

**Конспекти практичних занять з дисципліни «Ділова іноземна мова»  
з галузі знань 14 Електрична інженерія, спеціальність 141  
Електроенергетика, електротехніка та електромеханіка**

Семестр 9 (30 годин)

Атестація 1. Logistics in Modern World of Management (16 годин)

Практичне заняття 1(2 год.)

**The Importance of English in the Business World. Present Perfect Continuous.  
Grammar revision**

Objectives:

- to learn new vocabulary;
- to practice grammar structures;
- to enable st's to talk and write on the topic;
- to instil the idea that learning languages is necessary and essential;
- to encourage st's to go on learning English at the next level;
- to lay the foundations for future study in terms to basic structures, lexis, language functions and basic study

Plan:

1. Vocabulary activity.
2. Discussing of the The Importance of English in the Business World. Present Perfect Continuous.  
Grammar revision
3. Listening, reading, writing, speaking.
4. Grammar activity.
5. Communicative activities :
  - Task 1. Give the English equivalents the following words and word combinations.
  - Task 2. Answer the questions to the text.
  - Task 3. Fill in the blanks with the necessary words from the active vocabulary.
  - Task 4. Complete the following sentences.
  - Task 5. Put in the right order. The underlined word is the beginning of the sentence.
  - Task 6. Translate the following sentences into English.

Home task: Reading an additional text on the topic

References:

1. Волошина О.В., English for Computer Science Students: Методичні рекомендації для практичних занять з дисципліни «Іноземна мова» для студентів денної форми навчання першого (бакалаврського) освітнього рівня галузі знань 12 «Інформаційні технології» спеціальності 122 «Комп'ютерні науки». Вінниця: ВНАУ, 2023. 73 ст.
2. Кравець Р.А. Лінгвокраїнознавчі аспекти викладання граматики англійської мови в аграрному ВНЗ: методичні рекомендації / Р.А. Кравець. – Вінниця: ВНАУ, 2017. – 62 с.
3. Ковальова К. В. Волошина О.В Англійська мова: Методичні вказівки для практичних занять та самостійної роботи студентів денної та заочної форм навчання з іноземної мови спеціальності 075 «Маркетинг», 073 «Менеджмент», галузі знань 07 «Управління та адміністрування» – Вінниця, 2020. – 100 с.
4. Modern English-Ukrainian Dictionary: Over 160,000 Words and Expressions / Mykola Ivanovych Balla. – Kyiv: Chumatskiy Shliakh pub., 2007. – 668 p.
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7. Голцінський Ю. Граматика. Збірник вправ. Київ: Інкос, 2020.
8. Murphy R. English Grammar in Use /Murphy R. – Cambridge University Press, 2021.

## **Хід заняття (Procedure)**

- 1. Learn the new words and word combinations.**
- 2. Make some questions on the text.**
- 3. Read the text and translate into Ukrainian in the written form.**
- 4. Make summary of the text in English.**

Nowadays being able to speak a second language is a huge advantage in the multicultural world, with multilingual speakers having more than one way of viewing the world, earning more and even having better mental health.

English is the third most spoken language in the world (beaten only by Chinese and Spanish). Approximately 1.5 billion people speak English: more than 350 million speakers use it as a mother tongue, and the rest study it as a foreign language [1]. It is the language of the web, with html, CSS, PHP and all other computer languages written in English. If you look at the source code of a Chinese website, it is still written in English! Similarly, all air traffic control is done in English.

English is also the global language of many businesses, even outside of the UK, the USA, Canada, Australia, Ireland and New Zealand. English is also the official language of India, the Philippines, many sub-Saharan African countries, various Caribbean and Pacific island nations. If you have an international meeting in France, for example, odds are that you will be asked to speak English. The largest international companies, such as Daimler-Chrysler, Nokia, Renault, Samsung, Technicolor, and Microsoft in Beijing have all said that English is their common corporate language. Many smaller companies have the same policy .

Good English skills are like a one-way ticket to business success. If you want a decent job anywhere in the world, you need to be proficient in English.

If you are a non-native speaker of the language or just someone who has difficulties with it, you may be wondering, “Why should I put time and energy into perfecting my English for business? Why must I give it greater significance than any other language I know? Why is it a standard of judging whether someone is fit for a job or not?”.

Deciding whether English is important for business not a question of giving the language greater importance in general. It is simply a question of survival and successful communication . In a world with ever- growing levels of globalisation and interconnectivity, the importance of prompt and appropriate forms of communication increases rapidly. With trade relations between companies from all over the world, the need for a common language to communicate in is undeniable. English is the language mostly used between any internationally acting company and agent. This is not only true for companies that do business within the English-speaking world, but

also for companies from other countries that use English as their chosen language to communicate in – their lingua franca. Therefore, the knowledge of English that is specifically used within business contexts is very important. Improving your personal skills of business English can have a high impact on your career, whether you are just at the beginning of it and start learning or whether you want to improve your already existing skills.

Business English is considered a special branch within the general studies of English due to the use of specialised vocabulary and jargon. A good grasp of the knowledge of English in general as well as a deep understanding of special forms are needed to build successfully a career in an international environment. This knowledge is important for both written and oral forms of communication, such as email, letters, phone calls, meetings, presentations and speeches.

There are many scholars and journalists that argue in favour of the approach that there are more similarities between general English and Business English than there are differences. This is probably very true, as you will have to know the basic rules of English grammar, both in written and spoken forms, and you also will have to know a basic amount of vocabulary to hold even the easiest conversation. Certain core skills in general English are required, such as fluency, listening, reading and writing in order to be able to improve your business English.

Most certainly, you are asking yourself the question in how far business English varies from general English if there are more similarities than differences. Even if you have tremendous English skills, you might lack specific knowledge of English that is used in a business and trade environment. Business English focuses on skills that are applicable to the workplace, on special vocabulary that you might encounter during phone calls, negotiations, meetings, proposals, and also on general topics that occur within international trade relations.

Thus, Business English is the language for doing international business. As a consequence, companies need those employees who are in relation with foreign clients or suppliers having the skills in English which enable them to do their work efficiently. Even if employees have good knowledge of the English language, they still need to acquire the language to their professional area (logistics, human resources, economics, etc.). Discussion questions:

1. The English language knowledge as a huge advantage in the multicultural world.
2. English outside of Great Britain and the USA.
3. A one-way ticket to business success.
4. Peculiarities of Business English.
5. The skills applicable to the workplace.

**5) Write a question for each situation.**

1. You meet Kate as she is leaving the swimming pool. You say:

Hi, Kate. (you / swim?) Have you been swimming?

2. You have arrived a little late to meet Ben who is waiting for you. You say:

I'm sorry I'm late, Ben. (you / wait / long?) I'm sorry I'm late, Ben.

3. Jane's little boy comes into the house with a very dirty face and dirty hands. His mother says:

Why are you so dirty? (what / you / do?) Why are you so dirty?

4. You are in a shop and see Anna. You didn't know she worked there. You say:

Hi, Anna. (how long / you / work / here?) Hi, Anna.

5. A friend tells you about his job – he sells phones. You say:

You sell phones? (how long / you / do / that?) You sell phones?

**6) Read the situations and complete the sentences.**

1 It's raining. The rain started two hours ago.

It 's been raining for two hours.

2. We are waiting for the bus. We started waiting 20 minutes ago.

We have been waiting for 20 minutes.

3. I'm learning Japanese. I started classes in December.

I have been learning since December.

4. Jessica is working in a hotel. She started working there on 18 January.

She has been working since 18 January.

5. Our friends always go to Italy for their holidays. The first time was years ago.

They have been going for years.

**7) Put the verb into the present continuous (am/is/are + -ing) or present perfect continuous (have/hasbeen + -ing).**

1 Maria has been learning (Maria / learn) English for two years.

2 Hi, Tom. I'm looking (I / look) for you. I need to ask you something.

3 Why are you looking (you / look) at me like that? Stop it!

4 Rachel is a teacher. She has been teaching (she / teach) for ten years.

5 I'm thinking (I / think) about what you said and I've decided to take your advice.

6 'Is Paul on holiday this week?' Yes, he is (he / work).

7 Sarah is very tired. She has been working (she / work) very hard recently.

8 It's dangerous to use your phone when you're driving (you / drive).

9 Laura has been traveling (travel) in South America for the last three months.

**8) Ask questions using the words in brackets. Use the present perfect simple (have/has done) or continuous (have/has been doing).**

1. You have a friend who is learning Arabic. You ask:

(how long / learn / Arabic?) -- *How long have you been learning Arabic?* -----

2. You have just arrived to meet a friend. She is waiting for you. You ask:

(wait / long?) Have -----

3. You see somebody fishing by the river. You ask:

(catch / any fish?) -----

4. Some friends of yours are having a party next week. You ask:

(how many people / invite?) -----

5. A friend of yours is a teacher. You ask:

(how long / teach?) -----

6. You meet somebody who is a writer. You ask:

(how many books / write?) -----

(how long / write / books?) -----

7. A friend of yours is saving money to go on a world trip. You ask:

(how long / save?) -----

(how much money / save?) -----

**Topic «The Global Language of Business. Past Perfect Continuous.» Grammar revision**

Objectives:

- to learn new vocabulary;
- to practice grammar structures;
- to enable st's to talk and write on the topic;
- to instil the idea that learning languages is necessary and essential;
- to encourage st's to go on learning English at the next level;
- to lay the foundations for future study in terms to basic structures, lexis, language functions and basic study

Plan:

- 1.Vocabulary activity.
- 2.Discussing of the Topic «Job Hunting. Agriculture, its origin and development. The Gerund» Grammar revision
- 3.Listening, reading, writing, speaking.
- 4.Grammar activity.
- 5.Communicative activities :

Task 1. Give the English equivalents the following words and word combinations.

Task 2. Answer the questions to the text.

Task 3. Fill in the blanks with the necessary words from the active vocabulary.

Task 4. Complete the following sentences.

Task 5. Put in the right order. The underlined word is the beginning of the sentence.

Task 6. Translate the following sentences into English.

Home task: Reading an additional text on the topic

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### **English - The Language of Global Business?**

With China's growing economic might, is Mandarin becoming the preferred language of business? Not anytime soon, says a newly released study. Instead, English will maintain and grow its dominance, moving from "a marker of the elite" in years past to "a basic skill needed for the entire workforce, in the same way that literacy has been transformed in the last two centuries from an elite privilege into a basic requirement for informed citizenship". (Indeed, the British Council reports that by 2020, two billion people will be studying English). The new study of 1.6 million online test-takers in more than 50 countries was conducted by Education First (EF), a company that – it should be noted – specializes in English language training.

The study is somewhat comforting for English speakers like me, who have struggled to master a foreign language. Indeed, the National Journal reports that only 10% of native-born Americans can speak a second language, compared to 56% of the European Union's citizens. (In the "credit for trying department", I spent an hour composing two emails in French yesterday, an effort my Parisian colleague declared "adorable").

The ability to speak a second (or third) language is clearly important for becoming a global leader, as I've previously written. But – for better or worse – it seems that English may be the most essential language for global business success at the moment. Indeed, even in powerhouse China, more people are currently studying English than in any other country. An incredible 100 000 native English speakers are currently teaching there.

Here are the most intriguing takeaways from EF's study, which have potential implications for future global development.

Women speak better English than men – in almost every country worldwide. Increasing numbers of women are attending college, and they're often over-represented in humanities classes compared to men. The net result? Women are speaking better English, and may find themselves well positioned to succeed in the global economy.

International sectors use English, and local sectors don't. If someone works in travel and tourism, for an international consulting firm, or in telecom, there's a good

chance they speak English. For instance, the Finnish telecom concern Nokia and the German business software company SAP both use English as their official language. In retail, not so much (which is why it's so devilishly hard to communicate with shop clerks while travelling).

European countries speak great English, Asian countries are in the middle, and everyone else lags. English speakers: do you ever get the sense that Scandinavians speak better English than you do? You're probably right (as evinced by my attempt, years ago, to order an ice cream in Norwegian from a teenage streetcart vendor in Oslo, only to have him fire back – in perfect English – that I “probably ought to stick to English”). Scandinavians and the Dutch are the English-as-a-Second-Language superstars; as you move south through Europe, rates of proficiency decline but are still good. Asian countries, led by Singapore and Malaysia, scored solidly in the middle rung. And if you're planning to visit Panama, Saudi Arabia, Thailand, or Libya, which bring up the rear, make sure you have your Google Translate app with you.

The hegemony of English is no excuse for monolingual native speakers to slack off. But at least we'll know, as we struggle to write our “adorable” emails in a foreign tongue, that our global colleagues will be making the same effort in reverse – and hopefully, in the end, we'll all understand each other a bit better [22].

### **Tips and tricks to improve Business English knowledge**

Studying Business English at the university will boost your existing skills or help you build up completely new knowledge. Language classes have the advantage of focusing on your personal needs. The learning outcome will in most cases be much higher than when you try and improve your skills by yourself. However, there are, of course, other tips and tricks that you can follow to improve your knowledge. A combination of these tips and tricks will most likely be the most effective way to master English in a working environment.

First of all, you can read English newspapers either as a print version or online. English language newspapers are widely accessible in most countries, some even as subscriptions. You can also follow news sites online. For example, BBC News has a specific section dedicated to business. You will encounter specialised vocabulary and jargon used in these articles. However, you should notice that reading a newspaper in a foreign language might not be an easy task for beginners and requires a certain basic knowledge of the language.

Secondly, you can also watch English language TV programmes and movies. With streaming sites, such as Netflix or others, it is particularly easy to find material in English. Furthermore, programmes or movies that are set in a specific field of work will present you with very particular vocabulary that is used in that field.



Moreover, you can force yourself to speak English by visiting English speaking countries. This will help your general understanding and speaking abilities. You can practise these skills beforehand in group classes or individual classes which might make you a little less nervous when the actual situation occurs [59].

**Discussion questions:**

1. The English language's growing dominance from "a marker of the elite" to "a basic skill needed for the entire workforce".
2. The British Council's report and EF's study.
3. Foreign language knowledge of the citizens in the USA and the EU.
4. The important for becoming a global leader.
5. Women speak better English than men.
6. International sectors use English.
7. Business English around the world.

