

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

СИСТЕМА УПРАВЛІННЯ ЯКІСТЮ

Сертифікована на відповідність ДСТУ ISO 9001:2015 (ISO 9001:2015, IDT)

Кафедра іноземної філології та перекладу

**ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ /
FOREIGN LANGUAGE FOR SPECIFIC PURPOSES**

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО САМОСТІЙНОЇ РОБОТИ

Ступінь вищої освіти	«бакалавр» /	«bachelor»
Галузь знань	D «Бізнес, адміністрування та право» /	«Business, Administration and Law»
Спеціальність	D3 «Менеджмент» /	«Management»
Освітня програма	«Менеджмент організацій»/	«Management of Organisation»

Вінниця 2025

Розробники: Коровій Дар'я, доктор філософії

Обговорено та схвалено:

на засіданні кафедри іноземної філології та перекладу від 30.05.2025
протокол № 05;

на засіданні методичної комісії обліково-фінансового факультету від
13.06.2025 протокол № 06.

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Комп'ютерна верстка: Шуляк Н.

Підп. до друку 27.06.2025 р. Формат 60x84/16. Папір офсетний
Друк ксероксний. Ум. друк. арк. 3,08.
Обл.-вид. арк.2,73. Тираж 2. Зам. № 359.

Редакційно-видавничий відділ ВТЕІ ДТЕУ
21000, м. Вінниця, вул. Хмельницьке шосе, 25

I.ЗАГАЛЬНІ МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО САМОСТІЙНОЇ РОБОТИ

Методичні рекомендації до самостійної роботи з курсу «Іноземна мова за професійним спрямуванням» призначені для здобувачів освітнього ступеня «бакалавр» галузі знань D «Бізнес, адміністрування та право» спеціальності D3 «Менеджмент» освітньої програми «Менеджмент організацій».

Самостійна робота студентів є засобом самостійного засвоєння здобувачем вищої освіти навчального матеріалу в позааудиторний час, що включений до навчального плану для вивчення дисципліни «Іноземна мова за професійним спрямуванням» або в аудиторії під безпосереднім керівництвом викладача. Самостійна робота студентів становить понад 50% бюджету часу, відведеного на вивчення дисципліни.

Вивчення курсу «Іноземна мова за професійним спрямуванням» має на меті формування у здобувачів освітнього ступеня «бакалавр» професійних іншомовних компетенцій, що сприятимуть їхньому ефективному функціонуванню у полікультурному навчальному та професійному середовищі та стануть запорукою конкурентоспроможності випускників ВТЕІ ДТЕУ на сучасному ринку праці.

Завданнями вивчення освітнього компонента є:

- формування в здобувачів вищої освіти наряду 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 здобувачів 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.

Результати вивчення освітнього компонента, його місце в освітньому процесі.

Відповідно до освітньої програми спеціальності курс «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».**

Міждисциплінарні зв'язки: методичні рекомендації упорядковані відповідно до анотації освітньо-професійної програми підготовки бакалаврів, базуються на базових знаннях з іноземної мови рівня повної загальної середньої школи. Дисципліна «Іноземна мова за професійним спрямуванням» посідає важливе місце серед дисциплін гуманітарної підготовки здобувачів освітнього ступеня «бакалавр» спеціальності ДЗ «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 права.

Метою самостійної роботи студентів є системне і послідовне засвоєння в повному обсязі навчального матеріалу в межах програми дисципліни «Іноземна мова за професійним спрямуванням» та формування у здобувачів самостійності як риси характеру, що відіграє важливу роль у формуванні сучасного фахівця, здатного до креативного мислення, вільного орієнтування в інформаційному просторі та прийняття важливих самостійних рішень у професійних ситуаціях.

Головними **завданнями** самостійної роботи студентів з курсу є навчити їх планувати власну стратегію навчання, раціонально організовувати свій час, працювати з комп'ютером, опрацьовувати джерела інформації, здійснювати науково-дослідну роботу.⁸

Формами самостійної роботи студентів з ОК «Іноземна мова за професійним спрямуванням» є: самостійна робота в аудиторії під безпосереднім керівництвом викладача і в його присутності; позааудиторна робота, яка здійснюється здобувачем самостійно, без викладача, але під його загальним керівництвом і контролем, у т.ч. дистанційно.

II. 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 Practices. Past 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</i> , etc.	3	2	1	В, УД, ТД, П, РМГ	6
7. Setting Priorities and Goals.	Questions, Negatives, and Sentence Types c– Yes/No 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, РМГ, Д, УД	6

11. Work-Life Balance and Time-Saving Tips.	Prohibition and Permission – Mustn't, can't (prohibition) and can, may, could, might (permission).	3	2	1	В, Т, РМГ, 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, РМГ	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, РМГ, 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, РМГ, 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, 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, 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/me, he/him, they/them, etc.	3	2	1	В, УД, ТД, П, РМГ	6
7. Costs and Expenses.	Possessive Pronouns and Adjectives – My/mine, your/yours, their/theirs, 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</i> , etc.	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...</i> in noun phrases.	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,	6

					РМГ	
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, РМГ, Т	3
6. Understanding Job Market Trends for Managers.	The Objective Participle Complex: Seeing him cross the street.	5	2	3	В, РМГ, 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, РМГ	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, РМГ	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, РМГ, Т	3
14. Remote and Hybrid Workforce Management.	Gerund vs. Present Participle: Identifying the Difference.	5	2	3	В, РМГ, 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, РМГ	3
18. Virtual Meetings and Remote Collaboration Barriers.	Bare Infinitive vs. To-Infinitive.	6	2	4	РМГ, 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, РМГ	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, РМГ	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, РМГ	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.

III. МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО ВИВЧЕННЯ КОНКРЕТНИХ ТЕМ

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.

Питання до самостійного вивчення

1. Study the rules and usage of the Present Simple and Present Continuous tenses. Summarize their main functions, time markers, and common mistakes in a short outline.
2. Review key financial terms from the unit (such as income, expenses, profit, and budget). Define each term and explain its role in global business operations.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Imagine you are a junior analyst at an international company. Write a short blog post (5–6 sentences) describing:

- what you usually do at work (use Present Simple),
- what you are doing today (use Present Continuous).

Завдання 2. Find a short business article, company website section, or LinkedIn post (real or teacher-provided).

Highlight 3 verbs in Present Simple and 3 in Present Continuous

Explain why each tense is used and what it tells us about the company or activity.

Завдання 3. Imagine you are taking part in a team meeting.

You need to:

describe your regular role and tasks (Present Simple),

update your team on what you are working on this week (Present Continuous).

Write your mini-monologue (5–6 sentences).

Перелік питань для самоконтролю

1. What are the main differences between the Present Simple and Present Continuous tenses in terms of structure and meaning?
2. How is the Present Simple tense used to describe routines and general truths in a global business context? Provide examples.
3. When do we use the Present Continuous to describe temporary situations or actions in progress in the workplace?
4. Which time expressions are typically associated with the Present Simple and Present Continuous tenses? Give examples.
5. How can accurate use of present tenses improve communication in financial discussions about income, expenses, and budgeting?

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.

Питання до самостійного вивчення

1. Study the usage of the Present Perfect and Present Perfect Continuous tenses. Create a comparative table outlining their functions, time expressions, and typical examples in the context of office work.
2. Review key vocabulary related to office environments and organizational structure. Define at least five terms (e.g., department, supervisor, hierarchy, equipment, workflow) and explain their significance in a modern business setting.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Imagine you're showing a new employee around the office. Describe at least 3 changes that have happened recently using the Present Perfect, and 2 ongoing processes using the Present Perfect Continuous.

Завдання 2. Think about your typical day at work (real or imagined).

Write 5 short statements:

- 2 things you have done today (Present Perfect),
- 2 things you have been doing for a while (Present Perfect Continuous),
- 1 task that you haven't finished yet.

Завдання 3. Imagine you are part of the HR team preparing a weekly update. Write a short paragraph (5–6 sentences) summarizing: what departments have achieved this week, which teams have been working on long-term projects. Use both tenses appropriately.

Перелік питань для самоконтролю

1. What are the grammatical structures of the Present Perfect and Present Perfect Continuous tenses? Provide examples.
2. How do we use the Present Perfect to describe completed actions with relevance to the present in an office context?
3. In what situations is the Present Perfect Continuous used to describe ongoing or recently finished tasks in the workplace?
4. What are the key differences in meaning between the Present Perfect and Present Perfect Continuous when describing work activities?
5. How can these tenses help describe departmental interactions and employee responsibilities in a modern organizational structure?

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.

Питання до самостійного вивчення

1. Review the Past Simple and Past Continuous tenses. Summarize their main uses, typical time markers, and how they are used to describe completed actions, background activities, and interruptions. Include examples from workplace situations.
2. Study the structures used to and would for talking about past habits. Explain the difference between them, and describe when each is appropriate in business communication. Provide examples related to workplace routines.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Imagine yesterday was a very busy workday. Write a short story (5–6 sentences) using:

Past Simple to describe completed actions (sent emails, finished the report),
Past Continuous to describe background activities or interruptions (was talking when the phone rang).

Завдання 2. Think about an old job or imagine your past routine.

Write 3 sentences using *used to* and 2 using *would* to describe things you regularly did at work.

Explain why you used each form.

Завдання 3. Look at a picture or imagine a scene of a busy office (e.g., people working, someone entering the room).

Write 5 sentences using Past Continuous to describe what was happening at that moment.

Add 1–2 sentences in Past Simple to describe an event that interrupted the actions.

Перелік питань для самоконтролю

1. What is the difference between the Past Simple and Past Continuous tenses in terms of form and usage? Provide examples.
2. When do we use the Past Continuous to describe background actions or interruptions during workplace events?
3. How is the Past Simple used to describe completed actions in everyday office communication?
4. What is the function of “used to” and “would” in expressing past habits or repeated actions? How do they differ?
5. How can these past forms (Past Simple, Past Continuous, *used to*, *would*) be effectively used to reflect on team routines and changes in communication practices?

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).

Питання до самостійного вивчення

1. Study the Past Perfect and Past Perfect Continuous tenses. Create a summary that explains their functions, differences, and usage in relation to other past events. Include examples related to HR processes, such as interviews, promotions, or evaluations.
2. Review key HR-related terms from the unit (e.g., recruitment, termination, promotion, performance review, shift scheduling). Define each term and explain its role in human resources and employment practices.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Imagine you are describing what a candidate had done before their interview.

Create a short paragraph (5–6 sentences) using:

Past Perfect to show completed actions before the interview (had prepared a portfolio, had worked abroad),

Past Perfect Continuous to describe longer activities (had been working in HR for five years).

Завдання 2. You are writing a report about a workplace conflict.

Explain what two employees had done or had been doing before the issue occurred (e.g., miscommunication, late evaluation).

Use both tenses to make the sequence of events clear.

Завдання 3. Imagine your company has recently changed its hiring policy.

Write a memo summarizing what the HR department had been doing under the old system and what had changed before the new rules were introduced.

Перелік питань для самоконтролю

1. What are the grammatical forms of the Past Perfect and Past Perfect Continuous tenses? Provide examples.
2. How is the Past Perfect used to describe actions completed before a specific point in the past in HR contexts (e.g., interviews, evaluations)?
3. When do we use the Past Perfect Continuous to describe the duration of a past action leading up to another past event?
4. What is the difference in meaning between Past Perfect and Past Perfect Continuous when describing employee performance or work history?
5. How can these tenses be used to clearly explain sequences of actions and decisions in employment and human resource practices?

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.

Питання до самостійного вивчення

1. Study the different future forms in English (Future Simple, be going to, Present Continuous for future, Future Continuous, and Future Perfect). Summarize their main uses, typical time markers, and differences. Provide examples related to workplace communication and planning.
2. Review workplace communication strategies for increasing productivity. Explain the importance of clear communication, effective time management, and planning in professional environments. Include at least three techniques or practices discussed in the unit.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Imagine your team is preparing for a major presentation next week. Write 5–6 sentences describing:

- what your team is going to do (intentions),
- what will happen if things go wrong (predictions),
- what is scheduled (use Present Continuous or Future Simple).

Завдання 2. Pretend today is Monday morning. Write a short weekly plan (5–6 sentences) describing your professional activities using different future tenses:

- I will finish the report by Tuesday.
- I am meeting the client on Thursday.
- We are going to test the new software.

Завдання 3. Imagine what your workplace will look like in 5 years. Write a short paragraph predicting changes and improvements using:

- Future Simple (will change),
- Future Continuous (will be using),
- Future Perfect (will have automated).

Перелік питань для самоконтролю

1. What are the main future tense forms in English (e.g., will, be going to, Present Continuous for future) and how do they differ in meaning and use?
2. How is the Future Simple (will) used to make spontaneous decisions, promises, or predictions in the workplace? Provide examples.
3. When do we use be going to instead of will when talking about future intentions and plans?
4. How can the Present Continuous be used to describe scheduled future events in professional contexts?
5. In what ways do future tenses help improve clarity and efficiency in business communication, especially in meetings, planning, and goal setting?

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.

Питання до самостійного вивчення

1. Study the main modal verbs in English (can, must, should, may, might, have to, etc.). Create a chart that explains their functions—such as expressing ability, obligation, permission, advice, and probability—along with example sentences related to time management.
2. Review the key principles of effective time management presented in the unit. Summarize at least four strategies for improving personal and professional productivity, and explain how they contribute to work-life balance.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Imagine you are giving advice to new employees on how to manage their time effectively. Write 5 short recommendations using different modal verbs: should, must, can, might, have to.

Завдання 2. Write two short paragraphs:

- In the first, describe what an ideal productive day should or could look like.
- In the second, describe what you have to do or must complete in reality.

Use at least 4 different modal verbs.

Завдання 3. Imagine you are planning your week.

List 5 tasks and write a sentence for each using a suitable modal verb to describe: urgency (must do), flexibility (might move), ability (can finish), necessity (have to attend), suggestion (should review).

Перелік питань для самоконтролю

1. What are modal verbs, and what functions do they serve in business communication related to time management?
2. How is the modal verb must used to express obligation in a professional context? Provide an example.
3. What is the difference between should and have to when giving advice or stating necessity at work?

4. Which modal verbs are commonly used to express possibility or probability in planning and scheduling tasks? Give examples.
5. How can modal verbs improve clarity when discussing deadlines, responsibilities, and priorities in time management?

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.

Питання до самостійного вивчення

1. Review modal verbs used for making requests, offers, suggestions, giving advice, and expressing obligations and permissions (e.g., can, could, would, should, must, may). Create a list of these functions with appropriate example sentences from real-life business interactions.
2. Study typical business scenarios such as negotiations, meetings, and business travel. Explain how effective use of modal verbs contributes to polite and professional communication in international and intercultural business contexts.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Imagine you are communicating with international partners during a business trip. Write 4–5 example sentences using modal verbs to:

- make polite requests (Could you send the file?),
- give advice (You should confirm the meeting time.),
- offer help (May I help you with the presentation?)

Завдання 2. You are preparing for a negotiation with a new client.

Write a short checklist (5 items) using modal verbs to express: conditions (must), flexibility (can, might), professional expectations (should, have to).

Завдання 3. *Imagine you're writing a short guide for employees traveling abroad. List 5 professional behaviors using modal verbs:*

- *You should always greet your colleagues with a handshake.*
- *You must not be late for meetings.*
- *You can wear formal or business-casual attire depending on the country.*

Перелік питань для самоконтролю

1. Which modal verbs are commonly used to make polite requests and offers in business communication? Provide examples.
2. How do modal verbs such as can, could, may, and might differ in expressing permission and possibility?
3. What modal verbs are typically used to give advice or make suggestions during negotiations or team discussions?
4. How is must used to express strong obligation or necessity in formal workplace contexts?
5. In what ways do modal verbs support effective and respectful communication in both local and international business interactions?

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.

Питання до самостійного вивчення

1. Study the structure and uses of the passive voice in English. Explain when and why the passive is preferred in business and technical contexts. Include examples related to production processes, quality control, and supply chains.
2. Review core vocabulary related to business operations – such as production, supply, demand, quality assurance, and delivery. Define each term and explain how it relates to the overall functioning of a business.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Imagine you are writing a report after visiting a production facility. Describe 5 actions or processes using the Passive Voice (e.g., The products are packed automatically. The materials are delivered every morning.).

Завдання 2. You are given a list of sentences describing business activities in the active voice. Transform them into the passive voice. For example:

The manager checks the equipment every day. → The equipment is checked every day.

Завдання 3. Create a short operations manual (5 steps) for a business process (e.g., product delivery, order processing, quality control).

- Use the passive voice to describe each step.
- The order is received and logged into the system.
- The items are packed and labeled.

Перелік питань для самоконтролю

1. What is the structure of the passive voice in English, and how does it differ from the active voice? Provide examples.
2. In what situations is the passive voice preferred in business and production contexts (e.g., describing processes or formal reports)?
3. How can the passive voice be used to emphasize the result of an action rather than the doer? Provide a relevant example.
4. Transform the following active sentence into passive: "The production team delivers the goods on time."
5. Why is the passive voice often used in technical writing, quality control descriptions, and operational procedures?

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.

Питання до самостійного вивчення

1. Study advanced passive constructions, including impersonal/passive reporting structures (e.g., It is said that..., He is believed to...), causative forms (have/get something done), and passive infinitives and gerunds. Summarize their forms and functions with examples related to business performance and procedures.
2. Review vocabulary related to performance management, such as benchmarks, KPIs, process optimization, and pricing strategies. Define at least five key terms and explain how they are used to describe and improve business efficiency.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Imagine you are preparing a formal performance report for upper management. Rewrite 5 active sentences into passive to make the report more objective and process-focused.

The team completed the project ahead of schedule. → The project was completed ahead of schedule.

Завдання 2. Choose a business process (e.g., handling customer complaints, processing invoices). Describe the full process in 4–5 steps using only passive structures.

- Customer feedback is collected.
- Complaints are reviewed by the quality department.

Завдання 3. *Review a sample set of business KPIs or imagine a monthly report. Write 5 statements using passive forms, including advanced structures like:*

- *The issue is expected to be resolved by Friday.*
- *All employee reviews have been completed.*
- *The new policy is being implemented.*

Перелік питань для самоконтролю

1. What are some advanced passive structures used in business English, such as have/get something done and passive infinitives? Provide examples.
2. How is the passive voice used to describe business procedures and formal reporting in performance management?
3. What is the difference between personal and impersonal passive constructions? Give examples in a business context (e.g., It is believed that..., The report is expected to be completed...).
4. Rewrite the following sentence using a passive structure: “Managers evaluate employee performance quarterly.”
5. How does the use of passive voice contribute to objectivity and professionalism in business documentation and operational analysis?

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.

Питання до самостійного вивчення

1. Study the rules for transforming direct speech into reported speech, including tense shifts, pronoun changes, and reporting verbs. Create a summary table with examples of reported statements, questions, and commands in business and customer service contexts.
2. Review key marketing and sales terminology, such as branding, promotion, customer feedback, sales forecast, and competition. Define each term and explain how it is used in effective marketing and client engagement strategies.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Imagine your company collected client feedback during a product launch. Write 5 sentences transforming direct quotes into reported speech.

Client: "We love the new features." → The client said they loved the new features.

Завдання 2. You attended a marketing team meeting. Summarize what your colleagues said using reported speech:

- what the sales manager suggested,
- what the marketing specialist recommended,
- what the team agreed on.

Use appropriate reporting verbs (said, suggested, asked, recommended, explained).

Завдання 3. Imagine you are a customer support agent reporting a phone conversation to your supervisor. Write 5–6 sentences in reported speech, including:

- customer complaints (The customer said they hadn't received the order.),
- requests (He asked to speak to the manager.),
- positive feedback (She mentioned that the support was helpful.).

Перелік питань для самоконтролю

1. What are the main rules for converting direct speech into reported speech, especially with changes in tense, pronouns, and time expressions?
2. How is reported speech used to summarize customer feedback and internal business communication? Provide an example.
3. What is the difference between reporting statements, questions, and commands? Illustrate each with a marketing-related example.
4. Which reporting verbs are commonly used in sales and marketing contexts (e.g., say, tell, suggest, ask)? How do they affect sentence structure?
5. Why is reported speech useful in business settings such as meetings, client briefings, and performance reviews?

II курс**IV семестр****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.

Питання до самостійного вивчення

1. Study the forms and functions of conditional sentences: Zero, First, Second, Third, and Mixed Conditionals. Summarize their structures and typical usage with examples related to leadership, decision-making, and management outcomes.
2. Review key leadership and management styles (e.g., autocratic, democratic, transformational, situational). Define each style and explain how conditional thinking can help assess the potential consequences of different leadership decisions.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Imagine you are comparing leadership styles. Write 3–4 conditional sentences showing how different leadership decisions affect team outcomes:

- If a manager listens to the team, productivity increases. (Zero/First Conditional)
- If the leader had explained the changes, the team would have accepted them. (Third Conditional)

Завдання 2. Create a mini quiz (3–5 questions) using conditionals to describe scenarios:

If you were a democratic leader, how would you respond to team conflict?

Then write your own answers using conditional forms.

Завдання 3. Pick two leadership styles (e.g., autocratic vs. transformational). Write conditional sentences that illustrate their consequences in a team setting.

If an autocratic leader ignores feedback, employees might become disengaged.

If a transformational leader shares the vision, the team will support the change.

Перелік питань для самоконтролю

1. What are the four main types of conditional sentences in English (Zero, First, Second, Third), and what are their typical uses? Provide examples.
2. How can conditional sentences be used to describe decision-making and outcomes in leadership scenarios?
3. What is the difference between real and unreal conditionals in terms of meaning and verb forms? Give leadership-related examples.
4. How are mixed conditionals formed, and when are they used in discussing past decisions with present consequences in management?
5. Why are conditional structures effective for discussing hypothetical situations, risks, and potential strategies in organizational contexts?

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.

Питання до самостійного вивчення

1. Review the use of real and unreal conditionals (First, Second, Third, and Mixed) to describe hypothetical leadership situations and outcomes of strategic decisions. Provide examples illustrating how these structures can be applied in modern management contexts.
2. Study key modern leadership styles such as servant leadership, coaching, and visionary leadership. Define each style and explain how conditional thinking can be used to evaluate their potential impact on organizational culture and innovation.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Imagine you are a modern leader (e.g., visionary, coaching, servant). Write 4–5 conditional sentences using Second and Third Conditionals to reflect on leadership decisions:

- If I were a coaching leader, I would support each team member's growth.
- If I had communicated the vision more clearly, the team would have met the deadline.

Завдання 2. Create two short workplace scenarios involving leadership challenges (e.g., poor motivation, remote work issues). For each, write 2 conditional sentences:

- one showing what could happen (First Conditional),
- one showing what should have happened (Third Conditional).

Завдання 3. Choose two modern leadership styles (e.g., servant vs. visionary). Write a comparative paragraph using at least 4 conditional sentences to show how each style would respond differently to a challenge.

- If a servant leader listened more, the team would feel empowered.
- If a visionary leader set clear goals, innovation would thrive.

Перелік питань для самоконтролю

1. How are First and Second Conditional sentences used to express possible and hypothetical outcomes in modern leadership scenarios? Provide examples.

2. What is the role of Third Conditional sentences in evaluating past leadership decisions and their consequences?
3. How can mixed conditionals help describe the impact of past decisions on present leadership or organizational situations?
4. In what ways do conditional structures support strategic thinking and scenario planning in contemporary management?
5. Provide examples of conditional sentences that reflect the values and practices of modern leadership styles, such as coaching or visionary leadership.

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.

Питання до самостійного вивчення

1. Study the grammatical structures used to express wishes and regrets (e.g., wish + past simple, wish + past perfect, wish + would, if only). Summarize their forms and meanings with examples related to leadership challenges and workplace decisions.
2. Compare traditional and modern leadership styles in the context of the 21st-century workplace. Reflect on how expressing wishes or regrets can be used to evaluate and improve managerial effectiveness in global or digital environments.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

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Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Imagine you are a manager reflecting on a difficult situation. Write 4–5 sentences expressing what you wish you had done differently using wish + past perfect:

- I wish I had listened to the team before making that decision.
- I wish we had planned the project more carefully

Завдання 2. Think of a leadership style or leader (real or fictional). Write a short paragraph (5–6 sentences) describing what they did and what they should have done, using structures like if only, wish, or should have.

If only the manager had trusted their team, the conflict could have been avoided.

Завдання 3. Write 3–4 “wish” statements to express your hopes or frustrations as a team member or leader:

- I wish the meetings were more productive.
- I wish we would set clearer goals.

Then write 1–2 follow-up sentences suggesting realistic improvements.

Перелік питань для самоконтролю

1. What are the grammatical structures used to express unreal desires and regrets (e.g., wish + past simple, wish + past perfect)? Provide examples in the context of leadership or management decisions.
2. How is the structure “wish + would” employed to convey complaints or hopes for change in managerial practices, and what are its limitations? Illustrate with a relevant example.
3. Compare the usage of “wish” and “if only” when expressing regret about past actions in a business or leadership scenario. How do these expressions differ in nuance and emphasis?
4. How can the use of wishes and regrets in reported speech or reflections enhance the evaluation of traditional versus modern leadership styles?
5. Why is it important for managers to articulate unreal desires and regrets using these grammatical structures, and how can this reflection contribute to improving future decision-making and leadership strategies?

III курс

V семестр

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.

Питання до самостійного вивчення

1. Study the classification of nouns: countable vs. uncountable, singular vs. plural, and abstract vs. concrete. Provide definitions, rules, and at least three business-related examples for each category.
2. Review core concepts of entrepreneurship such as business model, strategic planning, and innovation. Identify and classify the key nouns used in this unit according to their grammatical types and explain their relevance in business development.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Create a list of 10 key nouns commonly used in entrepreneurship (e.g., strategy, investment, risk, innovation).

- Classify each as countable/uncountable and concrete/abstract.
- Write one example sentence for each noun in a business context

Завдання 2. Imagine you're preparing a startup pitch. Write a short paragraph (5–6 sentences) using at least 6 business-related nouns to describe your business idea. Then underline the nouns and identify their types.

Завдання 3. Find or receive a short business article or excerpt.

- Highlight all the nouns.
- Choose 5 and identify: singular/plural, countable/uncountable, concrete/abstract.

Перелік питань для самоконтролю

1. What are the main categories of nouns (e.g., countable, uncountable, abstract, concrete), and how are they used in business English? Provide examples related to entrepreneurship.
2. How do singular and plural noun forms affect the accuracy and clarity of communication in business planning and development?
3. Which key nouns are commonly used when discussing business models, innovation, and competitive advantage? Identify and define at least five.
4. How can proper use of nouns enhance a business presentation or proposal in the context of entrepreneurship?
5. What is the difference between abstract and concrete nouns, and how are both types applied in strategic business discourse (e.g., strategy vs. product)?

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.

Питання до самостійного вивчення

1. Study the main types of pronouns in English: personal, reflexive, possessive, and indefinite. Define each type, explain their grammatical roles, and provide business-related examples demonstrating correct usage.
2. Review key vocabulary from the unit related to financial planning and business modelling (e.g., budget, income, forecast, model).

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

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Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Take a short paragraph about a financial plan (real or modelled by the teacher) that repeats the same nouns several times (e.g., the company, the budget, the project). Rewrite the paragraph using appropriate personal, possessive, or demonstrative pronouns to make the text clearer and more concise.

Завдання 2. Create a chart with four categories of pronouns: Personal, Possessive, Reflexive, Indefinite. Write 2–3 examples of each, then: Create your own short financial scenario using at least one pronoun from each group.

Завдання 3. You are given a short business modelling text with key pronouns removed. Fill in the blanks with the appropriate pronouns (e.g., he, it, theirs, some, ourselves). Explain why each pronoun is used and how it affects clarity.

Перелік питань для самоконтролю

1. What are the main types of pronouns in English (e.g., personal, possessive, reflexive, indefinite), and what are their functions? Provide business-related examples.
2. How do pronouns help avoid repetition and improve clarity in financial reports and business plans?
3. What is the difference between its and it's, and why is this distinction important in business writing?
4. Identify and explain how pronouns are used in sentences discussing budgeting, forecasting, or cost analysis. Provide at least three examples.
5. How can misuse of pronouns lead to ambiguity or confusion in financial documentation or business 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.

Питання до самостійного вивчення

1. Study the use of definite (the), indefinite (a, an), and zero articles. Explain the rules for their usage in relation to specificity, countability, and context. Provide examples from business communication situations such as meetings, negotiations, and emails.
2. Analyze a short business-related dialogue or paragraph. Identify all the nouns and justify the use (or omission) of articles before them. Discuss how article choice affects the clarity and professionalism of business interactions.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Imagine you are creating business profiles for international partners. Write 5 short sentences about a fictional person (e.g., She is a project manager at an international company. She works in the logistics department.). Underline all articles (a, an, the, –).

Explain why each article is used (or omitted).

Завдання 2. You receive a business email draft with article errors. Correct 6–8 article mistakes and explain each correction:

- We are working on new project for international client in logistics. → a new project, an international client

Завдання 3. Write a short report (5–6 sentences) about a recent international business trip or meeting. Use at least 6 nouns that require different types of articles: a (for a new mention), the (for something already known), zero article (e.g., at work, by email).

Перелік питань для самоконтролю

1. What are the three types of articles in English (definite, indefinite, zero), and how do they function in business communication?
2. When should the definite article be used in professional contexts (e.g., meetings, reports, business travel)? Provide examples.
3. How do indefinite articles (a, an) help introduce new or nonspecific information in business-related dialogue?
4. What is the zero article, and in what situations is it typically used in formal or technical business English?
5. Why is correct article usage important for clarity and professionalism in international and intercultural workplace interactions?

III курс

VI семестр

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.

Питання до самостійного вивчення

1. Study the types of adjectives (descriptive, quantitative, demonstrative, possessive, etc.) and the degrees of comparison (positive, comparative, superlative). Provide definitions, rules, and business-related examples for each type and form.
2. Analyze how adjectives are used to describe professional relationships, networking skills, and client engagement.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Create a short profile (5–6 sentences) of a successful international business partner or manager. Use at least 5 different adjectives to describe their qualities, communication style, or business background (e.g., reliable, innovative, respectful, multilingual, strategic). Then underline all adjectives and identify their type (descriptive, quantitative, demonstrative, possessive).

Завдання 2. Choose three professionals with different networking styles. Write 3–5 comparative and superlative sentences to describe their skills and relationship-building abilities:

- Anna is more approachable than Mark.
- Carlos is the most experienced negotiator in the team.

Завдання 3. Take 3–4 general business sentences and improve them by adding precise adjectives:

- She gave a presentation. → She gave a clear and engaging presentation.
- They signed a contract. → They signed a long-term international contract.

Перелік питань для самоконтролю

1. What are the main types of adjectives (e.g., descriptive, quantitative, demonstrative, possessive), and how do they function in business communication? Provide examples.

2. How are degrees of comparison (positive, comparative, superlative) formed and used to describe business relationships and networks?
3. How can adjectives enhance clarity and engagement when describing professional qualities, partnerships, or client interactions?
4. What is the correct word order when using multiple adjectives before a noun in English? Provide a business-related example.
5. Why is the precise use of adjectives important in international business settings, particularly in presentations and negotiations?

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.

Питання до самостійного вивчення

1. Study the main types of adverbs: adverbs of manner, frequency, degree, time, and probability. Define each type, explain its function, and provide business-related examples, especially in the context of digital transactions and cybersecurity.
2. Study the importance of online security in modern business. Identify and explain how adverbs from different categories (e.g., manner, frequency, degree, time, probability) are used to describe digital actions, processes, and risks. Provide examples to illustrate their function in cybersecurity-related contexts.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Imagine you are preparing a short internal briefing on online security threats. Write 5–6 sentences using different types of adverbs to describe risks and digital behaviours: Adverbs of manner (carefully, illegally), Frequency (regularly, rarely), Degree (extremely, partially), Probability (probably, definitely).

Завдання 2. Write a short paragraph about how your team (real or imaginary) works in a digital environment. Include at least five adverbs that describe how tasks are performed (e.g., quickly, remotely, securely, efficiently, rarely). Underline all adverbs and specify their type.

Завдання 3. Design a short informational poster or slide (can be in text form) for internal use in a company. In your message, use at least 5 adverbs from different categories (manner, frequency, degree, probability, time) to: explain rules for safe digital behavior, encourage employees to act responsibly online.

Перелік питань для самоконтролю

1. What are the main types of adverbs (e.g., manner, frequency, degree, time, probability), and how do they function in digital business contexts? Provide examples.
2. How do adverbs of manner help describe online processes and cybersecurity practices clearly and precisely?
3. What is the difference between adverbs of frequency and adverbs of time? Give examples relevant to online business operations.
4. How can the use of adverbs improve communication when discussing risks, system performance, or user behavior in digital environments?
5. Why is the correct placement of adverbs important in professional and technical writing related to online security?

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.

Питання до самостійного вивчення

1. Review the use of adverbs to describe time, manner, frequency, and degree of certainty in project management contexts. Provide definitions and examples showing how adverbs add clarity and precision to project planning and reporting.
2. Analyze the role of adverbs in project status reporting. Explain how adverbs can be used to describe progress, scheduling, risk levels, and outcomes. Provide examples from project management contexts to demonstrate how adverbs enhance clarity and precision in professional communication.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Write a short project update (5–6 sentences) using at least five different adverbs to describe:

- how tasks are being done (manner),
- how often team meetings are held (frequency),
- how confident you are about the deadline (probability),
- the level of task completion (degree).

Завдання 2. Imagine you are writing a short message to your project team in a chat or email format. Use at least five adverbs to describe actions, expectations, or project status. Example:

We are currently reviewing the budget and will likely finish by Friday.

Please regularly update your task boards and clearly mark completed items.

Завдання 3. Write a fictional diary entry (5–7 sentences) from the perspective of a project manager at the end of a busy day. Describe what went well, what was delayed, and what actions need to be taken next — using a variety of adverbs.

Example:

- The team surprisingly managed to complete the prototype ahead of schedule.
- Unfortunately, two key resources were not delivered on time.

Перелік питань для самоконтролю

1. What types of adverbs are most commonly used in project management (e.g., time, manner, degree, frequency), and what are their functions? Provide examples.
2. How do adverbs help describe project timelines, task progress, and risk levels in professional communication?
3. What is the correct placement of adverbs in sentences, and how does it affect clarity when reporting project updates?
4. How can adverbs of degree and probability be used to express uncertainty or confidence in project outcomes?
5. Why is precise use of adverbs important in written project reports and stakeholder communications?

IV курс

VII семестр

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.

Питання до самостійного вивчення

1. Study the main types of prepositions: time, place, direction, cause/reason, and condition. Define each category and provide risk-related examples that illustrate how prepositions clarify relationships in business and project scenarios.
2. Review vocabulary and expressions commonly used in risk management (e.g., at risk, responsible for, in case of, due to). Explain the role of prepositions in these phrases and how they contribute to clear and accurate communication in decision-making processes.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Imagine you are presenting a risk management plan to your team. Write a short explanation (5–6 sentences) describing where risks may occur in the process (e.g., in the supply chain, during production, before launch) using appropriate prepositions of place and time.

Завдання 2. Create a diagram or sentence chain showing how different people or departments are involved in risk management. Use prepositions like by, from, through, with, under, according to. Example:

- Risks are identified by analysts, reviewed by managers, and addressed in accordance with the internal protocol.

Завдання 3. Write a short reflection (5–6 sentences) on how incorrect preposition use in risk-related documents (e.g., responsible to, exposed of) can lead to misunderstanding or non-compliance. Give 2 examples of incorrect usage and correct them.

Перелік питань для самоконтролю

1. What are the main types of prepositions (e.g., time, place, direction, cause/reason, condition), and how are they used in business communication? Provide examples.
2. How do prepositions clarify relationships between actions, responsibilities, and outcomes in risk management scenarios?
3. What are some common prepositional phrases used in risk management (e.g., at risk, in case of, due to, responsible for) and what do they mean?
4. How can incorrect use of prepositions affect clarity and accuracy in discussing risk assessments and contingency plans?
5. Why is the precise use of prepositions essential in formal documentation and decision-making related to risk and project planning?

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.

Питання до самостійного вивчення

1. Study the structure and types of phrasal verbs (transitive/intransitive, separable/inseparable, literal/idiomatic). Provide definitions and classify at least five phrasal verbs commonly used in business contexts related to ethics, compliance, or loss prevention.
2. Study key concepts such as accountability, fraud prevention, and internal controls. Identify and explain the use of at least four business-related phrasal verbs commonly used to describe organizational actions aimed at maintaining integrity and preventing losses. Provide example sentences to illustrate their meaning and function in a business context.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Imagine you're describing how a company responds to a fraud case. Write a short paragraph (5–6 sentences) using at least 4 phrasal verbs related to business integrity or compliance, such as: look into, deal with, carry out, follow up, cover up, take over, put in place.

Завдання 2. Choose 5 phrasal verbs commonly used in the context of internal control, ethics, or risk management. For each one:

- define its meaning,
- explain whether it is separable/inseparable,
- provide a business-specific example.

Example: “Look into” (inseparable) – to investigate. The compliance team looked into the suspicious transaction.

Завдання 3. You are given a formal internal memo written in overly technical or vague language. Rewrite 4–5 sentences using appropriate phrasal verbs to make the message clearer and more natural.

Original: The manager conducted an investigation into the incident.

Rewrite: The manager looked into the incident.

Перелік питань для самоконтролю

1. What are phrasal verbs, and how do their meanings differ from the meanings of the base verbs? Provide business-related examples.
2. How can you distinguish between literal and idiomatic phrasal verbs in professional communication? Give examples related to fraud prevention or compliance.
3. What is the difference between separable and inseparable phrasal verbs? Illustrate each type with a sentence from a business context.
4. Which phrasal verbs are commonly used in discussions about ethics, loss prevention, and internal controls (e.g., carry out, look into, follow up)?
5. Why is it important to use phrasal verbs correctly in business communication, especially in employee training and reporting procedures?

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.

Питання до самотійного вивчення

1. Study the structure and usage of relative clauses, including defining and non-defining types. Explain the role of relative pronouns (who, which, that, whose, whom, where) and provide examples related to organizational communication and workplace situations.
2. Examine how relative clauses (defining and non-defining) can be used to enhance clarity and detail in business communication. Identify at least four examples of relative clauses that describe challenges in a company context – such as during restructuring or a crisis – and explain their grammatical structure and communicative function.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Imagine you're writing a follow-up email after a team meeting to clarify roles and responsibilities. Use at least 4 relative clauses to specify who is doing what and to whom tasks were assigned. Example:

- The colleague who manages internal communication will review the report.
- We've contacted the supplier that delayed the shipment.

Завдання 2. You are given short, unclear business sentences. Rewrite them by adding defining and non-defining relative clauses to make the message more detailed and professional.

Original: We discussed the project.

Rewrite: We discussed the project that was delayed by the IT department.

Завдання 3. Create a description of a company's organisational chart or team (real or imagined). Use at least 5 relative clauses to explain:

- who reports to whom,
- what departments do,
- where specific problems occur.

Example:

The department that handles logistics is working remotely this quarter.

Перелік питань для самоконтролю

1. What is the difference between defining and non-defining relative clauses, and when is each type used in business communication? Provide examples.
2. Which relative pronouns are commonly used in English (e.g., who, whom, which, that, whose, where), and how do they function in sentences?
3. How can relative clauses add clarity and precision when describing roles, procedures, or communication problems in an organization?
4. Rewrite the sentence “The manager approved the plan. The plan was suggested by the HR team.” using a relative clause.
5. Why is the correct use of relative clauses important in professional emails, reports, and performance evaluations?

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.

Питання до самостійного вивчення

1. Study the use of present and past participles as adjectives and parts of verb phrases. Explain how participles contribute to concise and professional language, especially in job applications. Provide examples related to CVs and cover letters (e.g., managing projects, completed tasks).
2. Review a sample CV or job description and identify all participial constructions. Analyze their grammatical function and explain how they help highlight skills, responsibilities, and accomplishments effectively.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Write 5 bullet points for a CV using present or past participles to describe professional experience, tasks, or achievements. Example:

- Led a team managing daily operations.
- Organized and evaluated completed reports.

Underline the participles and identify whether they are present or past.

Завдання 2. Rewrite a short paragraph from a formal cover letter by incorporating participial phrases to make it more dynamic.

Original: I was responsible for the team. I planned marketing campaigns. I improved performance.

Rewrite: Responsible for leading a team, planning marketing campaigns, and improving performance.

Завдання 3. Imagine you're introducing yourself in a job interview.

Write a short speech (5–6 sentences) using at least 3 participial phrases to describe your background or qualities.

Example:

- Having worked in project coordination for five years, I developed strong analytical skills.
- Motivated by results, I always strive to exceed expectations.

Перелік питань для самоконтролю

1. What is the difference between present and past participles, and how are they formed? Provide examples relevant to CVs or job interviews.
2. How are participles used as adjectives to describe people, roles, or experiences in job application documents?
3. What is the function of participle phrases in making professional writing (e.g., CVs, cover letters) more concise and impactful?
4. Identify and explain the participial construction in the sentence: “Motivated by results, she led the team to success.”
5. Why is the correct use of participles important for presenting achievements and responsibilities in a management-oriented job application?

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).

Питання до самостійного вивчення

1. Study the use of gerunds (verb + -ing) as nouns in different grammatical positions: subject, object, and complement. Provide business-related examples (e.g., leading remote teams is essential, we discussed implementing new strategies), and explain how gerunds help express managerial tasks and responsibilities.

2. Study global management trends such as digital leadership, sustainability, and remote work. Identify and explain the use of gerunds in describing key managerial activities and challenges.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. List 5 key activities or trends that modern managers engage in (e.g., leading remote teams, promoting sustainability). Use gerunds as the subjects or objects in full sentences. Example:

- Implementing digital tools is essential for improving efficiency.
- Many companies support encouraging work–life balance.

Завдання 2. Write a short reflection (5–6 sentences) on global trends in leadership using at least 5 gerunds. Describe actions that are shaping modern management (e.g., embracing innovation, managing diversity, reducing waste). Underline the gerunds and specify their grammatical role (subject, object, complement).

Завдання 3. Take a list of business verbs (e.g., to lead, to innovate, to collaborate) and rewrite them in gerund form to create more formal or academic statements.

Original: To collaborate with other departments is important.

Rewrite: Collaborating with other departments is important.

Перелік питань для самоконтролю

1. What is a gerund, and how does it differ from a present participle? Provide examples from management contexts.
2. In what grammatical positions can gerunds be used (e.g., subject, object, complement)? Give examples related to leadership or organizational practices.
3. How are gerunds useful for describing managerial responsibilities, such as leading teams or managing risks?
4. Identify the gerunds in the sentence: “Implementing sustainable practices is essential for modern management.” Explain their function.
5. Why is it important to use gerunds correctly in professional writing when discussing strategies, processes, or global management trends?

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.

Питання до самостійного вивчення

1. Study the use of the infinitive form (*to + verb*) as a subject, object, and complement. Provide examples from professional communication contexts that show how infinitives express purpose, intention, and follow common verbs or adjectives (e.g., *to increase efficiency*, *want to improve*, *ready to respond*).
2. Examine the use of infinitive constructions in the context of digital workplace communication. Identify and explain at least five examples of infinitives that express goals, actions, or strategies for improving virtual communication. Discuss their grammatical function and how they contribute to clarity and purpose in professional discourse.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Write 5 sentences describing the main goals of professional communication in a digital environment. Use infinitives (*to + verb*) to express purpose and intent. Example:

To communicate effectively, teams need clear guidelines.

We use video calls to maintain team connection.

Завдання 2. Take a short professional email (real or sample) and underline all infinitive forms. Then:

- classify each infinitive according to its role (subject, object, purpose, complement),
- reflect on how infinitives shape tone, clarity, and professionalism in the message.

Завдання 3. You are reviewing a short section of a company's digital communication policy. Rewrite 4–5 statements by incorporating infinitives to clarify purpose, rules, or intentions.

Original: Employees must follow the guidelines.

Rewrite: Employees must follow the guidelines to ensure secure communication.

Перелік питань для самоконтролю

1. What is an infinitive, and how is it formed in English? Provide examples related to digital communication.
2. In which grammatical positions can infinitives be used (e.g., subject, object, complement)? Give examples from workplace scenarios.

3. How do infinitives express purpose, intention, or result in professional communication (e.g., to improve clarity, to respond quickly)?
4. Identify the infinitive constructions in the sentence: “To communicate effectively, teams need reliable digital tools.” Explain their role.
5. Why is the proper use of infinitives important for expressing goals and strategies in digital business environments?

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).

Питання до самостійного вивчення

1. Study advanced infinitive structures, including passive infinitives (to be done), perfect infinitives (to have been), and infinitives used after certain nouns and adjectives (e.g., a decision to act, responsible to report). Provide examples related to ethical responsibilities and managerial duties.
2. Study how infinitive constructions are used to express duties, intentions, and moral obligations in managerial contexts. Identify and explain at least five different infinitive structures relevant to ethical behavior in the workplace. Provide examples to illustrate their grammatical form and communicative purpose in professional and ethical decision-making.

Рекомендовані джерела:

Основні: 1, 2, 6, 7, 15, 18, 19.

Додаткові: 21, 22, 23, 28, 38, 45.

Інтернет-ресурси: 55, 56, 58.

Перелік індивідуальних завдань

Завдання 1. Write 5 sentences describing the ethical responsibilities of a manager. Use infinitives to express obligations, intentions, or moral duties. Example:

- To lead fairly is one of the core responsibilities of a manager.
- Managers are expected to act transparently and to report misconduct.

Завдання 2. Write a short paragraph (5–6 sentences) about an ethical situation using at least one:

passive infinitive (to be respected, to be followed),
perfect infinitive (to have acted, to have reported).

Example:

The code of conduct is expected to be followed by all employees.

The manager was praised for having taken immediate action.

Завдання 3. You are revising a company's code of ethics. Improve 3–5 simple statements by adding infinitives of purpose or obligation.

Original: Employees must follow rules.

Rewrite: Employees must follow rules to maintain professional integrity.

Перелік питань для самоконтролю

1. What are the different forms of the infinitive (simple, perfect, continuous, passive), and how are they used in ethical and managerial contexts? Provide examples.
2. How can infinitives express moral duties, obligations, and intentions in professional ethics (e.g., to act fairly, to report misconduct)?
3. What is the role of passive infinitive constructions (e.g., to be respected, to be followed) in formal and ethical communication?
4. Identify and explain the infinitive structures in the sentence: "It is important for managers to make responsible decisions."
5. Why is accurate use of infinitive forms essential for clearly expressing ethical standards and leadership expectations in the workplace?

IV. ПЕРЕЛІК ФОРМ КОНТРОЛЮ ТА ОЦІНКА ЇХ У БАЛАХ (КРИТЕРІЇ ОЦІНЮВАННЯ САМОСТІЙНОЇ РОБОТИ)

Оцінювання знань здобувачів вищої освіти з освітнього компоненту «Іноземна мова за професійним спрямуванням» здійснюється на основі поточного та підсумкового контролю знань.

Поточна навчальна робота включає аудиторну (практичні заняття) та самостійну.

За кожне практичне заняття здобувач може отримати від 3 до 6 балів (все залежить від теми).

На практичному занятті оцінюється:

опрацювання теоретичних джерел з тем, підготовка до практичного заняття; усі відповіді здобувача вищої освіти; повнота і правильність виконання практичного заняття; участь в обговоренні результатів виконання практичного заняття; формулювання висновків, їх повнота і обґрунтованість.

Самостійна робота здобувачів вищої освіти з освітнього компонента «Іноземна мова за професійним спрямуванням» оцінюється у 10 балів.

Зокрема, сюди входять такі види робіт:

виконання індивідуальних завдань — участь у наукових заходах / творчий проєкт / курси на платформі Prometheus або на інших сервісах — 10 балів.

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.

До екзамену допускаються всі здобувачі, 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 компонента, 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).

V. РЕКОМЕНДОВАНІ ДЖЕРЕЛА

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