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**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
для самостійної роботи студентів
спеціальності 071 «Облік і оподаткування»
з курсу
«Ділова комунікація іноземною мовою»**

м.Івано-Франківськ – 2025

Методичні рекомендації для самостійної роботи студентів спеціальності 071 «Облік і оподаткування» з курсу «Ділова комунікація іноземною мовою». Івано-Франківськ: Прикарпатський національний університет ім. В. Стефаника, 2025. 48 с.

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Обговорено і схвалено на засіданні Вченої ради факультету іноземній мов

Дані методичні рекомендації покликані допомогти студентам другого освітньо-кваліфікаційного рівня вищої освіти «Магістр» у виконанні самостійної роботи у межах тем, передбачених з курсу «Ділова комунікація іноземною мовою» спеціальності 071 «Облік і оподаткування», та мають на меті поглибити знання професійної лексики англійської мови здобувачами вищої освіти, а також продовжити формування навичок різних видів мовленнєвої діяльності.

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1. ВСТУП

Навіщо майбутньому магістру іноземна мова?

У сучасному глобалізованому світі володіння іноземною мовою є необхідною умовою професійного зростання. Для студентів спеціальності 071 «Облік і оподаткування» курс «Ділова комунікація іноземною мовою» відкриває нові можливості для ефективного спілкування у міжнародному бізнес-середовищі: ведення переговорів, ділового листування, участі в конференціях, підготовки презентацій, опрацювання фахової літератури.

Знання іноземної мови — це також доступ до іншомовної наукової інформації, професійних публікацій, міжнародних стандартів та інструкцій. Це засіб формування міжкультурної комунікації та розвитку аналітичного мислення. Але оволодіння мовою вимагає зусиль, часу й систематичної самостійної роботи.

Етапи засвоєння ділової іноземної мови

Базовий рівень: повторення вивченого граматичного матеріалу, опрацювання основної термінології та ділових конструкцій.

Професійний рівень: розширення словникового запасу, практичне використання мовних структур у ділових комунікативних ситуаціях, виконання кейсів, робота над проектами, підготовка до сертифікації.

Як удосконалювати вимову?

У діловому спілкуванні важлива чітка вимова, інтонація та темп мовлення. Рекомендується:

- читати тексти й приклади вголос;
- слухати автентичні записи;
- вивчати напам'ять тематичні діалоги;
- працювати з відео- та аудіоматеріалами, імітуючи вимову носіїв мови.

Як ефективно працювати над лексикою?

Для фахового спілкування потрібно володіти ключовою лексикою зі сфери обліку, фінансів, аудиту. Лексика краще засвоюється в контексті, тому рекомендується:

- складати словник активної термінології;
- використовувати картки із прикладами;
- застосовувати слова у власних висловлюваннях;
- тренувати вживання нової лексики під час моделювання ділових ситуацій.

Як опрацьовувати граматику?

Граматика — це інструмент для точного оформлення думки. Вивчаючи граматичні структури:

- фокусуйтесь на конструкціях, що використовуються в діловому спілкуванні;
- виконуйте граматичні вправи у діловому контексті (звіт, лист, інструкція);
- перевіряйте розуміння через тестування або мініпроєкти;
- користуйтесь тими навчальними матеріалами й термінологією, які вам зрозумілі.

Як досягти успіху у вивченні ділової іноземної мови?

Ключовими умовами ефективного навчання є:

- усвідомлення практичної цінності курсу;
- регулярність заняття;
- дотримання порад викладача;
- використання цифрових ресурсів (електронні словники, платформи типу Quizlet або ChatGPT).

Вивчення ділової іноземної мови — це не лише опанування лексики та граматики, а формування мовленнєвої поведінки фахівця, здатного презентувати себе, свою ідею та свою країну у світовому професійному середовищі.

