

**ДЕРЖАВНИЙ ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ**  
**СИСТЕМА УПРАВЛІННЯ ЯКІСТЮ**  
Система забезпечення якості освітньої діяльності та якості вищої освіти  
сертифікована на відповідність ДСТУ ISO 9001:2015 / ISO 9001:2015  
Кафедра сучасних європейських мов

**ЗАТВЕРДЖЕНО**  
Вченою радою *ДТЕУ*  
(пост. п. *11* від «*31*» *108*. 2022 р.)  
Ректор *А.А. Мазаракі*

**ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ  
СПРЯМУВАННЯМ (АНГЛІЙСЬКА)/**

**FOREIGN LANGUAGE FOR PROFESSIONAL USE  
(ENGLISH)**

**РОБОЧА ПРОГРАМА /  
COURSE OUTLINE**

освітній ступінь	бакалавр	bachelor
галузь знань	05 Соціальні та поведінкові науки	Social and Behavioral Sciences
спеціальність спеціалізація	054 Соціологія Соціологія економічної діяльності	Sociology Sociology of economic activity

**Київ 2022**

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

Автор: О.Л.Жеронкіна, старший викладач кафедри сучасних європейських мов ДТЕУ.

Розглянуто і схвалено на засіданні кафедри сучасних європейських мов від  
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Рецензенти: Строганова Г.О., кандидат філологічних наук, доцент  
доцент кафедри сучасних європейських мов.

Кухта М.П.. доктор соціологічних наук, професор кафедри філософії,  
соціології та політології, гарант освітньо-наукової програми «Соціологія  
економічної діяльності».

**I. СТРУКТУРА ДИСЦИПЛІНИ ТА РОЗПОДІЛ ГОДИН ЗА ТЕМАМИ  
(ТЕМАТИЧНИЙ ПЛАН 1-4 СЕМЕСТРІВ)**

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>I курс I 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, МК
<b>Тематичний модуль 2. Організація та персонал</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</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, МК

<b>Разом за семестр</b>	<b>180/6</b>	<b>56</b>	<b>124</b>	
<b>Підсумковий контроль – екзамен</b>				
<b>I курс II семестр</b>				
<b>Тематичний модуль 3. Продукт, ринок та ринкові відносини</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. Market 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, МК
<b>Тематичний модуль 4. Фінанси та бізнес</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</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, МК
<b>Разом за семестр</b>	<b>180/6</b>	<b>68</b>	<b>112</b>	
<b>Підсумковий контроль – екзамен</b>				
<b>II курс III семестр</b>				
<b>Тематичний модуль 5. Облік і аудит</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Тема 1. The Field of Accounting	14	4	10	ФО, ТА, ТЧ, ЗПУМ,

Тема 2. Budgeting	16	4	12	ЗППМ ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Auditing	14	4	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ, МК
<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. Bank Services	14	4	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. The Euro	16	4	10	ФО, ТА, ТЧ, ЗПУМ, ЗППМ, МК
<b>Тематичний модуль 7. Міжнародний бізнес</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Тема 1. International Trade	18	6	12	ФО,, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. Export and Import	18	4	12	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. World Trade Organization	18	6	12	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 4. Globalization and the Economic Policy	18	6	12	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. Business Across Cultures	18	6	12	ФО, ТА, ТЧ, ЗПУМ, ЗППМ, МК
<b>Разом за семестр</b>	<b>180/6</b>	<b>56</b>	<b>124</b>	
<b>Підсумковий контроль – екзамен</b>				
<b>II курс IV семестр</b>				
<b>Тематичний модуль 8. Соціологія як наука.</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

Тема 1. Introduction into Sociology,	18	6	12	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 2. History of Sociological Thought.	18	6	12	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 3. Methods of Sociological Data Collection and analysis.	18	6	12	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
<b>Тематичний модуль 9. Суспільство як соціальна система</b>				
Тема 4. The Social Structure of Society.	18	6	12	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 5. Sociology of Personality.	18	6	12	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 6. Sociology of conflict.	18	6	12	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
<b>Тематичний модуль 10. Соціологія економічної діяльності.</b>				
Тема 7. Economic sociology as a science.	18	6	12	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 8. Sociology of consumption.	18	6	12	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 9. Sociology of Labor and Employment.	18	6	12	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
Тема 10. Sociology of entrepreneurship.	18	6	12	ФО, ТА, ТЧ, ЗПУМ, ЗППМ
<b>Разом за семестр</b>	<b>180/6</b>	<b>60</b>	<b>120</b>	
<b>Разом за курс</b>	<b>720/24</b>	<b>240</b>	<b>480</b>	
<b>Підсумковий контроль – 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

МРК – модульна контрольна робота

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

Результати навчання	Навчальна діяльність	Робочий час студента/ год
<ul style="list-style-type: none"><li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• usage the lexical vocabulary,</li><li>• grammar patterns, the idioms, the phrases.</li></ul>	<p style="text-align: center;"><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 phonetics drills</li><li>• test “True (T) or False (F)”.</li></ul> <p><b>Starting-up:</b> topical speaking (<i>in pairs</i>) about <i>business organizations: a firm, a company, a business, an enterprise.</i></p> <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>	2 hours

	<p><b>Grammar Revision:</b> The Present Simple and Present Continuous Tenses:</p> <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, 2, 3</i>  <i>Additional: 1, 3, 6, 8, 9, 10</i>  <i>Internet: 1, 2, 3</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 developing knowledge through a variety of exercises</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 2, 3</i>  <i>Additional: 1, 3, 6, 8, 9, 10</i>  <i>Internet: 1, 2, 3</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 2</b></p> <p style="text-align: center;"><b>Topic: “Different Business Organizations”</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 phonetics drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b></p>	2 hours



	<ul style="list-style-type: none"> <li>• home assignment revision</li> <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, 2, 3</i>  <i>Additional: 1, 3, 6, 8, 9, 10</i>  <i>Internet: 1, 2, 3</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary Revision:</b>  learning through a variety of exercises the meaning of the new words and word-combinations</p> <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</p>	5 hours

	<p>the Present Continuous Tenses</p> <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, 2, 3</i>  <i>Additional: 1, 3, 6, 8, 9, 10</i>  <i>Internet: 1, 2, 3</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 3</b>  <b>Topic 3 “Business Organization and the Economy”</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 about “Business organization and economy”.</li> </ul> <p><b>Comprehension Reading:</b> “Business organization and 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>  terms to learn better the topic “Business organization and Economy”:</p> <ul style="list-style-type: none"> <li>• using the key vocabulary for rendering (<i>in pairs</i>) different economic sectors the</li> </ul>	2 hours

	<p>companies are in</p> <ul style="list-style-type: none"> <li>usage of prepositions</li> <li><i>to find vs. to found; to sell off.</i></li> </ul> <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, 2, 3</i>  <i>Additional: 1, 3, 6, 8, 9, 10</i>  <i>Internet: 1, 2, 3</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, 2, 3</i>  <i>Additional: 1, 3, 6, 8, 9, 10</i>  <i>Internet: 1, 2, 3</i></p>	6 hours
<ul style="list-style-type: none"> <li><b>To know:</b> the lexical vocabulary,</li> </ul>	<p><b>Lesson 4</b>  <b>Topic: “Business Organization and the</b></p>	

<p>grammar patterns, the idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Ukrainian Economy”.</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 (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 topic: “Business organization and 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, 2, 3</i> <i>Additional: 1, 3, 6, 8, 9, 10</i> <i>Internet: 1, 2, 3</i></p>	<p style="text-align: center;">2 hours</p>
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	<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>improving the students' knowledge level through a variety of exercises</li> <li>usage of idioms and set phrases.</li> </ul> <p><b><i>Grammar Revision:</i></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><i>Writing:</i></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><i>Sources:</i></b>  <i>Main: 1, 2, 3</i>  <i>Additional: 1, 3, 6, 8, 9, 10</i>  <i>Internet: 1, 2, 3</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> usage 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><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 phonetics drills</li> <li>test "True (T) or False (F)".</li> </ul> <p><b><i>Starting-up:</i></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><i>Comprehension Reading:</i></b> "Ownership"</p>	2 hours

	<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 expressions from the text</li> <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 vs. a liability / a firm vs. a partnership / a franchise vs. 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, 2, 3</i>  <i>Additional: 1, 3, 6, 8</i>  <i>Internet: 1, 2</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 / debt or liability / firm or partnership / a franchise / 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> </ul>	5 hours

	<ul style="list-style-type: none"> <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 exercises</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 2, 3</i>  <i>Additional: 1, 3, 6, 8</i>  <i>Internet: 1, 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> usage 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 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 about “Ownership”.</li> </ul> <p><b>Comprehension Speaking (in pairs):</b>  “Ownership”</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 (<b>in groups of three</b>), 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>	2 hours

	<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, 2, 3</i>  <i>Additional: 1, 3, 6, 8</i>  <i>Internet: 1, 2</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Grammar Revision:</b>  The Present Perfect Tense  drilling the grammar skills in using the Past Perfect Tense.</p> <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, 2, 3</i>  <i>Additional: 1, 3, 6, 8</i>  <i>Internet: 1, 2</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><b>Lesson 7</b>  <b>Topic: “Business Relationship”</b>  <b>In-class activity</b></p>	



<ul style="list-style-type: none"> <li>• <b>Skills:</b> usage 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 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>• topic speaking (<i>in pairs</i>) about "Business relationship".</li> </ul> <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, 2, 3</i></p>	<p>2 hours</p>
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	<p><i>Additional: 1, 3,6, 8,9</i> <i>Internet: 1, 5</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> <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, 2, 3</i> <i>Additional: 1, 3,6, 8,9</i> <i>Internet: 1, 5</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></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</li> </ul>	

<p>usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</p>	<p>information</p> <ul style="list-style-type: none"> <li>• grammar and phonetics drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b>Starting-up:</b> home assignment revision 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>).</p> <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> <p><b>Vocabulary revision:</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>• of new phrasal verbs used for business.</li> </ul> <p><b>Grammar Revision:</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>2 hours</p>
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	<p><b>Sources:</b>  <i>Main:1, 2, 3</i>  <i>Additional: 1, 3,6, 8,9</i>  <i>Internet: 1, 5</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 “Business relationship”</li> <li>• comprehension of idiomatic meanings</li> <li>• comprehension of the meaning of set phrases.</li> </ul> <p><b>Comprehension Speaking:</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>Grammar Revision:</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> <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, 2, 3</i>  <i>Additional: 1, 3,6, 8,9</i>  <i>Internet: 1, 5</i></p>	5 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary,</li> </ul>	<p><b>Lesson 9</b>  <b>Topic: “Companies Restructuring”</b></p>	

<p>grammar patterns, the idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<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 phonetics drills</li> <li>• test “True (T) or False (F)”.</li> <li>• <b>Starting-up:</b> home assignment revision</li> <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> terms to learn better the topic “Companies’ restructuring”:</p> <ul style="list-style-type: none"> <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 takeover – a friendly takeover; a buyout – a takeout; a merger – an acquisition</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>• using the grammar rules</li> <li>• improving the grammar skills through a variety of tasks</li> </ul>	<p style="text-align: center;">2 hours</p>
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	<ul style="list-style-type: none"> <li>the tense compared and contrasted.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 2, 3</i>  <i>Additional: 1, 3, 7, 8</i>  <i>Internet: 1, 3, 4</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, 2, 3</i>  <i>Additional: 1, 3, 7, 8</i>  <i>Internet: 1, 3, 4</i></p>	5 hours
<ul style="list-style-type: none"> <li><b>To know:</b> the lexical vocabulary,</li> </ul>	<p><b>Lesson 10</b> <b>In-class activity</b></p>	

<p>grammar patterns, the idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><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 phonetics 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>	<p style="text-align: center;">2 hours</p>
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	<p><b>Sources:</b>  <i>Main: 1, 2, 3</i>  <i>Additional: 1, 3, 7, 8</i>  <i>Internet: 1, 3, 4</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, 2, 3</i>  <i>Additional: 1, 3, 7, 8</i>  <i>Internet: 1, 3, 4</i></p>	5 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b></li> </ul>	<p><b>Lesson 11</b></p>	



<p>the lexical vocabulary, grammar patterns, the idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Topic: “Organizational Structure”</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> 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</p>	<p style="text-align: center;">2 hours</p>
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	<p>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>  <i>Main: 1, 2, 3</i>  <i>Additional: 1, 3, 7, 8</i>  <i>Internet: 5</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 organizational structure</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, 2, 3</i>  <i>Additional: 1, 3, 7, 8</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p><i>Internet: 5</i></p> <p style="text-align: center;"><b>Lesson 12</b></p> <p style="text-align: center;"><b>Topic: “Presentation on Business Topics”</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b><i>Comprehension Speaking: A short rehearsed presentation:</i></b></p> <ul style="list-style-type: none"> <li>• making short presentation on business topic learnt before</li> <li>• improving the students’ speaking skills</li> <li>• checking the students’ knowledge level</li> <li>• assessment of the students’ knowledge level.</li> </ul> <p><b><i>Sources:</i></b> <i>Main: 1, 2, 3</i> <i>Additional: 1, 3, 7, 8</i> <i>Internet: 5</i></p>	2 hours
	<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: “Organizational structure”</li> <li>• comprehension of idiomatic meanings</li> <li>• improving the students’ lexical awareness through a variety of tasks.</li> </ul> <p><b><i>Comprehension and Speaking (in pairs):</i></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</li> </ul>	4 hours

	<p>opinions.</p> <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, 2, 3</i>  <i>Additional: 1, 3, 7, 8</i>  <i>Internet: 5</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 13</b>  <b>Topic: Test paper</b>  <b>In-class activity</b>  <b>MODULE 1: TEST PAPER 1</b></p> <ul style="list-style-type: none"> <li>checking the students' knowledge level</li> <li>assessment the students' knowledge level.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 2, 3</i>  <i>Additional: 1, 3, 7, 8</i>  <i>Internet: 5</i></p>	2 hours
	<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, 2, 3</i>  <i>Additional: 1, 3, 7, 8</i>  <i>Internet: 5</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></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</li> </ul>	

<p>usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</p>	<p>information</p> <ul style="list-style-type: none"> <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>• results of Module Test Paper 1</li> <li>• topical speaking (<i>in pairs</i>) about businesspeople and employment</li> <li>• comprehension of a new vocabulary.</li> </ul> <p><b>Comprehension Reading: “Employment”:</b></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 (<i>in pairs</i>):</b></p> <ul style="list-style-type: none"> <li>• about <i>job: a temporary / permanent / risky / well-paid / badly-paid / prestigious / full-time</i> vs. <i>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>2 hours</p>
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	<p><b>Sources:</b>  <i>Main: 1, 2, 3</i>  <i>Additional: 1, 3, 8, 9</i>  <i>Internet: 3, 4</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> <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, 2, 3</i>  <i>Additional: 1, 3, 8, 9</i>  <i>Internet: 3, 4</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> usage 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 phonetics drills</li> <li>• test “True (T) or False (F)” (<i>T/F Test</i>).</li> </ul> <ul style="list-style-type: none"> <li>• <b>Starting-up:</b> home assignment revision: usage of prepositions</li> </ul>	2hours

	<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 words and word-combinations like <i>challenge, opportunity, independence, encourages thinking and development, connected with travelling</i>)</li> <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, 2, 3</i>  <i>Additional: 1, 3, 8, 9</i>  <i>Internet: 3, 4</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>	5 hours

	<ul style="list-style-type: none"> <li>• grammar rules for using the verbal tense-forms;</li> <li>• improving the students' grammar knowledge through a variety of tasks</li> <li>• using 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:</i> 1, 2, 3  <i>Additional:</i> 1, 3, 8, 9  <i>Internet:</i> 3, 4</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> usage 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: "Human Resources: The People"</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>• usage of prepositions</li> <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>• 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 the 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</li> </ul>	2 hours



	<p>information about the human resources and different job titles in organizational structures</p> <ul style="list-style-type: none"> <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> the new terms to learn better the topic "Human Resources: the people"</p> <ul style="list-style-type: none"> <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 vs. an employee; a worker vs. an employee</i></li> <li>• new idioms and comprehension of their meanings word-formation in English</li> </ul> <p><b>Sources:</b> <i>Main: 1, 2, 3</i> <i>Additional: 1, 3, 7, 8, 9</i> <i>Internet: 2,3</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning <i>employer / employee</i></p> <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> </ul>	5 hours

	<ul style="list-style-type: none"> <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:</i> 1, 2, 3  <i>Additional:</i> 1, 3, 7, 8, 9  <i>Internet:</i> 2,3</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 4</b>  <b>Topic: “The Human Resources at Enterprises and in Different Sectors of the Economy”</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> 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> <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> </ul>	2 hours

	<ul style="list-style-type: none"> <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:</i> 1, 2, 3  <i>Additional:</i> 1, 3, 7, 8, 9  <i>Internet:</i> 2,3</p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Grammar Revision:</b></p> <ul style="list-style-type: none"> <li>• improving the students’ grammar knowledge of the Past Tenses through a variety of tasks;</li> <li>• 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:</i> 1, 2  <i>Additional:</i> 1, 3, 7, 8, 9  <i>Internet:</i> 2,3</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</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> <li>• grammar and phonetics 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> </ul>	2 hours

	<ul style="list-style-type: none"> <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, 2</i>  <i>Additional: 1,3 ,8, 9</i>  <i>Internet: 4,5</i></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</li> </ul>	

	<p>opinions</p> <ul style="list-style-type: none"> <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> 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></p> <ul style="list-style-type: none"> <li>• Job advertisement. Covering letter. CV</li> <li>• introducing</li> <li>• expressing details</li> <li>• asking for information</li> <li>• describing</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 2, 3</i>  <i>Additional: 1,3 ,8, 9</i>  <i>Internet: 4,5</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> usage 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: “An Application Form”</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 phonetics 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> </ul>	2 hours

	<ul style="list-style-type: none"> <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> <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, 2, 3</i>  <i>Additional: 1,3 ,8, 9</i>  <i>Internet: 4,5</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>	5 hours

	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Job advertisement. A covering letter. CV.</li> <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> <p><b>Sources:</b>  <i>Main: 1, 2</i>  <i>Additional: 1,3 ,8, 9</i>  <i>Internet: 4,5</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> usage 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 phonetics 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: “Interviewing”:</b></p> <ul style="list-style-type: none"> <li>• reading for obtaining specific</li> </ul>	2 hours

	<p>information about different organizational structures</p> <ul style="list-style-type: none"> <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> </ul> <p><b>Sources:</b>  <i>Main:1, 2, 3</i>  <i>Additional: 1, 3, 4</i>  <i>Internet: 1, 2</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning use of prepositions  idioms  <i>power / strength</i></p> <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</p> <p><b>Sources:</b>  <i>Main:1, 2, 3</i></p>	4 hours



	<p><i>Additional: 1, 3, 4</i> <i>Internet: 1, 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> usage 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: “An Application Form”</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> 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>	2 hours

	<p><b>Sources:</b>  <i>Main:1, 2</i>  <i>Additional: 1, 3, 4</i>  <i>Internet: 1, 2</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 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, 2</i>  <i>Additional: 1, 3, 4</i>  <i>Internet: 1, 2</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 9</b>  <b>Topic: “Jobseekers and Job hunters”</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> 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</li> </ul>	2hours

	<p>Interview</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> <ul style="list-style-type: none"> <li>• <b>Comprehension Speaking:</b></li> <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> <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, 2</i>  <i>Additional: 1, 3, 4</i>  <i>Internet: 1, 2</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> </ul>	

	<ul style="list-style-type: none"> <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, 2, 3</i>  <i>Additional: 1, 3, 4</i>  <i>Internet: 1, 2</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> usage 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 phonetics 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>	2 hours

	<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, income, pay, 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> <li>• the grammar rules</li> <li>• grammar drills.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 2</i>  <i>Additional: 1, 3, 4</i>  <i>Internet: 2, 4</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>	3 hours

	<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> </ul> <p><b>Sources:</b>  <i>Main: 1, 3</i>  <i>Additional: 1, 3, 4</i>  <i>Internet: 2, 4</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 11</b>  <b>Topic: "An Employment Contract"</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> 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' needs <i>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</i></li> </ul>	2 hours

	<p><i>peanuts</i></p> <ul style="list-style-type: none"> <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:</i> 1, 2  <i>Additional:</i> 1, 3, 4  <i>Internet:</i> 2, 4</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</li> <li>• use of prepositions</li> <li>• 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:</i> 2  <i>Additional:</i> 1, 3, 4  <i>Internet:</i> 2, 4</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> usage 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> </ul>	2 hours

	<ul style="list-style-type: none"> <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, 2, 3</i>  <i>Additional: 1, 3, 4</i>  <i>Internet: 2, 4</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Module test preparation</b></p> <p><b>Vocabulary and Grammar Review</b></p> <p><b>Sources:</b>  <i>Main: 1, 2</i>  <i>Additional: 1, 3, 4</i>  <i>Internet: 2, 4</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> usage 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 phonetics 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> </ul>	2 hours



	<ul style="list-style-type: none"> <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>  <i>Main: 1, 2</i>  <i>Additional: 1, 2, 3, 6, 7</i>  <i>Internet: 2, 4</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b><i>Vocabulary and grammar review</i></b></p> <p><b><i>Review of Business Topics</i></b></p> <p><b>Sources:</b>  <i>Main: 2</i>  <i>Additional: 1, 2, 3, 6, 7</i>  <i>Internet: 2, 4</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> usage the lexical vocabulary, grammar patterns, the idioms, the</li> </ul>	<p style="text-align: center;"><b>Lesson 14</b>  <b>Topic: “Redundancy”</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>phrases.</p>	<ul style="list-style-type: none"> <li>• test “True (T) or False (F)” (<i>T/F Test</i>).</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>• comprehension of idiomatic meanings</li> <li>• topical speaking (<i>in pairs</i>) 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>Comprehension Speaking:</b></p> <ul style="list-style-type: none"> <li>• rendering (<i>in pairs</i>) 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>Sources:</b>  <i>Main: 1, 2</i>  <i>Additional: 1, 2, 3, 6, 7</i>  <i>Internet: 2, 4</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Revision of information and knowledge</b></p> <p><b>Sources:</b>  <i>Main: 1, 2</i>  <i>Additional: 1, 2, 3, 6, 7</i>  <i>Internet: 2, 4</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</li> </ul>	<p style="text-align: center;"><b>Lesson 15</b>  <b>Topic: “Outplacement”</b>  <b>In-class activity</b></p>	

<p>phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> usage 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 phonetics 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><b>Comprehension Reading “Redundancy”:</b></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>• usage of prepositions.</li> </ul> <p><b>Grammar Revision:</b></p> <ul style="list-style-type: none"> <li>• The Present Simple, the Present</li> </ul>	<p>2 hours</p>
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	<p>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><b>MODULE 2: TEST PAPER 2</b></p> <ul style="list-style-type: none"> <li>• checking the students’ knowledge level</li> <li>• assessment the students’ knowledge level.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 2</i>  <i>Additional: 1, 2, 3, 6, 7</i>  <i>Internet: 2, 4</i></p>	
	<p><b>Усього</b>  <i>Аудиторна робота</i>  <i>Самостійна робота</i></p>	<p><b>180</b>  56  124</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</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 phonetics 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> <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>2 hours</p>

	<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>• grammar rules</li> <li>• grammar drills</li> <li>• improving the students’ knowledge through a variety of tasks.</li> <li>• transitive and intransitive verbs.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 2</i>  <i>Additional: 1, 2, 3, 6, 7, 9</i>  <i>Internet: 2, 4</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> </ul>	

	<ul style="list-style-type: none"> <li>• giving reasons</li> <li>• expressing preferences</li> <li>• summarizing ideas</li> <li>• brainstorming ideas</li> <li>• making comparisons.</li> </ul> <p><b><i>Vocabulary Revision:</i></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><i>Grammar Revision:</i></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><i>Sources:</i></b>  <i>Main:</i> 1, 2, 3  <i>Additional:</i> 1, 2, 3, 6, 7, 9  <i>Internet:</i> 2, 4</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> usage 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: “Consumer Rights Protection”</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 phonetics drills</li> <li>• test “True (T) or False (F)”.</li> </ul> <p><b><i>Starting-up:</i></b> Home assignment:</p> <ul style="list-style-type: none"> <li>• rendering different ways of buying things</li> </ul>	2 hours

	<ul style="list-style-type: none"> <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 consumer rights</i></li> <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, 2, 3</i>  <i>Additional: 1, 2, 3, 6, 7, 9</i>  <i>Internet: 2, 4</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> <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> </ul>	3hours

	<ul style="list-style-type: none"> <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>  <i>Main: 1, 2</i>  <i>Additional: 1, 2, 3, 6, 7, 9</i>  <i>Internet: 2, 4</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> usage 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></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>• 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: 1, 2, 3, 6, 7, 9</i>  <i>Internet: 2, 4</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 4</b> <b>Topic: “Markets and Market Orientation”</b> <b>In-class activity</b></p>	



<p>phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> usage 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 phonetics 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>) 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</li> </ul>	<p>2 hours</p>
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	<p>through a variety of tasks</p> <ul style="list-style-type: none"> <li>• grammar rules</li> <li>• grammar drills</li> <li>• transitive and intransitive verbs</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 2, 3</i>  <i>Additional: 1, 2, 3, 7, 8, 9, 11</i>  <i>Internet: 2, 4,</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> </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 the Passive Voice through a variety of tasks</p> <p><b>Sources:</b>  <i>Main: 1, 2</i>  <i>Additional: 1, 2, 3, 7, 8, 9, 11</i>  <i>Internet: 2, 4,</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> usage 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 phonetics drills</li> <li>• test “True (T) or False (F)”.</li> </ul>	2 hours

	<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> <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, 2, 3</i>  <i>Additional: 1, 2, 3, 7, 8, 9, 11</i>  <i>Internet: 2, 4,</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> </ul>	3hours

	<ul style="list-style-type: none"> <li>expressing preferences</li> <li>making comparisons.</li> </ul> <p><b>Grammar Revision:</b> t</p> <ul style="list-style-type: none"> <li>the Passive Voice Continuous Tense-forms:</li> <li>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>  Main: 1, 2  Additional: 1, 2, 3, 7, 8, 9, 11  Internet: 2, 4,</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> usage 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>discussion on the topic Segmenting Markets</li> </ul> <p><b>Sources:</b>  Main: 1, 2  Additional: 1, 2, 3, 7, 8, 9, 11  Internet: 2, 4,</p>	2 hours
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Comprehension Reading:</b> “Targeting and</p>	

	<p>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></p> <ul style="list-style-type: none"> <li>• the Passive Voice Continuous Tense-forms:</li> <li>• 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, 2</i>  <i>Additional: 1, 2, 3, 7, 8, 9, 11</i>  <i>Internet: 2, 4,</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 7</b>  <b>Topic: “Products, Goods and Service”</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> 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> </ul>	2 hours

	<ul style="list-style-type: none"> <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 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>• grammar rules</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 2, 3</i>  <i>Additional: 1, 2, 3, 7, 8, 9, 10</i>  <i>Internet: 1,2, 4</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> </ul>	

	<ul style="list-style-type: none"> <li>• 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, 2</i>  <i>Additional: 1, 2, 3, 7, 8, 9, 10</i>  <i>Internet: 1,2, 4</i></p>	2hours
<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> usage 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: “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 phonetics 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 Voice Tense-forms</li> <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> </ul>	4 hours

	<ul style="list-style-type: none"> <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):</b> “Goods, products and services”:</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> <li>• comprehension of idiomatic meanings.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 2</i>  <i>Additional: 1, 2, 3, 7, 8, 9, 10</i>  <i>Internet: 1,2, 4</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 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></p> <ul style="list-style-type: none"> <li>• drilling the new active vocabulary to the topic “Industrial Services”:</li> <li>• expressing one's personal opinion of the differences between <i>goods</i> and <i>services</i></li> </ul>	2hours



	<ul style="list-style-type: none"> <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>Grammar Revision:</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>grammar drills</li> <li>grammar rules.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 2</i>  <i>Additional: 1, 2, 3, 7, 8, 9, 10</i>  <i>Internet: 1,2, 4</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><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>  <i>Main: 1, 2</i>  <i>Additional: 1, 2, 3, 7, 8, 9, 10</i>  <i>Internet: 1,2, 4</i></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>giving full answers to the questions about products, goods and services</li> </ul>	2 hours

- giving or seeking personal views and opinions
- giving reasons
- expressing preferences
- making comparisons.

***Vocabulary:***

- drilling the new active vocabulary to the topic “Convenience Products”:
- expressing one’s personal opinion of the differences between *goods* and *services*
- rendering the importance of the product knowledge for the sale staff
- usage of prepositions
- new idioms and their meanings
- word-formation in English.

***Sources:***

*Main: 1, 2*

*Additional: 1, 2, 3, 7, 8, 9, 10*

*Internet: 1,2, 4*

<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> usage 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> <i>Main:</i> 1, 2 <i>Additional:</i> 1, 2, 3, 7, 8, 9, 10 <i>Internet:</i> 1,2, 4</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>• use of prepositions</li> <li>• 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> </ul>	2hours

	<ul style="list-style-type: none"> <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:</i> 2, 3  <i>Additional:</i> 1, 2, 3, 7, 8, 9, 10  <i>Internet:</i> 1,2, 4</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> usage 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 phonetics 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</i></li> </ul>	2 hours

	<p><i>something</i></p> <ul style="list-style-type: none"> <li>• word-formation in English.</li> </ul> <p><b>Comprehension Reading: “Marketing”:</b></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> <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, 2</i>  <i>Additional: 1,2,3,4,5,6,7</i>  <i>Internet: 5</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>to mark something up</i></li> </ul> <p><b>Speaking: “The Marketing Strategy”</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</p>	3hours

	<p>of the Sequence of tenses through a variety of tasks</p> <p><b>Sources:</b>  <i>Main: 1, 2</i>  <i>Additional: 1,2,3,4,5,6,7</i>  <i>Internet: 5</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 12</b>  <b>In-class activity</b>  <b>Topic: “Marketing Strategy”</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> 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</i> 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.</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> </ul>	2 hours

	<ul style="list-style-type: none"> <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><i>Grammar Revision: The Sequence of Tenses:</i></b></p> <ul style="list-style-type: none"> <li>• improving the students’ knowledge level through a variety of tasks</li> <li>• grammar rules</li> <li>• grammar drills.</li> </ul> <p><b><i>Sources:</i></b>  <i>Main: 1, 2</i>  <i>Additional: 1,2,3,4,5,6,7</i>  <i>Internet: 5</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b><i>Vocabulary:</i></b>  drilling the new active vocabulary to the topic “Marketing”:</p> <ul style="list-style-type: none"> <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>Comprehension Speaking:</i></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>	4hours

	<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, 2</i>  <i>Additional: 1,2,3,4,5,6,7</i>  <i>Internet: 5</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</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:</b> “The Functions of Marketing”</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 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, 2, 3</i>  <i>Additional: 1,2,3,4,5,6,7</i>  <i>Internet: 5</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>• 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> <li>• the grammar rules</li> <li>• the grammar drills.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 2, 3</i>  <i>Additional: 1,2,3,4,5,6,7</i>  <i>Internet: 5</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> usage 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 phonetics drills</li> <li>• test “True (T) or False (F).”</li> </ul>	2 hours

	<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> <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>• grammar rules</li> <li>• grammar drills.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 2, 3</i>  <i>Additional: 3, 4, 5, 9, 10, 11</i>  <i>Internet: 4, 5</i></p>	
	<b>Further work</b>	

	<p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• use of prepositions</li> <li>• 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: 2, 3</i>  <i>Additional: 3,4, 5, 9,10, 11</i>  <i>Internet: 4,5</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> usage 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 phonetics 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>	2 hours

**Comprehension Speaking (in pairs):** “Advertising”

- rendering the best advertisements in Ukraine today
- comment on: “Advertising is not so important. A good product with the right price and the right distribution will sell itself.”
- giving reasons
- expressing preferences
- making comparisons
- comprehension of idiomatic meanings.
- comprehension of the meaning of new words.

**Vocabulary:**

- drilling the new active vocabulary to the topic: “Advertising”
- improving the students’ key vocabulary through a variety of tasks
- usage of prepositions
- new idioms and their meanings:
- words-formation in English.

**Grammar Revision:** The Reported Speech. Statements.

- improving the students’ knowledge level through a variety of tasks
- the grammar rules
- the grammar drills
- preparation for Module test 3.

**Sources:**

*Main: 1, 3*

*Additional: 3,4, 5, 9,10, 11*

*Internet: 4,5*

	<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> </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:</i> 1, 2, 3  <i>Additional:</i> 3,4, 5, 9,10, 11  <i>Internet:</i> 4,5</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 16</b></p> <p style="text-align: center;"><b>Topic: “Kinds of Advertising”</b></p> <p style="text-align: center;"><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> <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>	2 hours

	<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><b>Test preparation MODULE 3: TEST PAPER 3</b> checking the students’ knowledge level assessment of the students’ knowledge level.</p> <p><b>Sources:</b> <i>Main: 1, 2, 3</i> <i>Additional: 3,4, 5, 9,10, 11</i> <i>Internet: 4,5</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> </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> <i>Main: 1, 2</i> <i>Additional: 3,4, 5, 9,10, 11</i> <i>Internet: 4,5</i></p>	4hours
	<b>MODULE 4: “FINANCE AND</b>	

	<b>BUSINESS”</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p><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> </ul>	2 hours

	<ul style="list-style-type: none"> <li>expressing preferences</li> <li>usage of prepositions.</li> </ul> <p><b>Grammar:</b> The Reported Questions. Orders. 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:</i> 1, 2, 3  <i>Additional:</i> 3, 8, 9,  <i>Internet:</i> 2,4,5</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>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:</i> 1, 2  <i>Additional:</i> 3, 8, 9,  <i>Internet:</i> 2,4,5</p>	3hours
<ul style="list-style-type: none"> <li><b>To know:</b> the lexical vocabulary,</li> </ul>	<p><b>Lesson 2</b></p> <p><b>Topic: “Long and Current Liabilities”</b></p>	



<p>grammar patterns, the idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<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 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 variable costs, assets and liabilities</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 groups of four):</b> “What is more important for business: its assets or liabilities?”</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>• comprehension of idiomatic meaning</li> <li>• new idioms and their meanings.</li> </ul> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• drilling the new terms to learn better the topic “Costs. Assets and liabilities.”</li> <li>• differentiation between the meanings of confusing words: <i>price, worth, cast, value</i></li> <li>• usage of prepositions</li> <li>• comprehension of idioms and their meanings</li> <li>• the meaning of the word-combinations <i>to cut back (on something), to reduce something.</i></li> </ul>	<p style="text-align: center;">2 hours</p>
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	<p><b>Grammar Revision:</b> The Reported Questions. Orders. Requests:</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 on the Reported Speech</li> <li>• improving one’s grammar skills through a variety of tasks.</li> </ul> <p><b>Sources:</b>  <i>Main:1, 3</i>  <i>Additional: 3, 8, 9,</i>  <i>Internet: 2,4,5</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>“A brain storm”</i>  <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> <i>“A small debt produces a debtor; a large one – an enemy.” (Syrus).</i></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></p>	3hours

	<p><i>Main: 2, 3</i>  <i>Additional: 3, 8, 9,</i>  <i>Internet: 2,4,5</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 3</b>  <b>Topic: “Kinds of Costs and Assets”</b>  <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 in the text</li> <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, 2, 3</i>  <i>Additional: 3, 8, 9,</i>  <i>Internet: 2,4,5</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>• use of prepositions</li> <li>• 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>	4hours

	<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:</i> 1, 2  <i>Additional:</i> 3, 8, 9,  <i>Internet:</i> 2,4,5</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</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> <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 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 flotation, grants and loans</i></li> <li>• the new idioms and expressions and guessing their meanings on a base of the textual context</li> <li>• learning the new vocabulary from the text</li> <li>• grasping the main ideas of the text.</li> </ul> <p><b>Vocabulary:</b></p>	2 hours

	<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 I 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, 2</i>  <i>Additional: 1, 3, 8, 9, 11</i>  <i>Internet: 1, 4</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>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> </ul>	3hours

	<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 First Conditional through a variety of tasks</p> <p><b>Sources:</b>  <i>Main: 1, 3</i>  <i>Additional: 1, 3, 8, 9, 11</i>  <i>Internet: 1, 4</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 5</b>  <b>Topic: “Borrowing money”</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>• <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: (<i>a brain storm</i>)  <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> </ul> <p>making comparisons.</p> <p><b>Vocabulary Revision:</b></p> <ul style="list-style-type: none"> <li>• using the vocabulary to get prepared <i>for</i></li> </ul>	2 hours

	<p><b>a role play</b> “Interview with a financial manager in a large corporation”. Try to find out from the manager the ways in which his corporation raise its capital.</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>• forming word-combinations in English</li> <li>• making comparisons.</li> </ul> <p><b>Grammar Revision:</b> Type I 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, 2</i>  <i>Additional: 1, 3, 8, 9, 11</i>  <i>Internet: 1, 4</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 I Conditionals:</p>	3hours

	<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” (W. Glasdstone).</i></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, 2</i>  <i>Additional: 1, 3, 8, 9, 11</i>  <i>Internet: 1, 4</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> usage 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 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><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: (a <i>brain storm</i>)”  <i>What way of obtaining capital is more</i></li> </ul>	2 hours



	<p><i>suitable for a small firm?</i> giving or seeking personal views and opinions</p> <ul style="list-style-type: none"> <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 <i>for a role play</i> “<i>Interview with a financial manager in a large corporation</i>”. Try to find out from the manager the ways in which his corporation raises 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 I 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, 2, 3</i>  <i>Additional: 1, 3, 8, 9, 11</i>  <i>Internet: 1, 4</i></p>	
	<p><b>Further Work</b></p> <p><b>Grammar Revision:</b> Type II 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</li> </ul>	<p>4hours</p>

	<p>present or future</p> <ul style="list-style-type: none"> <li>improving one's grammar skills through a variety of tasks.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 2, 3</i>  <i>Additional: 1, 3, 8, 9, 11</i>  <i>Internet: 1, 4</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 7</b>  <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 phonetics 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>	2 hours

	<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 II 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><b>Sources:</b>  <i>Main:</i> 1, 2  <i>Additional:</i> 3, 8, 9,  <i>Internet:</i> 3, 4</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>• 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>	3 hours

	<p><b>Sources:</b>  <i>Main: 1, 3</i>  <i>Additional: 3, 8, 9,</i>  <i>Internet: 3, 4</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</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 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>the necessity of stock exchange</i>, and in particular about <i>the stock exchange in Ukraine</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>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> </ul>	2 hours

	<ul style="list-style-type: none"> <li>• usage of prepositions</li> <li>• comprehension of idioms and their meanings.</li> </ul> <p><b>Grammar Revision:</b> Type II and Type III Conditionals – <i>But for smb/smith., I wish,</i> usage of the grammar rules for dealing with practical grammar exercises using the grammar rules for improving students’ skills through a variety of tasks giving advice.</p> <p><b>Sources:</b>  <i>Main:</i> 2, 3  <i>Additional:</i> 3, 8, 9,  <i>Internet:</i> 3, 4</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>Financial Centers.</i>”</li> <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>” (Paul Hawken)</p> <ul style="list-style-type: none"> <li>• giving reasons</li> <li>• giving or seeking personal views and opinion</li> <li>• expressing preferences</li> </ul>	3hours

- making comparisons
- comprehension of idiomatic meaning
- new idioms and their meanings.

***Grammar Revision:*** Type II Conditionals vs. Type III Conditional:

- usage of the grammar rules for dealing with practical grammar exercises
- using the grammar rules for improving students' skills through a variety of tasks
- using grammar rules for giving advice.

***Sources:***

*Main: 1, 2, 3*

*Additional: 3, 8, 9,*

*Internet: 3, 4*

<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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</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><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:</i> 1, 2 <i>Additional:</i> 3, 8, 9, <i>Internet:</i> 3, 4</p>	2 hours
	<p><b>Further work</b></p> <p><b>Grammar Revision:</b> Type I, III 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></p>	4 hours

	<p><i>Main: 1, 3</i>  <i>Additional: 3, 8, 9,</i>  <i>Internet: 3, 4</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> usage 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 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 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: “Investments”</b></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> </ul>	2 hours



	<ul style="list-style-type: none"> <li>• comprehension of idioms and their meanings</li> <li>• the meaning of the word-combination “<i>gilt-edged security</i>”, “<i>treasure bonds</i>”.</li> </ul> <p><b>Grammar Revision:</b> Type III 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> <li>• using grammar rules for expressing the regrets of criticism.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 3, 4, 5, 8, 9,</i>  <i>Internet: 2, 3</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>• idioms</li> <li>• test</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: 2</i>  <i>Additional: 3, 4, 5, 8, 9,</i>  <i>Internet: 2, 3</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</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 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>• 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> advantages and disadvantages of stocks and bonds as a form of investment; investment money in government security; <b>Comment on:</b> <i>Putting one’s eggs in one basket is invariably wrong.</i></p> <ul style="list-style-type: none"> <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 <i>for role play</i></li> <li>• <i>take interview of your group mates</i> and estimate their targets orientation of earning the capital</li> <li>• comments on the results.</li> </ul> <p><b>Grammar Revision:</b> Type III Conditionals. Mix Type of Conditionals:</p> <ul style="list-style-type: none"> <li>• usage of the grammar rules for dealing</li> </ul>	2 hours
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	<p>with practical grammar exercises, grammar progress test 3 (Conditionals)</p> <ul style="list-style-type: none"> <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, 3</i>  <i>Additional: 3, 4, 5, 8, 9,</i>  <i>Internet: 2, 3</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>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>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> </ul>	3hours

	<ul style="list-style-type: none"> <li>• summarizing ideas.</li> </ul> <p><b>Sources:</b>  <i>Main:</i> 2, 3  <i>Additional:</i> 3, 4, 5, 8, 9,  <i>Internet:</i> 2, 3</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 12</b>  <b>Topic: “The Federal Reserve System”</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> home assignment revision</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>  <i>advantages and disadvantages of stocks and bonds as a form of investment; investment money in government security;</i>  <b>Comment on:</b> <i>Putting one’s eggs in one basket is invariably wrong.</i></p> <ul style="list-style-type: none"> <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</li> </ul>	2 hours

	<p>the capital</p> <ul style="list-style-type: none"> <li>• comments on the results.</li> </ul> <p><b>Grammar Revision:</b> Type III Conditionals. Mixed 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</i> <i>Additional: 3, 4, 5, 8, 9,</i> <i>Internet: 2, 3</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>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>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> </ul>	4hours

	<ul style="list-style-type: none"> <li>new idioms and their meanings.</li> </ul> <p><b>Sources:</b>  <b>Main:</b> 2  <b>Additional:</b> 3, 4, 5, 8, 9,  <b>Internet:</b> 2, 3</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 13</b>  <b>Topic: “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 phonetics 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 financial statements: <i>cash flow statement, balance sheet, profit and loss account</i></li> <li>rendering the important documents: <i>The Profit and Loss Account, Balance Sheet.</i></li> </ul> <p><b>Comprehension Reading:</b> “Financial Statement”</p> <ul style="list-style-type: none"> <li>reading for obtaining specific information about <i>company’s financial performance, company’s annual report and company accountants, auditors</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>Comprehension Speaking:</b></p> <ul style="list-style-type: none"> <li>using the key vocabulary for topical speaking (<i>in pairs</i>) about: <i>statements showing income and express resulting from trading over a period of time,</i></li> </ul>	2 hours

	<p><i>statement of the financial position at a specific point of time.</i></p> <ul style="list-style-type: none"> <li>giving or seeking personal views and opinions.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>drilling the new terms to learn better the topic: “<i>Financial Statements</i>”</li> <li>improving the students’ key vocabulary for comprehending the meaning utterances: <i>a blue ribbon, the red-carpet treatment, to go over with a bang</i></li> <li>usage of prepositions.</li> <li>comprehension of idiomatic meaning.</li> </ul> <p><b>Grammar Revision:</b> Conditionals expressing wishes and regrets:</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 regrets of criticism, unreality.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 2, 3</i>  <i>Additional: 10, 11</i>  <i>Internet: 5</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>idioms</li> <li>terms in box</li> <li>translating sentences</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> </ul>	4hours

	<ul style="list-style-type: none"> <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: 10, 11</i>  <i>Internet: 5</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> usage 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 phonetics drills</li> <li>• test “True (T) or False (F).”</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> </ul> <p>expressing preferences  making comparisons.</p> <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>  <i>Main: 2, 3</i></p>	2 hours



	<p><i>Additional: 10, 11</i> <i>Internet: 5</i></p>	
	<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>• 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>• brainstorming ideas</li> <li>• summarizing ideas.</li> </ul> <p><b><i>Sources:</i></b> <i>Main:1, 2</i> <i>Additional: 10, 11</i> <i>Internet: 5</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 15</b> <b>Topic: “The World Bank”</b> <b>In-class activity</b></p> <p><b><i>Starting up:</i></b> Homework revision</p> <p><b><i>Speaking:</i></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><i>Sources:</i></b> <i>Main:1, 2, 3</i> <i>Additional: 10, 11</i> <i>Internet: 5</i></p> <p style="text-align: center;"><b>Further work</b></p>	2 hours

	<p><b>Vocabulary:</b> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• idioms</li> <li>• use of prepositions</li> <li>• <i>to wind something or itself up</i></li> </ul> <p><b>Speaking:</b>“ Market-marketers 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: 1, 2</i>  <i>Additional: 10, 11</i>  <i>Internet: 5</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> usage 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 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 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>	2 hours

	<p><b>Comprehension Reading: “Bankruptcy”</b></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>  Explain the following: <i>How voluntary bankruptcy is different from involuntary bankruptcy?</i></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> 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> <p><b>Sources:</b>  <i>Main: 1, 3</i>  <i>Additional: 3, 8, 9,</i>  <i>Internet: 5</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>• idioms</li> <li>• use of prepositions</li> </ul>	

	<ul style="list-style-type: none"> <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</li> <li>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: 2, 3</i>  <i>Additional: 3, 8, 9,</i>  <i>Internet: 5</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</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:</b> “What is Voluntary Liquidation?”</p> <ul style="list-style-type: none"> <li>• giving full answers to the questions</li> <li>organizational structure</li> <li>• giving or seeking personal views and opinions</li> <li>• giving reasons</li> <li>• expressing preferences</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 3, 8, 9,</i>  <i>Internet: 5</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>• topical speaking about a <i>bankruptcy</i></li> </ul>	3 hours

	<p><i>procedure</i></p> <ul style="list-style-type: none"> <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>” (<i>Daniel Arap Moi</i>).</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: 2</i>  <i>Additional: 3, 8, 9,</i>  <i>Internet: 5</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</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> <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:</b> “Insolvency”</p>	2 hours

	<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>Module test preparation MODULE 4: TEST PAPER 4</b></p> <ul style="list-style-type: none"> <li>checking the students' knowledge level</li> <li>assessment the students' knowledge level.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 3</i>  <i>Additional: 3, 8, 9,</i>  <i>Internet: 5</i></p>	3 hours
	<b>Усього</b> <i>Аудиторна робота</i> <i>Самостійна робота</i>	<b>180</b> 68 112
<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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 1</b></p> <p style="text-align: center;"><b>Topic: "The Field of Accounting"</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 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>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</p>	2 hours

	<p>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, 2, 3</i>  <i>Additional: 1, 2, 4, 6,</i>  <i>Internet: 2, 4</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>• idioms</li> <li>• use 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> <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,</i></p>	5 hours

	<p><i>need to</i>) through a variety of tasks</p> <p><b>Sources:</b>  <i>Main: 1, 2</i>  <i>Additional: 1, 2, 4, 6,</i>  <i>Internet: 2, 4</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> usage 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 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>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) about</i></li> <li>• <i>why accounting is a basic and vital element in modern business; advantages and disadvantages of a career in accounting</i></li> <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>• 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: 1, 2, 4, 6,</i>  <i>Internet: 2, 4</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’ skills through a variety of tasks</li> </ul>	5 hours

	<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:</b>  <i>Main:</i> 2  <i>Additional:</i> 1, 2, 4, 6,  <i>Internet:</i> 2, 4</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> usage 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 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 (<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: “Budgeting”</b></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 “<i>Budgeting</i>”</li> </ul>	2 hours

	<ul style="list-style-type: none"> <li>• <i>topical speaking (in group of three) about</i></li> <li>• <i>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> <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>• 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 certainty, possibility, probability.</li> </ul> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 4, 6, 10</i>  <i>Internet: 2,3,4,5</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>• idioms</li> <li>• use 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> </ul>	2 hours

	<ul style="list-style-type: none"> <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 Modals (<i>must, may, might, could, can't, should, ought to</i>) through a variety of tasks</p> <p><b>Sources:</b>  <i>Main:</i> 2, 3  <i>Additional:</i> 4, 6, 10  <i>Internet:</i> 2,3,4,5</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><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 phonetics 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 <i>a budget for the company</i>.</p> <p><b>Comprehension Speaking (in pairs):</b> drilling the new terms to learn better the topic “Budgeting”</p> <ul style="list-style-type: none"> <li>• explaining the statement: “<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>	2 hours

	<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, 2, 3</i>  <i>Additional: 4, 6, 10</i>  <i>Internet: 2,3,4,5</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 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> 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> "Advantages and disadvantages of a muster budget":</p> <ul style="list-style-type: none"> <li>• planning an answer</li> </ul>	5 hours

	<ul style="list-style-type: none"> <li>• an introduction and the conclusion</li> <li>• summarizing ideas.</li> </ul> <p><i>Sources:</i>  <i>Main: 1, 2</i>  <i>Additional: 4, 6, 10</i>  <i>Internet: 2,3,4,5</i></p>	
<ul style="list-style-type: none"> <li>• <b>To know:</b> the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> <li>• <i>Skills:</i> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 5</b>  <b>Topic: “Auditing”</b>  <b>In-class activity</b></p> <p><i>Warming-up:</i></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><i>Starting-up:</i></p> <ul style="list-style-type: none"> <li>• home assignment revision</li> <li>• drilling the new terms to learn better the topic: “<i>Budgeting</i>” and “<i>Auditing</i>”</li> <li>• topical speaking (<i>in-pairs</i>) 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><i>Comprehension Reading: “Auditing”</i></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> </ul>	2 hours

	<ul style="list-style-type: none"> <li>• grasping the main ideas of the text.</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>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>” (Antony Robbins)</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 Infinitive: can, may, <i>might</i>, <i>must</i>, <i>could</i>, <i>should</i>, <i>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:</i> 1, 2, 3  <i>Additional:</i> 4, 8, 10  <i>Internet:</i> 2, 4</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>• idioms</li> <li>• use of prepositions</li> <li>• <i>to bail somebody or something out (of something)</i></li> </ul> <p><b>Speaking:</b></p>	5 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 Modals with Perfect Infinitive through a variety of tasks</p> <p><b>Sources:</b>  <i>Main: 1</i>  <i>Additional: 4, 8, 10</i>  <i>Internet: 2, 4</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> usage 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 business topic learnt before</li> <li>• improving the grammar and vocabulary skills through demonstrating a short presentation on the learned business topics</li> <li>• brainstorming ideas</li> <li>• summarizing ideas.</li> </ul> <p style="text-align: center;"><b>MODULE 5: TEST PAPER 5</b></p> <ul style="list-style-type: none"> <li>• checking the students’ knowledge level</li> <li>• assessment the students’ knowledge level.</li> </ul> <p><b>Sources:</b>  <i>Main: 2, 3</i>  <i>Additional: 4, 8, 10</i>  <i>Internet: 2, 4</i></p>	2 hours
	<b>Further work</b>	



	<p><b><i>Preparing a short presentation</i></b>  revision lexical and grammar material on business topic learnt before</p> <p><b><i>Preparation for Module TEST PAPER 5: Vocabulary and Grammar Revision.</i></b></p> <p><b><i>Sources:</i></b>  <i>Main: 1</i>  <i>Additional: 4, 8, 10</i>  <i>Internet: 2, 4</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</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><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 phonetics drills</li> <li>• test “True (T) or False (F).”</li> </ul> <p><b><i>Starting up:</i></b> Course Structure Explanation:</p> <ul style="list-style-type: none"> <li>• <i>test paper analysis</i></li> <li>• topical speaking (<b><i>in pairs</i></b>) 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: “<i>Money and its functions</i>”.</li> </ul> <p><b><i>Comprehension Reading:</i></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><i>Grammar Revision:</i></b> Modal verbs</p> <ul style="list-style-type: none"> <li>• improving the students’ grammar</li> </ul>	2 hours

	<p>knowledge of the Modal verbs by dealing with a variety of tasks</p> <ul style="list-style-type: none"> <li>• grammar progress <i>test 4</i> (modal verbs).</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 2, 3</i>  <i>Additional: 1, 2, 4, 6, 7, 8, 10</i>  <i>Internet: 2, 4, 6</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>• idioms</li> <li>• use of common terms described different types of wrongdoing</li> <li>• use 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, 2</i>  <i>Additional: 1, 2, 4, 6, 7, 8, 10</i>  <i>Internet: 2, 4, 6</i></p>	8 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> usage the lexical vocabulary, grammar patterns, the idioms, the</li> </ul>	<p style="text-align: center;"><b>Lesson 2</b>  <b>Topic: “The British Money”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision. Vocabulary testing</p> <p><b>Reading:</b> “The British Money”</p>	2 hours

<p>phrases.</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:</i> 1, 2, 3  <i>Additional:</i> 1, 2, 4, 6, 7, 8, 10  <i>Internet:</i> 2, 4, 6</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>• idioms</li> <li>• use of common terms described different types of wrongdoing</li> <li>• use 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:</i> 2  <i>Additional:</i> 1, 2, 4, 6, 7, 8, 10  <i>Internet:</i> 2, 4, 6</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><b>Lesson 3</b>  <b>Topic: “Types of Banks”</b>  <b>In-class activity</b></p>	

<ul style="list-style-type: none"> <li>• <b>Skills:</b> usage 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 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>• 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> Comparisons 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> Main: 1, 2, 3 Additional: 4, 8, 10 Internet: 2, 4, 6</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>• 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 through a variety of tasks</p> <p><b>Sources:</b>  <i>Main: 1, 2</i>  <i>Additional: 4, 8, 10</i>  <i>Internet: 2, 4, 6</i></p>	8 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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 4</b></p> <p style="text-align: center;"><b>Topic: “Money and its 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 phonetics 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>Money and its functions</i>”</li> <li>• topical speaking (<i>in-pairs</i>) about <i>cheap money, caution money, hot money</i></li> <li>• giving reasons</li> <li>• expressing preferences</li> </ul>	2 hours

	<ul style="list-style-type: none"> <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>Fraud</i>”, “<i>Money and its functions</i>”: <i>as a medium of exchange, as a measure of value, as a store of value</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 words-combinations: <i>money laundering, market rigging, money salvage</i></li> <li>• differentiation between the meanings of the confusing words <i>to swindle, to defraud, to bribe, to fine</i></li> <li>• comprehension of idiomatic meanings <i>to lay something out/to spend money on something.</i></li> </ul> <p><b>Sources:</b>  <i>Main: 1, 3</i>  <i>Additional: 4, 8, 10</i>  <i>Internet: 2, 4, 6</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Vocabulary Revision:</b>  improving the students’ key vocabulary for comprehension the meaning of words-combinations: <i>a yardstick, paper bills, bookkeeping, wealth</i></p> <p><b>Comprehension Speaking:</b></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions relating to <i>money and its functions</i></li> </ul>	4 hours

	<ul style="list-style-type: none"> <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> “Money spent on the brain, is never spent in vain”</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>  Main: 1, 2  Additional: 4, 8, 10  Internet: 2, 4, 6</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> usage 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 phonetics 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: “Banking service”</p> <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> <li>• expressing preferences</li> <li>• making comparisons</li> </ul>	2 hours

	<ul style="list-style-type: none"> <li>comprehension of idiomatic meaning.</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> <li>improving students’ skills through a variety of tasks.</li> </ul> <p><b>Sources:</b>  <i>Main:</i> 1, 2, 3  <i>Additional:</i> 4, 8, 10,  <i>Internet:</i> 4,5</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>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 through a variety of tasks</p> <p><b>Sources:</b>  <i>Main:</i> 1, 2  <i>Additional:</i> 4, 8, 10,  <i>Internet:</i> 4,5</p>	4 hours
<ul style="list-style-type: none"> <li><b>To know:</b></li> </ul>	<b>Lesson 6</b>	



<p>the lexical vocabulary, grammar patterns, the idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Topic: “Types of 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> “Types of Banks”</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> Main: 1, 2 Additional: 4, 8, 10, Internet: 4,5</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>• 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 through a variety of tasks</p> <p><b>Sources:</b> Main: 1, 3</p>	4 hours

	<p><i>Additional: 4, 8, 10,</i> <i>Internet: 4,5</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> usage 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 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: 2, 3</i> <i>Additional: 4, 8, 10,</i> <i>Internet: 4,5</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>• 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 through a</p>	5 hours

	<p>variety of tasks</p> <p><i>Sources:</i>  <i>Main:</i> 1, 2, 3  <i>Additional:</i> 4, 8, 10,  <i>Internet:</i> 4,5</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> usage 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><i>Starting up:</i> Homework revision</p> <p><i>Reading:</i> “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><i>Vocabulary:</i> Developing key vocabulary through a variety of tasks</p> <p><b>MODULE 6: TEST PAPER 6.</b>  checking the students’ knowledge level  assessment the students’ knowledge level.</p> <p><i>Sources:</i>  <i>Main:</i> 1, 2  <i>Additional:</i> 4, 8, 10,  <i>Internet:</i> 4,5</p>	2 hours
	<p style="text-align: center;"><b>Further work</b></p> <p><i>Vocabulary:</i> Understanding the meaning</p> <ul style="list-style-type: none"> <li>• 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><i>Speaking:</i></p> <ul style="list-style-type: none"> <li>• giving full answers to the questions <ul style="list-style-type: none"> <li>• giving or seeking personal views and opinions</li> </ul> </li> </ul>	5 hours

	<ul style="list-style-type: none"> <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 through a variety of tasks</p> <p><b>Sources:</b>  <i>Main:</i> 1, 2  <i>Additional:</i> 4, 8, 10,  <i>Internet:</i> 4,5</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-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 phonetics 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

	<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: a <i>fiscal year</i>, a <i>muster budget</i>, an <i>operating plan</i></li> <li>usage of prepositions.</li> <li>giving reasons</li> <li>giving or seeking personal views and opinion.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 2, 3</i>  <i>Additional: 1, 2, 5, 6</i>  <i>Internet: 1, 2, 3, 4</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>idioms</li> <li>use 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 into English</p> <p><b>Grammar Revision:</b> Developing knowledge of the Infinitive through a variety of tasks</p> <p><b>Sources:</b>  <i>Main: 1, 3</i>  <i>Additional: 1, 2, 5, 6</i>  <i>Internet: 1, 2, 3, 4</i></p>	2 hours
<ul style="list-style-type: none"> <li><b>To know:</b> the lexical vocabulary,</li> </ul>	<p><b>Lesson 2</b>  <b>Topic: “Corporate Securities”</b></p>	

<p>grammar patterns, the idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> usage 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> Course Structure Explanation</p> <p><b>Reading:</b> “Corporate Securities”</p> <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 used to describe international trade</li> </ul> <p><b>Sources:</b> Main:1, 2 Additional: 1, 2, 5, 6 Internet: 1, 2, 3, 4</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>• idioms</li> <li>• use 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 into English</p> <p><b>Grammar Revision:</b> Developing knowledge of the Infinitive through a variety of tasks</p> <p><b>Sources:</b> Main:1, 2, 3</p>	<p style="text-align: center;">5 hours</p>

	<p><i>Additional: 1, 2, 5, 6</i> <i>Internet: 1, 2, 3, 4</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</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> <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, 2</i> <i>Additional: 1, 2, 5, 6</i> <i>Internet: 1, 2, 3, 4</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>• idioms</li> <li>• use 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 into English</p> <p><b>Grammar Revision:</b> Developing knowledge of the Infinitive through a variety of tasks</p>	5 hours

	<p><b>Sources:</b>  <i>Main: 1, 2</i>  <i>Additional: 1, 2, 5, 6</i>  <i>Internet: 1, 2, 3, 4</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> usage 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 phonetics 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, 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</i></li> </ul>	2 hours



	<p><i>deficit</i></p> <ul style="list-style-type: none"> <li>usage of prepositions.</li> </ul> <p><b>Sources:</b>  <i>Main: 1, 2, 3</i>  <i>Additional: 1, 2, 4, 6, 7, 8, 10, 11</i>  <i>Internet: 2, 4</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>idioms</li> <li>use 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</p> <p><b>Grammar Revision:</b> Developing knowledge of the Gerund through a variety of tasks</p> <p><b>Sources:</b>  <i>Main: 1, 2</i>  <i>Additional: 1, 2, 4, 6, 7, 8, 10, 11</i>  <i>Internet: 2, 4</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 5</b></p> <p style="text-align: center;"><b>Topic: “Protection Measures and Tariffs”</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 phonetics drills</li> <li>test “True (T) or False (F).”</li> </ul>	2 hours

	<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> <p><b>Comprehension Speaking (in pairs):</b> about <i>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 words-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 improving students’ skills through a variety of tasks usage of the grammar rules for dealing with practical grammar exercises.</p> <p><b>Sources:</b> <i>Main: 1, 3</i> <i>Additional: 1, 2, 4, 6, 7, 8, 10, 11</i> <i>Internet: 2, 4</i></p>	
	<p><b>Further work</b></p> <p><b>Vocabulary:</b> Understanding the meaning</p>	

	<ul style="list-style-type: none"> <li>• idioms</li> <li>• use 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 “The Balance of Trade”</p> <p><b>Grammar Revision:</b> Developing knowledge of the Gerund through a variety of tasks</p> <p><b>Sources:</b>  <i>Main: 1, 3</i>  <i>Additional: 1, 2, 4, 6, 7, 8, 10, 11</i>  <i>Internet: 2, 4</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> usage 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 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>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</p>	2 hours

	<p>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>• usage the Infinitive and the Gerund</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, 2, 3</i>  <i>Additional: 9, 12</i>  <i>Internet: 1, 2, 3, 5</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>• idioms</li> <li>• use 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>	2 hours

	<p><b>Writing:</b> Translating 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:</i> 1, 2  <i>Additional:</i> 9, 12  <i>Internet:</i> 1, 2, 3, 5</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</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> <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:</i> 1, 3  <i>Additional:</i> 9  <i>Internet:</i> 1, 2, 3, 5</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>• idioms</li> <li>• use 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> </ul>	5 hours

	<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>Writing:</b> Translating 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:</i> 1, 2  <i>Additional:</i> 9  <i>Internet:</i> 1, 2, 3, 5</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 8</b></p> <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 phonetics 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>Export and Import</i>” comprehension of the meaning of the new word-combinations: <i>visible and invisible exports, invisible import, capital export, controlled export, currency export</i> topical speaking (<b>in pairs</b>) about <i>capital export, controlled export, currency export, visible and invisible export sets</i>.</p> <p><b>Comprehension Speaking (in pairs):</b> comment on the following: “<i>It is happier to be sometimes cheated than not to trust</i>” (S. Johnson). giving or seeking personal views and opinions</p>	2 hours

	<p>giving reasons  expressing preferences  making comparisons  comprehension of idiomatic meanings  usage of prepositions.</p> <p><b>Grammar Revision:</b> The Gerund and its forms in the Active Voice and in the Passive Voice.  improving students' skills through a variety of tasks  usage the Gerund after prepositions, after verbs and expressions followed by prepositions: <i>be interested in, be good at, be fond of</i> etc.  usage the Gerund after set expressions: <i>it's no use, it's not worth, it's no good, to have difficulty</i>  usage of the grammar rules for dealing with practical grammar exercises.</p> <p><b>Sources:</b>  <i>Main: 1, 2</i>  <i>Additional: 9</i>  <i>Internet: 1, 2, 3, 5</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>• idioms</li> <li>• use 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 into English  <b>Grammar Revision:</b> Comparing the using of the Gerund and the Infinitive through a</p>	5 hours

	variety of tasks <i>Sources:</i> <i>Main: 1, 2</i> <i>Additional: 9</i> <i>Internet: 1, 2, 3, 5</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 9</b></p> <p style="text-align: center;"><b>Topic: “Globalization and Economic Policy”</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 phonetics 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 “globalization and economic policy”</li> <li>• topical speaking (<i>in groups of three</i>) 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>	2 hours



	<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, 2</i>  <i>Additional: 4, 8, 10</i>  <i>Internet: 3, 5</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>idioms</li> <li>use of prepositions</li> <li><i>to contract something out (to somebody)</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 the Participle through a variety of tasks comparing the using of the Participle I and II</p> <p><b>Sources:</b>  <i>Main: 1, 2</i>  <i>Additional: 4, 8, 10</i>  <i>Internet: 3, 5</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 10</b></p> <p style="text-align: center;"><b>Topic: “Global Agreements: WTO”</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 phonetics 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</i></li> </ul>	2 hours

	<p><i>WTO's agreements</i></p> <ul style="list-style-type: none"> <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> <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, 2, 3</i>  <i>Additional: 4, 8, 10</i>  <i>Internet: 3, 5</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>• idioms</li> <li>• use of prepositions</li> <li>• <i>to contract something out (to somebody)</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>	5 hours

	<p><b>Grammar Revision:</b> Developing knowledge of the Participle through a variety of tasks comparing the using of the Participle I and II</p> <p><b>Sources:</b>  <i>Main:</i> 1, 2  <i>Additional:</i> 4, 8, 10  <i>Internet:</i> 3, 5</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 11</b></p> <p style="text-align: center;"><b>Topic: “International Finance”</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> “International Finance”</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>Vocabulary:</b> Developing key vocabulary through a variety of tasks</p> <p><b>Sources:</b>  <i>Main:</i> 1, 2  <i>Additional:</i> 4, 8, 10  <i>Internet:</i> 3, 5</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>• idioms</li> <li>• use of prepositions</li> <li>• <i>to contract something out (to somebody)</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 the Participle through a variety of tasks comparing the using of the Participle I and II</p> <p><b>Sources:</b></p>	5 hours

	<p><i>Main: 1, 2</i>  <i>Additional: 4, 8, 10</i>  <i>Internet: 3, 5</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> usage 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> listening to the text or teacher’s information grammar and phonetics drills test “True (T) or False (F).”</p> <p><b>Starting-up:</b> home assignment revision drilling the new terms to learn better the topic: “<i>Business across culture</i>” topical speaking (<i>in-pairs</i>) about <i>social etiquette, different cultures around the world</i> giving reasons expressing preferences making comparisons.</p> <p><b>Comprehension Reading:</b> “<i>International trade</i>” reading for obtaining specific information about <i>business across the cultures</i> learning the new vocabulary from the text new idioms and expressions and guessing their meanings on a base of the textual context.</p> <p><b>Grammar Revision:</b> Countable and Uncountable Nouns: improving students’ skills through a variety of tasks usage of the grammar rules for dealing with practical grammar exercises using the countable and uncountable nouns in everyday speech.</p> <p><b>Sources:</b> <i>Main: 1, 3</i></p>	2 hours

	<p><i>Additional: 4, 8, 10</i> <i>Internet: 2, 3</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>• idioms</li> <li>• use 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>Grammar Revision:</b> Developing knowledge of Countable and Uncountable Nouns <i>little / a little; few / a few</i> <i>much / many/ a lot of/ lots of</i> <i>either...or / both...and / neither ...nor</i></p> <p><b>Sources:</b> <i>Main: 1, 2</i> <i>Additional: 4, 8, 10</i> <i>Internet: 2, 3</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><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</p>	2 hours

	<p>of tasks</p> <p><b>Sources:</b>  <i>Main: 1, 2, 3</i>  <i>Additional: 4, 8, 10</i>  <i>Internet: 2, 3</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>• idioms</li> <li>• use 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>Grammar Revision:</b> Developing knowledge of Countable and Uncountable Nouns  <i>little / a little; few / a few</i>  <i>much / many/ a lot of/ lots of</i>  <i>either ...or / both...and / neither ...nor</i></p> <p><b>Sources:</b>  <i>Main: 1, 2</i>  <i>Additional: 4, 8, 10</i>  <i>Internet: 2, 3</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> usage 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> </ul>	2 hours

	<ul style="list-style-type: none"> <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>MODULE 7: TEST PAPER 7</b> checking the students' knowledge level assessment the students' knowledge level.</p> <p><b>Sources:</b> <i>Main: 1, 2, 3</i> <i>Additional: 4, 8, 10</i> <i>Internet: 2, 3</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>idioms</li> <li>use 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>Grammar Revision:</b> Developing knowledge of Countable and Uncountable Nouns <i>little / a little; few / a few</i> <i>much / many/ a lot of/ lots of</i> <i>either...or / both...and / neither ...nor</i></p> <p><b>Sources:</b> <i>Main: 1, 2</i> <i>Additional: 4, 8, 10</i> <i>Internet: 2, 3</i></p>	5 hours
	<b>Усього</b>	<b>180</b>

	<i>Аудиторна робота</i> <i>Самостійна робота</i>	56 124
<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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<b>Lesson 1</b> <b>Topic: “Introduction into Sociology”</b> <b>In-class activity</b>  <i>Starting up:</i> Course Structure Explanation <i>Reading: “Sociology”</i> <ul style="list-style-type: none"> <li>• reading for specific information about sociology.</li> <li>• guessing unknown words and expressions from the context</li> <li>• describing job duties</li> <li>• talking about experience</li> </ul> <i>Vocabulary:</i> describing job duties developing key vocabulary used to describe kinds of logistics cycle and supply chain. <i>Sources:</i> <i>Main: 4, 5, 6</i> <i>Additional: 1, 2, 5, 7</i> <i>Internet: 1,2, 3</i>	2 hours
•		
	<b>Further work</b> <i>Vocabulary:</i> Understanding the meaning <ul style="list-style-type: none"> <li>• idioms</li> <li>• use of prepositions</li> <li>• <i>to provide / to secure / to ensure</i></li> </ul> <i>Speaking:</i> “The Field of Sociology” <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> <i>Writing:</i> Translating into English the text “The Importance of Sociology to Society”.	4 hours



	<p><b>Grammar Revision:</b> Developing knowledge of the Infinitive through a variety of tasks</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 1, 2, 5, 7  <i>Internet:</i> 1, 2, 3</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 2</b></p> <p style="text-align: center;"><b>Topic:</b> “Sociology Program Overview.”</p> <p><b>Starting up:</b> Homework revision</p> <p><b>Reading:</b> “Meaning, Nature &amp; Subject Matter of Sociology”</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>Vocabulary:</b> Developing key vocabulary through a variety of tasks</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 1, 2, 5, 7  <i>Internet:</i> 1, 2, 3</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>• idioms</li> <li>• use of prepositions</li> <li>• <i>to take off</i></li> </ul> <p><b>Speaking:</b> Meaning &amp; Nature of Sociology</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> <li>• arranging a meeting time</li> </ul>	4 hours

	<p><b>Writing:</b> Translating into English the text “The Field of Sociology”</p> <p><b>Grammar Revision:</b> Developing knowledge of the Gerund through a variety of tasks</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 1, 2, 5, 7  <i>Internet:</i> 1, 2, 3</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> usage 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: “Sociological Perspectives: Key Concepts”</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision</p> <p><b>Reading: “Functionalism”</b></p> <ul style="list-style-type: none"> <li>• reading for specific information about the employment opportunities.</li> <li>• guessing unknown words and expressions from the context</li> <li>• discussing options</li> </ul> <p><b>Vocabulary:</b> developing key vocabulary through a variety of tasks on the topic “Marxism”.</p> <p><b>Listening and comprehension “Feminism”: the dialogues</b></p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 1, 2, 5, 7  <i>Internet:</i> 1, 2, 3</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>• idioms</li> <li>• use of prepositions</li> <li>• <i>politics / policy</i></li> </ul>	

	<p><b>Speaking:</b> “Social Action Theory”</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 into English the text “Interactionism”</p> <p><b>Grammar Revision:</b> Comparing the using of the Gerund and the Infinitive through a variety of tasks</p> <p><b>MODULE 8: TEST PAPER 8</b> checking the students’ knowledge level assessment the students’ knowledge level.</p> <p><b>Sources:</b> <i>Main:</i> 4, 5, 6 <i>Additional:</i> 1, 2, 5, 7 <i>Internet:</i> 1, 2, 3</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 4</b> <b>Topic: “History of Sociological Thought”</b> <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision</p> <p><b>Speaking:</b> “Social thought definition”</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>Reading:</b> ” Different Stages of development of social thoughts ”</p>	2 hours

	<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 a reminder</li> </ul> <p><b>Vocabulary:</b> Developing key vocabulary through a variety of tasks</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 8, 9, 10  <i>Internet:</i> 4, 5, 6</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>• idioms</li> <li>• use of prepositions</li> <li>• <i>to contract something out (to somebody)</i></li> </ul> <p><b>Speaking:</b> “Social impact theory.”</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 using of the Participle I and II</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 8, 9, 10  <i>Internet:</i> 4, 5, 6</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></li> </ul>	<p style="text-align: center;"><b>Lesson 5</b>  <b>Topic:</b> “The founders of sociology”  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision</p>	

<p>usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</p>	<p><b>Speaking:</b> nature and importance of social thought</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>Reading:</b> “Social thoughts: characteristics and levels”</p> <p>reading for specific information about different aspects of safety issues</p> <ul style="list-style-type: none"> <li>• guessing unknown words and expressions from the context</li> <li>• expressing disbelief</li> </ul> <p><b>Vocabulary:</b> Developing key vocabulary through a variety of tasks</p> <p><b>Writing:</b></p> <p>fill out the report on different stages of development of social thoughts</p> <p>skimming the text “Functions and characteristics of social Theory.”</p> <p><b>Sources:</b></p> <p><i>Main:</i> 4, 5, 6</p> <p><i>Additional:</i> 8, 9, 10</p> <p><i>Internet:</i> 4, 5, 6</p>	<p>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>• idioms</li> <li>• use of prepositions</li> </ul> <p><b>Speaking:</b> Origins of Sociology.</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>4 hours</p>

	<ul style="list-style-type: none"> <li>• expressing preferences</li> <li>• making comparisons</li> </ul> <p><b>Grammar Revision:</b> Developing knowledge of Countable and Uncountable Nouns  <i>little / a little; few / a few</i>  <i>much / many/ a lot of/ lots of</i>  <i>either ...or / both...and / neither ...nor</i></p> <p><b>Sources:</b>  <i>Main: 4, 5, 6</i>  <i>Additional: 8, 9, 10</i>  <i>Internet: 4, 5, 6</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 6</b>  <b>Topic: “Industrialization and the Rise of Sociological Positivism.”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision. Testing</p> <p><b>Reading:</b> “Classical Sociology.”</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>• making an apology</li> </ul> <p><b>Vocabulary:</b> Developing key vocabulary through a variety of tasks</p> <p><b>Sources:</b>  <i>Main: 4, 5, 6</i>  <i>Additional: 8, 9, 10</i>  <i>Internet: 4, 5, 6</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>• idioms</li> <li>• use of prepositions</li> <li>• <i>advantage / disadvantage</i></li> </ul> <p><b>Speaking:</b> Modern Sociology.</p>	4 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 “New directions in Sociological thought.” through a variety of tasks</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 8, 9, 10  <i>Internet:</i> 4, 5, 6</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 7</b></p> <p style="text-align: center;"><b>Topic: “Methods of Sociological Data Collection and analysis”</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision. Testing</p> <p><b>Reading:</b> “Research methods in Sociology”</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>• requesting more information</li> </ul> <p><b>Vocabulary:</b> Developing key vocabulary through a variety of tasks</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 1, 11  <i>Internet:</i> 1, 2, 7</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>• idioms</li> <li>• use of prepositions</li> <li>• <i>advantage / disadvantage</i></li> </ul>	4 hours

	<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 “Data collection Techniques” through a variety of tasks</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 1, 11  <i>Internet:</i> 1, 2, 7</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 8</b></p> <p style="text-align: center;"><b>Topic: “Sociological Research: Designs, Methods. Data Analysis Techniques.”</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Stating up:</b> Homework revision.</p> <p><b>Speaking:</b>  discussing the questions  discussing the statements  using expressions  clarifying information</p> <p><b>Reading:</b> the article about “Data Collection and Analysis Tools.”</p> <p><b>Vocabulary:</b> Developing key vocabulary through a variety of tasks</p> <p><b>Writing:</b>  Fill out a questionnaire about analysis tools  fill out a memo about data collection  fill out the data collection order form</p> <p><b>Sources:</b></p>	2 hours



	<p><i>Main: 4, 5, 6</i>  <i>Additional: 1, 11</i>  <i>Internet: 1, 2, 7</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Reading:</b> the article about “Methods of Data Collection: observations, interviews, and questionnaires.”  guessing unknown word and expressions from the context  locating and understanding specific information  confirming details</p> <p><b>Writing:</b> the letter of enquiry  using phrases  understanding key definitions  translating into English  matching  completing tables  answering letters</p> <p><b>Speaking :</b>“ How Sociologists do research”</p> <p><b>Sources:</b>  <i>Main: 4, 5, 6</i>  <i>Additional: 1, 11</i>  <i>Internet: 1, 2, 7</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 9</b>  <b>Topic: “Types of Research Data”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Speaking:</b> on the topic “A step-by-step guide to the data analysis process”  discussing the questions  discussing the statements  using expressions  understanding the new vocabulary</p>	2 hours

	<p><b>Writing:</b> Fill out a questionnaire about research data Fill out a memo about data analysis process</p> <p><b>Sources:</b> <i>Main: 4, 5, 6</i> <i>Additional: 1, 11</i> <i>Internet: 1, 2, 7</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>• idioms</li> <li>• use 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>Grammar Revision:</b> Developing knowledge through a variety of tasks</p> <p><b>MODULE 8: TEST PAPER 8</b> checking the students' knowledge level assessment the students' knowledge level.</p> <p><b>Sources:</b> <i>Main: 4, 5, 6</i> <i>Additional: 1, 11</i> <i>Internet: 1, 2, 7</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> usage the lexical vocabulary, grammar patterns, the idioms, the</li> </ul>	<p style="text-align: center;"><b>Lesson 10</b> <b>Topic: “The Social Structure of Society”</b> <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Speaking:</b> discussing the questions</p>	2 hours

<p>phrases.</p>	<p>discussing the statements using expressions</p> <p><b>Reading:</b> the article about “Social Structure: The Building Blocks in Social Life” guessing unknown word and expressions from the context locating and understanding specific information discussing options expressing confidence</p> <p><b>Vocabulary:</b> Developing key vocabulary through a variety of tasks</p> <p><b>Writing:</b> fill out the request form</p> <p><b>Sources:</b> <i>Main:</i> 4, 5, 6 <i>Additional:</i> 1, 2, 5, 6, 8 <i>Internet:</i> 3, 4, 5</p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Reading:</b> “Bright Manufacturing. Employee Manual” reading and translating the text in written form discussing the questions filling the table matching joining the halves describing a process</p> <p><b>Writing:</b> the letter of enquiry using phrases understanding key definitions translating into English matching completing tables</p>	<p>4 hours</p>

	<p>answering letters</p> <p><b>Speaking:</b> “Basic structure of society”</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 1, 2, 5, 6, 8  <i>Internet:</i> 3, 4, 5</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 11</b></p> <p style="text-align: center;"><b>Topic:</b> “Social structure and social interaction”</p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Warming-up:</b> listening to the text, dialogues or teacher’s information grammar and phonetics drills exercises and test “True (T) or False (F).”</p> <p><b>Starting-up:</b> home assignment revision topical speaking (<i>in-pairs</i>) about “Social structure: Meaning, elements and types” giving reasons making comparisons comprehension of idiomatic meaning.</p> <p><b>Comprehension Speaking (in pairs):</b> giving or seeking personal views and opinions usage of prepositions giving a reasons</p> <p><b>Grammar Revision:</b> The Possessive case of singular and plural nouns</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 1, 2, 5, 6, 8  <i>Internet:</i> 3, 4, 5</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>• idioms</li> <li>• use 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>Grammar Revision:</b> Developing knowledge through a variety of tasks</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 1, 2, 5, 6, 8  <i>Internet:</i> 3, 4, 5</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 12</b></p> <p style="text-align: center;"><b>Topic:</b> “Sociological Perspectives on Social Problems.”</p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision</p> <p><b>Speaking:</b>  discussing the questions  discussing the statements  using expressions  understanding the new vocabulary  stating requirements</p> <p><b>Reading:</b> the article about different “Social System.”</p> <p><b>Vocabulary:</b> Developing key vocabulary through a variety of tasks</p> <p><b>Writing:</b>  fill out a distribution checklist  fill out the order processing form</p>	2 hours

	<p>fill out a questionnaire about working in social system</p> <p><b>Sources:</b>  <i>Main: 4, 5, 6</i>  <i>Additional: 1, 2, 5, 6, 8</i>  <i>Internet: 3, 4, 5</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p style="text-align: center;"><b>Reading:</b> “A Theory of Social Structure and the Quality of Life.”</p> <p>reading and translating the text in written form  discussing the questions  filling the table  matching  joining the halves  describing benefits</p> <p><b>Writing:</b> the replies to enquiries  using phrases  understanding key definitions  translating into English  matching  completing tables  answering letters</p> <p><b>Speaking:</b> “Social Structural Change”</p> <p><b>Sources:</b>  <i>Main: 4, 5, 6</i>  <i>Additional: 1, 2, 5, 6, 8</i>  <i>Internet: 3, 4, 5</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> usage the lexical vocabulary,</li> </ul>	<p style="text-align: center;"><b>Lesson 13</b></p> <p style="text-align: center;"><b>Topic: “Sociology of Personality”</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Warming-up:</b>  listening to the text or teacher’s information  grammar and phonetics drills</p>	

<p>grammar patterns, the idioms, the phrases.</p>	<p>test “True (T) or False (F).”</p> <p><b>Comprehension Reading:</b> “Important Factors of Socialization in the development of personality.”</p> <p>reading and translating the text in written form</p> <p>discussing the questions</p> <p>filling the table</p> <p>matching</p> <p>joining the halves</p> <p>introducing a problem</p> <p><b>Speaking:</b> “Factors, Roles, Theories of Personality”</p> <p>discussing the questions</p> <p>discussing the statements</p> <p>using expressions</p> <p>understanding the new vocabulary</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 1, 5, 7, 8  <i>Internet:</i> 1, 6, 7</p>	<p>2 hours</p>
	<p style="text-align: center;"><b>Further work</b></p> <p>making <i>short presentation</i> on business topic learnt before</p> <p>improving the grammar and vocabulary skills through demonstrating a short presentation on the learned business topics</p> <p>brainstorming ideas</p> <p>summarizing ideas.</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 1, 5, 7, 8  <i>Internet:</i> 1, 6, 7</p>	<p>4 hours</p>
<p>• <b>To know:</b>  the lexical vocabulary, grammar patterns, the idioms, the phrases.</p>	<p style="text-align: center;"><b>Lesson 14</b></p> <p style="text-align: center;"><b>Topic:</b> “Key components of personality.”</p> <p style="text-align: center;"><b>In-class activity</b></p>	

<ul style="list-style-type: none"> <li>• <b>Skills:</b> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p><b>Starting up:</b> Homework revision</p> <p><b>Speaking:</b> discussing the questions discussing the statements using expressions understanding the new vocabulary</p> <p><b>Reading:</b> the article about different “Personality.”</p> <p><b>Retelling:</b> “Characteristics of personality”</p> <p><b>Vocabulary:</b> Developing key vocabulary through a variety of tasks</p> <p><b>Sources:</b> <i>Main:</i> 4, 5, 6 <i>Additional:</i> 1, 5, 7, 8 <i>Internet:</i> 1, 6, 7</p>	<p>2 hours</p>
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Writing:</b> fill out the memo about personality fill out the memo about roles of personality fill out an email about characteristics of personality.</p> <p><b>Reading:</b> “Personality: Definition, Theories and Types.” reading and translating the text in written form discussing the questions filling the table matching joining the halves stating possibilities</p> <p><b>Speaking:</b> “Important Factors of Socialization for a personality”</p>	<p>4 hours</p>



	<p><b>Sources:</b>  <i>Main: 4, 5, 6</i>  <i>Additional: 1, 5, 7, 8</i>  <i>Internet: 1, 6, 7</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 15</b></p> <p style="text-align: center;"><b>Topic:</b> “Personality Development: aspects, stages and traits”</p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision</p> <p><b>Speaking:</b> “Sociological conceptions of personality”  discussing the questions  discussing the statements  using expressions  understanding the new vocabulary</p> <p><b>Writing:</b>  Fill out the report about aspects in development of personality  Fill out the report about the traits of personality</p> <p><b>Sources:</b>  <i>Main: 4, 5, 6</i>  <i>Additional: 1, 5, 7, 8</i>  <i>Internet: 1, 6, 7</i></p>	2 hours
	<p style="text-align: center;"><b>Further work</b></p> <p>making <i>short presentation</i> on business topic learnt before  improving the grammar and vocabulary skills through demonstrating a short presentation on the learned business topics  brainstorming ideas  summarizing ideas.</p> <p><b>Sources:</b></p>	4 hours

	<p><i>Main: 4, 5, 6</i>  <i>Additional: 1, 5, 7, 8</i>  <i>Internet: 1, 6, 7</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 16</b>  <b>Topic: “Sociology of conflict”</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision</p> <p><b>Speaking:</b>  discussing the questions  discussing the statements  using expressions  understanding the new vocabulary  expressing urgency</p> <p><b>Reading:</b> « Conflict Theory”</p> <p><b>Vocabulary:</b> Developing key vocabulary through a variety of tasks</p> <p><b>Sources:</b>  <i>Main: 4, 5, 6</i>  <i>Additional: 1, 5, 7, 8, 10</i>  <i>Internet: 2, 3, 4, 5</i></p>	2 hours
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Writing:</b> fill out a memo about conflict theory</p> <p><b>Reading:</b> “Causes of conflict in society”  reading and translating the text in written form  discussing the questions  filling the table  matching  joining the halves</p> <p><b>Speaking:</b> “Conflict Theory: Definition and Examples.”</p>	4 hours

	<p><b>Sources:</b>  <i>Main: 4, 5, 6</i>  <i>Additional: 1, 5, 7, 8, 10</i>  <i>Internet: 2, 3, 4, 5</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 17</b></p> <p style="text-align: center;"><b>Topic: “The Conflict Perspective.”</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision</p> <p><b>Speaking:</b> “Causes of conflict in society.”  discussing the questions  discussing the statements  using expressions  understanding the new vocabulary</p> <p><b>Reading:</b> “Key causes of conflict in the workplace.”  reading and translating the text in written form  discussing the questions  filling the table  matching  joining the halves</p> <p><b>Writing:</b>  to fill out a report about conflict theory;  fill out a memo about causes of conflict in society</p> <p><b>Vocabulary:</b> Developing key vocabulary through a variety of tasks</p> <p><b>Sources:</b>  <i>Main: 4, 5, 6</i>  <i>Additional: 1, 5, 7, 8, 10</i>  <i>Internet: 2, 3, 4, 5</i></p>	2 hours
	<b>Further work</b>	

	<p><b>Writing:</b> fill out notes about a lecture on the conflict perspective</p> <p><b>Reading:</b> “Causes and outcomes of conflict.” reading and translating the text in written form discussing the questions filling the table matching joining the halves</p> <p><b>Speaking:</b> “Organizational behavior.”</p> <p><b>Sources:</b> <i>Main:</i> 4, 5, 6 <i>Additional:</i> 1, 5, 7, 8, 10 <i>Internet:</i> 2, 3, 4, 5</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 18</b></p> <p style="text-align: center;"><b>Topic:</b> “Causes and consequences of conflict.”</p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision discussing the questions discussing the statements using expressions understanding the new vocabulary</p> <p><b>Reading:</b> “Conflict: Sources &amp; Types.”</p> <p><b>Writing:</b> fill out notes about a lecture on conflict stages; fill out a memo about outcomes of conflict</p> <p><b>Speaking:</b> “Benefits of conflicts – Entrepreneur.”</p> <p><b>Sources:</b> <i>Main:</i> 4, 5, 6 <i>Additional:</i> 1, 5, 7, 8, 10</p>	2 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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul> </p>	<p><i>Internet: 2, 3, 4, 5</i></p> <p style="text-align: center;"><b>Further work</b></p> <p>making <i>short presentation</i> on conflict prevention and early warning improving the grammar and vocabulary skills through demonstrating a short presentation on the learned business topics brainstorming ideas summarizing ideas.</p> <p><b>MODULE 9: TEST PAPER 9</b> checking the students' knowledge level assessment the students' knowledge level.</p> <p><b>Sources:</b> <i>Main: 4, 5, 6</i> <i>Additional: 1, 5, 7, 8, 10</i> <i>Internet: 2, 3, 4, 5</i></p> <p style="text-align: center;"><b>Lesson 19</b> <b>Topic: "Economic sociology as a science."</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision</p> <p><b>Speaking:</b> discussing the questions discussing the statements using expressions understanding the new vocabulary</p> <p><b>Reading:</b> "The Subject Matter of Economic Sociology."</p> <p><b>Listening and comprehension:</b> "Economic Sociology – an overview: dialogues "</p> <p><b>Vocabulary</b> Developing key vocabulary</p>	<p style="text-align: center;">4 hours</p> <p style="text-align: center;">2 hours</p>
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	<p>through a variety of tasks</p> <p><b>Sources:</b>  <i>Main: 4, 5, 6</i>  <i>Additional: 1, 5, 7, 8, 9</i>  <i>Internet: 6, 7</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Writing:</b>  fill out the report economic sociology;  fill out the memo about the subject matter of economic sociology</p> <p><b>Reading:</b> “Theoretical Reasons for Economic Sociology.”  reading and translating the text in written form  discussing the questions  filling the table  matching  joining the halves</p> <p><b>Speaking:</b> “An examination of intellectual exchange.”</p> <p><b>Sources:</b>  <i>Main: 4, 5, 6</i>  <i>Additional: 1, 5, 7, 8, 9</i>  <i>Internet: 6, 7</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 20</b></p> <p style="text-align: center;"><b>Topic: “Methodological Arguments for Sociological Economics.”</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision</p> <p><b>Speaking:</b>  discussing the questions  discussing the statements  using expressions  understanding the new vocabulary  explaining a term</p>	2 hours

	<p><b>Reading:</b> “Explorations in Economic Sociology.”</p> <p><b>Listening and comprehension:</b> “Major Traditions of Economic Sociology.”</p> <p><b>Vocabulary</b> Developing key vocabulary through a variety of tasks</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 1, 5, 7, 8, 9  <i>Internet:</i> 6, 7</p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Writing:</b>  fill out the notes “Intellectual changes”;  fill out the report about theoretical reasons for economic sociology</p> <p><b>Reading:</b> “Living in a material world: economic sociology meets science and technology studies.”  reading and translating the text in written form  discussing the questions  filling the table  matching  joining the halves  stressing a point</p> <p><b>Speaking:</b> “Methodological Arguments for sociological economics”</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 1, 5, 7, 8, 9  <i>Internet:</i> 6, 7</p>	4 hours
<ul style="list-style-type: none"> <li>• <b>To know:</b></li> </ul>	<b>Lesson 21</b>	

<p>the lexical vocabulary, grammar patterns, the idioms, the phrases.</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Topic:</b> “Economic Sociology: Theories and Enquiries.”</p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Warming-up:</b> listening to the text or teacher’s information; grammar and phonetics drills; Test “True (T) or False (F)”.</p> <p><b>Starting-up:</b> home assignment revision topical speaking (<i>in groups of three</i>) about different kinds of product giving reasons expressing preferences; making comparisons.</p> <p><b>Vocabulary:</b> drilling the new active vocabulary to the topics: “The new relationship between economics and sociology.” improving the students’ key vocabulary through a variety of tasks usage of prepositions new idioms and their meanings: words-formation in English.</p> <p><b>Grammar Revision:</b> The Passive voice. usage of the grammar rules for dealing with practical grammar exercises improving the students’ grammar awareness through a variety of tasks grammar drills reading for professional purpose.</p> <p><b>Sources:</b> <i>Main:</i> 4, 5, 6 <i>Additional:</i> 1, 5, 7, 8, 9 <i>Internet:</i> 6, 7</p>	2 hours
	<p><b>Further work</b></p> <p>Making short <i>presentation</i> on “Re-imagining</p>	



	<p>economic sociology.”  improving the grammar and vocabulary skills through demonstrating a short presentation on the learned sociological topics  brainstorming ideas  summarizing ideas.</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 1, 5, 7, 8, 9  <i>Internet:</i> 6, 7</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>  usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 22</b>  <b>Topic: “Sociology of consumption”</b>  <b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision</p> <p><b>Speaking:</b>  discussing the questions  discussing the statements  using expressions  understanding the new vocabulary</p> <p><b>Reading:</b> “Sociological Model of Consumer Behavior.”</p> <p><b>Vocabulary:</b> Developing key vocabulary through a variety of tasks</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 1, 2, 5, 8, 11  <i>Internet:</i> 2, 3, 6, 7</p>	2 hours
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Writing:</b>  fill out a report on consumption;  fill out a memo about consumer behavior.</p> <p><b>Reading:</b> “Consumption and the consumer society.”</p>	4 hours

	<p>reading and translating the text in written form  discussing the questions  filling the table  matching  joining the halves</p> <p><b>Writing:</b> write a report about human consumption definition.</p> <p><b>Speaking:</b> “Consumer society”</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 1, 2, 5, 8, 11  <i>Internet:</i> 2, 3, 6, 7</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>  usage the lexical vocabulary,  grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 23</b></p> <p style="text-align: center;"><b>Topic: “Consumption, consumer culture and consumer society.”</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision</p> <p><b>Speaking:</b> “Consumer Behavior Theory.”  discussing the questions  discussing the statements  using expressions  understanding the new vocabulary</p> <p><b>Reading:”</b> Consumerism, Nature and the Human Spirit.”  reading and translating the text in written form  discussing the questions  filling the table  matching  joining the halves</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 1, 2, 5, 8, 11</p>	2 hours

	<i>Internet: 2, 3, 6, 7</i>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b><i>Vocabulary Revision:</i></b> drilling the new terms to learn better the topics: “Negatives of consumerism.” giving reasons giving or seeking personal views and opinion using prepositions and idioms.</p> <p><b><i>Comprehension Reading:</i></b> reading for obtaining specific information about “Examples of Consumer Society.” learning the new vocabulary from the text new idioms and expressions and guessing their meanings on a base of the textual context for professional purposes.</p> <p><b><i>Writing:</i></b> fill out a report on consumerism; fill out a memo about consumer society.</p> <p><b><i>Sources:</i></b> <i>Main: 4, 5, 6</i> <i>Additional: 1, 2, 5, 8, 11</i> <i>Internet: 2, 3, 6, 7</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 24</b></p> <p style="text-align: center;"><b>Topic: “How Culture influences Consumer Purchasing Decisions.”</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b><i>Starting up:</i></b> Homework revision</p> <p><b><i>Speaking:</i></b> “Sociology: Consumer Culture.” <b><i>Reading:</i></b> “Social factors affecting consumer behavior.” reading and translating the text in written form discussing the questions filling the table</p>	2 hours

	<p>matching joining the halves</p> <p><b>Writing:</b> fill out a report on negatives of consumerism; fill out a memo about consumer behavior theory.</p> <p><b>Sources:</b> <i>Main: 4, 5, 6</i> <i>Additional: 1, 2, 5, 8, 11</i> <i>Internet: 2, 3, 6, 7</i></p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Writing:</b> write a report how culture influences consumer purchasing decisions; fill out a memo about social factors affecting consumer behavior.</p> <p><b>Reading:</b> “Overpopulation and consumption.” reading and translating the text in written form discussing the questions filling the table matching joining the halves</p> <p><b>Translating:</b> “Understanding Consumer Behavior: the four factors.” using phrases understanding key definitions translating into English matching</p> <p><b>Speaking:</b> “Cultural and social factors in consumer behavior.”</p> <p><b>Sources:</b> <i>Main: 4, 5, 6</i></p>	4 hours

	<p><i>Additional: 1, 2, 5, 8, 11</i> <i>Internet: 2, 3, 6, 7</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 25</b></p> <p style="text-align: center;"><b>Topic: “Sociology of Labor and Employment.”</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Speaking:</b> “Sociology of Labor.”</p> <p><b>Reading:</b> “Sociological Perspectives on Unemployment.” reading and translating the text in written form discussing the questions filling the table matching joining the halves</p> <p><b>Sources:</b> <i>Main: 4, 5, 6</i> <i>Additional: 1, 2, 6, 7, 9</i> <i>Internet: 1, 4, 7</i></p>	2 hours
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Writing:</b> write a report on sociological perspectives on Unemployment; fill out a memo about sociology of labor.</p> <p><b>Reading:</b> “Conflict Theory on Unemployment.” reading and translating the text in written form discussing the questions filling the table matching joining the halves</p>	4 hours

	<p><b>Speaking:</b> “How Unemployment affects individuals and the economy.”</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 1, 2, 6, 7, 9  <i>Internet:</i> 1, 4, 7</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 26</b></p> <p style="text-align: center;"><b>Topic:</b> “Career Options with a sociology degree.”</p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision</p> <p><b>Speaking:</b>  discussing the questions  discussing the statements  using expressions  understanding the new vocabulary</p> <p><b>Writing:</b>  write a report on how unemployment affects individuals;  fill out a memo about conflict theory of unemployment;</p> <p><b>Reading:</b> “Understanding Frictional vs. Structural Unemployment.”  reading and translating the text in written form  discussing the questions  filling the table  matching  joining the halves</p> <p><b>Vocabulary:</b> Developing key vocabulary through a variety of tasks</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 1, 2, 6, 7, 9</p>	2 hours

<p><i>Internet: 1, 4, 7</i></p>	<p style="text-align: center;"><b>Further work</b></p> <p><b>Writing:</b>  Fill out notes about career options with a sociology degree;  Fill out a memo about the features of frictional unemployment;  Fill out a memo about the features of structural unemployment;</p> <p><b>Reading:</b> “Underemployment vs. Unemployment – what to know.”  reading and translating the text in written form  discussing the questions  filling the table  matching  joining the halves</p> <p><b>Speaking:</b> “The Sociological perspectives on unemployment”</p> <p><b>Sources:</b>  <i>Main: 4, 5, 6</i>  <i>Additional: 1, 2, 6, 7, 9</i>  <i>Internet: 1, 4, 7</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> usage the lexical vocabulary, grammar patterns, the idioms, the phrases.</li> </ul>	<p style="text-align: center;"><b>Lesson 27</b></p> <p style="text-align: center;"><b>Topic: “Economic and social consequences of unemployment.”</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision</p> <p><b>Speaking:</b> The causes and effects of Unemployment.  discussing the questions  discussing the statements  using expressions  understanding the new vocabulary</p> <p><b>Reading:</b> “Sociological Approaches to</p>	<p style="text-align: center;">2 hours</p>

	<p>Employment Research.”  reading and translating the text in written form  discussing the questions  filling the table  matching  joining the halves</p> <p><b>Vocabulary:</b> Developing key vocabulary through a variety of tasks</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 1, 2, 6, 7, 9  <i>Internet:</i> 1, 4, 7</p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Reading</b> “The Sociology of Labor Remuneration.”  reading and translating the text in written form  discussing the questions  filling the table  matching  joining the halves</p> <p><b>Speaking:</b> “Sociology of young people: analysis of problems of unemployment.”  discussing the questions  discussing the statements  using expressions  understanding the new vocabulary</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5, 6  <i>Additional:</i> 1, 2, 6, 7, 9  <i>Internet:</i> 1, 4, 7</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>  usage the lexical vocabulary,</li> </ul>	<p style="text-align: center;"><b>Lesson 28</b></p> <p style="text-align: center;"><b>Topic: “Sociology of entrepreneurship.”</b></p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.  <b>Reading:</b> “Sociological theories of entrepreneurship.”</p>	2 hours



<p>grammar patterns, the idioms, the phrases.</p>	<p>reading and translating the text in written form  discussing the questions  filling the table  matching  joining the halves</p> <p><b>Speaking:</b> “Sociology and entrepreneurship: concepts and contributions.”  discussing the questions  discussing the statements  matching  joining the halves</p> <p><b>Writing:</b>  write a report on challenges of entrepreneurship and how to overcome them;  Fill out a report about teleworking, market, journals.</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5  <i>Additional:</i> 1, 3, 4, 6, 8  <i>Internet:</i> 5, 6. 7</p>	
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Reading:</b> “Sociology of Management.”  reading and translating the text in written form  discussing the questions  filling the table  matching  joining the halves</p> <p><b>Speaking:</b> “Entrepreneurship: Meaning &amp; types.”  discussing the questions  discussing the statements  using expressions</p>	<p style="text-align: center;">4 hours</p>

	<p>understanding the new vocabulary</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5  <i>Additional:</i> 1, 3, 4, 6, 8  <i>Internet:</i> 5, 6, 7</p>	
	<p style="text-align: center;"><b>Lesson 29</b></p> <p style="text-align: center;"><b>Topic:</b> “Social Value and Sociological Perspective on Social Entrepreneurship.”</p> <p style="text-align: center;"><b>In-class activity</b></p> <p><i>Starting up:</i> Homework revision.</p> <p><i>Speaking:</i> “Entrepreneurship: Characteristics &amp; Importance.”</p> <p><i>Reading:</i> “The Social Science View of Entrepreneurship.”  reading and translating the text in written form  discussing the questions  filling the table  matching  joining the halves</p> <p><b>Sources:</b>  <i>Main:</i> 4, 5  <i>Additional:</i> 1, 3, 4, 6, 8  <i>Internet:</i> 5, 6, 7</p>	2 hours
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Writing:</b>  fill out a memo about social value on social entrepreneurship.  Fill out a memo about sociological perspective on social entrepreneurship.</p> <p><b>Reading:</b> “Approaches to Study Entrepreneurship.”  reading and translating the text in written</p>	4 hours

	<p>form discussing the questions filling the table matching joining the halves</p> <p><b>Speaking:</b> “Entrepreneurship: Geographies and Social Context.”</p> <p><b>Sources:</b> <i>Main:</i> 4, 5 <i>Additional:</i> 1, 3, 4, 6, 8 <i>Internet:</i> 5, 6, 7</p>	
	<p style="text-align: center;"><b>Lesson 30</b></p> <p style="text-align: center;"><b>Topic:</b> “Importance of Studying Sociology in Business.”</p> <p style="text-align: center;"><b>In-class activity</b></p> <p><b>Starting up:</b> Homework revision.</p> <p><b>Speaking:</b> “Why a Sociologist Studies Entrepreneurship.”</p> <p><b>Reading:</b> “Entrepreneurship as a legitimate field of knowledge.” reading and translating the text in written form discussing the questions filling the table matching joining the halves</p> <p><b>Sources:</b> <i>Main:</i> 4, 5 <i>Additional:</i> 1, 3, 4, 6, 8 <i>Internet:</i> 5, 6, 7</p>	2 hours
	<p style="text-align: center;"><b>Further work</b></p> <p><b>Writing:</b></p>	4 hours

	<p>fill out a report about approaches to study entrepreneurship. fill out a memo about geographies and social context of entrepreneurship.</p> <p><b>Reading:</b> “The Role of Different Theories in Explaining Entrepreneurship.” reading and translating the text in written form discussing the questions filling the table matching joining the halves</p> <p><b>Speaking:</b> “Social Action Theory.”</p> <p><b>MODULE 10: TEST PAPER 10</b> checking the students’ knowledge level assessment the students’ knowledge level.</p> <p><b>Sources:</b> <i>Main: 4, 5</i> <i>Additional: 1, 3, 4, 6, 8</i> <i>Internet: 5, 6, 7</i></p>	
	<p><i>Аудиторна робота</i>      <b>60</b> <i>Самостійна робота</i>      <b>120</b> <b>Усього</b>      <b>180</b></p>	

\*Напівжирним курсивом у дужках зазначені інтерактивні методи навчання.

## 5. СПИСОК РЕКОМЕНДОВАНИХ ДЖЕРЕЛ<sup>□</sup>

### Основний

1. Зощенко Л.А. *Практичний курс з граматики англійської мови*. Київ: КНТЕУ, 2016. 224 с.
2. Латигіна А. Г. *Практикум з перекладу англомовних фахових текстів: навч. посібник для студентів вищих навч. закладів / А. Г. Латигіна, Н. В. Бессараб, Е. П. Тютченко*. Київ: КНТЕУ, 2019. 122 с.
3. Латигіна А.Г. *Basic English of Economics: Підручник/ А. Г. Латигіна*. Київ: КНТЕУ, 2019. 456 с.
4. *Introduction to Sociology*. OpenStax, Rice University, Houston, Texas, 2015. 507 p.
5. *The Social Structures of the Economy*. Pierre Bourdieu, Cambridge: Polity Press, 2005. 263 p.
6. *Principles of Economic Sociology*. Richard Swedberg, Princeton University Press, 2009. 384 p.

### Додатковий

1. Зощенко Л.А. *Practical Course of English Grammar* : навч. посіб. Київ: КНТЕУ, 2007. 223с.
2. Колот Л. А. *Менеджмент – моя спеціальність = I Major in Management: навч. посіб. для студ. ВНЗ*. Київ: КНТУ, 2012. 227 с.
3. Лисак О.Б. *Методичні рекомендації з розвитку навичок усного мовлення*. Київ: КНТЕУ, 2012. 40с.
4. Нежива О.М. *Іноземна мова за професійним спрямуванням (англійська) Збірник текстів та завдань для самостійної роботи*. Київ: КНТЕУ, 2017. 40 с.
5. Розум А. П. *Іноземна мова за професійним спрямуванням(англійська) Збірник текстів та вправ*. Київ: КНТЕУ, 2017. 56 с.
6. Тома Н.М. *English of Economic Cybernetics = Англійська мова економічної кібернетики : навч. посіб.* Київ: КНТЕУ, 2016. 182 с.
7. *Advanced Learners' Grammar*. A self-study reference and practice book Foley Mark, Hall Diane. Longman, 2013. 193 p. *Grammar way 2*. Dooley J., Evans V. Express Publishing, 2014. 192 p.
8. *Grammar way 2*. Dooley J., Evans V. Express Publishing, 2014. 262 p.
9. *Grammar way 3* .Dooley J., Evans V. Express Publishing, 2014. 262 p.

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Джерела, які є у бібліотеці КНТЕУ, виділені курсивом

10. *Grammar way Dooley J., Evans V. 4. Express Publishing, 2014. 224 p*
11. *Market Leader. Pre-intermediate Business English Course Book David Cotton. Cotton David, Falvey David, Kent Simon. New Edition. Pearson Education Limited. 2010. 160 p.*
12. *Oxford Handbook of Commercial Correspondence. Ashley A. Oxford University Press, 2012. 298 p.*

### *Интернет-ресурси*

1. [АНГЛОМОВНИЙ ОНЛАЙН ЖУРНАЛ. URL: https://www.entrepreneur.com/magazine](https://www.entrepreneur.com/magazine)
2. [Business Spotlight. Англomовний онлайн журнал для тих хто бажає вдосконалити сучасні бізнесові навички проведення презентацій і переговорів, ведення ділової кореспонденції, складання документів. URL: https://www.business-spotlight.de/](https://www.business-spotlight.de/)
3. [Digital Publishing Content for Creators, Marketers & More. URL: https://issuu.com/](https://issuu.com/)
4. [Luke M. \*The Third Wave\* in Globalization Theory. M. Luke. – International Studies Review, URL: http://www.sussex.ac.uk/Users/ssfa2/thirdwaveweb.htm](http://www.sussex.ac.uk/Users/ssfa2/thirdwaveweb.htm)
5. [Woepking J. International Capital Markets and Their Importance. J. Woepking. The University of Iowa center for international finance and development. URL: http://www.uiowa.edu/ifdebook/ebook2/contents/part3-II.shtml](http://www.uiowa.edu/ifdebook/ebook2/contents/part3-II.shtml)
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