**5) Read the situations and write sentences using the words in brackets.**

1. There was a picture lying on the floor.  
(It / fall / off the wall) *It had fallen off the wall.*
2. The people sitting next to you on the plane were nervous. It was their first flight.  
(They / not / fly / before) *They hadn't flown before.*
3. You went back to your home town recently after many years. It wasn't the same as before.  
(It / change / a lot) *It*
4. Somebody sang a song. You didn't know it.  
(I / not / hear / it / before) *I*
5. I invited Rachel to the party, but she couldn't come.  
(She / arrange / to do something else)
6. You went to the cinema last night. You got to the cinema late.  
(The film / already / start)
7. Last year we went to Mexico. It was our first time there.  
(We / not / be / there / before) *We*
8. I met Daniel last week. It was good to see him again after such a long time.  
(I / not / see / him for five years)
9. I offered my friends something to eat, but they weren't hungry.  
(They / just / have / lunch)
10. Sam played tennis yesterday. He wasn't very good at it because it was his first game ever.  
(He / never / play / before)

**6) Put the verb into the correct form, past perfect (I had done) or past simple (I did).**

1 Paul wasn't at the party when I arrived. He'd gone (He / go) home.

2 I felt very tired when I got home, so I went (I / go) straight to bed.

3 The house was very quiet when I got home. Everybody had gone (go) to bed.

4 Mark travels a lot. When I first met him, he had travelled (he / already / travel) round the world.

5 Sorry I'm late. The car had broken (break) down on my way here.

6 We were driving along the road when we saw (we / see) a car which had broken (break) down, so we stopped.

**7) Which is right?**

1 It was noisy next door last night. Our neighbours were having / ~~had been having~~ a party. (were having is correct)

2 At the end of our journey we were extremely tired. We were travelling / We'd been travelling for more than 24 hours.

3 James was on his hands and knees on the floor. He was looking / He'd been looking for his contact lens.

4 Sue was sitting on the ground. She was out of breath. She was running / She'd been running.

5 John and I went for a walk. He was walking / He'd been walking very fast and I had difficulty keeping up with him.

6 I was sad when I sold my car. I've had it / I'd had it for a very long time.

7 I was sad when my local cafe closed. I was going / I'd been going there for many years.

8 I'm running a marathon next month. I've been training / I'd been training for it every day.

9 I had arranged to meet Kate, but I was late. When I finally arrived, she was waiting / she'd been waiting for me. She was annoyed because she was waiting / she'd been waiting such a long time.

**10a** Joe and I work for the same company. He joined the company before me. When I started a few years ago, he was already working / he'd already been working there.

**10b** I started working at the company a few years ago. At the time I started, Joe was already working / had already been working there for two years.

**10c** Joe still works for the company. He's been working / He'd been working there a long time now.

**8) Read the situations and make sentences using the words in brackets.**

1 Tom was very tired when he got home.

(He / work / hard all day) *He'd been working hard all day.*

2 The children came into the house. They had a football and they were both very tired.

(They / play / football)

3 I was disappointed when I had to cancel my holiday.

(I / look / forward to it)

4 Anna woke up in the middle of the night. She was frightened and didn't know where she was.

(She / have / a bad dream)

5 When I got home, Mark was sitting in front of the TV. He had just turned it off.

(He / watch / a film)

6 The people waiting at the bus stop were getting impatient. The bus was very late.

(They / wait / a long time)

**Topic «The Notion of Business. Active and Passive Voice 1.» Grammar revision**

**Objectives:**

- to learn new vocabulary;
- to practice grammar structures;
- to enable st's to talk and write on the topic;
- to instil the idea that learning languages is necessary and essential;
- to encourage st's to go on learning English at the next level;
- to lay the foundations for future study in terms to basic structures, lexis, language functions and basic study

**Plan:**

1. Vocabulary activity.
2. Discussing of the Topic «The Notion of Business. Active and Passive Voice 1.» Grammar revision
3. Listening, reading, writing, speaking.
4. Grammar activity.
5. Communicative activities :

Task 1. Give the English equivalents the following words and word combinations.

Task 2. Answer the questions to the text.

Task 3. Fill in the blanks with the necessary words from the active vocabulary.

Task 4. Complete the following sentences.

Task 5. Put in the right order. The underlined word is the beginning of the sentence.

Task 6. Translate the following sentences into English.

Home task: Reading an additional text on the topic

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## **Хід заняття (Procedure)**

- 1. Learn the new words and word combinations.**
- 2. Make some questions on the text.**
- 3. Read the text and translate into Ukrainian in the written form.**
- 4. Make summary of the text in English.**

A business is an organization or enterprising entity engaged in commercial, industrial or professional activities. Businesses can be for-profit entities or non-profit organizations that operate to fulfil a charitable mission or further a social cause.

Business is also the organized efforts and activities of individuals to produce and sell goods and services for profit.

Generally, a business begins with a business concept (the idea) and a name. Depending on the nature of the business, extensive market research may be necessary to determine whether turning the idea into a business is feasible and if the business can deliver value to consumers. The business name can be one of the most valuable assets of a firm; therefore, careful consideration should be given when choosing it. Businesses operating under fictitious names must be registered with the state.

Businesses mainly form after the development of a business plan, which is a formal document detailing a business's goals and objectives, and its strategies of how it will achieve the goals and objectives. Business plans are almost essential when borrowing capital to begin operations.

It is also important to determine the legal structure of the business.

Depending on the type of business, it may need to secure permits, adhere to registration requirements, and obtain licenses to operate legally.

The most common structures are sole proprietorships, partnerships, corporations and limited liability companies, with sole proprietorships being the most prevalent. A sole proprietorship, as its name suggests, is a business owned and operated by a single person. There is no legal separation between the business and the owner; therefore, the tax and legal liabilities of the business are that of the owner. A partnership is a business relationship between two or more people who join to conduct business. Each partner contributes resources and money to the business and shares in the profits and losses of the business. The shared profits and losses are recorded on each partner's tax return. A corporation is a business in which a group of people act together as a single entity; most commonly, owners of a corporation are shareholders who exchange consideration for the corporation's common stock. Incorporating a business releases owners of financial liability of business obligations; however, a corporation has unfavourable taxation rules for the owners of the

business. For this reason, a relatively new business structure, a limited liability company (LLC), is available. This structure combines the pass-through taxation benefits of a partnership with the limited-liability benefits of a corporation.

Business sizes range from small owner-operated companies, such as family restaurants, to multinational conglomerates, such as General Electric. Larger businesses may issue corporate stock to finance operations. In this case, the company is publicly traded and has reporting and operating restrictions. Alternatively, smaller businesses may operate more independently of regulators.

A company may describe its business by communicating the industry in which it operates. For example, the real estate business, advertising business or mattress production business are industries in which a business can exist. Because the term “business” can be interchanged with day-to-day operations as well as the overall formation of a company, the term is often used to indicate transactions regarding an underlying product or service. For example, ExxonMobil transacts business by providing oil .

**Discussion questions:**

1. The general notion of business.
2. Starting a business.
3. Business structures.
4. Business sizes.
5. Business Operations of a company in Industries

1) Complete the sentences. Use these verbs in the correct form, present or past:

cause damage find hold injure invite

- 1 Many accidents are caused by careless driving.
- 2 Cheese ..... from milk.
- 3 The roof of the building ..... in a storm a few days ago.
- 4 A cinema is a place where films .....
- 5 You ..... to the party. Why didn't you go?
- 6 This plant is very rare. It ..... in very few places.
- 7 Although we were driving fast, we ..... by a lot of other cars.
- 8 In the US, elections for president ..... every four years.
- 9 There was an accident last night, but fortunately nobody .....
- 10 You can't see the house from the road. It ..... by trees.
- 11 I never received the letter. It ..... to the wrong address.
- 12 The company I work for ..... by a much larger company.

2) Write questions using the passive. Some are present and some are past.

- 1 Ask about glass. (how / make?) *How is glass made?*
- 2 Ask about television. (when / invent?) When .....
- 3 Ask about mountains. (how / form?) .....
- 4 Ask about DNA. (when / discover?) .....
- 5 Ask about silver. (what / use for?) .....

3) Put the verb into the correct form, present or past, active or passive.

- 1 a Two hundred people are employed (employ) by the company.  
b The company employs (employ) 200 people.
- 2 a Water ..... (cover) most of the earth's surface.  
b How much of the earth's surface ..... (cover) by water?
- 3 a While I was on holiday, my camera ..... (steal) from my hotel room.  
b While I was on holiday, my camera ..... (disappear) from my hotel room.
- 4 a Robert's parents ..... (die) when he was very young.  
b Robert and his sister ..... (bring up) by their grandparents.
- 5 a The boat hit a rock and ..... (sink) quickly.  
b Fortunately everybody ..... (rescue).
- 6 a Bill ..... (fire) from his job. He wasn't very good at it.

**b** Sue.....(resign) from her job because she didn't enjoy it any more.

**7 a** It can be noisy living here, but it.....(not / bother) me.

**b** It can be noisy living here, but I.....(not / bother) by it.

**8 a** Maria had an accident. She.....(knock) off her bike.

**b** Maria had an accident. She.....(fall) off her bike.

**9 a** I haven't seen these flowers before. What.....(they / call)?

**b** I haven't seen these flowers before. What.....(you / call) them?

**4) Instead of using somebody, they, people etc., write a passive sentence.**

**1** Somebody cleans the room every day. *The room is cleaned every day.*

**2** They cancelled all flights because of fog. All.....

**3** Somebody accused me of stealing money..... money.

**4** How do you use this word? How..... used?

**5** The price includes all taxes. All..... in the price.

**6** People warned us not to go out alone. We.....

**7** We don't use this office any more. This.....

**8** They invited five hundred people to the Five hundred..... wedding.....



**Topic «The Organisation of Busin. Direct and Reported speech. » Grammar revision**

Objectives:

- to learn new vocabulary;
- to practice grammar structures;
- to enable st's to talk and write on the topic;
- to instil the idea that learning languages is necessary and essential;
- to encourage st's to go on learning English at the next level;
- to lay the foundations for future study in terms to basic structures, lexis, language functions and basic study

Plan:

1. Vocabulary activity.
2. Discussing of the Topic «The Organisation of Busin. Direct and Reported speech. » Grammar revision
3. Listening, reading, writing, speaking.
4. Grammar activity.
5. Communicative activities :

Task 1. Give the English equivalents the following words and word combinations.

Task 2. Answer the questions to the text.

Task 3. Fill in the blanks with the necessary words from the active vocabulary.

Task 4. Complete the following sentences.

Task 5. Put in the right order. The underlined word is the beginning of the sentence.

Task 6. Translate the following sentences into English.

Home task: Reading an additional text on the topic

References:

1. Волошина О.В., English for Computer Science Students: Методичні рекомендації для практичних занять з дисципліни «Іноземна мова» для студентів денної форми навчання першого (бакалаврського) освітнього рівня галузі знань 12 «Інформаційні технології» спеціальності 122 «Комп'ютерні науки». Вінниця: ВНАУ, 2023. 73 ст.
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8. Murphy R. English Grammar in Use /Murphy R. – Cambridge University Press 2021.

## **Хід заняття (Procedure)**

- 1. Learn the new words and word combinations.**
- 2. Make some questions on the text.**
- 3. Read the text and translate into Ukrainian in the written form.**
- 4. Make summary of the text in English.**

### **Forms Of Business Organization**

A business can be organized in one of several ways, and the form its owners choose will affect the company's and owners' legal liability and income tax treatment. Here are the most common options and their major defining characteristics.

The default option is to be a sole proprietor. With this option there are fewer forms to file than with other business organizations. The business is structured in such a manner that legal documents are not required to determine how profit-sharing from business operations will be allocated.

This structure is acceptable if you are the business's sole owner and you do not need to distinguish the business from yourself. Being a sole proprietor does not preclude you from using a business name that is different from your own name, however. In a sole proprietorship all profits, losses, assets and liabilities are the direct and sole responsibility of the owner. Also, the sole proprietor will pay self-employment tax on his other income.

Sole proprietorships are not ideal for high-risk businesses because they put your personal assets at risk. Nolo, a company whose educational books make legal information accessible to the average person, gives several examples of risky businesses, including businesses that involve child care, animal care, manufacturing or selling edible goods, repairing items of value and providing alcohol.

If the risks in your line of work are not very high, a good business insurance policy can provide protection and peace of mind while allowing you to remain a sole proprietor. One of the biggest advantages of a sole proprietorship is the ease with which business decisions can be made.

An LLC is a limited liability company. This business structure protects the owner's personal assets from financial liability and provides some protection against personal liability. There are situations where an LLC owner can still be held personally responsible, such as if he intentionally does something fraudulent, reckless or illegal, or if she fails to adequately separate the activities of the LLC from her personal affairs.

This structure is established under state law, so the rules governing LLCs vary

depending on where your business is located. According to the IRS, most states do not allow banks, insurance companies or nonprofit organizations to be LLCs.

Because an LLC is a state structure, there are no special federal tax forms for LLCs. An LLC must elect to be taxed as an individual, partnership or corporation. You will need to file paperwork with the state if you want to adopt this business structure, and you will need to pay fees that usually range from \$100 to \$800. In some states, there is an additional annual fee for being an LLC.

You will also need to name your LLC and file some simple documents, called articles of organization, with your state. Depending on your state's laws and your business's needs, you may also need to create an LLC operating agreement that spells out each owner's percentage interest in the business, responsibilities and voting power, as well as how profits and losses will be shared and what happens if an owner wants to sell her interest in the business. You may also have to publish a notice in your local newspaper stating that you are forming an LLC.

Like the LLC, the corporate structure distinguishes the business entity from its owner and can reduce liability. However, it is considered more complicated to run a corporation because of tax, accounting, record keeping and paperwork requirements. Unless you want to have shareholders or your potential clients will only do business with a corporation, it may not be logical to establish your business as a corporation from the start – an LLC may be a better choice.

The steps for establishing a corporation are very similar to the steps for establishing an LLC. You will need to choose a business name, appoint directors, file articles of incorporation, pay filing fees and follow any other specific state/national requirements.

There are two types of corporations: C corporations (C corps) and S corporations (S corps). C corporations are considered separate tax-paying entities. C corps file their own income tax returns, and income earned remains in the corporation until it is paid as a salary or wages to the corporation's officers and employees. Corporate income is often taxed at lower rates than personal income, so you can save money on taxes by leaving money in the corporation.

If the corporation has shareholders, corporate earnings become subject to double taxation in the sense that income earned by the corporation is taxed and dividends distributed to shareholders are also taxed. However, if you are a one-person corporation, you don't have to worry about double taxation.

S corporations are pass-through entities, meaning that their income, losses, deductions and credits pass through the company and become the direct responsibility of the company's shareholders. The shareholders report these items on their personal

income tax returns, thus S corps avoid the income double taxation that is associated with C corps.

All shareholders must sign a special IRS form to make the business an S corp for tax purposes. The IRS also requires S corps to meet the following requirements: be a domestic corporation; have only allowable shareholders, including individuals, certain trusts and estates; not include partnerships, corporations or non-resident alien shareholders; have no more than 100 shareholders; have one class of stock; not be an ineligible corporation (i.e., certain financial institutions, insurance companies and domestic international sales corporations) [38].

As for a general partnership is the most informal partnership structure. In many states, a general partnership is formed whenever two or more people start doing business together, and no formal registration is required. In a general partnership, the owners are personally liable for the debts of the business. Profits, liability and management responsibilities are shared equally among the partners unless otherwise specified in a partnership agreement.

A limited partnership, or LP, is a more complex business structure. An LP is composed of general partners and limited partners. Limited partners are passive investors who may provide startup capital and receive profits from the business, but they do not have a say in how the partnership is managed. The general partners are responsible for making management decisions. An LP must have at least one general partner and one limited partner, and some states may limit how many limited partners an LP may have. General partners in an LP remain personally liable for the debts of the partnership, but limited partners are not liable. As a result, limited partners must be careful to not involve themselves in management decisions or they may be treated as general partners and will be liable for the debts of the business.

In a limited liability partnership, or LLP, every partner may act as a general partner and a limited partner. All partners in an LLP are allowed to participate in the management of the business, and no partner is liable for its debts. LLPs can be formed by anyone, but in many states, LLPs can only be formed by professionals, such as lawyers and doctors, to help limit malpractice liability.

All partnerships are considered “pass through” entities by the Internal Revenue Service. This means that the partnership does not pay business taxes on its income; instead, the partners report the business income on their personal taxes. Depending on the type of partnership, the income may be treated differently by the IRS. General partners report partnership profits as earned income, while limited partners generally report profits as dividend income. Another important difference is that limited partnership interests are considered securities, which is not the case with a general

partnership or LLP. As a result, different tax consequences may arise when selling an ownership interest as a limited or general partner [54].

**Discussion questions:**

1. Sole proprietorship.
2. Business insurance policy.
3. Limited liability company.
4. The role of the Internal Revenue Service.
5. C corporations and S corporations.
6. General partnership.
7. Limited partnership,
8. The income double taxation and personal income tax returns.

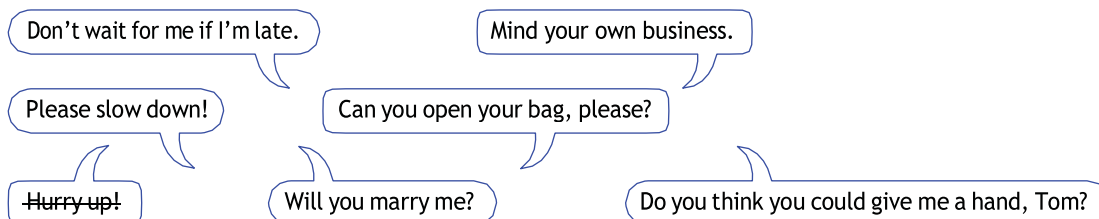
**1) Somebody says something to you which is not what you expected. Use your own ideas to complete your answers.**

- 1 A: It's quite a long way from the hotel to the city centre.  
b: Is it? The man on the reception desk *said it was only five minutes' walk.*
- 2 A: Sue is coming to the party tonight.  
b: Is she? I saw her a few days ago and she said she.....
- 3 A: Sarah gets on fine with Paul.  
b: Does she? Last week you said.....each other.
- 4 A: Joe knows lots of people.  
b: That's not what he told me. He said.....anyone.
- 5 A: Jane will be here next week.  
b: Oh, really? When I spoke to her, she said.....away.
- 6 A: I'm going out tonight.  
b: Are you? I thought you said.....at home.
- 7 A: I speak French quite well.  
b: Do you? But earlier you said.....any other languages.
- 8 A: I haven't seen Ben recently.  
b: That's strange. He told me.....last weekend.

**2) Complete the sentences with say or tell (in the correct form). Use only one word each time.**

- 1 **Anna** **said**.. goodbye to me and left.
- 2 .....us about your holiday. Did you have a nice time?
- 3 Don't just stand there!.....something!
- 4 I wonder where Sue is. She .....she would be here at 8 o'clock.

- 5 Dan.....me that he was bored with his job.
- 6 The doctor.....that I should rest for at least a week.
- 7 Gary couldn't help me. He.....me to ask Chris.
- 8 Gary couldn't help me. He.....to ask Chris.
- 9 Don't.....anybody what I..... It's a secret just between us.
- 10 'Did Kate.....you what happened?' 'No, she didn't.....anything to me.'



**3) The following sentences are direct speech:**

**Now choose one of these to complete each of the sentences below. Use reported speech.**

- 1 Will was taking a long time to get ready, so I told him to hurry up .
- 2 Sarah was driving too fast, so I asked.....
- 3 Sue was nervous about the situation. I told.....
- 4 I couldn't move the piano alone, so I.....
- 5 The security guard looked at me suspiciously and.....
- 6 The man started asking me personal questions, so I.....
- 7 Carl was in love with Maria, so he.....
- 8 I didn't want to delay Helen, so I.....

**Topic «Different Types of Business. History of electrical engineering. Direct and Reported Speech.Modal verbs 1. » Grammar revision**

Objectives:

- to learn new vocabulary;
- to practice grammar structures;
- to enable st's to talk and write on the topic;
- to instil the idea that learning languages is necessary and essential;
- to encourage st's to go on learning English at the next level;
- to lay the foundations for future study in terms to basic structures, lexis, language functions and basic study

Plan:

- 1.Vocabulary activity.
- 2.Discussing of the Topic «Different Types of Business. Direct and Reported Speech.Modal verbs 1. » Grammar revision
- 3.Listening, reading, writing, speaking.
- 4.Grammar activity.
- 5.Communicative activities :

Task 1. Give the English equivalents the following words and word combinations.

Task 2. Answer the questions to the text.

Task 3. Fill in the blanks with the necessary words from the active vocabulary.

Task 4. Complete the following sentences.

Task 5. Put in the right order. The underlined word is the beginning of the sentence.

Task 6. Translate the following sentences into English.

Home task: Reading an additional text on the topic

References:

1. Волошина О.В., English for Computer Science Students: Методичні рекомендації для практичних занять з дисципліни «Іноземна мова» для студентів денної форми навчання першого (бакалаврського) освітнього рівня галузі знань 12 «Інформаційні технології» спеціальності 122 «Комп'ютерні науки». Вінниця: ВНАУ, 2023. 73 ст.
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## Хід заняття (Procedure)

- 1. Learn the new words and word combinations.**
- 2. Make some questions on the text.**
- 3. Read the text and translate into Ukrainian in the written form.**
- 4. Make summary of the text in English.**

One of the most obvious ways in which businesses differ is their size. Most of us know some businesses that are very small – one-person businesses or micro-businesses of fewer than five people. Examples may include

a single person running, for example, a web design company, a hairdresser's or a small catering business, or a small retailer, such as a craft shop or a florist, employing just one or two other people. Small and medium-sized enterprises actually make up over 90% of the number of businesses in most countries (although they do not employ over 90% of all employees or make over 90% of all business deals). At the other end of the scale are businesses that are very large – multinational corporations employing thousands of people and operating in many different countries. We are familiar with at least the names of some, such as Microsoft, Samsung, Siemens, Renault, and many more both well-known and less well-known large corporations.

It is less obvious how we should measure the size of a business. There are several different measurements available, not all of which are suitable for measuring the size of all types of business. For example, measuring a business's size on the basis of how much profit it makes assumes that it is a for-profit enterprise. Measuring the stock market value of a business assumes that its shares are traded on the stock market, which is by no means true for all businesses.

Two measures that are applicable to nearly all businesses are number of employees and annual turnover, that is the total value of sales made over the period of a year. These two measurements are not always in accord with each other: there are some businesses with very few employees that nonetheless produce quite a large annual turnover. For example, a single person trading shares on the stock market could make a very large turnover in a year if they were very successful. The European Commission uses a combination of numbers of employees and turnover to define the size of a business:

- Large enterprises employ 250 people or more and have an annual turnover of more than €50 million.
- Medium-sized enterprises employ fewer than 250 people and have an annual turnover of no more than €50 million.



- Small enterprises employ fewer than 50 people and have an annual turnover of no more than €10 million.

- Microenterprises employ fewer than 10 people and have an annual turnover of no more than €2 million.

Businesses with fewer than 250 employees are often collectively classified as small and medium-sized enterprises (SMEs).

In some ways the challenges for small and for large businesses are not so different. All businesses need to make sure they offer goods or services that people want to buy, that they have enough income to cover their costs and something left over, and that people working for them are motivated, well qualified and work well together. In other ways, however, small businesses operate very differently from large businesses.

- Small businesses are often owned and managed by the same person. This ‘owner-manager’ may be the founder of the business, or sometimes a relative, perhaps a son or daughter of the founder. Owner-managers are often more emotionally involved in their business than the managers of large enterprises owned by anonymous shareholders.

Because of the small size, managers are often very closely involved in the day-to-day running of the business. They also tend to know many – often all – employees personally. This is different in a large business, where top managers cannot possibly know all their employees personally. It also often makes for a different, more personal management style.

- Small businesses have flatter hierarchies. In a small organisation there is no need for many layers of management. In a very small business, it may be just the ‘boss’ and a number of employees. Again, this tends to make for more informal management styles. It can also be useful in terms of innovation, as people across the business can find it easier to work with each other and new ideas can be developed and implemented more quickly than in larger organisations, which are often more bureaucratic. This is one reason why many innovations come out of small businesses (often new ones) rather than larger ones, although this is of course not always so.

- Smaller businesses often have more limited financial resources. They need to be very careful how they spend their money and that they have enough money coming in each month to pay staff and all their bills. This also means that they sometimes do not have the money to make further investments, even if these investments would repay themselves in a relatively short period of time by saving costs (e.g. investment in new, energy-efficient machinery) or bringing in more money (e.g. investment in product development to attract more customers).

- Smaller businesses also usually have limited management resources. A single manager, or a very small management team, only has so much time to attend to all the business and the same will be true of a small number of employees. This can be a problem as it can limit a business's ability to seek out new opportunities – for example developing new product ideas – or address new challenges – for example dealing with new competition or new business legislation – simply because nobody has time to do so.

There is much more that could be said about the differences between large and small businesses and also about the differences between businesses of a similar size. For the moment, it is enough to be aware that size does matter in business and management, not because bigger or smaller is better but because they pose different challenges and different opportunities.

Businesses also differ obviously by what they do. It is very common to distinguish businesses by industry or sector. An industry is a group of businesses that are related in terms of their main activity, for example manufacturing cars or selling groceries. Smaller industries (for example, the car manufacturing industry) can be grouped into larger industry sectors (for example, the manufacturing sector in general). An individual business is classified as belonging to a certain industry on the basis of its main activity. So, for example, a car manufacturing business may also have a small financial services arm (to provide finance to customers to help them buy a new car) but that financial services arm would probably only be about 10% of the business's overall activity, whereas car manufacturing might be 80%. Therefore, this business would be classified as belonging to the car manufacturing industry, and not financial services.

Economists often distinguish three broad sectors of the economy:

- The primary sector involves extracting and harvesting natural products from the earth (for example, agriculture, fishing and mining).

- The secondary sector consists of processing (for example, the processing of food stuffs produced by agriculture), manufacturing and construction. That is to say, the secondary sector takes the products from the primary sector and does something more with them.

- The tertiary sector provides services, such as retail services, entertainment or financial services.

Some people also distinguish a fourth sector, which is made up of intellectual activities, such as education.

It is useful to distinguish these broad economic sectors as we can see that there will be important differences between a business operating in the primary sector and

one that provides a service. Nonetheless, it would also seem obvious that there may be big differences between businesses within the same broad economic sector. A farm and a coal mine will be very different although they are both in the primary sector; and a business that makes, say, potato chips and one that builds railway tunnels will also differ along many lines. There are quite a number of different classifications of industries and some of them go into very fine detail. Some of these coding systems have been developed to help government agencies to classify industry groups; others have been developed by financial ratings agencies to help financial investment companies make investment decisions. There is no need to go into detail on any of these classification systems here. What is important, however, is to be aware that the industry a business is in will have an important influence on how that business operates. For example, the operations of a fisheries business, a manufacturing plant or a service provider such as a telesales company, will be very different in terms of complexity, the kind of technology used and the level of investment required to set it up. There are also big differences in marketing a primary agricultural product to food manufacturers and marketing a service such as, say, carpet cleaning to consumers. While a variety of businesses in different industries face similar issues in some respects, many of the particular opportunities and challenges are strongly shaped by their industry context.

Businesses vary not only in size and industry but also in their ownership. Some are owned by just one person or a small group of people, some are owned by large numbers of shareholders, some are owned by charitable foundations or trusts, and some are even owned by the state. Different ownership structures overlap with different legal forms that a business can take. A business's legal and ownership structure determines many of its legal responsibilities, including the paperwork that the owners need to complete in order to set up the business, the taxes the business has to pay, how profits from the business are distributed, and the owners' personal responsibilities if the business makes a loss or goes bankrupt.

It is not necessary to go into great detail on legal forms and ownership structures here but a short overview will help you to appreciate the diversity of businesses. At the broadest level it is possible to distinguish between organisations that are owned and run by private owners, those that are owned and run by the state and those that are run by voluntary organisations. Here we will first look at different types of privately owned businesses.

Legal forms and ownership structures of businesses are different from country to country. In the United Kingdom the majority of businesses (but not all) are sole traders, limited companies or business partnerships.

A sole trader is a person who is running a business as an individual. Sole traders can keep all the business's profits after paying tax on them but they are personally responsible for any losses the business makes (i.e. they would have to cover them out of their private money if necessary), paying the bills incurred by the business (e.g. stock or equipment), and keeping a record of all sales and expenditures. Sole traders can take on employees – the term implies that they own the business on their own, not that they must work there alone.

A limited company is an organisation set up by its owners to run their business. A limited company is a legal person. Of course, a company is not a person in the sense we commonly understand it. What the term means is that the law regards a limited company as having the same legal standing as a person, i.e. it has legal rights and obligations in itself, which are independent from the rights and obligations of its owners as individuals. For example, a limited company can own property. A limited company's finances are separate from the finances of its owners. Any profit made after taxes belongs to the company. The company can then share its profits, most commonly among all the owners. Limited companies have 'members', i.e. the people who own the shares. A limited company also has 'directors'. Directors may be share owners but they don't have to be. Shareholders' and directors' responsibilities for the company's financial liabilities (such as losses or debts) are limited to the value of their shareholdings. This means that they do not have to pay out of their personal income or assets if the company runs into financial difficulties. There are two main types of limited company: private limited companies and public limited companies. The shares of public limited companies (PLCs) are traded in the stock market, where anybody can buy shares in the company if they wish to do so. Private limited companies are not traded in the stock market and other people can only buy shares in them with the approval of the current owners (for example, if they are invited to invest in the company by the current owners).

A business partnership is an arrangement where two or more individuals share the ownership of a business. There are two main types of partnership: general partnerships and limited partnerships. In a general partnership all partners are personally responsible for the business, meaning they are liable for any losses or debts with their personal income or wealth if necessary. In a limited partnership partners are not personally liable if the business incurs any losses or debts. Profits from a partnership are shared between the partners and each partner then pays taxes on their share. There are a lot of fine details and several possible permutations in the structure of business partnerships, which are important when setting one up but need not concern us any further here.

There are some other legal ownership structures for businesses in the UK (including some different laws relating to partnerships in Scotland) but the three introduced above are the most common. Similar business ownership structures exist in many other countries although the precise legal implications can differ in important ways.

Legal and ownership structures, business size and industry sector are not entirely independent of each other. For example, most sole traders tend to be small businesses, not least because a single individual rarely has the financial capacity to finance a very large business, nor the desire to be personally liable with all that they own if a large business were to run into financial troubles. Certain industry sectors require large businesses. For example, it is not viable to run a small steel works because the physical and financial investment required are so large. In other cases, industry sector and legal form are closely related. For example, law firms and some other professional service firms with more than one professional working in them in the United Kingdom are legally required to be set up as partnerships and no other ownership or legal structure is permitted .

**Discussion questions:**

1. The obvious ways of business differentiation.
2. Classifying businesses by size.
3. Two measurements of the size of business.
4. Large enterprises.
5. Medium-sized enterprises.
6. Small enterprises.
7. Microenterprises.
8. Classifying businesses by industry sector.
9. The primary sector of the economy.
10. The secondary sector of the economy.
11. The tertiary sector of the economy.
12. The fourth sector of the economy.
13. Ownership structures and legal forms.
14. Sole traders.
15. Limited companies.
16. Business partnerships.

## **HISTORY OF ELECTRICAL ENGINEERING**

Electricity is a subject of scientific interest since at least the 17th century. However, it was not until the 19th century that research into the subject started to intensify. Notable developments in this century include the work of Georg Ohm, who in 1827 quantified the relationship between the electric current and potential difference in a conductor, and the work of Michael Faraday, who in 1831 discovered electromagnetic induction.

However, during these years the study of electricity was largely considered to be a subfield of physics and hence the domain of physicists. It was not until the late 19th century that universities started to offer degrees in electrical engineering. The Darmstadt University of Technology established the first chair of electrical engineering worldwide in 1882 and offered a quadrennial study course of electrical engineering in 1883. In 1882, MIT offered the first course on electrical engineering in the United States. This course was organized by Professor Charles Cross who was head of the Physics department and who later became a founder of the American Institute of Electrical Engineers (which later became the Institute of Electrical and Electronics Engineers). The University College London founded the first chair of electrical engineering in the United Kingdom in 1885. In 1886, the University of Missouri established the first department of electrical engineering in the United States.

During this period, work in the area increased dramatically. Of particular note was the work of Nikola Tesla and Thomas Edison. In 1882, Edison switched on the world's first large-scale electrical supply network that provided 110 volts direct current to fifty-nine customers in lower Manhattan. In 1887, Tesla filed patents related to a competing form of power distribution known as alternating current. In the following years a bitter rivalry between the two, known as the "War of Currents", took place over the preferred method of distribution.

Tesla's work on induction motors and polyphase systems would influence electrical engineering for years to come. Edison's work on telegraphy and his development of the stock ticker would prove lucrative for his company (which would eventually become one of the world's largest companies, General Electric). As well as the contributions of Edison and Tesla, a number of other figures would play an equally important role in the progress of electrical engineering at this time. Alexander Bell would influence electrical engineering with his work in telecommunications, Lee de Forest with his work on the Audion (a predecessor to the transistor) and Guglielmo Marconi with his popularization of radio.

Beyond this period, the single most important invention in electrical

engineering would probably come from John Bardeen, William Shockley, and Walter Brattain, who in 1947 invented the transistor. This device would go on to revolutionize electrical engineering by paving the way for powerful integrated circuits. Today, much of the wonder of the electronic world today is due to the capabilities of these circuits

**1) Complete the sentences using can or (be) able to. If can is not possible, use (be) able to.**

- 1 Gary has travelled a lot. He...can speak five languages.
- 2 I haven't...been able to sleep very well recently.
- 3 Nicole.....drive, but she doesn't have a car.
- 4 I used to.....stand on my head, but I can't do it any more.
- 5 I can't understand Mark. I've never.....understand him.
- 6 I can't see you on Friday, but I.....meet you on Saturday morning.
- 7 Ask Katherine about your problem. She might.....help you.
- 8 You have to be careful in this part of the city. It.....be dangerous.
- 9 Michael has lived in Italy a long time, so he should.....speak Italian.

**2) Write sentences about yourself using the ideas in brackets.**

- 1 (something you used to be able to do)  
I used to be able to sing well.
- 2 (something you used to be able to do)  
I used.....
- 3 (something you would like to be able to do)  
I'd.....
- 4 (something you have never been able to do)  
I've.....

believe    come    hear    run    sleep    wait

**3) Complete the sentences with can/can't/could/couldn't + the following:**

- 1 I'm afraid I...can't come to your party next week.
- 2 When Dan was 16, he.....100 metres in 11 seconds.
- 3 'Are you in a hurry?'                      'No, I've got plenty of time. I......'
- 4 I don't feel good this morning. I.....last night.
- 5 Can you speak a little louder? I.....you very well.

6 I was amazed when I heard the news. I ..... it.



**4) Complete the answers to the questions with *was/were able to* ... .**

1 A: Did everybody escape from the fire?

b: Yes. The fire spread quickly, but everybody *was able to* escape.....

2 A: Did you finish your work this afternoon?

b: Yes, there was nobody to disturb me, so I.....

3 A: Did you solve the problem?

b: Yes, we did. It wasn't easy, but we.....

4 A: Did the thief get away?

b: Yes. No-one realised what was happening and the thief.....

**5) Complete the sentences using *could*, *couldn't* or *managed to*.**

1 My grandfather travelled a lot. He..... *could* ..... speak five languages.

2 I looked everywhere for the book, but I..... *couldn't* ..... find it.

3 They didn't want to come with us at first, but we..... *managed to* ..... persuade them.

4 Jessica had hurt her foot and..... walk very well.

5 There was a small fire in the kitchen, but fortunately I..... put it out.

6 The walls were thin and I..... hear people talking in the next room.

7 I ran my first marathon recently. It was very hard, but I..... finish.

8 My grandmother loved music. She..... play the piano very well.

9 We wanted to go to the concert, but we..... get tickets.

10 A girl fell into the river, but some people..... pull her out. She's all right now.

**Topic «Launching and Managing a Business. Modal verbs 2 » Grammar revision**

Objectives:

- to learn new vocabulary;
- to practice grammar structures;
- to enable st's to talk and write on the topic;
- to instil the idea that learning languages is necessary and essential;
- to encourage st's to go on learning English at the next level;
- to lay the foundations for future study in terms to basic structures, lexis, language functions and basic study

Plan:

- 1.Vocabulary activity.
- 2.Discussing of the Topic «Launching and Managing a Business. Modal verbs 2 » Grammar revision
- 3.Listening, reading, writing, speaking.
- 4.Grammar activity.
- 5.Communicative activities :

Task 1. Give the English equivalents the following words and word combinations.

Task 2. Answer the questions to the text.

Task 3. Fill in the blanks with the necessary words from the active vocabulary.

Task 4. Complete the following sentences.

Task 5. Put in the right order. The underlined word is the beginning of the sentence.

Task 6. Translate the following sentences into English.

Home task: Reading an additional text on the topic

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1. Волошина О.В., English for Computer Science Students: Методичні рекомендації для практичних занять з дисципліни «Іноземна мова» для студентів денної форми навчання першого (бакалаврського) освітнього рівня галузі знань 12 «Інформаційні технології» спеціальності 122 «Комп'ютерні науки». Вінниця: ВНАУ, 2023. 73 ст.
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## Хід заняття (Procedure)

1. Learn the new words and word combinations.
2. Make some questions on the text.
3. Read the text and translate into Ukrainian in the written form.
4. Make summary of the text in English.

**Exercise 1. Complete the text with an appropriate form of the verbs in present simple or present continuous.**

1. Repsol \_\_\_\_\_ (expand) its operations in Latin America at the moment. 2. Following a takeover in 1999, Repsol now \_\_\_\_\_ (own) YPF, the biggest industrial company in Argentina.

3. YPF \_\_\_\_\_ (produce) and sells oil and gas in seven South American countries, Indonesia and the USA. 4. Repsol also has a 67.86% share in the Argentinian oil company Astra C.A.P.S.A., which \_\_\_\_\_ (specialize) in oil exploration and production.

5. The new Repsol YPF company \_\_\_\_\_ (have) a worldwide production capacity of 1.2 million barrels of oil per day, of which 364,000 barrels are produced in Argentina. 6. As for distribution, Repsol YPF \_\_\_\_\_ (sell) its petrol in a network of about 3,300 service stations in Argentina, compared with 800 before. 7. Sales \_\_\_\_\_ (be) usually very high in these stations. 8. At the same time the Argentinian petrol market \_\_\_\_\_ (grow) very quickly, so the prospects for further expansion are very good.

9. Currently, Repsol YPF \_\_\_\_\_ (help) Latin America to discover its cultural history. 10. It \_\_\_\_\_ (sponsor) a special community programme which \_\_\_\_\_ (research) the traditional music of Latin America from the 16<sup>th</sup> to the 19<sup>th</sup> century.

**Exercise 2. Fill in the blanks with appropriate words:**

price	creditors	private	liquidation	public
shareholders	dividends	liability	trading	property

1. When a limited company has started \_\_\_\_\_, people do not invest in shares by giving more capital to the company. 2. People buy them from one of the \_\_\_\_\_.

3. If it is a \_\_\_\_\_ limited company, a shareholder can only sell shares if all the other shareholders agree. 4. If it is a \_\_\_\_\_ limited company, shares can be bought and sold freely, usually at a Stock Exchange. 5. If the company is doing well and paying high \_\_\_\_\_, then you might pay more than the nominal value of the shares. If it is doing badly, you might pay less than the nominal value of the shares. 6. The \_\_\_\_\_ you pay at the Stock Exchange (or to a shareholder) for your shares is their market value. 7. If the company fails, it will stop trading and go into \_\_\_\_\_. 8. This means that all the company's \_\_\_\_\_ and equipment (its assets) must be sold and the money from the sale will be used to pay its debts to its creditors. The shareholders may lose the money they paid for the shares. 9. If the company still does not have enough money to pay all its debts, the shareholders do not have to pay any more money. In other words, the shareholders' \_\_\_\_\_ for debts is limited to the value of their shares. 10. On the other hand, if you are an owner of a business which is not limited, for example a sole proprietorship (owned by one person) or a partnership (owned by between 2 and 20 people) and your business fails, you will go bankrupt. In this case you might have to sell your own private possessions (your house, car, furniture, etc.) to pay all your \_\_\_\_\_. In other words, sole proprietors and partners have unlimited liability for their firm's debts.

1) Put in must or can't.

- 1 You've been travelling all day. You **must** be tired.
- 2 That restaurant ..... be very good. It's always full of people.
- 3 That restaurant ..... be very good. It's always empty.
- 4 I'm sure Kate gave me her address. I ..... have it somewhere.
- 5 I often see that man in this street. He ..... live near here.
- 6 It rained every day during their holiday. It ..... have been very nice for them.
- 7 Congratulations on passing your exam. You ..... be very pleased.
- 8 This bill ..... be correct. It's much too high.
- 9 You got here very quickly. You ..... have driven very fast.
- 10 Bill and Sue always stay at five-star hotels. They ..... be short of money.
- 11 Karen hasn't left the office yet. She ..... be working late tonight.

2) Complete each sentence with a verb (one or two words).

- 1 I've lost one of my gloves. I must **have dropped** it somewhere.
- 2 Their house is very near the motorway. It must **be** very noisy.
- 3 You've lived in this village a long time. You must ..... everybody who lives here.
- 4 I don't seem to have my wallet with me. I must ..... it at home.
- 5 'How old is Ed?' 'He's older than me. He must ..... at least 40.'
- 6 I didn't hear my phone. I must ..... asleep.
- 7 'You're going on holiday soon. You must ..... forward to it.' 'Yes, I am.'
- 8 I'm sure you know this song. You must ..... it before.
- 9 The road is closed, so we have to go another way. There must ..... an accident.
- 10 'Do you have a car?' 'You must .....! How could I afford to have a car?'
- 11 David is the managing director of a large company, so he must ..... quite a high salary.

C

3) Use the words in brackets to write sentences with **must have** and **can't have**.

- 1 We went to our friends' house and rang the doorbell, but nobody answered. (they / go out) **They must have gone out** .....
- 2 Sarah hasn't contacted me. (she / get / my message)  
**She can't have got my message** .....
- 3 The jacket you bought is very good quality. (it / be / very expensive)  
.....
- 4 I haven't seen our neighbours for the last few days. (they / go away)  
.....
- 5 I can't find my umbrella. (I / leave / it in the restaurant last night)

6 Amy was in a very difficult situation when she lost her job. (it / be / easy for her)

7 There was a man standing outside the cafe. He was there a long time. (he / wait / for somebody)

8 Rachel did the opposite of what I asked her to do. (she / understand / what I said)

9 When I got back to my car, it was unlocked. (I / forget / to lock it)

10 My neighbours were making a lot of noise in the night. It woke me up. (they / have / a party)

11 The light was red, but the car didn't stop. (the driver / see / the red light)

12 Paul has had these shoes for years, but they still look new. (he / wear / them much)

**Complete the sentences. Choose from the box.**

1 A: Do you know where Helen is?

b: I'm not sure. She might be in her room.

2 A: Is there a bookshop near here?

b: I'm not sure, but ask Anna. She .....

3 A: Where are those people from?

b: I don't know. They .....

4 A: I hope you can help me.

b: I'll try, but it .....

5 A: Whose phone is this?

b: It's not mine. It .....

6 A: Why doesn't George answer his phone?

b: He .....

7 A: Do you know anyone who has a key to this cupboard?

b: Rachel ....., but I'm not sure.

8 A: Gary is in a strange mood today.

b: Yes, he is. He .....

may be Tom's

may not be feeling well  
may not be possible

~~might be in her room~~  
might be Brazilian  
might be driving  
might have one  
might know

4) Complete the sentences. Use **might be able to** or **might have to** + one of these verbs:

fix    help    leave    meet    pay    wait

- 1 Tell me about your problem. *I might be able to help you.*
- 2 I can come to the meeting, but I.....before the end.
- 3 I'm not free this evening, but I.....you tomorrow evening.
- 4 I'm not sure whether this car park is free or not. We.....
- 5 There's a long queue. We.....a long time.
- 6 'I've got a problem with my bike.' 'Let me have a look. I.....it.'

5) Write sentences with *might not*.

- 1 Lisa's not feeling very well. I'm not sure that she will go to the party.  
*Lisa might not come to the party*.....:
- 2 I haven't seen him for a long time. I don't know if I will recognise him or not.  
I might.....him.
- 3 We want to go to the game, but I don't know whether we'll be able to get tickets.  
We.....for the game.
- 4 I said I'd do the shopping, but it's possible I won't have time.  
I.....to do the shopping.
- 5 I've been invited to the wedding, but I'm not sure that I'll be able to go.  
I.....:

**Topic «People in Business. Electric power generation. The infinitive. » Grammar revision**

Objectives:

- to learn new vocabulary;
- to practice grammar structures;
- to enable st's to talk and write on the topic;
- to instil the idea that learning languages is necessary and essential;
- to encourage st's to go on learning English at the next level;
- to lay the foundations for future study in terms to basic structures, lexis, language functions and basic study

Plan:

1. Vocabulary activity.
2. Discussing of the Topic «People in Business. The branches of agriculture. The infinitive. » Grammar revision
3. Listening, reading, writing, speaking.
4. Grammar activity.
5. Communicative activities :

Task 1. Give the English equivalents the following words and word combinations.

Task 2. Answer the questions to the text.

Task 3. Fill in the blanks with the necessary words from the active vocabulary.

Task 4. Complete the following sentences.

Task 5. Put in the right order. The underlined word is the beginning of the sentence.

Task 6. Translate the following sentences into English.

Home task: Reading an additional text on the topic

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1. Волошина О.В., English for Computer Science Students: Методичні рекомендації для практичних занять з дисципліни «Іноземна мова» для студентів денної форми навчання першого (бакалаврського) освітнього рівня галузі знань 12 «Інформаційні технології» спеціальності 122 «Комп'ютерні науки». Вінниця: ВНАУ, 2023. 73 ст.
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## Хід заняття (Procedure)

- 1. Learn the new words and word combinations.**
- 2. Make some questions on the text.**
- 3. Read the text and translate into Ukrainian in the written form.**
- 4. Make summary of the text in English.**

Business is a very comprehensive term. It covers the activity which helps small and large organisations to generate money and stay profitable. Most jobs comprise some of business aspects despite whether you work as an accountant, a lawyer, a scientist or an engineer. The main specialist business functions are human resources (HR), management consultancy, marketing, sales and public relations (PR). All these roles enable organisations to stay in profit.

*People working in the human resources department* deal with recruitment and contracts, pay and benefits, coaching and development. They find the right person for a vacancy and agree the terms of the employment; make certain maternity and paternity pay, sickness pay, holidays, pensions; tell the staff about changes in industry practices, help the staff gain new skills. Another name for the human resources department is the personnel department.

*Management consultancy* aims at solving problems for clients. In this case a “problem” does not mean something negative: it can be the desire to make more profit or expand into a new business area. Consultants tend to spend their time: *researching* – collating information and carrying out research; *conducting analysis* – working out solutions; *team-working* – participating in brainstorming; *advising* – presenting findings to colleagues and clients; *implementing changes* – mentoring the employees, monitoring the progress and writing up results and solutions for a further reference.

*Marketing* tries to explain why customers choose certain services or products and what they want to receive from those choices, then find the ways to engage the clients’ interest to ensure that your company’s service or product is chosen above others. According to the Chartered Institute of Marketing (CIM) “Marketing is the management process responsible for identifying, anticipating and satisfying customer requirements profitably”. Thus, people working in marketing are involved in the following activities: monitoring and market research, branding and identity, design and packaging, advertising and copywriting, promotion of goods, services and relationships, social media.

*Sales teams* make money for an enterprise by selling its goods or services to consumers (B2C) and businesses (B2B). A sales department brings the costs (from the rent of the premises to staff salaries) into business funds. Not all sales jobs are

considered with working in a call centre or a shop. People working in sales meet existing and new customers, give presentations, communicate with clients to secure a sale, search new customers for the business, create marketing teams to examine and monitor competitors' products in the marketplace. Sales teams should have a good understanding of the business and products to ensure they are offering the right solution, service or product to their clients in the right place and at the right time. Sales executives may work via the phone, face-to-face or email. They can operate at local, national and international levels.

**Public relations** are usually associated with maintaining and improving the reputation of an enterprise by influencing how other people perceive it. By communicating with the public, promoting and building a positive image PR managers determine the enterprise's response to a possible crisis. PR people are involved in research and copywriting, drafting newsletters and press releases, meetings with journalists to persuade them to cover new public events and opportunities, writing social media content and blogging, online advertising.

A junior PR executive starts his/her career researching materials for press conferences, liaising with journalists and monitoring the success of a PR campaign by keeping track of any subsequent coverage in the media. A senior PR executive may be in charge of several members of a team and has responsibility for managing budgets, getting new customers to use the enterprise's services and for successfully maintaining and enhancing the enterprise's reputation.

### **Discussion questions:**

1. The main specialist business functions.
2. People working in human resources.
3. Management consultancy.
4. Marketing as the management process.
5. A sales department.
6. Public relations.
7. An enterprise's activity and administration.
8. The management team and top management positions.
9. Staff people wear "several hats".
10. The obligatory professional staff resources.

### **ELECTRIC POWER GENERATION**

A generator is a device that converts mechanical energy into electrical energy. The process is based on the relationship between magnetism and electricity. In 1831, Faraday discovered that when a magnet is moved inside a coil of wire, electrical

current flows in the wire.

A typical generator at a power plant uses an electromagnet – a magnet produced by electricity – not a traditional magnet. The generator has a series of insulated coils of wire that form a stationary cylinder. This cylinder surrounds a rotary electromagnetic shaft. When the electromagnetic shaft rotates, it induces a small electric voltage in each section of the wire coil. Each section of the wire becomes a small, separate electric conductor. The small voltage of individual sections are added together to form one large voltage. The load being connected to the windings terminals the current appears in the circuit. This current stipulates the electric power that is transmitted from the power company to the consumer.

An electric utility power station uses a turbine, engine, water wheel or other similar machine to drive an electric generator or a device that converts mechanical or chemical energy to generate electricity. Steam turbines, internal-combustion engines, gas combustion turbines, water turbines, and wind turbines are the most common methods to generate electricity.

Most power plants are about 35 percent efficient. That means that for every 100 units of energy that go into a plant, only 35 units are converted to usable electrical energy. Most of the electricity in the United States is produced in steam turbines. A turbine converts the kinetic energy of a moving fluid (liquid or gas) to mechanical energy. Steam turbines have a series of blades mounted on a shaft against which steam is forced, thus rotating the shaft connected to the generator. In a fossil- fueled steam turbine, the fuel is burned in a furnace to heat water in a boiler to produce steam. Coal, petroleum (oil), and natural gas are burned in large furnaces to heat water to make steam that in turn pushes on the blades of a turbine.

The most electricity generated in the United State comes from burning coal. In 2007, nearly half (48.5%) of the country's 4.1 trillion kilowatthours of electricity used coal as its source of energy.

Natural gas, in addition to being burned to heat water for steam, can also be burned to produce hot combustion gases that pass directly through a turbine, spinning the blades of the turbine to generate electricity. Gas turbines are commonly used when electricity utility usage is in high demand. In 2007, 21.6% of the nation's electricity was fueled by natural gas.

Petroleum can also be used to make steam to turn a turbine. Residual fuel oil, a product refined from crude oil, is often the petroleum product used in electric plants that use petroleum to make steam. Petroleum was used to generate about two percent (2%) of all electricity generated in U.S. electricity plants in 2007.

Nuclear power is a method in which steam is produced by heating water

through a process called nuclear fission. In a nuclear power plant, a reactor contains a core of nuclear fuel, primarily enriched uranium. When atoms of uranium fuel are hit by neutrons they fission (split), releasing heat and more neutrons. Under controlled conditions, these other neutrons can strike more uranium atoms, splitting more atoms, and so on. Thereby, continuous fission can take place, forming a chain reaction releasing heat. The heat is used to turn water into steam that, in turn, spins a turbine that generates electricity. Nuclear power was used to generate 19.4% of all the country's electricity in 2007.

Hydropower, the source for 5.8% of U.S. electricity generation in 2007, is a process in which flowing water is used to spin a turbine connected to a generator. There are two basic types of hydroelectric systems that produce electricity. In the first system, flowing water accumulates in reservoirs created by the use of dams. The water falls through a pipe called a penstock and applies pressure against the turbine blades to drive the generator to produce electricity. In the second system, called run-of-river, the force of the river current (rather than falling water) applies pressure to the turbine blades to produce electricity.

Geothermal power comes from heat energy buried beneath the surface of the earth. In some areas of the country, enough heat rises close to the surface of the earth to heat underground water into steam, which can be tapped for use at steam-turbine plants. This energy source generated less than 1% of the electricity in the country in 2007. Solar power is derived from the energy of the sun. However, the sun's energy is not available full-time and it is widely scattered. The processes used to produce

electricity using the sun's energy have historically been more expensive than using conventional fossil fuels. Photovoltaic conversion generates electric power directly from the light of the sun in a photovoltaic (solar) cell. Solar-thermal electric generators use the radiant energy from the sun to produce steam to drive turbines. In 2007, less than 1% of the nation's electricity was based on solar power.

Wind power is derived from the conversion of the energy contained in wind into electricity. Wind power, less than 1% of the nation's electricity in 2007, is a rapidly growing source of electricity. A wind turbine is similar to a typical wind mill. Biomass includes wood, municipal solid waste (garbage), and agricultural waste, such as corn cobs and wheat straw. These are some other energy sources for producing electricity. These sources replace fossil fuels in the boiler. The combustion of wood and waste creates steam that is typically used in conventional steam-electric plants. Biomass accounts for about 1% of the electricity generated in the United States.

**5) Complete the sentences. Use a suitable verb.**

- 1 Don't forget to lock ..... the door when you go out.
- 2 There was a lot of traffic, but we managed ..... to the airport in time.
- 3 We couldn't afford ..... in London. It's too expensive.
- 4 I can't play a musical instrument, but I'd like to learn ..... the guitar.
- 5 I don't want Mark to know what happened. I decided not ..... him.
- 6 We were all afraid to speak. Nobody dared ..... anything.

**6) Put the verb into the correct form, to ... or -ing. (See Unit 53 for verbs + -ing.)**

- 1 When I'm tired, I enjoy watching ..... TV. It's relaxing. (watch)
- 2 I've decided ..... for another job. I need a change. (look)
- 3 I'm not going anywhere! I refuse ..... (move)
- 4 I'm not in a hurry. I don't mind ..... (wait)
- 5 Tina ran in a marathon last week, but she failed ..... (finish)
- 6 I wish that dog would stop ..... It's driving me crazy. (bark)
- 7 They didn't know I was listening to them. I pretended ..... asleep. (be)
- 8 We were hungry, so I suggested ..... dinner early. (have)
- 9 Hurry up! I don't want to risk ..... the train. (miss)
- 10 David is very quiet. He tends not ..... much. (say)

**7) Make a new sentence using the verb in brackets.**

- 1 I've lost my keys. (seem) I seem to have lost my keys .....
- 2 Tom is worried about something. (appear) Tom appears .....
- 3 You know a lot of people. (seem) You .....
- 4 My English is getting better. (seem) .....
- 5 That car has broken down. (appear) .....
- 6 Rachel is enjoying her job. (seem) .....
- 7 They have solved the problem. (claim) .....

**8) Which is right?**

- 1 You aren't allowed ~~take~~ / to take pictures here. (to take is correct)
- 2 I'm in a difficult position. What do you advise me do / to do?
- 3 The film was very sad. It made me cry / to cry.
- 4 Lisa's parents always encouraged her study / to study hard at school.
- 5 Please don't interrupt me. Let me finish / to finish.
- 6 You can't make people do / to do things they don't want to do.
- 7 You can't force people do / to do things they don't want to do.
- 8 Sarah won't let me drive / to drive her car. She doesn't trust me.
- 9 Why did you change your decision? What made you change / to change your mind?

10 If you enter a country with a tourist visa, you are not allowed work / to work there.

9) **Complete the questions. Use *do you want me to ... ?* or *would you like me to ... ?* with these verbs (and any other necessary words):**

1 Do you want to go alone, or do you want me to come with you.....?

2 Do you have enough money, or do you want.....?

3 Shall I leave the window open, or would you.....?

4 Do you know how to use the printer, or would.....?

5 Did you hear what I said, or do.....?

6 Can I go now, or do.....?

**Topic «Test Paper. Review. The World of Business. The Participle. » Grammar revision**

Objectives:

- to learn new vocabulary;
- to practice grammar structures;
- to enable st's to talk and write on the topic;
- to instil the idea that learning languages is necessary and essential;
- to encourage st's to go on learning English at the next level;
- to lay the foundations for future study in terms to basic structures, lexis, language functions and basic study

Plan:

1. Vocabulary activity.
2. Discussing of the Topic «Test Paper. Review. The World of Business. The Participle. » Grammar revision
3. Listening, reading, writing, speaking.
4. Grammar activity.
5. Communicative activities :

Task 1. Give the English equivalents the following words and word combinations.

Task 2. Answer the questions to the text.

Task 3. Fill in the blanks with the necessary words from the active vocabulary.

Task 4. Complete the following sentences.

Task 5. Put in the right order. The underlined word is the beginning of the sentence.

Task 6. Translate the following sentences into English.

Home task: Reading an additional text on the topic

References:

1. Волошина О.В., English for Computer Science Students: Методичні рекомендації для практичних занять з дисципліни «Іноземна мова» для студентів денної форми навчання першого (бакалаврського) освітнього рівня галузі знань 12 «Інформаційні технології» спеціальності 122 «Комп'ютерні науки». Вінниця: ВНАУ, 2023. 73 ст.
2. Кравець Р.А. Лінгвокраїнознавчі аспекти викладання граматики англійської мови в аграрному ВНЗ: методичні рекомендації / Р.А. Кравець. – Вінниця: ВНАУ, 2017. – 62 с.
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4. Modern English-Ukrainian Dictionary: Over 160,000 Words and Expressions / Mykola Ivanovych Balla. – Kyiv: Chumatskiy Shliakh pub., 2007. – 668 p.
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8. Murphy R. English Grammar in Use /Murphy R. – Cambridge University Press 2021.

## **Хід заняття (Procedure)**

- 1. Learn the new words and word combinations.**
- 2. Make some questions on the text.**
- 3. Read the text and translate into Ukrainian in the written form.**
- 4. Make summary of the text in English.**

The world of business is a dynamic and ever-changing landscape that transcends borders and cultures. It represents the collective efforts of individuals, organizations, and nations to create economic value. In this interconnected global marketplace, businesses strive to innovate, compete, and adapt in order to succeed.

At its core, the world of business revolves around the exchange of goods and services. Whether it's a small local shop or a multinational corporation, the goal is to meet the needs and desires of consumers. Supply chains stretch across continents, linking producers, suppliers, and customers in a complex web of transactions.

In this digital age, technology has become a driving force behind business growth. The internet has revolutionized communication and opened up new opportunities for entrepreneurs. E-commerce platforms have made it easier for businesses to reach consumers worldwide, breaking down traditional barriers to entry.

However, the world of business is not without its challenges. Competition is fierce, and companies must constantly innovate to stay relevant. Economic fluctuations, regulatory changes, and geopolitical tensions can all impact the bottom line. Businesses must be agile and adaptable, ready to seize opportunities and navigate through uncertainties.

The world of business is not solely about profit, though. Corporate social responsibility has gained prominence, with businesses recognizing the importance of sustainable practices and ethical decision-making. Environmental stewardship, employee well-being, and community engagement are becoming integral aspects of successful business models.

Entrepreneurship is the lifeblood of the business world. It fuels innovation, drives economic growth, and creates job opportunities. Through risk-taking and perseverance, entrepreneurs are at the forefront of shaping the future of business.

In conclusion, the world of business is a dynamic and multifaceted realm that shapes our global economy. It encompasses a wide range of industries, from technology and finance to healthcare and manufacturing. As businesses navigate challenges, embrace innovation, and foster responsible practices, they contribute to the growth and prosperity of societies around the world.



### Discussion questions:

1. What are the main factors that make up the world of business?
2. How does technology affect modern business practices?
3. What challenges do businesses face in today's world?
4. How does proper corporate social responsibility affect the business environment?
5. Why is entrepreneurship an important factor in the business world?
6. How do businesses contribute to the growth and prosperity of societies around the world?

### 5) Put the verb into the correct form.

- 1 I was very tired. I tried to keep my eyes open, but I couldn't. (keep)
- 2 I tried to reach the shelf, but I wasn't tall enough. (reach)
- 3 I rang the doorbell, but there was no answer. Then I tried to knock on the window, but there was still no answer. (knock)
- 4 We tried to put the fire out, but without success. We had to call the firebrigade. (put)
- 5 Please leave me alone. I'm trying to concentrate. (concentrate)
- 6 Sue needed to borrow some money. She tried to ask Carl, but he didn't have any. (ask)
- 7 Mr Bennett isn't here right now. Please try to call later. (call)
- 8 The woman's face was familiar. I tried to remember where I'd seen her before. (remember)
- 9 If you have a problem with the computer, try to restart it. (restart)

### 6) Which is right?

- 1 We spend too much time sitting down. We need getting / to get more exercise. (to get is correct)
- 2 These clothes are dirty. They all need washing / to wash.
- 3 My grandmother isn't able to look after herself any more. She needs looking / to look after.
- 4 I can't make a decision right now. I need thinking / to think about it.
- 5 Your hair is getting very long. It will need cutting / to cut soon.
- 6 I need a change. I need going / to go away for a while.
- 7 That shirt looks fine. You don't need ironing / to iron it.
- 8 That shirt looks fine. It doesn't need ironing / to iron.

**7) Put the verb into the correct form.**

- 1 I don't like him, but I can't help...*feeling* sorry for him. (feel)
- 2 I've lost my phone. Can you help me..... for it? (look)
- 3 They were talking very loudly. We couldn't help..... what they said. (overhear)
- 4 He looks so funny. Whenever I see him, I can't help..... (smile)
- 5 The fine weather helped..... it a really nice holiday. (make)
- 6 Did you help..... the meeting? (organise)
- 7 I think about what happened all the time. I can't help..... about it. (think)
- 8 I can't help you..... a job. You have to find one yourself. (get)

**8) Write sentences about yourself. Do you like these activities? Choose from**

like / don't like    love    hate    enjoy    don't mind

**these verbs:**

- 1 (flying) *I don't like flying.* or *I don't like to fly*.....:
- 2 (playing cards) .....
- 3 (being alone) .....
- 4 (going to museums) .....
- 5 (cooking) .....
- 6 (getting up early) .....
- ∴

**9) Write sentences using *would ... to have (done)*. Use the verbs in brackets.**

- 1 It's a shame I couldn't go to the party. (like) *I would like to have gone to the party*.....
- 2 It's a shame I didn't see the programme. (like).....
- 3 I'm glad I didn't lose my watch. (hate).....
- 4 It's too bad I didn't meet your parents. (love).....
- 5 I'm glad I wasn't alone. (not / like).....
- 6 We should have travelled by train. (prefer).....

Атестація 2. Business Etiquette and Culture (14 годин)

Практичне заняття 9 (2 год.)

**Topic «Job Hunting. Electric charges. The Gerund. » Grammar revision**

**Objectives:**

- to learn new vocabulary;
- to practice grammar structures;
- to enable st's to talk and write on the topic;
- to instil the idea that learning languages is necessary and essential;
- to encourage st's to go on learning English at the next level;
- to lay the foundations for future study in terms to basic structures, lexis, language functions and basic study

**Plan:**

1. Vocabulary activity.
2. Discussing of the Topic «Job Hunting. Agriculture, its origin and development. The Gerund. » Grammar revision
3. Listening, reading, writing, speaking.
4. Grammar activity.
5. Communicative activities :

Task 1. Give the English equivalents the following words and word combinations.

Task 2. Answer the questions to the text.

Task 3. Fill in the blanks with the necessary words from the active vocabulary.

Task 4. Complete the following sentences.

Task 5. Put in the right order. The underlined word is the beginning of the sentence.

Task 6. Translate the following sentences into English.

Home task: Reading an additional text on the topic

**References:**

1. Волошина О.В., English for Computer Science Students: Методичні рекомендації для практичних занять з дисципліни «Іноземна мова» для студентів денної форми навчання першого (бакалаврського) освітнього рівня галузі знань 12 «Інформаційні технології» спеціальності 122 «Комп'ютерні науки». Вінниця: ВНАУ, 2023. 73 ст.
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5. The Oxford Dictionary of Business World. (2020) //Gen.Editors Dr Alan Isaacs, Ms Elizabeth Martin. Oxford: Oxford University Press
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8. Murphy R. English Grammar in Use /Murphy R. – Cambridge University Press 2021.

## Хід заняття (Procedure)

1. Learn the new words and word combinations.
2. Make some questions on the text.
3. Read the text and translate into Ukrainian in the written form.
4. Make summary of the text in English.

### Job Hunting

The process of job hunting is a complicated process. It has several stages. The first stage is writing an application letter and a resume. The purpose of an application letter is to get a job, position or grant. Letters of application may be of different types: solicited (invited) and unsolicited (prospecting letters). A solicited letter of application is one that responds to a company advertisement offering a job. An unsolicited letter of application is written when the company has not announced any vacancies and in this case it is important to catch the reader's interest from the first lines of the letter. In the letters you should write about your qualifications, job experiences.

A resume is a one or two pages summary of your education, skills, accomplishments, experience. To prepare a successful resume you need to know how to review, summarize and present your experience and achievements on one page. A resume is a ticket to an interview where you can "sell yourself". If you are looking for a job, then it is very important to offer yourself in the best way to an employer. This is done by writing curriculum vitae (called in some countries "a resume") A CV (resume) is quite simply an "advert" to "sell yourself" to an employer. You should send a CV to employers when they ask for one. So, the purpose of your CV is to make you attractive, interesting, worth considering to the company. Your CV should include the following information: personal details, education, work experience, interests, skills, references. The length of a CV may differ. There are 2 main types of CV: *chronological* where information is presented under general headings: education, work experience, with the most recent events first and *skills based*, where you reveal all the necessary skills needed for the job you are applying for. Then you list all your personal details under these skill headings. This is called "targeting your CV".

### Discussion questions:

1. Solicited and prospecting letters of application.
2. Chronological and skills based curriculum vitae.
3. Make a good impression during the interview.
4. Deciding to make a change.
5. Researching jobs and employers.

## ELECTRIC CHARGES

Normally, every body contains equal numbers of protons and electrons. It is possible to remove electrons from a body or add electrons to it. A body that contains unequal numbers of electrons and protons is said to be electrically charged. A body that contains more than its normal number of electrons is said to be negatively charged. A body that contains less than its normal number of electrons is said to be positively charged. The charging is almost invariably accomplished by the addition or removal of electrons. For example, if a glass rod is rubbed with a piece of silk, the silk will rub electrons off the surface of the glass and therefore leave it positively charged. The silk will be negatively charged, since it carries the electrons that it removed from the glass.

Two pieces of silk treated in this way will repel each other and so will two pieces of glass. But between the glass and the silk there is attraction. That is, like charges repel each other and unlike charges attract each other. Repulsion between like charges and attraction between unlike charges made up of the repulsions and attractions between individual excess protons and electrons. Bodies which are not electrically charged, that is, which contain equal numbers of protons and electrons, neither attract nor repel each other in this way, because the forces of attraction and repulsion are in equilibrium.

The nucleus of an atom, since it contains all the protons of the atom, is always positively charged. The cluster of electrons surrounding the nucleus constitutes a negative charge of electricity and is presumably held in place by the force of attraction between itself and the positively charged nucleus. Although an atom may contain any number of orbital electrons from 1, in the case of hydrogen, to 92, in the case of uranium, it is generally not possible to remove more than one electron from any one atom. In fact, no one has ever succeeded in removing as many electrons from a body as there are atoms in that body.

The greater the number of electrons removed from the body, the greater the number of excess protons in that body, and the greater the force with which these excess protons resist the removal of additional electrons. The activities of the one removable electron per atom constitute the main basis for the whole field of electrical engineering.

answer

apply

forget

interrupt

listen

live

**5) Complete the sentences. Choose from these verbs (in the correct form):**

1 He tried to avoid...answering my question.

- 2 I'm trying to concentrate. Please stop..... so much noise!
- 3 I enjoy..... to music.
- 4 I considered ..... for the job, but in the end I decided against it.
- 5 Have you finished..... the newspaper yet?
- 6 We need to change our routine. We can't go on..... like this.
- 7 It's better to avoid..... during the rush hour.
- 8 My memory is getting worse. I keep..... things.
- 9 I've put off..... this bill so many times. I really must do it today.
- 10 I've given up..... to learn Japanese. I was making no progress.
- 11 If you gamble, you risk..... your money.
- 12 Would you mind not..... me all the time? Let me speak!

**6) Put the words in the right order.**

- 1 Did she really say that? I (that / remember / her / saying / don't).  
I *don't remember her saying that*.....:
- 2 It's OK if you want to drive my car. I (driving / don't / it / you / mind).  
I .....
- 3 What a stupid thing to do! Can (imagine / so stupid / being / you / anybody)?  
Can .....
- 4 We can't control the weather. We (raining / stop / it / can't).  
We .....
- 5 I'll be as quick as I can. I (waiting / want / keep / you / don't / to).  
I .....

**7) Use your own ideas to complete these sentences. Use -ing.**

- 1 She's a very interesting person. I always enjoy *talking to her*.....
- 2 I'm not feeling very well. I don't fancy.....
- 3 I'm afraid there aren't any chairs. I hope you don't mind.....
- 4 It was a beautiful day, so I suggested.....
- 5 The movie was very funny. I couldn't stop.....
- 6 My car is unreliable. It keeps.....

**8) Put the verb into the correct form, -ing or to ... .**

- 1 They denied *stealing* the money. (steal)
- 2 I don't enjoy..... very much. (drive)

- 3 I can't afford ..... away. I don't have enough money. (go)
- 4 Have you ever considered ..... to live in another country? (go)
- 5 We were unlucky to lose the game. We played well and deserved ..... (win)
- 6 Why do you keep ..... me questions? Leave me alone! (ask)
- 7 Please stop ..... me questions! (ask)
- 8 I refuse ..... any more questions. (answer)
- 9 The driver of one of the cars admitted ..... the accident. (cause)
- 10 Mark needed our help, and we promised ..... what we could. (do)
- 11 I don't mind ..... alone, but I'd rather be with other people. (be)
- 12 The wall was quite high, but I managed ..... over it. (climb)
- 13 Sarah doesn't know about the meeting. I forgot ..... her. (tell)
- 14 I've enjoyed ..... to you. I hope ..... you again soon. (talk, see)

**Business Etiquette. The Essentials of Business Etiquette. Conditional Mood (if I do ... and if I did ...).» Grammar revision**

Objectives:

- to learn new vocabulary;
- to practice grammar structures;
- to enable st's to talk and write on the topic;
- to instil the idea that learning languages is necessary and essential;
- to encourage st's to go on learning English at the next level;
- to lay the foundations for future study in terms to basic structures, lexis, language functions and basic study

Plan:

1. Vocabulary activity.
2. Discussing of the Business Etiquette. The Essentials of Business Etiquette. Conditional Mood (if I do ... and if I did ...).» Grammar revision
3. Listening, reading, writing, speaking.
4. Grammar activity.
5. Communicative activities :

Task 1. Give the English equivalents the following words and word combinations.

Task 2. Answer the questions to the text.

Task 3. Fill in the blanks with the necessary words from the active vocabulary.

Task 4. Complete the following sentences.

Task 5. Put in the right order. The underlined word is the beginning of the sentence.

Task 6. Translate the following sentences into English.

Home task: Reading an additional text on the topic

References:

1. Волошина О.В., English for Computer Science Students: Методичні рекомендації для практичних занять з дисципліни «Іноземна мова» для студентів денної форми навчання першого (бакалаврського) освітнього рівня галузі знань 12 «Інформаційні технології» спеціальності 122 «Комп'ютерні науки». Вінниця: ВНАУ, 2023. 73 ст.
2. Кравець Р.А. Лінгвокраїнознавчі аспекти викладання граматики англійської мови в аграрному ВНЗ: методичні рекомендації / Р.А. Кравець. – Вінниця: ВНАУ, 2017. – 62 с.
3. Ковальова К. В. Волошина О.В Англійська мова: Методичні вказівки для практичних занять та самостійної роботи студентів денної та заочної форм навчання з іноземної мови спеціальності 075 «Маркетинг», 073 «Менеджмент», галузі знань 07 «Управління та адміністрування» – Вінниця, 2020. – 100 с.
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8. Murphy R. English Grammar in Use /Murphy R. – Cambridge University Press 2021.



## Хід заняття (Procedure)

1. Learn the new words and word combinations.
2. Make some questions on the text.
3. Read the text and translate into Ukrainian in the written form.
4. Make summary of the text in English.

**Exercise 1. When you start working, it will be important to understand basic business etiquette. Look through the following suggestions, which are generally appropriate for most organizations, and put them in the correct columns.**

<b>Business Etiquette Do's</b>	<b>Business Etiquette Don'ts</b>

1. Be late for work. Call if you must be late. Consistent lateness and even rescheduling of your work hours can be grounds for dismissal.
2. Treat your superior with respect, but do not act afraid or submissive. Treat all people with respect, regardless of status, gender, race, ability and background.
3. Bring up controversial topics (politics and religion).
4. Consider yourself adequately prepared for a successful job search when you are ready to say the following with confidence: "I have prepared an effective resume and cover letter. I have practiced and developed effective interviewing skills. I have explored different job search strategies. I have identified different industries and organizations which are good potential employers".
5. Show a positive attitude. Avoid gossiping and complaining, be cheerful and constructive in your dealings with others.
6. Listen: When you are talking to people, look directly into their eyes from time to time. Show your interest in the other person by using open-ended questions and acknowledging what you are hearing.
7. Use slang or crude language.
8. Be friendly and cooperative.
9. Be negative and complain.
10. Dress for success – dress neatly and appropriately for the job. Observe how other staff members dress and follow the suit.
11. Interrupt people while they are speaking.

12. Use your cell phone while at work.
  13. Watch your language – learn the office jargon, refrain from using slang and profanity. Concentrate on expressing yourself clearly in both written and verbal communications.
  14. Be willing to learn new skills.
  15. Whenever you are without an immediate assigned task, offer to assist others where needed. Personal business should be conducted on your own time, not company time.
  16. Invade others' personal space; maintain a physical distance of 2-3 feet, because coming too close to another person may be considered aggressive or rude. Standing too far away may be considered aloof.
  17. Keep your supervisor informed of the status and completion of the work. Periodically ask your supervisor: "How can I improve?" Make sure others become aware of your accomplishments, but do not boast.
  18. Follow organization rules – learn, follow and respect all organization rules, especially those dealing with ethics and confidentiality.
  19. Talk about personal issues (boyfriend/girlfriend, parties and so on) in the workplace.
  20. If you do not know, ask! However, respect the time and commitments of others and wait for an appropriate time to ask for assistance.
  21. Network – get to know the people you are working with.
  22. Engage in excessive socializing, which would limit your productivity and that of your co-workers.
- Have unrealistic expectations. Never be patient and never prove yourself before you get higher responsibilities.

5) Complete the sentences. Choose from:

did    dropped    found    happened    lost    was    went

- 1 If you found a wallet in the street, what would you do with it?
- 2 Be careful with that vase. If you \_\_\_\_\_ it, it would break into small pieces.
- 3 This notebook is very important to me. I'd be very upset if I \_\_\_\_\_ it.
- 4 I don't expect to lose my job but if that \_\_\_\_\_, I'd have to find another one.
- 5 We're thinking about our holiday for next year. If we \_\_\_\_\_ to Italy, would you come with us?
- 6 I don't think he'll fail the exam. I'd be very surprised if he \_\_\_\_\_.
- 7 If there \_\_\_\_\_ a fire in the building, would you know how to put the fire out?

6) What do you say in these situations?