2. ЗАГАЛЬНА ХАРАКТЕРИСТИКА ДИСЦИПЛІНИ «ДІЛОВА КОМУНІКАЦІЯ ІНОЗЕМНОЮ МОВОЮ»

У сучасному професійному світі, що дедалі більше інтегрується у глобальні економічні та інформаційні процеси, вміння ефективно спілкуватися іноземною мовою в діловому контексті є невід'ємною складовою професійної компетентності майбутнього фахівця. Дисципліна «Ділова комунікація іноземною мовою» спрямована на формування та розвиток у студентів магістерського рівня мовленнєвої, комунікативної, соціокультурної та професійної компетентностей, необхідних для успішної професійної реалізації в умовах міжнародного середовища.

Курс забезпечує опанування лексико-граматичних структур ділового мовлення, засвоєння мовних кліше для ведення офіційного листування, переговорів, презентацій, участі у конференціях, підготовки фахових текстів і доповідей. Особливу увагу приділено міжкультурним аспектам ділової комунікації, що формують здатність до ефективної взаємодії з іноземними партнерами з урахуванням культурної специфіки мовного середовища.

Вивчення дисципліни сприяє розширенню професійного світогляду, розвитку критичного мислення, комунікативної мобільності та вмінню

адаптуватися до сучасних викликів у галузі економіки, управління та обліку. Курс орієнтований на практичне використання мови як інструмента міжнародної взаємодії, що значно підвищує конкурентоспроможність випускника на ринку праці.

3. ЗАВДАННЯ НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

Знання, яких повинен набути студент:

- основні граматичні правила й лексичний мінімум, що відповідає професійній сфері;
- базові способи словотворення у діловому та професійному контекстах;
- правила транслітерації власних назв, установ, географічних об'єктів;
- поняття «реалії» та їх застосування в перекладі й професійному спілкуванні;
- поширені мовленнєві кліше та формули ввічливості в діловому спілкуванні;
- етикет ділового спілкування в міжнародному середовищі;
- основну термінологію, пов'язану з фаховою діяльністю у сфері обліку й оподаткування;
- лінгвокраїнознавчі особливості країн, мова яких вивчається;
- назви організацій, установ, посад, основних економічних процесів, а також структуру компаній і підприємств.

Уміння, які повинен розвинути студент:

- складати логічно структурований план до прочитаного тексту;
- писати анотації та короткі резюме;
- будувати діалогічне мовлення на основі прочитаного матеріалу;
- готувати презентації й усні доповіді з професійної тематики;
- оформлювати листи ділового стилю відповідно до сучасних вимог;
- розширювати фахову лексику самостійно та під час практичної роботи;
- описувати діяльність підприємств різних форм власності й галузей;
- читати, аналізувати й узагальнювати зміст текстів професійного, економічного та загальнонаукового спрямування.

Навички, якими повинен володіти студент:

- реалізація всіх видів мовленнєвої діяльності (аудіювання, говоріння, читання, письмо) у діловому, освітньому та публічному середовищі;
- володіння критичним мисленням, навичками самостійного аналізу інформації та її професійної оцінки;
- запам'ятовування, перефразування, створення презентацій, участь у дискусіях та дебатах;

- ведення конспектів, складання ділової документації (заяв, листів, претензій, довідок тощо);
- комунікативна гнучкість і вміння підтримувати розмову на побутові та фахові теми;
- базові навички фахового мовлення з питань професійної діяльності;
- читання, переклад і аналіз художніх, науково-популярних, технічних і фахових текстів;
- розуміння спеціалізованої термінології та професійних скорочень;
- написання автобіографій, супровідних листів, формальних заяв та інших базових документів;
- користування іноземною мовою у межах заданої навчальною програмою тематики;
- розуміння на слух текстів середнього рівня складності та адекватна інтерпретація змісту.

4. ЗАГАЛЬНІ ПОЛОЖЕННЯ ЩОДО ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ

Самостійна робота є обов'язковим компонентом навчального процесу в магістратурі, що поєднує засвоєння теоретичного матеріалу з розвитком практичних навичок і професійних компетентностей. Вона виступає як цілеспрямована пізнавальна діяльність, спрямована на формування аналітичного мислення, професійної автономії та готовності до ефективної міжкультурної комунікації.

У контексті дисципліни «Ділова комунікація іноземною мовою» самостійна робота сприяє:

- закріпленню та удосконаленню знань, здобутих на заняттях;
- розвитку навичок ділового спілкування в іншомовному середовищі;
- формуванню дослідницької, аналітичної та проектної культури студентів;
- підготовці до участі в міжнародних професійних і академічних комунікаціях.

Ефективність самонавчання залежить від індивідуальної мотивації, волі до саморозвитку, здатності до саморегуляції й цілепокладання. Успішне засвоєння матеріалу передбачає:

- регулярність та системність виконання завдань;
- дотримання рекомендацій викладача;
- розвиток навичок автономного навчання;
- раціональне використання часу.

До організації самостійної роботи ставляться такі вимоги:

- інформативність і змістовна насыченність;
- комунікативна спрямованість;
- опора на професійно значущі ситуації;
- стимулювання мовленнєвої та творчої активності студентів;
- мотиваційна підтримка інтересу до навчання.

Типи завдань для самостійної роботи:

1. Лінгвістичні:

- добір і тлумачення фахової лексики;
- складання словників термінів і глосаріїв;
- створення таблиць словотворення.

2. Інформаційно-пошукові:

- аналіз професійних джерел;
- реферування статей;
- пошук автентичної інформації для доповідей і презентацій.

3. Текстолінгвістичні:

- коментування, аналіз і переказ текстів;
- формулювання висновків і обґрунтування позиції;
- створення власних текстів на основі прочитаного.

4. Практично-комунікативні:

- складання ділових листів, заяв, резюме;
- моделювання типових професійних діалогів;
- підготовка презентацій і виступів у форматі ділового спілкування.

Збалансоване поєднання зазначених типів завдань сприяє не лише глибшому засвоєнню мови, але й розвитку практичних навичок, необхідних для міжкультурної комунікації та професійної діяльності у сфері обліку та оподаткування.

5. ЗМІСТ КУРСУ ТА ТЕМИ ДО САМОСТІЙНОЇ РОБОТИ

Тематика навчальної дисципліни			
Тема	кількість год.		
	лекції	заняття	сам. роб
1. Positive and Normative Economics. Sequence of Tenses.	4	8	
2. Microeconomics and Macroeconomics. Sequence of Tenses	4	8	
3. Macroeconomics. Vocabulary and Grammar Revision.	2	4	
4. Some Economics Laws. Passive Voice.	2	4	
5. The Role of the Market. Passive Voice.	2	4	
6. Vocabulary and Grammar Revision.	2	4	
7. Markets and Monopolies. Modal Verbs	2	4	
8. The Art of Management. Modal Verbs.	2	4	
9. A Need for the Right Stuff. The Subjunctive Mood.	2	4	
10. Managerial Skills. The Infinitive.	2	4	
11. Plan to Think Strategically. The Present Participle.	2	4	
12. Tough Lessons on the Road to Leadership. The Past Participle.	2	4	
13. Lexical and Grammar Revision. General Revision.	2	4	

6. ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ РОБОТИ

Unit 1. Positive and Normative Economics. Sequence of Tenses

1. Vocabulary Matching (Terminology Practice)

Match the economic terms with their definitions.

- a) Positive economics
- b) Normative economics
- c) Economic model
- d) Policy recommendation
- e) Empirical evidence

- 1. A simplified representation of economic processes.
- 2. A suggestion based on personal values or opinions about what the economy should be like.
- 3. A field of economics that is objective and fact-based.
- 4. Data collected through observation or experiment.
- 5. A field of economics that is subjective and value-based.

2. Reading Comprehension (Analytical Thinking)

Read the short text and answer the questions.

Positive economics describes and explains various economic phenomena. For example, it can describe how increasing the interest rate affects inflation. Normative economics, on the other hand, focuses on what the goals of economic policy should be. Statements like “The government should reduce inequality” are normative because they include value judgments.

Questions:

- 1. What is the main difference between positive and normative economics?
- 2. Provide one example of a positive statement from the text.
- 3. Why is the statement “The government should reduce inequality” considered normative?

3. Grammar Practice: Sequence of Tenses (Gap-fill)

Complete the sentences using the correct tense form.

- 1. The economist explained that demand ____ (decrease) if prices rose.
- 2. She said that the report ____ (contain) both positive and normative statements.
- 3. They claimed they ____ (analyze) the data since the previous year.
- 4. The professor mentioned that he ____ (present) the model at the next conference.
- 5. He asked whether the results ____ (be) reliable.

4. Rewriting Exercise (Sequence of Tenses)

Rewrite the following sentences in reported speech.

1. “We are studying the difference between positive and normative economics,” the students said.
2. “I have read the article on policy-making,” she said.
3. “The economic data supports our model,” the analyst stated.
4. “We will discuss this issue next week,” the professor added.
5. “Does this policy reflect value judgments?” he asked.

5. Discussion Prompts (Critical Thinking)

Choose two of the following statements. Indicate whether they are positive or normative, and justify your answer in writing (80–100 words each).

1. The unemployment rate increased by 2% last year.
2. The government should invest more in green energy.
3. Inflation harms low-income households the most.
4. The central bank raised interest rates by 0.5%.

6. Writing Task (Structured Argumentation)

Write a short essay (150–180 words) explaining the importance of distinguishing between positive and normative statements in business communication and economic policy-making.

7. Translation Practice (Bilingual Thinking)

Translate the following sentences into English, using proper sequence of tenses:

1. Експерт зазначив, що нові дані підтвердили попередню гіпотезу.
2. Вони повідомили, що уряд ще не ухвалив остаточного рішення.
3. Аналітик сказав, що економіка стабілізується протягом наступного року.
4. Вона пояснила, що працювала над цим проектом два тижні.
5. Він запитав, чи буде звіт опубліковано найближчим часом.

8. Scenario-Based Task (Applied Communication)

Imagine you are an economic advisor writing a memo to a client. Include one positive and one normative statement regarding a new tax policy. Highlight the difference between the two. (100–120 words)

9. Categorization Task

Label the following statements as Positive (P) or Normative (N):

1. Raising the minimum wage will reduce employment.
2. The government ought to provide universal basic income.

3. Higher interest rates reduce borrowing.
4. The tax rate should be more progressive.
5. Consumer spending rose by 5% last quarter.

10. Role-Play Task (Business Dialogue)

In pairs (or individually as a writing task), create a dialogue between a business analyst and a policy maker. The analyst uses positive economic analysis, while the policy maker adds normative viewpoints. Use at least 3 examples of correct sequence of tenses in your dialogue. (120–150 words)

Project Assignment

Project Title:

"Analyzing Economic Statements: Distinguishing Between Facts and Opinions in Business Communication"

Project Objective:

To develop the ability to distinguish between positive and normative economic statements, analyze their role in business communication, and form a reasoned position regarding economic policy in a company or at the national level.

Tasks:

1. Collect 10 economic statements from real sources (e.g., news articles, reports, websites of economic institutions, business blogs).
2. Identify which statements are **positive** and which are **normative**. Justify your classification.
3. Choose one current economic issue (e.g., taxation, inflation, subsidies) and:
 - o formulate one positive statement related to this issue;
 - o formulate one normative statement related to this issue;
 - o explain the importance of distinguishing between the two when making business or policy decisions.
4. Write an analytical report in English (250–300 words) summarizing your findings using appropriate economic vocabulary.
5. Prepare a PowerPoint presentation (up to 8 slides) to present your project to the class.

Unit 2. Microeconomics and Macroeconomics. Sequence of Tenses

1. Matching Task (Basic Concepts)

Match the terms with their definitions.

- a) Microeconomics
- b) Macroeconomics
- c) Inflation
- d) Market equilibrium
- e) Gross Domestic Product (GDP)

1. The total value of goods and services produced in a country in a year.
2. The study of individual consumers and firms.
3. A general increase in prices over time.
4. The point where supply and demand are equal.
5. The study of the economy as a whole.

2. Reading Comprehension (Macro vs Micro)

Read the short passage and answer the questions.

Microeconomics focuses on the behavior of individual markets and decision-making units like consumers or firms. In contrast, macroeconomics examines overall economic activity, such as national income, employment, and inflation. While a microeconomist might analyze how a tax affects the price of milk, a macroeconomist might study how taxes affect national employment rates.

Questions:

1. What does microeconomics focus on?
2. Give one example of a microeconomic issue.
3. What are some topics macroeconomists study?
4. What is the main difference between the two branches?

3. Grammar Task: Sequence of Tenses (Gap-Fill)

Complete the sentences using the correct tense forms.

1. The economist said that inflation ___ (rise) rapidly over the past year.
2. They reported that the firm ___ (reduce) prices to increase demand.
3. She explained that the government ___ (introduce) new fiscal policies.
4. He told us that the GDP ___ (grow) by 3% the previous quarter.
5. The professor mentioned that he ___ (study) macroeconomic trends since 2020.

4. Reported Speech Practice

Rewrite the sentences using the correct sequence of tenses in reported speech.

1. “I am studying consumer behavior,” she said.
2. “The unemployment rate is increasing,” the analyst stated.
3. “We have completed the market analysis,” the team explained.
4. “We will revise our economic forecasts,” they announced.
5. “Do macroeconomic indicators influence company performance?” he asked.

5. Categorization Task

Decide whether each topic is related to microeconomics (Micro) or macroeconomics (Macro):

1. Price elasticity of demand
2. National unemployment rate
3. Consumer choice theory
4. Inflation control policies
5. Profit maximization in a firm

6. Short Writing Task (Explain Concepts)

Write a paragraph (100–120 words) explaining the difference between microeconomics and macroeconomics. Give at least one real-world example of each.

7. Tense Transformation (Sequence Focus)

Transform the sentences as instructed.

1. Original: "Inflation affects purchasing power."
→ Reported: The economist explained that...
2. Original: "We will lower interest rates next month."
→ Reported: The central bank announced that...
3. Original: "The company has increased wages recently."
→ Reported: The manager said that...

8. Translation Practice (Ukrainian → English)

Translate the following using proper sequence of tenses:

1. Викладач пояснив, що мікроекономіка вивчає поведінку окремих споживачів.
2. Аналітик сказав, що ВВП зростав протягом останнього року.
3. Вони заявили, що розробили нову макроекономічну стратегію.
4. Вона додала, що інфляція була нижчою, ніж очікувалось.
5. Він запитав, чи розглядається вплив податкової політики на ринок праці.

9. Case Study-Based Writing (Application)

Imagine you are preparing a report for an international business client. Briefly explain how current macroeconomic conditions (e.g. inflation, GDP) and microeconomic trends (e.g. consumer demand, competition) might affect their decision to enter the Ukrainian market. (150–180 words)

10. Role-Play / Dialogue Task (Interactive)

Write a short dialogue (120–150 words) between a business consultant and an investor. Use at least two examples from macroeconomics and two from microeconomics. Include at least three examples of reported speech with correct

sequence of tenses.

Project Assignment

❖ Project Title:

"Business Decision-Making: Micro and Macro Factors in Action"

❖ Project Objective:

To learn how to identify microeconomic and macroeconomic factors affecting business activities, and to develop analytical and reporting skills in English.

❖ Tasks:

1. Choose a real or fictional company (Ukrainian or international).
2. Conduct research or create a model scenario to identify:
 - 3 microeconomic factors (e.g., consumer behavior, pricing, competition);
 - 3 macroeconomic factors (e.g., GDP, inflation, unemployment rate, exchange rate).
3. Describe how these factors influence the company's:
 - production;
 - pricing strategy;
 - marketing decisions;
 - investment plans.
4. Using the Sequence of Tenses, write a short analysis (250–300 words) in English explaining how these factors affected the company in the past and what conclusions were drawn.
5. Create an infographic or a slide presentation (up to 10 slides) to visually present your results.

Unit 3. Microeconomics and Macroeconomics. Sequence of Tenses

1. Match the macroeconomic terms to their correct definitions.

Terms:

- a) Inflation
- b) GDP
- c) Fiscal policy
- d) Unemployment rate
- e) Monetary policy

Definitions:

1. The total value of goods and services produced within a country.
2. The percentage of the labor force that is jobless.
3. The general rise in prices of goods and services over time.
4. Government strategies related to spending and taxation.
5. Central bank actions related to controlling the money supply and interest rates.

2. Fill in the blanks with the appropriate word from the box. One word is extra.

Words: recession, inflation, interest rate, subsidy, economic growth

1. The central bank raised the _____ to reduce borrowing.
2. Rising _____ leads to a decrease in purchasing power.
3. The government offered a _____ to support local farmers.
4. After the pandemic, many countries struggled to return to _____.

3. Complete the sentences with the correct form of the verb in brackets.

Use past, present, or future forms as needed.

1. Last year, the economy _____ (contract) due to global uncertainty.
2. The minister said the new tax policy _____ (stimulate) small businesses.
3. By 2025, the government _____ (implement) several reforms.
4. Inflation _____ (rise) steadily for the past three months.
5. If unemployment continues to increase, the government _____ (intervene).

4. Rewrite the following sentences in reported speech, using correct sequence of tenses.

1. “The GDP is growing faster than expected,” the economist said.

→

2. “We will lower taxes next year,” the finance minister stated.

→

3. “I have already submitted the economic forecast,” the analyst said.

→

4. “Do macroeconomic indicators affect small businesses?” she asked.

→

5. Write a short analytical paragraph (100–120 words) responding to the question:

"How do macroeconomic indicators such as inflation and GDP impact business decision-making?"

Use at least three key vocabulary terms from this lesson and two examples of different verb tenses.

6. Choose the correct option.

1. GDP stands for:
a) Gross Development Product
b) General Domestic Productivity

- c) Gross Domestic Product
- d) Government Domestic Policy

2. Inflation refers to:

- a) An increase in the value of currency
- b) A decrease in interest rates
- c) A general rise in prices
- d) Government spending

3. The central bank uses _____ to control inflation.

- a) labor laws
- b) monetary policy
- c) market equilibrium
- d) trade unions

4. A country is in a recession when:

- a) Prices are increasing rapidly
- b) The economy is growing
- c) The GDP falls for two consecutive quarters
- d) Exports exceed imports

5. Fiscal policy is primarily related to:

- a) Interest rate changes
- b) Taxation and government spending
- c) Stock market trends
- d) Wage negotiation

6. Which indicator shows how many people are without jobs?

- a) Inflation rate
- b) Budget deficit
- c) Unemployment rate
- d) GDP per capita

7. When the government gives financial support to farmers, this is called a:

- a) surplus
- b) deficit
- c) subsidy
- d) bond

8. Which of the following is NOT a macroeconomic indicator?

- a) Price elasticity
- b) GDP
- c) Inflation
- d) Unemployment

9. A country experiences economic growth when:

- a) Government spending is cut
- b) The value of exports drops
- c) Its GDP increases
- d) Inflation is uncontrolled

10. An increase in interest rates usually leads to:

- a) Higher investment
- b) Cheaper loans

- c) Reduced borrowing
- d) Stronger employment

Write the correct form or transformation.

11. Last year, the economy _____ (grow) by 2.1%.

→ _____

12. The minister said that inflation _____ (fall) slightly in the previous quarter.

→ _____

13. By 2030, many developing countries _____ (achieve) sustainable growth.

→ _____

14. If the unemployment rate increases, the government _____ (respond) with new reforms.

→ _____

15. The economist explained, “The GDP is rising steadily.”

→ The economist explained that _____

16. “We have implemented a new fiscal strategy,” the Prime Minister stated.

→ The Prime Minister stated that _____

17. “Will the central bank reduce interest rates next month?” she asked.

→ She asked if _____

18. Inflation _____ (rise) continuously since the energy crisis began.

→ _____

19. The financial analyst said, “We are analyzing current macroeconomic indicators.”

→ The financial analyst said that _____

20. “Did GDP decrease during the last quarter?” he asked.

→ He asked whether _____

Unit 4. Some Economics Laws. Passive Voice

1. Match the Law with Its Description

Match the following economic laws with their correct definitions:

Laws:

- a) Law of Demand
- b) Law of Supply
- c) Say's Law
- d) Gresham's Law
- e) Engel's Law

Descriptions:

1. Bad money drives out good money from circulation.
2. As income increases, the proportion of income spent on food decreases.
3. Supply creates its own demand.
4. When the price of a good rises, the quantity supplied increases.

5. When the price of a good falls, the quantity demanded increases.

2. Passive Voice Practice – Fill in the Blanks

Rewrite the sentences in the passive voice.

1. Economists study the Law of Supply and Demand.

→

2. The government implemented a new economic policy.

→

3. International companies follow Engel's Law.

→

4. Businesses observed the effects of Gresham's Law during the crisis.

→

3. Choose the Correct Passive Form

Select the correct option to complete the sentence.

1. The Law of Demand _____ by many economics students.

- a) is studied
- b) was studying
- c) studies
- d) will study

2. Economic theories _____ in journals and academic papers.

- a) publishes
- b) are published
- c) is published
- d) were publishing

4. Vocabulary in Context

Fill in the gaps using words from the box:

Box: marginal utility, inflation, scarcity, demand, consumption

1. Engel's Law is related to household _____ patterns.

2. The Law of Diminishing _____ explains consumer choice.

3. The Law of Supply and _____ governs market pricing.

4. _____ of resources is a key concept in economic theory.

5. _____ can be influenced by excessive government spending.

5. Passive Voice Transformation in Economic Context

Transform the following active sentences into passive ones. Keep the economic meaning.

1. Adam Smith developed the concept of the invisible hand.

→

2. Banks control the supply of money in many countries.

→ _____
3. The central bank raised the interest rate.
→ _____

6. Match Terms with Passive Sentences

Match the term with the sentence written in the passive voice.

Terms:

- a) Law of Supply
- b) Keynesian Theory
- c) Law of Diminishing Returns

Sentences:

- 1. This theory was introduced by John Maynard Keynes in the 1930s.
- 2. The behavior of producers is explained by this economic law.
- 3. The principle was demonstrated through agricultural productivity.

7. Short Writing (100–120 words)

Write a paragraph explaining one economic law of your choice (e.g., Law of Demand, Say's Law). Use at least three passive voice constructions and appropriate economic vocabulary.

8. Identify the Structure

Read the sentence and identify whether it is active or passive.

- 1. The Law of Demand was first formulated in the 19th century.

→ _____
2. Consumers reduce their demand when prices increase.

→ _____
3. The concept of opportunity cost is taught in most economics courses.

→ _____
4. Market equilibrium determines the price level.

→ _____

9. Gap-Fill Reading

Read the short passage and complete it using passive voice forms of the verbs in brackets.

The Law of Supply and Demand _____ (consider) one of the most fundamental concepts in economics. It _____ (use) to explain price fluctuations in the market. When demand exceeds supply, prices _____ (drive) up. When supply exceeds demand, prices _____ (lower).

10. Discussion Preparation

Prepare 5 discussion questions using the **passive voice** related to the topic “Economic Laws.” Example:

How is the Law of Demand applied in modern marketing strategies?

Unit 5. The Role of the Market. Passive Voice

1. Match Market Terms with Their Definitions

Match the terms with the correct definitions:

Terms:

- a) Market equilibrium
- b) Competition
- c) Invisible hand
- d) Monopoly
- e) Price mechanism

Definitions:

- 1. A situation where supply equals demand.
- 2. A single seller dominates the entire market.
- 3. The system through which prices are determined.
- 4. The force that guides free markets without intervention.
- 5. The rivalry between businesses for customers.

2. Passive Voice – Sentence Transformation

Rewrite the following sentences in the Passive Voice:

- 1. Market forces determine the prices of goods.

- _____ 2. Consumers influence the supply chain.
- _____ 3. The government regulates certain markets.
- _____ 4. Small businesses create competition.
- _____

3. Complete the Sentences

Choose the correct passive form of the verb.

- 1. Prices _____ (determine) by supply and demand.

- a) is determined
- b) are determined
- c) will determined
- d) was determined

- 2. The concept of the free market _____ (promote) by classical

economists.

- a) was promoted
- b) promotes
- c) is promoting
- d) are promoted

3. A new policy _____ (introduce) to protect consumer rights.

- a) introduces
- b) has introduced
- c) was introduced
- d) is introducing

4. Vocabulary in Context

Fill in the blanks using the words below:

Words: market failure, intervention, allocation, efficiency, profit

1. When _____ occurs, resources are not efficiently distributed.
2. Government _____ is sometimes needed to correct market problems.
3. One function of the market is the _____ of resources.
4. Free markets aim to increase economic _____.
5. Businesses are often motivated by _____.

5. Identify Passive Voice Structures

Decide whether the sentence is in the active or passive voice.

1. Goods are exchanged in competitive markets.

→ _____

2. Market demand affects production levels.

→ _____

3. New rules have been introduced by the central authority.

→ _____

4. The company sells its products online.

→ _____

6. Match Passive Sentences to Market Functions

Market Functions:

- a) Information
- b) Resource allocation
- c) Distribution
- d) Price regulation

Passive Sentences:

1. Prices are set by supply and demand.
2. Resources are directed to the most profitable industries.
3. Goods are delivered through different market channels.

4. Product quality is communicated through customer feedback.

7. Reading – Gap Fill (Passive Voice)

Complete the text using the correct passive form of the verbs in brackets:

In a free market economy, goods and services _____ (buy) and _____ (sell) without much government control. Prices _____ (determine) by the forces of supply and demand. If a market failure occurs, policies _____ (implement) to restore efficiency.

8. Passive Questions

Make passive questions from the active sentences.

1. The company launched a new product last month.

→ _____ ?

2. The media often covers market trends.

→ _____ ?

9. Writing Task (100–120 words)

Write a paragraph about the role of the market in a modern economy. Use at least 3 passive constructions and 5 key terms (e.g., supply, demand, price, consumer, efficiency).

10. Create Passive Statements

Use the prompts to make passive voice sentences:

1. supply / control / by the market →

2. consumer choices / influence / by prices →

3. goods / sell / through multiple platforms →

4. market data / collect / by analysts →

Unit 6. Vocabulary and Grammar Revision

1. Creative Task

Task title: *My Vision of the Future Workplace*

Instructions:

Write an analytical and reflective essay (150–180 words) on the topic: “What will the workplace of the future look like?”

- Use at least 5 business-related vocabulary items (e.g., productivity, remote work, innovation, management, communication).
- Include 3 different tenses (e.g., present simple, future simple, present

perfect).

- Use at least 2 examples of the Passive Voice.
- Try to reflect on how economic or technological changes influence the labor market.
- Structure your essay with an introduction, main body, and conclusion.

2. Part 1. Vocabulary – Choose the correct option

1. The company's productivity has significantly increased due to:

- a) inflation
- b) innovation
- c) resignation
- d) recession

2. A _____ is a formal agreement between two companies.

- a) balance
- b) contract
- c) currency
- d) demand

3. The project was completed ahead of schedule, thanks to effective:

- a) budget
- b) technology
- c) management
- d) investment

4. If supply exceeds demand, prices usually:

- a) rise
- b) remain
- c) fall
- d) increase

5. Which word is closest in meaning to "profitability"?

- a) liquidity
- b) income
- c) solvency
- d) gain

6. The opposite of "economic growth" is:

- a) deflation
- b) expansion
- c) recession
- d) inflation

7. What does a manager most often do?

- a) invest
- b) supervise
- c) distribute
- d) purchase

8. Which word describes the ability to work well with others?

- a) flexibility

- b) reliability
- c) cooperation
- d) competition

9. The company decided to _____ new markets in Asia.

- a) explore
- b) export
- c) import
- d) expose

10. Remote work is also known as:

- a) hybrid employment
- b) outsourcing
- c) telecommuting
- d) freelancing

Part 2. Grammar – