

**КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ 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 сучасних європейських мов**

**ЗАТВЕРДЖЕНО**  
вченою радою  
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Ректор  А. А. Мазаракі

**ІНОЗЕМНА МОВА**  
**ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ**  
**(АНГЛІЙСЬКА) /**  
**FOREIGN LANGUAGE FOR SPECIFIC PURPOSES**  
**(ENGLISH)**

**РОБОЧА ПРОГРАМА /**  
**COURSE OUTLINE**

<b>освітній ступінь</b>	<b>молодший бакалавр / junior bachelor</b>
<b>галузь знань</b>	<b>07 Управління та адміністрування / Management and Administration</b>
<b>спеціальність</b>	<b>071 Облік і оподаткування / Accounting and Taxation</b>

**Київ 2020**

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

Автор: Є.В. Рудешко, старший викладач кафедри сучасних європейських мов КНТЕУ.

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Рецензенти: О.Б. Януш, завідувач кафедри сучасних європейських мов КНТЕУ, кандидат філологічних наук, доцент;  
А.П. Шаповалова, доцент кафедри обліку та оподаткування КНТЕУ, кандидат економічних наук, доцент.

**ІНОЗЕМНА МОВА  
ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ  
(АНГЛІЙСЬКА)/  
ENGLISH FOR SPECIFIC PURPOSES**

**РОБОЧА ПРОГРАМА /  
COURSE OUTLINE**

<b>освітній ступінь</b>	<b>молодший бакалавр / junior bachelor</b>
<b>галузь знань</b>	<b>07 Управління та адміністрування / Management and Administration</b>
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## І. СТРУКТУРА ДИСЦИПЛІНИ ТА РОЗПОДІЛ ГОДИН ЗА ТЕМАМИ (ТЕМАТИЧНИЙ ПЛАН)

Назва теми	Кількість годин			Форми контролю
	Усього годин/ кредитів	з них		
		практичні заняття / мк	самостійна робота студентів	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>І курс І семестр</b>				
<b>Тематичний модуль 1. Бізнес та комерційні організації</b>				
Тема 1. Business Organization	14	4	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Business Organization and the Economy	16	4	12	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Ownership	14	4	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Business Relationship	14	4	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. Companies' Restructuring	14	4	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 6. Organizational Structure	18	6	12	ФО, ТА, ТЧ, ЗПУМ, ЗППМ, КР
<b>Тематичний модуль 2. Організація та персонал</b>				
Тема 1. Employment	14	4	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Human Resources: the People	14	4	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Recruitment Procedure	14	4	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Interviewing	16	6	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. Executive Pay	16	6	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 6. Leaving a job	16	6	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ, МКР
<b>Разом за семестр</b>	<b>180/6</b>	<b>56</b>	<b>124</b>	
<b>Підсумковий контроль</b>				<b>Екзамен</b>

<b>І курс II семестр</b>				
<b>Тематичний модуль 3. Продукт, ринок та ринкові відносини</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Тема 1. Customers, Consumers and Clients	16	6	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Markets and Market Orientation	16	6	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Products, Goods and Services	20	8	12	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Marketing	16	6	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. Advertising	16	6	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ, <b>КР</b>
<b>Тематичний модуль 4. Фінанси та бізнес</b>				
Тема 1. Costs, Assets and Liabilities	16	6	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Raising Finance	16	6	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Financial Centers	16	6	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Investments	16	6	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. Financial Statements	16	6	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 6. Bankruptcy	16	6	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ, <b>МКР</b>
<b>Разом за семестр</b>	<b>180/6</b>	<b>68</b>	<b>112</b>	
<b>Підсумковий контроль</b>				<b>Екзамен</b>
<b>II курс III семестр</b>				
<b>Тематичний модуль 5. Облік і аудит</b>				
Тема 1. The Field of Accounting	14	4	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Budgeting	16	4	12	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Auditing	14	4	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ,

				<b>КР</b>
<b>Тематичний модуль 6. Гроші та банківська діяльність</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Тема 1. Money and its Functions	14	4	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Types of Banks	16	4	12	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Banking Services	14	4	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. The Euro	14	4	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ, <b>КР</b>
<b>Тематичний модуль 7. Міжнародний бізнес</b>				
Тема 1. International Trade	16	6	10	ФО,, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Export and Import	14	4	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. World Trade Organization	16	6	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Globalization and the Economic Policy	16	6	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. Business Across Cultures	16	6	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ, <b>МКР</b>
<b>Разом за семестр</b>	<b>180/6</b>	<b>56</b>	<b>124</b>	
<b>Підсумковий контроль</b>				<b>Екзамен</b>
<b>II курс IV семестр</b>				
<b>Тематичний модуль 8. Гроші, банки та їхні функції</b>				
Тема 1. Characteristics of Money	5	4	1	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Central and Commercial Banks	5	4	1	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Lending	7	6	1	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Credit	5	4	1	ФО, ТА, ТЧ, ЗПУМ, ЗППМ <b>КР</b>

<b>Тематичний модуль 9. Фінансовий менеджмент</b>				
Тема 1. Finance	8	6	2	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Financial Plan	6	4	2	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Firm's Finances	8	6	2	ФО,, ТА, ТЧ, ЗПУМ, ЗПП
Тема 4. Sources of Funds	8	6	2	ФО,, ТА, ТЧ, ЗПУМ, ЗППМ, КР
<b>Тематичний модуль 10. Бухгалтерський облік, аудит, оподаткування та страхування</b>				
Тема 1. Accounting Profession	5	4	1	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Auditing	6	4	2	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Record-Keeping and Accounting Equation	5	4	1	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Double-Entry Accounting	5	4	1	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. Basic Financial Statements	6	4	2	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 6. Taxes and Taxation	5	4	1	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 7. Insurance	6	4	2	ФО,, ТА, ТЧ, ЗПУМ, ЗППМ, МКР
<b>Разом за семестр</b>	<b>90/3</b>	<b>68</b>	<b>22</b>	
<b>Підсумковий контроль</b>				<b>Екзамен</b>

ФО – фронтальне опитування

ТА – тести з аудіювання

ЗПУМ – завдання для перевірки усного мовлення

ТЧ– тести з читання

ЗППМ – завдання для перевірки писемного мовлення

КР – контрольна робота  
 МКР – модульна контрольна робота

## II. ТЕМАТИКА ТА ЗМІСТ ПРАКТИЧНИХ ЗАНЯТЬ, САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ

Результати навчання	Навчальна діяльність	Робочий час студента, години
<b>I курс I-й семестр</b>		
<b>MODULE 1: “BUSINESS AND BUSINESSES”</b>		
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p><b>Lesson 1</b>  <b>Topic: “Business Organization”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b></p> <ul style="list-style-type: none"> <li>• topical speaking (<i>in pairs</i>) about <i>business organizations: a firm, a company, a business, an enterprise.</i></li> </ul> <p><b>Comprehension Reading:</b> “Business Organizations”</p> <ul style="list-style-type: none"> <li>• guessing the contextual meaning of the unknown words and expressions from the text</li> <li>• understanding the specific information provided in the text.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• terms to remember from “Business Organizations”</li> <li>• using the key vocabulary for rendering the topic about companies and their performance</li> <li>• selecting between the synonyms.</li> </ul> <p><b>Grammar Revision:</b> The Present Simple and Present Continuous Tenses:</p>	2 hours

	<ul style="list-style-type: none"> <li>• improving usage of the grammar rules</li> <li>• the tenses compared and contrasted</li> <li>• dealing with grammar tasks on the Present Simple and Present Continuous.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 12, 15</i>  <i>Internet: 16</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• <i>economy/economical/economics/economic</i></li> <li>• <i>to branch out (into)</i></li> <li>• <i>business idioms.</i></li> </ul> <p><b>Speaking:</b> Developing skills through a variety of tasks</p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about economic system using relevant vocabulary</li> <li>• making comparison</li> <li>• supporting a view with reasons</li> <li>• giving details.</li> </ul> <p><b>Grammar Review:</b> Present Simple and Present Continuous</p> <ul style="list-style-type: none"> <li>• the tenses are compared and contrasted</li> </ul> <p>developing knowledge through a variety of exercises.</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 12, 15</i>  <i>Internet: 16</i></p>	5 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 2</b>  <b>Topic: “Different Business Organizations”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p>Starting-up:</p> <ul style="list-style-type: none"> <li>• home assignment revision</li> </ul>	2 hours



<ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• topical speaking (in pairs) about “Business Organizations”.</li> </ul> <p><b>Comprehension Speaking:</b></p> <ul style="list-style-type: none"> <li>• about different business organizations (in groups of three)</li> <li>• about a small or a big business (in pairs)</li> <li>• giving reasons and details in terms of starting one’s own business</li> <li>• discussion of the idea of the proverb “Everybody’s business is nobody’s business”.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• revision of the terms to learn better the topic “Business Organizations”</li> <li>• comprehension of the confusing words’ meaning: economic – economical, economics – economy</li> <li>• business idioms.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 12, 15</i>  <i>Internet: 16</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• learning through a variety of exercises the meaning of the new words and word-combinations.</li> </ul> <p><b>Comprehension Speaking:</b></p> <ul style="list-style-type: none"> <li>• improving the students’ knowledge level, through a variety of tasks, to better learn and render the topic “Business organizations”</li> <li>• giving full answers to the questions about the economic system, using the relevant vocabulary</li> <li>• making comparisons</li> <li>• supporting one’s view with one’s reasons</li> <li>• giving details.</li> </ul> <p><b>Grammar Revision:</b> The Present Simple and the Present Continuous Tenses improving usage of the grammar rules</p> <ul style="list-style-type: none"> <li>• the tenses compared and contrasted</li> </ul>	5 hours

	<p>dealing with grammar tasks on the Present Simple and Present Continuous.</p> <p><b>Sources:</b>  <i>Main:1</i>  <i>Additional: 7, 10, 12, 15</i>  <i>Internet: 16</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 3</b></p> <p style="text-align: center;"><b>Topic 3 “Business Organization and the Economy”</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b></p> <ul style="list-style-type: none"> <li>• home assignment revision</li> <li>• topical speaking about “Business Organization and the Economy”.</li> </ul> <p><b>Comprehension Reading:</b> “Business Organization and the Economy”:</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about the types of companies and the business sectors they are in</li> <li>• guessing the meaning of the unknown words and expressions on a base of the textual context</li> <li>• giving reasons and details in terms of business organization</li> <li>• expressing one's own opinion of the meaning of the unknown words.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• terms to learn better the topic “Business Organization and the Economy”:</li> <li>• using the key vocabulary for rendering (<i>in pairs</i>) different economic sectors the companies are in</li> <li>• usage of prepositions</li> <li>• <i>to find vs. to found; to sell off.</i></li> </ul>	2 hours

	<p><b>Grammar Revision:</b> The Past Simple and Past Continuous Tenses:</p> <ul style="list-style-type: none"> <li>• usage the grammar rules</li> <li>• using the grammar rules</li> <li>• improving one’s grammar skills through a variety of tasks.</li> </ul> <p><b>Sources:</b>  <i>Main:1</i>  <i>Additional: 8, 13, 14</i>  <i>Internet: 18</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Speaking 1</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about principles of business classifications</li> <li>• making comparisons</li> <li>• supporting a view with reasons</li> <li>• giving details.</li> </ul> <p><b>Speaking 2</b></p> <ul style="list-style-type: none"> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• understanding the meaning of idioms.</li> </ul> <p><b>Grammar Review</b>  Past Simple and Past Continuous</p> <ul style="list-style-type: none"> <li>• the tenses are compared and contrasted</li> <li>• developing knowledge through a variety of exercises.</li> </ul> <p><b>Sources:</b>  <i>Main:1</i>  <i>Additional: 8, 13, 14</i>  <i>Internet: 18</i></p>	6 hours
<ul style="list-style-type: none"> <li>• To know: the lexical</li> </ul>	<p><b>Lesson 4</b>  <b>Topic: “Business Organization and the Ukrainian Economy”.</b></p>	

<p>vocabulary, grammar patterns, the idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p><b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b></p> <ul style="list-style-type: none"> <li>• home assignment revision</li> <li>• topical speaking (in pairs) about “Business Organization and the Ukrainian Economy”</li> <li>• giving reasons.</li> </ul> <p><b>Comprehension Speaking:</b></p> <ul style="list-style-type: none"> <li>• about the business advantages and disadvantages in one sector: public or private (in pairs)</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings</li> <li>• comment on the proverb: “In giving a man receive more, than he gives”.</li> </ul> <p><b>Vocabulary:</b> Rendering the text “Business Organization and the Ukrainian Economy”</p> <ul style="list-style-type: none"> <li>• improving the students’ knowledge level through a variety of exercises</li> <li>• explanation of differences in the meaning: the manufacturing sector vs. a service sector; a private sector vs. a public sector; nationalization vs. privatization.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 13, 14</i>  <i>Internet: 18</i></p>	<p>2 hours</p>
	<p><b>Further work</b></p> <p><b>Vocabulary Revision:</b></p>	

	<ul style="list-style-type: none"> <li>improving the students' knowledge level through a variety of exercises</li> <li>usage of idioms and set phrases.</li> </ul> <p><b>Grammar Revision:</b></p> <ul style="list-style-type: none"> <li>drilling the grammar skills in using the Present Simple and the Present Continuous, the Past Simple and Past Continuous Tenses</li> <li>the tenses compared and contrasted.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>about your future job: advantages and disadvantages; "Is one's job for pleasure or for earning money"</li> <li>selecting important information</li> <li>finding a proper description</li> <li>planning an answer</li> <li>an introduction and the conclusion.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 13, 14</i>  <i>Internet: 18</i></p>	6 hours
<ul style="list-style-type: none"> <li><b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li><b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 5</b>  <b>Topic: "Ownership"</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>listening to the text or teacher's information</li> <li>grammar and phonetic drills</li> <li>test "True (T) or False (F)".</li> </ul> <p><b>Starting-up:</b></p> <ul style="list-style-type: none"> <li>home assignment revision</li> <li>topic speaking about ownership (<i>in pairs</i>).</li> </ul> <p><b>Comprehension Reading:</b> "Ownership"</p> <ul style="list-style-type: none"> <li>reading for obtaining specific information about different forms of ownership</li> <li>guessing the meaning of the unknown words and</li> </ul>	2 hours

	<p>expressions from the text</p> <ul style="list-style-type: none"> <li>• explanation of the meaning of the new words on a base of the textual context.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• terms to learn better the topic “Ownership”</li> <li>• improving the key vocabulary for rendering the ways of managing businesses</li> <li>• usage of prepositions</li> <li>• consideration of pairs of words with a similar meaning: <i>a debt</i> vs. <i>a liability</i> / <i>a firm</i> vs. <i>a partnership</i> / <i>a franchise</i> vs. <i>a sole trader</i>.</li> </ul> <p><b>Grammar Revision:</b> The Present Perfect Tense</p> <ul style="list-style-type: none"> <li>• using the Past Perfect Tense</li> <li>• developing grammar skills in using the Past Perfect;</li> <li>• the time-indicating words and expressions for using the Past Perfect.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 12, 14</i>  <i>Internet: 19</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• use of prepositions</li> <li>• <i>to find or to found</i> / <i>debt or liability</i> / <i>firm or partnership</i> / <i>a franchise</i> / <i>a sole trader</i></li> <li>• <i>to sell of</i>.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about principles of business classification</li> <li>• making comparison</li> <li>• supporting a view with reasons</li> <li>• giving details.</li> </ul> <p><b>Grammar Review</b> Present Perfect Simple</p> <ul style="list-style-type: none"> <li>• the tense is compared and contrasted</li> <li>• developing knowledge through a variety of</li> </ul>	5 hours

	<p>exercises.</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 12, 14</i>  <i>Internet: 19</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 6</b>  <b>In-class activity</b>  <b>Topic: “Public Limited Companies”</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b></p> <ul style="list-style-type: none"> <li>• home assignment revision</li> <li>• topical speaking about “Ownership”.</li> </ul> <p><b>Comprehension Speaking (in pairs): “Ownership”</b></p> <ul style="list-style-type: none"> <li>• supporting one’s view with one’s reasons, if it is better to work in: <i>a sole proprietorship, a partnership, a private limited company, a public limited company</i></li> <li>• topical speaking (<i>in groups of three</i>), improving the students’ vocabulary knowledge through rendering the advantages and disadvantages of working in a private or a state-owned (<i>public</i>) company</li> <li>• expressing one’s own ideas and arguments to encourage people to start a business.</li> </ul> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• improving the key vocabulary through a variety of exercises</li> <li>• using idioms and /or set phrases</li> <li>• drilling terms to learn better the topic “Ownership”.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 12, 14</i></p>	<p>2 hours</p>

	<i>Internet: 19</i>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Grammar Revision:</b></p> <ul style="list-style-type: none"> <li>• The Present Perfect Tense</li> <li>• drilling the grammar skills in using the Past Perfect Tense.</li> </ul> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• improving the students’ knowledge level through rendering a small family-run business</li> <li>• for consumers/clients</li> <li>• for business owners</li> <li>• for employees.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• comment on the following “Genius without education is like silver in the mine” (<i>Franklin</i>)</li> <li>• planning an answer</li> <li>• writing an introduction and the conclusion</li> <li>• summarizing ideas.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 12, 14</i>  <i>Internet: 19</i></p>	5 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar</li> </ul>	<p style="text-align: center;"><b>Lesson 7</b>  <b>Topic: “Business Relationship”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b></p> <ul style="list-style-type: none"> <li>• home assignment revision</li> <li>• topic speaking (<i>in pairs</i>) about “Business relationship”.</li> </ul>	2 hours



<p>patterns, the idioms, the phrases.</p>	<p><b>Comprehension Reading:</b> “Business relationship”</p> <ul style="list-style-type: none"> <li>• reading (<i>in pairs</i>) for obtaining specific information about different business relationships</li> <li>• guessing the meaning of the unknown words and expressions from the text on a base of the context</li> <li>• supporting a view with reasons</li> <li>• giving details.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• terms to learn better the topic “Business relationship”:</li> <li>• improving the students key vocabulary for rendering the business relationship</li> <li>• using phrasal verbs used for business</li> <li>• usage of prepositions</li> <li>• <i>to carry something out; to rise or to raise.</i></li> </ul> <p><b>Grammar Revision:</b> Present Perfect Continuous Tense:</p> <ul style="list-style-type: none"> <li>• using the grammar rules</li> <li>• improving one’s grammar skills through a variety of tasks</li> <li>• the tense compared and contrasted.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 13, 15</i>  <i>Internet: 20</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• use of prepositions</li> <li>• <i>to carry something out / to rise or to raise</i></li> <li>• <i>a parent company / a sister company / a group / a joint venture / a conglomerate / a consortium / a subsidiary / an associated company.</i></li> </ul> <p><b>Speaking 1</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about business relationship</li> <li>• making comparison</li> <li>• supporting a view with reasons</li> <li>• giving details.</li> </ul> <p><b>Speaking 2</b></p>	<p style="text-align: center;">5 hours</p>

	<ul style="list-style-type: none"> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• understanding the meaning of idioms.</li> </ul> <p><b>Grammar Review</b> Present Perfect Continuous</p> <ul style="list-style-type: none"> <li>• the tense is compared and contrasted</li> <li>• developing knowledge through a variety of exercises.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 13, 15</i>  <i>Internet: 20</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 8</b>  <b>In-class activity</b>  <b>Topic: “Joint Ventures”</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b></p> <ul style="list-style-type: none"> <li>• home assignment revision</li> <li>• topic speaking (<i>in group of three</i>) about a business relationship company (<i>a holding company, an associated company, a subsidiary company, etc.</i>).</li> </ul> <p><b>Comprehension Speaking (in pairs):</b> Business Relationship:</p> <ul style="list-style-type: none"> <li>• improving the students’ vocabulary awareness through rendering <i>a parent company, a sister company, a joint company, a conglomerate</i></li> <li>• rendering companies (<i>in groups of three</i>) of different relationship</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings.</li> </ul>	2 hours

	<p><b><i>Vocabulary revision:</i></b></p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “Business relationship”:</li> <li>• improving the students’ lexical awareness</li> <li>• new phrasal verbs used for business.</li> </ul> <p><b><i>Grammar Revision:</i></b> The Present Perfect Continuous Tense:</p> <ul style="list-style-type: none"> <li>• drilling skills in using the Present Perfect Continuous</li> <li>• the tense compared and contrasted</li> <li>• improving the grammar knowledge level through a variety of exercises.</li> </ul> <p><b><i>Sources:</i></b>  <i>Main: 1</i>  <i>Additional: 8, 13, 15</i>  <i>Internet: 20</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b><i>Vocabulary Revision:</i></b></p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “Business relationship”</li> <li>• comprehension of idiomatic meanings</li> <li>• comprehension of the meaning of set phases.</li> </ul> <p><b><i>Comprehension Speaking:</i></b></p> <ul style="list-style-type: none"> <li>• supporting one’s view with his or her reasons</li> <li>• giving full answers to the questions about business relationship</li> <li>• making comparisons</li> <li>• giving details</li> <li>• usage of prepositions.</li> </ul> <p><b><i>Grammar Revision:</i></b> The Present Perfect Continuous Tense:</p> <ul style="list-style-type: none"> <li>• drilling the grammar skills</li> <li>• improving the grammar knowledge level through a variety of exercises.</li> </ul>	5 hours

	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• about the advantages and disadvantages of a business relationship company</li> <li>• planning an answer</li> <li>• an introduction and the conclusion</li> <li>• comparing and contrasting.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 13, 15</i>  <i>Internet: 20</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 9</b>  <b>Topic: “Companies Restructuring”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b> home assignment revision</p> <ul style="list-style-type: none"> <li>• topical speaking (<i>in pairs</i>) about restructuring of companies</li> <li>• companies’ profit</li> <li>• companies’ merger.</li> </ul> <p><b>Comprehension Reading:</b> “Companies’ restructuring”:</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about different forms of companies’ restructuring</li> <li>• comprehension of the meaning of the unknown words</li> <li>• guessing the meaning of the idiomatic expressions and set phrases on a base of the textual context.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• terms to learn better the topic “Companies’ restructuring”:</li> <li>• improving the new key vocabulary used for rendering business relationships</li> <li>• comprehension of the meaning of confusing words: <i>to learn vs. to find out</i></li> <li>• word-combination pairs: <i>a hostile oftakeover – a friendly takeover; a buyout – a takeout; a merger – an acquisition</i></li> </ul>	2 hours

	<ul style="list-style-type: none"> <li>• usage of prepositions.</li> </ul> <p><b>Grammar Revision:</b> The Past Perfect Continuous Tense:</p> <ul style="list-style-type: none"> <li>• using the grammar rules</li> <li>• improving the grammar skills through a variety of tasks</li> <li>• the tense compared and contrasted.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 10, 12, 14</i>  <i>Internet: 18</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• use of prepositions</li> <li>• <i>to learn / to find out / to take something over</i></li> <li>• <i>a hostile takeover / a friendly takeover / a buyout / a merger / an acquisition.</i></li> </ul> <p><b>Speaking 1:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about companies' restructuring</li> <li>• making comparison</li> <li>• supporting a view with reasons</li> <li>• giving details.</li> </ul> <p><b>Speaking 2:</b></p> <ul style="list-style-type: none"> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• understanding the meaning of idioms.</li> </ul> <p><b>Grammar Review:</b> Past Perfect Simple</p> <ul style="list-style-type: none"> <li>• the tense is compared and contrasted</li> <li>• developing knowledge through a variety of exercises.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 10, 12, 14</i></p>	5 hours

	<i>Internet: 18</i>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 10</b> <b>In-class activity</b> <b>Topic: “A friendly Takeover”</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b> home assignment revision:</p> <ul style="list-style-type: none"> <li>• topical speaking (<i>in pairs</i>) about the advantages and disadvantages of companies’ restructuring, “<i>a friendly takeover</i>”</li> <li>• drilling the new terms to learn better the topic under study</li> <li>• companies’ buyout</li> <li>• comprehension of the meaning of the new word-combinations <i>white night, poison pill</i>.</li> </ul> <p><b>Comprehension Speaking:</b> Rendering the topic (<i>in pairs</i>) “Companies’ restructuring”:</p> <ul style="list-style-type: none"> <li>• improving the students’ vocabulary awareness through rendering the advantages and disadvantages of companies’ restructuring (<i>in groups of three</i>)</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings</li> <li>• usage of prepositions.</li> </ul> <p><b>Grammar Revision:</b> The Past Perfect Continuous Tense:</p> <ul style="list-style-type: none"> <li>• drilling the grammar skills in using the Past Perfect Continuous</li> <li>• the tense compared and contrasted</li> <li>• improving the students’ grammar knowledge through a variety of exercises.</li> </ul>	2 hours

	<p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 10, 12, 14</i>  <i>Internet: 18</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “Companies’ restructuring”</li> <li>• comprehension of idiomatic meanings</li> <li>• comprehension of set phrases meanings.</li> </ul> <p><b>Comprehension Speaking (in pairs):</b></p> <ul style="list-style-type: none"> <li>• comment on the following: “Select morality is not morality” (<i>Thomas Sowell</i>)</li> <li>• making comparisons</li> <li>• supporting one’s view with one’s own reasons</li> <li>• giving details.</li> </ul> <p><b>Grammar Revision:</b> The Past Perfect Continuous Tense:</p> <ul style="list-style-type: none"> <li>• drilling the students’ grammar skills in using the Past Perfect Continuous</li> <li>• improving the students’ grammar knowledge through a variety of exercises.</li> </ul> <p><b>Writing:</b> Advantages and Disadvantages of a Company’s Restructuring</p> <ul style="list-style-type: none"> <li>• planning an answer</li> <li>• writing an introduction and the conclusion</li> <li>• comparing and contrasting</li> <li>• summarizing ideas.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 10, 12, 14</i>  <i>Internet: 18</i></p>	5 hours
<p>• To know:</p>	<p><b>Lesson 11</b>  <b>Topic: “Organizational Structure”</b></p>	

<p>the lexical vocabulary, grammar patterns, the idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p><b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b> home assignment revision:</p> <ul style="list-style-type: none"> <li>• topical speaking (<i>in pairs</i>) about the organizational structure, particularly about making profits, creating agree</li> <li>• rendering (<i>in pairs</i>) about a good / bad manager and about the personal qualities of a good/bad manager.</li> </ul> <p><b>Comprehension Reading:</b> “Organizational Structure”:</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about different kinds of organizational structures</li> <li>• comprehension of the meaning of the new unknown words</li> <li>• idiomatic meanings and expressions from the text and their learning</li> <li>• perceiving the main ideas of the text.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• topical speaking about the manager’s activities and duties</li> <li>• new terms to learn better the topic “Organizational Structure”</li> <li>• improving the students’ key vocabulary for comprehension the meaning of the word-combinations <i>the proper motivation of workers, coordination of the work, fighting competitions</i></li> <li>• usage of prepositions.</li> </ul> <p><b>Grammar Revision:</b> The Past Perfect Continuous Tense:</p> <ul style="list-style-type: none"> <li>• drilling the grammar skills in using the Past Perfect Continuous</li> <li>• improving the students’ grammar knowledge of the Past Perfect Simple</li> <li>• the tense compared and contrasted.</li> </ul> <p><b>Sources:</b></p>	<p>2 hours</p>
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	<p><i>Main: 1</i>  <i>Additional: 7, 13, 14</i>  <i>Internet: 17</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• use of prepositions</li> <li>• testing</li> <li>• study the organizational chart.</li> </ul> <p><b>Speaking 1:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• making comparison</li> <li>• supporting a view with reasons</li> <li>• giving details about different management levels.</li> </ul> <p><b>Speaking 2:</b></p> <ul style="list-style-type: none"> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• understanding the meaning of idioms.</li> </ul> <p><b>Grammar Review:</b> Past Perfect Continuous</p> <ul style="list-style-type: none"> <li>• the tense is compared and contrasted</li> <li>• developing knowledge through a variety of exercises.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 13, 14</i>  <i>Internet: 17</i></p>	4 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 12</b>  <b>Topic: “Presentation on Business Topics”</b>  <b>In-class activity</b></p> <p><b>Comprehension Speaking: A short rehearsed presentation:</b></p> <ul style="list-style-type: none"> <li>• making short <b>presentation</b> on business topic learnt before</li> <li>• improving the students’ speaking skills</li> <li>• checking the students’ knowledge level</li> </ul>	2 hours

<ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• assessment of the students' knowledge level.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 13, 14</i>  <i>Internet: 17</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic: "Organizational structure"</li> <li>• comprehension of idiomatic meanings</li> <li>• improving the students' lexical awareness through a variety of tasks.</li> </ul> <p><b>Comprehension Speaking (in pairs):</b></p> <ul style="list-style-type: none"> <li>• improving students speaking skills through a variety of tasks</li> <li>• giving full answers to the questions about the structure within which business can operate</li> <li>• giving details</li> <li>• making comparisons</li> <li>• identifying the most important points from the text and summarizing them</li> <li>• supporting one's view with one's own reasons</li> <li>• expressing preferences</li> <li>• seeking and giving personal views and opinions.</li> </ul> <p><b>Grammar Revision:</b> The Past Perfect Continuous Tense</p> <ul style="list-style-type: none"> <li>• drilling the students' vocabulary awareness through a variety of tasks</li> <li>• improving the students' grammar knowledge through a variety of exercises</li> <li>• usage of prepositions</li> <li>• preparation for a Module Test.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i></p>	4 hours

	<i>Additional: 7, 13, 14</i> <i>Internet: 17</i>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 13</b> <b>Topic: Revision</b> <b>In-class activity</b> <b>TEST PAPER</b></p> <ul style="list-style-type: none"> <li>• Assessment of the students' language competence.</li> </ul> <p><b>Sources:</b> <i>Main: 1</i> <i>Additional: 10, 12, 13</i> <i>Internet: 16</i></p>	2 hours
	<p style="text-align: center;"><b>Further work</b></p> <p><i>Revision of the previous material</i></p> <p><b>Sources:</b> <i>Main: 1</i> <i>Additional: 7, 13, 14</i> <i>Internet: 17</i></p>	4 hours
<b>MODULE 2: "PEOPLE AND ORGANIZATION"</b>		
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar</li> </ul>	<p style="text-align: center;"><b>Lesson 1</b> <b>Topic: "Employment"</b> <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher's information</li> <li>• grammar and phonetic drills</li> <li>• test "True (T) or False (F)".</li> </ul> <p><b>Starting-up:</b></p> <ul style="list-style-type: none"> <li>• results of Module Test Paper 1</li> <li>• topical speaking (<i>in pairs</i>) about businesspeople and employment</li> <li>• comprehension of the new vocabulary.</li> </ul>	2 hours

<p>patterns, the idioms, the phrases.</p>	<p><b>Comprehension Reading:</b> “Employment”:</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about different kinds of organizational structures</li> <li>• comprehension of the new vocabulary</li> <li>• guessing the meaning of the idioms and specific expressions from the text on a base of the context</li> <li>• extracting the basic ideas of the text.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• activation of the new terms for a better learning of the topic “Employment”</li> <li>• improving the students’ key vocabulary for rendering the meaning of the word-combinations <i>job rotation, job security, businesspeople, Human Resources Department (HR)</i></li> <li>• usage of prepositions</li> <li>• selecting between the confusing word <i>personal</i> vs. <i>Personnel</i></li> <li>• new idioms and their meanings.</li> </ul> <p><b>Comprehension Speaking (in pairs):</b></p> <ul style="list-style-type: none"> <li>• about <i>job: a temporary / permanent / risky / well-paid / badly-paid / prestigious / full-time vs. part-time work</i></li> <li>• comment on the following “<i>Tomorrow never comes</i>”, “<i>Yesterday never comes back</i>”</li> <li>• the advantages and disadvantages of any job.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 10, 15</i>  <i>Internet: 19</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• <i>personal or personnel</i></li> <li>• <i>to report to somebody.</i></li> </ul> <p><b>Speaking:</b></p>	<p>5 hours</p>

	<ul style="list-style-type: none"> <li>• giving full answers to the questions organizational structure</li> <li>• giving details about different jobs</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• understanding the meaning of idioms.</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of Present Tenses through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 10, 15</i>  <i>Internet: 19</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 2</b>  <b>In-class activity</b>  <b>Topic “A Dream Job”</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)” (<i>T/F Test</i>).</li> </ul> <p><b>Starting-up:</b> home assignment revision: usage of prepositions</p> <ul style="list-style-type: none"> <li>• topic speaking about <i>a well-paid</i> and <i>a bad-paid job</i></li> <li>• rendering (<i>in pairs</i>) the notions, <i>a dream job</i> and <i>a world job</i></li> <li>• making comparisons</li> <li>• supporting a view with reasons</li> <li>• giving details.</li> </ul> <p><b>Comprehension Speaking (in pairs):</b></p> <ul style="list-style-type: none"> <li>• about advantages and disadvantages of “a lovely” job</li> <li>• about your personal idea of an ideal job (using the</li> </ul>	2hours

	<p>words and word-combinations like <i>challenge, opportunity, independence, encourages thinking and development, connected with travelling</i></p> <ul style="list-style-type: none"> <li>• comment on the following: “A man, who wants to do something, will find a way; a man, who doesn’t, will find an excuse” (<i>Stephen Dolley</i>)</li> <li>• comment on why work plays a major role in most people’s lives and so they stay on the job</li> <li>• using idioms and set phrases</li> <li>• usage of prepositions.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 10, 15</i>  <i>Internet: 19</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “Employment”</li> <li>• differentiation between the meanings of confusing words</li> <li>• usage of prepositions.</li> </ul> <p><b>Grammar Revision:</b> The Present Simple and Present Continuous Tenses</p> <ul style="list-style-type: none"> <li>• the grammar rules for using the said verbal tense-forms;</li> <li>• improving the students’ grammar knowledge through a variety of tasks</li> <li>• usage of the grammar rule for dealing with practical grammar exercises.</li> </ul> <p><b>Writing:</b> “Advantages and disadvantages of one’s future job”</p> <ul style="list-style-type: none"> <li>• planning an answer</li> <li>• an introduction and the conclusion</li> <li>• summarizing ideas.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 10, 15</i></p>	5 hours

	<i>Internet: 19</i>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 3</b> <b>Topic: “Human Resources: The People”</b> <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• usage of prepositions</li> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting-up:</b></p> <ul style="list-style-type: none"> <li>• home assignment revision</li> <li>• topic speaking (<i>in pairs</i>) about Human Resources: the people</li> <li>• rendering <i>the human resources, employers, employees, executives, payroll</i></li> <li>• supporting one’s view with one’s reasons</li> <li>• giving details</li> <li>• usage of prepositions.</li> </ul> <p><b>Comprehension Reading:</b> “Human Resources: the people”:</p> <ul style="list-style-type: none"> <li>• reading (<i>in pairs</i>) for obtaining specific information about the human resources and different job titles in organizational structures</li> <li>• comprehension of the new words’ meaning</li> <li>• new idioms and expressions and guessing their meanings on a base of the textual context</li> <li>• grasping the main ideas of the text.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• introducing the new terms on the topic “Human Resources: the people”</li> <li>• improving the key vocabulary for rendering <i>white-collar worker, blue-collar worker</i></li> <li>• usage of prepositions</li> <li>• differentiation between the meaning of confusing words: <i>an employer</i> vs. <i>an employee; a worker</i> vs. <i>an employee</i></li> <li>• new idioms and comprehension of their meanings</li> <li>• word-formation in English.</li> </ul>	2 hours

	<p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 12, 15</i>  <i>Internet: 16</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• <i>employer / employee</i></li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about human resources</li> <li>• giving details about different jobs</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• understanding the meaning of idioms.</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of Past Tenses through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 12, 15</i>  <i>Internet: 16</i></p>	5 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the</li> </ul>	<p style="text-align: center;"><b>Lesson 4</b></p> <p style="text-align: center;"><b>Topic: “The Human Resources at Enterprises and in Different Sectors of the Economy”</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b> home assignment revision:</p> <ul style="list-style-type: none"> <li>• planning an answer usage of prepositions</li> <li>• topic speaking (<i>in pairs</i>) about the human resources at enterprises and in different sectors of the economy</li> <li>• drilling the terms to learn better the topic under study</li> </ul>	2 hours



<p>idioms, the phrases.</p>	<ul style="list-style-type: none"> <li>• rendering the notions: <i>a boss, a leader, a partner</i></li> <li>• supporting a view with reasons</li> <li>• giving details.</li> </ul> <p><b>Reading:</b> The Human Resources at Enterprises and in Different Sectors of the Economy.</p> <p><b>Comprehension Speaking:</b></p> <ul style="list-style-type: none"> <li>• rendering (<i>in groups of three</i>) about human resources and their role in a company’s operation</li> <li>• the most important employer’s qualities</li> <li>• employer’s advantages and disadvantages in terms of the activity sphere of his business</li> <li>• using idioms and phrases</li> <li>• whose work is the most important in a company</li> <li>• giving reasons.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 12, 15</i>  <i>Internet: 16</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Grammar Revision:</b> improving the students’ grammar knowledge of the Past Tenses through a variety of tasks;</p> <ul style="list-style-type: none"> <li>• the grammar rules</li> <li>• improving the students’ grammar awareness through a variety of tasks</li> <li>• grammar drills.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 12, 15</i>  <i>Internet: 16</i></p>	<p>5 hours</p>
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the</li> </ul>	<p style="text-align: center;"><b>Lesson 5</b>  <b>Topic: “Recruitment Procedure”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> </ul>	

<p>idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b> home assignment revision:</p> <ul style="list-style-type: none"> <li>• topic speaking (<i>in pairs</i>) about the curriculum vitae (CV)</li> <li>• documents that should be sent/provided together with the CV</li> <li>• headhunters’ duties</li> <li>• rendering the CV and the resume</li> <li>• supporting a view with reasons.</li> </ul> <p><b>Comprehension Reading:</b> “Recruitment Procedure”:</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about the recruitment procedure and different job titles and duties</li> <li>• learning the new vocabulary from the text</li> <li>• new idioms and expressions and guessing their meanings on a base of the textual context</li> <li>• grasping the main ideas of the text.</li> </ul> <p><b>Vocabulary:</b> the new active vocabulary to the topic “Recruitment Procedure”:</p> <ul style="list-style-type: none"> <li>• improving the students’ key vocabulary for rendering the notions <i>jobseekers, job hunters, applicants, golden hello, recruitment</i></li> <li>• usage of prepositions</li> <li>• differentiation between the meanings of the confusing words <i>to employ / to recruit / to hire</i>.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 15</i>  <i>Internet: 18</i></p>	<p>2 hours</p>
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about recruitment procedure</li> <li>• giving details about different jobs</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> </ul>	<p>5 hours</p>

	<ul style="list-style-type: none"> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• understanding the meaning of idioms.</li> </ul> <p><b>Grammar Review:</b> Future Time</p> <ul style="list-style-type: none"> <li>• the tenses are compared and contrasted</li> <li>• developing knowledge through a variety of exercises.</li> </ul> <p><b>Writing:</b> Job advertisement. Covering letter. CV</p> <ul style="list-style-type: none"> <li>• introducing</li> <li>• expressing details</li> <li>• asking for information</li> <li>• describing.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 15</i>  <i>Internet: 18</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 6</b>  <b>Topic: “An Application Form”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b> home assignment revision:</p> <ul style="list-style-type: none"> <li>• topic speaking about <i>an application form, references, a job interview, a trial period, a personal test</i></li> <li>• advantages and disadvantages of people choosing their own way in their life</li> <li>• personal qualities for making a good career in business</li> <li>• personal views and opinions</li> <li>• expressing preferences</li> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Comprehension Speaking (in pairs):</b></p>	2 hours

	<ul style="list-style-type: none"> <li>• making comparisons</li> <li>• comment on the following: “An employer generally gets the employees he deserves”</li> <li>• about the important factors in choosing one’s career: <i>money, job security, prospects, social aspects, status, opportunities for travelling, training</i></li> <li>• the most important qualities of an employee</li> <li>• advantages and disadvantages in selecting an employee</li> <li>• using idioms and phrases</li> <li>• giving reasons.</li> </ul> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• improving the students’ key vocabulary through a variety of tasks</li> <li>• drilling the new terms to learn better the topic “Recruitment procedure”</li> <li>• comprehension of the meaning of confusing words</li> <li>• using prepositions and idioms.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 15</i>  <i>Internet: 18</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Grammar Revision:</b> the Future Simple and Future Continuous Tenses, the structures <i>to be going (to) / to be about (to)</i>:</p> <ul style="list-style-type: none"> <li>• the tenses compared and contrasted</li> <li>• improving the students’ grammar knowledge through a variety of tasks.</li> </ul> <p><b>Writing:</b> Job advertisement. A covering letter. CV.</p> <ul style="list-style-type: none"> <li>• introducing oneself/somebody to somebody</li> <li>• expressing details</li> <li>• asking for information</li> <li>• rendering the personal characteristics for seeking a job.</li> </ul>	5 hours

	<p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 15</i>  <i>Internet: 18</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 7</b>  <b>Topic: “Interviewing”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b> home assignment revision:</p> <ul style="list-style-type: none"> <li>• topic speaking (<i>in pairs</i>) about forms of interviewing</li> <li>• improving the students’ key vocabulary for rendering job advertisements and people companies: <i>self-starters, proactive, self-motivated, methodical, systematic and organized, computer-literate, numerate, talented, team-players</i></li> <li>• supporting a view with reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Comprehension Reading:</b> “Interviewing”:</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about different organizational structures</li> <li>• comprehension of the meaning of the new words in the text</li> <li>• guessing the meaning of new idioms and expressions on a base of the textual context</li> <li>• grasping the ideas of the text.</li> </ul> <p><b>Grammar Revision:</b> The Future Continuous and Future Perfect Tenses:</p> <ul style="list-style-type: none"> <li>• improving the students’ grammar knowledge through a variety of tasks</li> </ul>	2 hours

	<ul style="list-style-type: none"> <li>• the grammar rules</li> <li>• grammar drills</li> <li>• the tenses compared and contrasted.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 10, 13</i>  <i>Internet: 17</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• use of prepositions</li> <li>• idioms</li> <li>• <i>power / strength.</i></li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about interviewing</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of Future Continuous and Future Perfect through a variety of tasks the tenses are compared and contrasted.</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 10, 13</i>  <i>Internet: 17</i></p>	4 hours
<ul style="list-style-type: none"> <li>• To know: the lexical vocabulary,</li> </ul>	<p><b>Lesson 8</b>  <b>In-class activity</b>  <b>Topic: “An Application Form”</b></p>	

<p>grammar patterns, the idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b> home assignment revision:</p> <ul style="list-style-type: none"> <li>• topic speaking about <i>an application form, references, a job interview, a trial period, a personal test</i></li> <li>• advantages and disadvantages of people choosing their own way in their life</li> <li>• personal qualities for making a good career in business</li> <li>• personal views and opinions</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Comprehension Speaking (in pairs):</b></p> <ul style="list-style-type: none"> <li>• making comparisons</li> <li>• comment on the following: “An employer generally gets the employees he deserves”</li> <li>• about the important factors in choosing one’s career: <i>money, job security, prospects, social aspects, status, opportunities for travelling, training</i></li> <li>• the most important qualities of an employee</li> <li>• advantages and disadvantages in selecting an employee</li> <li>• using idioms and phrases</li> <li>• giving reasons.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 10, 13</i>  <i>Internet: 17</i></p>	<p>2 hours</p>
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• improving the students’ key vocabulary through a variety of tasks</li> <li>• drilling the new terms to learn better the topic</li> </ul>	<p>3 hours</p>

	<p>“Recruitment procedure”</p> <ul style="list-style-type: none"> <li>• comprehension of the meaning of confusing words</li> <li>• using prepositions and idioms.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 10, 13</i>  <i>Internet: 17</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 9</b>  <b>Topic: “Jobseekers and Jobhunters”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b> home assignment revision:</p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “Interviewing”</li> <li>• topical speaking (<i>in groups of three</i>) about <i>reputation of a company, salary, management structure, working conditions, career opportunities, recruitment process, location, management structure</i></li> <li>• advantages and disadvantages of the people carrying out an interview</li> <li>• personal qualities for making an Interview</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Comprehension Speaking:</b></p> <ul style="list-style-type: none"> <li>• comment on the following: <i>People who live in a glass houses shouldn’t throw stones.</i></li> <li>• giving full answers to the questions relating to an interview</li> <li>• giving details about forms of interviewing</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> </ul>	2 hours



	<ul style="list-style-type: none"> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> improving the students’ grammar knowledge of the Future Continuous and Future Perfect Continuous Tenses by dealing with a variety of tasks:</p> <ul style="list-style-type: none"> <li>• the grammar rules for using the tense-forms</li> <li>• improving the students’ awareness of the said tense-forms dealing with a variety of tasks</li> <li>• grammar drills and exercises.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 10, 13</i>  <i>Internet: 17</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• use of prepositions</li> <li>• idioms</li> <li>• <i>salary / income / pay / wage.</i></li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about executive pay</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of When and If Sentences through a variety of tasks</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 10, 13</i></p>	3 hours

	<i>Internet: 17</i>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 10</b> <b>Topic: “Executive Pay”</b> <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b> home assignment revision:</p> <ul style="list-style-type: none"> <li>• topical speaking (<i>in pairs</i>) about <i>salary</i> vs. <i>wages</i>, <i>income</i> vs. <i>fringe benefits</i></li> <li>• improving the students’ key vocabulary for rendering executive payment: <i>income</i>, <i>bonuses</i>, <i>fringe benefits</i>, <i>a compensation package for an executive leaving a company</i></li> <li>• supporting a view with reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Comprehension Reading:</b> “Executive pay”</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about executive payment</li> <li>• comprehension of the new words’ meanings</li> <li>• guessing the meanings of the new idioms and expressions on a base of the textual context</li> <li>• grasping the main ideas of the text.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• word-formation in English</li> <li>• the new terms to learn better the topic: “Executive pay”</li> <li>• using prepositions</li> <li>• comprehension of the confusing words’ meaning <i>salary</i>, <i>income</i>, <i>pay</i>, <i>wage</i></li> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Grammar Revision:</b> <i>if / when</i>-clauses:</p> <ul style="list-style-type: none"> <li>• improving the students’ grammar knowledge through a variety of tasks</li> </ul>	2 hours

	<ul style="list-style-type: none"> <li>• the grammar rules</li> <li>• grammar drills.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 10, 12, 13</i>  <i>Internet: 20</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Comprehension Reading:</b> A Benefits Package</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about different organizational structures</li> <li>• comprehension of the meaning of the new words in the text</li> <li>• guessing the meaning of new idioms and expressions on a base of the textual context</li> <li>• grasping the ideas of the text.</li> </ul> <p><b>Grammar Revision:</b> The Future Continuous and Future Perfect Tenses</p> <ul style="list-style-type: none"> <li>• improving the students’ grammar knowledge through a variety of tasks</li> <li>• the grammar rules</li> <li>• grammar drills</li> <li>• the tenses compared and contrasted.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 10, 12, 13</i>  <i>Internet: 20</i></p>	3 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar</li> </ul>	<p><b>Lesson 11</b>  <b>Topic: “An Employment Contract”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p>	

<p>patterns, the idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b> home assignment revision</p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic: “Executive pay”</li> <li>• topical speaking (<i>in pairs</i>) about <i>the perks you would like to have in order to have what you want</i></li> <li>• rendering (<i>in pairs</i>) the differences between peoples’ <i>needs to earn a high/low salary</i></li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Comprehension Speaking (in pairs):</b></p> <ul style="list-style-type: none"> <li>• comments on the following: <i>to get a nice fat salary, to live from hand to mouth, to make both ends meet, to work for nothing, to have deep pockets, to work for peanuts</i></li> <li>• expressing one’s own opinion about “<i>Patience pays dividends</i>”</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> <i>if-/when</i> clauses:</p> <ul style="list-style-type: none"> <li>• improving the students’ grammar knowledge through a variety of tasks</li> <li>• the grammar rules</li> <li>• grammar drills.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 10, 12, 13</i>  <i>Internet: 20</i></p>	<p>2 hours</p>
	<p><b>Further work</b></p>	

	<p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of prepositions</li> <li>• of idioms</li> <li>• <i>to step down / to resign.</i></li> </ul> <p><b>Grammar Revision:</b> Grammar Progress Test.</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 10, 12, 13</i>  <i>Internet: 20</i></p>	3 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 12</b>  <b>Topic: “Executive Pay: Salary and Wages ”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• talking in general about business topics given above</li> <li>• making short speech on business topics learn about.</li> </ul> <p><b>Reading:</b> “Executive Pay: Salary and Wages”</p> <ul style="list-style-type: none"> <li>• reading for specific information about different forms of interviewing</li> <li>• guessing unknown words and expressions from the context.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 10, 12, 13</i>  <i>Internet: 20</i></p>	2 hours
	<p style="text-align: center;"><b>Further work</b></p> <p style="text-align: center;"><b>Revision of the previous material.</b></p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 10, 12, 13</i>  <i>Internet: 20</i></p>	4 hours

<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 13</b> <b>Topic: “Leaving a Job”</b> <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b> home assignment revision:</p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic: “Leaving a job”</li> <li>• topical speaking (in pairs) about leaving/seeking a job, resignation vs. retirement, redundancies, dismissals</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• the new vocabulary for the topic: “Leaving a job”</li> <li>• using prepositions</li> <li>• confusing words’ meaning comprehension to step down (as/from something)/ to resign</li> <li>• words formation.</li> </ul> <p><b>Comprehension Reading: “Leaving a job”</b></p> <ul style="list-style-type: none"> <li>• reading (in pairs) for specific information about executive payment</li> <li>• unknown words’ meaning comprehension</li> <li>• idioms’ meaning and expressions from the text context</li> <li>• extracting main ideas.</li> </ul> <p><b>Sources:</b> Main: 1 Additional: 7, 10, 14 Internet: 16</p>	2 hours
	<b>Further work</b>	

	<p><b><i>Vocabulary and grammar review. Review of Business Topics.</i></b></p> <p><b><i>Sources:</i></b>  <i>Main: 1</i>  <i>Additional: 7, 10, 14</i>  <i>Internet: 16</i></p>	5 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 14</b>  <b>Topic: “Redundancy”</b>  <b>In-class activity</b></p> <p><b><i>Warming-up:</i></b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)” (<i>T/F Test</i>).</li> </ul> <p><b><i>Starting-up:</i></b> home assignment revision:</p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “Leaving a job”</li> <li>• comprehension of idiomatic meanings</li> <li>• topical speaking (<b><i>in pairs</i></b>) about <i>various ways to leave a job, resignations and retirements, redundancies, dismissal</i></li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b><i>Comprehension Speaking:</i></b></p> <ul style="list-style-type: none"> <li>• rendering (<b><i>in pairs</i></b>) the situation: a) <i>when the business is bad, the laziest workers will be laid off</i>; b) <i>when the company goes bankrupt, everyone will be made redundant</i></li> <li>• comment on the following “If a man doesn’t make new acquaintances as he advances through life, he will soon find himself left alone.” (<i>S. Johnson</i>)</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b><i>Sources:</i></b></p>	2 hours

	<p><i>Main:1</i>  <i>Additional: 7, 10, 14</i>  <i>Internet: 16</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><i>Revision of information and knowledge.</i></p> <p><b>Sources:</b>  <i>Main:1</i>  <i>Additional: 7, 10, 14</i>  <i>Internet: 16</i></p>	<p style="text-align: center;">5 hours</p>
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 15</b>  <b>Topic: “Outplacement”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• improving the students’ key vocabulary through a variety of tasks</li> <li>• drilling the new terms to learn better the topic “Leaving a job”</li> <li>• confusing words’ meaning comprehension</li> <li>• using prepositions and idioms.</li> </ul> <p><b>Comprehension Speaking (in pairs):</b></p> <ul style="list-style-type: none"> <li>• rendering <i>the manager who steal will be terminated, anyone who contradicts the boss will be sacked, sales people who don’t meet their targets will be fired</i></li> <li>• giving full answers to the questions about leaving a job</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons to be retired</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul>	<p style="text-align: center;">2 hours</p>



	<p><b>Comprehension Reading</b> “Redundancy:</p> <ul style="list-style-type: none"> <li>• comprehension of the new words’ meaning in the text</li> <li>• guessing the meaning of the new idioms and expressions on a base of the textual context</li> <li>• grasping the main ideas of the text</li> <li>• practicing in use of prepositions.</li> </ul> <p><b>Grammar Revision:</b> The Present Simple, the Present Continuous, The Past Simple, The Past Perfect Simple, The Past Perfect Continuous, When and If sentences</p> <ul style="list-style-type: none"> <li>• improving grammar knowledge level through the variety of task</li> <li>• application of the grammar rules</li> <li>• using grammar drills.</li> </ul> <p style="text-align: center;"><b>TEST PAPER</b></p> <ul style="list-style-type: none"> <li>• assessment of the students’ language competence.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 14</i>  <i>Internet: 16</i></p>	
	<p><b>Усього</b>  <i>Аудиторна робота</i>  <i>Самостійна робота</i></p>	<p><b>180</b>  56  124</p>
<p><b>I курс II-й семестр</b></p>		
<p><b>MODULE 3: “PRODUCTS, MARKETS AND MARKETING”</b></p>		
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary,</li> </ul>	<p style="text-align: center;"><b>Lesson 1</b></p> <p style="text-align: center;"><b>Topic: “Customers, Consumers and Clients”</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b> Course structure explanation:</p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “Customers, consumers and clients”</li> <li>• topical speaking (<i>in pairs</i>) about <i>customers, consumers and consumerism, clients</i></li> </ul>	<p>2 hours</p>

<p>grammar patterns, the idioms, the phrases.</p>	<ul style="list-style-type: none"> <li>• rendering (<i>in pairs</i>) the habits of a <i>consumer/client</i></li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Comprehension Reading:</b> “Customers, consumers and clients”</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about customers, consumers and clients</li> <li>• learning the new vocabulary from the text</li> <li>• new idioms and expressions and guessing their meanings on a base of the textual context</li> <li>• grasping the main ideas of the text.</li> </ul> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• improving the students’ key vocabulary through a variety of tasks</li> <li>• drilling the new terms to learn better the topic: “Customers, consumers and clients”</li> <li>• comprehension of the confusing words’ meaning</li> <li>• using prepositions and idioms</li> <li>• words-formation in English.</li> </ul> <p><b>Grammar Revision: the Passive Voice</b></p> <ul style="list-style-type: none"> <li>• the grammar rules</li> <li>• grammar drills</li> <li>• improving the students’ knowledge through a variety of tasks.</li> <li>• the transitive and intransitive verbs.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 10, 15</i>  <i>Internet: 19</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Comprehension Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about customers, consumers and clients</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> </ul>	

	<ul style="list-style-type: none"> <li>• expressing preferences</li> <li>• summarizing ideas</li> <li>• brainstorming ideas</li> <li>• making comparisons.</li> </ul> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• improving the students’ key vocabulary through a variety of tasks</li> <li>• drilling the new terms to learn better the topic: “Market and Market Orientation”</li> <li>• comprehension of the confusing words’ meaning</li> <li>• using prepositions and idioms</li> <li>• word-formation in English.</li> </ul> <p><b>Grammar Revision:</b></p> <ul style="list-style-type: none"> <li>• improving the students’ knowledge level through a variety of tasks</li> <li>• the grammar rules</li> <li>• using grammar drills</li> <li>• using preposition and idioms</li> <li>• the transitive and intransitive verbs.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 10, 15</i>  <i>Internet: 19</i></p>	3 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar</li> </ul>	<p style="text-align: center;"><b>Lesson 2</b>  <b>In-class activity</b>  <b>Topic: “Consumer Protection”</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b> Home assignment:</p> <ul style="list-style-type: none"> <li>• rendering different ways of buying things</li> <li>• giving reasons</li> <li>• expressing preferences.</li> </ul> <p><b>Comprehension Speaking (in pairs):</b></p> <ul style="list-style-type: none"> <li>• rendering the situation <i>when it is necessary to protect the consumers’ rights</i></li> </ul>	2 hours

<p>patterns, the idioms, the phrases.</p>	<ul style="list-style-type: none"> <li>• comment on the following “Do not fear when your enemies criticize you. Beware when they applaud.” (<i>Vo Dong Giang</i>)</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• identify the type of a customer you are</li> <li>• comment on “a slippery customer”.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “Customers, consumers and clients”</li> <li>• using prepositions</li> <li>• comprehension of the new idioms’ meaning</li> <li>• word-formation in English.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 10, 15</i>  <i>Internet: 19</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Comprehension Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about customers, consumers and clients</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences.</li> </ul> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• improving the students’ key vocabulary through a variety of tasks</li> <li>• drilling the new terms to learn better the topic “Market and Market Orientation”</li> <li>• comprehension of the confusing words’ meaning</li> <li>• using prepositions and idioms</li> <li>• word-formation in English</li> </ul> <p><b>Grammar Revision:</b></p> <ul style="list-style-type: none"> <li>• improving the students’ knowledge level through a variety of tasks</li> <li>• the grammar rules</li> <li>• using grammar drills</li> <li>• the transitive and intransitive verbs.</li> </ul> <p><b>Sources:</b></p>	<p>3 hours</p>

	<p><i>Main: 1</i>  <i>Additional: 8, 10, 15</i>  <i>Internet: 19</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 3</b>  <b>In-class activity</b>  <b>Topic: “Rights of Consumers”</b></p> <p><b>Starting-up:</b> Homework revision.  <b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about customers and consumers rights and obligations</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparison</li> <li>• discussion on the topic and retelling “Consumer Protection”.</li> </ul> <p><b>Translating:</b> “My Habits as a Consumer”.</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 10, 15</i>  <i>Internet: 19</i></p>	2 hours
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• improving the students’ key vocabulary through a variety of tasks</li> <li>• drilling the new terms to learn better the topic “Customers, consumers and clients”.</li> </ul> <p><b>Writing:</b> making the report “Rights of Consumers”.</p> <p><b>Grammar Revision:</b> Developing knowledge of the Passive Voice (Simple) through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 10, 12, 13</i>  <i>Internet: 16</i></p>	4 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the</li> </ul>	<p style="text-align: center;"><b>Lesson 4</b>  <b>Topic: “Markets and Market Orientation”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetics drills</li> </ul>	2 hours

<p>idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting-up:</b> home assignment revision:</p> <ul style="list-style-type: none"> <li>• rendering (<i>in pairs</i>) different types of markets and marketing tactics and technologies</li> <li>• drilling the new terms to learn better the topic “Markets and market orientation”</li> <li>• giving reasons</li> <li>• expressing preferences.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• drilling the new active vocabulary to the topic “Markets and market orientation”</li> <li>• improving the students’ key vocabulary for rendering markets: <i>the target, share, segment, niche, economy, price, captive</i></li> <li>• usage of prepositions</li> <li>• new idioms and their meanings</li> <li>• word-formation in English.</li> </ul> <p><b>Comprehension Reading:</b> “Markets and market orientation”:</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about the different types of markets</li> <li>• comprehension meaning of the new words</li> <li>• new idioms and expressions and guessing their meanings on a base of the textual context</li> <li>• grasping the main ideas of the text.</li> </ul> <p><b>Grammar Revision:</b> The Passive Voice Continuous:</p> <ul style="list-style-type: none"> <li>• improving the students’ knowledge through a variety of tasks</li> <li>• the grammar rules</li> <li>• grammar drills</li> <li>• the transitive and intransitive verbs.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 13, 14</i>  <i>Internet: 17</i></p>	
<b>Further work</b>		

	<p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of prepositions</li> <li>• of idioms.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about customers, consumers and clients</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of Passive Voice through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 13, 14</i>  <i>Internet: 17</i></p>	4 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 5</b>  <b>In-class activity</b>  <b>Topic: “Consumer Markets in Ukraine”</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b> home assignment revision:</p> <ul style="list-style-type: none"> <li>• rendering (<i>in pairs</i>) the markets: <i>market-driven, marker-led, marker-oriented</i></li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Comprehension Speaking:</b></p> <ul style="list-style-type: none"> <li>• rendering (<i>in pairs</i>) a situation in Ukrainian consumer markets</li> <li>• expressing the ideas about Ukraine as a market-oriented country</li> <li>• expressing preferences</li> </ul>	2 hours

	<ul style="list-style-type: none"> <li>• making comparisons</li> <li>• comment on “<i>a captive market</i>”, “<i>not to be in the market for diamonds at present</i>”</li> <li>• giving reasons.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• drilling the new words to learn better the topic “<i>Markets and Market Orientation</i>”</li> <li>• using prepositions</li> <li>• comprehension meaning of the new idioms</li> <li>• word-formation in English.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 13, 14</i>  <i>Internet: 17</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Comprehension Reading:</b> “Targeting and Positioning”</p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about customers, consumers and clients</li> <li>• giving reasons</li> <li>• giving or seeking personal views and opinions</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> the Passive Voice Continuous Tense-forms:</p> <ul style="list-style-type: none"> <li>• the transitive and intransitive verbs.</li> </ul> <p><b>Writing:</b> “<i>Necessity never made a good bargain</i>” (B. Franklin):</p> <ul style="list-style-type: none"> <li>• planning an answer</li> <li>• writing an introduction and the conclusion</li> <li>• summarizing ideas.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 13, 14</i>  <i>Internet: 17</i></p>	3hours



<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 6</b> <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision</p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about customers, consumers and clients</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparison</li> <li>• discussing the topic “Segmenting Markets”.</li> </ul> <p><b>Sources:</b> <i>Main: 1</i> <i>Additional: 8, 13, 14</i> <i>Internet: 17</i></p>	2 hours
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Comprehension Reading:</b> “Targeting and Positioning”:</p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about customers, consumers and clients</li> <li>• giving reasons</li> <li>• giving or seeking personal views and opinions</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> the Passive Voice Continuous Tense-forms:</p> <ul style="list-style-type: none"> <li>• the transitive and intransitive verbs.</li> </ul> <p><b>Writing:</b> “Necessity never made a good bargain” (B. Franklin):</p> <ul style="list-style-type: none"> <li>• planning an answer</li> <li>• writing an introduction and the conclusion</li> <li>• summarizing ideas.</li> </ul> <p><b>Sources:</b> <i>Main: 1</i> <i>Additional: 8, 13, 14</i> <i>Internet: 17</i></p>	3hours

<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p><b>Lesson 7</b>  <b>Topic: “Products, Goods and Services”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b> home assignment revision:</p> <ul style="list-style-type: none"> <li>• comprehension of the meaning of new words</li> <li>• rendering (<i>in pairs</i>) the classified consumer products: <i>convenience, shopping, impulse, specialty, white goods</i></li> <li>• giving reasons</li> <li>• expressing preferences.</li> </ul> <p><b>Vocabulary:</b> drilling the new active vocabulary to the topic: “Products, goods and services”:</p> <ul style="list-style-type: none"> <li>• improving the students’ key vocabulary through a variety of tasks</li> <li>• usage of prepositions</li> <li>• new idioms and their meanings</li> <li>• word-formation in English</li> <li>• comprehension of the meaning of confusing words <i>to succeed / to manage / to cope / to role something out.</i></li> </ul> <p><b>Comprehension Reading:</b> “Products, goods and services”:</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about different types of products, goods and services</li> <li>• comprehension of the meaning of new words</li> <li>• grasping the main ideas of the text</li> <li>• new idioms and expressions and guessing their meanings on a base of the textual context.</li> </ul> <p><b>Grammar Revision:</b> the Past Perfect Passive Tense-forms:</p> <ul style="list-style-type: none"> <li>• improving the students’ knowledge through a variety of tasks</li> <li>• the grammar rules</li> </ul>	<p>2 hours</p>
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	<p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 12, 14</i>  <i>Internet: 16</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of prepositions</li> <li>• of idioms</li> <li>• <i>to succeed / to manage / to cope</i></li> <li>• <i>to roll something out</i></li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about marketing</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 12, 14</i>  <i>Internet: 16</i></p>	4 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar</li> </ul>	<p style="text-align: center;"><b>Lesson 8</b>  <b>In-class activity</b></p> <p style="text-align: center;"><b>Topic: “Different kinds of goods”</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b> home assignment:</p> <ul style="list-style-type: none"> <li>• revision of the grammar rules related to the Passive</li> </ul>	2 hours

<p>patterns, the idioms, the phrases.</p>	<p>Voice Tense-forms</p> <ul style="list-style-type: none"> <li>• rendering (<i>in pairs</i>) successful firms in business</li> <li>• drilling the new terms to learn better the topic “Products, goods and services”</li> <li>• giving reasons</li> <li>• expressing preferences.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• drilling the new active vocabulary to the topic “Products, goods and services”</li> <li>• improving the students’ key vocabulary for rendering different types of products, goods, services</li> <li>• usage of prepositions</li> <li>• new idioms and their meanings</li> <li>• word-formation in English.</li> </ul> <p><b>Comprehension Speaking (in pairs) on the topic “Products, Goods and Services”:</b></p> <ul style="list-style-type: none"> <li>• comment on “<i>If you wish to know what a man is, place him in authority</i>”</li> <li>• comment on: “<i>We buy many products that we don’t need. This shows that we being manipulated by large, evil corporations</i>”</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> </ul> <ul style="list-style-type: none"> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 12, 14</i>  <i>Internet: 16</i></p>	
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	<p style="text-align: center;"><b>Further work</b></p> <p><b><i>Comprehension Speaking:</i></b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about products, goods and services</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b><i>Vocabulary:</i></b> drilling the new active vocabulary to the topic “Industrial Services”:</p> <ul style="list-style-type: none"> <li>• expressing one’s personal opinion of the differences between <i>goods</i> and <i>services</i></li> <li>• rendering the importance of the product knowledge for the sale staff</li> <li>• usage of prepositions</li> <li>• new idioms and their meanings</li> <li>• word-formation in English.</li> </ul> <p><b><i>Grammar Revision:</i></b></p> <ul style="list-style-type: none"> <li>• improving the students’ knowledge level through a written Grammar-progress Test 2 (The Passive Voice)</li> <li>• the grammar drills</li> <li>• the grammar rules.</li> </ul> <p><b><i>Sources:</i></b>  <i>Main: 1</i>  <i>Additional: 7, 10, 12, 14</i>  <i>Internet: 16</i></p>	2 hours
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<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p><b>Lesson 9</b> <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about marketing</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparison</li> <li>• discussion on the topic and retelling.</li> </ul> <p><b>Sources:</b> Main: 1 Additional: 7, 10, 12, 14 Internet: 16</p>	<p>2 hours</p>
	<p><b>Further work</b></p> <p><b>Comprehension Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about products, goods and services</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Vocabulary:</b> drilling the new active vocabulary to the topic “Convenience Products”:</p>	<p>4 hours</p>

	<ul style="list-style-type: none"><li>• expressing one's personal opinion of the differences between <i>goods</i> and <i>services</i></li><li>• rendering the importance of the product knowledge for the sale staff</li><li>• usage of prepositions</li><li>• new idioms and their meanings</li><li>• word-formation in English.</li></ul> <p><b>Sources:</b> <i>Main: 1</i> <i>Additional: 7, 10, 12, 14</i> <i>Internet: 16</i></p>	
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<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 10</b> <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Speaking:</b> “Physical Characteristics of the Product and Quality”</p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about marketing</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Reading:</b> “The Three Levels of Product”</p> <ul style="list-style-type: none"> <li>• reading for specific information about customers, consumers and clients</li> <li>• guessing unknown words and expressions from the context.</li> </ul> <p><b>Grammar test, listening and comprehension:</b> “The quality of tea”.</p> <p><b>Sources:</b> Main: 1 Additional: 7, 10, 12, 14 Internet: 16</p>	2 hours
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of prepositions</li> <li>• of idioms</li> <li>• <i>to mark something up</i></li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about marketing</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> </ul>	2hours



	<ul style="list-style-type: none"> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of the Sequence of tenses through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 12, 14</i>  <i>Internet: 16</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 11</b>  <b>Topic: “Marketing”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting up:</b> home assignment revision:</p> <ul style="list-style-type: none"> <li>• rendering (<b>in pairs</b>) successful firms in business</li> <li>• drilling the new terms to learn better the topic: “Marketing” including consideration of the notions <i>basic list price, discounts, the length of the payment period, possible credit terms</i></li> <li>• comprehension meaning of the new words</li> <li>• giving reasons</li> <li>• expressing preferences.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• drilling the new active vocabulary to the topic: “Marketing”</li> <li>• improving the students’ key vocabulary through a variety of tasks</li> <li>• usage of prepositions</li> <li>• new idioms and their meanings: <i>to mark something up / to increase the price of something</i></li> <li>• word-formation in English.</li> </ul> <p><b>Comprehension Reading:</b> “Marketing”:</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about the main elements of the marketing mix</li> <li>• comprehension of the meaning of new words</li> </ul>	2 hours

	<ul style="list-style-type: none"> <li>• new idioms and expressions and guessing their meanings on a base of the textual context</li> <li>• grasping the main ideas of the text.</li> </ul> <p><b>Grammar Revision: The Sequence of Tenses</b></p> <ul style="list-style-type: none"> <li>• improving students’ knowledge level through a variety of tasks</li> <li>• the grammar rules</li> <li>• the grammar drills.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 13, 15</i>  <i>Internet: 17, 18</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of prepositions</li> <li>• f idioms</li> <li>• <i>to mark something up</i></li> </ul> <p><b>Speaking:</b> “The Marketing Strategy”</p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about marketing</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of the Sequence of tenses through a variety of tasks</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 13, 15</i>  <i>Internet: 17, 18</i></p>	3hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar</li> </ul>	<p><b>Lesson 12</b>  <b>In-class activity</b>  <b>Topic: “Marketing Strategy”</b></p> <p><b>Warming-up:</b></p>	

<p>patterns, the idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting-up:</b> home assignment revision:</p> <ul style="list-style-type: none"> <li>• drilling the new active vocabulary to the study better topic “Marketing”</li> <li>• topical speaking (<i>in pairs</i>) about <i>information which is important to small firms as it is to large ones; about a good marketing strategy that is vital to a product’s success.</i></li> </ul> <p><b>Speaking:</b> “The Marketing Mix”</p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about marketing</li> <li>• giving or seeking personal views and opinions.</li> </ul> <p><b>Comprehension Speaking (in pairs):</b> “Marketing Management”</p> <ul style="list-style-type: none"> <li>• rendering the staffs’ knowledge, skills, personality, special professional awareness of the customer’s psychology</li> <li>• marketing mix elements including such factors, as <i>distribution channels, coverage of the market, sales’ location of the selling facilities and the products being sold</i></li> <li>• comment on “<i>A man without a smiling face must not open a shop</i>”</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings.</li> <li>• comprehension of the meaning of new words.</li> </ul> <p><b>Grammar Revision: The Sequence of Tenses:</b></p> <ul style="list-style-type: none"> <li>• improving the students’ knowledge level through a variety of tasks</li> <li>• the grammar rules</li> <li>• the grammar drills.</li> </ul> <p><b>Sources:</b>  <b>Main:</b> 1  <b>Additional:</b> 8, 13, 15</p>	<p>2 hours</p>
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	<i>Internet: 17, 18</i>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• drilling the new active vocabulary to the topic “Marketing”:</li> <li>• rendering the importance of the product knowledge for the sale staff</li> <li>• usage of prepositions</li> <li>• new idioms and their meanings</li> <li>• word-formation in English.</li> </ul> <p><b>Comprehension Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about marketing</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision: The Sequence of Tenses:</b></p> <ul style="list-style-type: none"> <li>• improving the students’ knowledge level through a variety of tasks</li> <li>• the grammar rules</li> <li>• the grammar drills.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 13, 15</i>  <i>Internet: 17, 18</i></p>	4hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical</li> </ul>	<p style="text-align: center;"><b>Lesson 13</b>  <b>In-class activity</b>  <b>Topic: “The Functions of Marketing”</b></p> <p><b>Starting up:</b> Homework revision</p> <p><b>Speaking: “The Functions of Marketing”</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about marketing</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> </ul>	2 hours

<p>vocabulary, grammar patterns, the idioms, the phrases.</p>	<ul style="list-style-type: none"> <li>• expressing preferences</li> <li>• making comparisons</li> </ul> <p><b>Reading:</b> “The Exchange Function of Marketing”</p> <ul style="list-style-type: none"> <li>• guessing unknown word and expressions from the context</li> <li>• locating and understanding specific information in the text</li> <li>• discussion on the topic and retelling</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 13, 15</i>  <i>Internet: 17, 18</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• drilling the new active vocabulary to the topic “Facilitating Functions of Marketing”:</li> <li>• rendering the importance of the product knowledge for the sale staff</li> <li>• usage of prepositions</li> <li>• new idioms and their meanings</li> <li>• word-formation in English.</li> </ul> <p><b>Comprehension Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about marketing</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision: The Sequence of Tenses:</b></p> <ul style="list-style-type: none"> <li>• improving the students’ knowledge level through a variety of tasks</li> </ul>	<p style="text-align: right;">3 hours</p>

	<ul style="list-style-type: none"> <li>• the grammar rules</li> <li>• the grammar drills.</li> </ul> <p><b>Sources:</b>  <i>Main:1</i>  <i>Additional: 8, 13, 15</i>  <i>Internet: 17, 18</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 14</b>  <b>Topic: “Advertising”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting-up:</b> home assignment revision:</p> <ul style="list-style-type: none"> <li>• topical speaking (<i>in pairs</i>) about <i>the role and the purpose of advertising</i></li> <li>• the advantages and disadvantages of using various advertising media</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Vocabulary:</b> drilling the new active vocabulary to the topic: “Advertising”</p> <ul style="list-style-type: none"> <li>• improving the students’ key vocabulary through a variety of tasks</li> <li>• usage of prepositions</li> <li>• new idioms and their meanings:</li> <li>• word-formation in English.</li> </ul> <p><b>Comprehension Reading:</b> “Advertising”</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about advertising</li> <li>• comprehension of the meaning of new words</li> </ul>	2 hours

	<ul style="list-style-type: none"> <li>• new idioms and expressions and guessing their meanings on a base of the textual context</li> <li>• grasping the main ideas of the text.</li> </ul> <p><b>Grammar Revision: The Reported Speech. Statements.</b></p> <ul style="list-style-type: none"> <li>• improving students’ knowledge level through a variety of tasks</li> <li>• the grammar rules</li> <li>• the grammar drills.</li> </ul> <p><b>Sources:</b>  <i>Main:1</i>  <i>Additional: 10, 12, 14</i>  <i>Internet: 16, 19</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of prepositions</li> <li>• of idioms.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about marketing</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of Reported Speech (Statements) through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main:1</i>  <i>Additional: 10, 12, 14</i>  <i>Internet: 16, 19</i></p>	3hours

<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 15</b> <b>Topic: “Pros and Cons of the Advertisement”</b> <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up: Home assignment:</b></p> <ul style="list-style-type: none"> <li>• topical speaking (<i>in groups of three</i>) about the best way / place to advertise products and services</li> <li>• advantages and disadvantages of using various advertising media</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Comprehension Speaking (in pairs): “Advertising”</b></p> <ul style="list-style-type: none"> <li>• rendering the best advertisements in Ukraine today</li> <li>• comment on: “Advertising is not so important. A good product with the right price and the right distribution will sell itself.”</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings.</li> <li>• comprehension of the meaning of new words.</li> </ul> <p><b>Vocabulary:</b> drilling the new active vocabulary to the topic: “Advertising”</p> <ul style="list-style-type: none"> <li>• improving the students’ key vocabulary through a variety of tasks</li> <li>• usage of prepositions</li> <li>• new idioms and their meanings:</li> <li>• words-formation in English.</li> </ul> <p><b>Grammar Revision:</b> The Reported Speech. Statements.</p> <ul style="list-style-type: none"> <li>• improving the students’ knowledge level through a variety of tasks</li> <li>• the grammar rules</li> </ul>	2 hours
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	<ul style="list-style-type: none"> <li>• the grammar drills</li> <li>• preparation for the test.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 10, 12, 14</i>  <i>Internet: 16, 19</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of prepositions</li> <li>• of idioms.</li> </ul> <p><b>Speaking:</b> “Outdoor Advertising”</p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about marketing</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of Reported Speech (Statements) through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 10, 12, 14</i>  <i>Internet: 16, 19</i></p>	3 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 16</b>  <b>Topic: “Kinds of Advertising”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Speaking:</b> “Public Relations”</p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about marketing</li> </ul>	2 hours

<ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Reading:</b> “The Role of Public Relations in the Promotion Mix”</p> <ul style="list-style-type: none"> <li>• guessing unknown word and expressions from the context</li> <li>• locating and understanding specific information in the text.</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of Reported Speech (Statements) through a variety of tasks.</p> <p style="text-align: center;"><b>TEST PAPER</b></p> <ul style="list-style-type: none"> <li>• assessment of the students’ language competence</li> </ul> <p><b>Sources:</b>  Main: 1  Additional: 10, 12, 14  Internet: 16, 19</p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of prepositions</li> <li>• of idioms.</li> </ul> <p><b>Speaking:</b> “What is Publicity?”</p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about marketing</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences.</li> </ul> <p><b>Test preparation</b></p> <p><b>Vocabulary and Grammar Review</b></p> <p><b>Sources:</b></p>	4hours

	<p><i>Main: 1</i>  <i>Additional: 10, 12, 14</i>  <i>Internet: 16, 19</i></p>	
	<p><b>MODULE 4: “BUSINESS AND FINANCE”</b></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li>   <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 1</b>  <b>Topic: “Costs. Assets and Liabilities”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetics drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting-up:</b></p> <ul style="list-style-type: none"> <li>• home assignment revision</li> <li>• topical speaking (<i>in-pairs</i>) about <i>different businesses that have similar cost structure</i></li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Comprehension Reading:</b> “Costs, Assets and Liabilities”</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about <i>costs, assets, liabilities</i>.</li> <li>• learning the new vocabulary from the text</li> <li>• new idioms and expressions and guessing their meanings on a base of the textual context</li> <li>• grasping the main ideas of the text.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• comprehension meaning of new words: <i>debt, costs, output</i></li> <li>• terms to learn better the topic “Costs, Assets and Liabilities”.</li> <li>• using the key vocabulary for rendering the <i>fixed and variable cost, long-term and current liabilities</i></li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• usage of prepositions.</li> </ul>	<p>2 hours</p>

	<p><b>Grammar</b> The Reported Questions, Orders and Requests:</p> <ul style="list-style-type: none"> <li>• using the grammar rules</li> <li>• grammar drills</li> <li>• improving one’s grammar skills through a variety of tasks.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 5</i>  <i>Additional: 7, 10, 11, 13, 15</i>  <i>Internet: 20</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of prepositions</li> <li>• of idioms</li> <li>• <i>price / worth / cost / value</i></li> <li>• <i>to cut back.</i></li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about marketing</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of Reported Speech (Requests and Orders) through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1, 5</i>  <i>Additional: 7, 10, 11, 13, 15</i>  <i>Internet: 20</i></p>	3hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the</li> </ul>	<p style="text-align: center;"><b>Lesson 2</b>  <b>Topic: “Long and Current Liabilities”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> </ul>	2 hours

phrases.

• **Skills:**  
use of the  
lexical  
vocabulary,  
grammar  
patterns, the  
idioms, the  
phrases.

- test “True (T) or False (F).”

**Starting-up:**

- home assignment revision
- topical speaking (*in-pairs*) about variable costs, assets and liabilities
- giving reasons
- expressing preferences
- making comparisons
- comprehension of idiomatic meanings.

**Comprehension Speaking (in groups of four):** “What is more important for business: its assets or liabilities?”

- giving or seeking personal views and opinions
- giving reasons
- expressing preferences
- making comparisons
- comprehension of idiomatic meaning
- new idioms and their meanings.

**Vocabulary Revision:**

- drilling the new terms to learn better the topic “Costs. Assets and liabilities.”
- differentiation between the meanings of confusing words: *price, worth, cast, value*
- usage of prepositions
- comprehension of idioms and their meanings
- the meaning of the word-combinations *to cut back (on something), to reduce something.*

**Grammar Revision:** The Reported Questions. Orders. Requests:

- usage of the grammar rules for dealing with practical grammar exercises
- using the grammar rules on the Reported Speech
- improving one’s grammar skills through a variety of tasks.

**Sources:**

*Main: 1, 5*  
*Additional: 7, 10, 11, 13, 15*  
*Internet: 20*

	<p style="text-align: center;"><b>Further work</b></p> <p><b>Comprehension Speaking “A brain storm”:</b></p> <ul style="list-style-type: none"> <li>• explaining <i>how a firm can define and calculate its costs?</i></li> <li>• expressing preferences</li> <li>• giving full answers to the questions relating to costs, assets, liabilities</li> <li>• giving details about assets and liabilities</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> The Reported Questions. Orders. Requests:</p> <ul style="list-style-type: none"> <li>• using the grammar rules</li> <li>• improving one’s grammar skills through a variety of tasks</li> <li>• improving the students’ knowledge through a variety of tasks.</li> </ul> <p><b>Writing:</b> “A small debt produces a debtor; a large one – an enemy.” (Syrus).</p> <ul style="list-style-type: none"> <li>• planning an answer</li> <li>• an introduction and the conclusion</li> <li>• summarizing ideas.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 5</i>  <i>Additional: 7, 10, 11, 13, 15</i>  <i>Internet: 20</i></p>	3 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b></li> </ul>	<p style="text-align: center;"><b>Lesson 3</b></p> <p style="text-align: center;"><b>Topic: “Kinds of Costs and Assets”</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision</p> <p><b>Reading:</b> “Kinds of Costs and Assets”</p> <ul style="list-style-type: none"> <li>• guessing unknown word and expressions from the context</li> <li>• locating and understanding specific information</li> </ul>	2 hours

<p>use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</p>	<p>in the text</p> <ul style="list-style-type: none"> <li>• guessing unknown word and expressions from the context</li> <li>• locating and understanding specific information in the text</li> <li>• discussion on the topic and retelling</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 5</i>  <i>Additional: 7, 10, 11, 13, 15</i>  <i>Internet: 20</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of prepositions</li> <li>• of idioms</li> <li>• <i>price / worth / cost / value</i></li> <li>• <i>to cut back</i></li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about marketing</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of Reported Speech (Requests and Orders) through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1, 5</i>  <i>Additional: 7, 10, 11, 13, 15</i>  <i>Internet: 20</i></p>	<p>4 hours</p>
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar</li> </ul>	<p style="text-align: center;"><b>Lesson 4</b>  <b>Topic: “Raising Finance”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p>	

<p>patterns, the idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting-up:</b></p> <ul style="list-style-type: none"> <li>• home assignment revision</li> <li>• topical speaking (<i>in-pairs</i>) about ways of obtaining capital (for)</li> <li>• brainstorming ideas</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Comprehension Reading:</b> “Raising Finance”</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about <i>financial reserves, retained profit, borrowing, share flotations, grants and loans</i></li> <li>• the new idioms and expressions and guessing their meanings on a base of the textual context</li> </ul> <ul style="list-style-type: none"> <li>• learning the new vocabulary from the text</li> <li>• grasping the main ideas of the text.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• terms to learn better the topic: “Raising Finance”:</li> <li>• using the key vocabulary for rendering <i>the main ways of obtaining capital</i></li> <li>• word-combination pairs: <i>shareholders, share offering, working capital, extra capital, retained profit</i></li> <li>• usage of prepositions</li> <li>• comprehension of idioms and their meanings</li> <li>• the meaning of the word-combination <i>to bring smth. in, to make/earn money</i></li> <li>• differentiation between the meanings of confusing words: <i>to lend, to borrow.</i></li> </ul> <p><b>Grammar Revision</b> Type 1 Conditionals:</p>	<p>2 hours</p>
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	<ul style="list-style-type: none"> <li>• usage of the grammar rules for dealing with practical grammar exercises</li> <li>• using the grammar rules for expressing the real or very probable situations in the present or future</li> <li>• improving one’s grammar skills through a variety of tasks.</li> </ul> <p><b>Sources:</b>  <i>Main:1</i>  <i>Additional: 8, 9, 11, 12</i>  <i>Internet:18</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of prepositions</li> <li>• of idioms</li> <li>• <i>to lend / to borrow</i></li> <li>• <i>to bring something in.</i></li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about marketing</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of First Conditional through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main:1</i>  <i>Additional: 8, 9, 11, 12</i>  <i>Internet:18</i></p>	3 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary,</li> </ul>	<p><b>Lesson 5</b>  <b>Topic: “Borrowing money”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p>	

<p>grammar patterns, the idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting-up:</b></p> <ul style="list-style-type: none"> <li>• home assignment revision</li> <li>• <i>topical speaking (in-pairs) about the main types of lenders to business</i></li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Comprehension Speaking:</b></p> <ul style="list-style-type: none"> <li>• Explain the following: «<b>A brain storm</b>” <i>What way of obtaining capital is more suitable for a small firm?</i> giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• using the vocabulary to get prepared <b>for a role play</b> “<i>Interview with a financial manager in a large corporation</i>”. Try to find out from the manager the ways in which his corporation raise its capital.</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• forming word-combinations in English</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Type 1 Conditionals (cont.) (If-/when objective clauses and the required tense-forms). Type 2 Conditionals:</p> <ul style="list-style-type: none"> <li>• usage of the grammar rules for dealing with practical grammar exercises</li> <li>• using the grammar rules for expressing the real or very probable situations in the present or future</li> <li>• improving one’s grammar skills through a variety of tasks.</li> </ul>	<p>2 hours</p>
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	<p><b>Sources:</b>  <i>Main:1</i>  <i>Additional: 8, 9, 11, 12</i>  <i>Internet:18</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Comprehension Speaking:</b></p> <ul style="list-style-type: none"> <li>• Explain the following: <i>share likes and dislikes; to share a common goal; He stole the lion’s share of the company’s profit</i></li> <li>• giving full answers to the questions relating to the topic “Raising Finance”</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Type 1 Conditionals:</p> <ul style="list-style-type: none"> <li>• usage of the grammar rules for dealing with practical grammar exercises</li> <li>• using the grammar rules for expressing the real or very probable situations in the present or future</li> <li>• improving one’s grammar skills through a variety of tasks.</li> </ul> <p><b>Writing:</b> “<i>Finance is, as it were, the stomach of the country, from which all other organs take their tone</i>” (W. Gladstone)</p> <ul style="list-style-type: none"> <li>• planning an answer</li> <li>• an introduction and the conclusion</li> <li>• summarising ideas.</li> </ul> <p><b>Sources:</b>  <i>Main:1</i>  <i>Additional: 8, 9, 11, 12</i>  <i>Internet:18</i></p>	<p>3 hours</p>

<ul style="list-style-type: none"> <li>•</li> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases</li> </ul>	<p style="text-align: center;"><b>Lesson 6</b> <b>Topic: “Financing a Business”</b> <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting-up:</b></p> <ul style="list-style-type: none"> <li>• home assignment revision</li> <li>• <i>topical speaking (in-pairs) about the main types of lenders to business</i></li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Comprehension Speaking:</b></p> <ul style="list-style-type: none"> <li>• Explain the following: «<b>A brain storm</b>” <i>What way of obtaining capital is more suitable for a small firm?</i></li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• using the vocabulary to get prepared <b>for a role play</b> “<i>Interview with a financial manager in a large corporation</i>”. <i>Try to find out from the manager the ways in which his corporation raise its capital.</i></li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> </ul>	<p style="text-align: center;">2 hours</p>
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	<ul style="list-style-type: none"> <li>• forming word-combinations in English</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b></p> <p>Type 1 Conditionals (cont.) (If-/when objective clauses and the required tense-forms). Type 2 Conditionals:</p> <ul style="list-style-type: none"> <li>• usage of the grammar rules for dealing with practical grammar exercises</li> <li>• using the grammar rules for expressing the real or very probable situations in the present or future</li> <li>• improving one’s grammar skills through a variety of tasks.</li> </ul> <p><b>Sources:</b>  <i>Main:1</i>  <i>Additional: 8, 9, 11, 12</i>  <i>Internet:18</i></p>	
	<p style="text-align: center;"><b>Further Work</b></p> <p><b>Grammar Revision</b> Type 2 Conditionals:</p> <ul style="list-style-type: none"> <li>• usage of the grammar rules for dealing with practical grammar exercises</li> <li>• using the grammar rules for expressing the real or very probable situations in the present or future</li> <li>• improving one’s grammar skills through a variety of tasks.</li> </ul> <p><b>Sources:</b>  <i>Main:1</i>  <i>Additional: 8, 9, 11, 12</i>  <i>Internet:18</i></p>	4 hours
<b>• To</b>	<b>Lesson 7</b>	

<p><b>know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Topic: “Financial Centers”</b> <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting up:</b> home assignment revision:</p> <ul style="list-style-type: none"> <li>• topical speaking about the financial centers</li> <li>• rendering (<i>in pairs</i>) the types of markets: <i>bull, bear, bond, commodity, stock, foreign exchange.</i></li> </ul> <p><b>Comprehension Reading:</b> “Financial Centers”:</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about <i>financial centers</i> and <i>different types of markets</i></li> <li>• comprehension of the meaning of the new unknown words</li> <li>• new idioms and expressions and guessing their meanings on a base of the textual context</li> <li>• grasping the main ideas of the text.</li> </ul> <p><b>Comprehension Speaking (in groups of four):</b> <i>What is the stock market sensitive to? What is a bull market? When do people talk about a bear market?</i></p> <ul style="list-style-type: none"> <li>• giving reasons</li> <li>• giving or seeking personal views and opinion</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meaning</li> <li>• new idioms and their meanings.</li> </ul> <p><b>Grammar Revision:</b> Type 2 Conditionals (cont.). The Inversion in conditional clauses (<i>Were he to do smth., Should he do smth.</i>).</p> <ul style="list-style-type: none"> <li>• usage of the grammar rules for dealing with practical grammar exercises</li> <li>• using the grammar rules for expressing the imaginary situation which are contrary to facts in the presents</li> <li>• improving one’s grammar skills through a variety of tasks.</li> </ul>	<p style="text-align: center;">2 hours</p>
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	<p><b>Sources:</b>  <i>Main: 1, 4, 5</i>  <i>Additional: 9, 10, 14</i>  <i>Internet: 17, 19</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of idioms.</li> </ul> <p><b>Speaking</b> “The International Monetary Fund”:</p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about marketing</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of Second Conditional through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1, 4, 5</i>  <i>Additional: 9, 10, 14</i>  <i>Internet: 17, 19</i></p>	3 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the</li> </ul>	<p style="text-align: center;"><b>Lesson 8</b>  <b>Topic: “Stock Market”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting up:</b> home assignment revision</p> <ul style="list-style-type: none"> <li>• topical speaking (<i>in pairs</i>) about <i>the necessity of</i></li> </ul>	2 hours

<p>lexical vocabulary, grammar patterns, the idioms, the phrases.</p>	<p><i>stock exchange</i>, and in particular about <i>the stock exchange in Ukraine</i></p> <ul style="list-style-type: none"> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Comprehension Speaking:</b></p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “<i>Financial Centers.</i>”</li> <li>• using the terms to get prepared (<b>for a role play</b>): <i>Under what circumstances would you leave the restaurant without paying your bill? Try to borrow a large amount of money from somewhere to lend it to your friend in need; Money-wasting – what is it and how to suppress your money-wasting wishes; What is “a betrayal” and “to betray your friends”?</i></li> <li>• giving or seeking personal views and opinions</li> <li>• expressing preferences</li> <li>• usage of prepositions</li> <li>• comprehension of idioms and their meanings.</li> </ul> <p><b>Grammar Revision:</b> Type 2 and Type 3 Conditionals – <i>But for smb/smith., I wish,</i></p> <ul style="list-style-type: none"> <li>• usage of the grammar rules for dealing with practical grammar exercises</li> <li>• using the grammar rules for improving students’ skills through a variety of tasks giving advice.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 4, 5</i>  <i>Additional: 9, 10, 14</i>  <i>Internet: 17, 19</i></p>	
	<p><b>Further work</b></p> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic</li> </ul>	<p>3 hours</p>



	<p><i>“Financial Centers.”</i></p> <ul style="list-style-type: none"> <li>• topical speaking about <i>market-makers, stockbrokers, securities, thing traded in financial centers</i></li> <li>• improving the students’ key vocabulary for comprehending the meaning of the proverbs: <i>If you use your head, you may save your feet; if you run two hares, you will catch neither; if you lie down with dogs, you will get up with fleas.</i></li> <li>• usage of prepositions.</li> </ul> <p><b>Comprehension Speaking:</b> Comment on the following:  <i>“The best entrepreneurs are risk avoiders. They identify the risk, and they take actions to minimize the effects of it.”</i>  <i>(Paul Hawken)</i></p> <ul style="list-style-type: none"> <li>• giving reasons</li> <li>• giving or seeking personal views and opinion</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meaning</li> <li>• new idioms and their meanings.</li> </ul> <p><b>Grammar Revision</b> Type 2 Conditionals vs. Type 3 Conditional:</p> <ul style="list-style-type: none"> <li>• usage of the grammar rules for dealing with practical grammar exercises</li> <li>• using the grammar rules for improving students’ skills through a variety of tasks</li> <li>• using grammar rules for giving advice.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 4, 5</i>  <i>Additional: 9, 10, 14</i>  <i>Internet: 17, 19</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar</li> </ul>	<p style="text-align: center;"><b>Lesson 9</b>  <b>Topic: “The Bond Market”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p>	<p style="text-align: center;">2 hours</p>

<p>patterns, the idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p><b>Reading:</b> “The Bond Market”.</p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• guessing unknown word and expressions from the context</li> <li>• locating and understanding specific information in the text</li> <li>• giving full answers to the questions relating to the topic “ The Bond Market”</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• discussion on the topic and retelling.</li> </ul> <p><b>Vocabulary:</b> Developing key vocabulary through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1, 4, 5</i>  <i>Additional: 9, 10, 14</i>  <i>Internet: 17, 19</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Grammar Revision:</b> Type 1, 2 Conditionals:</p> <ul style="list-style-type: none"> <li>• usage of the grammar rules for dealing with practical grammar exercises</li> <li>• using the grammar rules for expressing the real or very probable situations in the present or future</li> <li>• improving one’s grammar skills through a variety of tasks.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 4, 5</i>  <i>Additional: 9, 10, 14</i></p>	<p>4 hours</p>

	<i>Internet: 17, 19</i>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 10</b> <b>Topic: “Investments”</b> <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting up:</b> home assignment revision</p> <ul style="list-style-type: none"> <li>• topical speaking (<i>in pairs</i>) about Investment: <i>investments and their objective, unit trust, mutual funds, gilts, treasury bonds, derivative instruments</i></li> <li>• rendering the important documents: <i>deal, futures</i>.</li> </ul> <p><b>Comprehension Reading:</b> “Investments”</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about <i>investments, derivatives and derivatives instruments</i></li> <li>• comprehension the new unknown words’ meaning</li> <li>• new idioms and expressions and guessing their meanings on a base of the textual context</li> <li>• grasping the main ideas of the text.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• terms to learn better the topic: “Investments”.</li> <li>• using the key vocabulary for rendering <i>the main types of investment opportunities exist apart from the stocks and shares, objective investing</i></li> <li>• usage of prepositions</li> <li>• comprehension of idioms and their meanings</li> <li>• the meaning of the word-combination “<i>gilt-edged security</i>”, “<i>treasury bond</i>”.</li> </ul> <p><b>Grammar Revision:</b> Type 3 Conditionals:</p> <ul style="list-style-type: none"> <li>• usage of the grammar rules for dealing with practical grammar exercises</li> <li>• using the grammar rules for improving students’ skills through a variety of tasks</li> </ul>	2 hours

	<ul style="list-style-type: none"> <li>• using grammar rules for expressing the regrets or criticism.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 5</i>  <i>Additional: 10, 13, 15</i>  <i>Internet: 16</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of idioms</li> <li>• of phrasal verbs.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions about marketing</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of Third Conditional through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1, 5</i>  <i>Additional: 10, 13, 15</i>  <i>Internet: 16</i></p>	3 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the</li> </ul>	<p style="text-align: center;"><b>Lesson 11</b>  <b>Topic: “Futures and Deal”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting up:</b> home assignment revision</p>	2 hours

<p>lexical vocabulary, grammar patterns, the idioms, the phrases.</p>	<ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “<i>Investment</i>”</li> <li>• topical speaking about <i>the necessity of stock exchange, in particular about stock exchange in Ukraine</i></li> <li>• giving or seeking personal views and opinions</li> <li>• expressing preferences.</li> </ul> <p><b>Comprehension Speaking (in groups of four):</b></p> <ul style="list-style-type: none"> <li>• <i>advantages and disadvantages of stocks and bonds as a form of investment; investment money in government security;</i></li> <li>• <b>Comment on:</b> <i>Putting one’s eggs in one basket is invariably wrong.</i></li> <li>• giving or seeking personal views and opinion</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meaning</li> <li>• using the terms to remember <b>for role play</b></li> <li>• <b>take interview of your group mates</b> and estimate their targets orientation of earning the capital</li> <li>• comments on the results.</li> </ul> <p><b>Grammar Revision</b> Type 3 Conditionals, Mix Type of Conditionals:</p> <ul style="list-style-type: none"> <li>• usage of the grammar rules for dealing with practical grammar exercises, grammar progress test 3 (Conditionals)</li> <li>• using the grammar rules for improving students’ skills through a variety of tasks</li> <li>• using grammar rules for expressing the regrets of criticism.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 5</i>  <i>Additional: 10, 13, 15</i>  <i>Internet: 16</i></p>	
	<p><b>Further work</b></p>	

	<p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “Investments”</li> <li>• topical speaking (<i>in pairs</i>) about <i>Unit trust, gilt-edged security, futures, options, swaps</i></li> <li>• improving the students’ key vocabulary for comprehending the meaning utterances: <i>I don’t have money to burnt; there is more than one way to skin a cat.</i></li> <li>• usage of prepositions.</li> </ul> <p><b>Comprehension Speaking:</b> Comment on the following: “<i>Why invest in the stock market? What goes up must come down. Spend money today and enjoy it while you can.</i>”</p> <ul style="list-style-type: none"> <li>• giving reasons</li> <li>• giving or seeking personal views and opinion</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meaning</li> <li>• new idioms and their meanings.</li> </ul> <p><b>Writing:</b> “<i>Future is purchased by the present.</i>” (S.Johnson).</p> <ul style="list-style-type: none"> <li>• planning an answer</li> <li>• an introduction and the conclusion</li> <li>• summarizing ideas.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 5</i>  <i>Additional: 10, 13, 15</i>  <i>Internet: 16</i></p>	3 hours
<ul style="list-style-type: none"> <li>• To know: the lexical vocabulary, grammar patterns, the</li> </ul>	<p style="text-align: center;"><b>Lesson 12</b></p> <p style="text-align: center;"><b>Topic: “The Federal Reserve System”</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> </ul>	2 hours

idioms, the phrases.

- **Skills:** use of the lexical vocabulary, grammar patterns, the idioms, the phrases.

- grammar and phonetic drills
- test “True (T) or False (F).”

**Starting up:**

- home assignment revision
- drilling the new terms to learn better the topic “*Investment*”
- topical speaking about *the necessity of stock exchange, in particular about stock exchange in Ukraine*
- giving or seeking personal views and opinions
- expressing preferences.

**Comprehension Speaking (in groups of four):**

- *advantages and disadvantages of stocks and bonds as a form of investment; investment money in government security;*
- **Comment on:** *Putting one’s eggs in one basket is invariably wrong.*
- giving or seeking personal views and opinion
- making comparisons
- comprehension of idiomatic meaning
- using the terms to remember (**for role play**)
- **take interview of your group mates** and estimate their targets orientation of earning the capital
- comments on the results.

**Grammar Revision** Type 3 Conditionals, Mixed Type of Conditionals:

- usage of the grammar rules for dealing with practical grammar exercises, grammar progress test 3 (Conditionals)
- using the grammar rules for improving students’ skills through a variety of tasks
- using grammar rules for expressing the regrets or criticism.

**Sources:**

*Main: 1, 5*

	<p><i>Additional: 10, 13, 15</i> <i>Internet: 16</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b><i>Vocabulary Revision:</i></b></p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “<i>Investments</i>”</li> <li>• topical speaking (<i>in pairs</i>) about <i>Unit trust, gilt-edged security, futures, options, swaps</i></li> <li>• improving the students’ key vocabulary for comprehending the meaning utterances: <i>I don’t have money to burnt; there is more than one way to skin a cat.</i></li> <li>• usage of prepositions.</li> </ul> <p><b><i>Comprehension Speaking:</i></b> Comment on the following: “<i>Why invest in the stock market? What goes up must come down. Spend money today and enjoy it while you can.</i>”</p> <ul style="list-style-type: none"> <li>• giving reasons</li> <li>• giving or seeking personal views and opinion</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meaning</li> <li>• new idioms and their meanings.</li> </ul> <p><b><i>Sources:</i></b> <i>Main: 1, 5</i> <i>Additional: 10, 13, 15</i> <i>Internet: 16</i></p>	4hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b></li> </ul>	<p style="text-align: center;"><b>Lesson 13</b> <b>Topic: “Financial Statements”</b> <b>In-class activity</b></p> <p><b><i>Warming-up:</i></b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul>	2 hours



usage the lexical vocabulary, grammar patterns, the idioms, the phrases.

**Starting up:** home assignment revision

- topical speaking (*in pairs*) about financial statements: *cash flow statement, balance sheet, profit and loss account*
- rendering the important documents: *The Profit and Loss Account, Balance Sheet.*

**Comprehension Reading:** “Financial Statement”

- reading for obtaining specific information about *company’s financial performance, company’s annual report* and *company accountants, auditors*
- comprehension meaning of the new words
- new idioms and expressions and guessing their meanings on a base of the textual context
- grasping the main ideas of the text.

**Comprehension Speaking:**

- using the key vocabulary for topical speaking (*in pairs*) about: *statements showing income and express resulting from trading over a period of time, statement of the financial position at a specific point of time.*
- giving or seeking personal views and opinions.

**Vocabulary:**

- drilling the new terms to learn better the topic: “*Financial Statements*”
- improving the students’ key vocabulary for comprehending the meaning utterances: *a blue ribbon, the red-carpet treatment, to go over with a bang*
- usage of prepositions.
- comprehension of idiomatic meaning.

**Grammar Revision:** Conditionals expressing wishes and regrets:

- usage of the grammar rules for dealing with practical grammar exercises

	<ul style="list-style-type: none"> <li>• using grammar rules for expressing the regrets or criticism, unreality.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 3</i>  <i>Additional: 7, 9, 11, 12</i>  <i>Internet: 18</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of idioms</li> <li>• of terms in box</li> <li>• sentences with new terms.</li> </ul> <p><b>Speaking:</b> “The Bull Market”</p> <ul style="list-style-type: none"> <li>• giving full answers to the questions organizational structure</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• understanding the meaning of idioms.</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of expressing wishes and regrets through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1, 3</i>  <i>Additional: 7, 9, 11, 12</i>  <i>Internet: 18</i></p>	4 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 14</b>  <b>Topic: “The Bear Market”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul>	

<ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p><b>Comprehension Speaking (in pairs):</b></p> <ul style="list-style-type: none"> <li>• Explain the following: <i>What is the only way of keeping track of a company’s success?</i></li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• terms to learn better the topic “Financial Statements”</li> <li>• using the key vocabulary for rendering <i>the financial statements: income statement, balance sheet, cash flow, annual report</i></li> <li>• word-combination pairs: <i>window dressing, creative accounting, financial statement, financial performance</i></li> <li>• usage of prepositions</li> <li>• comprehension of idioms and their meanings.</li> </ul> <p><b>Sources:</b> Main: 1, 3 Additional: 7, 9, 11, 12 Internet: 18</p>	2 hours
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Comprehension Speaking:</b></p> <ul style="list-style-type: none"> <li>• making short presentations on business topic learnt before</li> <li>• improving grammar and vocabulary skills through demonstrating a short presentation on the learnt business topics</li> <li>• brain storming ideas</li> <li>• summarizing ideas.</li> </ul> <p><b>Sources:</b> Main: 1, 3 Additional: 7, 9, 11, 12 Internet: 18</p>	3hours
<ul style="list-style-type: none"> <li>• <b>To know:</b></li> </ul>	<p><b>Lesson 15</b> <b>Topic: “The World Bank”</b></p>	2 hours

<p>the lexical vocabulary, grammar patterns, the idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Speaking:</b> “The World Bank”</p> <ul style="list-style-type: none"> <li>• giving full answers to the questions organizational structure</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• understanding the meaning of idioms</li> <li>• discussion on the topic and retelling.</li> </ul> <p><b>Sources:</b>  <i>Main:</i> 1, 3  <i>Additional:</i> 7, 9, 11, 12  <i>Internet:</i> 18</p> <p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of idioms</li> <li>• of prepositions</li> <li>• <i>to wind something or itself up.</i></li> </ul> <p><b>Speaking</b> “Market-makers and Stockholders”:</p> <ul style="list-style-type: none"> <li>• giving full answers to the questions organizational structure</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of Modals (<i>can, could, to be able to, to be allowed to</i>) through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main:</i> 1, 3  <i>Additional:</i> 7, 9, 11, 12</p>	<p style="text-align: center;">3 hours</p>
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	<i>Internet: 18</i>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 16</b> <b>Topic: “Bankruptcy”</b> <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting up:</b> home assignment revision</p> <ul style="list-style-type: none"> <li>• topical speaking about bankruptcy (<i>in pairs</i>): <i>successful and less successful companies, how bankruptcy is initiated and resolved</i></li> <li>• giving or seeking personal views and opinions.</li> </ul> <p><b>Comprehension Reading:</b> “Bankruptcy”</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about a company has <i>gone bankrupt, falling company</i></li> <li>• comprehension of the meaning of the new unknown words and phrases: <i>collapse, crash, to go down the tubes, fold, to go to the wall, to go belly-up, to go broke, to go under</i></li> <li>• grasping the main ideas of the text.</li> <li>• new idioms and expressions and guessing their meanings on a base of the textual context.</li> </ul> <p><b>Comprehension Speaking (in pairs):</b></p> <ul style="list-style-type: none"> <li>• Explain the following: <i>How voluntary bankruptcy is different from involuntary bankruptcy?</i></li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> The Modal Verbs <i>can, could; to be able to giving reasons</i></p> <ul style="list-style-type: none"> <li>• usage of the grammar rules for dealing with practical grammar exercises</li> <li>• using the grammar rules for improving students’ skills through a variety of tasks</li> <li>• using grammar rules for expressing the ability, permission.</li> </ul>	2 hours

	<p><b>Sources:</b>  <i>Main:1</i>  <i>Additional: 8, 10, 14, 15</i>  <i>Internet: 16, 17</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of idioms</li> <li>• of prepositions</li> <li>• <i>to wind something or itself up.</i></li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions organizational structure</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of Modals (<i>can, could, to be able to, to be allowed to</i>) through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main:1</i>  <i>Additional: 8, 10, 14, 15</i>  <i>Internet: 16, 17</i></p>	4 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary,</li> </ul>	<p style="text-align: center;"><b>Lesson 17</b>  <b>Topic: “Voluntary Liquidation”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Speaking on the topic “A Voluntary Liquidation”:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions organizational structure</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences.</li> </ul>	2 hours

<p>grammar patterns, the idioms, the phrases.</p>	<p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 10, 14, 15</i>  <i>Internet: 16, 17</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• topical speaking about a <i>bankruptcy procedure</i></li> <li>• usage of prepositions</li> <li>• drilling the new terms to learn better the topic “<i>Bankruptcy.</i>”</li> <li>• improving the students’ key vocabulary for comprehending the meaning of the collocations: <i>to be on the verge (of), to be on the brink (of), to be facing smth, to declare, to file (for)</i></li> <li>• the meaning of the word-combination: <i>debt repayment, debt burden, debt crisis, debt default, debt rescheduling/restructuring.</i></li> </ul> <p><b>Writing:</b> “<i>One can accumulate enough wealth to buy a golden bed, but one cannot buy sound sleep with money.</i>” (Daniel ArapMoi).</p> <ul style="list-style-type: none"> <li>• planning an answer</li> <li>• an introduction and the conclusion</li> <li>• summarising ideas.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 10, 14, 15</i>  <i>Internet: 16, 17</i></p>	<p>3 hours</p>
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the</li> </ul>	<p style="text-align: center;"><b>Lesson 18</b>  <b>Topic: “Insolvency”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Speaking:</b></p>	<p>2 hours</p>

<p>phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• giving full answers to the questions organizational structure</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Reading the text</b> “Insolvency”:</p> <ul style="list-style-type: none"> <li>• guessing unknown word and expressions from the context</li> <li>• locating and understanding specific information in the text.</li> </ul> <p><b>TEST PAPER</b></p> <ul style="list-style-type: none"> <li>• assessment of the students’ language competence.</li> </ul> <p><b>Sources:</b> Main: 1 Additional: 8, 10, 14, 15 Internet: 16, 17</p>	<p>3 hours</p>
	<p style="text-align: right;"><b>Усього</b> <i>Аудиторна робота</i> <i>Самостійна робота</i></p>	<p style="text-align: right;"><b>180</b> 68 112</p>
<p><b>II курс III-й семестр</b></p>		
<p><b>MODULE 5: “ACCOUNTING AND AUDITING”</b></p>		
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the</li> </ul>	<p style="text-align: center;"><b>Lesson 1</b> <b>Topic: “The Field of Accounting”</b> <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting-up:</b></p>	<p>2 hours</p>



<p>lexical vocabulary, grammar patterns, the idioms, the phrases.</p>	<ul style="list-style-type: none"> <li>• home assignment revision</li> <li>• topical speaking (<i>in-pairs</i>) about <i>the profession of an accountant, a qualified accountant, “the business language”, about accounting as a basic and vital element in modern business</i></li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Comprehension Reading</b> “The Field of Accounting”</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about <i>accounting, book-keeping</i></li> <li>• learning the new vocabulary from the text</li> <li>• new idioms and expressions and guessing their meanings on a base of the textual context</li> <li>• grasping the main ideas of the text.</li> </ul> <p><b>Grammar Revision:</b> Modal Verbs: must, have to, should, ought to, need</p> <ul style="list-style-type: none"> <li>• using the grammar rules for improving students’ skills through a variety of tasks</li> <li>• usage of the grammar rules for dealing with practical grammar exercises</li> <li>• using grammar rules for expressing the obligation and necessity.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 3</i>  <i>Additional: 7, 9, 11, 13</i>  <i>Internet: 18</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of idioms</li> <li>• of prepositions</li> <li>• <i>to lay off.</i></li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• giving or seeking personal views and opinions</li> </ul>	<p style="text-align: center;">5 hours</p>

	<ul style="list-style-type: none"> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of Modals (<i>must, have to, should, ought to, need to</i>) through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1, 3</i>  <i>Additional: 7, 9, 11, 13</i>  <i>Internet: 18</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 2</b>  <b>Topic: “The Field of Accounting”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting-up:</b></p> <ul style="list-style-type: none"> <li>• home assignment revision</li> <li>• topical speaking (<i>in-pairs</i>) about <i>accountant profession, a qualified accountant, “the business language”</i></li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Comprehension Speaking:</b></p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “<i>The Field of Accounting</i>”</li> <li>• <i>topical speaking (in group of three)</i>  <i>why accounting is a basic and vital element in modern business; advantages and disadvantages of a career in</i></li> </ul>	2 hours

	<p><i>accounting</i></p> <ul style="list-style-type: none"> <li>• giving reasons</li> <li>• giving or seeking personal views and opinion</li> <li>• expressing preferences</li> <li>• new idioms and their meanings.</li> </ul> <p><b>Grammar Revision:</b> Modal Verbs (must, have to, should, ought to, need)</p> <ul style="list-style-type: none"> <li>• using the grammar rules for improving students’ skills through a variety of tasks</li> <li>• usage of the grammar rules for dealing with practical grammar exercises</li> <li>• using grammar rules for expressing the obligation and necessity</li> <li>• grammar drills.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 3</i>  <i>Additional: 7, 9, 11, 13</i>  <i>Internet: 18</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “<i>The field of Accounting</i>”, in particular about the profession of an “<i>accountant</i>” attracting the youth</li> <li>• improving the students’ key vocabulary for comprehension the meaning of words-combinations: <i>a certified public accountant, a private accountant, a work load, a financial record, a lay-off</i></li> <li>• usage of prepositions.</li> <li>• giving reasons</li> <li>• giving or seeking personal views and opinion</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meaning.</li> </ul> <p><b>Grammar Revision:</b> Modal Verbs (must, have to, should, ought to, need)</p> <ul style="list-style-type: none"> <li>• using the grammar rules for improving students’</li> </ul>	5 hours

	<p>skills through a variety of tasks</p> <ul style="list-style-type: none"> <li>• usage of the grammar rules for dealing with practical grammar exercises</li> <li>• using grammar rules for expressing the obligation and necessity.</li> </ul> <p><b>Sources: Main: 1, 3</b>  <b>Additional: 7, 9, 11, 13</b>  <b>Internet: 18</b></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 3</b>  <b>Topic: “Budgeting”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting up:</b> home assignment revision</p> <ul style="list-style-type: none"> <li>• topical speaking (<b>in pairs</b>) about <i>a budget and budgeting, the fiscal year, a master budget</i></li> <li>• rendering (<b>in pairs</b>) the primary object of the budget.</li> </ul> <p><b>Comprehension Reading:</b> “Budgeting”</p> <ul style="list-style-type: none"> <li>• comprehension of the new unknown words’ meaning</li> <li>• grasping the main ideas of the text</li> <li>• reading for obtaining specific information about <i>a budgeting process, a financial operating plan</i></li> <li>• new idioms and expressions and guessing their meanings on a base of the textual context.</li> </ul> <p><b>Comprehension Speaking:</b></p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “Budgeting”</li> <li>• <i>topical speaking (in group of three) about the primary objective of the budget, master budget, preparation as an important aspect of company’s success</i></li> <li>• usage of prepositions</li> <li>• giving reasons</li> <li>• giving or seeking personal views and opinion</li> <li>• expressing preferences</li> </ul>	2 hours

	<ul style="list-style-type: none"> <li>• making comparisons</li> <li>• comprehension of idiomatic meaning</li> <li>• new idioms and their meanings.</li> </ul> <p><b>Grammar Revision:</b> The Modal Verbs (<i>must, may, might, could, can't, should, ought (to)</i>)</p> <ul style="list-style-type: none"> <li>• usage of the grammar rules for improving students' skills through a variety of tasks</li> <li>• usage of the grammar rules for dealing with practical grammar exercises</li> <li>• usage of the grammar rules for expressing the certainty, possibility, probability.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 9, 10, 11, 15</i>  <i>Internet: 19</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of idioms</li> <li>• of prepositions</li> <li>• <i>to write something off.</i></li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Writing:</b> Translating the text into English</p> <p><b>Grammar Revision:</b> Developing knowledge of Modals (<i>must, may, might, could, can't, should, ought to</i> ) through a variety of tasks</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 9, 10, 11, 15</i>  <i>Internet: 19</i></p>	6 hours

<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p><b>Lesson 4</b>  <b>Topic: “Budgeting”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting up:</b> home assignment revision:</p> <ul style="list-style-type: none"> <li>• topical speaking (<i>in pairs</i>) about <i>a budget for the company</i>.</li> </ul> <p><b>Comprehension Speaking (in pairs):</b></p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “Budgeting”</li> <li>• explain the following: “<i>It is easier to forgive an enemy than a friend</i>”</li> <li>• usage of prepositions</li> <li>• giving reasons</li> <li>• giving or seeking personal views and opinion</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meaning</li> <li>• new idioms and their meanings.</li> </ul> <p><b>Grammar Revision:</b> The Modal Verbs (<i>must, have to, should, ought to, need, may, might, could, can’t, should, ought (to)</i>)</p> <ul style="list-style-type: none"> <li>• using the grammar rules for improving students’ skills through a variety of tasks</li> <li>• usage of the grammar rules for dealing with practical grammar exercises</li> <li>• using grammar rules for expressing <i>obligation, necessity, certainty, possibility, probability</i>.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 9, 10, 11, 15</i>  <i>Internet: 19</i></p>	<p>2 hours</p>
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	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• improving the students’ key vocabulary for comprehension the meaning of words-combinations: <i>a fiscal year, a muster budget, an operating plan</i></li> <li>• usage of prepositions.</li> <li>• giving reasons</li> <li>• giving or seeking personal views and opinion</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meaning.</li> </ul> <p><b>Grammar Revision:</b> The Modal Verbs (<i>must, may, might, could, can’t, should, ought to</i>)</p> <ul style="list-style-type: none"> <li>• using the grammar rules for improving students’ skills through a variety of tasks</li> <li>• usage of the grammar rules for dealing with practical grammar exercises</li> <li>• using grammar rules for expressing <i>certainty, possibility, probability</i>.</li> </ul> <p><b>Writing:</b> <i>making a report</i> “ A muster budget of a business”</p> <ul style="list-style-type: none"> <li>• making a plan</li> <li>• an introduction and the conclusion</li> <li>• summarizing ideas.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 9, 10, 11, 15</i>  <i>Internet: 19</i></p>	6 hours
• To	<b>Lesson 5</b>	

<p><b>know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Topic: “Auditing”</b> <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting-up:</b> home assignment revision</p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic: “<i>Budgeting</i>” and “<i>Auditing</i>”</li> <li>• topical speaking (<b><i>in-pairs</i></b>) about <i>outside/external audits, independent auditing</i></li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• usage of prepositions</li> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Comprehension Reading:</b> “Auditing”</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about <i>auditing, accounting departments</i></li> <li>• learning the new vocabulary from the text</li> <li>• new idioms and expressions and guessing their meanings on a base of the textual context</li> <li>• comprehension the new words’ meaning</li> <li>• grasping the main ideas of the text.</li> </ul> <p><b>Comprehension Speaking (<i>in pairs</i>):</b></p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “<i>Auditing</i>”. “<i>Functions of the internal and external auditors</i>”</li> <li>• comment on the following “<i>The path to success is to take massive, determined action.</i>” (<i>Antony Robbins</i>)</li> <li>• giving reasons</li> <li>• giving or seeking personal views and opinion</li> <li>• expressing preferences</li> <li>• comprehension of idiomatic meaning</li> <li>• usage of prepositions.</li> <li>• new idioms and their meanings.</li> </ul> <p><b>Grammar Revision:</b> Modal Verbs with the Perfect</p>	<p style="text-align: center;">2 hours</p>
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	<p>Infinitive: can, may, <i>might, must, could, should, ought to</i></p> <ul style="list-style-type: none"> <li>• using the grammar rules for improving students' skills through a variety of tasks</li> <li>• usage of the grammar rules for dealing with practical grammar exercises</li> <li>• using grammar rules for expressing an action considered undesirable was carried out.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 3, 5</i>  <i>Additional: 8, 9, 10, 11, 14</i>  <i>Internet: 16, 20</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of idioms</li> <li>• of prepositions</li> <li>• <i>to bail somebody or something out (of something).</i></li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of Modals with Perfect Infinitive through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1, 3, 5</i>  <i>Additional: 8, 9, 10, 11, 14</i>  <i>Internet: 16, 20</i></p>	4 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 6</b>  <b>Topic: “Presentation on Business Topics”</b>  <b>In-class activity</b></p> <p><b>Comprehension Speaking:</b> <i>A short rehearsed presentation:</i></p> <ul style="list-style-type: none"> <li>• making (<i>short presentation</i>) on a business topic learnt before</li> <li>• improving the grammar and vocabulary skills through</li> </ul>	2 hours

<ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p>demonstrating a short presentation on the learned business topics</p> <ul style="list-style-type: none"> <li>• brainstorming ideas</li> <li>• summarizing ideas.</li> </ul> <p style="text-align: center;"><b>TEST PAPER</b></p> <ul style="list-style-type: none"> <li>• assessment of the students’ language competence</li> </ul> <p><b>Sources:</b> Main: 1, 3, 5 Additional: 8, 9, 10, 11, 14 Internet: 16, 20</p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Preparing a short presentation</b></p> <ul style="list-style-type: none"> <li>• revision lexical and grammar material on business topic learnt before</li> </ul> <p><b>Preparation for TEST PAPER :</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary and Grammar Revision.</b></li> </ul> <p><b>Sources:</b> Main: 1, 3, 5 Additional: 8, 9, 10, 11, 14 Internet: 16, 20</p>	6 hours
<b>MODULE 6: “MONEY AND BANKING”</b>		
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the</li> </ul>	<p style="text-align: center;"><b>Lesson 1</b> <b>Topic: “Money and its Functions”</b> <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting up:</b> Course Structure Explanation:</p> <ul style="list-style-type: none"> <li>• <i>test paper analysis</i></li> <li>• topical speaking (<i>in pairs</i>) about <i>money and its functions: medium of exchange, measure of value, store of value.</i></li> <li>• drilling the new terms to learn better the topic:</li> </ul>	2 hours

<p>idioms, the phrases.</p>	<p style="text-align: center;"><i>“Money and its functions”</i>.</p> <p><b>Comprehension Reading:</b> “Money and its functions”</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about money: <i>coins, paper bills</i></li> <li>• comprehension meaning of the new words</li> <li>• new idioms and expressions and guessing their meanings on a base of the textual context</li> <li>• grasping the main ideas of the text.</li> </ul> <p><b>Grammar Revision:</b> Modal verbs</p> <ul style="list-style-type: none"> <li>• improving the students’ grammar knowledge of the Modal verbs by dealing with a variety of tasks</li> <li>• grammar progress <i>test 4</i> (modal verbs).</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 3, 4</i>  <i>Additional: 7, 9, 11, 12</i>  <i>Internet: 17</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of idioms</li> <li>• of common terms describing different types of wrongdoing</li> <li>• of prepositions</li> <li>• <i>to spend / to waste</i></li> <li>• <i>to lay something out.</i></li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Grammar progress test (Modal Verbs)</p> <p><b>Sources:</b>  <i>Main: 1, 3, 4</i>  <i>Additional: 7, 9, 11, 12</i>  <i>Internet: 17</i></p>	<p>6 hours</p>
<p>• <b>To</b></p>	<p><b>Lesson 2</b></p>	

<p><b>know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Topic: “The British Money”</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision. Vocabulary testing.</p> <p><b>Reading:</b> “The British Money”</p> <ul style="list-style-type: none"> <li>• reading for specific information about money and its functions</li> <li>• guessing unknown words and expressions from the context.</li> </ul> <p><b>Vocabulary:</b> Developing key vocabulary through a variety of tasks.</p> <p><b>Sources:</b> <i>Main: 1, 3, 4</i> <i>Additional: 7, 9, 11, 12</i> <i>Internet: 17</i></p>	<p style="text-align: center;">2 hours</p>
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of idioms</li> <li>• of common terms describing different types of wrongdoing</li> <li>• of prepositions</li> <li>• <i>to spend / to waste</i></li> <li>• <i>to lay something out.</i></li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Grammar progress test (Modal Verbs).</p> <p><b>Sources:</b> <i>Main: 1, 3, 4</i> <i>Additional: 7, 9, 11, 12</i> <i>Internet: 17</i></p>	<p style="text-align: center;">4 hours</p>

<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p><b>Lesson 3</b>  <b>Topic: “Types of Banks”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting-up:</b> home assignment revision</p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic: “<i>Types of banks</i>”</li> <li>• topical speaking (<i>in-pairs</i>) about <i>different types of banks</i></li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Comprehension Reading:</b> “Types of banks”</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about <i>different types of banks</i></li> <li>• learning the new vocabulary from the text</li> <li>• new idioms and expressions and guessing their meanings on a base of the textual context</li> <li>• grasping the main ideas of the text.</li> </ul> <p><b>Grammar Revision:</b> Comparison of Adjectives.</p> <ul style="list-style-type: none"> <li>• usage of the grammar rules for dealing with practical grammar exercises</li> <li>• using grammar rules for expressing <i>superlative and comparative degree</i>.</li> <li>• using the grammar rules for improving students’ skills through a variety of tasks.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 3, 4</i>  <i>Additional: 10, 11, 13, 15</i>  <i>Internet: 18</i></p>	<p>2 hours</p>
	<p><b>Further work</b></p>	

	<p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of idioms</li> <li>• of prepositions</li> <li>• <i>to make / to do</i></li> <li>• <i>to cash in (on something).</i></li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Writing:</b> Translation of an application to the bank into English.</p> <p><b>Grammar Revision:</b> Developing knowledge of Comparison of Adjectives through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1, 3, 4</i>  <i>Additional: 10, 11, 13, 15</i>  <i>Internet: 18</i></p>	6 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar</li> </ul>	<p style="text-align: center;"><b>Lesson 4</b></p> <p style="text-align: center;"><b>Topic: “Different Types of Banks and Their Functions”</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting up:</b> home assignment revision:  drilling the new terms to learn better the topic “<i>Different Types of Banks and Their Functions</i>”</p> <ul style="list-style-type: none"> <li>• topical speaking (<i>in-pairs</i>) about <i>merchant, investment and savings banks</i></li> </ul>	2 hours

<p>patterns, the idioms, the phrases.</p>	<ul style="list-style-type: none"> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Comprehension Speaking (in pairs):</b></p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “<i>Types of Banks</i>”</li> <li>• explain the following: “<i>Better to go to bed supperless, than to get up in debts</i>”</li> <li>• usage of prepositions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons.</li> </ul> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• improving the students’ key vocabulary for comprehension the meaning of word-combinations: <i>bank book, bank charge, bank account, bank deposit, bank clerk</i></li> <li>• differentiation between the meanings of the confusing words <i>to swindle, to defraud, to bribe, to fine</i></li> <li>• familiarization the students with idioms <i>to break the bank, to bank on somebody, to be behind the eight ball.</i></li> </ul> <p><b>Sources:</b>  <i>Main: 1, 3, 4</i>  <i>Additional: 10, 11, 13, 15</i>  <i>Internet: 18</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• improving the students’ key vocabulary for comprehension the meaning of word-combinations: <i>bank statement, bank draft, bank loan, bank holiday.</i></li> </ul>	<p>6 hours</p>

	<p><b>Comprehension Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions relating to <i>banks and its functions</i></li> <li>• giving details about forms of interviewing</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences.</li> </ul> <p><b>Writing:</b> “A bank is a place where they lend you an umbrella in fair weather and ask for it back when it begins to rain”</p> <ul style="list-style-type: none"> <li>• planning an answer</li> <li>• an introduction and the conclusion</li> <li>• summarizing ideas.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 3, 4</i>  <i>Additional: 10, 11, 13, 15</i>  <i>Internet: 18</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 5</b>  <b>Topic: “Banking Services”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting-up:</b> home assignment revision:</p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic: “Banking Services”.</li> </ul> <p><b>Comprehension Speaking:</b> comment the following (<i>in pairs</i>): “A bank is a place that will lend you money if you can prove that you don’t need it”</p> <ul style="list-style-type: none"> <li>• usage of prepositions.</li> <li>• giving reasons</li> <li>• giving or seeking personal views and opinion</li> </ul>	2 hours



	<ul style="list-style-type: none"> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meaning.</li> </ul> <p><b>Grammar Revision:</b> Comparison of Adverbs</p> <ul style="list-style-type: none"> <li>• revision of the theoretical material</li> <li>• usage of the grammar rules for dealing with practical grammar exercises</li> <li>• improvement of the students' skills through a variety of tasks.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 3, 4</i>  <i>Additional: 8, 9, 15</i>  <i>Internet: 19</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• understanding the meaning of idioms</li> <li>• use of prepositions</li> <li>• <i>to make / to do</i></li> <li>• <i>to cash in (on something)</i></li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> </ul> <p><b>Writing:</b> Translating into English</p> <p><b>Grammar Revision:</b> Developing knowledge of Comparison of Adjectives and Adverbs through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1, 3, 4</i></p>	6 hours

	<p><i>Additional: 8, 9, 15</i> <i>Internet: 19</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 6</b></p> <p style="text-align: center;"><b>Topic: “Banking Services Provided by Ukrainian Banks”</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Reading:</b> “Ukrainian Banking System”</p> <ul style="list-style-type: none"> <li>• reading for specific information about different types of banks</li> <li>• guessing unknown words and expressions from the context.</li> </ul> <p><b>Vocabulary:</b> Developing key vocabulary through a variety of tasks.</p> <p><b>Sources:</b> <i>Main: 1, 3, 4</i> <i>Additional: 8, 9, 15</i> <i>Internet: 19</i></p>	2 hours
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of idioms</li> <li>• of prepositions</li> <li>• <i>to apply for.</i></li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul>	4 hours

	<p><b>Writing:</b> Translating a letter to the bank manager into English.</p> <p><b>Grammar Revision:</b> Developing knowledge of Comparison of Adjectives through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1, 3, 4</i>  <i>Additional: 8, 9, 15</i>  <i>Internet: 19</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 7</b>  <b>Topic: “The Euro”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Reading: “The Euro”</b></p> <ul style="list-style-type: none"> <li>• reading for specific information about different European currency</li> <li>• guessing unknown words and expressions from the context.</li> </ul> <p><b>Vocabulary:</b> Developing key vocabulary through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1, 4</i>  <i>Additional: 7, 9, 11, 12</i>  <i>Internet: 17</i></p>	2 hours
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• use of prepositions</li> <li>• understanding the meaning of idioms</li> <li>• defining the terms.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> </ul>	5 hours

	<ul style="list-style-type: none"> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Writing:</b> Translating the text into English.</p> <p><b>Grammar Revision:</b> Developing knowledge of Comparatives through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main:</i> 1, 4  <i>Additional:</i> 7, 9, 11, 12  <i>Internet:</i> 17</p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 8</b>  <b>Topic: “The Dollar”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Reading:</b> “The Dollar”</p> <ul style="list-style-type: none"> <li>• reading for specific information about different types of banks</li> <li>• guessing unknown words and expressions from the context.</li> </ul> <p><b>Vocabulary:</b> Developing key vocabulary through a variety of tasks.</p> <p style="text-align: center;"><b>TEST PAPER</b></p> <ul style="list-style-type: none"> <li>• assessment of the students’ language competence.</li> </ul> <p><b>Sources:</b>  <i>Main:</i> 1, 4  <i>Additional:</i> 7, 9, 11, 12  <i>Internet:</i> 17</p>	2 hours
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• understanding the meaning of idioms</li> <li>• use of prepositions</li> </ul>	

	<ul style="list-style-type: none"> <li>• defining the terms.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Writing:</b> Translating the passage into English.  <b>Grammar Revision:</b> Developing knowledge of Comparison of Adjectives and Adverbs through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1, 4</i>  <i>Additional: 7, 9, 11, 12</i>  <i>Internet: 17</i></p>	5 hours
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**MODULE 7: “GLOBAL BUSINESS”**

<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p align="center"><b>Lesson 1</b>  <b>Topic: “International Trade”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting-up:</b> home assignment revision</p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “<i>International trade</i>”</li> <li>• topical speaking (<i>in-pairs</i>) about <i>external foreign trade and internal trade (domestic)</i></li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Comprehension Reading:</b> “<i>International trade</i>”</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about <i>international trade</i></li> <li>• learning the new vocabulary from the text</li> <li>• new idioms and expressions and guessing their meanings on a base of the textual context</li> <li>• comprehension the new words’ meaning.</li> </ul>	2 hours
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	<p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• improving the students’ key vocabulary for comprehension the meaning of words-combinations: <i>a fiscal year, a muster budget, an operating plan</i></li> <li>• usage of prepositions.</li> <li>• giving reasons</li> <li>• giving or seeking personal views and opinions.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 15</i>  <i>Internet: 20</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning of</p> <ul style="list-style-type: none"> <li>• idioms</li> <li>• prepositions</li> <li>• the verbs <i>to provide / to secure / to ensure</i>.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Writing:</b> Translating text into English.  <b>Grammar Revision:</b> Developing knowledge of the Infinitive through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 15</i>  <i>Internet: 20</i></p>	2 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 2</b>  <b>Topic: “Corporate Securities”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Course Structure Explanation.</p> <p><b>Reading:</b> “Corporate Securities”</p> <ul style="list-style-type: none"> <li>• reading for specific information about international</li> </ul>	2 hours

<ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p>trade</p> <ul style="list-style-type: none"> <li>• guessing unknown words and expressions from the context.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• describing International Trade</li> <li>• developing key vocabulary used to describe international trade.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 15</i>  <i>Internet: 20</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of idioms</li> <li>• of prepositions</li> <li>• <i>to raise / to rise.</i></li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Writing:</b> Translating the text into English.  <b>Grammar Revision:</b> Developing knowledge of the Infinitive through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 15</i>  <i>Internet: 20</i></p>	4 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the</li> </ul>	<p style="text-align: center;"><b>Lesson 3</b>  <b>Topic: “Forward Contracts”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Course Structure Explanation.</p> <p><b>Reading:</b> “Forward Contracts”</p>	2 hours

<p>phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• reading for specific information about international trade</li> <li>• guessing unknown words and expressions from the context.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• describing international trade</li> <li>• developing key vocabulary.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 15</i>  <i>Internet: 20</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of idioms</li> <li>• of prepositions</li> <li>• <i>to provide / to secure / to ensure.</i></li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Writing:</b> Translating a letter into English.</p> <p><b>Grammar Revision:</b> Developing knowledge of the Complex Object through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1</i></p>	4 hours



	<p><i>Additional: 7, 10, 15</i> <i>Internet: 20</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li>   <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 4</b> <b>Topic: “Export and Import”</b> <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting-up:</b> home assignment revision</p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “<i>Export and Import</i>”</li> <li>• topical speaking (<i>in-pairs</i>) about <i>visible and invisible export and import, balance of trade</i></li> <li>• learning the new vocabulary from the text</li> <li>• new idioms and expressions and guessing their meanings on a base of the textual context.</li> </ul> <p><b>Comprehension Reading:</b> “<i>Export and Import</i>”</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about <i>international trade</i></li> <li>• learning the new vocabulary from the text</li> <li>• new idioms and expressions and guessing their meanings on a base of the textual context.</li> </ul> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “<i>Export and Import</i>”</li> <li>• improving the students’ key vocabulary for comprehension the meaning of words-combinations: <i>a trade surplus, a trade deficit</i></li> <li>• usage of prepositions.</li> </ul> <p><b>Sources:</b> <i>Main: 1</i> <i>Additional: 8, 12, 14</i> <i>Internet: 16, 20</i></p>	2 hours
	<b>Further work</b>	

	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• understanding the meaning of idioms</li> <li>• use of prepositions</li> <li>• explaining the terms.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Writing:</b> Translating into English the text.</p> <p><b>Grammar Revision:</b> Developing knowledge of the Gerund through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 12, 14</i>  <i>Internet: 16, 20</i></p>	6 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 5</b>  <b>Topic: “Protection Measures and Tariffs”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting-up:</b> home assignment revision</p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “<i>International trade</i>”</li> <li>• topical speaking (<i>in-pairs</i>) about <i>national producers, exchange controls, tariff, quotas</i></li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings.</li> </ul>	2 hours

	<p><b>Comprehension Speaking (in pairs):</b> <i>about free trade areas</i></p> <ul style="list-style-type: none"> <li>• usage of prepositions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• improving the students’ key vocabulary for comprehension the meaning of word-combinations: <i>international trade, protectionist measures, free trade</i></li> <li>• differentiation between the meanings of the confusing words <i>to provide, to secure, to ensure</i>.</li> </ul> <p><b>Grammar Revision:</b> The Infinitive</p> <ul style="list-style-type: none"> <li>• improving students’ skills through a variety of tasks</li> <li>• usage of the grammar rules for dealing with practical grammar exercises.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 12, 14</i>  <i>Internet: 16, 20</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of idioms</li> <li>• of prepositions</li> <li>• <i>to take off</i>.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Writing:</b> Translating into English “The Balance of Trade”.</p> <p><b>Grammar Revision:</b> Developing knowledge of the Gerund through a variety of tasks.</p>	4 hours

	<p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 12, 14</i>  <i>Internet: 16, 20</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 6</b>  <b>Topic: “World Trade Organization”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting up:</b> home assignment revision</p> <ul style="list-style-type: none"> <li>• topical speaking (<i>in pairs</i>) about <i>trade negotiations, legal ground rule, settle trade disputes, keep trade policy, trade rights.</i></li> <li>• drilling the new terms to learn better the topic “<i>World Trade Organization</i>”.</li> </ul> <p><b>Comprehension Reading:</b> “World Trade Organization (WTO)”:</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about WTO: <i>trade flows, cost price, dumping, dealings, administer trade agreements, barriers</i></li> <li>• comprehension meaning of the new words</li> <li>• new idioms and expressions and guessing their meanings on a base of the textual context</li> <li>• comprehension of the confusing words’ meaning: <i>politics and policy</i></li> <li>• grasping the main ideas of the text.</li> </ul> <p><b>Grammar Revision:</b> The Infinitive and the Gerund and their forms in the Active Voice and in the Passive Voice.</p> <ul style="list-style-type: none"> <li>• use of the Infinitive and the Gerund</li> <li>• improving students’ skills through a variety of tasks</li> </ul>	2 hours

	<ul style="list-style-type: none"> <li>usage of the grammar rules for dealing with practical grammar exercises.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 13, 15</i>  <i>Internet: 17</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>of idioms</li> <li>of prepositions</li> <li><i>politics / policy.</i></li> </ul> <p><b>Speaking:</b> “WTO’s Agreements”</p> <ul style="list-style-type: none"> <li>giving full answers to the questions</li> <li>giving or seeking personal views and opinions</li> <li>giving reasons</li> <li>expressing preferences</li> <li>making comparisons.</li> </ul> <p><b>Writing:</b> Translating into English an agreement.</p> <p><b>Grammar Revision:</b> Comparing the use of the Gerund and the Infinitive through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 13, 15</i>  <i>Internet: 17</i></p>	2 hours
<ul style="list-style-type: none"> <li><b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li><b>Skills:</b></li> </ul>	<p style="text-align: center;"><b>Lesson 7</b>  <b>Topic: “The World Bank”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Reading:</b> “The World Bank”</p> <ul style="list-style-type: none"> <li>reading for specific information about The World Bank</li> </ul>	2 hours

<p>use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</p>	<ul style="list-style-type: none"> <li>• guessing unknown words and expressions from the context.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• describing the work of World Trade Organization</li> <li>• developing key vocabulary through a variety of tasks.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 13, 15</i>  <i>Internet: 17</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of idioms</li> <li>• of prepositions.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Writing:</b> making a report “Functions of the World Bank”.</p> <p><b>Grammar Revision:</b> Comparing the using of the Gerund and the Infinitive through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 13, 15</i>  <i>Internet: 17</i></p>	<p>4 hours</p>
<p>• To</p>	<p><b>Lesson 8</b></p>	

<p><b>know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Topic: “The International Monetary Fund”</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting-up:</b> home assignment revision</p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “<i>Export and Import</i>”</li> <li>• comprehension of the meaning of the new word-combinations: <i>visible and invisible exports, invisible import, capital export, controlled export, currency export</i></li> <li>• topical speaking (<b>in pairs</b>) about <i>capital export, controlled export, currency export, visible and invisible export sets</i>.</li> </ul> <p><b>Comprehension Speaking (in pairs):</b></p> <ul style="list-style-type: none"> <li>• comment on the following: “<i>It is happier to be sometimes cheated than not to trust</i>” (S. Johnson).</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings</li> <li>• usage of prepositions.</li> </ul> <p><b>Grammar Revision:</b> The Gerund and its forms in the Active Voice and in the Passive Voice.</p> <ul style="list-style-type: none"> <li>• improving students’ skills through a variety of tasks</li> <li>• usage the Gerund after prepositions, after verbs and expressions followed by prepositions: <i>be interested in, be good at, be fond of</i> etc.</li> <li>• usage the Gerund after set expressions: <i>it’s no use, it’s not worth, it’s no good, to have difficulty</i></li> <li>• usage of the grammar rules for dealing with practical grammar exercises.</li> </ul> <p><b>Sources:</b></p>	<p style="text-align: center;">2 hours</p>
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	<p><i>Main: 1</i>  <i>Additional: 7, 10, 13, 15</i>  <i>Internet: 17</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of idioms</li> <li>• of prepositions</li> <li>• <i>politics / policy.</i></li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Writing:</b> Translating the passage into English.</p> <p><b>Grammar Revision:</b> Comparing the using of the Gerund and the Infinitive through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 10, 13, 15</i>  <i>Internet: 17</i></p>	4 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 9</b>  <b>Topic: “Globalization and Economic Policy”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul>	2 hours



<ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p><b>Starting-up:</b> home assignment revision:</p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “globalization and economic policy”</li> <li>• topical speaking (<b><i>in groups of three</i></b>) about <i>globalization process, cost factors of globalization, market factors of globalization, global business cycle</i></li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Comprehension Reading</b> “Globalization and economic policy”:</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about <i>emerging markets, supply chain, foreign direct investment</i></li> <li>• learning the new vocabulary from the text</li> <li>• grasping the main ideas of the text</li> <li>• the new idioms and expressions and guessing their meanings on a base of the textual context.</li> </ul> <p><b>Grammar Revision:</b> <i>The Participle I and its forms in the Active Voice and in the Passive Voice, and the Participle II</i></p> <ul style="list-style-type: none"> <li>• usage the Participle I and the Participle II</li> <li>• improving students’ skills through a variety of tasks</li> <li>• usage of the grammar rules for dealing with practical grammar exercises.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 10, 12, 14</i>  <i>Internet: 18</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of idioms</li> <li>• of prepositions</li> <li>• of phrasal verbs.</li> </ul> <p><b>Speaking:</b></p>	2 hours

	<ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of the Participle through a variety of tasks comparing the use of the Participle I and II.</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 10, 12, 14</i>  <i>Internet: 18</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 10</b>  <b>Topic: “Global Agreements: WTO”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting up:</b> home assignment revision</p> <ul style="list-style-type: none"> <li>• topical speaking (<i>in pairs</i>) about <i>the WTO’s agreements</i></li> <li>• giving reasons</li> <li>• expressing preferences.</li> </ul> <p><b>Vocabulary revision:</b></p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic: “<i>Global agreements: WTO</i>”</li> <li>• improving the students’ lexical awareness</li> <li>• new phrasal verbs used for global agreement.</li> <li>• improving the students’ vocabulary awareness through rendering <i>international economic relations among government.</i></li> </ul>	2 hours

	<p><b>Comprehension Speaking (in groups of three):</b></p> <ul style="list-style-type: none"> <li>• rendering the WTO’s agreements and their main purpose</li> <li>• giving or seeking personal views and opinions</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 10, 12, 14</i>  <i>Internet: 18</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of idioms</li> <li>• of prepositions</li> <li>• of synonyms.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of the Participle through a variety of tasks comparing the use of the Participle I and II.</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 10, 12, 14</i>  <i>Internet: 18</i></p>	4 hours
<ul style="list-style-type: none"> <li>• To know:</li> </ul>	<p><b>Lesson 11</b>  <b>Topic: “International Finance”</b></p>	

<p>the lexical vocabulary, grammar patterns, the idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Reading:</b> “International Finance”</p> <ul style="list-style-type: none"> <li>• guessing unknown words and expressions from the context</li> <li>• understanding specific information in the text.</li> </ul> <p><b>Vocabulary:</b> Developing key vocabulary through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 8, 10, 12, 14</i>  <i>Internet: 18</i></p>	<p style="text-align: center;">2 hours</p>
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• of idioms</li> <li>• of prepositions</li> <li>• of antonyms.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of the Participle through a variety of tasks comparing the use of the Participle I and II.</p> <p><b>Sources:</b>  <i>Main: 1</i></p>	<p style="text-align: center;">4 hours</p>

	<p><i>Additional: 8, 10, 12, 14</i> <i>Internet: 18</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 12</b> <b>Topic: “Business Across Cultures”</b> <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting-up:</b> home assignment revision</p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic: “<i>Business across culture</i>”</li> <li>• topical speaking (<i>in-pairs</i>) about <i>social etiquette, different cultures around the world</i></li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Comprehension Reading:</b> “<i>International trade</i>”</p> <ul style="list-style-type: none"> <li>• reading for obtaining specific information about <i>business across the cultures</i></li> <li>• learning the new vocabulary from the text</li> <li>• new idioms and expressions and guessing their meanings on a base of the textual context.</li> </ul> <p><b>Grammar Revision:</b> Countable and Uncountable Nouns:</p> <ul style="list-style-type: none"> <li>• improving students’ skills through a variety of tasks</li> <li>• usage of the grammar rules for dealing with practical grammar exercises</li> <li>• using the countable and uncountable nouns in everyday speech.</li> </ul> <p><b>Sources:</b> <i>Main: 1</i> <i>Additional: 7, 13, 15</i> <i>Internet: 16, 19</i></p>	2 hours
	<p><b>Further work</b></p> <p><b>Vocabulary:</b> the meaning of</p>	

	<ul style="list-style-type: none"> <li>• idioms</li> <li>• prepositions.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of Countable and Uncountable Nouns</p> <ul style="list-style-type: none"> <li>• <i>little / a little; few / a few</i></li> <li>• <i>much / many/ a lot of/ lots of</i></li> <li>• <i>either...or / both...and / neither ...nor.</i></li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 13, 15</i>  <i>Internet: 16, 19</i></p>	2 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p><b>Lesson 13</b>  <b>Topic: “Mobility between Nations”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Reading:</b> “Mobility between Nations”</p> <ul style="list-style-type: none"> <li>• reading for specific information about different cultures and doing business</li> <li>• guessing unknown words and expressions from the context.</li> </ul> <p><b>Vocabulary:</b> Describing different cultures in the world and the way they doing business.  Developing key vocabulary through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 1</i></p>	2 hours

	<p><i>Additional: 7, 13, 15</i> <i>Internet: 16, 19</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> the meaning of</p> <ul style="list-style-type: none"> <li>• idioms</li> <li>• prepositions.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of Countable and Uncountable Nouns</p> <ul style="list-style-type: none"> <li>• <i>little / a little; few / a few</i></li> <li>• <i>much / many/ a lot of/ lots of</i></li> <li>• <i>either...or / both...and / neither ...nor.</i></li> </ul> <p><b>Sources: Main: 1</b> <i>Additional: 7, 13, 15</i> <i>Internet: 16, 19</i></p>	4 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 14</b> <b>Topic: “Do’s and Don’ts for Business People”</b> <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Reading:</b> “Do’s and Don’ts for Business People”</p> <ul style="list-style-type: none"> <li>• reading for specific information about different cultures and doing business</li> <li>• guessing unknown words and expressions from the context.</li> </ul> <p><b>Vocabulary:</b> Describing different cultures in the world and the way they are doing business. Developing key vocabulary through a variety of tasks.</p>	2 hours

	<p style="text-align: center;"><b>TEST PAPER</b></p> <ul style="list-style-type: none"> <li>assessment of the students' language competence.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 13, 15</i>  <i>Internet: 16, 19</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> the meaning of</p> <ul style="list-style-type: none"> <li>idioms</li> <li>prepositions.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>giving full answers to the questions</li> <li>giving or seeking personal views and opinions</li> <li>giving reasons</li> <li>expressing preferences</li> <li>making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of Countable and Uncountable Nouns.  Revision of phrasal verbs.</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 7, 13, 15</i>  <i>Internet: 16, 19</i></p>	4 hours
		<p><b>Усього</b> <b>180</b></p> <p><i>Аудиторна робота</i> 56</p> <p><i>Самостійна робота</i> 124</p>
<b>II курс IV-й семестр</b>		
<b>MODULE 8: "MONEY, BANKS AND THEIR FUNCTIONS"</b>		
<ul style="list-style-type: none"> <li>To know: the lexical</li> </ul>	<p><b>Lesson 1</b></p> <p><b>Topic: "Characteristics of Money."</b></p> <p><b>In-class activity</b></p>	



<p>vocabulary, grammar patterns, the idioms, the phrases</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases</li> </ul>	<p><b>Starting up:</b> Course Structure Explanation.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• rendering into Ukrainian the texts “Money. Characteristics of Money”, “Money Supply”</li> <li>• reading for obtaining specific information about the characteristics of money, money supply</li> <li>• guessing unknown words and expressions from the context.</li> </ul> <p><b>Vocabulary:</b> Developing key vocabulary through a variety of tasks.</p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• describing different functions and characteristics of money</li> <li>• expressing personal views and opinions.</li> </ul> <p><b>Sources:</b> Main: 2, 3, 4 Additional: 8, 9, 12, 13 Internet: 20</p>	<p>4 hours</p>
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• revision of the terms to learn better the topic “Characteristics of Money”</li> <li>• comprehension of the words’ meaning</li> <li>• understanding the meaning of idioms</li> <li>• revision of phrasal verbs.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> </ul>	<p>1 hour</p>

	<ul style="list-style-type: none"> <li>• expressing preferences</li> <li>• making comparisons.</li> </ul> <p><b>Writing:</b> Summing up the information got from the texts “Money. Characteristics of Money” and “Monetary Policy”.</p> <p><b>Grammar Revision:</b> Developing knowledge of the Infinitive through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 2, 3, 4</i>  <i>Additional: 8, 9, 12, 13</i>  <i>Internet: 2</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases</li> </ul>	<p style="text-align: center;"><b>Lesson 2</b>  <b>Topic: “Central and Commercial Banks”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• rendering into Ukrainian the texts “ The Bank of England”, “The National Bank of Ukraine”, “Commercial Banks” and “Bank Accounts”</li> <li>• guessing unknown words and expressions from the contexts</li> <li>• understanding specific information in the texts.</li> </ul> <p><b>Vocabulary:</b> Developing key vocabulary through a variety of tasks on the topic “Central Banks”.</p> <p><b>Sources:</b>  <i>Main: 2, 4</i>  <i>Additional: 8, 9, 10, 12</i>  <i>Internet: 17</i></p>	4 hours
	<b>Further work</b>	

	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• developing key vocabulary through a variety of tasks on the topic “Commercial Banks”</li> <li>• practice in use of prepositions</li> <li>• doing exercises in word study</li> <li>• understanding the meaning of idioms.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• <i>giving full answers to the questions</i></li> <li>• <i>giving or seeking personal views and opinions</i></li> <li>• <i>giving reasons</i></li> <li>• <i>expressing preferences</i></li> <li>• <i>making comparisons</i></li> <li>• <i>commenting on the other students’ opinion.</i></li> </ul> <p><b>Writing:</b> Summing up the information obtained from the texts “Central Banks”, “Commercial Banks” and “Bank Accounts”.</p> <p><b>Grammar Revision:</b> Developing knowledge of the Gerund through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 2, 4</i>  <i>Additional: 8, 9, 10, 12</i>  <i>Internet: 17</i></p>	1 hour
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases</li> <li>• <b>Skills:</b> use of the lexical</li> </ul>	<p style="text-align: center;"><b>Lesson 3</b>  <b>Topic: “Lending”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• rendering into Ukrainian the text “Bank Lending”</li> <li>• reading for getting specific information about the bank lending</li> <li>• guessing unknown words and expressions from the context.</li> </ul>	6 hours

<p>vocabulary, grammar patterns, the idioms, the phrases</p>	<p><b>Vocabulary:</b> developing key vocabulary through a variety of tasks on the topic “Lending”.</p> <p><b>Listening and comprehension:</b> “Commercial Loans and Consumer Loans”.</p> <p><b>Sources:</b>  <i>Main: 2, 3, 4</i>  <i>Additional: 8, 9, 11, 15</i>  <i>Internet: 17</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• revision of the terms to learn better the topic “Lending”</li> <li>• comprehension of the words’ meaning</li> <li>• understanding the meaning of idioms</li> <li>• use of prepositions</li>   <li>• comparing the use of words <i>lend / borrow</i>.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• <i>giving full answers to the questions</i></li> <li>• <i>giving or seeking personal views and opinions</i></li> <li>• <i>giving reasons</i></li> <li>• <i>expressing preferences</i></li> <li>• <i>commenting on the other students’ opinion</i></li> <li>• <i>making comparisons.</i></li> </ul> <p><b>Writing:</b> Summing up the information obtained from the text “Bank Lending”.</p> <p><b>Grammar Revision:</b> Comparing the use of the Gerund and the Infinitive through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 2, 3, 4</i>  <i>Additional: 8, 9, 11, 15</i>  <i>Internet: 17</i></p>	<p>1 hour</p>

<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases</li> </ul>	<p style="text-align: center;"><b>Lesson 4</b> <b>Topic: “Credit”</b> <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• rendering the text “Credit” into Ukrainian</li> <li>• guessing unknown words and expressions from the context</li> <li>• understanding specific information in the text.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• <i>giving full answers to the questions</i></li> <li>• <i>giving or seeking personal views and opinions</i></li> <li>• <i>giving reasons</i></li> <li>• <i>expressing preferences</i></li> <li>• <i>commenting on the other students’ opinion</i></li> <li>• <i>making comparison.</i></li> </ul> <p><b>Vocabulary:</b> Developing key vocabulary on the topic “Credit” through a variety of tasks.</p> <p><b>Sources:</b> Main: 2, 3, 4, 5 Additional: 7, 8, 10, 11, 13 Internet: 18</p>	4 hours
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• revision of the terms to learn better the topic “Credit”</li> <li>• comprehension of the words’ meaning</li> <li>• understanding the meaning of idioms</li> <li>• use of prepositions</li> <li>• comparing the use of words <i>creditworthiness</i> and <i>reliability</i>.</li> </ul>	1 hour

	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• <i>giving full answers to the questions</i></li> <li>• <i>giving or seeking personal views and opinions</i></li> <li>• <i>giving reasons</i></li> <li>• <i>expressing preferences</i></li> <li>• <i>making comparisons.</i></li> </ul> <p><b>Writing:</b> Summing up the information obtained from the text “Credit”.</p> <p><b>Grammar Revision:</b> Developing knowledge of the Participle through a variety of tasks comparing the use of the Participle I and II.</p> <p><b>TEST PAPER</b></p> <ul style="list-style-type: none"> <li>• assessment of the students’ language competence.</li> </ul> <p><b>Sources:</b>  <i>Main: 2, 3, 4, 5</i>  <i>Additional: 7, 8, 10, 11, 13</i>  <i>Internet: 18</i></p>	
<b>MODULE 9: “FINANCIAL MANAGEMENT”</b>		
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases</li> </ul>	<p style="text-align: center;"><b>Lesson 1</b>  <b>Topic: “Finance”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• rendering the text “Responsibilities of the Financial Manager” into Ukrainian</li> <li>• reading for getting specific information about different aspects of the text</li> <li>• guessing unknown words and expressions from the context.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• <i>giving full answers to the questions</i></li> </ul>	6 hours

	<ul style="list-style-type: none"> <li>• <i>giving or seeking personal views and opinions</i></li> <li>• <i>giving reasons</i></li> <li>• <i>expressing preferences</i></li> <li>• <i>making comparisons.</i></li> </ul> <p><b>Vocabulary:</b> Developing key vocabulary on the topic “Finance” through a variety of tasks.</p> <p><b>Writing:</b> Summing up the information obtained from the text “Responsibilities of the Financial Manager”.</p> <p><b>Sources:</b>  <i>Main: 2, 3</i>  <i>Additional: 9, 10, 11, 12</i>  <i>Internet: 19</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• revision of the terms to learn better the topic “Finance”</li> <li>• comprehension of the words’ meaning</li> <li>• understanding the meaning of idioms</li> <li>• use of prepositions</li> <li>• interpreting such notions as <i>finance, economics</i> and <i>accounting</i>.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• <i>giving full answers to the questions</i></li> <li>• <i>giving or seeking personal views and opinions</i></li> <li>• <i>giving reasons</i></li> <li>• <i>expressing preferences</i></li> <li>• <i>making comparisons.</i></li> </ul> <p><b>Writing:</b> Summing up the information obtained from the text “Responsibilities of the Financial Manager”.</p> <p><b>Grammar Revision:</b> Developing knowledge of Countable</p>	2 hours

	<p>and Uncountable Nouns through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 2, 3</i>  <i>Additional: 9, 10, 11, 12</i>  <i>Internet: 19</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases</li> </ul>	<p style="text-align: center;"><b>Lesson 2</b>  <b>Topic: “Financial Plan”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision. Testing.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• rendering the text “Financial Plan” into Ukrainian</li> <li>• guessing unknown words and expressions from the context</li> <li>• understanding specific information in the text.</li> </ul> <p><b>Vocabulary:</b> Developing key vocabulary on the topic “Financial Plan” through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 2, 3</i>  <i>Additional: 8, 9, 11, 13</i>  <i>Internet: 20</i></p>	4 hours
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• revision of the terms to learn better the topic “Financial Plan”</li> <li>• comprehension of the words’ meaning</li> <li>• understanding the meaning of idioms</li> <li>• use of prepositions</li> <li>• interpreting such notions as <i>expenditures</i> and <i>receipts, cash inflows and outflows</i>.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• <i>giving full answers to the questions</i></li> </ul>	2 hours



	<ul style="list-style-type: none"> <li>• <i>giving or seeking personal views and opinions</i></li> <li>• <i>giving reasons</i></li> <li>• <i>expressing preferences</i></li> <li>• <i>making comparisons.</i></li> </ul> <p><b>Writing:</b> Summing up the information obtained from the text “Financial Plan”.</p> <p><b>Grammar Revision:</b> Developing knowledge of “Possession” through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 2, 3</i>  <i>Additional: 8, 9, 11, 13</i>  <i>Internet: 20</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases</li> </ul>	<p style="text-align: center;"><b>Lesson 3</b>  <b>Topic: “Firm’s Finances”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• rendering the texts “Short-Term and Long-Term Expenditures” and “Debt and Equity Capital” into Ukrainian</li> <li>• guessing unknown words and expressions from the context</li> <li>• understanding specific information in the text.</li> </ul> <p><b>Vocabulary:</b> Developing key vocabulary on the topic “Firm’s Finances” through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 2, 3</i>  <i>Additional: 7, 9, 11, 14</i>  <i>Internet: 18</i></p>	6 hours
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• revision of the terms to learn better the topic “Firm’s Finances”</li> </ul>	2 hours

	<ul style="list-style-type: none"> <li>• comprehension of the words' meaning</li> <li>• understanding the meaning of idioms</li> <li>• use of prepositions</li> <li>• interpreting such notions as <i>short-term (operating)</i> and <i>long-term (capital) expenditures, debt and equity capital</i>.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• <i>giving full answers to the questions</i></li> <li>• <i>giving or seeking personal views and opinions</i></li> <li>• <i>giving reasons</i></li> <li>• <i>expressing preferences</i></li> <li>• <i>making comparisons</i></li> <li>• <i>commenting on the other students' opinion.</i></li> </ul> <p><b>Writing:</b> Summing up the information obtained from the texts “Short-Term and Long-Term Expenditures” and “Debt and Equity Capital”.</p> <p><b>Grammar Revision:</b> Developing knowledge of Tenses in Active Voice through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 2, 3</i>  <i>Additional: 7, 9, 11, 14</i>  <i>Internet: 18</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases</li> <li>• <b>Skills:</b> use of the lexical</li> </ul>	<p style="text-align: center;"><b>Lesson 4</b>  <b>Topic: “Sources of Funds”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• rendering the text “Sources of Short-Term and Long-Term Funds” into Ukrainian</li> <li>• guessing unknown words and expressions from the context</li> </ul>	6 hours

<p>vocabulary, grammar patterns, the idioms, the phrases</p>	<ul style="list-style-type: none"> <li>• understanding specific information in the text.</li> </ul> <p><b>Vocabulary:</b> Developing key vocabulary on the topic “Sources of Funds” through a variety of tasks.</p> <p><b>Writing:</b> Summing up the information from the text “Sources of Short-Term and Long-Term Funds”.</p> <p><b>Grammar Revision:</b> Developing knowledge of Tenses in Passive Voice through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 2, 3</i>  <i>Additional: 8, 9, 11, 12</i>  <i>Internet: 16</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• rendering the text “Financial Management for Small Businesses” into Ukrainian</li> <li>• guessing unknown words and expressions from the context</li> <li>• understanding specific information.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• revision of the terms to learn better the topic “Sources of Funds”</li> <li>• comprehension of the words’ meaning</li> <li>• understanding the meaning of idioms</li> <li>• use of prepositions</li> <li>• interpreting such notions as <i>trade credit, secured and unsecured loans, commercial paper, debt financing, equity financing and hybrid financing.</i></li> </ul> <p><b>Writing:</b> : Summing up the information from the text “Financial Management for Small Businesses”.</p> <p><b>Speaking:</b></p>	<p style="text-align: center;">2 hours</p>

	<ul style="list-style-type: none"> <li>• <i>giving full answers to the questions</i></li> <li>• <i>giving or seeking personal views and opinions</i></li> <li>• <i>giving reasons</i></li> <li>• <i>expressing preferences</i></li> <li>• <i>making comparisons</i></li> <li>• <i>commenting on the other students' opinion.</i></li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of Tenses in Passive Voice through a variety of tasks.</p> <p style="text-align: center;"><b>TEST PAPER</b></p> <ul style="list-style-type: none"> <li>• assessment of the students' language competence.</li> </ul> <p><b>Sources:</b>  <i>Main: 2, 3</i>  <i>Additional: 8, 9, 11, 12</i>  <i>Internet: 16</i></p>	
<b>MODULE 10: "ACCOUNTING, AUDITING, TAXATION AND INSURANCE"</b>		
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases</li> </ul>	<p style="text-align: center;"><b>Lesson 1</b>  <b>Topic: "Accounting Profession"</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• rendering the text "People in Accounting Profession" into Ukrainian</li> <li>• guessing unknown words and expressions from the context</li> <li>• understanding specific information in the text.</li> </ul> <p><b>Vocabulary:</b> Developing key vocabulary on the topic "Accounting Profession" through a variety of tasks.</p> <p><b>Writing:</b> Summing up the information from the text "People in Accounting Profession".</p> <p><b>Grammar Revision:</b> Developing knowledge of Sequence of Tenses through a variety of tasks.</p>	4 hours

	<p><b>Sources:</b>  <i>Main: 2, 3, 5</i>  <i>Additional: 9, 10, 11</i>  <i>Internet: 17</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• rendering the text “Accounting for Whom?” into Ukrainian</li> <li>• guessing unknown words and expressions from the context</li> <li>• understanding specific information.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• revision of the terms to learn better the topic “Accounting Profession”</li> <li>• comprehension of the words’ meaning</li> <li>• understanding the meaning of idioms</li> <li>• use of prepositions</li> <li>• interpreting such notions as <i>accounting, bookkeeping, CPA, CMA.</i></li> </ul> <p><b>Writing:</b> Summing up the information from the charts describing financial and managerial accounting systems, and the application of a firm’s accounting information by its major users.</p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• <i>giving full answers to the questions</i></li> <li>• <i>giving or seeking personal views and opinions</i></li> <li>• <i>giving reasons</i></li> <li>• <i>expressing preferences</i></li> <li>• <i>making comparisons</i></li> <li>• <i>commenting on the other students’ opinion.</i></li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of Sequence of Tenses through a variety of tasks.</p>	<p>1 hour</p>

	<p><b>Sources:</b>  <i>Main: 2, 3, 5</i>  <i>Additional: 9, 10, 11</i>  <i>Internet: 17</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases</li> </ul>	<p style="text-align: center;"><b>Lesson 2</b>  <b>Topic: “Auditing”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• rendering the text “Auditors in Accounting Process ” into Ukrainian</li> <li>• guessing unknown words and expressions from the context.</li> <li>• understanding specific information in the text.</li> </ul> <p><b>Vocabulary:</b> Developing key vocabulary on the topic “Auditing” through a variety of tasks.</p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• <i>giving full answers to the questions</i></li> <li>• <i>giving or seeking personal views and opinions</i></li> <li>• <i>giving reasons</i></li> <li>• <i>expressing preferences</i></li> <li>• <i>making comparisons</i></li> <li>• <i>commenting on the other students’ opinion.</i></li> </ul> <p><b>Writing:</b> Translating into English the text “Report of Independent Accountants to the Stockholders” and expressing the opinion about the role of an independent auditor.</p> <p><b>Grammar Revision:</b> Developing knowledge of Reported Speech through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 2, 3, 5</i>  <i>Additional: 9, 11, 13</i>  <i>Internet: 18</i></p>	4 hours
	<b>Further work</b>	

	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• doing exercises in word study to improve the vocabulary on the topic “Auditing”</li> <li>• filling the blanks</li> <li>• matching</li> <li>• joining the halves</li> <li>• comprehension of the words’ meaning</li> <li>• understanding the meaning of idioms</li> <li>• use of prepositions</li> <li>• interpreting such notions as <i>internal and external audit, generally accepted accounting principles, audit report.</i></li> </ul> <p><b>Writing:</b> Summing up the information from the text “Auditors in Accounting Process”.</p> <p><b>Grammar Revision:</b> Developing knowledge of Reported Speech through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 2, 3, 5</i>  <i>Additional: 9, 11, 13</i>  <i>Internet: 18</i></p>	2 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the</li> </ul>	<p style="text-align: center;"><b>Lesson 3</b></p> <p style="text-align: center;"><b>Topic: “Record-Keeping and Accounting Equation”</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Starting-up:</b> home assignment revision, topical speaking (<i>in pairs</i>) about accounting process</p> <ul style="list-style-type: none"> <li>• giving reasons</li> <li>• making comparisons</li> <li>• comprehension of idiomatic meaning.</li> </ul> <p><b>Comprehension Speaking (in pairs):</b></p>	4 hours

<p>phrases</p>	<ul style="list-style-type: none"> <li>• commenting on the following: “<i>The computer revolution has simplified the accounting process</i>”</li> <li>• giving or seeking personal views and opinions.</li> </ul> <p><b>Writing:</b> Summing up the information from the text “Record-Keeping and Accounting Equation”.</p> <p><b>Grammar Revision:</b> Developing knowledge of Reported Speech through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 2, 3</i>  <i>Additional: 8, 9, 10, 11, 12</i>  <i>Internet: 19</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• revision of the terms to learn better the topic “Record-Keeping and Accounting Equation”</li> <li>• comprehension of the words’ meaning</li> <li>• understanding the meaning of idioms</li> <li>• use of prepositions</li> <li>• interpreting such notions as <i>record-keeping, accounting equation, journals and ledgers.</i></li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• <i>giving full answers to the questions</i></li> <li>• <i>giving or seeking personal views and opinions</i></li> <li>• <i>giving reasons</i></li> <li>• <i>expressing preferences</i></li> <li>• <i>making comparisons</i></li> <li>• <i>commenting on the other students’ opinion.</i></li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of Reported Speech through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 2, 3</i>  <i>Additional: 8, 9, 10, 11, 12</i>  <i>Internet: 19</i></p>	<p style="text-align: center;">1 hour</p>



<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases</li> </ul>	<p><b>Lesson 4</b>  <b>Topic: “Double-Entry Accounting”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• rendering the text “Double-Entry Accounting” into Ukrainian</li> <li>• guessing unknown words and expressions from the context</li> <li>• understanding specific information in the text.</li> </ul> <p><b>Vocabulary:</b> Developing key vocabulary on the topic “Double-Entry Accounting” through a variety of tasks.</p> <p><b>Writing:</b> Summing up the information from the text “Double-Entry Accounting”.</p> <p><b>Grammar Revision:</b> Developing knowledge of the Conditionals through a variety of tasks.</p> <p><b>Sources:</b>  Main: 2, 3  Additional: 8, 10, 11  Internet: 16</p>	<p>4 hours</p>
	<p><b>Further work</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• revision of the terms to learn better the topic “Double-Entry Accounting”</li> <li>• comprehension of the words’ meaning</li> <li>• understanding the meaning of idioms</li> <li>• use of prepositions</li> <li>• interpreting such notions as <i>double-entry accounting, entry, ledger accounts, credit and debit.</i></li> </ul> <p><b>Speaking:</b></p>	<p>1 hour</p>

	<ul style="list-style-type: none"> <li>• <i>giving full answers to the questions</i></li> <li>• <i>giving or seeking personal views and opinions</i></li> <li>• <i>giving reasons</i></li> <li>• <i>expressing preferences</i></li> <li>• <i>making comparisons</i></li> <li>• <i>commenting on the other students' opinion.</i></li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of the Conditionals through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 2, 3</i>  <i>Additional: 8, 10, 11</i>  <i>Internet: 16</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases</li> </ul>	<p style="text-align: center;"><b>Lesson 5</b>  <b>Topic: “Basic Financial Statements”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• rendering the text “Basic Financial Statements” into Ukrainian</li> <li>• guessing unknown words and expressions from the context</li> <li>• understanding specific information in the text.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• revision of the terms to learn better the topic “Basic Financial Statements”</li> <li>• comprehension of the words’ meaning</li> <li>• understanding the meaning of idioms</li> <li>• use of prepositions</li> </ul>	4 hours

	<ul style="list-style-type: none"> <li>• interpreting such notions as <i>balance sheet, income statement, statement of cash flows, assets, liabilities and owners' equity.</i></li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• <i>giving full answers to the questions</i></li> <li>• <i>giving or seeking personal views and opinions</i></li> <li>• <i>giving reasons</i></li> <li>• <i>expressing preferences</i></li> <li>• <i>making comparisons</i></li> <li>• <i>commenting on the other students' opinion.</i></li> </ul> <p><b>Writing:</b> Summing up the information from the text “Basic Financial Statements”.</p> <p><b>Grammar Revision:</b> Developing knowledge of the Modals through a variety of tasks.</p> <p><b>Sources:</b>  Main: 2, 3  Additional: 9, 10, 11, 13  Internet: 19</p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Developing key vocabulary on the topic “Basic Financial Statements” through a variety of tasks.</p> <p><b>Writing:</b> Summing up the information from the text “Budgeting”.</p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• <i>making short presentation on the topic “Basic Financial Statements”</i></li> <li>• <i>improving the grammar and vocabulary skills through demonstrating short presentations on the learned topics</i></li> <li>• <i>brainstorming ideas</i></li> <li>• <i>summarizing ideas.</i></li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of the Modals through a variety of tasks.</p>	2 hours

	<p><b>Sources:</b>  <i>Main: 2, 3</i>  <i>Additional: 9, 10, 11, 13</i>  <i>Internet: 19</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases</li> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases</li> </ul>	<p style="text-align: center;"><b>Lesson 6</b>  <b>Topic: “Taxes and Taxation”</b>  <b>In-class activity</b></p> <p><b>Warming-up:</b></p> <ul style="list-style-type: none"> <li>• listening to the text or teacher’s information</li> <li>• grammar and phonetic drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• rendering the text “Taxes and Taxation” into Ukrainian</li> <li>• guessing unknown words and expressions from the context</li> <li>• understanding specific information in the text.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• revision of the terms to learn better the topic “Taxes and Taxation”</li> <li>• comprehension of the words’ meaning</li> <li>• understanding the meaning of idioms</li> <li>• use of prepositions</li> <li>• interpreting such notions as <i>tax, taxation, VAT, tax management, income tax</i> and <i>tax authorities</i>.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• <i>giving full answers to the questions</i></li> <li>• <i>giving or seeking personal views and opinions</i></li> <li>• <i>giving reasons</i></li> <li>• <i>expressing preferences</i></li> <li>• <i>making comparisons</i></li> <li>• <i>commenting on the other students’ opinion.</i></li> </ul> <p><b>Writing:</b> Summing up the information from the text “Taxes and Taxation”.</p>	4 hours

	<p><b>Grammar Revision:</b> Developing knowledge of the Complex Object through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 5</i>  <i>Additional: 8, 9, 10, 11</i>  <i>Internet: 18</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Developing key vocabulary on the topic “Taxes and Taxation” through a variety of tasks.</p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• <i>making short presentation on the topic “Taxes and Taxation”</i></li> <li>• <i>improving the grammar and vocabulary skills through demonstrating short presentations about the taxation systems in the USA and UK</i></li> <li>• <i>brainstorming ideas</i></li> <li>• <i>summarizing ideas.</i></li> </ul> <p><b>Writing:</b> Summing up the information from the text “Tax Management”.</p> <p><b>Grammar Revision:</b> Developing knowledge of the Complex Object through a variety of tasks.</p> <p><b>Sources:</b>  <i>Main: 5</i>  <i>Additional: 8, 9, 10, 11</i>  <i>Internet: 18</i></p>	1 hour
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the</li> </ul>	<p><b>Lesson 7</b>  <b>Topic: “Insurance”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p>	

<p>idioms, the phrases</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> use of the lexical vocabulary, grammar patterns, the idioms, the phrases</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• rendering the text “Insurance” into Ukrainian</li> <li>• guessing unknown words and expressions from the context</li> <li>• understanding specific information in the text.</li> </ul> <p><b>Vocabulary:</b> Developing key vocabulary on the topic “Insurance” through a variety of tasks</p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• <i>giving full answers to the questions</i></li> <li>• <i>giving or seeking personal views and opinions</i></li> <li>• <i>giving reasons</i></li> <li>• <i>expressing preferences</i></li> <li>• <i>making comparisons</i></li> <li>• <i>commenting on the other students’ opinion.</i></li> </ul> <p><b>Writing:</b> Summing up the information from the text “Insurance”.</p> <p style="text-align: center;"><b>TEST PAPER</b></p> <ul style="list-style-type: none"> <li>• assessment of the students’ language competence.</li> </ul> <p><b>Sources:</b>  Main: 6  Additional: 8, 10, 12, 15  Internet: 16, 17</p>	<p>4 hours</p>
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• rendering the text “Lloyd’s” into Ukrainian</li> <li>• guessing unknown words and expressions from the context</li> <li>• understanding specific information in the text.</li> </ul> <p><b>Writing:</b> Summing up the information from the text “Lloyd’s”.</p> <p><b>Speaking about the “Insurance in Ukraine”:</b></p> <ul style="list-style-type: none"> <li>• <i>giving full answers to the questions</i></li> <li>• <i>giving or seeking personal views and opinions</i></li> </ul>	<p>2 hours</p>

	<ul style="list-style-type: none"> <li>• <i>giving reasons</i></li> <li>• <i>expressing preferences</i></li> <li>• <i>making comparisons</i></li> <li>• <i>commenting on the other students' opinion.</i></li> </ul> <p><b>Sources:</b>  <i>Main: 6</i>  <i>Additional: 8, 10, 12, 15</i>  <i>Internet: 16, 17</i></p>	
	<b>Усього</b> <i>Аудиторна робота</i> <i>Самостійна робота</i>	<b>90</b> <b>68</b> <b>22</b>

\* Курсивом зазначені інтерактивні методи навчання.

### III. СПИСОК РЕКОМЕНДОВАНИХ ДЖЕРЕЛ\*

#### Основний

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2. Рудешко Є. В. *Англійська мова сфери фінансів та бухобліку = English of Finance and Accounting : Підручник для вищ. навч. закл. – К. : Київ. нац. торг.-екон. ун-т, 2018. – 280 с.*
3. Рудешко Є. В. *Англійська мова фінансів та бухобліку = Mastering English on Finance and Accounting: Навчальний посіб. – К. :Київ. нац. торг.- екон. ун-т, 2013.–197 с.*
4. Кравченко В.О., Макарова О.О., Рудешко Є.В. *Англійська мова банківської справи = Mastering English on Banking : Підручник для вищ. навч. закл.–К.: Київ. нац. торг.- екон. ун-т, 2013. – 244 с.*
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6. Белова В.В. *Англійська мова страхового бізнесу = English of Insurance Business: Навч. посіб. – К.: Київ. нац. торг.- екон. ун-т, 2008. – 167 с.*

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\* Джерела, які є у бібліотеці КНТЕУ, виділені курсивом.

## Інтернет-ресурси

### Testing

16. [www.toefl](http://www.toefl)
17. [www.sat.org](http://www.sat.org)

### News & Current Events

18. [www.ft.com/home/europe](http://www.ft.com/home/europe)
19. <http://news.bbc.co.uk>
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