- 1 Of course you don't expect to win the lottery. Which do you say?
  - a If I win the lottery, I'll buy a big house.
  - b If I won the lottery, I'd buy a big **house**. (b is correct)
- 2 You're not going to sell your car because it's old and not worth much. Which do you say?
  - a If I sell my car, I won't get much money for it.
  - b If I sold my car, I wouldn't get much money for it.
- 3 You often see Sarah. A friend of yours wants to contact her. Which do you say?
  - a If I see Sarah, I'll tell her to call you.
  - b If I saw Sarah, I'd tell her to call you.
- 4 You don't expect that there will be a fire in the building. Which do you say?
  - a What will you do if there is a fire in the building?
  - b What would you do if there was a fire in the building?
- 5 You've never lost your passport. You can only imagine it.
  - a I don't know what I'll do if I lose my passport.
  - b I don't know what I'd do if I lost my passport.
- 6 Somebody stops you and asks the way to a bank. Which do you say?
  - a If you go right at the end of this street, you'll see a bank on your left.
  - b If you went right at the end of this street, you'd see a bank on your left.
- 7 You're in a lift. There is an emergency button. Nobody is going to press it. Which do you say?
  - a What will happen if somebody presses that button?
  -

**b** What would happen if somebody pressed that button?

**7) Complete the sentences.**

1 I'd be very scared if somebody pointed (somebody / point) a gun at me.

2 I can't afford to buy a car. If (I / buy) a car, I'd have to borrow the money.

3 If you had a party, who (you / invite)?

4 Don't lend James your car. If (he / ask) me, I wouldn't lend him mine.

5 I don't think Gary and Emma will get married. (I / be) amazed if they did.

6 If (somebody / give) me \$20,000, (I / have) a long holiday.

7 (you / be) nervous if (you / meet) a famous person?

8 What (you / do) if (you / be) in a lift and (it / stop) between floors?

**8) Write sentences beginning *If* ...**

1 We're not going to take the 10.30 train. (we / arrive too early)

If we took the 10.30 train, we'd arrive too early.

2 We're not going to stay at a hotel. (it / cost too much)

If we, it.

3 There's no point in telling you what happened. (you / not / believe)

If I.

4 Sally has no plans to leave her job. (it / hard to find another one)

If she.

5 Kevin is not going to apply for the job. (he / not / get it).

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**«Alternating current and voltage ture. Subjunctive 2» Grammar revision**

Objectives:

- to learn new vocabulary;
- to practice grammar structures;
- to enable st's to talk and write on the topic;
- to instil the idea that learning languages is necessary and essential;
- to encourage st's to go on learning English at the next level;
- to lay the foundations for future study in terms to basic structures, lexis, language functions and basic study

Plan:

- 1.Vocabulary activity.
- 2.Discussing of the History of agriculture. Subjunctive 2. » Grammar revision
- 3.Listening, reading, writing, speaking.
- 4.Grammar activity.
- 5.Communicative activities :

Task 1. Give the English equivalents the following words and word combinations.

Task 2. Answer the questions to the text.

Task 3. Fill in the blanks with the necessary words from the active vocabulary.

Task 4. Complete the following sentences.

Task 5. Put in the right order. The underlined word is the beginning of the sentence.

Task 6. Translate the following sentences into English.

Home task: Reading an additional text on the topic

References:

1. Волошина О.В., English for Computer Science Students: Методичні рекомендації для практичних занять з дисципліни «Іноземна мова» для студентів денної форми навчання першого (бакалаврського) освітнього рівня галузі знань 12 «Інформаційні технології» спеціальності 122 «Комп'ютерні науки». Вінниця: ВНАУ, 2023. 73 ст.
2. Кравець Р.А. Лінгвокраїнознавчі аспекти викладання граматики англійської мови в аграрному ВНЗ: методичні рекомендації / Р.А. Кравець. – Вінниця: ВНАУ, 2017. – 62 с.
3. Ковальова К. В. Волошина О.В Англійська мова: Методичні вказівки для практичних занять та самостійної роботи студентів денної та заочної форм навчання з іноземної мови спеціальності 075 «Маркетинг», 073 «Менеджмент», галузі знань 07 «Управління та адміністрування» – Вінниця, 2020. – 100 с.
4. Modern English-Ukrainian Dictionary: Over 160,000 Words and Expressions / Mykola Ivanovych Balla. – Kyiv: Chumatskiy Shliakh pub., 2007. – 668 p.
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8. Murphy R. English Grammar in Use /Murphy R. – Cambridge University Press 2021.

## **Хід заняття (Procedure)**

- 1. Learn the new words and word combinations.**
- 2. Make some questions on the text.**
- 3. Read the text and translate into Ukrainian in the written form.**
- 4. Make summary of the text in English.**

### **ALTERNATING CURRENT AND VOLTAGE**

An alternating current or voltage is defined as a current or voltage in which the direction changes periodically. In other words, the current flow is first in one direction in the circuit and then in the other, this reversal occurring at regular intervals.

The frequency with which a complete change occurs may be 60 times a second (as in the case of electric power supplied to most residences), from 20 to 15,000 times per second (for voice and music waves in communication systems), or up to millions and billions of times per second (as in the case of the radio or TV signals that are used in communications and other signal purposes). In many of applications of alternating current the variation with time is smooth and regular, following the variation of the sine of a constantly varying angle. Such an alternating current or voltage is said to vary sinusoidally with time or to be a sine wave.

A tuning fork produces sound or variation in the atmospheric pressure that varies sinusoidally with time. The pendulum of a clock is sifting energy back and forth from kinetic to potential in its sinusoidal movement. If a hacksaw blade is clamped in a vise, a weight placed on the end of it may be made to oscillate with a sinusoidal movement that also shifts energy back and forth kinetic to spring, or strain, energy.

The vibration of a gasoline engine, caused by unbalances in the rotating elements and uneven forces exerted on the pistons, appears in the form of sinusoidal movements of the engine itself. The oscillations in the tuned circuit of a highfrequency electric heating unit are also sinusoidal.

In electric power equipment every effort is made to assure a sinusoidal voltage at the power outlet. This is so nearly achieved in power circuits that a sinusoidal voltage may be assumed without appreciable error.

In high-frequency heating units, such as are used for preheating thermoplastics for molding operations and for surface heating and hardening of small gears, the oscillations assume the sinusoidal form by the very nature of the energy interchange between the magnetic and electric fields.

Since such sinusoidal variations of current and voltage are so extensively used in all a-c equipment, their characteristics have to be studied in considerable detail. When a-c quantities pass through zero and reach the maximum positive value at the same time these quantities are said to be in phase. When alternating currents and voltages are not in phase, the quantity that reaches the maximum value first is said to lead the other quantity.

**5) Put the verb into the correct form.**

- 1 If I knew (I / know) his number, I would phone him.
- 2 I wouldn't buy (I / not / buy) that coat if I were you.
- 3 ..... (I / help) you if I could, but I'm afraid I can't.
- 4 This soup isn't very nice. .... (it / taste) better if it wasn't so salty.
- 5 We live in a city and don't need a car, but we would need one if ..... (we / live) in the country.
- 6 If we had the choice, ..... (we / live) in the country.
- 7 I'd make a lot of changes if ..... (I / be) the manager of the company.
- 8 I wouldn't call someone in the middle of the night if ..... (it / not / be) important.
- 9 If I were you, ..... (I / not / wait). ..... (I / go) now.
- 10 You're always tired because you go to bed so late. If ..... (you / not / go) to bed so late every night, ..... (you / not / be) tired all the time.
- 11 I think there are too many cars. If ..... (there / not / be) so many cars, ..... (there / not / be) so much pollution.
- 12 We all need jobs and money, but what ..... (you / do) if ..... (you / not / have) to work?

**6) Write a sentence with *if* ... for each situation.**

- 1 We don't see you very often because you live so far away.  
If you didn't live so far away, we'd see you more often.
- 2 I like these shoes but they're too expensive, so I'm not going to buy them.  
I ..... them if ..... so .....
- 3 We'd like to go on holiday, but we can't afford it. We ..... if .....
- 4 It would be nice to have lunch outside but it's raining, so we can't.  
We .....
- 5 I don't want his advice, and that's why I'm not going to ask for it.  
If .....

**7) Write sentences beginning *I wish* ....**

- 1 I don't know many people (and I'm lonely). I wish I knew more people .....
- 2 I don't have much free time (and I need more). I wish .....
- 3 Helen isn't here (and I need to see her) .....

- 4 It's cold (and I hate cold weather).....
- 5 I live in a big city (and I don't like it).....
- 6 I can't find my phone (which is a problem).....
- 7 I'm not feeling well (which isn't good).....
- 8 I have to get up early tomorrow (but I'd prefer to sleep late).....
- 9 I don't know much about science (and I should know more).....

**8) Write your own sentences beginning *I wish* ... .**

1 (somewhere you'd like to be now – on the beach, in New York, in bed etc.)

I wish I .....

2 (something you'd like to have – a motorbike, more friends, lots of money etc.)

.....:

3 (something you'd like to be able to do – sing, travel more, cook etc.)

.....:

4 (something you'd like to be – famous, more intelligent, good at sport etc.)

.....:



**Topic «Corporate Culture. Structure and properties of metals » Вживання Conditional Mood та Subjunctive 2 (if I had known ...I wish I had known ...)  
Grammar revision**

Objectives:

- to learn new vocabulary;
- to practice grammar structures;
- to enable st's to talk and write on the topic;
- to instil the idea that learning languages is necessary and essential;
- to encourage st's to go on learning English at the next level;
- to lay the foundations for future study in terms to basic structures, lexis, language functions and basic study

Plan:

1. Vocabulary activity.
2. Discussing of the Topic «Corporate Culture. Agronomy. » Вживання Conditional Mood та Subjunctive 2 (if I had known ...I wish I had known ...) Grammar revision
3. Listening, reading, writing, speaking.
4. Grammar activity.
5. Communicative activities :

Task 1. Give the English equivalents the following words and word combinations.

Task 2. Answer the questions to the text.

Task 3. Fill in the blanks with the necessary words from the active vocabulary.

Task 4. Complete the following sentences.

Task 5. Put in the right order. The underlined word is the beginning of the sentence.

Task 6. Translate the following sentences into English.

Home task: Reading an additional text on the topic

References:

1. Волошина О.В., English for Computer Science Students: Методичні рекомендації для практичних занять з дисципліни «Іноземна мова» для студентів денної форми навчання першого (бакалаврського) освітнього рівня галузі знань 12 «Інформаційні технології» спеціальності 122 «Комп'ютерні науки». Вінниця: ВНАУ, 2023. 73 ст.
2. Кравець Р.А. Лінгвокраїнознавчі аспекти викладання граматики англійської мови в аграрному ВНЗ: методичні рекомендації / Р.А. Кравець. – Вінниця: ВНАУ, 2017. – 62 с.
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8. Murphy R. English Grammar in Use /Murphy R. – Cambridge University Press

2021.

## **Хід заняття (Procedure)**

- 1. Learn the new words and word combinations.**
- 2. Make some questions on the text.**
- 3. Read the text and translate into Ukrainian in the written form.**
- 4. Make summary of the text in English.**

Corporate culture refers to the beliefs and behaviours which determine how a company's management and employees interact and handle outside business transactions. Very often corporate culture is implied, not expressly defined, and develops organically over time from the cumulative traits of the people the company hires. A company's culture is reflected in its business hours, dress code, office setup, turnover, employee benefits, hiring decisions, treatment of customers, client satisfaction and many other aspects of operations.

Alphabet Inc. (GOOGL) is famous for its employee-friendly corporate culture. It explicitly defines itself as unconventional and offers perks such as flextime, telecommuting, tuition reimbursement, free employee lunches and on-site doctors. At its corporate headquarters in Mountain View, California, the company offers on-site services such as car washes, oil changes, fitness classes, massages and a hair stylist.

Awareness of corporate or organizational culture in businesses and other institutions such as universities emerged in the 1960s. The term corporate culture developed in the early 1980s and became widely known by the 1990s. Corporate culture was used during those periods by managers, sociologists and other academics to describe the character of a company. This included generalized behaviours and beliefs, company-wide value systems, management strategies, employee communication and relations, work environment and attitude. Corporate culture would go on to include company origin myths via charismatic CEOs, as well as visual symbols such as logos and trademarks.

By 2015 corporate culture was not only created by the founders, management and employees of a company, but also influenced by national traditions and cultures, company products and size, economic trends and international trade.

There is a variety of terms that relate to companies affected by multiple cultures, especially in the wake of globalisation and the increased international interaction of today's business environment. As such, the term "cross culture" refers to "the interaction of people from different backgrounds in the business world"; culture shock refers to the confusion or anxiety people experience when conducting business in a different society than their own; and reverse culture shock is often experienced by people who spend lengthy times abroad for business and have

difficulty readjusting upon their return. To create positive cross-culture experiences and facilitate a more cohesive and productive corporate culture, companies often devote in-depth resources to combating the occurrence of the above, including specialized training that improves cross-culture business interactions.

Just as national cultures can influence and shape a corporate culture, so does a company's management strategy. In top companies of the twenty-first century, such as Google, Apple Inc. (AAPL) and Netflix Inc. (NFLX), less traditional management strategies which include fostering creativity, collective problem solving and greater employee freedom have been the norm. It has been argued that this is also the key to these companies' success. Progressive policies such as comprehensive employee benefits and alternatives to hierarchical leadership – even doing away with closed offices and cubicles – are a trend that reflect a more tech-conscious and modern generation. This trend marks a turning away from aggressive, individualistic and high-risk corporate cultures such as that of former energy company Enron.

**Discussion questions:**

1. The notion of corporate culture.
2. Unconventional corporate culture.
3. History of corporate culture.
4. Globalization and internationalization in culture development.
5. Examples of contemporary corporate cultures.
6. Characteristics of successful corporate cultures
7. Categorisation of corporate culture.
8. Team-first corporate culture
9. Elite corporate culture.
10. Horizontal corporate culture.
11. Conventional corporate culture.
12. Progressive corporate culture.

**Text 1**

- a) boundaries
- b) advantage
- c) engineering
- d) processes
- e) modern
- f) power

- g) test
- h) methods
- i) properties
- j) steel

Metals are one of the most widely used types of (1) materials. Some of their properties, e.g. elastic constants, can be directly related to the nature of the metallic bonds between the atoms. On the other hand, macro and microstructural features of metals, such as point defects, dislocations, grain (2), and second phase particles, control their yield, flow, and fracture stress. Images of microstructural elements can be obtained by (3) imaging techniques. Modern computer aided (4) can be further used to obtain a quantitative description of these microstructures.

These methods take (5) of the progress made in recent years in the field of image processing, mathematical morphology and quantitative stereology.

Quantitative description of the microstructures are used for modeling (6) taking place under the action of applied load at a given temperature and (7) (service) environment. These model considerations can be illustrated on the example of an austenitic stainless (8), which is an important material for (9) generating and chemical industry.

Reports recently published also show that properties of materials can be significantly modified by the effect of free surface. Examples of such situations include environmental effect on the mechanical (10) of materials. Data for an austenitic stainless steel is used to discuss contribution of the free surface to the mechanical properties of metals.

**5) Put the verb into the correct form.**

1 I didn't see you. If... *I'd seen* ..... (I / see) you; *I would have said* (I / say) hello.

2 Sarah got to the station just in time to catch her train to the airport. If (she / miss) the train, ..... (she / miss) her flight too.

3 Thanks for reminding me about Lisa's birthday. .... (I / forget) if (you / not / remind) me.

4 I didn't have your email address, so I couldn't contact you. If ..... (I / have) your email address, ..... (I / send) you an email.

5 Their trip was OK, but ..... (they / enjoy) it more if the weather ..... (be) better.

6 Sorry we're late. Our taxi got stuck in the traffic. .... (it / be) quicker if ..... (we

7 Why didn't you tell me about your problem? If ..... (you / tell) me, ..... (I / try) to help you.

8 I'm not tired. If ..... (I / be) tired, I'd go home now.

9 I wasn't tired last night. If ..... (I / be) tired, I would have gone home earlier.

**6) For each situation, write a sentence beginning with *If*.**

1 I wasn't hungry, so I didn't eat anything. *If I'd been hungry, I would have eaten something*.....

2 The accident happened because the road was icy.

If the road .....

3 I didn't know that you had to get up early, so I didn't wake you up.

If I .....

4 Unfortunately I lost my phone, so I couldn't call you.

.....

5 Karen wasn't injured in the crash, because fortunately she was wearing a seat belt.

.....

6 You didn't have any breakfast – that's why you're hungry now.

.....

7 I didn't get a taxi because I didn't have enough money.

.....

8 Dan didn't do well at school, so he couldn't go to university.

.....

**7) Imagine that you are in these situations. For each situation, write a sentence with *I wish*.**

1 You've eaten too much and now you feel sick.

You say: *I wish I hadn't eaten so much*.....

2 When you were younger, you never learned to play a musical instrument. Now you regret this.

You say: .....

3 You've painted the gate red. Now you think it doesn't look good. Red was the wrong colour.

You say: .....

**4** You decided to travel by car, but the journey was long and tiring. Going by train would have been better. You say: I wish we .....

**5** Last year you went to New York with a friend. You didn't have time to do all the things you wanted to do. You say: .....

**6** You moved to a new flat a few months ago. Now you don't like your new flat. You think that moving was a bad idea.

You say: .....

**Topic «Stereology» Subjunctive1 (I wish) Grammar revision**

Objectives:

- to learn new vocabulary;
- to practice grammar structures;
- to enable st's to talk and write on the topic;
- to instil the idea that learning languages is necessary and essential;
- to encourage st's to go on learning English at the next level;
- to lay the foundations for future study in terms to basic structures, lexis, language functions and basic study

Plan:

- 1.Vocabulary activity.
- 2.Discussing of the Topic «Plant products. » Subjunctive1 (I wish) Grammar revision
- 3.Listening, reading, writing, speaking.
- 4.Grammar activity.
- 5.Communicative activities :

Task 1. Give the English equivalents the following words and word combinations.

Task 2. Answer the questions to the text.

Task 3. Fill in the blanks with the necessary words from the active vocabulary.

Task 4. Complete the following sentences.

Task 5. Put in the right order. The underlined word is the beginning of the sentence.

Task 6. Translate the following sentences into English.

Home task: Reading an additional text on the topic

References:

1. Волошина О.В., English for Computer Science Students: Методичні рекомендації для практичних занять з дисципліни «Іноземна мова» для студентів денної форми навчання першого (бакалаврського) освітнього рівня галузі знань 12 «Інформаційні технології» спеціальності 122 «Комп'ютерні науки». Вінниця: ВНАУ, 2023. 73 ст.
2. Кравець Р.А. Лінгвокраїнознавчі аспекти викладання граматики англійської мови в аграрному ВНЗ: методичні рекомендації / Р.А. Кравець. – Вінниця: ВНАУ, 2017. – 62 с.
3. Ковальова К. В. Волошина О.В Англійська мова: Методичні вказівки для практичних занять та самостійної роботи студентів денної та заочної форм навчання з іноземної мови спеціальності 075 «Маркетинг», 073 «Менеджмент», галузі знань 07 «Управління та адміністрування» – Вінниця, 2020. – 100 с.
4. Modern English-Ukrainian Dictionary: Over 160,000 Words and Expressions / Mykola Ivanovych Balla. – Kyiv: Chumatskiy Shliakh pub., 2007. – 668 p.
5. The Oxford Dictionary of Business World. (2020) //Gen.Editors Dr Alan Isaacs, Ms Elizabeth Martin. Oxford: Oxford University Press
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8. Murphy R. English Grammar in Use /Murphy R. – Cambridge University Press 2021.

## Хід заняття (Procedure)

1. Learn the new words and word combinations.
2. Make some questions on the text.
3. Read the text and translate into Ukrainian in the written form.
4. Make summary of the text in English.
5. Read text and fill in the blanks (1-10) with the appropriate words (a-j):

### Text

- a) past
- b) methods
- c) studied
- d) properties
- e) elements
- f) developed
- g) extend
- h) number
- i) progress
- j) description

The elements of a microstructure (1) into 3 dimensions and are distributed over the volume of the specimen. This means that characterization of the microstructural (2) should be based on some 3-dimensional model for the material studied. On the other hand, in an experimental approach they are commonly (3) on 2-dimensional cross-sections or via examination of thin slices. . On the other hand, a large (4) of properties are related to microstructural elements which are distributed over the volume of the material. In this situation, the required 3-dimensional (5) of the microstructure is inferred from the 2-dimensional images by means of the (6) of quantitative stereology. A quantitative description of the (7) of two-dimensional images of microstructures is a prerequisite for the quantitative inference of the properties of the 3-dimensional microstructure. In the (8), a number of methods have been (9) that allow an appropriate quantitative characterization of two-dimensional images by means of simple counting methods. Some details of such methods are given in Fig. 2. In recent years significant (10) has been made in developing automatic computer-aided procedures

### Discussion questions:

1. How can we define “forestry”?
2. Where is forestry practiced?
3. What is the main goal of forestry?



4. What is modern forestry generally concerned with?
5. Whom may foresters be employed by after having received a proper Bachelor's degree or having shown profound practical experience in forestry?
6. Which areas of study do the disciplines of forestry and natural resource conservation encompass?

**5) Put in *wish(ed)* or *hope(d)*.**

- 1 I wish you a pleasant stay at this hotel.
- 2 Enjoy your holiday. I ..... you have a great time.
- 3 Goodbye. I ..... you all the best for the future.
- 4 We said goodbye to each other and ..... each other luck.
- 5 We're going to have a picnic tomorrow, so I ..... the weather is nice.
- 6 Congratulations on your new job. I ..... you every success.
- 7 Good luck in your new job. I ..... it works out well for you.

**6) Complete the sentences.**

- 1 Jack is going on a trip to Mexico soon. I wish I was going too.
- 2 I'm very tired and I have so much to do. I wish I ..... so tired.
- 3 You didn't tell me you were ill. Why not? I wish you ..... me.
- 4 I don't have enough free time. I wish I ..... more free time.
- 5 I can't make up my mind what to do. I wish I ..... decide.
- 6 I bought these shoes, but now I don't like them. I wish I ..... them.
- 7 We have to go out now and I don't want to go. I wish we ..... to go out now.
- 8 Unfortunately I couldn't go to the wedding last month. I wish I could .....

**7) What do you say in these situations? Write sentences with *I wish ... would ...***

- 1 It's raining. You want to go out, but not in the rain.  
You say: I wish it would stop raining .....
- 2 You're waiting for Jane. She's late and you're getting impatient.  
You say to yourself: I wish she .....
- 3 You're looking for a job – so far without success. Nobody will give you a job.  
You say: I wish somebody .....
- 4 You can hear a dog barking. It's been barking a long time and you're trying to study.  
You say: .....

**For the following situations, write sentences with *I wish ... wouldn't ...***

- 5 Your friend is driving very fast. She always drives fast and you don't like this.  
You say to her: I wish you .....
- 6 Joe leaves the door open all the time. This annoys you.

You say to Joe:.....:

7 A lot of people drop litter in the street. You don't like this.

You say: I wish people.....:

**8) Put the verb into the correct form.**

1 It was a stupid thing to say. I wish I hadn't said.....it. (I / not / say)

2 I'm fed up with this rain. I wish it would stop..... . (it / stop)

3 It's a difficult question. I wish.....the answer. (I / know)

4 I really didn't enjoy the party. I wish..... . (we / not / go)

5 I wish..... . We've been waiting for 20 minutes. (the bus / come)

6 You're lucky to be going away. I wish.....with you. (I / can / come)

7 Our flat is rather small. I wish.....a bit bigger. (it / be)

8 I should have listened to you. I wish.....your advice. (I / take)

9 You keep interrupting me! I wish..... . (you / listen)

10 You're always complaining. I wish.....all the time.(you / not / complain)

11 It's freezing today. I wish.....so cold. I hate cold weather. (it / not / be)

12 I wish..... . It's horrible! (the weather / change)

13 I wish.....a piano. I'd love to have one. (I / have)

14 When we were in London last year, we didn't have time to see all the things we wanted to see.

I wish.....there longer. (we / can / stay)

**Topic «What is Materials Science? Test Paper. Review. Job interviews. » Word order (Questions 1) Grammar revision**

Objectives:

- to learn new vocabulary;
- to practice grammar structures;
- to enable st's to talk and write on the topic;
- to instil the idea that learning languages is necessary and essential;
- to encourage st's to go on learning English at the next level;
- to lay the foundations for future study in terms to basic structures, lexis, language functions and basic study

Plan:

1. Vocabulary activity.
2. Discussing of the Topic «Soil. Test Paper. Review. Job interviews. » Word order (Questions 1) Grammar revision
3. Listening, reading, writing, speaking.
4. Grammar activity.
5. Communicative activities :

Task 1. Give the English equivalents the following words and word combinations.

Task 2. Answer the questions to the text.

Task 3. Fill in the blanks with the necessary words from the active vocabulary.

Task 4. Complete the following sentences.

Task 5. Put in the right order. The underlined word is the beginning of the sentence.

Task 6. Translate the following sentences into English.

Home task: Reading an additional text on the topic

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## Хід заняття (Procedure)

- 1. Learn the new words and word combinations.**
- 2. Make some questions on the text.**
- 3. Read the text and translate into Ukrainian in the written form.**
- 4. Make summary of the text in English.**
5. Read text 1 and fill in the blanks (1-10) with the appropriate words (a-j):

### Text 1

- a) work
- b) organic
- c) major
- d) life
- e) technology
- f) ball-point pen
- g) combines
- h) items
- i) economical
- j) polymers

### What is Materials Science?

Materials make modern (1) possible—from the polymers in the chair you're sitting on, the metal (2) you're using, and the concrete that made the building you live or (3) in to the materials that make up streets and highways and the car you drive. All these (4) are products of materials science and technology (MST). Briefly defined, materials science is the study of “stuff.” Materials science is the study of solid matter, inorganic and (5). Figures 1.1, 1.2, 1.3, and 1.4 depict how these materials are classified. Materials science and (6) is a multidisciplinary approach to science that involves designing, choosing, and using three (7) classes of materials—metals, ceramics, and (8) (plastics). Wood also could be used. Another class of materials used in MST is composites, which are made of a combination of materials (such as in particle board or fiberglass). Materials science (9) many areas of science. Figure 1.5 illustrates how materials science draws from chemistry, physics, and engineering to make better, more useful, and more (10) and efficient “stuff.” Because of the interdisciplinary nature of materials science, it can be used both as an introductory course to interest students in science and engineering and also as an additional course to expand the horizons of students already taking science and mathematics courses.

### Job interviews

Job interviews are a crucial step in the process of landing a job. They provide

employers with an opportunity to assess a candidate's qualifications, skills, and suitability for a particular role. Likewise, job interviews allow candidates to showcase their abilities, experience, and personality.

Preparing for a job interview is essential to increase your chances of success. First and foremost, research the company and familiarize yourself with its mission, values, and recent achievements. This will demonstrate your interest and enthusiasm during the interview. Additionally, thoroughly review the job description, noting the key responsibilities and requirements. This will help you tailor your answers to match what the employer is looking for.

During the interview, it's important to make a good impression. Dress professionally and arrive on time. Be polite and confident in your demeanor, maintaining eye contact with the interviewer. Listen carefully to the questions asked and take your time before answering, ensuring your responses are clear and concise. Make sure to highlight your relevant skills and experiences that make you a strong fit for the role.

In addition to answering questions, interviews often include opportunities for candidates to ask their own questions. This is an excellent opportunity to demonstrate your knowledge and interest in the company, as well as gather valuable information about the role and workplace culture. Remember to prepare a few thoughtful questions in advance.

Finally, sending a thank-you note or email after the interview is a nice gesture that shows appreciation for the opportunity and allows you to reiterate your interest in the position. It's also a chance to mention any points you may have missed during the interview.

In conclusion, job interviews play a significant role in the hiring process. Being well-prepared, confident, and attentive can greatly increase your chances of success. Remember to showcase your skills and experiences, ask thoughtful questions, and follow up with a thank-you note.

### **Discussion questions:**

1. How can preparing for a job interview increase your chances of success?
2. What should you do to make a good impression during a job interview?
3. What are some tips for answering questions during a job interview?
4. Why is it important to ask your own questions during a job interview?
5. What is the purpose of sending a thank-you note or email after a job interview?



JOE

**5) Ask Joe questions.**

- 1 (where / live) *Where do you live?* .....
- 2 (born there?) .....
- 3 (married?) .....
- 4 (how long?) .....
- 5 (what / do?) .....
- 6 (what wife / do?) .....
- 7 (children?) .....
- 8 (how old?) .....

In Manchester.  
 No, I was born in London.  
 Yes.  
 17 years.  
 I'm a journalist.  
 She's a doctor.  
 Yes, two boys.  
 12 and 15.

**6) Make questions with *who* or *what*.**

- 1 Somebody hit me.
- 2 I hit somebody.
- 3 Somebody paid the bill.
- 4 I'm worried about something.
- 5 Something happened.
- 6 Diane said something.
- 7 This book belongs to somebody.
- 8 Somebody lives in that house.
- 9 I fell over something.
- 10 Something fell off the shelf.
- 12 This word means something.
- 12 Sarah was with somebody.
- 13 I'm looking for something.
- 14 Emma reminds me of somebody.

*Who hit you?* .....

*Who did you hit?* .....

Who .....

What .....

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**7)Put the words in brackets in the correct order.**

- 1 (when / was / built / this house?) *When was this house built?* .....
- 2 (how / cheese / is / made?) .....
- 3 (why / Sue / working / isn't / today?) .....
- 4 (what time / arriving / your friends / are?) .....
- 5 (why / was / cancelled / the meeting?) .....
- 6 (when / invented / paper / was?) .....
- 7 (where / your parents / were / born?) .....
- 8 (why / you / to the party / didn't / come?) .....
- 9 (how / the accident / did / happen?) .....
- 10 (why / happy / you / aren't?) .....
- 11 (how many / speak / can / languages / you?) .....

**Write negative questions from the words in brackets. In each situation you are**

**surprised.**

1 A: We won't see Lisa this evening.

b: Why not? (she / not / come / out with us?) *Isn't she coming out with us?*.....:

2 A: I hope we don't meet Luke tonight.

b: Why? (you / not / like / him?).....:

3 A: Don't go and see that film.

b: Why not? (it / not / good?).....:

4 A: I'll have to borrow some money.

b: Why? (you / not / have / any?).....: