

**ДЕРЖАВНИЙ ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
СИСТЕМА УПРАВЛІННЯ ЯКІСТЮ**

Система забезпечення якості освітньої діяльності та якості вищої освіти

сертифікована на відповідність ДСТУ ISO 9001:2015 / ISO 9001:2015

Кафедра іноземної філології та перекладу



ЗАТВЕРДЖЕНО

вченою радою ДТЕУ

(пост. п. від « 09 » 06 2022 р.)

Ректор

Анатолій МАЗАРАКІ

**КОМУНІКАТИВНІ СТРАТЕГІЇ ПРОФЕСІЙНОЇ
АНГЛІЙСЬКОЇ МОВИ /
COMMUNICATIVE STRATEGIES OF
PROFESSIONAL ENGLISH**

**РОБОЧА ПРОГРАМА /
COURSE OUTLINE**

освітній ступінь	магістр	/	master
галузь знань	03 Гуманітарні науки	/	Humanities
спеціальність	035 Філологія	/	Philology
спеціалізація	Прикладна лінгвістика (ОП «Прикладна лінгвістика (лінгводидактика, англійська мова)»)	/	Applied linguistics (EP «Applied Linguistics (Language Education, English)»)

Київ 2022

**Розповсюдження і тиражування без офіційного дозволу ДТЕУ
заборонено**

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Робочу програму розглянуто і затверджено на засіданні кафедри іноземної філології та перекладу 25. 07.2022 р., протокол № 12

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**КОМУНІКАТИВНІ СТРАТЕГІЇ ПРОФЕСІЙНОЇ
АНГЛІЙСЬКОЇ МОВИ
COMMUNICATIVE STRATEGIES OF PROFESSIONAL ENGLISH**

**РОБОЧА ПРОГРАМА /
COURSE OUTLINE**

1. СТРУКТУРА ДИСЦИПЛІНИ ТА РОЗПОДІЛ ГОДИН ЗА ТЕМАМИ (ТЕМАТИЧНИЙ ПЛАН)

Назва теми	Кількість годин			Форми контролю
	Всього годин/ кредитів	з них		
		практичні (семінарські) заняття/ МК	Самостійна робота студентів	
1	2	3	4	5
І курс				
І семестр				
Тематичний модуль 1. Management				
Тема 1. Corporate Culture	14	4	10	ТА, ТЧ, ЗПУМ, ЗППМ, УП.
Тема 2. Leaders and Managers	14	4	10	ТА, ТЧ, ЗПУМ, ЗППМ, УП.
Тема 3. Internal Communication	14	4	10	ТА, ТЧ, ЗПУМ, ЗППМ, УП.
Тема 4. Chairing Meetings	14	4	10	ТА, ТЧ, ЗПУМ, ЗППМ, УП.
Тема 5. Working across Cultures: International Presentations	24	8	16	ТА, ТЧ, ЗПУМ, ЗППМ, УП, МКР.
Тематичний модуль 2. Competitive Advantage				
Тема 6. Customer Relationships	14	4	10	ТА, ТЧ, ЗПУМ, ЗППМ, УП.
Тема 7. Competitive Advantage	14	4	10	ТА, ТЧ, ЗПУМ, ЗППМ, УП.
Тема 8. A proposal	14	4	10	ТА, ТЧ, ЗПУМ, ЗППМ, УП.
Тема 9. Presenting at Meetings	22	8	14	ТА, ТЧ, ЗПУМ, ЗППМ, УП, МКР.
Тематичний модуль 3. Advertising and Sales				
Тема 10. Advertising and Customers	14	4	10	ТА, ТЧ, ЗПУМ, ЗППМ, УП.
Тема 11. Advertising and the Internet	22	8	14	ТА, ТЧ, ЗПУМ, ЗППМ, УП.
Підсумковий контроль – екзамен				
Всього	180/6	56	124	
ІІ семестр				
Тематичний модуль 3. Advertising and Sales (Продовження)				
Тема 12. Sales Reports	10	4	6	ТА, ТЧ, ЗПУМ, ЗППМ, УП.
Тема 13. The Sales Pitch	10	4	6	ТА, ТЧ, ЗПУМ, ЗППМ, УП.

1	2	3	4	5
Тема14. Working across Cultures: Ethical International Business	12	8	4	ТА, ТЧ, ЗПУМ, ЗППМ, УП.
Тематичний модуль4. Finance				
Тема 15.Forecasts and Results	10	4	6	ТА, ТЧ, ЗПУМ, ЗППМ, УП.
Тема 16.Financing the Arts	10	4	6	ТА, ТЧ, ТУМ, ЗППМ, УП.
Тема 17. LatePayers.	10	4	6	ТА, ТЧ, ЗПУМ, ЗППМ, УП.
Тема 18.Negotiating a lease	10	4	6	ТА, ТЧ, ЗПУМ, ЗППМ, УП.
Тема 19. WorkingacrossCultures: Socializing	12	8	4	ТА, ТЧ, ЗПУМ, ЗППМ, МКР.
Тематичний модуль5. The work Environment				
Тема20. Workplace Atmosphere	10	4	6	ТА, ТЧ, ЗПУМ, ЗППМ, УП.
Тема 21. The Workplace of the future	10	4	6	ТА, ТЧ, ЗПУМ, ЗППМ, УП.
Тема 22.Productivity	10	6	4	ТА, ТЧ, ЗПУМ, ЗППМ, УП.
Тема23.Staff Negotiations	12	8	4	ТА, ТЧ, ЗПУМ, ЗППМ, МКР.
Тематичний модуль6. Corporate Relationships				
Тема24. Corporate Ethics	10	4	6	ТА, ТЧ, ЗПУМ, ЗППМ, УП.
Тема 25. Expanding Abroad	10	4	6	ТА, ТЧ, ЗПУМ, ЗППМ, УП.
Тема 26.An Overseas Partnership	10	4	6	ТА, ТЧ, ЗПУМ, ЗППМ, УП.
Тема27.A Planning Conference	12	6	6	ТА, ТЧ, ЗПУМ, ЗППМ, УП.
Тема 28. WorkingacrossCultures: Managing an international team	12	8	4	ТА, ТЧ, ЗПУМ, ЗППМ, УП, МКР.
Підсумковий контроль – екзамен				
Всього	180/6	88	92	
Всього за рік	360/ 12	144	216	

Умовні позначення:

ФО – фронтальне опитування;

ТА – тести з аудіювання;

ЗПУМ – завдання для перевірки усного мовлення;

ТЧ– тести з читання;

ЗППМ – завдання для перевірки писемного мовлення;

МКР – модульна контрольна робота

УП – усна презентація

2. Тематика та зміст лекційних, практичних (семінарських), лабораторних занять, самостійної роботи студентів

Результати навчання	Навчальна діяльність ¹	Робочий час студента
I семестр		
Тематичний модуль 1 “Management”		
<p>Students are able to:</p> <ul style="list-style-type: none"> - extract specific details from a TV/radio programme on a work-related topic; - understand the advantages and disadvantages of different options during a discussion; - use language related to types and parts of a company; - express belief, opinion, agreement and disagreement politely; - take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged; - give a simple presentation on a work-related topic; - scan a long text or set of related texts in order to find specific information. 	<p style="text-align: center;">Lessons 1-2 Corporate Culture</p> <p>In-class activity <i>Lead-in:</i> Course Structure Explanation.</p> <p>1. Vocabulary: Company culture. Phrasal verbs.</p> <ul style="list-style-type: none"> ✓ Matching the sentences beginnings with the endings. ✓ Matching words and phrases with their definitions. ✓ Completing each of the phrasal verbs with one or two words. <p>2. Listening: My company’s culture.</p> <ul style="list-style-type: none"> ✓ Four students on an MBA course discussing their companies’ culture. ✓ Defining the aspects of company culture. <p>3. Reading: Creating a corporate culture. Who is responsible for corporate culture?</p> <ul style="list-style-type: none"> ✓ Discussing the questions: <ul style="list-style-type: none"> - Who is responsible for influencing the culture within a company? - How does company culture affect a company’s performance? 	4 hours

¹Курсивом зазначені інтерактивні методи навчання.

	<ul style="list-style-type: none"> - What weakness do many companies have with regard to corporate culture? ✓ Choose the correct sentence for each gap in the text. <p>4. Language work: Defining and non-defining relative clauses.</p> <ul style="list-style-type: none"> ✓ Finding and underlining relative pronouns. ✓ Replacing relative pronouns with <i>that</i>. ✓ Matching sentence halves. ✓ Completing the text with the correct forms of the verbs. <p>5. Speaking: Describing company culture. Why is it important to have a strong corporate culture?</p> <ul style="list-style-type: none"> ✓ Small groups discussion: <ul style="list-style-type: none"> - Why is it important for a company to have a strong corporate culture? - What sort of culture would work best for you? - What aspects of corporate culture do you think can have a negative effect on performance? - What things can managers do to change the corporate culture of the company where they work? <p>Список рекомендованих джерел Основний: 2[с.10-13], 3[с.52-56] Додатковий: 3[с.236-243], 4[с.119-123], 5[с.8-23], Інтернет-джерела: 1, 2, 4</p>	
	<p>Further work</p> <ul style="list-style-type: none"> 6. Reading for professional purposes. 7. Collecting and processing information from different sources. 8. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>. 	10 hours

	9. Grammar Review.	
<p>Students are able to:</p> <ul style="list-style-type: none"> - identify key information in linguistically complex conversations at natural speed; - identify specific information in a linguistically complex presentation or lecture; - encourage agreement during group discussions by indicating the areas where people have the same opinion; - relate their own contribution skillfully to those of other speakers; - compare and evaluate different ideas using a range of linguistic devices; - write clear and organised guidelines for the workplace; - maintain rapport during a negotiation using personal pronouns of inclusion (i.e. we vs. I, you); - justify and sustain views clearly by providing relevant explanations and arguments. - encourage agreement during group discussions by indicating the areas where people have the same opinion. 	<p style="text-align: center;">Lessons 3-4 Leaders and Managers</p> <p>In-class activity</p> <ol style="list-style-type: none"> 1. Reading and Discussing: Reading the things people say about their business leaders or managers. Matching them with one of the qualities or skills listed in the box. <ul style="list-style-type: none"> ✓ Matching the things with one of the qualities or skills listed in the box. ✓ Discussing the questions: <ul style="list-style-type: none"> - Which of the skills or qualities do you think are necessary for business leaders, which for managers and which both? - Add three other skills or qualities to the list and say whether they are more necessary for leaders, their managers, or both. 2. Reading: Richard Branson? Leader of Virgin. <ul style="list-style-type: none"> ✓ Skimming the web page to find out what qualities Branson has which make him a good leader. ✓ Choosing the correct answers. 3. Listening: Richard Branson, Disney Channel, on leaders and managers. Richard Branson on empowerment. <ul style="list-style-type: none"> ✓ Predicting. 	4 hours

<ul style="list-style-type: none"> - maintain rapport during a negotiation using personal pronouns of inclusion (i.e. we vs. I, you). - encourage agreement in meetings using fixed expressions. - recognise contrasting arguments in structured, discursive text; - identify the main topic and related ideas in a linguistically complex text; - use a range of cleft sentences in the present, past and future; - participate in linguistically complex discussions about attitudes and opinions. 	<ul style="list-style-type: none"> - What might be said to complete the notes? ✓ Completing the notes. 4. Vocabulary: Leadership skills, enhance, founder, ability to delegate, vision, a hands-on approach, etc. <ul style="list-style-type: none"> ✓ Identifying the meaning. ✓ Matching the management expressions with their definitions. <ul style="list-style-type: none"> - Time management. - Quality management. - Line management. - Middle management. - Brand management. - Crisis management. - Risk management. 5. Speaking: Talking about good leaders. Getting the most from staff. Producing more effective workforce. <ul style="list-style-type: none"> ✓ Small group discussion: <ul style="list-style-type: none"> - What things can managers do to get the most from their staff? - What typical mistakes do managers make when managing staff? ✓ Case study: Your local Chamber of Commerce has asked you to investigate ways of motivating staff in local companies in order to produce a happier, more effective and more productive workforce. Study these ways managers can motivate staff: <ul style="list-style-type: none"> - Performance pay bonuses. - Annual performance reviews/appraisal. 	
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	<ul style="list-style-type: none"> - Competitions for new ideas. - Empowerment. - Working in teams. - Regular training. <p>What are the advantages and disadvantages of each?</p> <p>Add two or three more to the list.</p> <p>Which would you recommend companies in your area to adopt and which would you ignore?</p> <p>6. Language work: As or like?</p> <ul style="list-style-type: none"> ✓ Studying the examples from the text. ✓ Matching. <p>Список рекомендованих джерел <i>Основний: 1[с.12-15,26-27], 2[с.14-17]</i> <i>Додатковий: 3[с.72-75], 4[с.10-13], 5[с.24-27]</i> <i>Інтернет-джерела: 1, 2, 4</i></p>	
	<p>Further work</p> <p>7. Reading for professional purposes.</p> <p>8. Collecting and processing information from different sources.</p> <p>9. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>.</p> <p>10. Grammar Review.</p>	10 hours
<p>Students are able to:</p> <p>- extract key details from conversations between colleagues about familiar topics;</p>	<p style="text-align: center;">Lessons 5-6 Internal Communications</p> <p>In-class activity</p> <p>1. Speaking: The best way of communicating different things. Small</p>	4 hours

<ul style="list-style-type: none"> - understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech; - initiate, maintain and close simple, face-to-face conversations on familiar topics; - give a short, rehearsed talk or presentation on a familiar topic; -infer the meaning of words from context in work related documents on familiar topics; - understand written feedback about what they are doing well and what they need to improve on in their job performance; - write a summary of the decisions and action items identified during a meeting; - express news and views effectively in writing and relate to those of others. 	<p>group discussion:</p> <ul style="list-style-type: none"> ✓ Which of the methods (email, one-to-one interview, memo, meeting, handwritten note, notice on the notice board, suggestion box, article in the in-house magazine, informal chat, phone call) do you use most often for communicating with the colleagues? ✓ Does your choice depend on... <ul style="list-style-type: none"> - Who you are communicating with? - The purpose of the communication? - Something else? ✓ Choosing the methods. <p>2. Reading: Internal messages (memo, email, note, notice).</p> <ul style="list-style-type: none"> ✓ Referring statements to the messages. ✓ Defining the style of the message. <p>3. Vocabulary: Idioms and phrases related to communication.</p> <ul style="list-style-type: none"> ✓ Studying the meaning: <p>4. Listening: Advice for communicating effectively with colleagues.</p> <p>5. Writing: Replying to messages. Writing and replying to a memo, email or notice.</p> <p>6. Vocabulary: Abbreviations.</p>	
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	<p>Список рекомендованих джерел <i>Основний: 1[с.76-77,140-141], 2[с.18-21], 3[с.6-11]</i> <i>Додатковий: 1[с.107-127], 2 [с.12-15], 5[с.28-43]</i> <i>Интернет-джерела: 1, 2, 4, 5</i></p>	
	<p>Further work</p> <p>7. Reading for professional purposes.</p> <p>8. Collecting and processing information from different sources.</p> <p>9. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>.</p> <p>10. Grammar Review.</p>	10 hours
<p>Students are able to:</p> <ul style="list-style-type: none"> - understand the speaker’s point of view on most topics delivered at natural speed and in standard language; - justify and sustain views clearly by providing relevant explanations and arguments; - manage discussion on familiar topics confirming comprehension, inviting others in, etc; - respond to interruptions in a meeting using fixed expressions; - understand a course of action suggested during a negotiation; - encourage decision-making in meetings using fixed expressions; - suggest solutions to problems and explain why 	<p style="text-align: center;">Lessons 7-8 Chairing Meetings</p> <p>In-class activity</p> <p>1. <i>Speaking and Reading:</i> Advice for chairs. Summary of acting points.</p> <ul style="list-style-type: none"> ✓ Small group discussion. <ul style="list-style-type: none"> - What is the function of the chair (or chairperson) at a meeting? - What personal qualities should a good chair have? - What things should a chair do to make sure a meeting achieves its aims? - Does every meeting need a chair? - What advice would you give about these aspects of being a chair: impartiality, assertiveness, staying on course and 	4 hours

<p>they would work; - use appropriate outlines to organise ideas.</p>	<p>summarizing.</p> <ul style="list-style-type: none"> ✓ Reading the advice for chairing and comparing with own ideas. ✓ Choosing the best alternative. <p>2. <i>Listening:</i> Key phrases for chairs.</p> <ul style="list-style-type: none"> ✓ Defining the problems discussed. ✓ Completing sentences. ✓ Classifying the sentences: <ul style="list-style-type: none"> - Starting and managing a meeting. - Asking for other opinions. - Keeping the meeting focused. - Summarizing. <p>3. <i>Speaking:</i> The functions of the chairs. Holding meetings.</p> <ul style="list-style-type: none"> ✓ Chairing small group meeting. <p>4. <i>Vocabulary:</i> Evaluating meetings.</p> <ul style="list-style-type: none"> ✓ Matching words and their explanations. ✓ Checking writing for mistakes. ✓ Finding an odd word. <p>5. <i>Writing:</i> A memo summarizing action points.</p> <ul style="list-style-type: none"> ✓ Writing a memo to your colleagues summarizing the action 	
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	<p>points and decisions taken during the meeting you chaired.</p> <p>6. Language work: Language functions for chairs.</p> <p>Список рекомендованих джерел <i>Основний:</i> 2[с.22-25] <i>Додатковий:</i>2[с.70-73], 5 [с.44-47] <i>Інтернет-джерела:</i>1, 2, 4, 5</p>	
	<p>Further work</p> <p>7. Reading for professional purposes.</p> <p>8. Collecting and processing information from different sources.</p> <p>9. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>.</p> <p>10. Grammar Review.</p>	10 hours
<p>Students are able to:</p> <ul style="list-style-type: none"> - extract key details from conversations between colleagues about familiar topics; - understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech; - initiate, maintain and close simple, face-to-face conversations on familiar topics; - give a short, rehearsed talk or presentation on a familiar topic; - follow a work-related discussion between fluent speakers; - evaluate hypothetical proposals in a presentation or lecture; - recognise the speaker’s point of view in a 	<p style="text-align: center;">Lessons 9-12</p> <p style="text-align: center;">Working across Cultures: International Presentations.</p> <p>In-class activity</p> <ol style="list-style-type: none"> 1. Speaking: Presenting to an international audience. 2. Listening: People talking about being an international presenter. Presentation elements. Components of the training course on international presentations. 3. Reading: Knowing your audience. 4. Writing: A five minutes presentation about what makes a good presentation in your profession, organization, culture, literature, country. 5. Vocabulary: Q&A sessions, self-deprecating, privacy, unnerving, thumbs up, hand gestures, non-verbal signals, punch lines, etc. 6. Language work: Language functions for presentations. 	8 hours

<p>structured presentation;</p> <ul style="list-style-type: none"> - give reasons and explanations for their opinions using linguistically complex language; - recommend particular actions at the end of a presentation; - ask detailed follow-up questions at a presentation; - respond to follow-up questions at a presentation; - ask for questions or feedback at the end of a presentation; - successfully challenge points made during a presentation. 	<p>7. Revision.</p> <p>8. MODULE TEST WRITING.</p> <p>Список рекомендованих джерел <i>Основний: 1[с.132-133], 3[с.30-31]</i> <i>Додатковий: 2[с.96-97], 5 [с.48-63]</i> <i>Інтернет-джерела: 1, 2, 3, 5</i></p>	
	<p>Further work</p> <p>9. Reading for professional purposes.</p> <p>10. Collecting and processing information from different sources.</p> <p>11. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>.</p> <p>12. Grammar Review.</p>	16 hours
Тематичний модуль2 “Competitive Advantage”		
<p>Students are able to:</p> <ul style="list-style-type: none"> - recognise the use of persuasive language in a linguistically complex presentation or lecture; - extract specific details from a TV programme on a work-related topic; - recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; - contribute to a group discussion using linguistically complex language; - make a detailed, formal, evidence-based argument in a presentation or discussion; 	<p style="text-align: center;">Lessons 13-14 Customer Relationships</p> <p>In-class activity</p> <p>1. Speaking: Discussing customer-supplier relationships. Discussing the 80-20 rule, etc. The shortcomings of CRM, etc., A CRM strategy</p> <ul style="list-style-type: none"> ✓ Talking about the following aspects: <ul style="list-style-type: none"> - After-sale service. - Loyalty. - Information about future needs. - Information about product updates. - Cost savings. - Personalized treatment. 	4 hours

<ul style="list-style-type: none"> - give a detailed account of a complex subject, ending with a clear conclusion; - describe a business proposal in detail; - follow the main points in a linguistically complex presentation or lecture, if provided with written supporting material; - distinguish between main ideas and supporting details in a linguistically complex presentation or lecture; - answer questions in a survey using linguistically complex language; - give a presentation about a product or service offered by a company or institution; - give clear presentations highlighting significant points with relevant supporting detail; - prepare a linguistically complex questionnaire in order to gather data. 	<ul style="list-style-type: none"> ✓ Categorizing. ✓ Brainstorming a list of activities companies can do to build customer relationship. ✓ Talking about a company you know about (you work for). What methods does the company have for building customer relationship. <p>2. Reading: Giving people what they want. Five articles on Customer Relationship Management.</p> <ul style="list-style-type: none"> ✓ Predicting: making a list of things that can go wrong in company's relationships with their customers. ✓ Skimming the article from The Economist. ✓ Guessing unknown words and expressions from the context. ✓ Choosing the best answer. <p>3. Vocabulary: <i>Helpdesk, the four Cs, expectations, customer satisfaction / dissatisfaction, customer defection, churn, etc.</i></p> <ul style="list-style-type: none"> ✓ Completing the sentences. <p>4. Listening: Boris Shulov (a lecturer from a business school) on Customer Relationship Management.</p> <ul style="list-style-type: none"> ✓ Completing the notes by writing up to three words in the gaps. <p>Список рекомендованих джерел <i>Основний: 1[с.54-61], 2[с.28-31],3[с.36-41]</i> <i>Додатковий: 1[с.10-20], 2 [с.48-56], 5[с.64-71]</i> <i>Інтернет-джерела: 1, 3, 4, 6</i></p>	
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	<p>Further work</p> <ol style="list-style-type: none"> 5. Reading for professional purposes. 6. Collecting and processing information from different sources. 7. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>. 8. Grammar Review. 	<p>10hours</p>
<p>Students are able to:</p> <ul style="list-style-type: none"> - extract specific details from a TV/radio programme on a work-related topic; - evaluate the advantages and disadvantages of different options during a discussion; - adjust the precision of questions in order to obtain more detailed information; - ask open-ended questions to better understand the specific details of a problem; - give detailed feedback about someone's performance on a familiar task or project; - compare the advantages and disadvantages of possible approaches and solutions to an issue or problem; - extract key details from quantitative data in complex business documents; - effectively discuss the meaning and implications of research data; - critically evaluate the effectiveness and appropriateness of a presentation; 	<p style="text-align: center;">Lessons 15-16 Competitive Advantage</p> <p>In-class activity</p> <ol style="list-style-type: none"> 1. Listening: William Brook-Hart, Gifford Engineering Consultancy, on competitive advantage. <ul style="list-style-type: none"> ✓ Matching words and phrases with their definitions. ✓ Predicting. ✓ Completing the notes by writing up to three words in the gaps. 2. Speaking: How does a company achieve a competitive advantage? Pricing. <ul style="list-style-type: none"> ✓ Preparing to give a short talk (of about one minute) on the topic. ✓ Giving a talk. ✓ Discussing which is more important to clients and customers: price or quality? 3. Reading: How the JJ Group prepare tenders. <ul style="list-style-type: none"> ✓ Answering the questions. ✓ Completing the text. ✓ Finding the definitions of the words. 4. Listening: William Brook-Hart, Gifford Engineering Consultancy, on winning contracts. <ul style="list-style-type: none"> ✓ Choosing the best answer. 5. Vocabulary: Elements that give a company an advantage. Submitting 	<p>4 hours</p>

<p>-understand nuances of meaning in a linguistically complex presentation or lecture; - recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; - compare and evaluate different ideas using a range of linguistic devices.</p>	<p>tenders. <i>Dedicated, resources</i>, etc. Phrasal verb. Verb-nouns collocations.</p> <ul style="list-style-type: none"> ✓ Matching phrasal verbs with their definitions ✓ Completing the sentences using the phrasal verbs. <p>6. <i>Language work</i>: Speaking hypothetically.</p> <ul style="list-style-type: none"> ✓ Studying the extract from the interview and answering the questions. ✓ Completing the dialogue by putting the verbs in brackets into the conditional. ✓ Using collocations: <ul style="list-style-type: none"> - To assess the value. - To devote a lot of time. - To compete on price. - To cover costs. - To go out of business. - To itemize all the work. - To establish a price. <p>Список рекомендованих джерел <i>Основний: 1[с.42-45], 2[с.32-35]</i> <i>Додатковий: 3[с.164-177], 4 [с.60-63], 5[с.72-83]</i> <i>Інтернет-джерела: 2, 3, 4, 5, 6</i></p>	
	<p>Further work</p> <ol style="list-style-type: none"> 7. Reading for professional purposes. 8. Collecting and processing information from different sources. 9. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>. 10. Grammar Review. 	<p>10 hours</p>

