended; the correct structure of the response (report); correct answers to questions; appropriate equipment to answer questions; the ability to draw conclusions and formulate proposals	95-100
	Adequate ownership industry issues with minor faults.	90-94

descriptors NLC	Requirements for knowledge, communication, autonomy and responsibility	Indicator evaluation
	Sufficient clarity response (report) with minor faults. Appropriate communication strategy with minor faults	
	Good knowledge of the problems of the industry. Good clarity response (report) and relevant communication strategy (total three requirements are not implemented)	85-89
	Good knowledge of the problems of the industry. Good clarity response (report) and relevant communication strategy (a total of four requirements is not implemented)	80-84
	Good knowledge of the problems of the industry. Good clarity response (report) and relevant communication strategy (total not implemented the five requirements)	74-79
	Satisfactory ownership issues of the industry. Satisfactory clarity response (report) and relevant communication strategy (a total of seven requirements not implemented)	70-73
	Partial ownership issues of the industry. Satisfactory clarity response (report) and communication strategy of faults (total not implemented nine requirements)	65-69
	The fragmented ownership issues of the industry. Satisfactory clarity response (report) and communication strategy of faults (total not implemented 10 requirements)	60-64
	The level of poor communication	<60
<b>Autonomy and responsibility</b>		
<ul style="list-style-type: none"> <li>♦ management actions or complex projects, responsible for decision-making in unpredictable conditions;</li> <li>♦ responsible for the professional development of individuals and/or groups</li> <li>♦ the ability to continue study with a high degree of autonomy</li> </ul>	<ul style="list-style-type: none"> <li>- Excellent individual ownership management competencies focused on:</li> <li>1) management of complex projects, providing:               <ul style="list-style-type: none"> <li>- exploratory learning activities marked the ability to independently evaluate various life situations, events, facts, detect and defend a personal position;</li> <li>- the ability to work in a team;</li> <li>- control of their own actions;</li> </ul> </li> <li>2) responsibility for decision-making in unpredictable conditions, including:               <ul style="list-style-type: none"> <li>- justify their decisions the provisions of the regulatory framework of sectoral and national levels;</li> <li>- independence while performing tasks;</li> <li>- lead in discussing problems;</li> <li>- responsibility for the relationship;</li> </ul> </li> <li>3) responsible for the professional development of individuals and/or groups that includes:               <ul style="list-style-type: none"> <li>- use of vocational-oriented skills;</li> <li>- the use of evidence from independent and correct reasoning;</li> <li>- possession of all kinds of learning activities;</li> </ul> </li> <li>4) the ability to further study with a high degree of autonomy, which provides:               <ul style="list-style-type: none"> <li>- degree possession of fundamental knowledge;</li> <li>- independent evaluation judgments;</li> <li>- high level of formation of general educational skills;</li> <li>- search and analysis of information resources</li> </ul> </li> </ul>	95-100
	Confident personality possession competency management	90-94

descriptors NLC	Requirements for knowledge, communication, autonomy and responsibility	Indicator evaluation
	(not implemented two requirements)	
	Good knowledge management competencies personality (not implemented three requirements)	85-89
	Good knowledge management competencies personality (not implemented the four requirements)	80-84
	Good knowledge management competencies personality (not implemented six requirements)	74-79
	Satisfactory ownership of individual competence management (not implemented seven requirements)	70-73
	Satisfactory ownership of individual competence management (not implemented eight claims)	65-69
	The level of autonomy and responsibility fragmented	60-64
	The level of autonomy and responsibility poor	<60

## 7 TOOLS, EQUIPMENT, AND SOFTWARE

Technical training tools via multimedia software.

Distance learning platform Moodle.

## 8 RECOMMENDED BIBLIOGRAPHY

### 8.1 ENGLISH

#### 8.1.1 Basic literature

1. Englishspeech for study and work, teach. guidances. 5 t. T. 1. Communication in social, academic and professional environment = English for Study and Work: Coursebook in 5 books. Book 1 Socialising in Academic and Professional Environment / SI Kostrytska, II Zuyenok, OD Sweden, NV Transverse; N-of Education and Science of Ukraine, Nat. Hearne. Univ. - D., NSU, 2014. - 155 p .; (Recommended for publication by the Academic Council of the State University "National Mining University" as a textbook in English for bachelors area of expertise 0503 Mining (protocol number 5 of 27 November 2013)).
2. Englishspeech for study and work: a textbook. 4 t. T. 2. Strategies for finding information in foreign print and professionally-oriented research sources and foreign sources. = English for Study and Work: Coursebook in 4 books. Book 2 Obtaining and Processing Information for Specific Purposes / SI Kostrytska, II Zuyenok, OD Sweden, NV Transverse; N-of Education and Science of Ukraine, Nat. Hearne. Univ. - D., NSU, 2015. - 192 p. (Recommended for publication by the Academic Council of Universities "National Mining University" as a textbook in English for bachelors area of expertise 0503 Mining (protocol number 9 of June 25, 2015))
3. Englishspeech for study and work: a textbook. 4 v. T. 3. Strategies for finding information in foreign print and professionally-oriented research sources and foreign sources. = English for Study and Work: Coursebook in 4 books. Book 3 Obtaining and Processing Information for Specific Purposes / SI Kostrytska, II Zuyenok, OD Sweden, NV Transverse; N-of Education and Science of Ukraine,

- Nat. Hearne. Univ. - D., NSU, 2015. - 192 p. (Recommended for publication by the Academic Council of Universities "National Mining University" as a textbook in English for bachelors area of expertise 0503 Mining (protocol number 9 of June 25, 2015))
4. English speech for study and work: a textbook. 4 parts. T.4. Professional foreign language writing .. = English for Study and Work: Coursebook in 4 books. Book 4 Communicating in Writing / SI Kostrytska, II Zuyenok, OD Sweden, NV Transverse; N-of Education and Science of Ukraine, Nat. Hearne. Univ. - D., NSU, 2015. - 121 p. (Recommended for publication by the Academic Council of Universities "National Mining University" as a textbook in English for bachelors area of expertise 0503 Mining (protocol number 9 of June 25, 2015))
  5. Baibakova I. Hasko A., M. Fedorishina Communicate in English (intermediate) fifth edition (revised and updated) / Tutorial. - Lviv: Publishing House "Beskid Bit", 2012. - 276 p. \
  6. Common European Framework of Reference for Languages: Learning, teaching, assessment / scientific editor of the Ukrainian edition doctor. ped. Science. Sci. SY Nikolayev. - K.: Lenvit, 2003. - 273 c.
  7. Zuyenok II Writing Reports. A Practical Guide to the compilation of English research reports (for independent work of students, masters, specialists, post-graduate training in all areas) / Irina Zuyenok; Dnepropetrovsk: RICK NSU, 2004. - 55 p.
  8. SI Kostrytska Guidelines for the preparation and presentation (presentations, reports) for students, professionals, masters, postgraduate training in all areas. / Svetlana Kostrytska; Dnepropetrovsk: RICK NSU, 2004.- 26 p.
  9. Kostrytska SI Berdnikov L. Guidelines on writing English correspondence. / Kostrytska Svetlana Lada Berdnikov; Dnepropetrovsk: RICK NSU, 1999. - 92
  10. Kostrytska SI Zuyenok II, Rev. Shoemaker, cross-NV English for study and work: a textbook for students. HI. teach. Bookmark.: 4 t. T. 1. Communication in social, academic and professional environments = English for Study and Work: Coursebook in 4 books. Book 1 Socialising in Academic and Professional Environment / SI Kostrytska, II Zuyenok, OD Sweden, NV Transverse; N-of Education and Science of Ukraine, Nat. Hearne. Univ. - Dnipropetrovsk: NSU, 2015. - 162 p.
  11. Program in English for professional communication. Authors: H.YE Bakaev, OA Borisenko, II Zuyenok, VA Ivanischeva, LY Klimenko, TI Kozymyrska, SI Kostrytska, TI Skrypnyk, NY Todorova, A.O.Hodtseva. - K: Lenvit, 2005 - 119 p.
  12. English for Study and Work- English Teaching & Volume 1. In -class Activities - 356 p. Training manual labeled with MES (1/4) Collaborators: S.I.Kostrytska, O.D.Shvets, N.V.Poperechna. Dnepropetrovsk: NSU, 2010. Recommended by the Ministry of Education and Science of Ukraine as a textbook for university students (letter number 1 / 11-5206 of 16.06.10)
  13. English for Study and Work-English Language Teaching & Volume 2. Self-study Resources - 234 p. Training manual labeled with MES (1/4) Collaborators: S.I.Kostrytska, O.D.Shvets, N.V.Poperechna. Dnepropetrovsk: NSU, 2010.

Recommended by the Ministry of Education and Science of Ukraine as a textbook for university students (letter number 1 / 11-5206 of 16.06.10)

14. English for Study and Work-English Language Teaching & Tom 3. Grammar Review and Practice - 258 p. Training manual labeled with MES (1/4) Collaborators: S.I.Kostytska, O.D.Shvets, N.V.Poperechna. Dnepropetrovsk: NSU, 2010. Recommended by the Ministry of Education and Science of Ukraine as a textbook for university students (letter number 1 / 11-5206 of 16.06.10)
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16. Tarnopolsky AB, Yavsyukevych Yu Successful Presentations (Successful presentation). Kyiv: Lenvit - 2005.
17. Comfort, J. (1996) Effective Telephoning. Oxford: Oxford University Press.- 126 p.
18. Ek, JA van and JLMTrim (2001) Vantage. Cambridge: Cambridge University Press. - 187 p.
19. Ellis, M. and Nina O'Driscoll (1992) Socialising. Longmann - 129 p.
20. Evans, V. (1998) Successful Writing. Blackpill: Express Publishing. - 116 p.
21. Evans, V. & Scott, S. (2002) Listening and Speaking Skills (For the revised Cambridge Proficiency Test). Blackpill: Express Publishing. - 120 p.
22. Landsfort, L. AND Vallance, D. (2011) Oil and gas. Oxford English for carrers. Part 1. - 138 p.
23. Landsfort, L. AND Vallance, D. (2011) Oil and gas. Oxford English for carrers. Part 2. - 138 p.
24. Sharman, E. (2005) Across Cultures. Edinburgh: Pearson Education Limited. - 159 p.

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1. Begoña Montero Fleta, Luz Gil Salom, Carmen Pérez Sabater, Cristina Pérez Guillot, Edmund Turney, Carmen Soler Monreal (1997) English for Academic Purposes: Computing Ed. Univ. Politéc. Valencia - 187 p. Available online at:[http://books.google.com.ua/books?id=Rmu1dXlu2eEC&hl=ru&source=gbs\\_similarbooks](http://books.google.com.ua/books?id=Rmu1dXlu2eEC&hl=ru&source=gbs_similarbooks)
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14. Kay, S. & Jones, V. (2001) Inside Out. Oxford: MacMillan Publishers Limited. - 160 p.
15. Taylor, L. (2001). International Express (Pre-Intermediate) Student's Book with Pocket Book. Oxford: Oxford University Press. - 132 p.
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1. Computer Books in English [online] Available for free at: <http://newpdfbooks.blogspot.com/p/programming-books.html>
2. IT, Programming and Computer science books [online] Available for free at: <http://bookboon.com/en/it-programming-ebooks>
3. Telephone English - Leaving Messages - How to Telephone in English for Business English ESL EFL TOEFL TESOL Students and Teachers [online]. Available from: <http://www.esl.about.com> Accessed 12 May 2008.
4. PC Magazine [online] Available at: <http://www.pcmag.com/>
5. Byte magazine. [Online] Available at: <http://archive.org/details/byte-magazine>
6. [www.skillsyouneed.com/presentation-skills/](http://www.skillsyouneed.com/presentation-skills/)
7. [www.businessballs.com/presentations-htm](http://www.businessballs.com/presentations-htm)
8. [www.mindtools.com/pages/articles/newC\\_S\\_96.htm](http://www.mindtools.com/pages/articles/newC_S_96.htm)
9. [kent.ac.uk/careers/presentation skills](http://kent.ac.uk/careers/presentation-skills)

## 8.2 German

### 8.2.1 Basic literature

1. Umanets TD, IA Jaremenko Ukrainian-German handbook of practical business language, teach. manual. - D.: National Mining University, 2004. - 140s.
2. Borysko NV Business German language course. - K.: Zapovyt. - 1995. - 310s.
3. Guidelines and tasks of German grammar for students of all specialties and some - Morphology. / Uporyadn ETC.: Umanets, NM Ignatova. - D.: NGA Ukraine, 1992. - 32 p.
4. IL Kabachenko, ETC. Umanets. Topics of speech in year students of all specialties / Articles rozrobka.- Dnepropetrovsk: NSU, 2002. - 48 p.
5. Jaremenko IA Tests grammar for students of all specialties of 1 year / Methodical development. - Dnipropetrovsk, Ukraine NGA, 1997.

6. Jaremenko IA Modal verbs German in objective and subjective sense / Methodical development. - Dnipropetrovsk, Ukraine NGA, 1999.

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1. <https://www.studis-online.de/Hochschulen/Universitaeten/>
2. <https://www.hochschulkompass.de/hochschulen.htm>
3. <https://rhetorik-online.de/rhetorik-tipps-checkliste-planung-und-vorbereitung-einer-prasentation/>
4. <https://www.berufsstrategie.de/bewerbung-karriere-soft-skills/presentation.php>
5. <https://www.monster.de/karriereberatung/artikel/presentieren-arbeitsergebnisse-vortragen>
6. <https://de.wikisource.org/wiki/Bergbau>
7. <https://verlag.oeaw.ac.at/zur-geschichte-bedeutung-bergbau-bergbauwissenschaften>
8. <https://de.wikipedia.org/wiki/Informationstechnik>
9. <https://www.spektrum.de/thema/informationstechnologie/1478493>

### **8.3 French**

1. V. Kizirian, Annie Berthet, Monique Waendendries, Béatrix Sampsonis, Catherine Hugot (2006) - «Alter Ego 1 - Livre de l'élève», HACHETTE, 148 p.
2. V. Kizirian, Annie Berthet, Monique Waendendries, Béatrix Sampsonis, Catherine Hugot, Emmanuelle Daill (2006) - Alter Ego 1 - Guide pédagogique, HACHETTE, 256 p.
3. V. Kizirian, Annie Berthet, Monique Waendendries, Béatrix Sampsonis, Catherine Hugot (2006) - «Alter Ego 2 - Livre de l'élève», HACHETTE, 192.
4. Michèle Barféty, Patricia Beaujouin (2018) - Expression orale FLE niveau 2, Cle International, 128 p.
5. Sylvie Poisson-Quinton (2004) - Compréhension écrite niveau 1, Cle International, 112 p.
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7. Anneline Dintilhac, Anouchka de Oliveira, Delphine Ripaud, Dorothée Duplex, Marie-Noëlle Cocton (2015) - Saison 1 niv.1 - Cahier, Didier, 144 p.
8. Anne Akyüz, Bernadette Bazelle-Shahmaei, Joëlle Bonenfant, Marie-Françoise Gliemann (2005) - Les 500 Exercices de Grammaire A1 - Livre + corrigés intégrés, HACHETTE, 222 p.
9. Maïa Grégoire (1999) - GRAMMAIRE PROGRESSIVE DU FRANCAIS AVEC 400 EXERCICES. Corrigés, Niveau débutant, NATHAN, 32 p.
10. Laetitia Pancrazy (2010) - Version Originale - Methode de francais Niveau 2, DIFUSION, 88 p.
11. Marie-Noëlle Cocton (2014) - Saison 2 A2-B1, Didier, 225 p.



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