

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДЕРЖАВНИЙ ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
ВІННИЦЬКИЙ ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ ІНСТИТУТ**

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I. ЗАГАЛЬНІ ПОЛОЖЕННЯ:

Мета вивчення освітнього компонента.

Робоча програма освітнього компонента «Іноземна мова за професійним спрямуванням» призначена для здобувачів вищої освіти, які навчаються за спеціальністю ДЗ «Менеджмент» спеціалізацій «Менеджмент організацій». Робоча програма побудована на принципах плюрилінгвізму, інтегрованості розвитку іншомовної компетенції, прозорості, гнучкості та варіативності, програма зорієнтована на формування професійної комунікативної компетенції як мовної поведінки, що є специфічною для академічного і професійного середовища і вимагає набуття лінгвістичної компетенції (мовленнєвих умінь та мовних знань), соціолінгвістичної та прагматичної компетенцій.

Основна мета вивчення освітнього компонента «Іноземна мова за професійним спрямуванням» – сформувати у здобувачів вищої освіти професійні іншомовні компетенції, що сприятимуть їхньому ефективному функціонуванню в полікультурному навчальному та професійному середовищі та стануть запорукою конкурентоспроможності випускників Вінницького торговельно-економічного інституту ДТЕУ на сучасному ринку праці.

Завданнями вивчення освітнього компонента є:

- формування в здобувачів вищої освіти напряму підготовки «Бізнес, адміністрування та право» загальних і професійно орієнтованих інтегрованих мовленнєвих компетенцій (лінгвістичної, соціолінгвістичної і прагматичної) для забезпечення їхньої міжмовної та міжкультурної комунікації;

- розвиток у здобувачів вищої освіти загальних компетенцій (декларативних знань, умінь і навичок, а також уміння вчитися);

- сприяння розвитку здібностей до самооцінки та здатності до самостійного навчання, що дозволить здобувачам вищої освіти продовжувати навчання в академічному і професійному середовищі як під час навчання у виші, так і після отримання диплома про вищу освіту;

- залучення студентів до таких академічних видів діяльності, які активізують і далі розвивають увесь спектр їхніх пізнавальних здібностей;

- допомога здобувачам вищої освіти у формуванні загальних компетенцій з метою розвитку їх особистої мотивації (цінностей, ідеалів); зміцнення їхнього позитивного ставлення до вивчення мови;

- сприяння становленню критичного самоусвідомлення та вмінь спілкуватися і робити вагомий внесок у міжнародне середовище, що постійно змінюється;

- досягнення широкого розуміння важливих і різнопланових міжнародних соціокультурних проблем, для того щоб ефективно діяти в полікультурному середовищі в межах професійних та академічних ситуацій.

Іноземна мова за професійним спрямуванням є обов'язковим освітнім компонентом.

Результати навчання вивчення освітнього компонента, його місце в освітньому процесі.

Відповідно до освітньої програми спеціальності дисципліна «Іноземна мова за професійним спрямуванням» здобувач вищої освіти повинен оволодіти наступними програмними **компетентностями**:

- інтегральна компетентність:

Здатність розв'язувати складні спеціалізовані задачі та практичні проблеми у сфері менеджменту, які характеризуються комплексністю і невизначеністю умов, що передбачає застосування теорій та методів соціальних та поведінкових наук.

- загальні компетентності для освітньої програми «Менеджмент організацій»:

ЗК 4. Здатність застосовувати знання у практичних ситуаціях .

ЗК 7. Здатність спілкуватися іноземною мовою.

ЗК 12. Здатність генерувати нові ідеї (креативність).

ЗК 13. Цінування та повага різноманітності та мультикультурності.

ЗК 14. Здатність працювати у міжнародному контексті.

- спеціальні компетентності:

СК 3. Здатність визначати перспективи розвитку організації.

СК 4. Вміння визначати функціональні області організації та зв'язки між ними.

СК 5. Здатність управляти організацією та її підрозділами через реалізацію функцій менеджменту.

Основними комунікативними вміннями здобувачів вищої освіти є:

- уміння здійснювати усно мовленнєве спілкування (у монологічній і діалогічній формах);

- уміння розуміти зі слуху зміст автентичних текстів;

- уміння читати і розуміти автентичні тексти різних жанрів і видів з різним рівнем розуміння змісту, розглядаючи їх як джерело різноманітної інформації і як засіб оволодіння нею;

- уміння здійснювати спілкування в письмовій формі відповідно до поставлених завдань;

- уміння адекватно використовувати досвід, набутий у вивченні рідної мови, озглядаючи його як засіб усвідомленого оволодіння іноземною мовою;

- уміння використовувати у разі необхідності невербальні засоби спілкування за умови дефіциту наявних мовних засобів.

Розвиток комунікативних умінь неможливий без оволодіння мовними засобами реалізації усного і писемного мовлення, без уміння оперування цим матеріалом, а також використання його для породження і розпізнавання інформації у певних сферах спілкування.

Комунікативні мовні компетенції формуються на основі взаємопов'язаного мовленнєвого, соціокультурного, соціолінгвістичного і мовного розвитку здобувачів вищої освіти відповідно до їхніх вікових особливостей та інтересів на кожному етапі оволодіння іноземною мовою і складаються з:

- мовної (лінгвістичної) компетенції, яка забезпечує оволодіння здобувачами вищої освіти мовним матеріалом з метою використання його в усному і писемному мовленні;

- соціолінгвістичної компетенції, яка забезпечує формування умінь

користуватися у процесі спілкування мовленнєвими реаліями (зразками), особливими правилами мовленнєвої поведінки, характерними для країни, мова якої вивчається;

- прагматичної компетенції, яка пов'язана зі знаннями принципів, за якими висловлювання організовуються, структуруються, використовуються для здійснення комунікативних функцій та узгоджуються згідно з інтерактивними та трансактивними схемами.

Під час навчання здобувачів вищої освіти у вищій школі реалізуються також освітня, виховна і розвиваюча цілі. Освітня мета передбачає формування у здобувачів вищої освіти таких особистісних якостей як:

- усвідомлення функцій іноземної мови у навчальному процесі та у суспільстві;

- усвідомлення значень мовних явищ, іншої системи понять, за допомогою якої сприймається дійсність;

- розуміння особливостей власного мислення;

- зіставлення англійської мови з рідною;

- оволодіння знаннями про культуру, історію, реалії та традиції країни, мова якої вивчається (країнознавство, лінгвокраїнознавство);

- залучення здобувачів вищої освіти до діалогу культур;

- уміння використовувати у разі необхідності різноманітні стратегії для задоволення дидактичних потреб (працювати з книжкою, підручником, словником, довідковою літературою, мультимедійними засобами тощо).

Засобами іноземної мови відбувається виховання здобувачів вищої освіти, яке здійснюється через систему особистісних стосунків із новою культурою і процесом оволодіння нею. Цьому сприяє виховання у здобувачів вищої освіти:

- позитивного ставлення до іноземної мови як засобу спілкування, поваги до народу, носія цієї мови, толерантного ставлення до його культури, звичаїв і способу життя;

- культури спілкування, прийнятої в сучасному цивілізованому світі;

- емоційно-ціннісного ставлення до всього, що нас оточує;

- розуміння важливості оволодіння іноземною мовою і потреби користуватися нею як засобом спілкування.

Оволодіння іноземною мовою сприяє розвитку мовних, інтелектуальних і пізнавальних здібностей; готовності брати участь в англomовному спілкуванні; бажання до подальшого самовдосконалення у галузі володіння іноземною мовою; уміння екстраполяції знань і навичок у нову ситуацію шляхом виконання проблемно-пошукової діяльності.

Усі цілі навчання досягаються у комплексі, підпорядковуються головній меті та реалізуються у процесі її досягнення і сприяють таким чином різнобічному розвитку особистості здобувача вищої освіти.

У мовній освіті головною метою завжди виступає комунікативна мета, що передбачає включення здобувача вищої освіти у процес обміну усною та письмовою інформацією в іншомовному колективі у різних формах, виступаючи одночасно у певних соціально-комунікативних ролях. Для кінцевого визначення комунікативної мети навчання іноземної мови необхідно встановити цільовий рівень володіння кожним із видів комунікативної діяльності для повноцінного ділового спілкування у іншомовній спільноті.

Кінцеві комунікативні цілі навчання здобувачів вищої освіти з іноземної мови в вищому економічному навчальному закладі повинні включати наступне:

- здатність до трансмісії діалогічних і монологічних усних повідомлень у сфері загальнонаукових та професійних тем;
- здатність до рецепції усного монологічного і діалогічного знакового продукту у сфері загальнонаукових та професійних тем зі здатністю розуміти природне мовлення носія мови;
- здатність до трансформації письмових повідомлень, достатня для професійної та особистої комунікації;
- здатність до рецепції письмових повідомлень, достатня для адекватного розуміння загальнополітичного, загальнонаукового, науково-популярного та науково-технічного вузькопрофесійного характеру.

Таким чином, практична мета навчального процесу в межах курсу «Іноземна мова за професійним спрямуванням» полягає у формуванні у здобувачів вищої освіти професійно-комунікативною компетенцією. Вони мають оволодіти мовленням на рівні програмних вимог (на рівні професійної комунікативної достатності), тобто бути здатними і готовими реалізувати одержану підготовку в своїй майбутній практичній діяльності. Рівень володіння іноземною мовою на кінець навчання у немовному вищому навчальному закладі відповідає рівню B2 згідно із «Загальноєвропейськими Рекомендаціями з мовної освіти: вивчення, викладання, оцінювання».

Усі завдання мають бути комунікативно спрямованими, а навчальні дії чітко вмотивованими. В основі навчання лексики й граматики лежить принцип випереджаючого усного засвоєння мовленнєвих зразків через комунікативні завдання, після чого йде аналіз та подальше використання цього матеріалу в мовній практиці. Згідно з комунікативним підходом до навчання новий мовний матеріал (лексичний і граматичний) спочатку пред'являється у певному контексті, а потім активізується в усному і писемному мовленні за допомогою відповідних вправ і завдань, які мають бути комунікативно спрямованими і сприяти формуванню у здобувачів вищої освіти знань не тільки про значення нової мовної одиниці, але й про її формоутворення та функції (застосування) у мовленні. На основі цих знань мають формуватися відповідні мовні навички. Такий комунікативно-когнітивний підхід до сприймання мовного матеріалу сприяє усвідомленому його засвоєнню і адекватному використанню у практичній мовленнєвій діяльності. Навчання усного і писемного спілкування відбувається в межах сфер і тем, передбачених робочою програмою з ділової іноземної мови.

Освітній компонент «Іноземна мова за професійним спрямуванням» посідає важливе місце серед дисциплін гуманітарної підготовки підготовки здобувачів освітнього ступеня «бакалавр» спеціальності D3 «Менеджмент». Вона викладається протягом I-IV курсів (1-8 семестри), має безпосередній зв'язок із дисциплінами професійної та практичної підготовки, оскільки забезпечує професійно орієнтовану іншомовну компетенцію фахівців у сфері міжнародних економічних відносин.

Зміст навчання передбачає засвоєння здобувачами вищої освіти необхідного граматичного та лексичного мінімуму, оволодіння основними навичками і вміннями, необхідними для самостійної роботи з іншомовною літературою з професійної тематики та організації самоосвітньої діяльності з метою подальшого професійного розвитку. Критерієм успішного проходження здобувачем вищої освіти підсумкового оцінювання може бути досягнення ним мінімальних порогових рівнів оцінок за кожним запланованим результатом навчання освітнього компоненту. Мінімальний пороговий рівень оцінки варто визначати за допомогою якісних критеріїв і трансформувати його в мінімальну позитивну оцінку використовуваної числової (рейтингової) шкали (табл. 1.1).

Таблиця 1.1 – Критерії оцінювання результатів навчання

Рівні компетентності	За шкалою ДТЕУ	Критерії оцінювання
1	2	3
Високий (дослідницький)	90-100	Має обґрунтовані та всебічні знання з освітнього компоненту, вміє 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 (частково-пошуковий)	82-89	Володіє навчальним матеріалом, вміє зіставляти та узагальнювати, виявляє творчий інтерес до предмету, виконує завдання з повним поясненням та обґрунтуванням, але допускає незначні помилки; може усвідомити нові для нього факти, ідеї.
	75-81	Володіє визначеним програмою навчальним матеріалом; розв'язує завдання, передбачені програмою, з частковим поясненням.
Елементарний (репродуктивний)	69-74	Володіє навчальним матеріалом на репродуктивному рівні; може самостійно розв'язати та пояснити розв'язання завдання.
	60-68	Ознайомлений з навчальним матеріалом, відтворює його на репродуктивному рівні; виконує елементарні завдання за зразком або відомим алгоритмом.
Низький (фрагментарний)	35-59	Ознайомлений та відтворює навчальний матеріал на рівні окремих фактів та фрагментів матеріалу; під керівництвом НПП виконує елементарні завдання.
	1-34	Ознайомлений з навчальним матеріалом на рівні розпізнавання та відтворення окремих фактів.

Для очної форми навчання поточна робота оцінюється в 100 балів, підсумковий контроль (екзамен) оцінюється в 100 балів.

До екзамену допускаються всі здобувачі вищої освіти, які набрали за результатами поточної роботи протягом семестру 60 балів.

Результат підсумкового контролю (екзамен) з освітнього компоненту для здобувачів очної форми навчання визначається як середньоарифметична сума балів поточної роботи та екзамену.

Кращим здобувачам, які повністю виконали програму з освітнього компоненту, виявили активність в науково-дослідній роботі за відповідною тематикою, стали призерами студентських олімпіад, виступали на конференціях та за результатами поточної роботи набрали 90 і більше балів, науково-педагогічний працівник має право виставити результат екзамену без опитування (при усному екзамені) чи виконання екзаменаційного завдання (при письмовому екзамені).

Результат підсумкового контролю (екзамен) з освітнього компоненту для здобувачів заочної форми навчання оцінюється в 100 балів, відповідно до Положення про організацію освітнього процесу від 17.06.2024 № 08 (зі змінами від 25.11.2024, протокол № 12).

Згідно з цим же Положенням здобувач вищої освіти, який не погоджується з оцінкою, отриманою під час підсумкового контролю, має право в день оголошення результатів звернутися із заявою на ім'я директора з проханням апеляційного перегляду оцінки.

**Обсяг освітнього компонента в кредитах та його розподіл
(тематичний план)**

Назва теми		Кількість годин		Форми контролю	Бальна оцінка	
		Усього годин / кредитів	з них			
			практичні заняття			самостійна робота здобувачів
1		2	3	4	5	6
І курс, І семестр						
Unit 1. Global Business and Financial Literacy. Present Tenses in English: Simple and Continuous Forms.		42	16	26		24
1. Types of Business and Business in Different Cultures.	Present Simple: Form and Usage.	5	2	3	В, УД, РМГ	3
2. International Clients.	Present Simple: Affirmative, Negative, and Questions.	5	2	3	В, УД, ТД	3
3. Types of Work.	Present Simple: Adverbs of Frequency.	5	2	3	ТД, УД, РМГ	3
4. Pay and Benefits.	Present Simple vs. Present Continuous: Overview and Key Differences.	5	2	3	П, УД	3
5. Money.	Present Continuous: Form and Usage.	6	2	4	В, РМГ, Т	3
6. Using Money.	Present Continuous: Talking About Now and Temporary Situations.	5	2	3	В, РМГ, ТД	3
7. Bank Accounts.	Present Continuous for Future Arrangements.	6	2	4	Д, УД	3
8. Changes in Value.	State Verbs: What They Are and Why They Aren't Used in Continuous Tenses.	5	2	3	П, Т	3
Unit 2. The Modern Office Environment and Organizational Structure. Understanding the Present Perfect and Present Perfect Continuous Tenses.		41	16	25		24
9. Office Supplies.	Present Perfect: Form and Meaning.	5	2	3	В, УД, РМГ	3
10. Office Equipment.	Present Perfect: Experiences (ever, never, before).	5	2	3	В, УД, ТД	3
11. Computer and Accessories.	Present Perfect: Unfinished Time (today, this week, etc.).	5	2	3	ТД, УД, РМГ	3
12. Parts of the Office.	Present Perfect: Just, Already, YetThe Adverbial Modifier.	6	2	4	П, УД	3

13. People in the Office and Office Sign-In.	Present Perfect: Have Been to / Have Gone to / Have Been in	5	2	3	В, РМГ, Т	3
14. Numbers and Sales Numbers.	Present Perfect Continuous: Form and Use.	5	2	3	В, РМГ, ТД	3
15. Departments.	Present Perfect vs. Present Perfect Continuous.	5	2	3	Д, УД	3
16. Corporate Governance.	Present Perfect for Result vs. Experience.	5	2	3	П, Т	3
Unit 3. Everyday Workplace Communication Skills. Describing Past Actions and Habits: Simple and Continuous Forms.		49	18	31		27
17. Introduction.	Past Simple: Form and Regular/Irregular Verbs.	5	2	3	В, УД, РМГ	3
18. Telephone Interaction.	Past Simple: Questions and Negatives.	6	2	4	РМГ, Т, В	3
19. Correspondance.	Past Continuous: Form and Us.	5	2	3	П, В	3
20. Small Talk.	Past Simple vs. Past Continuous: Interrupted Actions.	5	2	3	Д, В	3
21. Delegating Tasks.	Past Continuous for Background Description.	6	2	4	В, УД, ТД	3
22. Changing Plans.	Used To: Talking About Past Habits and States.	5	2	3	В, Т, РМГ	3
23. Giving Feedback.	Would for Past Habits.	5	2	3	В, УД, ТД	3
24. Motivating Staff.	Have Been To / Have Gone To / Have Been In: In Past Context.	6	2	4	В, Д	3
25. Networking.	Past Simple & Past Continuous.	6	2	4	В, П	3
Unit 4. Human Resources and Employment Practice Perfect Continuous: Expressing Earlier Past Actions		28	10	18		15
26. Getting the Job.	Past Perfect: Form and Use.	6	2	4	В, УД, ТД	3
27. Hiring New Employees.	Past Perfect: When and After in Time Clauses.	6	2	4	В, Т, РМГ	3
28. Promotions.	Past Perfect Continuous: Form and Usage.	5	2	3	В, УД, ТД	3
29. Terminations.	Past Simple vs. Past Perfect: Comparing Completed Past Events	5	2	3	В, Д	3
30. Scheduling.	Past Perfect vs. Past Perfect Continuous.	6	2	4	В, П	3
Індивідуальне завдання		20		20		10
Разом за семестр		180/6	60	120		100
Підсумковий контроль – екзамен						

Назва теми		Кількість годин			Форми контролю	Бальна оцінка
		Усього годин / кредитів	з них			
			практичні заняття	самостійна робота здобувачів		
1		2	3	4	5	6
I курс, II семестр						
Unit 1. Effective Communication and Productivity in the Workplace. Future Tenses in English: Expressing Plans, Predictions, and Timeframes.		16	10	6		30
1. Meetings. Meeting Evaluation.	Future Simple vs. Be Going To.	3	2	1	В, УД, ТД, П, РМГ	6
2. Meeting. Meeting Agenda.	Present Continuous and Be Going To for Future Arrangements.	3	2	1	В, Т, РМГ, П, УД	6
3. Presentation. How to Prepare for a Presentation.	Future Continuous and Future Perfect.	3	2	1	В, УД, ТД, П, РМГ	6
4. Presentation. The Process of Presentation.	Future Perfect Continuous and Duration Before a Future Point.	3	2	1	В, Т, РМГ, П, УД	6
5. Professional Communication.	Future-in-the-Past Forms.	4	2	2	В, Т, РМГ, П, УД	6
Unit 2. Time Management for Personal and Professional Success. Modal Verbs.		18	12	6		36
6. Time Management.	Other Ways of Expressing the Future – Including fixed phrases and constructions: <i>be about to, be due to, be on the point of, be likely to, be bound to, be sure to, etc.</i>	3	2	1	В, УД, ТД, П, РМГ	6
7. Setting Priorities and Goals.	Questions, Negatives, and Sentence Types c– <i>Yes/No</i> questions, <i>Wh-</i> questions, subject vs. object questions, and negative statements.	3	2	1	В, Т, РМГ, П, УД	6
8. Planning Your Workday Effectively.	Moduls. Ability and Possibility – Can, could, be able to, may, might for ability and general possibility.	3	2	1	В, УД, ТД, П, РМГ	6
9. Avoiding Procrastination.	Obligation and Necessity – <i>Must, have to, need to, should, ought to</i> for rules and duties.	3	2	1	В, Т, РМГ, П, УД	6

10. Managing Deadlines and Workload.	Absence of Necessity – <i>Don't have to, needn't, didn't need to, needn't have done</i> for lack of obligation.	3	2	1	В, Т, ПМГ, Д, УД	6
11. Work-Life Balance and Time-Saving Tips.	Prohibition and Permission – <i>Mustn't, can't</i> (prohibition) and <i>can, may, could, might</i> (permission).	3	2	1	В, Т, ПМГ, П, УД	6
Unit 3. Business Interaction and Mobility. Modal Verbs.		16	8	8		24
12. Team Building.	Logical Assumption and Probability – <i>Must, can't, couldn't</i> (certainty/assumption), <i>should, ought to</i> (probability).	4	2	2	В, УД, ТД, П, ПМГ	6
13. Negotiating.	Requests and Offers – <i>Can, could, will, would, may</i> for requests; <i>I'll, shall, can</i> for offers.	4	2	2	В, Т, ПМГ, П, УД	6
14. Travelling. Business Trip.	Suggestions, Advice, and Criticism – <i>Shall, can, could</i> for suggestions; <i>should, ought to, must</i> for advice and mild criticism.	4	2	2	В, Т, ПМГ, Д, УД	6
15. Travelling. Business Trip.	Promises and Modal-like Expressions – Using <i>will</i> for promises and exploring similar expressions (e.g., <i>be supposed to, be able to, be allowed to</i>).	4	2	2	В, УД, ТД, П, ПМГ	6
Індивідуальне завдання		10		10		10
Разом за семестр		60/2	30	30		100
Підсумковий контроль – залік						

Назва теми		Кількість годин			Форми контролю	Бальна оцінка
		Усього годин / кредитів	з них			
			практичні заняття	самостійна робота здобувачів		
1		2	3	4	5	6
II курс, III семестр						
Unit 1. Fundamentals of Business Operations and Production. Passive Voice.		13	8	5		24
1. Supply and Demand.	Introduction to Passive Voice: Form and Meaning.	3	2	1	В, УД, ТД, П, РМГ	6
2. Production.	Present and Past Simple Passive.	3	2	1	В, Т, РМГ, П, УД	6
3. Quality Standards.	Passive Voice in Other Tenses.	3	2	1	В, УД, ТД, П, РМГ	6
4. Deadlines.	Future Perfect and Future Perfect Continuous. Future in the Past: Would, Was Going To, Was About To.	4	2	2	В, Т, РМГ, П, УД	6
Unit 2. Performance and Process Management in Business. Passive Voice.		13	8	5		24
5. Benchmarks.	Transforming Active Sentences into Passive.	3	2	1	В, УД, ТД, П, РМГ	6
6. Controlling Operations.	Personal vs. Impersonal Passive Constructions.	3	2	1	В, Т, РМГ, П, УД	6
7. Product Details.	Special Passive Constructions – Passive with two objects, <i>it is believed that....</i>	3	2	1	В, УД, ТД, П, РМГ	6
8. Pricing.	Have/Get Something Done. Using Passive Forms of Infinitives and Gerunds.	4	2	2	В, Т, РМГ, П, УД	6
Unit 3. Sales, Marketing, and Customer Engagement. Reported Speech.		24	14	10		42
9. Sales.	Introduction to Reported Speech vs. Direct Speech.	4	2	2	В, УД, ТД, П, РМГ	6
10. Sales Forecasts.	Tense Changes in Reported Speech.	4	2	2	В, Т, РМГ, П, УД	6

11. Shipping.	Reporting Statements: Rules and Examples.	4	2	2	В, УД, ТД, П, РМГ	6
12. Branding.	Reporting Yes/No Questions.	3	2	1	В, Т, РМГ, П, УД	6
13. Marketing.	Reporting Wh-Questions.	3	2	1	В, УД, ТД, П, РМГ	6
14. Competition.	Reporting Commands, Requests, and Advice.	3	2	1	В, Т, РМГ, П, УД	6
15. Customer Relations.	Common Reporting Verbs and Their Patterns.	3	2	1	В, УД, ТД, П, РМГ	6
Індивідуальне завдання		10		10		10
Разом за семестр		60/2	30	30		100
Підсумковий контроль – залік						

Назва теми		Кількість годин			Форми контролю	Бальна оцінка
		Усього годин / кредитів	з них			
практичні заняття	самостійна робота здобувачів					
1		2	3	4	5	6
II курс, IV семестр						
Unit 1. Understanding Leadership and Management Approaches. Conditional Sentences.		16	10	6		30
1. Leadership and Management Styles in the Workplace.	Zero Conditional: General Truths and Scientific Facts.	3	2	1	В, УД, ТД, П, РМГ	6
2. Autocratic Management: Leading with Authority.	First Conditional: Real Possibilities in the Future.	3	2	1	В, Т, РМГ, П, УД	6
3. Democratic Management: Encouraging Team Input.	Second Conditional: Hypothetical Present/Future.	3	2	1	В, УД, ТД, П, РМГ	6
4. Laissez-Faire Management: Hands-Off Approach.	Third Conditional: Regrets About the Past.	3	2	1	В, Т, РМГ, П, УД	6

5. Transformational Leadership: Inspiring Change.	Mixed Conditionals: Past Condition + Present Result.	4	2	2	В, Т, РМГ, Д, УД	6
Unit 2. Modern Leadership Styles and Management Strategies. Conditional Sentences.		12	8	4		24
6. Transactional Management: Managing by Objectives.	Mixed Conditionals: Present Condition + Past Result.	3	2	1	В, УД, ТД, П, РМГ	6
7. Servant Leadership: Putting People First.	Inverted Conditionals (Formal Style).	3	2	1	В, Т, РМГ, П, УД	6
8. Situational Leadership: Adapting to the Context.	Unless, Provided That, In Case: Alternatives to If.	3	2	1	В, УД, ТД, П, РМГ	6
9. Coaching Style: Developing Potential.	Conditionals in Polite Requests and Offers.	3	2	1	В, Т, РМГ, П, УД	6
Unit 3. Exploring Leadership and Management Styles for the 21st Century Workplace. Wishes and Regrets.		22	12	10		36
10. Bureaucratic Management: Following the Rules.	Wish + Past Simple: Present Regrets or Desires.	4	2	2	В, УД, ТД, П, РМГ	6
11. Charismatic Leadership: The Power of Personality.	Wish + Past Continuous: Regret About Ongoing Present Situations.	4	2	2	В, Т, РМГ, П, УД	6
12. Visionary Management: Planning for the Future.	Wish + Past Perfect: Regret About the Past.	4	2	2	В, УД, ТД, П, РМГ	6
13. Participative Leadership: Shared Decision-Making.	Wish + Would: Complaints or Annoyances About Others' Actions.	4	2	2	В, Т, РМГ, П, УД	6
14. Task-Oriented vs. People-Oriented Management.	If Only / Wish + Infinitive: Strong Wishes and Formal Structures.	3	2	1	В, УД, ТД, П, РМГ	6
15. Cross-Cultural Management Styles	Review and Comparison of Wishes and Regrets.	3	2	1	В, Т, РМГ, Д, УД	6
Індивідуальне завдання		10		10		10
Разом за семестр		60/2	30	30		100
Підсумковий контроль – залік						

Назва теми		Кількість годин			Форми контролю	Бальна оцінка
		Усього годин / кредитів	з них			
			практичні заняття	самостійна робота здобувачів		
1		2	3	4	5	6
III курс, V семестр						
Unit 1. Entrepreneurship and Strategic Business Development. The Notion of Noun.		16	10	6		30
1. Starting a Business.	Countable and Uncountable Nouns.	3	2	1	В, УД, ТД, П, РМГ	6
2. Business Strategy.	Singular and Plural Nouns.	3	2	1	В, Т, РМГ, П, УД	6
3. Strategic Planning Process.	Abstract vs. Concrete Nouns.	3	2	1	В, УД, ТД, П, РМГ	6
4. Innovation Strategy.	Compound Nouns.	3	2	1	В, Т, РМГ, П, УД	6
5. Sustainable Business Models.	Possessive Nouns and 's / of Constructions.	4	2	2	В, УД, ТД, Д, РМГ	6
Unit 2. Financial Planning and Business Modelling. The Notion of Pronoun.		12	8	4		24
6. Business Models.	Personal Pronouns: Subject and Object Forms – <i>I/me, he/him, they/them</i> , etc.	3	2	1	В, УД, ТД, П, РМГ	6
7. Costs and Expenses.	Possessive Pronouns and Adjectives – <i>My/mine, your/yours, their/theirs</i> , etc	3	2	1	В, Т, РМГ, П, УД	6
8. Income and Assets.	Reflexive Pronouns – <i>Myself, yourself, themselves</i> , etc., and when to use them.	3	2	1	В, УД, ТД, П, РМГ	6
9. Budgets.	Indefinite and Negative Pronouns – <i>Someone, anyone, no one, nobody</i> , etc.	3	2	1	В, Т, РМГ, П, УД	6
Unit 3. Business Interaction and Mobility. The Notion of Article.		22	12	10		36
10. Balance Sheets.	Introduction to Determiners: What They Are and Why We Use Them.	4	2	2	В, УД, ТД, П, РМГ	6

11. P&L Reports.	Specific Determiners: The Definite Article 'the'.	4	2	2	В, Т, РМГ, П, УД	6
12. Cash Flow Statements.	General Determiners: The Indefinite Articles 'a' and 'an'.	4	2	2	В, УД, ТД, П, РМГ	6
13. The Break-even Points.	Interrogative Determiners: 'Which' and 'What'.	4	2	2	В, Т, РМГ, П, УД	6
14. Taxes.	Quantifiers for Countable and Uncountable Nouns – <i>Some, any, much, many, a lot of, few, little, etc.</i>	3	2	1	В, УД, ТД, П, РМГ	6
15. Bookkeeping Cycle.	Cardinal and Ordinal Numbers as Determiners – <i>One, two, three... / first, second, third... in noun phrases.</i>	3	2	1	В, Т, РМГ, П, УД	6
Індивідуальне завдання		10		10		10
Разом за семестр		60/2	30	30		100
Підсумковий контроль – залік						

Назва теми		Кількість годин			Форми контролю	Бальна оцінка
		Усього годин / кредитів	з них			
			практичні заняття	самостійна робота здобувачів		
1		2	3	4	5	6
III курс, VI семестр						
Unit 1. Developing Professional Relationships and Global Business Networks. The Notion of Adjectives.		16	8	8		30
1. Business Relationships.	Gradable and Non-Gradable Adjectives.	4	2	2	В, УД, ТД, П, РМГ	6
2. Building Trust with Partners and Clients.	Degrees of Comparison: Positive, Comparative, Superlative.	4	2	2	В, Т, РМГ, П, УД, Д	8
3. Effective Communication in Cross-Cultural Settings.	Regular and Irregular Comparative and Superlative Forms. Comparative Structures: as...as / not so...as.	4	2	2	В, УД, ТД, П, РМГ,Д	8

4. Networking Strategies for Business Growth.	Advanced Comparative Structures: the more...the less / the same as / the + comparative. So, Such, Too, and Enough with Adjectives.	4	2	2	В, Т, РМГ, П, УД,Д	8
Unit 2. Digital Business and Online Security. The Notion of Adverbs.		16	8	8		30
5. E-commerce.	Types of Adverbs: Frequency, Time, Place, and Manner – <i>Often, yesterday, here, carefully, etc.</i>	4	2	2	В, УД, ТД, П, РМГ	6
6. Internet Security.	Adverbs of Degree, Probability, and Completeness – <i>Very, quite, probably, already, completely, etc.</i>	4	2	2	В, Т, РМГ, П, УД, Д	8
7. Digital Payment Systems.	Connecting Adverbs: Linking and Adding Information – <i>So, too, either, neither / first, then, next / however, actually, etc.</i>	4	2	2	В, УД, ТД, П, РМГ,Д	8
8. Customer Data Protection and Privacy.	Comparison of Adverbs: Regular and Irregular Forms – <i>Fast – faster – fastest / well – better – best, etc.</i>	4	2	2	В, Т, РМГ, П, УД,Д	8
Unit 3. Essentials of Project Management. Notion of Adverbs.		16	8	8		30
9. Project Planning and Scheduling.	Adverbs of Degree: quite – rather – fairly – a bit – extremely – Modifying adjectives or other adverbs.	4	2	2	В, УД, ТД, П, РМГ	6
10. Team Roles and Collaboration.	Position of Adverbs in a Sentence – Where adverbs typically go depending on type and emphasis.	4	2	2	В, Т, РМГ, П, УД, Д	8
11. Monitoring Progress and Evaluating Outcomes.	Adverbs vs. Adjectives: Common Confusion and Correct Usage	4	2	2	В, УД, ТД, П, РМГ,Д	8
12. Budgeting and Cost Control in Projects.	Focus Adverbs: Only, Even, Just, Also, Mainly, Mostly.	4	2	2	В, Т, РМГ, П, УД,Д	8
Індивідуальне завдання		12		12		10
Разом за семестр		60/2	24	36		100
Підсумковий контроль – залік						

Назва теми		Кількість годин			Форми контролю	Бальна оцінка
		Усього годин / кредитів	з них			
			практичні заняття	самостійна робота здобувачів		
1		2	3	4	5	6
IV курс, VII семестр						
Unit 1. Principles of Risk Management in Business and Projects. The Notion of Preposition.		15	10	5		30
1. Identifying and Assessing Risks.	Prepositions of Position (Place): in, on, at, under, etc.	3	2	1	В, УД, ТД, П, РМГ	6
2. Risk Prevention and Mitigation Strategies.	Prepositions of Movement: into, onto, across, through, etc.	3	2	1	В, Т, РМГ, П, УД	6
3. Creating a Risk Management Plan.	Prepositions of Time: at, on, in, by, until, since, etc.	3	2	1	В, УД, ТД, П, РМГ	6
4. Communicating Risk to Stakeholders.	Talking About Exceptions: Except, Besides, Apart from, etc.	3	2	1	В, Т, РМГ, П, УД	6
5. Monitoring and Reviewing Risks Throughout the Project.	Prepositions After Verbs: depend on, listen to, look at, etc. Prepositions After Nouns and Adjectives - – A reason for, a need for, afraid of, interested in, etc.	3	2	1	В, УД, ТД, Д, РМГ	6
Unit 2. Business Integrity and Loss Prevention Strategies. Phrasal Verbs: Forms, Meanings, and Usage.		15	10	5		30
6. Financial Fraud and Corporate Scandals.	Introduction to Phrasal Verbs: Structure and Meaning.	3	2	1	В, УД, ТД, П, РМГ	6
7. Fraud Prevention and Internal Controls.	Separable and Inseparable Phrasal Verbs.	3	2	1	В, Т, РМГ, П, УД	6
8. Inventory Control and Loss Prevention.	Common Phrasal Verbs in Everyday Use.	3	2	1	В, УД, ТД, П, РМГ	6
9. Employee Training and Ethics in Retail.	Phrasal Verbs with Multiple Meanings.	3	2	1	В, Т, РМГ, П, УД	6
10. Preventing Shrinkage.	Phrasal Verbs in Formal vs. Informal English.	3	2	1	В, УД, ТД, Д, РМГ	6

Unit 3. Communication and Organisational Challenges. Relative Clauses.		20	10	10		30
11. Bankruptcy.	Introduction to Relative Clauses: Purpose and Structure	4	2	2	В, УД, ТД, П, РМГ	6
12. Downsizing.	Defining Relative Clauses (Essential Information)	4	2	2	В, Т, РМГ, П, УД	6
13. Evaluations.	Non-Defining Relative Clauses (Extra Information)	4	2	2	В, УД, ТД, П, РМГ	6
14. Ethical Practices and Professional Conduct in Business.	Relative Pronouns: who, that, which (Subject/Object)	4	2	2	В, Т, РМГ, П, УД	6
15. Effective Communication to Prevent Misunderstandings.	Whose, Whom, and Where in Relative Clauses. Omitting the Relative Pronoun	4	2	2	В, УД, ТД, П, РМГ	6
Індивідуальне завдання		10		10		10
Разом за семестр		60/2	30	30		100
Підсумковий контроль – залік						

Назва теми		Кількість годин			Форми контролю	Бальна оцінка
		Усього годин / кредитів	з них			
			практичні заняття	самостійна робота здобувачів		
1		2	3	4	5	6
IV курс, VIII семестр						
Unit 1. Job Hunting in Management. The Notion of Participle.		43	16	27		24
1. Creating an Effective Management CV and Cover Letter.	What Is a Participle? Present vs. Past Participles.	5	2	3	В, УД, РМГ	3
2. Preparing for Management-Level Interviews.	Using Participles as Adjectives (e.g., boring/ bored).	5	2	3	В, УД, ТД	3
3. Identifying Management Opportunities and Career Paths.	Participle Clauses for Cause, Time, and Result.	6	2	4	ТД, УД, РМГ	3
4. Personal Branding and LinkedIn for Managers.	Perfect and Passive Participle Forms (e.g., having done, being done).	5	2	3	П, УД	3

5. Negotiating Salary and Benefits for Management Roles.	Present Participle in Progressive Tenses vs. Modifiers.	6	2	4	В, PMГ, Т	3
6. Understanding Job Market Trends for Managers.	The Objective Participle Complex: Seeing him cross the street.	5	2	3	В, PMГ, ТД	3
7. Building a Professional Portfolio and Project Showcase.	Verbs Used in Objective Participle Complex (e.g., see, hear, watch).	5	2	3	Д, УД	3
8. Leveraging Networking Events and Industry Conferences.	The Subjective Participle Complex: He was seen crossing the street.	6	2	4	П, Т	3
Unit 2. Global Trends in Management. The Notion of Gerund.		44	16	28		24
9. Digital Transformation and Leadership in the Age of AI.	What Is a Gerund? Form and Basic Use.	5	2	3	В, УД, PMГ	3
10. Sustainable and Responsible Management Practices.	Gerund as Subject, Object, and Complement.	6	2	4	В, УД, ТД	3
11. Sustainable Leadership and Corporate Social Responsibility (CSR).	Using Gerunds after Prepositions (e.g., interested in learning).	5	2	3	ТД, УД, PMГ	3
12. Green Business Models and Innovation.	Verbs Followed by Gerunds (e.g., enjoy, avoid, consider).	5	2	3	П, УД	3
13. Measuring and Reporting ESG Performance.	Verbs Followed by Gerunds or Infinitives with a Change in Meaning (e.g., stop doing vs. stop to do).	6	2	4	В, PMГ, Т	3
14. Remote and Hybrid Workforce Management.	Gerund vs. Present Participle: Identifying the Difference.	5	2	3	В, PMГ, ТД	3
15. Cross-Cultural Management in Global Organisations.	The Objective Gerund Complex (e.g., I don't mind him smoking).	6	2	4	Д, УД	3
16. Agile and Adaptive Management Models.	Possessive with Gerunds: His/Him singing in public. Complex Gerund Constructions in Formal and Academic English.	6	2	4	П, Т	3
Unit 3. Communicating in a Digitalised World. The Notion of Infinitive.		37	14	23		21
17. Maintaining Clarity and Tone in Written Digital Communication.	What Is the Infinitive? Basic Forms.	5	2	3	В, УД, PMГ	3

18. Virtual Meetings and Remote Collaboration Barriers.	Bare Infinitive vs. To-Infinitive.	6	2	4	PMГ, Т, В	3
19. Balancing Speed with Thoughtfulness in Instant Messaging.	Functions of the Infinitive as Subject and Object.	5	2	3	П, В	3
20. The Role of Social Media in Professional Communication.	Infinitive as Adjective and Adverb Modifier.	5	2	3	Д, В	3
21. AI-Powered Communication Tools: Benefits and Risks.	Perfect Infinitive and Continuous Infinitive.	6	2	4	В, УД, ТД	3
22. Digital Storytelling for Business Communication.	Passive Infinitive: to be done, to have been done.	5	2	3	В, Т, PMГ	3
23. Building Trust and Human Connection in Virtual Communication.	Split Infinitives: Grammar or Style?	5	2	3	В, УД, ТД	3
Unit 4. Professional Ethics for Managers. The Notion of Infinitive.		32	14	22		21
24. Understanding Ethical Decision-Making in Management.	The Objective Infinitive Complex: Structure and Examples.	6	2	4	В, П	3
25. Conflict of Interest and Transparency.	Verbs Commonly Used with Objective Infinitive Complex (e.g., want, expect, allow).	5	2	3	В, Т, PMГ	3
26. Ethical Leadership and Leading by Example.	The Subjective Infinitive Complex: Form and Meaning.	5	2	3	В, УД, ТД	3
27. Confidentiality and Responsible Data Handling.	Reporting with the Subjective Infinitive (e.g., is said to, is believed to).	5	2	3	В, Т, PMГ	3
28. Workplace Fairness and Anti-Discrimination Ethics.	Infinitive after Adjectives, Nouns, and Expressions (e.g., eager to learn).	5	2	3	В, УД, ТД	3
29. Accountability and Responsibility in Managerial Roles.	Infinitive of Purpose.	5	2	3	В, Д	3
30. Handling Whistleblowing and Reporting Unethical Behaviour.	Infinitive After Question Words (what, where, how, whether).	5	2	3	В, П	3
Індивідуальне завдання		20		20		10
Разом за семестр		180/6	60	120		100
Підсумковий контроль - екзамен						

Перелік умовних позначень форм контролю та оцінка їх у балах:

В – відповідь на практичних заняттях – 1 бал;

УД – участь у дискусії – 1 бал;

Т – тестування – 1 бал;

ТД – термінологічний диктант – 1 бал;

РМГ – робота в малих групах – 1 бал;

Д – доповідь – 2 бали;

П – презентація – 2 бали;

ІЗ – індивідуальне завдання – 10 балів, як сума балів за виконання таких видів завдань:

- участь у наукових заходах – 6 балів;

- курси на платформі Prometheus або на інших сервісах – 4 бали;

- складання ментальної карти по темі – 3 бали;

- есе – 2 бали;

- складання тематичного словника – 1 бал.

Загальна сума за поточну навчальну роботу (аудиторну та самостійну) за семестр – 100 балів.

II. ПРОГРАМА ОСВІТНЬОГО КОМПОНЕНТА.

I курс

I семестр

Unit 1. Global Business and Financial Literacy. Present Tenses in English: Simple and Continuous Forms.

This unit introduces learners to the basic concepts of global business, including types of companies, international clients, and financial essentials like income, expenses, and budgeting. Students develop vocabulary and functional language for everyday business communication in global and financial contexts.

This grammar unit focuses on the correct use of Present Simple and Present Continuous tenses. Learners practice talking about routines, current actions, temporary situations, and scheduled future events.

Unit 2. The Modern Office Environment and Organizational Structure. Understanding the Present Perfect and Present Perfect Continuous Tenses.

This unit explores workplace vocabulary related to office supplies, equipment, departments, and corporate hierarchy. Learners become familiar with the roles of people in an office and how different departments interact within a business structure.

This grammar unit helps learners distinguish between completed actions, experiences, and actions continuing into the present. It focuses on time expressions, the use of have been, have gone, and contrasts between Present Perfect and Present Perfect Continuous.

Unit 3. Everyday Workplace Communication Skills. Describing Past Actions and Habits: Simple and Continuous Forms.

This unit develops practical communication abilities used in daily office interactions, such as small talk, delegating tasks, giving feedback, and handling changes. Learners practice both formal and informal expressions for effective collaboration in professional settings.

This grammar unit covers the use of Past Simple and Past Continuous tenses to describe completed actions, background activities, and interrupted events. It also introduces structures like used to and would for expressing past habits and routines.

Unit 4. Human Resources and Employment Practices. Past Perfect and Past Perfect Continuous: Expressing Earlier Past Actions.

This unit focuses on vocabulary and language related to hiring, promotions, terminations, scheduling, and employee evaluations. Learners gain the skills to discuss workplace policies, recruitment processes, and staff management effectively.

This grammar unit teaches how to describe actions that happened before other past events. It highlights the difference between completed actions (Past Perfect) and actions in progress up to a point in the past (Past Perfect Continuous).

I курс
II семестр

Unit 1. Effective Communication and Productivity in the Workplace. Future Tenses in English: Expressing Plans, Predictions, and Timeframes.

This unit helps learners develop key communication skills for professional settings, including running meetings, delivering presentations, and managing time efficiently. Emphasis is placed on clarity, planning, and collaboration to enhance workplace productivity.

This grammar unit focuses on using Future Simple, be going to, Present Continuous, and other future forms. Learners practice expressing intentions, scheduled events, predictions, and actions that will be in progress or completed at a future time.

Unit 2. Time Management for Personal and Professional Success. Modal Verbs.

This unit teaches strategies for setting priorities, organizing tasks, meeting deadlines, and achieving a healthy work-life balance. Learners develop vocabulary and expressions to discuss schedules, productivity tools, and time-saving techniques.

This grammar unit covers modal verbs for expressing ability, obligation, necessity, permission, advice, and probability. Learners practice using modals such as can, must, should, may, and might in workplace and everyday contexts.

Unit 3. Business Interaction and Mobility. Modal Verbs.

This unit focuses on essential workplace situations such as team building, negotiations, business travel, and internal communication. Learners build language skills for interacting professionally in both local and international business environments.

This grammar unit reinforces the use of modal verbs to express requests, offers, suggestions, obligations, and permissions. It emphasizes real-life business functions such as making polite requests, giving advice, and negotiating terms.

II курс
III семестр

Unit 1. Fundamentals of Business Operations and Production. Passive Voice.

This unit introduces key concepts related to supply and demand, production processes, quality standards, and meeting deadlines. Learners develop the language needed to describe how goods and services are created and managed within a business.

This grammar unit focuses on forming and using the passive voice to describe actions and processes, especially in formal or technical contexts. Learners practice transforming active sentences into passive ones and using passive structures to emphasize results over agents.

Unit 2. Performance and Process Management in Business. Passive Voice.

This unit explores how businesses measure, monitor, and improve efficiency through benchmarks, operational control, product details, and pricing strategies. Learners gain vocabulary and expressions for describing performance indicators and workflow processes.

This grammar unit continues developing the use of passive constructions, including special structures such as personal/impersonal passives, have/get something done, and passive forms of infinitives and gerunds. It is especially useful for describing business procedures and formal reporting.

Unit 3. Sales, Marketing, and Customer Engagement. Reported Speech.

This unit focuses on the language and strategies used in promoting products, forecasting sales, handling customer relations, and analyzing competition. Learners practice key vocabulary and expressions used in marketing campaigns, branding, and client communication.

This grammar unit teaches how to report statements, questions, and commands in both formal and informal contexts. Learners practice shifting tenses, using reporting verbs, and converting direct speech into reported forms for summarizing client feedback and internal communication.

II кypc

IV семестp

Unit 1. Understanding Leadership and Management Approaches. Conditional Sentences.

This unit introduces various leadership and management styles, such as autocratic, democratic, transformational, and situational approaches. Learners explore how different styles impact team dynamics, decision-making, and organizational success.

This grammar unit focuses on the use of conditional structures to express real, unreal, and hypothetical situations. Learners practice Zero, First, Second, and Third Conditionals, as well as mixed conditionals, to discuss cause-and-effect relationships and decision outcomes in management scenarios.

Unit 2. Modern Leadership Styles and Management Strategies. Conditional Sentences.

This unit explores current trends in leadership, such as servant, coaching, and visionary styles, emphasizing adaptability, emotional intelligence, and strategic thinking. Learners analyze how modern leaders influence organizational culture and drive innovation.

This grammar unit deepens understanding of conditional forms used to discuss hypothetical leadership situations, consequences of strategic decisions, and potential outcomes. Learners practice using real and unreal conditionals to express goals, predictions, and what-if management scenarios.

Unit 3. Exploring Leadership and Management Styles for the 21st Century Workplace. Wishes and Regrets.

This unit focuses on comparing traditional and modern leadership approaches in today's diverse, fast-changing work environments. Learners evaluate the effectiveness of different management styles and reflect on leadership challenges in global and digital contexts.

This grammar unit teaches how to express unreal desires, regrets, and complaints using structures like wish + past simple/past perfect, wish + would, and if only. Learners apply these forms to reflect on leadership decisions, team outcomes, and past managerial experiences.

III кype V семестp

Unit 1. Entrepreneurship and Strategic Business Development. The Notion of Noun.

This unit introduces key concepts of entrepreneurship, including business models, strategic planning, innovation, and competitive advantage. Learners explore how entrepreneurs identify opportunities, manage resources, and build sustainable businesses in a dynamic global market.

This grammar unit focuses on the fundamental concept of nouns, including countable and uncountable forms, singular and plural usage, and abstract vs. concrete nouns. Learners build accuracy in identifying and using nouns within business and academic contexts.

Unit 2. Financial Planning and Business Modelling. The Notion of Pronoun.

This unit covers essential topics such as budgeting, cost analysis, income forecasting, and building effective business models. Learners develop the language and skills needed to discuss financial plans, analyze expenses, and present business strategies clearly.

This grammar unit introduces various types of pronouns, including personal, reflexive, indefinite, and possessive forms. Learners practice using pronouns accurately to avoid repetition and ensure clarity in both written and spoken communication.

Unit 3. Business Interaction and Mobility. The Notion of Article.

This unit focuses on the language used in professional interactions such as team collaboration, negotiations, business travel, and internal communication. Learners develop practical communication skills for engaging in diverse workplace scenarios, both locally and internationally.

This grammar unit explores the use of definite (the), indefinite (a, an), and zero articles. Learners practice selecting the appropriate article based on specificity, countability, and context—an essential skill for clear and accurate business communication.

III кype **VI семестp**

Unit 1. Developing Professional Relationships and Global Business Networks. The Notion of Adjectives.

This unit focuses on building effective business relationships through trust, cross-cultural communication, networking, and client engagement. Learners gain the language skills needed to connect professionally in both local and international contexts.

This grammar unit introduces the role of adjectives in describing qualities, characteristics, and quantities. Learners explore types of adjectives, degrees of comparison, and structures used to make business descriptions more precise and engaging.

Unit 2. Digital Business and Online Security. The Notion of Adverbs.

This unit explores the digital transformation of business, including e-commerce, digital payment systems, internet security, and data protection. Learners develop vocabulary and communication skills for discussing online transactions, cybersecurity measures, and privacy practices.

This grammar unit focuses on the use of adverbs to modify verbs, adjectives, and other adverbs. Learners study different types of adverbs—such as those of frequency, manner, degree, and probability—and practice using them accurately in digital and business-related contexts.

Unit 3. Essentials of Project Management. Notion of Adverbs.

This unit covers the foundational aspects of project management, including planning, scheduling, budgeting, and team coordination. Learners acquire the language and terminology needed to describe project phases, set goals, manage risks, and evaluate outcomes.

This grammar unit continues to explore the role of adverbs in providing detail and precision. Learners practice using adverbs to describe project timelines, actions, and degrees of certainty – essential for effective reporting and coordination in project-based environments.

IV кype **VII семестp**

Unit 1. Principles of Risk Management in Business and Projects. The Notion of Preposition.

This unit introduces the core principles of identifying, assessing, and mitigating risks in business operations and project execution. Learners develop the language needed to discuss risk scenarios, contingency planning, and decision-making under uncertainty.

This grammar unit focuses on the use of prepositions to show relationships of time, place, direction, and cause. Learners practice using prepositions accurately in risk-related contexts, such as describing conditions, responsibilities, and outcomes.

Unit 2. Business Integrity and Loss Prevention Strategies. Phrasal Verbs: Forms, Meanings, and Usage.

This unit explores how organizations maintain ethical standards and prevent financial or operational losses through internal controls, fraud detection, and employee training. Learners gain the language skills to discuss accountability, compliance, and security measures in business environments.

This grammar unit focuses on the structure and interpretation of phrasal verbs – combinations of verbs with particles that change meaning. Learners practice identifying, categorizing, and using both literal and idiomatic phrasal verbs commonly found in business and workplace communication.

Unit 3. Communication and Organisational Challenges. Relative Clauses.

This unit addresses key challenges in workplace communication, including misunderstandings, managing change, and maintaining transparency during restructuring or crisis situations. Learners build the language skills needed to navigate sensitive topics, evaluate performance, and support effective internal communication.

This grammar unit focuses on the use of relative clauses to add detail and clarify information. Learners practice forming defining and non-defining clauses using who, which, that, whose, whom, and where, helping them produce more precise and professional communication.

IV курс VIII семестр

Unit 1. Job Hunting in Management. The Notion of Participle.

This unit guides learners through the process of applying for management roles, including preparing CVs, writing cover letters, attending interviews, and negotiating job offers. It focuses on the language and strategies needed to present qualifications, leadership experience, and career goals effectively.

This grammar unit introduces present and past participles and their functions as adjectives or components of verb phrases. Learners practice using participles in job application contexts, such as describing responsibilities (managing teams, completed projects) and forming concise, professional descriptions.

Unit 2. Global Trends in Management. The Notion of Gerund.

This unit explores current developments in management, including digital leadership, sustainability, remote team coordination, and cross-cultural practices. Learners examine how global trends shape leadership styles and organizational strategies in the modern business world.

This grammar unit focuses on the gerund (verb + -ing) as a noun, used in subject, object, and complement positions. Learners practice recognizing and using gerunds in real-life business contexts, such as discussing tasks, skills, and managerial responsibilities (e.g., leading teams, handling risks).

Unit 3. Communicating in a Digitalised World. The Notion of Infinitive.

This unit examines how digital tools have transformed professional communication, including the use of email, messaging platforms, virtual meetings, and AI-powered assistants. Learners develop skills to communicate effectively, clearly, and appropriately in digital work environments.

This grammar unit introduces the infinitive form (*to + verb*) and its functions as subject, object, or complement. Learners practice using infinitives in professional settings—for example, expressing purpose (*to improve communication*), intent (*to lead a project*), and after specific verbs and adjectives.

Unit 4. Professional Ethics for Managers. The Notion of Infinitive.

This unit focuses on ethical decision-making, integrity, accountability, and responsible leadership in managerial roles. Learners explore workplace dilemmas, codes of conduct, and how ethical principles guide behavior in business environments.

This grammar unit continues to explore the use of infinitives, including complex structures such as *to be done*, *to have been*, and infinitives after certain nouns and adjectives. Learners apply these forms in ethical contexts, such as expressing duties (*to report misconduct*), obligations (*to follow regulations*), and intentions (*to act responsibly*).

Структура освітнього компонента.

Результати навчання	Навчальна діяльність	Робочий час здобувача, год.
І курс І семестр		
Unit 1. Global Business and Financial Literacy. Present Tenses in English: Simple and Continuous Forms.		16/26
knowledge of topical vocabulary; ability to use grammatical resources of the language; understanding different aspects of language behavior; correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 1. 1. Learn types of businesses 2. Explore cultural business differences 3. Use Present Simple to describe business facts 4. Compare business etiquette 5. Practice speaking and writing with key vocabulary References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: enriching thematic vocabulary; developing grammatical skills; analyzing grammar rules	3

understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language	Practical lesson 2. 1. Learn who international clients are 2. Explore how companies work with clients abroad 3. Use Present Simple to describe daily business routines 4. Practice polite phrases for client communication 5. Write or say what your company does for international clients References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	3
understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language	Practical lesson 3. 1. Learn different types of work and jobs. 2. Use Present Simple to describe job duties. 3. Practice adverbs of frequency like always, usually, sometimes. 4. Talk about how often people do tasks at work. 5. Write sentences about daily work routines using frequency adverbs References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills.	3
knowledge of topical vocabulary; ability to use grammatical resources of the language; understanding different aspects of language behavior; correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 4. 1. Learn vocabulary related to salaries and benefits. 2. Understand the difference between Present Simple and Present Continuous. 3. Use Present Simple to describe regular pay and typical benefits 4. Use Present Continuous to talk about current changes or negotiations. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating texts on the theme.	3

ability to use lexical and grammatical resources of the language; knowledge of topical vocabulary.	Practical lesson 5. 1. Learn key money-related vocabulary. 2. Understand the form of Present Continuous. 3. Use Present Continuous to describe current financial actions 4. Practice sentences like “I am saving for a car” References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options.	4
ability to use lexical and grammatical resources of the language; knowledge of topical vocabulary.	Practical lesson 6. 1. Learn how people spend or use money in daily life. 2. Review Present Continuous for actions happening now. 3. Use Present Continuous to describe temporary financial behavior 4. Practice phrases like “He is buying a new phone” References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options.	3
understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language	Practical lesson 7. 1. Learn vocabulary related to bank accounts and services. 2. Review the Present Continuous form. 3. Use Present Continuous to talk about planned bank activities 4. Practice sentences like “I am opening a new account tomorrow” References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating texts on the theme.	4

knowledge of topical vocabulary; ability to use grammatical resources of the language; awareness and proper use of categories, structures and processes	Practical lesson 8. 1. Learn vocabulary about prices, costs, and value changes. 2. Understand what state verbs are (e.g. know, believe, cost) 3. Learn why state verbs are not used in continuous tenses. 4. Practice identifying state verbs in context References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	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
Unit 2. The Modern Office Environment and Organizational Structure. Understanding the Present Perfect and Present Perfect Continuous Tenses.		16/25
correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 9. 1. Learn vocabulary related to office supplies and equipment. 2. Understand the form of Present Perfect (have/has + past participle). 3. Learn when to use Present Perfect for recent actions and experiences. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills.	3
ability to use grammatical resources of the language; understanding and interpreting different aspects of culture and language behaviour in the world of work	Practical lesson 10. 1. Learn names of common office equipment. 2. Understand Present Perfect for experiences using ever, never, before. 3. Practice questions like “Have you ever used a 3D printer?”. 4. Use negative forms like “I have never worked with a fax machine”. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating texts on the theme.	3

understanding of logical relations ; awareness and control of the organisation of the meaning of grammatical elements;	Practical lesson 11. 1. Learn vocabulary for computers and related accessories. 2. Understand Present Perfect use with unfinished time expressions like today, this week 3. Practice sentences like “I have installed three programs today” 4. Compare Present Perfect with Past Simple using time clues References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various	3
knowledge of topical vocabulary; ability to use grammatical resources of the language; awareness and proper use of categories, structures and processes	Practical lesson 12. 1. Learn vocabulary for parts and areas of the office. 2. Understand how to use Present Perfect with just, already, and yet. 3. Practice sentences like “She has just cleaned the meeting room”. 4. Ask and answer questions like “Have they set up the projector yet?” References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	4
awareness and control of the organisation of the meaning of grammatical elements; understanding of logical relations	Practical lesson 13. 1. Learn vocabulary for office roles and sign-in procedures. 2. Understand the difference between have been to, have gone to, and have been in 3. Role-play office sign-in conversations using Present Perfect 4. Talk about people’s locations and experiences in the office accurately References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options	3

understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language	Practical lesson 14. 1. Understand the form of Present Perfect Continuous (have/has been + verb-ing). 2. Use the tense to describe actions started in the past and continuing now. 3. Practice sentences like “Sales have been increasing this month”. 4. Talk about business trends and ongoing results using Present Perfect Continuous. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing notes conveying complex professionally relevant information; rendering articles; summarizing a wide range of factual information	3
awareness and control of the organisation of the meaning of grammatical elements; understanding of logical relations	Practical lesson 15. 1. Understand the difference between Present Perfect and Present Perfect Continuous. 2. Use Present Perfect for completed actions (e.g. “HR has hired two new employees”). 3. Use Present Perfect Continuous for ongoing actions (e.g. “Marketing has been working on the campaign”). 4. Compare and practice both tenses in real workplace scenarios References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	3

understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language	Practical lesson 16. 1. Understand the use of Present Perfect for results (e.g. “The board has approved the new policy”). 2. Understand the use of Present Perfect for experiences (e.g. “I have worked with corporate auditors before”). 3. Compare result-focused and experience-focused Present Perfect sentences. 4. Practice using both meanings in business context discussions and writing. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing notes conveying complex professionally relevant information; rendering articles; summarizing a wide range of factual information	3
Unit 3. Everyday Workplace Communication Skills. Describing Past Actions and Habits: Simple and Continuous Forms.		18/31
knowledge of topical vocabulary; ability to use lexical and grammatical resources of the language	Practical lesson 17. 1. Learn how to form the Past Simple tense using regular and irregular verbs. 2. Use Past Simple to talk about past experiences and introductions. 3. Complete sentences such as “I joined the company in 2020”. 4. Share short personal or professional introductions using Past Simple References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	3

ability to use topical vocabulary and grammatical resources of the language; awareness and proper use of categories, structures and processes	Practical lesson 18. 1. Practice forming Past Simple questions (e.g. “Did you speak to the client?”) 2. Practice forming negatives (e.g. “I didn’t receive the message”). 3. Role-play past telephone conversations. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: enriching thematic vocabulary; developing grammatical skills; analyzing grammar rules	4
understanding and interpreting different aspects of culture and language behaviour in the world of work	Practical lesson 19. 1. Understand the form of Past Continuous (was/were + verb-ing). 2. Use Past Continuous to describe actions in progress at a specific time in the past. 3. Practice sentences like “I was writing an email when the phone rang” References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: doing grammar exercises; reading and translating texts on the topic; developing speaking skills	3
awareness and control of the organisation of the meaning of grammatical elements; understanding of logical relations	Practical lesson 20. 1. Learn phrases and topics commonly used in workplace small talk. 2. Understand how to use Past Simple and Past Continuous together. 3. Identify which action was ongoing and which interrupted it References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: rendering articles and authentic materials; summarizing a wide range of factual academic and specialism-related texts	3

knowledge of topical vocabulary; ability to use grammatical resources of the language; ability to lexical resources of the language;	Practical lesson 21. 1. Understand how Past Continuous sets the scene or gives background context. 2. Practice sentences like “I was preparing the report while they were discussing deadlines”. 3. Role-play workplace scenarios with background actions in progress References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	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	4
awareness and proper use of categories, structures and processes	Practical lesson 22. 1. Understand the structure and meaning of “used to” for past habits or states. 2. Practice sentences like “We used to have weekly meetings”. 3. Compare past routines with current ones (e.g. “We used to email clients, now we use a CRM”). 4. Talk about how business practices or team habits have changed over time References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	3
knowledge of topical vocabulary; ability to use grammatical resources of the language; ability to lexical resources of the language	Practical lesson 23. 1. Understand how “would” is used to describe repeated past actions. 2. Practice sentences like “She would always review my reports before meetings”. 3. Compare “would” and “used to” in the context of past habits. 4. Role-play giving feedback based on past team behavior and routines. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	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
knowledge of topical vocabulary; ability to use grammatical resources of the language; ability to lexical resources of the language	Practical lesson 24. 1. Review the differences between “have been to,” “have gone to,” and “have been in”. 2. Practice sentences like “She has been to several leadership workshops”. 3. Use the correct form to talk about past visits, absences, or presence. 4. Discuss how past experiences (e.g. training, conferences) help motivate staff today References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	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	4
knowledge of topical vocabulary; ability to use grammatical resources of the language; awareness and proper use of categories, structures and processes	Practical lesson 25. 1. Understand when to use Past Simple and Past Continuous. 2. Practice sentences like “I met her while I was attending a conference”. 3. Use both tenses to describe past networking events and interactions 4. Role-play conversations that happened during professional events References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills.	4

Unit 4. Human Resources and Employment Practices. Past Perfect and Past		10/18
knowledge of topical vocabulary; ability to use grammatical resources of the language	Practical lesson 26. 1. Understand the form of Past Perfect (had + past participle). 2. Use Past Perfect to show which action happened first (e.g. “She had applied before the deadline closed”). 3. Practice writing or saying job interview stories using Past Perfect. 4. Compare Past Simple and Past Perfect to describe job search timelines clearly. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing notes and memos conveying complex relevant information to academic and professional addressees, rendering articles and authentic materials	4
awareness and proper use of categories, structures and processes; ability to use topical vocabulary and grammatical resources of the language	Practical lesson 27. 1. Understand how to use Past Perfect in time clauses with "when" and "after". 2. Practice sentences like “After they had reviewed the CVs, they scheduled interviews”. 3. Compare Past Simple and Past Perfect in hiring timelines. 4. Create short dialogues or texts describing past hiring steps using time connectors References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills.	4

control of the organisation of the meaning of grammatical elements;	Practical lesson 28. 1. Practice identifying and using the tense in promotion-related contexts. 2. Write or role-play situations showing effort or progress before receiving a promotion. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating a newspaper article on the topic; developing speaking skills.	3
knowledge of topical vocabulary; ability to use grammatical resources of the language; understanding different aspects of language behaviour	Practical lesson 29. 1. Use Past Perfect for earlier actions (e.g. “He had received two warnings before he was dismissed”). 2. Practice writing and discussing sequences of events using both tenses accurately. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills; writing a report on the topic.	3
awareness and proper use of categories, structures and processes; ability to use topical vocabulary and grammatical resources of the language	Practical lesson 30. 1. Understand the difference between Past Perfect and Past Perfect Continuous. 2. Practice describing scheduling problems or delays using both tenses accurately. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: preparing dialogues on the topic; doing grammar exercises; reading and translating a newspaper article on the topic; developing speaking skills.	4
Індивідуальне завдання		20
ВСЬОГО:		180/6

Результати навчання	Навчальна діяльність	Робочий час здобувача, год.
І курс II семестр		
Unit 1. Effective Communication and Productivity in the Workplace. Future Tenses in English: Expressing Plans, Predictions, and Timeframes.		10/6
knowledge of topical vocabulary; ability to use grammatical resources of the language; understanding different aspects of language behavior; correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 1. 1. Understand the difference between Future Simple (will) and Be Going ToExplore cultural business differences. 2. Learn key vocabulary for planning and evaluating meetings 3. Practice discussing meeting plans and follow-ups using both future forms correctly. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: enriching thematic vocabulary; developing grammatical skills; analyzing grammar rules	1
understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language	Practical lesson 2. 1. Practice creating and presenting a meeting agenda using both future forms correctlyExplore how companies work with clients abroad. 2. Compare Present Continuous and Be Going To in meeting contexts References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	1
understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language	Practical lesson 3. 1. Learn key phrases and steps for preparing business presentations. 2. Compare both tenses to describe future actions in progress vs. completed ones. 3. Practice planning a presentation timeline using both future tenses accurately. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2

	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills.	1
knowledge of topical vocabulary; ability to use grammatical resources of the language; understanding different aspects of language behavior; correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 4. 1. Understand the form and use of Future Perfect Continuous (will have been + verb-ing). 2. Practice describing preparation timelines and effort duration. 3. Create sentences or dialogues showing how long someone will have been working before presenting References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating texts on the theme.	1
ability to use lexical and grammatical resources of the language; knowledge of topical vocabulary.	Practical lesson 5. 1. Learn key phrases for formal and professional communication. 2. Practice using would and was/were going to in workplace scenarios. 3. Understand the structure of Future-in-the-Past (was/were going to, would) 4. Create short conversations or emails showing postponed or planned actions in the past References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options.	2
Unit 2. Time Management for Personal and Professional Success. Modul Verbs.		12/6
correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 6. 1. Understand alternative future expressions: be about to, be due to, be on the point of, be likely to, be bound to, be sure to. 2. Compare the meanings and usage of each phrase to show certainty or immediacy. 3. Role-play workplace situations using a variety of future expressions for effective time planning. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2

	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills.	1
ability to use grammatical resources of the language; understanding and interpreting different aspects of culture and language behaviour in the world of work	Practical lesson 7. 1. Learn key vocabulary for goal-setting and prioritizing tasks. 2. Practice forming Yes/No questions . 3. Form negative statements related to planning References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating texts on the theme.	1
understanding of logical relations ; awareness and control of the organisation of the meaning of grammatical elements;	Practical lesson 8. 1. Learn useful phrases for daily work planning and task management. 2. Understand how to use can, could, be able to for expressing ability 3. Practice planning a workday using modals to express what is possible and what can be done References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various	1
knowledge of topical vocabulary; ability to use grammatical resources of the language; awareness and proper use of categories, structures and processes	Practical lesson 9. 1. Learn vocabulary related to time management and avoiding delays. 2. Understand how to use must, have to, need to, should, and ought to for expressing rules, duties, and strong advice. 3. Compare strength of obligation (e.g. “must” vs. “should”) References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	1

awareness and control of the organisation of the meaning of grammatical elements; understanding of logical relations	Practical lesson 10. 1. Learn key vocabulary for deadlines, workload, and task prioritization. 2. Distinguish between actions that were unnecessary and those not required at all. 3. Create realistic work plans and reflect on past actions using these structures appropriately. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options	1
understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language	Practical lesson 11. 1. Learn vocabulary related to balancing work and personal time effectively. 2. Use mustn't and can't to express prohibition. 3. Use can, may, could, and might to give or ask for permission. 4. Role-play scenarios to set healthy boundaries using correct modals for permission and prohibition. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing notes conveying complex professionally relevant information; rendering articles; summarizing a wide range of factual information	1
Unit 3. Business Interaction and Mobility. Modul Verbs.		8/8
knowledge of topical vocabulary; ability to use lexical and grammatical resources of the language	Practical lesson 12. 1. Learn vocabulary related to teamwork, collaboration, and trust. 2. Use must, can't, and couldn't to make logical assumptions . 3. Use should and ought to to express probability or expectations. 4. Create short dialogues or case studies using modal verbs to discuss team performance and cooperation. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2

	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	2
ability to use topical vocabulary and grammatical resources of the language; awareness and proper use of categories, structures and processes	Practical lesson 13 1. Learn key phrases and vocabulary used in professional negotiations. 2. Use can, could, will, would, and may to make polite requests. 3. Use I'll, shall, and can to make offers. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: enriching thematic vocabulary; developing grammatical skills; analyzing grammar rules	2
understanding and interpreting different aspects of culture and language behaviour in the world of work	Practical lesson 14. 1. Learn vocabulary related to business travel and trip planning. 2. Use shall, can, and could to make polite suggestions. 3. Role-play planning a business trip using appropriate modals for suggestions and advice. References: 2, 4, 7, 9, 12, 14 Recommended materials: 16, 18, 23, 25, 26 Internet sources: 29, 30, 32, 34, 38	2
	Self-study: doing grammar exercises; reading and translating texts on the topic; developing speaking skills	2
awareness and control of the organisation of the meaning of grammatical elements; understanding of logical relations	Practical lesson 15. 1. Use will to make promises. 2. Practice be supposed to for expectations. 3. Use be able to for ability and be allowed to for permission. 4. Create dialogues involving travel arrangements using these expressions to show commitment, rules, and permissions References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: rendering articles and authentic materials; summarizing a wide range of factual academic and specialism-related texts	2
Індивідуальне завдання		10
ВСЬОГО:		60/2

Результати навчання	Навчальна діяльність	Робочий час здобувача, год.
II курс III семестр		
Unit 1. Fundamentals of Business Operations and Production. Passive Voice.		8/5
knowledge of topical vocabulary; ability to use grammatical resources of the language; understanding different aspects of language behavior; correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 1. 1. Learn basic vocabulary related to supply, demand, production, and distribution. 2. Understand the form of Passive Voice (be + past participle) in the present and past. 3. Explore the meaning and use of passive voice to focus on the action rather than the subject. 4. Use passive voice to describe market processes and business operations clearly. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: enriching thematic vocabulary; developing grammatical skills; analyzing grammar rules	1
understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language	Practical lesson 2. 1. Learn vocabulary related to manufacturing and production processes. 2. Understand the structure of Present Simple Passive (is/are + past participle) and Past Simple Passive (was/were + past participle). 3. Compare when to use present vs. past passive based on time references 4. Describe production steps using both tenses in passive voice for clarity and formality References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	1

understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language	Practical lesson 3. 1. Learn vocabulary related to quality control and standards in production. 2. Review passive structures in less common tenses. 3. Create quality reports or role-play inspections using various passive tense forms correctly. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills.	1
knowledge of topical vocabulary; ability to use grammatical resources of the language; understanding different aspects of language behavior; correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 4. 1. Use Future Perfect to describe completed actions before a future point. 2. Use Future Perfect Continuous to describe ongoing actions until a future time. 3. Practice writing and discussing deadline scenarios using all these future-focused structures correctly. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating texts on the theme.	2
Unit 2. Performance and Process Management in Business. Passive Voice.		8/5
correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 5. 1. Learn key vocabulary related to benchmarks and performance measurement. 2. Review the structure of active and passive voice. 3. Practice transforming active sentences into passive. 4. Complete exercises using benchmark-related contexts to build fluency in passive transformation References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills.	1

ability to use grammatical resources of the language; understanding and interpreting different aspects of culture and language behaviour in the world of work	Practical lesson 6. 1. Learn vocabulary related to monitoring and managing operations 2. Understand the difference between personal passive (e.g. "The manager was informed") and impersonal passive (e.g. "It was reported that the manager was informed"). 3. Practice transforming active sentences into both passive forms. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating texts on the theme.	1
understanding of logical relations ; awareness and control of the organisation of the meaning of grammatical elements;	Practical lesson 7. 1. Learn vocabulary related to product features, specifications, and descriptions. 2. Understand passive with two objects. 3. Learn impersonal passive constructions. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options	1
knowledge of topical vocabulary; ability to use grammatical resources of the language; awareness and proper use of categories, structures and processes	Practical lesson 8. 1. Learn vocabulary related to setting, adjusting, and reviewing prices. 2. Understand the " have/get something done " structure for services. 3. Create short dialogues or reports about pricing tasks using advanced passive forms correctly. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	2

Unit 3. Sales, Marketing, and Customer Engagement. Reported Speech.		14/10
knowledge of topical vocabulary; ability to use lexical and grammatical resources of the language	Practical lesson 9. 1. Learn key vocabulary and phrases used in sales conversations and client interactions. 2. Understand the difference between direct speech (e.g. “The client said, ‘I need a discount.’”) and reported speech (e.g. “The client said that he needed a discount”). 3. Role-play sales scenarios, converting spoken dialogue into reported statements accurately. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	2
ability to use topical vocabulary and grammatical resources of the language; awareness and proper use of categories, structures and processes	Practical lesson 10. 1. Learn vocabulary related to forecasting sales and market trends. 2. Understand how tenses change from direct to reported speech. 3. Use reported speech to summarize sales meetings, reports, or management statements. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: enriching thematic vocabulary; developing grammatical skills; analyzing grammar rules	2
understanding and interpreting different aspects of culture and language behaviour in the world of work	Practical lesson 11. 1. Learn key vocabulary related to shipping, delivery, and logistics. 2. Understand the basic rules for reporting statements. 3. Identify reporting verbs commonly used in logistics contexts. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: doing grammar exercises; reading and translating texts on the topic; developing speaking skills	2

awareness and control of the organisation of the meaning of grammatical elements; understanding of logical relations	Practical lesson 12. 1. Learn vocabulary related to branding, brand identity, and recognition. 2. Practice changing yes/no branding-related questions into reported speech. 3. Review question word order changes (no auxiliary–subject inversion in reported form). References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: rendering articles and authentic materials; summarizing a wide range of factual academic and specialism-related texts	1
knowledge of topical vocabulary; ability to use grammatical resources of the language; ability to lexical resources of the language;	Practical lesson 13. 1. Learn key vocabulary related to marketing strategies, campaigns, and research. 2. Practice transforming direct Wh-questions into reported speech 3. Identify and use reporting verbs such as asked , wanted to know , inquired . References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	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	1
awareness and proper use of categories, structures and processes	Practical lesson 14. 1. Understand how to report commands using told + to-infinitive. 2. Report requests using asked + to-infinitive. 3. Report advice using advised + to-infinitive or not to for negative advice. 4. Practice rewriting business instructions and suggestions from direct to reported form in competitive scenarios. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	1

knowledge of topical vocabulary; ability to use grammatical resources of the language; ability to lexical resources of the language	Practical lesson 15. 1. Learn key vocabulary related to customer service and communication. 2. Practice matching reporting verbs with the correct sentence structure. 3. Role-play customer service interactions and use appropriate reporting verbs to summarize conversations professionally. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	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	1
Індивідуальне завдання		10
ВСЬОГО:		60/2
Результати навчання	Навчальна діяльність	Робочий час здобувача, год.
II курс IV семестр		
Unit 1. Understanding Leadership and Management Approaches. Conditional Sentences.		10/6
knowledge of topical vocabulary; ability to use grammatical resources of the language; understanding different aspects of language behavior; correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 1. 1. Learn key vocabulary related to leadership traits and management approaches. 2. Understand the structure of the Zero Conditional. 3. Practice creating zero conditional sentences about leadership outcomes. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: enriching thematic vocabulary; developing grammatical skills; analyzing grammar rules	1

understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language	Practical lesson 2. 1. Learn vocabulary related to autocratic leadership and decision-making 2. Understand the structure of the First Conditional . 3. Practice writing and discussing workplace scenarios using the First Conditional. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	1
understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language	Practical lesson 3. 1. Learn vocabulary related to democratic leadership and team collaboration. 2. Understand the structure of the Second Conditional . 3. Practice forming hypothetical statements about workplace leadership styles. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills.	1
knowledge of topical vocabulary; ability to use grammatical resources of the language; understanding different aspects of language behavior; correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 4. 1. Learn vocabulary related to laissez-faire leadership and minimal supervision. 2. Understand the structure of the Third Conditional. 3. Practice writing and discussing past workplace situations using the Third Conditional. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating texts on the theme.	1

ability to use lexical and grammatical resources of the language; knowledge of topical vocabulary.	Practical lesson 5. 1. Learn key vocabulary related to transformational leadership and motivating teams. 2. Understand the structure of Mixed Conditionals. 3. Practice forming mixed conditional sentences to reflect on leadership impacts. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options.	2
Unit 2. Modern Leadership Styles and Management Strategies. Conditional Sentences.		8/4
correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 6. 1. Learn vocabulary related to transactional leadership, goals, and performance-based management. 2. Understand the structure of Mixed Conditionals. 3. Practice forming mixed conditional sentences to analyze management effectiveness. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills.	1
ability to use grammatical resources of the language; understanding and interpreting different aspects of culture and language behaviour in the world of work	Practical lesson 7. 1. Learn vocabulary related to servant leadership, empathy, and team empowerment. 2. Understand the structure of inverted conditionals used for formality and emphasis. 3. Use formal conditional structures in leadership discussions and reports. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating texts on the theme.	1

understanding of logical relations ; awareness and control of the organisation of the meaning of grammatical elements;	Practical lesson 8. 1. Learn vocabulary related to flexible and adaptive leadership styles. 2. Understand how to use unless (negative condition), provided that (strict condition), and in case (precaution) as alternatives to “if”. 3. Compare the meanings and nuances of each conditional phrase. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various	1
knowledge of topical vocabulary; ability to use grammatical resources of the language; awareness and proper use of categories, structures and processes	Practical lesson 9. 1. Learn vocabulary related to coaching, mentoring, and professional development. 2. Understand how conditionals can be used to make polite requests and offers. 3. Role-play coaching conversations using conditionals for encouragement and suggestion. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	1
Unit 3. Exploring Leadership and Management Styles for the 21st Century Workplace. Wishes and Regrets.		12/10
knowledge of topical vocabulary; ability to use lexical and grammatical resources of the language	Practical lesson 10. 1. Learn vocabulary related to bureaucracy, regulations, and formal procedures. 2. Understand the structure wish + past simple to express present regrets or unreal desires. 3. Practice writing and saying sentences expressing dissatisfaction or desired change in the present References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	2

ability to use topical vocabulary and grammatical resources of the language; awareness and proper use of categories, structures and processes	Practical lesson 11. 1. Learn vocabulary related to charisma, influence, and inspirational leadership. 2. Understand the structure wish + past continuous to express regret about something happening now. 3. Practice forming sentences that express dissatisfaction with current leadership behavior. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: enriching thematic vocabulary; developing grammatical skills; analyzing grammar rules	2
understanding and interpreting different aspects of culture and language behaviour in the world of work	Practical lesson 12. 1. Learn vocabulary related to vision, long-term planning, and strategic thinking. 2. Understand the structure wish + past perfect to express regret about past decisions or events. 3. Practice writing and speaking about past regrets using wish + past perfect. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: doing grammar exercises; reading and translating texts on the topic; developing speaking skills	2
awareness and control of the organisation of the meaning of grammatical elements; understanding of logical relations	Practical lesson 13. 1. Learn vocabulary related to participative leadership and collaborative decisions. 2. Understand the structure wish + would to express irritation or a desire for someone to change their behavior. 3. Practice writing and saying sentences about leadership behaviors that should improve. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2

	Self-study: rendering articles and authentic materials; summarizing a wide range of factual academic and specialism-related texts	2
knowledge of topical vocabulary; ability to use grammatical resources of the language; ability to lexical resources of the language;	Practical lesson 14. 1. Learn vocabulary comparing task-oriented and people-oriented management styles. 2. Understand the use of if only and wish + to- infinitive to express strong or formal wishes. 3. Practice writing leadership goals and workplace improvements using these structures. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	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	1
awareness and proper use of categories, structures and processes	Practical lesson 15. 1. Learn vocabulary related to global leadership and cultural differences in management 2. Compare how leaders in different cultures might express regrets, hopes, or frustrations. 3. Practice identifying and using the correct wish structure in real-world management scenarios. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	1
Індивідуальне завдання		10
ВСЬОГО:		60/2

Результати навчання	Навчальна діяльність	Робочий час здобувача, год.
III курс V семестр		
Unit 1. Entrepreneurship and Strategic Business Development. The Notion of Noun.		10/6
knowledge of topical vocabulary; ability to use grammatical resources of the language; understanding different aspects of language behavior; correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 1. 1. Learn key business terms related to entrepreneurship and strategy, identifying them as nounsExplore cultural business differences. 2. Understand what nouns are – words that name people, places, things, or abstract ideas. 3. Identify nouns in business texts and discuss their role in forming clear communication and professional documents. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: enriching thematic vocabulary; developing grammatical skills; analyzing grammar rules	1
understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language	Practical lesson 2. 1. Learn business-related nouns commonly used in strategic planning (e.g. goal, objective, competitor, resources). 2. Identify singular and plural forms in business contexts and differentiate their usage in planning documents. 3. Practice using singular and plural nouns in strategic sentences. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	1

understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language	Practical lesson 3. 1. Learn key terms from the strategic planning process, such as <i>vision, goal, meeting, market</i> , and identify them as nouns. 2. Understand the difference between abstract nouns (ideas, qualities – <i>growth, success, leadership</i>) and concrete nouns (things you can see/touch – <i>plan, document, office</i>). 3. Practice using both types of nouns in sentences about strategic planning. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills.	1
knowledge of topical vocabulary; ability to use grammatical resources of the language; understanding different aspects of language behavior; correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 4. 1. Learn what compound nouns are – nouns made up of two or more words that function as a single unit. 2. Identify common compound nouns used in innovation and strategy. 3. Practice matching and creating compound nouns related to business innovation through pair-work or worksheets. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating texts on the theme.	1
ability to use lexical and grammatical resources of the language; knowledge of topical vocabulary.	Practical lesson 5. 1. Learn vocabulary related to sustainability and business models. 2. Understand the use of possessive nouns with 's (e.g. <i>the company's strategy</i>) and of constructions (e.g. <i>the goals of the business</i>). 3. Practice rewriting phrases from one form to another. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2

	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options.	2
Unit 2. Financial Planning and Business Modelling. The Notion of Pronoun.		8/4
correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 6. 1. Review the basic forms of personal pronouns – subject (I, you, he, she, it, we, they) and object (me, you, him, her, it, us, them). 2. Practice identifying and replacing nouns with appropriate pronouns in business-related texts. 3. Create sentences using both subject and object pronouns in context. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills.	1
ability to use grammatical resources of the language; understanding and interpreting different aspects of culture and language behaviour in the world of work	Practical lesson 7. 1. Understand the difference between possessive adjectives (my, your, their) and possessive pronouns (mine, yours, theirs). 2. Learn vocabulary related to costs, expenses, and ownership in business. 3. Compare examples in business scenarios. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating texts on the theme.	1
understanding of logical relations ; awareness and control of the organisation of the meaning of grammatical elements;	Practical lesson 8. 1. Learn what reflexive pronouns are and when they are used (e.g. to show that the subject and object are the same person). 2. Understand proper use of reflexive pronouns in business contexts. 3. Practice correcting errors and completing sentences using the correct reflexive pronoun. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2

	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various	1
knowledge of topical vocabulary; ability to use grammatical resources of the language; awareness and proper use of categories, structures and processes	Practical lesson 9. 1. Learn key budgeting vocabulary such as <i>budget, allocation, overspending, forecast</i> . 2. Understand the use of indefinite pronouns (someone, anyone) and negative pronouns (no one, nobody) in business contexts. 3. Practice completing and rewriting sentences about budgeting tasks using the correct pronouns. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	1
Unit 3. Business Interaction and Mobility. The Notion of Article.		12/10
knowledge of topical vocabulary; ability to use lexical and grammatical resources of the language	Practical lesson 10. 1. Learn key vocabulary related to balance sheets (e.g. <i>assets, liabilities, equity, figures</i>). 2. Understand what determiners are – words placed before nouns to clarify meaning. 3. Practice choosing the correct determiner to complete balance sheet-related sentences. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	2
ability to use topical vocabulary and grammatical resources of the language; awareness and proper use of categories, structures and processes	Practical lesson 11. 1. Learn vocabulary related to P&L reports (e.g. <i>revenue, expenses, profit, loss</i>). 2. Understand the use of 'the' as a specific determiner to refer to known or previously mentioned items. 3. Identify where 'the' is used in real P&L report examples and explain why. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: enriching thematic vocabulary; developing grammatical skills; analyzing grammar rules	2

understanding and interpreting different aspects of culture and language behaviour in the world of work	Practical lesson 12. 1. Learn key terms related to cash flow statements (e.g. <i>inflow, outflow, transaction, balance</i>).. 2. Understand the use of 'a' and 'an' to introduce non-specific singular countable nouns (e.g. “a payment,” “an invoice”). 3. Practice identifying and inserting the correct article in cash flow–related sentences. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: doing grammar exercises; reading and translating texts on the topic; developing speaking skills	2
awareness and control of the organisation of the meaning of grammatical elements; understanding of logical relations	Practical lesson 13. 1. Learn vocabulary related to break-even analysis (e.g. <i>fixed costs, variable costs, units sold, profit margin</i>).. 2. Understand the use of interrogative determiners <i>what</i> (for open choices) and <i>which</i> (for limited/specific options). 3. Identify the difference in meaning and usage through example comparisons and guided tasks. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: rendering articles and authentic materials; summarizing a wide range of factual academic and specialism-related texts	2
knowledge of topical vocabulary; ability to use grammatical resources of the language; ability to lexical resources of the language;	Practical lesson 14. 1. Learn vocabulary related to taxes (e.g. <i>income, deductions, documents, regulations</i>), identifying which are countable or uncountable. 2. Practice choosing the correct quantifier in tax-related sentences. 3. Complete exercises or discussions using quantifiers to talk about filing taxes, reporting income, and avoiding issues. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	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	1

awareness and proper use of categories, structures and processes	Practical lesson 15. 1. Learn vocabulary related to the bookkeeping cycle (e.g. <i>entry, transaction, step, account</i>). 2. Understand the use of cardinal numbers (<i>one, two, three...</i>) to indicate quantity in noun phrases (e.g. “three entries,” “two transactions”). 3. Practice identifying and placing numbers correctly in bookkeeping examples and procedural instructions. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	1
Індивідуальне завдання		10
ВСЬОГО:		60/2
Результати навчання	Навчальна діяльність	Робочий час здобувача, год.
III курс VI семестр		
Unit 1. Developing Professional Relationships and Global Business Networks. The Notion of Adjectives.		8/8
knowledge of topical vocabulary; ability to use grammatical resources of the language; understanding different aspects of language behavior; correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 1. 1. Learn vocabulary for describing business relationships (e.g. strong, effective, excellent, essential, terrible). 2. Understand the difference between gradable adjectives (can vary in intensity, e.g. <i>good, helpful</i>) and non-gradable adjectives (absolute or extreme, e.g. <i>perfect, essential</i>). References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: enriching thematic vocabulary; developing grammatical skills; analyzing grammar rules	2

understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language	Practical lesson 2. 1. Learn adjectives commonly used in trust-building (e.g. <i>reliable, honest, open, supportive</i>). 2. Understand the three degrees of comparison. 3. Practice forming regular and irregular comparative/superlative forms. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	2
understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language	Practical lesson 3. 1. Learn key adjectives used to describe communication (e.g. <i>clear, polite, direct, good, bad</i>) and their regular and irregular comparative/superlative forms (e.g. <i>clear – clearer – clearest; good – better – best</i>). 2. Practice comparing communication styles in different cultures using various structures. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills.	2
knowledge of topical vocabulary; ability to use grammatical resources of the language; understanding different aspects of language behavior; correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 4. 1. Learn vocabulary related to networking and professional growth (e.g. <i>connections, collaboration, exposure, opportunity</i>). 2. Complete sentence-building activities to apply advanced structures in business contexts. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating texts on the theme.	2
Unit 2. Digital Business and Online Security. The Notion of Adverbs.		8/8

correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 5. 1. Learn vocabulary related to e-commerce (e.g. <i>orders, transactions, shipping, feedback</i>). 2. Understand different types of adverbs and their functions. 3. Use adverbs correctly in sentences about online shopping processes and customer experiences. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills.	2
ability to use grammatical resources of the language; understanding and interpreting different aspects of culture and language behaviour in the world of work	Practical lesson 6. 1. Learn key terms related to internet security. 2. Identify adverbs in cybersecurity warnings, reports, and emails. 3. Create realistic scenarios or short dialogues where users or IT professionals discuss risks and actions using these adverb types accurately. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating texts on the theme.	2
understanding of logical relations ; awareness and control of the organisation of the meaning of grammatical elements;	Practical lesson 7. 1. Learn vocabulary related to digital payments (e.g. <i>transaction, gateway, wallet, encryption, authentication</i>). 2. Practice using adverbs in sentences that describe payment processes or compare systems. 3. Create short presentations or written explanations of how a digital payment system works, using connecting adverbs to guide the explanation clearly. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various	2

knowledge of topical vocabulary; ability to use grammatical resources of the language; awareness and proper use of categories, structures and processes	Practical lesson 8. 1. Learn key terms related to data protection and privacy (e.g. <i>confidentiality, consent, access, encryption</i>). 2. Practice comparing how securely or efficiently tasks are performed. 3. Write comparisons between data protection methods or company policies using both regular and irregular comparative adverbs accurately. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	2
Unit 3. Essentials of Project Management. Notion of Adverbs.		8/8
knowledge of topical vocabulary; ability to use lexical and grammatical resources of the language	Practical lesson 9. 1. Learn vocabulary related to project planning and scheduling (e.g. <i>timeline, milestone, delay, efficiency</i>). 2. Understand the use of adverbs of degree to modify adjectives or other adverbs (e.g. “The task is quite important,” “The team worked extremely efficiently”). 3. Practice completing sentences and project updates using suitable adverbs of degree. 4. Write or role-play project briefings where participants describe progress or concerns using a range of degree adverbs accurately. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	2
ability to use topical vocabulary and grammatical resources of the language; awareness and proper use of categories, structures and processes	Practical lesson 10. 1. Learn vocabulary related to teamwork and roles (e.g. <i>leader, coordinator, contributor, deadline, support</i>). 2. Practice placing adverbs correctly in teamwork-related sentences and correcting common errors. 3. Write or present team updates or task reports using a range of adverbs in the correct sentence positions. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2

	Self-study: enriching thematic vocabulary; developing grammatical skills; analyzing grammar rules	2
understanding and interpreting different aspects of culture and language behaviour in the world of work	Practical lesson 11. 1. Learn key vocabulary related to monitoring and evaluation (e.g. <i>effective, accurate, performance, progress, outcome</i>). 2. Practice correcting and rewriting sentences to use adjectives and adverbs correctly in context. 3. Write brief evaluations or reports using both forms accurately (e.g. "The team was successful. They completed the task quickly and professionally."). References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: doing grammar exercises; reading and translating texts on the topic; developing speaking skills	2
awareness and control of the organisation of the meaning of grammatical elements; understanding of logical relations	Practical lesson 12. 1. Learn budgeting and cost control vocabulary (e.g. <i>expenses, allocation, overspending, estimate, adjustment</i>). 2. Practice placing focus adverbs correctly for emphasis. 3. Identify how changing adverb placement can change meaning and focus in project budgeting statements. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: rendering articles and authentic materials; summarizing a wide range of factual academic and specialism-related texts	2
Індивідуальне завдання		12
ВСЬОГО:		60/2

Результати навчання	Навчальна діяльність	Робочий час здобувача, год.
IV курс VII семестр		
Unit 1. Principles of Risk Management in Business and Projects. The Notion of Preposition.		10/6
knowledge of topical vocabulary; ability to use grammatical resources of the language; understanding different aspects of language behavior; correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 1. 1. Learn vocabulary related to risk sources and locations (e.g. <i>area, zone, system, report, stage</i>). 2. Understand common prepositions of place and their meanings. 3. Practice completing sentences and labeling charts or risk maps with accurate prepositions. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: enriching thematic vocabulary; developing grammatical skills; analyzing grammar rules	1
understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language	Practical lesson 2. 1. Learn vocabulary related to risk management (e.g. <i>barrier, hazard, procedure, transition, response</i>). 2. Practice matching prepositions to visual paths or diagrams of business risk responses. 3. Write or role-play risk scenarios using correct movement prepositions to describe action steps and responses clearly. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	1
understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language	Practical lesson 3. 1. Learn key vocabulary for risk planning (e.g. <i>timeline, deadline, phase, review, response</i>). 2. Understand the use of time prepositions. 3. Create project timelines or chart descriptions using time prepositions accurately. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2

	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills.	1
knowledge of topical vocabulary; ability to use grammatical resources of the language; understanding different aspects of language behavior; correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 4. 1. Learn vocabulary for stakeholder communication and reporting (e.g. <i>report, concern, scenario, deviation, update</i>). 2. Compare meanings and uses of exception phrases in business risk reports. 3. Write or role-play risk updates to stakeholders using exception phrases to clarify scope and focus of the communication. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating texts on the theme.	1
ability to use lexical and grammatical resources of the language; knowledge of topical vocabulary.	Practical lesson 5. 1. Learn risk review vocabulary (e.g. <i>response, monitoring, evaluation, tracking, delay</i>), focusing on words commonly followed by prepositions. 2. Practice matching exercises and sentence completion tasks using these structures in project-related contexts, followed by short role-plays or writing activities explaining how risks are monitored and addressed. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options.	2

Unit 2. Business Integrity and Loss Prevention Strategies. Phrasal Verbs: Forms, Meanings, and Usage.		10/5
correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 6. 1. Learn vocabulary related to fraud and scandals (e.g. <i>audit, investigation, deception, loophole, accountability</i>). 2. Understand what phrasal verbs are – combinations of a verb + preposition or adverb that change the verb's meaning (e.g. <i>cover up, break down, look into</i>). 3. Match phrasal verbs to definitions and examples based on real or fictional financial fraud cases. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills.	1
ability to use grammatical resources of the language; understanding and interpreting different aspects of culture and language behaviour in the world of work	Practical lesson 7. 1. Review key vocabulary related to fraud prevention (e.g. <i>controls, procedures, compliance, detection, audit trail</i>). 2. Practice identifying which phrasal verbs are separable or inseparable in fraud-related contexts. 3. Write or role-play compliance scenarios using phrasal verbs to describe actions taken to prevent or respond to fraud (e.g. “We turned off the access rights,” “They are looking into the suspicious transaction”). References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating texts on the theme.	1
understanding of logical relations ; awareness and control of the organisation of the meaning of grammatical elements;	Practical lesson 8. 1. Learn key inventory-related vocabulary (e.g. <i>stock, shipment, shortage, shrinkage, tracking</i>). 2. Introduce common everyday phrasal verbs used in business contexts. 3. Practice using phrasal verbs in sentences about warehouse procedures and inventory tracking. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2

	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options	1
knowledge of topical vocabulary; ability to use grammatical resources of the language; awareness and proper use of categories, structures and processes	Practical lesson 9. 1. Learn vocabulary related to retail ethics and employee training (e.g. <i>policy, code of conduct, compliance, customer service</i>). 2. Explore phrasal verbs with multiple meanings. 3. Practice using these phrasal verbs in role-plays or written reflections about employee scenarios, ethical decisions, and customer interactions. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	1
awareness and control of the organisation of the meaning of grammatical elements; understanding of logical relations	Practical lesson 10. 1. Learn vocabulary related to shrinkage prevention (e.g. <i>theft, loss, audit, security, stock discrepancy</i>). 2. Understand the difference between phrasal verbs (informal) and their single-word equivalents (formal). 3. Write or role-play reports and conversations using the correct level of formality when discussing loss prevention strategies. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options	1

Unit 3. Communication and Organisational Challenges. Relative Clauses.		10/10
knowledge of topical vocabulary; ability to use lexical and grammatical resources of the language	Practical lesson 11. 1. Learn key vocabulary related to bankruptcy (e.g. <i>creditor, debt, liquidation, insolvency, assets</i>). 2. Understand the purpose of relative clauses – to give more information about a noun without starting a new sentence. 3. Learn the structure of defining relative clauses using who, which, that, whose, where. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	2
ability to use topical vocabulary and grammatical resources of the language; awareness and proper use of categories, structures and processes	Practical lesson 12. 1. Learn key vocabulary related to downsizing (e.g. <i>layoffs, restructure, department, efficiency, role</i>). 2. Understand defining relative clauses – clauses that give essential information about a noun and are not separated by commas. 3. Combine short sentences into one using defining relative clauses to write concise business updates or reports. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: enriching thematic vocabulary; developing grammatical skills; analyzing grammar rules	2
understanding and interpreting different aspects of culture and language behaviour in the world of work	Practical lesson 13. 1. Learn vocabulary related to employee and project evaluations (e.g. <i>feedback, performance, manager, assessment, outcome</i>). 2. Understand non-defining relative clauses – used to add extra (non-essential) information and set off with commas. 3. Practice rewriting and expanding sentences to include non-defining relative clauses for richer detail. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: doing grammar exercises; reading and translating texts on the topic; developing speaking skills	2

awareness and control of the organisation of the meaning of grammatical elements; understanding of logical relations	Practical lesson 14. 1. Learn vocabulary related to business ethics and professional behavior (e.g. <i>integrity, policy, employee, standard, decision</i>). 2. Understand how to use relative pronouns. 3. Write examples or role-play ethics-based situations using relative clauses to describe people and policies clearly. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: rendering articles and authentic materials; summarizing a wide range of factual academic and specialism-related texts	2
knowledge of topical vocabulary; ability to use grammatical resources of the language; ability to lexical resources of the language;	Practical lesson 15. 1. Learn key vocabulary related to workplace communication (e.g. <i>message, feedback, listener, explanation, instruction</i>). 2. Understand when you can omit the relative pronoun in defining relative clauses — when it acts as the object, not the subject. 3. Create communication scenarios (e.g. emails, reports) using concise sentences that omit relative pronouns where appropriate for clarity and fluency. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	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	2
Індивідуальне завдання		10
ВСЬОГО:		60/2

Результати навчання	Навчальна діяльність	Робочий час здобувача, год.
IV курс VIII семестр		
Unit 1. Job Hunting in Management. The Notion of Participle.		16/27
knowledge of topical vocabulary; ability to use grammatical resources of the language; understanding different aspects of language behavior; correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 1. 1. Learn key vocabulary related to job applications (e.g. <i>position, applicant, qualifications, achievements, responsibilities</i>). 2. Understand what participles are: Present participles end in -ing and show ongoing action (e.g. managing, leading). Past participles often end in -ed (or irregular forms) and show completed action (e.g. managed, led) References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: enriching thematic vocabulary; developing grammatical skills; analyzing grammar rules	3
understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language	Practical lesson 2. 1. Learn vocabulary and phrases often used in interview settings (e.g. <i>challenging role, motivated team, demanding project</i>). 2. Understand how participles function as adjectives: Present participles (-ing) describe what causes the feeling (e.g. “ <i>The interview was exhausting</i> ”). Past participles (-ed) describe how someone feels (e.g. “ <i>I felt exhausted after the interview</i> ”). References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	3

understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language	Practical lesson 3. 1. Learn vocabulary related to career growth and management opportunities (e.g. <i>promotion, transition, experience, advancement</i>). 2. Practice identifying the type of participle clause in sentences and how it affects meaning. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills.	4
knowledge of topical vocabulary; ability to use grammatical resources of the language; understanding different aspects of language behavior; correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 4. 1. Learn vocabulary related to personal branding and LinkedIn profiles (e.g. <i>endorsement, profile summary, skill set, visibility, achievement</i>). 2. Understand the use of perfect participle forms (<i>having + past participle</i>) to show a completed action before another. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating texts on the theme.	3
ability to use lexical and grammatical resources of the language; knowledge of topical vocabulary.	Practical lesson 5. 1. Learn vocabulary related to salary negotiations (e.g. <i>offer, compensation, benefits, package, expectation</i>). 2. Understand the use of present participles in progressive tenses to show ongoing action 3. Practice identifying and writing sentences that use present participles in both functions to describe negotiation processes clearly and effectively. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options.	4

ability to use lexical and grammatical resources of the language; knowledge of topical vocabulary.	Practical lesson 6. 1. Learn vocabulary related to job market trends (e.g. <i>demand, hiring pattern, recruitment, mobility, projection</i>). 2. Understand the structure of the Objective Participle Complex – a noun/pronoun + participle used to describe what is observed or experienced. 3. Write short descriptions or reports on job market observations using objective participle complexes to describe real-time actions or trends. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options.	3
understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language	Practical lesson 7. 1. Learn vocabulary related to portfolios and project presentations (e.g. <i>sample, case study, deliverable, demonstration, showcase</i>). 2. Understand how the Objective Participle Complex is formed. 3. Write or present a portfolio summary that includes examples of observed work, using objective participle complex constructions to describe engagement and contribution. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating texts on the theme.	3

knowledge of topical vocabulary; ability to use grammatical resources of the language; awareness and proper use of categories, structures and processes	Practical lesson 8. 1. Learn vocabulary related to networking and conferences (e.g. <i>delegate, keynote, panel, attendee, exchange, opportunity</i>). 2. Understand the structure of the Subjective Participle Complex. 3. Write or role-play event reports or news summaries using Subjective Participle Complexes to describe observed professional actions in a formal, passive structure. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	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	4
Unit 2. Global Trends in Management. The Notion of Gerund.		16/28
correct use of topical vocabulary; practising and memorizing grammatical rules	Practical lesson 9. 1. Learn vocabulary related to digital transformation and AI leadership (e.g. <i>automation, innovation, machine learning, adoption, decision-making</i>). 2. Understand what a gerund is – the -ing form of a verb used as a noun. 3. Identify gerunds as subjects, objects, and complements. 4. Write short summaries or reflections on AI leadership challenges using gerunds to express actions and strategies as ideas or topics. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills.	3

ability to use grammatical resources of the language; understanding and interpreting different aspects of culture and language behaviour in the world of work	Practical lesson 10. 1. Learn vocabulary related to sustainable management (e.g. <i>recycling, conserving, reducing, implementing, monitoring</i>). 2. Practice identifying and using gerunds in different roles within sustainability-focused sentences. 3. Write short statements or reports about responsible business strategies using gerunds correctly as subjects, objects, and complements. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58, 19, 22	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating texts on the theme.	4
understanding of logical relations ; awareness and control of the organisation of the meaning of grammatical elements;	Practical lesson 11. 1. Learn key vocabulary related to sustainable leadership and CSR (e.g. <i>community, responsibility, transparency, engagement, volunteering</i>). 2. Understand the rule: verbs that follow prepositions must be in the gerund (-ing) form. 3. Write short reflections or statements on CSR initiatives using correct preposition + gerund structures to express goals, values, and actions clearly. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various	3
knowledge of topical vocabulary; ability to use grammatical resources of the language; awareness and proper use of categories, structures and processes	Practical lesson 12. 1. Learn vocabulary related to sustainable business and innovation (e.g. <i>eco-design, upcycling, investing, reducing, innovating</i>). 2. Understand that some verbs are followed by gerunds, not infinitives. 3. Write a proposal or short paragraph about a green business model, using at least 3 verbs followed by gerunds to describe actions and strategies. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2

	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	3
awareness and control of the organisation of the meaning of grammatical elements; understanding of logical relations	Practical lesson 13. 1. Learn vocabulary related to ESG (Environmental, Social, and Governance) performance (e.g. <i>reporting, tracking, reducing emissions, improving transparency</i>). 2. Understand that some verbs can be followed by either gerunds or infinitives, but the meaning changes. 3. Write ESG performance summaries or recommendations using verbs with both gerunds and infinitives to reflect real business decisions and actions. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing study and specialism- related essays to develop an argument; explaining advantages and disadvantages of various options	4
understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language	Practical lesson 14. 1. Learn vocabulary related to modern work models (e.g. <i>telecommuting, scheduling, collaborating, managing, reporting</i>). 2. Identify the role of –ing forms in sentences: Is it acting as a noun (gerund) or describing an action/modifier (participle)? 3. Create short reflections or reports using both gerunds and present participles to describe tasks, strategies, and responsibilities in remote or hybrid work settings. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing notes conveying complex professionally relevant information; rendering articles; summarizing a wide range of factual information	3

awareness and control of the organisation of the meaning of grammatical elements; understanding of logical relations	Practical lesson 15. 1. Learn vocabulary related to cross-cultural communication and global collaboration (e.g. <i>diversity, customs, collaboration, tolerance, perspective</i>). 2. Use this structure to express opinions about others' actions, common in professional and intercultural contexts. 3. Write or role-play HR or team leader statements using Objective Gerund Complexes to express encouragement, tolerance, or preferences regarding diverse workplace behavior. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	4
understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language	Practical lesson 16. 1. Learn key terms related to agile and adaptive management (e.g. <i>iteration, flexibility, ownership, stakeholder involvement, continuous improvement</i>). 2. Practice rewriting informal sentences into formal academic style using possessives with gerunds in the context of management models. 3. Write a short academic-style paragraph explaining how agile methods work, using complex gerund constructions correctly to show actions, responsibilities, or behaviors. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing notes conveying complex professionally relevant information; rendering articles; summarizing a wide range of factual information	4
Unit 3. Communicating in a Digitalised World. The Notion of Infinitive.		14/23

knowledge of topical vocabulary; ability to use lexical and grammatical resources of the language	Practical lesson 17. 1. Learn vocabulary related to digital communication (e.g. <i>clarity, tone, message, response, miscommunication</i>). 2. Understand what an infinitive is – the base form of a verb, usually preceded by to. 3. Write sample emails or messages using infinitives to express purpose, intent, or action professionally and effectively. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	3
ability to use topical vocabulary and grammatical resources of the language; awareness and proper use of categories, structures and processes	Practical lesson 18. 1. Learn vocabulary related to remote work and meetings (e.g. <i>connect, interrupt, clarify, schedule, contribute</i>). 2. Identify which verbs require to-infinitives vs. bare infinitives through examples in virtual communication contexts. 3. Write or role-play virtual meeting scenarios using both bare and to-infinitives to show intent, obligation, or influence in communication. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: enriching thematic vocabulary; developing grammatical skills; analyzing grammar rules	4
understanding and interpreting different aspects of culture and language behaviour in the world of work	Practical lesson 19. 1. Learn vocabulary related to instant messaging in professional settings (e.g. <i>respond, clarify, misunderstand, notify, prioritize</i>). 2. Practice identifying infinitives as subjects and objects in instant messaging examples. 3. Write brief communication guidelines or tips using infinitives to express intent, action, and purpose clearly (e.g. “ <i>To avoid confusion, reread your message before sending.</i> ”). References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: doing grammar exercises; reading and translating texts on the topic; developing speaking skills	3

awareness and control of the organisation of the meaning of grammatical elements; understanding of logical relations	Practical lesson 20. 1. Learn vocabulary related to professional social media use (e.g. <i>network, post, update, audience, strategy</i>). 2. Practice identifying infinitives used as adjective or adverb modifiers in sentences. 3. Write sample social media goals or strategies using infinitives to describe purpose (<i>adverb</i>) or intent (<i>adjective</i>) clearly and professionally. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: rendering articles and authentic materials; summarizing a wide range of factual academic and specialism-related texts	3
knowledge of topical vocabulary; ability to use grammatical resources of the language; ability to lexical resources of the language;	Practical lesson 21. 1. Learn vocabulary related to AI communication tools (e.g. <i>automate, detect, assist, misinterpret, personalize</i>). 2. Compare usage and meaning of simple, perfect, and continuous infinitives in AI-related contexts. 3. Practice writing and revising sentences about the use of AI tools, using perfect and continuous infinitives to express time and aspect accurately. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	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	4
awareness and proper use of categories, structures and processes	Practical lesson 22. 1. Learn vocabulary related to digital storytelling (e.g. <i>narrative, presentation, engagement, content, visual strategy</i>). 2. Practice completing and rewriting sentences using passive infinitives in content creation and review scenarios. 3. Write short digital content plans or evaluations using passive infinitives to describe tasks, responsibilities, or actions in a formal, objective tone. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2

	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills	3
knowledge of topical vocabulary; ability to use grammatical resources of the language; ability to lexical resources of the language	Practical lesson 23. 1. Learn key vocabulary related to virtual trust-building (e.g. <i>authenticity, empathy, clarity, rapport, connection</i>). 2. Compare sentence versions and evaluate clarity, emphasis, and tone. 3. Practice writing professional emails or statements about virtual communication, using split infinitives purposefully to control tone and emphasis. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	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
Unit 4. Professional Ethics for Managers. The Notion of Infinitive.		14/22
knowledge of topical vocabulary; ability to use grammatical resources of the language	Practical lesson 24. 1. Learn key vocabulary related to ethics and decision-making (e.g. <i>integrity, accountability, pressure, compliance, fairness</i>). 2. Practice writing sentences and short policy statements using the Objective Infinitive Complex to express expectations, advice, or decisions in ethical management contexts. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: writing notes and memos conveying complex relevant information to academic and professional addressees, rendering articles and authentic materials	4

awareness and proper use of categories, structures and processes; ability to use topical vocabulary and grammatical resources of the language	Practical lesson 25. 1. Learn key vocabulary related to ethical transparency and conflicts of interest (e.g. <i>disclosure, bias, accountability, fairness, responsibility</i>). 2. Practice creating policy-style sentences using these verbs in formal ethical contexts. 3. Write short codes of conduct or ethical guidelines using Objective Infinitive Constructions to express rules, expectations, and responsibilities clearly. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills.	3
control of the organisation of the meaning of grammatical elements;	Practical lesson 26. 1. Learn vocabulary related to ethical leadership (e.g. <i>integrity, accountability, credibility, example, role model</i>). 2. Practice writing sentences and brief professional bios or leadership profiles using Subjective Infinitive Complexes to express perceptions, expectations, or reputations in a formal tone. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating a newspaper article on the topic; developing speaking skills.	3
knowledge of topical vocabulary; ability to use grammatical resources of the language; understanding different aspects of language behaviour	Practical lesson 27. 1. Learn key vocabulary related to confidentiality and data handling (e.g. <i>privacy, safeguard, compliance, encryption, breach</i>). 2. Practice rewriting active sentences into the Subjective Infinitive form for formal, indirect reporting. Write short policy statements, reports, or summaries using Subjective Infinitive constructions to formally describe practices, claims, or beliefs in responsible data management. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2

	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills; writing a report on the topic.	3
awareness and proper use of categories, structures and processes; ability to use topical vocabulary and grammatical resources of the language	Practical lesson 28. 1. Learn key vocabulary related to workplace fairness (e.g. <i>inclusion, respect, diversity, bias, equality</i>). 2. Write short workplace ethics statements or scenarios using infinitives after adjectives, nouns, and expressions to clearly express intent, responsibility, or importance in anti-discrimination efforts. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: preparing dialogues on the topic; doing grammar exercises; reading and translating a newspaper article on the topic; developing speaking skills.	3
control of the organisation of the meaning of grammatical elements;	Practical lesson 29. 1. Learn vocabulary related to managerial accountability (e.g. <i>delegate, supervise, report, improve, guide</i>). 2. Write short job descriptions or action plans using infinitives of purpose to explain managerial duties and goals clearly and effectively. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: preparing presentations on the topic; doing grammar exercises; reading and translating a newspaper article on the topic; developing speaking skills.	3

knowledge of topical vocabulary; ability to use grammatical resources of the language	Practical lesson 30. 1. Learn vocabulary related to whistleblowing and ethical reporting (e.g. <i>violation, policy, procedure, anonymity, retaliation</i>). 2. Practice identifying and writing sentences with this structure in workplace reporting contexts. 3. Create short dialogues, HR guidelines, or helpdesk FAQs using infinitives after question words to describe steps, procedures, or decisions related to reporting unethical behaviour. References: 1, 2, 6, 7, 15,18,19. Recommended materials: 21, 22, 23, 28, 38, 45 Internet sources: 55, 56, 58	2
	Self-study: activating topical vocabulary; revising grammar rules; developing speaking skills.	3
Індивідуальне завдання		20
ВСЬОГО:		180/6

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