<p>Students are able to:</p> <ul style="list-style-type: none"> - follow a wide range of factual and creative texts and summarise themes and opinions; - describe their reasons for resisting a change; - express understanding about someone's reaction to change; - describe in detail why they agree or disagree with a suggested work-related change; - extract specific details from a TV/radio programme on a work-related topic; - understand main points and check comprehension by using contextual clues; - understand the speaker's point of view on most topics delivered at natural speed and in standard language; - describe the personal significance of events and experiences in detail; - narrate a story in detail, giving relevant information about feelings and reactions; - understand most of a linguistically complex podcast; - lead a discussion, expanding and developing ideas, if given time in advance to prepare; - lead a discussion so that the group is able to make a decision; - evaluate the advantages and disadvantages of different options during a discussion; - encourage discussion by inviting others to join in, say what they think, etc.; - check and correct spelling, punctuation and 	<p>Lessons 17-18 A Proposal</p> <p>In-class activity</p> <p>1. Speaking: Discussing the questions in small groups.</p> <ul style="list-style-type: none"> ✓ Why might a company decide to extend or diversify its product range? ✓ When should a company decide NOT to extend its product range? <ul style="list-style-type: none"> - Extensions of the same basic product. - Competitor's activities. - Diversification and market changes. - The company's skills base. - Brand identity. - Marketing and product development costs. - Company expansion versus specialization. <p>2. Listening: Extending the product range.</p> <ul style="list-style-type: none"> ✓ Completing the notes. ✓ Answering the questions. <p>3. Reading: Proposal for adding to our product range. An email requesting a proposal.</p> <ul style="list-style-type: none"> ✓ Guessing unknown words and expressions from the context. ✓ Locating and understanding specific information in the text. 	<p>4 hours</p>
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<p>grammar mistakes in long written texts. • Can write a detailed proposal; - paraphrase the main idea of a linguistically complex quotation to support a line of argument.</p>	<ul style="list-style-type: none"> ✓ Identifying specific details. ✓ Choosing the best alternative. <p>4. Vocabulary: Linking words and phrases. <i>Current product range, down payment, outlay, existing, identify, etc.</i></p> <ul style="list-style-type: none"> ✓ Matching the linking words and phrases from the proposal. ✓ Defining the meaning. ✓ Completing collocations with correct words. ✓ Completing the sentences <p>5. Language work: Compound nouns. The passive.</p> <ul style="list-style-type: none"> ✓ Writing compound nouns to express the ideas. ✓ Using passive forms. <p>6. Writing: A proposal for investigating new markets.</p> <ul style="list-style-type: none"> ✓ Completing the email. ✓ Developing a plan for anew proposal. ✓ Writing a proposal. ✓ Comparing ideas. <p>Список рекомендованих джерел <i>Основний: 1[с.140-141], 2[с.36-39],3[с.102-103]</i> <i>Додатковий:1[с.21-34], 2 [с.48-56], 3[с.270-281], 5[с.84-87]</i> <i>Інтернет-джерела: 1, 3, 4, 6</i></p>	
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	<p>Further work</p> <p>7. Reading for professional purposes.</p> <p>8. Collecting and processing information from different sources.</p> <p>9. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>.</p> <p>10. Grammar Review.</p>	<p>10 hours</p>
<p>Students are able to:</p> <ul style="list-style-type: none"> - evaluate the advantages and disadvantages of different options during a discussion; - recognise the use of persuasive language in a linguistically complex presentation or lecture; - put forward a smoothly flowing and logical structured argument, highlighting significant points; - develop a clear argument with supporting subsidiary points and relevant examples; - use persuasive language to convince others to agree with their recommended course of action during a discussion; - clear presentations highlighting significant points with relevant supporting details; - present their ideas with precision and respond to complex lines of argument convincingly. 	<p style="text-align: center;">Lessons 19-22</p> <p style="text-align: center;">Presenting at Meetings</p> <p>In-class activity</p> <p>1. Speaking: The ice-cream market in the country you live in.</p> <ul style="list-style-type: none"> ✓ Discussing the questions in small groups. <ul style="list-style-type: none"> - Who do you think eats more ice-cream in your country: children or adults? - Which are the dominant brands? Are they local, national or multinational brands? - Which factors are more likely to give an ice-cream company a competitive advantage in your country: price, advertising, quality, variety, tradition, fashion or something else? <p>2. Listening: Presentation on the Chinese ice-cream market.</p> <ul style="list-style-type: none"> ✓ Predicting. ✓ Completing the notes. ✓ Completing the charts by labelling the gaps. 	<p>8 hours</p>

	<ul style="list-style-type: none"> ✓ Deciding whether the statements are true or false. <p>3. Language work: Embedded questions.</p> <ul style="list-style-type: none"> ✓ Rewriting the questions beginning with the words given. <p>4. Speaking: Presenting information from charts. Presenting from a text.</p> <ul style="list-style-type: none"> ✓ Discussing how you can present the information. ✓ Presenting information. ✓ Taking notes and thinking of the questions you can ask at the end. <p>5. Reading: Nestle in Thailand. The Philippine market. Nestle expands ice-cream lines in China.</p> <p>6. Writing: A proposal for breaking into the Chinese market.</p> <ul style="list-style-type: none"> ✓ Organization and structure: <p>7. Revision.</p> <p>8. Module Test Writing</p> <p>Список рекомендованих джерел <i>Основний: 1[с.52-59], 2[с.40-43],3[с.100-101]</i> <i>Додатковий:4[с.64-68]</i> <i>Інтернет-джерела:1, 2, 4</i></p>	
	<p>Further work</p> <ul style="list-style-type: none"> 9. Reading for professional purposes. 10. Collecting and processing information from different sources. 11. Knowledge development and skills training through a variety of tasks in 	14 hours

<i>My Englishlab digital component.</i>		
12. Grammar Review.		
Тематичний модуль3 “Advertising and Sale”		
<p>Students are able to:</p> <ul style="list-style-type: none"> - use complex language related to advertising and branding; - give or seek personal views and opinions in discussing topics of interest; - scan long texts to locate specific information; - extract key details from an article on a business-related topic; - link clauses and sentences with a range of connectors; - understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech; - initiate, maintain and close simple, face-to-face conversations on familiar topics; - give a short, rehearsed talk or presentation on a familiar topic; - use discourse devices to link sentences smoothly into connected discourse; - ask and answer questions about advertising and brands. 	<p>Lessons 23-24 Advertising and Customers</p> <p>In-class activity</p> <p>1. Vocabulary and discussing: Types of advertising.</p> <ul style="list-style-type: none"> ✓ Completing the reasons for advertising. ✓ Completing the questions using the words given. ✓ Discussing the questions. <ul style="list-style-type: none"> - Which is the main reason for each of the advertisements given? - Can you think of other reasons for advertising? - How effective do you think advertising is compared with other promotional activities? <p>2. Reading: The effectiveness of advertising.</p> <ul style="list-style-type: none"> ✓ Discussing the question giving reasons for the answer. <ul style="list-style-type: none"> - Do you think consumer advertising is becoming more or less effective? ✓ Choosing the best alternative for the gaps in the text. ✓ Discussing in small groups. <ul style="list-style-type: none"> - How does the company you know well advertise? - How effective is the advertising? - How should business decide the size of their advertising budget? 	4 hours

	<p>3. Language work: Adverbs. Positions for adverbs.</p> <ul style="list-style-type: none"> ✓ Single words: often, yesterday, quickly, etc. ✓ Phrases: every few weeks, in fact, before we had time to react, etc. <p>4. Listening and discussing: Neil Ivey, MediaCom, on the effectiveness of advertising.</p> <ul style="list-style-type: none"> ✓ Predicting. ✓ Completing the notes with up to three words. ✓ Discussing the questions: <ul style="list-style-type: none"> - Is television still the most cost-effective advertising medium? Have you ever bought anything as a result of seeing a TV advertisement? - When do you make decision to buy a new product: when you see an advertisement, at the point of purchase or at some other time? <p>5. Speaking: How does a company advertise? Cost-effective advertising. How to advertise software.</p> <p>6. Reading: Five extracts on measuring the effectiveness of advertising.</p> <ul style="list-style-type: none"> ✓ Discussing the question giving reasons for the answer. <ul style="list-style-type: none"> - Do you think consumer advertising is becoming more or less effective? ✓ Choosing the best alternative for the gaps in the text. ✓ Discussing in small groups. <ul style="list-style-type: none"> - Why is it difficult to measure the effectiveness of advertising? - Why is it important to measure it's effectiveness? 	
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	<p>- How can it be measured?</p> <p>Список рекомендованих джерел <i>Основний: 1[с.62-65], 2[с.46-49]</i> <i>Додатковий: 2 [с.48-56], 3[с.80-87], 5[с.88-95]</i> <i>Інтернет-джерела: 1, 3, 4, 6</i></p>	
	<p>Further work</p> <p>7. Reading for professional purposes. 8. Collecting and processing information from different sources. 9. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>. 10. Grammar Review. 11. Speaking: Preparing a short rehearsed presentation on the proposed topics.</p>	10 hours
<p>Students are able to:</p> <p>- identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech; - understand problem and solution relationships in informal conversation; - recognise that a speaker is expressing concerns in a formal discussion; - justify a viewpoint on a topical issue by discussing pros and cons of various options; - write a report; - extract specific details from a TV/radio programme on a work-related topic; - understand the speaker's point of view on most topics delivered at natural speed and in standard</p>	<p style="text-align: center;">Lessons 25-28 Advertising and the Internet</p> <p>In-class activity</p> <p>1. Speaking: Using the Internet for buying things. How could a company use the methods of the car industry? Using the Internet for advertising. ✓ Answering the questions. - How/ Why would you use the Internet when buying products or services?</p> <p>2. Listening: Internet sales.</p> <p>✓ Completing the table. ✓ Filling in gaps. ✓ Discussing: Do you ever... - Click on banner ads?</p>	8 hours

<p>language;</p> <ul style="list-style-type: none"> - justify and sustain views clearly by providing relevant explanations and arguments; - present a summary of a straightforward business proposal; <p>- understand specialised vocabulary used in presentations or discussions within their field;</p> <ul style="list-style-type: none"> - write instructions on how to use a device or product; - describe possible future outcomes; - clearly and concisely describe a product or a service within their field. 	<ul style="list-style-type: none"> - Filter out online ads, e.g. in pop-up boxes? - Click on sponsored links when using a search engine? - Use online yellow pages or classified ads? <p>3. Reading: Monitoring online.</p> <ul style="list-style-type: none"> ✓ Reading the article about how customers and manufacturers are using the Internet to buy and sell cars. ✓ Guessing unknown words and expressions from the context. ✓ Locating and understanding specific information in the text. ✓ Choosing the best sentence for the gaps. <p>4. Vocabulary: <i>Straightforward, motoring online, to track delivery, to make reservation, etc.</i></p> <ul style="list-style-type: none"> ✓ Matching the words with their definitions. <p>5. Language work: Although, however, despite, etc.</p> <ul style="list-style-type: none"> ✓ Answering the questions: Which words or phrases... <ul style="list-style-type: none"> - Join two sentences, each with a verb in a tense? - Are followed by a noun phrase or an -ing form? - Start a new sentence and refer to the sentence before? - Joins two sentences and contrasts two similar but not necessarily related facts? - Contacts two similar but not necessarily related facts in two separate sentences? ✓ Rewriting or join the sentences. <p>6. Writing: A report on advertisers and target audiences.</p>	
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	<p>7. <i>Listening and discussing:</i> Neil Ivey, MediaCom, on advertising and the Internet.</p> <ul style="list-style-type: none"> ✓ Choosing the best answer. ✓ Discussion of the following points: <ul style="list-style-type: none"> - How the Internet can be used to promote products. - What types of company and product benefit most from Internet advertising? - How Internet advertising can be combined with other forms of promotional activity. <p>8. Revision.</p> <p>9. TEST WRITING.</p> <p>Список рекомендованих джерел <i>Основний: 1[с.72-83], 2[с.50-53],3[с.96-97]</i> <i>Додатковий: 1[с.35-54], 2 [с.8-13]</i> <i>Інтернет-джерела: 2, 3, 6</i></p>	
	<p>Further work</p> <p>10. Reading for professional purposes.</p> <p>11. Collecting and processing information from different sources.</p> <p>12. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component.</i></p> <p>13. Grammar Review.</p>	14hours
Всього за перший семестр		180 год

II семестр

Тематичний модуль 3 “Advertising and Sale” *Продовження*

<p>Students are able to:</p> <ul style="list-style-type: none"> - extract specific details from a TV programme on a work-related topic; - follow changes of topic in factual TV news items and form an idea of the main content; - bring relevant personal experiences into a conversation to illustrate a point; - collate information from several written sources and summarise the ideas orally; - scan a long text or a set of related texts in order to find specific information; - refer to certainty and probability using certain/likely/due to with verb phrases; - describe in detail why they agree or disagree with a suggested work-related change; - understand the details of a complex telephone order for goods or services; - clarify information and check understanding on the phone; - infer the meaning of words from context in work-related documents on familiar topics; - write a short analysis of a business trend in their own professional field; - support a main idea with examples and reasons; - write internal communications on work-related topics; - write a detailed structured report on work- 	<p>Lessons 1-2 Sales Reports</p> <p>In-class activity</p> <ol style="list-style-type: none"> 1. Speaking: The best medium for selling different products and services. Structure of a report. <ul style="list-style-type: none"> ✓ Discussing the questions in pairs. <ul style="list-style-type: none"> - Which of these sales activities do you think is most effective for selling the products or services: <i>telephone sales, mail order, e-sale, sales events, visits from company reps, retail sales?</i> - Which of these ways of selling does the company you know well find most effective? Why? - Which method does the company you know well use most often to source services or products? Why? 2. Listening: Mehtar Tilak on sales activities. <ul style="list-style-type: none"> ✓ Completing the chart with some of the activities: <i>telephone sales, mail order, e-sale, sales events, visits from company reps, retail sales.</i> ✓ Defining the verbs meaning: “to increase” or “to decrease ✓ Comparing ideas. 3. Vocabulary: Synonyms for increase and decrease. 4. Reading: A brief sales report. <ul style="list-style-type: none"> ✓ Guessing unknown words and expressions from the context. ✓ Locating and understanding specific information in the text. ✓ Identifying attitudes and feelings of the characters. ✓ Answering the questions. ✓ Choosing the correct answer. 5. Language work: Present perfect simple or continuous. 	<p>4 hours</p>
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<p>related topics; - correct structural errors in someone else's written report.</p>	<p>6. <i>Speaking and reading:</i> Report on Seville Sales Event.</p> <ul style="list-style-type: none"> ✓ Predicting. <ul style="list-style-type: none"> - What are the advantages of sales events for the company which holds them? - How are they different from conferences or trade fairs? ✓ Scanning the report to find out... <ul style="list-style-type: none"> - If the event was successful or not? - What outcomes and reactions there have been to the event? ✓ Choosing the best word for each gap. ✓ Discussing the questions. <ul style="list-style-type: none"> - How does a report differ from a proposal? - How can you describe the style of the report given (formal/neutral/informal) and why just this style was chosen? - The report is divided into sections with headings (Introduction, The event, etc.). Why are heading and sections useful? Can you think of other typical section headings for a report? <p>7. <i>Writing:</i> The best medium for selling different products and services. Structure of a report.</p> <p>Список рекомендованих джерел <i>Основний: 1[с.94-97], 2[с.54-57]</i></p>	
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	<p><i>Додатковий:2 [с.14-16], 4[с.132-3135], 5[с.96-103]</i> <i>Интернет-джерела:1, 2, 4</i></p>	
	<p>Further work</p> <p>8. Reading for professional purposes.</p> <p>9. Collecting and processing information from different sources.</p> <p>10. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>.</p> <p>11. Grammar Review.</p>	<p>6hours</p>
<p>Students are able to:</p> <ul style="list-style-type: none"> - understand the speaker’s point of view on most topics delivered at natural speed and in standard language; - justify and sustain views clearly by providing relevant explanations and arguments; - manage discussion on familiar topics confirming comprehension, inviting others in, etc; - respond to interruptions in a meeting using fixed expressions; - understand a course of action suggested during a negotiation; - encourage decision-making using fixed expressions; - suggest solutions to problems and explain why they would work; - use appropriate outlines to organise ideas; - summarise, comment on and discuss a wide 	<p style="text-align: center;">Lessons 3-4 The Sales Pitch</p> <p>In-class activity</p> <p>1. Speaking: Cold-calling. Small group discussion.</p> <ul style="list-style-type: none"> ✓ Discussing the questions. <ul style="list-style-type: none"> - How do you react when you receive a cold call? - What are the problems of cold-calling for the salesperson? - When is it necessary to cold call prospective customers? - What advice would you give to cold-callers? - Do you ever cold-call prospective customers? <p>2. Listening: Rosa Levy, CSS Ltd, cold-calling a client; Rosa Levy making a sales pitch.</p> <ul style="list-style-type: none"> ✓ Predicting. <ul style="list-style-type: none"> - What do property-management companies do? - Why might they need the service of a security firm? ✓ Completing the notes. ✓ Saying whether the statements are true or false. 	<p>4 hours</p>

<p>range of factual and imaginative texts; - follow a work-related discussion between fluent speakers; -understand problem and solution relationships in informal conversation; - suggest pros and cons when discussing a topic, using linguistically complex language; - identify key information in linguistically complex conversations at natural speed; -write a structured text clearly signaling main points and supporting details.</p>	<ul style="list-style-type: none"> ✓ Matching the phrases with the functions. <p>3. Speaking: Providing services to large companies.</p> <ul style="list-style-type: none"> ✓ Role-playing. ✓ Reading the problem and answer the questions. ✓ Comparing ideas with the partners. <p>4. Reading: Cracking the big company market.</p> <ul style="list-style-type: none"> ✓ Scanning the advice in the article and discussing if it was similar or different to the advice predicted before. ✓ Choosing the best answer to the questions. <p>5. Writing: How do you react to a cold-call? Finding out about work problems. Advising on breaking into a new market. Making sales pitch.</p> <p>6. Vocabulary: Active <i>Solicit, cold-calling, security firm, reluctant prospects, risk-averse, etc.</i></p> <ul style="list-style-type: none"> ✓ Matching the words and phrases from the text with their definitions. ✓ Listening and completing the notes. <p>7. Language work: Cleft sentences</p> <p>8. Speaking: Group discussion.</p> <ul style="list-style-type: none"> ✓ Role-playing. ✓ Giving a sales pitch for a product/service the company you know well offers. <p>Список рекомендованих джерел <i>Основний: 2[с.58-61],3[с.6-7, 12-13]</i> <i>Додатковий: 2 [с.58-63], 3[с.322-325], 5[с.104-107]</i> <i>Інтернет-джерела: 1, 3, 4, 6</i></p>	
	<p>Further work</p> <p>9. Reading for professional purposes.</p>	<p>6 hours</p>

	<p>10. Collecting and processing information from different sources.</p> <p>11. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>.</p> <p>12. Grammar Review.</p>	
<p>Students are able to:</p> <ul style="list-style-type: none"> - extract specific details from a TV/radio programme on a work-related topic; - understand the speaker’s point of view on most topics delivered at natural speed and in standard language; - use language related to ethics at work; - give detailed answers to questions in a face-to-face survey; - understand main points and check comprehension by using contextual clues; - recognise that a speaker is expressing concerns in a formal discussion; - justify and sustain views clearly by providing relevant explanations and arguments; - express specific concerns about a work-related issue; - identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech; - describe objects, possessions and products in detail, including their characteristics and special features; - clearly and concisely describe a product or a service within their field. 	<p style="text-align: center;">Lessons 5-8</p> <p style="text-align: center;">Working Across Cultures: Ethical International Business</p> <p>In-class activity</p> <ol style="list-style-type: none"> 1. Speaking: Ideas with respect to your country’s culture. <ul style="list-style-type: none"> ✓ Agreeing or disagreeing with the following: <ul style="list-style-type: none"> - Business leaders in my country are generally honest and trustworthy. - Our manufacturing industries always respect the environment. - The ethics of an international business should override any national or local culture. - Socially responsible companies are more prosperous. 2. Listening: Ethics expert talking about accountability in business. <ul style="list-style-type: none"> ✓ Correcting factual errors in the summery. ✓ Answering the questions. 3. Reading: Statements about business ethics at work. Corporate Governance Agenda: Better ethics; better business results. <ul style="list-style-type: none"> ✓ Defining the statement which are true for your culture. 4. Speaking: Trying to reach consensus. Holding a meeting using the agenda given to decide which situations need to be dealt with most urgently and what should be done in each case. 5. Writing: A short report summarising the decisions taken at the meeting. 6. Revision. 7. MODULE TEST WRITING. 	<p style="text-align: center;">8 hours</p>

<p>-infer the meaning of words from context in work related documents on familiar topics; - understand written feedback about what they are doing well and what they need to improve on in their job performance; - write a summary of the decisions and action items identified during a meeting.</p>	<p>Список рекомендованих джерел <i>Основний: 1 [с.114-115], 3[с.60-61]</i> <i>Додатковий: 4 [с.120-123], 5[с.108-123]</i> <i>Інтернет-джерела: 1, 3, 4, 6</i></p>	
	<p>Further work 8. Reading for professional purposes. 9. Collecting and processing information from different sources. 10. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>. 11. Grammar Review.</p>	4hours
<p>Тематичний модуль4 “Finance”</p>		
<p>Students are able to:</p> <p>- extract specific details from a TV/radio programme on a work-related topic. • Can follow changes of topic in factual TV news items and form an idea of the main content; - bring relevant personal experiences into a conversation to illustrate a point; - collate information from several written sources and summarise the ideas orally; - scan a long text or a set of related texts in order to find specific information; -refer to certainty and probability using certain/likely/due to with verb phrases; -express various degrees of likelihood and possibility using complement clauses; - describe in detail why they agree or disagree with a suggested work-related change;</p>	<p style="text-align: center;">Lessons 9-10 Forecasts and Results</p> <p>In-class activity</p> <p>1. Speaking: Small group discussing:</p> <ul style="list-style-type: none"> ✓ How do different elements help to make forecasts? <ul style="list-style-type: none"> - Computer projections. - Predictions about interest rates. - Reports from sales teams. - Institution. - The political situation. - The success of competitors’ products. - Past experience. - The marketing budgets. ✓ What makes forecasts inaccurate? ✓ How to prepare a sales forecast, etc. ✓ What type of forecaster do you think you are? ✓ Force majeure: wars, natural disasters, etc. <p>2. Listening: Forecasting disaster.</p> <ul style="list-style-type: none"> ✓ Completing the table. 	4 hours

<ul style="list-style-type: none"> - extract the key details from discussions in meetings conducted in clear, standard speech; - distinguish between relevant and irrelevant content in extended informal speech; - explain information in detail in graphs and charts; - evaluate the advantages and disadvantages of different options during a discussion; - justify the reasons for a particular decision or course of action; - use a range of complex conjunctions in conditional statements (all three types); - describe possible future outcomes of a present action or situation using the first conditional; - describe hypothetical (counterfactual) results of a current action or situation using the second conditional; - describe hypothetical (counterfactual) past results of a previous action or situation using the third conditional; - talk about possibilities in the past with precision. 	<ul style="list-style-type: none"> ✓ Checking understanding the words and expressions from the podcast. ✓ Locating and understanding specific information in the text. <p>3. Reading: Forecasting disaster.</p> <ul style="list-style-type: none"> ✓ Agreeing or disagreeing with the following statements: <ul style="list-style-type: none"> - “Business people find it difficult to make pessimistic forecast”. - “Making business forecast should be a group activity, not the responsibility of a particular individual in the organization”. - “Computers are better than people at forecasting sales”. - “The main problem with making forecasts is predicting what your competitors will do”. ✓ Scanning the article to locate opinions about the points discussed. ✓ Choosing the best sentence for each gap in the text. <p>4. Vocabulary: Phrasal verbs and expressions. <i>Go bust, stock price, etc.</i> Vocabulary from profit and loss account and balance sheet.</p> <ul style="list-style-type: none"> ✓ Completing the accounts. ✓ Finding words in the accounts to identify the meaning. <p>5. Speaking: Preparing a short presentation on the topic given.</p> <ul style="list-style-type: none"> - Structuring the talk by introducing points with <i>firstly, secondly, finally</i>. - Concluding the talk by saying <i>in conclusion, ...</i> - Varying your vocabulary by using alternatives: particularly 	
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	<p>useful/ absolutely essential/ vital + infinitive; it's of prime importance to + infinitive; essentially/crucial/critical/key because...</p> <p>6. Vocabulary: Phrasal verbs and expressions. <i>Go bust, stock price, etc.</i> Vocabulary from profit and loss account and balance sheet.</p> <p>7. Language work: Conditional sentences.</p> <ul style="list-style-type: none"> ✓ Matching the types of forecaster with the statements. ✓ Studying the conditional sentences and answering the questions: <ul style="list-style-type: none"> - Which refer to past time and which refer to present/future? - Which combination of tenses are used in conditional sentences which talk about the past? - Which combination of tenses are used in conditional sentences which talk about the present or future? <p>Список рекомендованих джерел <i>Основний: 1[с.50-51, 84-91], 2[с.64-67]</i> <i>Додатковий: 2 [с.28-31], 3[с.162-179], 5[с.124-135]</i> <i>Інтернет-джерела: 1, 3, 4, 6</i></p>	
	<p>Further work</p> <p>8. Reading for professional purposes.</p> <p>9. Collecting and processing information from different sources.</p> <p>10. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>.</p> <p>11. Grammar Review.</p>	6hours
<p>Students are able to:</p> <ul style="list-style-type: none"> - follow a work-related discussion between fluent speakers; - follow an animated conversation between two 	<p style="text-align: center;">Lessons 11-12 Financing the Arts</p> <p>In-class activity</p> <p>1. Speaking: Small group discussion.</p>	4 hours

<p>fluent speakers;</p> <ul style="list-style-type: none"> - outline an issue or problem clearly; - make proposals to resolve conflicts in complex negotiations; - give a detailed response to a counter-argument presented by someone else during a discussion; - make a detailed, formal, evidence-based argument in a presentation or discussion; - make a clear strong argument during a formal discussion; - effectively and appropriately challenge ideas in an academic discussion; - comment tactfully on other people's contributions to a discussion; - respond politely and in detail to hostile questions. - infer meaning from contextual clues in an official document or report; - write a structured proposal; - summarise relevant data or research in support of an argument. 	<ul style="list-style-type: none"> - Which of these arts have to be subsidized in your country in order to survive: classical/traditional music, pop/rock music, theatre, cinema, painting, dance? - Do you think artistic activities should be subsidized, or should they be subject to the laws of the market place? Why?/Why not? <p>2. Listening: Phillip Franks on the theatre business.</p> <ul style="list-style-type: none"> ✓ Matching the items of theatre vocabulary with its definition. ✓ Choosing the best answer. ✓ Defining an opinion. <p>3. Vocabulary: Theatre vocabulary. <i>Break down, running costs, sue, put up money, baker, flutter, break even, etc.</i></p> <ul style="list-style-type: none"> ✓ Matching the words and phrases from the listening with their definitions. ✓ Completing the sentences with the words or phrases. <p>4. Reading: A proposal for festival sponsorship.</p> <ul style="list-style-type: none"> ✓ Predicting: <ul style="list-style-type: none"> - How can sponsorship promote a company's image? - What artistic activities are most suitable for this type of sponsorship? - Are there any risks for the sponsors of arts events? ✓ Scanning the proposal to find out the following: <ul style="list-style-type: none"> - Why the company should sponsor the festival. - What sponsorship would involve. ✓ Putting the verbs in brackets into the correct form. <p>5. Language work: Infinitive and verb + ing.</p>	
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	<p>6. Listening: Phillip Franks on the theatre business. Paul Keene on arts sponsorship.</p> <ul style="list-style-type: none"> ✓ Defining an opinion. ✓ Choosing the best answer. <p>7. Speaking: Role-play: Continental Bank and Tate Modern.</p> <ul style="list-style-type: none"> ✓ Holding a meeting to discuss sponsoring a series of modern-art exhibitions. <p>8. Writing: A proposal for sponsoring and arts or sports event.</p> <p>Список рекомендованих джерел <i>Основний: 1[с.92-97], 2[с.68-71]3[с.66-71]</i> <i>Додатковий: 4 [с.77-80], 5[с.136-143]</i> <i>Интернет-джерела: 1, 2, 4</i></p>	
	<p>Further work</p> <p>9. Reading for professional purposes.</p> <p>10. Collecting and processing information from different sources.</p> <p>11. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>.</p> <p>12. Grammar Review.</p>	6hours
<p>Students are able to:</p> <ul style="list-style-type: none"> -extract specific details from a TV/radio programme on a work-related topic; - contribute fluently and naturally to a conversation about a complex or abstract topic; - make a linguistically complex business presentation with the help of notes; - evaluate the strength of a speaker’s assumptions in a linguistically complex presentation or lecture; -participate in extended, detailed professional discussions and meetings with confidence; 	<p style="text-align: center;">Lessons 13-14 Late Payers</p> <p>In-class activity</p> <p>1. Speaking: Discussion: How late payers affect a business.</p> <ul style="list-style-type: none"> ✓ Why do you think some companies are habitual late payers? ✓ What are the effects on a business of customers who are late paying their invoices? ✓ If a business pays its suppliers late, how does this effect the business relationship? ✓ How can suppliers deal with late payers? <p>2. Vocabulary: <i>Bank charges, bookkeeping, credit worthiness, factoring, shortfall, etc.</i> Formal expressions.</p> <ul style="list-style-type: none"> ✓ Matching words and phrases with their definitions. 	4 hours

<ul style="list-style-type: none"> - successfully challenge points made during a presentation; - evaluate the strength of a speaker's source materials used to make a point in a presentation or discussion; - compare and evaluate different ideas using a range of linguistic devices; - understand complex, detailed correspondence, with occasional support from a dictionary; - use language related to complaints and resolving complaints; - write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome; - write a letter of complaint with appropriate register, structure and conventions. 	<ul style="list-style-type: none"> ✓ Checking understanding of the words and phrases in the letter. <p>3. Reading: The impact of late payments on small businesses.</p> <ul style="list-style-type: none"> ✓ Understanding the main points of the text. ✓ Finding words or phrases in the text with the given meanings. <p>4. Speaking: Discussion: How should you deal with late payers?</p> <ul style="list-style-type: none"> ✓ Answering the questions. ✓ Identifying the side of the dispute. <p>5. Listening: Conversation with a late payer. William Brook- Hart on late payers at Gifford Engineering Consultancy.</p> <ul style="list-style-type: none"> ✓ Completing the notes. ✓ Discussing the questions. <p>6. Language work: Complex Sentences.</p> <ul style="list-style-type: none"> ✓ Completing the letter with the words or phrases given. ✓ Joining the sentences using the words given in brackets. <p>7. Speaking: Presentation: How to deal with late payers, etc.</p> <ul style="list-style-type: none"> ✓ Giving a short talk to the finance department of your company on one of these two subjects: <ul style="list-style-type: none"> - How to deal with late payers. - How to avoid taking on clients who are late payers. <p>8. Writing: Letter complaining about late payment.</p> <p>Список рекомендованих джерел <i>Основний: 2[с.72-75]</i> <i>Додатковий: 1[с.88-99], 2 [с.32-33], 4[с.95-99],5[с.144-147]</i> <i>Інтернет-джерела:1, 2, 4</i></p>	
	<p>Further work</p> <p>9. Reading for professional purposes.</p> <p>10. Collecting and processing information from different sources.</p>	6 hours

	<p>11. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>.</p> <p>12. Grammar Review.</p>	
<p>Students are able to:</p> <ul style="list-style-type: none"> -extract specific details from a TV/radio programme on a work-related topic; - follow a wide range of factual and creative texts and summarise themes and opinions; - describe their reasons for resisting a change; - express understanding about someone’s reaction to change; - describe in detail why they agree or disagree with a suggested work-related change; - justify and sustain views clearly by providing relevant explanations and arguments; - ask open-ended questions to better understand the specific details of a problem; - give advice on a wide range of subjects; - give detailed feedback about someone’s performance on a familiar task or project; - maintain rapport during a negotiation using personal pronouns of inclusion (i.e. we vs. I, you); - encourage agreement during group discussions by indicating the areas where people have the same opinion; -encourage agreement in meetings using fixed expressions; - suggest solutions to problems and explain why 	<p style="text-align: center;">Lessons 15-16 Negotiating a Lease</p> <p>In-class activity</p> <p>1. Speaking: What you need to know before negotiating. Discussing the questions.</p> <ul style="list-style-type: none"> ✓ What would it be useful to know and how can you prepare before negotiating: <ul style="list-style-type: none"> - Your salary at a job interview? - A lease on office space for your company? - A sales target for your team with the sales managers? - A production target for your factory with the CEO? - A sales agreement with a customer? ✓ Giving one another a brief presentation of what was discussed and decided. <p>2. Listening: Negotiating business agreements.</p> <ul style="list-style-type: none"> ✓ Listening and completing the table to show: <ul style="list-style-type: none"> - What types of negotiation were mentioned? - What problems arose during the negotiation. ✓ Choosing the answers. <p>3. Vocabulary: <i>Compromise, penalty clause in a contract, method and frequency of deliveries, stocking point, deadlock, the bottom line, horse-trading, etc.</i></p> <ul style="list-style-type: none"> ✓ Checking understanding of the words. ✓ Matching the words and phrases from listening with their definitions. <p>4. Speaking: Discussing the questions in groups of three:</p>	<p style="text-align: center;">4 hours</p>

<p>they would work; -understand a course of action suggested during a negotiation; - check and correct spelling, punctuation and grammar mistakes in long written texts; - clearly signal problem and solution relationships in structured text.</p>	<ul style="list-style-type: none"> ✓ What sort of things do you have to negotiate / have you had to negotiate? ✓ What problems tend to arise during these negotiations? Give examples. ✓ What advice would you give to people who are new to negotiating? <p>5. Reading: Negotiating your office lease.</p> <ul style="list-style-type: none"> ✓ Predicting: what issues should a company consider before negotiating to lease office space (e.g. length of lease)? ✓ Reading the legal advice about leasing office space and comparing with the predictions. ✓ Completing the advice with the words given. <p>6. Listening: Conditions for leasing office space.</p> <ul style="list-style-type: none"> ✓ Listening and completing the regional director's notes with up to three words. <p>7. Language work: Conditional sentences: alternatives to <i>if</i>.</p> <p>8. Speaking: Role-play: Negotiating an office lease.</p> <ul style="list-style-type: none"> ✓ Studying the typical stages in a negotiation: <ul style="list-style-type: none"> - Meeting and small talk. - Agreeing an agenda. - Stating and finding out positions. - Bargaining. - Clarifying positions. - Reaching agreement. - Summarizing agreement. ✓ Defining the phrases which might be useful in each part of the negotiation. ✓ Negotiating an agreement for leasing office space in the centre of Warsaw. 	
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	<p>9. Writing: Email summarising results of negotiation.</p> <p>Список рекомендованих джерел <i>Основний:</i> 2[с.76-79] <i>Додатковий:</i> 2 [с.34-35,92-93], 3[с.352-353], 5[с.148-155] <i>Інтернет-джерела:</i>1, 2, 5, 6</p>	
	<p>Further work 10. Reading for professional purposes. 11. Collecting and processing information from different sources. 12. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>. 13. Grammar Review.</p>	6 hours
<p>Students are able to:</p> <ul style="list-style-type: none"> - understand the advantages and disadvantages of different options during a discussion; - use language related to types and parts of a company; - express belief, opinion, agreement and disagreement politely- - take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged; - give a simple presentation on a work-related topic; - extract specific details from a TV/radio programme on a work-related topic; - maintain rapport during a negotiation using personal pronouns of inclusion (i.e. we vs. I, you); - justify and sustain views clearly by providing relevant explanations and arguments; 	<p style="text-align: center;">Lessons 17-20</p> <p style="text-align: center;">Working Across Cultures: Socialising</p> <p>In-class activity</p> <p>1. Speaking: Misunderstanding that appear when people from different cultures socialise.</p> <ul style="list-style-type: none"> ✓ Thinking of a misunderstanding you experienced when socializing with people from different cultures. Considering the topics: <ul style="list-style-type: none"> - Greeting people you have never met before. - Avoiding certain conversation topic. - Paying a compliment. - Using humour. - Socializing with someone in authority. - Turning down an invitation. 	8 hours

<ul style="list-style-type: none"> - encourage agreement during group discussions by indicating the areas where people have the same opinion; - encourage agreement in meetings using fixed expressions. 	<ul style="list-style-type: none"> ✓ Saying true or not about the following statements in your culture: <ul style="list-style-type: none"> - You should never turn down an offer or invitation from your host. - It is not unusual to be invited to your manager's home on a social occasion. - Telling jokes or pulling someone's leg is just part of relationship-building in the workplace. - You should never talk about politics, religion, illness or death when making small talk. - If you are socializing with a female work colleague, it is best if she is accompanied by male escort. - Socializing is more important in some professions than others. ✓ Discussing the questions: <ul style="list-style-type: none"> - What could you say when greeting an international delegation of work colleagues? - Is it in your culture to pay someone a complement as a way of breaking the ice? What could you say if you wanted to pay a compliment to a work colleague? - What would you say if your manager invited you to go out with the team after work, you didn't want to go? 	
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	<p>2. <i>Listening:</i> Situations at a UK company that has organised an annual strategy meeting with overseas partners.</p> <ul style="list-style-type: none"> ✓ Matching arguments to each speaker. ✓ Ordering the arguments. ✓ Defining the strongest / weakest arguments. ✓ Completing the phrases with the words given. <p>3. <i>Reading:</i> Statements about relationship building.</p> <ul style="list-style-type: none"> ✓ Comparing ideas. ✓ Checking understanding of the words and expressions from the text. ✓ Defining statements and counterarguments. ✓ Locating and understanding specific information in the text. <p>4. <i>Vocabulary:</i> Phrases, which would be acceptable when socialising with an overseas business contact. Indirect or ambiguous comments.</p> <p>5. Revision</p> <p>6. MODULE TEST WRITING</p> <p>Список рекомендованих джерел <i>Основний: 3[с.90-91]</i> <i>Додатковий: 2 [с.100-101], 5[с.156-163]</i> <i>Інтернет-джерела: 1, 2, 4</i></p>	
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	<p>Further work</p> <p>7. Reading for professional purposes.</p> <p>8. Collecting and processing information from different sources.</p> <p>9. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>.</p> <p>10. Grammar Review.</p>	<p>4 hours</p>
<p>Тематичний модуль 5 “The Work Environment”</p>		
<p>Students are able to:</p> <ul style="list-style-type: none"> -recognise the use of persuasive language in a linguistically complex presentation or lecture; - recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; - contribute to a group discussion using linguistically complex language; - make a detailed, formal, evidence-based argument in a presentation or discussion; -- give a detailed account of a complex subject, ending with a clear conclusion; - identify key information in linguistically complex conversations at natural speed; - encourage agreement during group discussions by indicating the areas where people have the same opinion; - relate their own contribution skillfully to those of other speakers; - compare and evaluate different ideas using a 	<p style="text-align: center;">Lessons 21-22 Workplace Atmosphere</p> <p>In-class activity</p> <p>1. Speaking: What makes people work harder. Types of management-employee relationship. Trends in accidents and stress, etc. Our attitudes towards stress.</p> <ul style="list-style-type: none"> ✓ Agreeing or disagreeing with the statements: <ul style="list-style-type: none"> - “Paying people at the same level in the company at different rates of pay introduces competitiveness and raises productivity”. - “Job insecurity encourages people to work harder”. - “People want to feel their job is important”. - “Few people are capable of managing themselves. They need firm management from above”. - “People need continuous praise and encouragement to prevent them from slacking off”. - “Peer-group recognition means more to people than management recognition”. ✓ David Sirota talks about four of management-employee relationship: paternalistic, adversarial, transactional and 	<p>4 hours</p>

<p>range of linguistic devices;</p> <ul style="list-style-type: none"> - write clear and organised guidelines for the workplace; - summarise relevant data or research in support of an argument; - infer meaning from contextual clues in an official document or report; - write a structured report analysing advantages and disadvantages of a situation and recommending action. 	<p>partnership. Which:</p> <ul style="list-style-type: none"> - Is typical of the organization where you work (or one you know well)? - Would you feel most comfortable with? - Would you find least comfortable? - Is most likely to cause conflict, and which is least conflictive in your opinion? <p>2. Reading: Given employees what they want: the results are huge. Stress in the workplace.</p> <ul style="list-style-type: none"> ✓ Skimming the article to answer the question which of the things in it David Sirota would agree. ✓ Choosing the best answer. ✓ Locating and understanding specific information in the text. <p>3. Language work: Reference devices.</p> <ul style="list-style-type: none"> ✓ Defining the meanings of the words and phrases. ✓ Matching the given phrases with the rules. <p>4. Vocabulary: <i>Trends, pronounced, job insecurity, firm management, management recognition, etc.</i></p> <ul style="list-style-type: none"> ✓ Studying the charts and discussing what they show. ✓ Completing the report using the reference devices. ✓ Identifying the meaning of the words and phrases.. 	
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	<p>✓ Small group discussion:</p> <ul style="list-style-type: none"> - Are the trends in accidents and stress similar in your country? - What are the main causes of work-related stress, and what can employers do to reduce it? - How do you think stress affects business performance? <p>5. Listening: Mariella Kinsky on work-related stress.</p> <ul style="list-style-type: none"> ✓ Listening to the interview and taking notes. ✓ Checking understanding of the details. <p>6. Writing: Short report on stress and absenteeism.</p> <p>Список рекомендованих джерел <i>Основний: 1[с.12-15], 2[с.82-85],3[с.42-45]</i> <i>Додатковий:2 [с.67-76], 5[с.164-167]</i> <i>Інтернет-джерела: 1, 3, 4, 6</i></p>	
	<p>Further work</p> <p>7. Reading for professional purposes.</p> <p>8. Collecting and processing information from different sources.</p> <p>9. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>.</p> <p>10. Grammar Review.</p>	6 hours
<p>Students are able to:</p> <p>- follow a work-related discussion between fluent</p>	<p style="text-align: center;">Lessons 23-24 The Workplace of the Future</p> <p>In-class activity</p>	4 hours

<p>speakers;</p> <ul style="list-style-type: none"> - infer attitude and mood in discussions by using contextual, grammatical and lexical cues; - express views clearly and evaluate hypothetical proposals in informal discussions; - propose action to be taken to resolve a conflict in a simple negotiation using fixed expressions; - ask open-ended questions to better understand the specific details of a problem; - encourage agreement during group discussions by indicating the areas where people have the same opinion; - discuss options and possible actions. - evaluate the advantages and disadvantages of different options during a discussion; - adjust the precision of questions in order to obtain more detailed information; - ask open-ended questions to better understand the specific details of a problem; - give detailed feedback about someone's performance on a familiar task or project; - compare the advantages and disadvantages of possible approaches and solutions to an issue or problem; - follow a work-related discussion between fluent speakers; - evaluate hypothetical proposals in a presentation or lecture; - understand most of a radio programme aimed at a general audience; 	<ol style="list-style-type: none"> 1. Speaking: Workers of the future. Working practices in the future. Teleworking, etc. Talking about your present job. Jobs that are deemed as appropriate for men but inappropriate for women. Is military service appropriate for women? <ul style="list-style-type: none"> ✓ Matching the types of workers with their definitions. ✓ Discussing the question, giving reasons: <ul style="list-style-type: none"> - What of the types of worker do you think there will be more of in the future, and which will there be fewer of? 2. Reading: The millennium generation. Discussing in pairs: which of the statements you agree/disagree with, and why. <ul style="list-style-type: none"> ✓ “Young people joining the workforce now... <ul style="list-style-type: none"> - Are likely to take a short-term view of work”. - Are more entrepreneurial”. - Are not so worried about job security”. - Find it easy to fund their own business ventures”. - Identify with their own abilities rather than their employment situation”. - May continue their formal education when they are older”. - May have little time for people who avoid working with the new technologies”. - Take advantage of work opportunities where they arise”. ✓ Finding words or phrases in the extracts with the meaning given. ✓ Matching ways of working with their definitions. ✓ Discussing the questions: 	
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<ul style="list-style-type: none"> - identify key information in linguistically complex conversations at natural speed; - outline an issue or problem clearly; - describe the personal significance of events and experiences in detail. 	<ul style="list-style-type: none"> - Which of these ways of working do you think will become more common in the future? - Which of these ways of working would you welcome? <p>3. Listening: Job sharing. How people feel about their jobs.</p> <ul style="list-style-type: none"> ✓ Completing the notes of the lecture given by an expert in organizational management. ✓ Checking the meaning of the words and matching them with the pictures. ✓ Completing the table. <p>4. Language work: Verbs Types of worker. Ways of working. <i>Stuck in a rut, going rate.</i></p> <ul style="list-style-type: none"> ✓ Completing the sentences using the words given. ✓ Thinking about the questions and preparing answers for them: <ul style="list-style-type: none"> - If you are working at the moment, how do you feel about your present job? What things do you like about it, and what things dissatisfy you? - What would you like to be doing in the future, say in five- or ten-years' time? ✓ Interviewing the partner. <p>Список рекомендованих джерел <i>Основний: 1[с.18-25], 2[с.86-89],3[с.46-47]</i> <i>Додатковий:4[с.30-41],5[с.168-171]</i> <i>Інтернет-джерела: 4, 5, 6</i></p>	
	<p>Further work</p> <ul style="list-style-type: none"> 5. Reading for professional purposes. 6. Collecting and processing information from different sources. 7. Knowledge development and skills training through a variety of tasks in 	6 hours

	<i>My Englishlab digital component.</i>	
	8. Grammar Review.	
<p>Students are able to:</p> <ul style="list-style-type: none"> -recognise the use of persuasive language in a linguistically complex presentation or lecture; - recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; - contribute to a group discussion using linguistically complex language; - make a detailed, formal, evidence-based argument in a presentation or discussion; -- give a detailed account of a complex subject, ending with a clear conclusion; - identify key information in linguistically complex conversations at natural speed; - encourage agreement during group discussions by indicating the areas where people have the same opinion; - relate their own contribution skillfully to those of other speakers; - compare and evaluate different ideas using a range of linguistic devices; - write clear and organised guidelines for the workplace; - summarise relevant data or research in support of an argument; - infer meaning from contextual clues in an official document or report; - write a structured report analysing advantages 	<p>Lessons 25-27 Productivity</p> <p>In-class activity</p> <p>1. Speaking: Factors affect productivity? Describing charts: productivity at Margo Toys. Presentations on productivity. Raising productivity.</p> <ul style="list-style-type: none"> ✓ Small group discussion: <ul style="list-style-type: none"> - What is productivity? - What factors do you think have affected productivity in your country in recent years? - Is productivity always good indicator of a company's performance? ✓ Describing the charts: <ul style="list-style-type: none"> - What do the charts show? - What might have happened in this company to produce these results? - What other information would you need in order to have a more complete picture of the company's performance? ✓ Presenting conclusions to the partner. <ul style="list-style-type: none"> - Speculating: <i>They might have... They could have.... Maybe what happened was (that)... Perhaps they... It's possible that... It could/ might be that</i> <p>2. Reading: Margo Toys – report on productivity.</p> <ul style="list-style-type: none"> ✓ Reading the report to find out what happened at the company to produce the results shown in the charts. ✓ Finding examples of the following features of a formal style of writing. <ul style="list-style-type: none"> - Use of the passive 	6 hours

and disadvantages of a situation and recommending action.

- Using nouns phrases instead of verbs (e.g.an increase in turnover instead of turnover increased).

3. Language work: Expressing causes and results.

- ✓ Finding and underlining phrases and expressions in the report which express causes and results.
- ✓ Matching causes and results.
- ✓ Writing sentences to express each cause and result using a variety of phrases.

4. Vocabulary: *Assembly line, churn out, product-led, erode the manufacturing base, retool, stockpile, technical glitch, etc.*

- ✓ Discussing the meanings of the highlighted words.

5. Listening: Interview with three production managers.

- ✓ Listening and choosing the best answer for each question.
- ✓ Matching the words with their opposites.

6. Writing: Report on changes to company organisation.

- ✓ Reading the task and discussing the questions:
 - What changes could you mentioned and what reasons could you give for them?
 - Who will read the report and how will this determine the style you use?
 - What details could you include in your report to give it authenticity?
- ✓ Studying the report given. Underlining any words or phrases you think would be useful.
- ✓ Revising reference devices.
- ✓ Writing a report.

Список рекомендованих джерел

Основний: 1[с.26-31], 2[с.90-93]

Додатковий: 2 [с.38-46], 4[с.47-50],5[с.172-183]

Інтернет-джерела: 1, 3, 4, 6

	<p>Further work</p> <p>7. Reading for professional purposes.</p> <p>8. Collecting and processing information from different sources.</p> <p>9. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>.</p> <p>10. Grammar Review.</p>	<p>4 hours</p>
<p>Students are able to:</p> <ul style="list-style-type: none"> - identify key information in linguistically complex conversations at natural speed; - identify specific information in a linguistically complex presentation or lecture; - encourage agreement during group discussions by indicating the areas where people have the same opinion; - relate their own contribution skillfully to those of other speakers; - compare and evaluate different ideas using a range of linguistic devices; - write clear and organised guidelines for the workplace; - maintain rapport during a negotiation using personal pronouns of inclusion (i.e. we vs. I, you); - justify and sustain views clearly by providing relevant explanations and arguments. - encourage agreement during group discussions by indicating the areas where people have the same opinion. 	<p style="text-align: center;">Lessons 28-31 Staff Negotiations</p> <p>In-class activity</p> <p>1. Speaking: Company reorganisation. Would you be prepared to relocation? Small group discussion:</p> <ul style="list-style-type: none"> ✓ When a company is considering reorganizing its operations, which of these considerations should be foremost in its thinking, and why? <ul style="list-style-type: none"> - Shareholder's interests. - Employees' needs. - Customer's interests. - Pressure from the competitions. - Public opinion. ✓ Which of these elements should be given the lowest priority? ✓ How should companies consult staff when, for example, they are thinking of closing a factory or relocating people to offices in other parts of the country? <p>2. Listening: Staff complaints and demands at Travel-Safe Insurance. Horse-trading at Travel-Safe Insurance.</p>	<p>8 hours</p>

<ul style="list-style-type: none"> - maintain rapport during a negotiation using personal pronouns of inclusion (i.e. we vs. I, you). - encourage agreement in meetings using fixed expressions. - recognise contrasting arguments in structured, discursive text; - identify the main topic and related ideas in a linguistically complex text; - use a range of cleft sentences in the present, past and future; - participate in linguistically complex discussions about attitudes and opinions. - reformulate what they want to say during a conversation or discussion using linguistically complex language; - compare and evaluate different ideas using a range of linguistic devices. 	<ul style="list-style-type: none"> ✓ Distinguishing complaints and demands. 3. Vocabulary: Phrasal verbs and expressions. <ul style="list-style-type: none"> ✓ Matching phrasal verbs and expressions with their definitions. ✓ Checking the answers by listening. 4. Language work: Variations on conditional sentences. <ul style="list-style-type: none"> ✓ Studying the sentences from the listening activity and answering the questions. ✓ Matching phrases to make sentences. ✓ Completing the sentences then comparing ideas with a partner. ✓ Discussing the questions: <ul style="list-style-type: none"> - Would you be prepared to relocate? Under what circumstances? - Which reasons for relocating/ not relocating given in the exercise do you think were best? 5. Speaking: Thinking about an offer. Role-play: Negotiating an agreement. <ul style="list-style-type: none"> ✓ Listening to the management offer. ✓ Discussing the questions in small groups: <ul style="list-style-type: none"> - How generous is the company's offer? - What actions can their employees take if they are not happy with the offer? - What could be company's next steps if their employees don't accept the offer? ✓ Negotiating agreement between management and staff, concerning the relocation of staff to new office. 6. Writing: Memo summarising agreement. <ul style="list-style-type: none"> ✓ Writing a brief memo to the board of directors outlining the agreement you reached. 	
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	<p>✓ Writing a memo to all staff summarizing the agreement reached.</p> <p>7. Revision</p> <p>8. MODULE TEST WRITING.</p> <p>Список рекомендованих джерел <i>Основний: 1[с.46-47], 2[с.94-97],3[с.78-85]</i> <i>Додатковий:4[с.105-108],5[с.184-187]</i> <i>Інтернет-джерела: 1, 3, 4, 6</i></p>	
	<p>Further work</p> <p>9. Reading for professional purposes.</p> <p>10. Collecting and processing information from different sources.</p> <p>11. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>.</p> <p>12. Grammar Review.</p>	4 hours
Тематичний модуль6 “Corporate Relationships”		
<p>Students are able to:</p> <ul style="list-style-type: none"> - understand in detail discussions on abstract and complex topics among speakers with a variety of accents and dialects; - follow a work-related discussion between fluent speakers; - manage the participants in a fast-moving discussion to keep it on course; - summarise relevant data or research in support of an argument in a debate or discussion; 	<p style="text-align: center;">Lessons 32-33 Corporate Ethics</p> <p>In-class activity</p> <p>1. <i>Speaking</i>: Corporate responsibility. CSR and corporate culture. Fair trade. What is the connection between fair trade and CSR, etc.?</p> <ul style="list-style-type: none"> ✓ Discussing the question in small groups: What responsibilities do you think large companies have to ... <ul style="list-style-type: none"> - Their shareholders? - Their stakeholders (their customers, employees and suppliers)? 	4 hours

<ul style="list-style-type: none"> - present detailed, evidence-based arguments during work-related meetings; - describe the details of problem–solution relationships using a range of linguistic devices; - participate in extended, detailed professional discussions and meetings with confidence; - write about complex subjects, underlining the key issues and in a style appropriate to the intended reader; - write linguistically complex and logically structured texts; - employ high-level vocabulary and structures to enhance impact in written correspondence; - write about complex subjects, underlining the key issues and in a style appropriate to the intended reader. 	<ul style="list-style-type: none"> - Society in general? 2. Reading: Reading: CSR – worthy cause? <ul style="list-style-type: none"> ✓ Reading the article and making notes. ✓ Reconstructing the argument of the article with the help of the notes. ✓ Completing the article by choosing one sentence for each gap. 3. Vocabulary: Vocabulary: <i>Benefits, premise, discharge a debt, better off, strive for, fall short of, knock-on effects, etc.</i> Adverbial phrases. <ul style="list-style-type: none"> ✓ Matching the words and phrases from the article with their definition. ✓ Discussing the questions in small groups. Do you agree that... <ul style="list-style-type: none"> - Companies have a debt to society apart from paying taxes and obeying the law? - By concentrating on making profits, companies are contributing enough to society? - Managers should concentrate on making profits rather than CSR? - What relationship do you think there is between CSR and corporate culture? ✓ Studying adverbs and adverbial phrases: all the while, all things considered, at least, merely, simply put, supposedly, thus, unfortunately. ✓ Completing the sentences using an adverb/adverbial phrase. 4. Listening: Listening: Professor Bernard Hill on fair trade. <ul style="list-style-type: none"> ✓ Understanding fast speech. ✓ Making notes on the following: <ul style="list-style-type: none"> - Factors driving the growth of the fair-trade movement. 	
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	<ul style="list-style-type: none"> - Benefits of fair-trade suppliers. ✓ Listening and choosing the best answer. ✓ Discussing in pairs: <ul style="list-style-type: none"> - Are you prepared to pay extra for fair-trade products? - Why is it in the interests of big business to treat suppliers in poor countries well? - What is the connection between fair -trade and CSR? <p>5. Language work: Articles.</p> <ul style="list-style-type: none"> ✓ Completing the text about the difficulties of engaging employees in ethics programmes by different articles. <p>6. Writing: Proposal to give your company a more ethical image.</p> <ul style="list-style-type: none"> ✓ Discussing the questions: <ul style="list-style-type: none"> - Who will read the proposal? - What style would be appropriate and why? - What details could you include /invent? ✓ Writing a proposal inventing the details and the company. <p>Список рекомендованих джерел <i>Основний: 1[c.104-114], 2[c.100-103],3[c.52-57]</i> <i>Додатковий: 2 [c.68-75], 3[c.32-45], 4[c.119-123],5[c.188-191]</i> <i>Інтернет-джерела: 1, 3, 4, 6</i></p>	
	<p>Further work</p> <ol style="list-style-type: none"> 7. Reading for professional purposes. 8. Collecting and processing information from different sources. 9. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component.</i> 	<p>6hours</p>

	10. Grammar Review.	
<p>Students are able to:</p> <ul style="list-style-type: none"> - extract specific details from a TV/radio programme on a work-related topic; - recognise a speaker's feelings or attitudes; - justify and sustain views clearly by providing relevant explanations and arguments; - politely interject while someone else is speaking during a work-related meeting; - encourage decision-making in meetings using fixed expressions; - lead a discussion, expanding and developing ideas, if given time in advance to prepare; - infer the meaning of words from context in work-related documents on familiar topics; - systematically develop an argument giving the reasons for or against a point of view; - support a main idea with examples and reasons; - scan a long text or a set of related texts in order to find specific information; - identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech; - interpret the main message from complex diagrams and visual information. - justify and sustain views clearly by providing relevant explanations and arguments; - ask open-ended questions to better understand 	<p style="text-align: center;">Lessons 34-35 Expanding Abroad</p> <p>In-class activity</p> <p>1. Speaking: Mobile Expanding into foreign markets. Describing the company you work for. Wolseley's expansion strategy. Supervising subsidiaries. The advantages of making acquisitions.</p> <ul style="list-style-type: none"> ✓ Discussing the questions in small groups. <ul style="list-style-type: none"> - Why, increasingly, do companies have to expand into foreign markets? - What are the advantages and disadvantages of each of the following methods of breaking into a foreign market? <ul style="list-style-type: none"> ▪ using a local agent or distributor; ▪ starting a joint venture with local company; ▪ acquiring or taking over a local company; ▪ marketing directly yourself without a local collaborator. - How does the company you work or know well sell its products abroad? <p>2. Reading: Wolseley's strategy.</p> <ul style="list-style-type: none"> ✓ Reading about an international company which pursues a vigorous strategy of international expansion. ✓ Skimming the webpage to find out: <ul style="list-style-type: none"> - How Wolseley PLC expands. - How different aspects of their business drive their expansion. ✓ Choosing the best word to complete each gap in the text. <p>3. Vocabulary: <i>Acquisitions, year on year, etc. Surged, FTSE 100, etc.</i></p>	4 hours

<p>the specific details of a problem.</p>	<p>Adjectives and adverbs of frequency.</p> <ul style="list-style-type: none"> ✓ Finding words and phrases in the text which mean the following: <ul style="list-style-type: none"> - <i>being new companies;</i> - <i>continuing for a long time;</i> - <i>so satisfied with our abilities or situation that we feel we do not need to try any harder;</i> - <i>using, exploiting for our benefit;</i> - <i>a varied or mixed presence or operation;</i> - <i>the combined power of groups of things when they are working together which is greater than the total power achieved by each working separately.</i> ✓ Discussing the question in pairs: <ul style="list-style-type: none"> - What impression do you have of Wolseley from reading this webpage? ✓ Reviewing the vocabulary in the text and the exercises. ✓ Choosing words and phrases which can be used describe the company you work for or a company you know well. ✓ Describing the company. <p>4. Listening: Richard Coates on how Wolseley expands into new markets. Richard Coates on supervising subsidiaries.</p> <ul style="list-style-type: none"> ✓ Listening and repeating the phrases. ✓ Identifying the features of the fast speech. ✓ Completing the notes. ✓ Answering the questions: <ul style="list-style-type: none"> - What do you think of Wolseley’s expansion strategy? - Is this a strategy companies in your country use? - Do you think it is always a good strategy, or might it in 	
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	<p style="text-align: center;">some circumstances give rise to problems?</p> <p>5. Reading: Wolseley's Chief Executive.</p> <ul style="list-style-type: none"> ✓ Thinking over the qualities you would expect the CEO of a company like Wolseley to have. ✓ Scanning the article about Wolseley's Chief Executive? To check your ideas. ✓ Choosing a sentence to complete each gap in the text. <p>6. Speaking: Supervising subsidiaries. The advantages of making acquisitions.</p> <ul style="list-style-type: none"> ✓ Discussing the questions in small groups: <ul style="list-style-type: none"> - What can parents companies do supervise their subsidiaries? - How can they communicate their corporate culture to their subsidiaries? - In marketing, what advantages do local brands have over global or international brands? - What advantages do companies have when they expand or go global? ✓ Listening to Richard Coates talking about the points discussed above. Taking notes. ✓ Completing the notes. ✓ Completing the sentences with adjectives/adverbs given in the box. ✓ Case study: Your company is thinking of buying a foreign company as a subsidiary. Your managing director has asked you to investigate the opportunity. <ul style="list-style-type: none"> - Working in pairs and discussing the questions: <ul style="list-style-type: none"> ▪ What are advantages of buying a company in order to expand into a new market? 	
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	<ul style="list-style-type: none"> ▪ What activities are useful when trying to incorporate a new company into your company's culture? - Changing partners and taking turns to present your conclusions to each other. <p>Список рекомендованих джерел <i>Основний: 1[с.128-133], 2[с.104-107],3[с.8-13]</i> <i>Додатковий: 1[с.100-106], 4[с.100-103,132-135], 5[с.192-195]</i> <i>Интернет-джерела: 1, 3, 4, 6</i></p>	
	<p>Further work</p> <ol style="list-style-type: none"> 7. Reading for professional purposes. 8. Collecting and processing information from different sources. 9. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>. 10. Grammar Review. 	6 hours
<p>Students are able to:</p> <ul style="list-style-type: none"> - follow a work-related discussion between fluent speakers; - put forward a smoothly following and logical structured argument, highlighting significant points; - describe a business proposal in detail; - use persuasive language to convince others to agree with their recommended course of action during a discussion; - compare and evaluate different ideas using a range of linguistic devices; - participate in extended, detailed professional 	<p style="text-align: center;">Lessons 36-37 An Overseas Partnership</p> <p>In-class activity</p> <ol style="list-style-type: none"> 1. Speaking: The problems of expanding into a new market. <ul style="list-style-type: none"> ✓ Preparing a short (two-minute) presentation on one of the following topics: <ul style="list-style-type: none"> - The problems of expanding into a new market. - Advice for foreign companies thinking of expanding into your local market. Thinking about the following points: <ul style="list-style-type: none"> ▪ language; ▪ laws and regulations; ▪ local tastes and customs; ▪ local collaborators and competitors; ▪ finance. ✓ Giving presentations. 	4 hours

<p>discussions and meetings with confidence;</p> <ul style="list-style-type: none"> - reformulate what they want to say during a conversation or discussion using linguistically complex language; - follow an animated conversation between two fluent speakers; - infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers; - compare and evaluate different ideas using a range of linguistic devices. - extract specific details from a TV/radio programme on a work-related topic; - understand main points and check comprehension by using contextual clues;- - develop an argument giving reasons in support of or against a particular point of view; - take notes while researching an unfamiliar topic; - evaluate the advantages and disadvantages of different options during a discussion; - give clear presentations highlighting significant points with relevant supporting detail. -write business and professional letters, highlighting the personal significance of events and experience in academic and professional life. 	<p>2. Listening: Finding an overseas partner.</p> <ul style="list-style-type: none"> ✓ Listening to CEO of Magiezne Lustra and completing the notes. ✓ Deciding the following: <ul style="list-style-type: none"> - Who will read the letter and why the style should be formal? - How many paragraphs the letter should have and what each paragraph should contain? ✓ Writing a plan for the letter. <p>3. Reading: Letter to a potential partner. Letter replying to a business approach.</p> <ul style="list-style-type: none"> ✓ Completing Marion’s letter by writing one word in each space. ✓ Identifying specific details in the letter. ✓ Comparing the plan, you made with the letter given. <p>4. Language work: Complex sentences. Tenses in future time clauses.</p> <ul style="list-style-type: none"> ✓ Finding phrases in the letter which mean the following: <ul style="list-style-type: none"> - situated in; - it’s possible you’ve seen this in specialist journals; - the way it was designed at first; - because of our favourite sales forecasts; - can now also start; - planning to achieve that aim or purpose; - being developed; - with the intention of. ✓ Rewriting the sentences using the words in brackets. ✓ Putting the verbs in brackets into the correct tenses. <p>5. Writing: Letter expressing interest in business approach.</p>	
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	<p>6. <i>Listening:</i> Reasons and problems with moving into a new market.</p> <ul style="list-style-type: none"> ✓ Listening to five managers talking about their reasons for moving into new markets and the problems they expect will arise. ✓ Identifying the reasons and problems. <p>7. <i>Speaking:</i> Replying to a letter.</p> <ul style="list-style-type: none"> ✓ Discussing the questions in small groups: <ul style="list-style-type: none"> - Which of the following points would be appropriate to include if you were replying to Marion's letter? <ul style="list-style-type: none"> ▪ details of who your other suppliers are; ▪ a reference to Marion's letter and the date of the letter; ▪ a summary of your company's activities; ▪ an offer to arrange her accommodation during her visit; ▪ how successful your company is; ▪ that you would like a meeting with Aniela; ▪ the purpose of Marion's original letter; ▪ what type of working arrangement you think might be suitable; ▪ when you could meet her; ▪ who your main clients <p>8. <i>Writing:</i> Letter to prospective customers.</p> <ul style="list-style-type: none"> ✓ Welcoming the visit and expressing interest in the project. ✓ Summarising your company's activities and its performance. ✓ Suggesting how your companies could cooperate on the project. ✓ Proposing a convenient time for the visit. <p>Список рекомендованих джерел <i>Основний:</i> 1[с.136-139], 2[с.108-111],3[с.120-121] <i>Додатковий:</i>2 [с.62-66], 3[с.118-121], 4[с.185-188],5[с.196-203]</p>	
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	<i>Интернет-джерела: 1, 3, 4, 6</i>	
	<p>Further work</p> <p>9. Reading for professional purposes.</p> <p>10. Collecting and processing information from different sources.</p> <p>11. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>.</p> <p>12. Grammar Review.</p>	6 hours
<p>Students are able to:</p> <ul style="list-style-type: none"> - follow a wide range of factual and creative texts and summarise themes and opinions; - describe their reasons for resisting a change; - express understanding about someone’s reaction to change; - describe in detail why they agree or disagree with a suggested work-related change; - extract specific details from a TV/radio programme on a work-related topic; - understand main points and check comprehension by using contextual clues; - understand the speaker’s point of view on most topics delivered at natural speed and in standard language; - describe the personal significance of events and experiences in detail; - narrate a story in detail, giving relevant information about feelings and reactions; - understand most of a linguistically complex 	<p style="text-align: center;">Lessons 38-40 A Planning Conference</p> <p>In-class activity</p> <p>1. <i>Speaking</i>: Useful hints for making presentations. Making a presentation.</p> <ul style="list-style-type: none"> ✓ Discussing the questions: <ul style="list-style-type: none"> - Which of the following are good pieces of advice for people giving presentations? <ul style="list-style-type: none"> ▪ Avoid using PowerPoint or other visual aids, as they are distracting. ▪ It’s all right to give your presentation sitting down. ▪ Make eye contact with your audience. ▪ Make two or three important points and repeat them. ▪ Rehearse your presentation in advance. ▪ Speak quickly and say as much as possible in the time. ▪ Start with a joke. ✓ Preparing a short talk on one of the following topics: 	6 hours

<p>podcast;</p> <ul style="list-style-type: none"> - lead a discussion, expanding and developing ideas, if given time in advance to prepare; - lead a discussion so that the group is able to make a decision; - evaluate the advantages and disadvantages of different options during a discussion; - encourage discussion by inviting others to join in, say what they think, etc.; - check and correct spelling, punctuation and grammar mistakes in long written texts; - paraphrase the main idea of a linguistically complex quotation to support a line of argument. - take the initiative in an interview, expanding and developing ideas; - do an information search in the internet. 	<ul style="list-style-type: none"> - Staff management: How to optimize the performance of your staff. - Corporate Social Responsibility: Companies responsibilities to the community. - Customer relations: How to maintain customer loyalty. - Marketing: The factors involved in deciding how to price products and services. - Advertising: How to choose the most effective advertising medium for your products. - Sales: Methods of motivating sales staff. - Finance: How to ensure a healthy cashflow. - Exporting: How to identify potential new markets. <p>✓ Giving presentations.</p> <p>2. Listening: Fedor Brodsky on how to protect your brand's reputation.</p> <ul style="list-style-type: none"> ✓ Completing the notes. ✓ Studying the transcript to discuss whether the statements are true or false. ✓ Defining the meaning of the phrases. <p>3. Language work: Concession.</p> <ul style="list-style-type: none"> ✓ Rewriting the extracts from the presentation. <p>4. Speaking: Business risks.</p> <ul style="list-style-type: none"> ✓ Small group discussion: <ul style="list-style-type: none"> - Which of the following risks does a company you work 	
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	<p>for, or a company you know well, face?</p> <ul style="list-style-type: none"> ▪ industrial accidents; ▪ negative publicity; ▪ innovations by competitors; ▪ changes in the world economic situation; ▪ wars; ▪ mistakes made by people in the company; ▪ hacking and industrial espionage; ▪ others. <p>5. Reading: Risk management.</p> <ul style="list-style-type: none"> ✓ Deciding which of the statements you agree/disagree: <ul style="list-style-type: none"> - “Business face many more risks now than in the past”. - “Damage to a rival’s reputation can also damage yours”. - “Damage to the company’s image is one of the biggest risks”. - It is important to have contingency plans in place for the various risks a business faces”. - “Preparing for risks can be costly and the costs may appear unjustified”. - “Risk management is more complex than other management issues”. - “It is much easier nowadays to discover damaging information about companies”. - “One area of risk concerns businesses you employ to do part of your work”. ✓ Matching the statements with the extracts. <p>6. Listening: Nicole Frere on risk in business.</p> <ul style="list-style-type: none"> ✓ Noting down what factors have increased the risks business face these days and what factors have reduced the risks. ✓ Understanding the main points by choosing the best answer. 	
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	<ul style="list-style-type: none"> ✓ Defining the meaning of the phrases. <p>7. Speaking: Business risks.</p> <ul style="list-style-type: none"> ✓ Choosing one of the scenarios given and brainstorming the vocabulary connecting with the topic. ✓ Discussing the problem. ✓ Reporting conclusion. <p>8. Vocabulary: Discourse markers for short talks.</p> <p>Список рекомендованих джерел <i>Основний: 1[с. 40-45], 2[с.112-115],3[с.106-111]</i> <i>Додатковий: 2 [с.37-45], 4[с.128-131,136-140],5[с.204-207]</i> <i>Інтернет-джерела: 1, 3, 5, 6</i></p>	
	<p>Further work</p> <p>9. Reading for professional purposes.</p> <p>10. Collecting and processing information from different sources.</p> <p>11. Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>.</p> <p>12. Grammar Review.</p>	6 hours
<p>Students are able to:</p> <ul style="list-style-type: none"> - identify key information in linguistically complex conversations at natural speed; -identify specific information in a linguistically complex presentation or lecture; - encourage agreement during group discussions by indicating the areas where people have the 	<p style="text-align: center;">Lessons41-44</p> <p>Working Across Cultures: Managing an International Team In-class activity</p> <p>1. Reading: Management trainer’s story.</p> <ul style="list-style-type: none"> ✓ Reading for specific information. <ul style="list-style-type: none"> - Why did the project team run into problems? <p>2. Listening: Management trainer’s story.</p> <ul style="list-style-type: none"> ✓ Discussing the question: 	8 hours

<p>same opinion;</p> <ul style="list-style-type: none"> - relate their own contribution skillfully to those of other speakers; - compare and evaluate different ideas using a range of linguistic devices; - write clear and organised guidelines for the workplace; - maintain rapport during a negotiation using personal pronouns of inclusion (i.e. we vs. I, you); - justify and sustain views clearly by providing relevant explanations and arguments. - encourage agreement during group discussions by indicating the areas where people have the same opinion. - maintain rapport during a negotiation using personal pronouns of inclusion (i.e. we vs. I, you). - encourage agreement in meetings using fixed expressions. - recognise contrasting arguments in structured, discursive text; - identify the main topic and related ideas in a linguistically complex text; - use a range of cleft sentences in the present, past and future; - participate in linguistically complex discussions about attitudes and opinions. 	<ul style="list-style-type: none"> - What cultural misunderstandings arose between the two teams? - What do you think should be done to avoid the failure of this project? <p>✓ Taking notes under the following headings:</p> <ul style="list-style-type: none"> - Participation in meeting. - Communication style. - Attitudes to time. <p>✓ Completing the tips with the correct forms of the given words.</p> <p>✓ Listening to an expert talking about an example of a successful international project and answer the following questions:</p> <ul style="list-style-type: none"> - What is the purpose of a “kick-off” meeting? - What did Renault decide to do early on in its alliance with Nissan? Why? - How has the alliance adapted its working practices? <p>3. Speaking: Discussing a successful international project. Aspects of business culture.</p> <p>✓ How do they vary from what you would consider to be “normal” in your culture?</p> <ul style="list-style-type: none"> - Titles are important/ Older and senior staff are addressed in highly respectful way. - Social activities after work are very important in business relationships. - It is common for meeting to be cancelled or changed at the last minute. - Meetings are frequently interrupted, with other people wandering in and out. - Punctuality is highly valued. - Deadlines are often viewed as fluid, rather than firm commitments. 	
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	<ul style="list-style-type: none"> - It's important to avoid saying no to any proposal. You risk causing offence, so always be indirect. - There is a strong tendency to avoid giving bad news. - Personal dignity is very important, and people work hard to save face and to avoid others losing face. - Strong individuality is generally tolerated. <p>4. Writing: Tips for managing an international team.</p> <ul style="list-style-type: none"> ✓ Rewriting the statement above to add or change any details you like, so that everyone in the group agrees with them. <p>5. Vocabulary: <i>Follow procedures, bureaucratic, rigid; deferential, respectful of seniority, kowtows to authority; sociable, congenial, time-waster, over-familiar etc</i></p> <p>6. Project development: Managing an international project team.</p> <ul style="list-style-type: none"> ✓ Drawing up a list of 10 questions you would like to ask your new team members about their culture and ways of working at a kick-off meeting. ✓ Brainstorming the standard operating procedures (SOPs) for your new team. ✓ Brainstorming possible activities to dedicate time to getting-to-know-you, to team building. ✓ Discussing the ideas. ✓ Presenting the ideas for the SOPs and kick-off activities to the whole group. ✓ Discussing and agreeing a final list. <p>7. Revision.</p> <p>8. MODULE TEST WRITING.</p> <p>Список рекомендованих джерел <i>Основний: 1[с.128-129], 3[с.120-121]</i> <i>Додатковий: 4[с.26-29]</i> <i>Інтернет-джерела: 1, 3, 5, 6</i></p>	
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	<p>Further work</p> <p><i>9.</i> Preparing a short rehearsed presentation on the proposed topics.</p> <p><i>10.</i> Reading for professional purposes.</p> <p><i>11.</i> Collecting and processing information from different sources.</p> <p><i>12.</i> Knowledge development and skills training through a variety of tasks in <i>My Englishlab digital component</i>.</p> <p><i>13.</i> Grammar Review.</p>	4 hours
Всього за другий семестр		180 год
Всього за рік		360 год

3. СПИСОК РЕКОМЕНДОВАНИХ ДЖЕРЕЛ²

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1. Bill Mascull. Business Vocabulary in Use Advanced. Cambridge University Press, 2016. 176p.
2. Guy Brook-Hart. Business Benchmark. Student's book Advanced. Cambridge University Press, 2015. 192 p.
3. *Iwonna Dubicka, Margaret O'Keeffe, John Rogers. Market Leader. Coursebook B2+- C1. Pearson, 2018. 176p.*

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1. *Колот Л.А., Кушмар Л.В. Англійська мова ділової кореспонденції: навчальний посібник. К.: Київ. нац. торг.-екон. ун-т, 2020. 228с.*
2. Iwonna Dubicka, Marjorie Rosenberg, Margaret O'Keeffe, Bob Dignen, Mike Hogan. Business Partner. Coursebook C1. Pearson, 2019. 171 p.
3. Foley M., Hall D. My Grammar Lab. Pearson, 2012. 371 p.
4. *Ian MacKenzie. English for Business Studies. Students' book. Cambridge University Press, 2011. 191 p.*
5. *Michael McCarthy, Jeanne McCarten, David Clark, Rachel Clark. Grammar for Business. Cambridge University Press, 2012. 267 p.*

ІНТЕРНЕТ-ДЖЕРЕЛА

1. MyEnglishLab. URL: <https://english-dashboard.pearson.com/login?redirectUrl=https:%2F%2Fenglish-dashboard.pearson.com> (дата звернення 01.06.22)
2. BusinessEnglishMaterials. URL: <https://businessenglishmaterials.com/index.html> (дата звернення 01.06.22)
3. LearnBusinessEnglish URL: <https://www.businessenglishpod.com/> (дата звернення 01.12.20)
4. Investopedia. URL: <https://www.investopedia.com/financial-term-dictionary-4769738> (дата звернення 01.06.22)
5. Business Spotlight. URL : <http://www.business-spotlight.de> (дата звернення 01.06.22)
6. British Council Learn English. URL: <https://learnenglish.britishcouncil.org/en> (дата звернення 01.12.20)

²Курсивом виділені назви видань, які знаходяться у бібліотеці ДТЕУ.

7. Learning English [URL:
<http://www.bbc.co.uk/learningenglish>(датазвернення01.06.22)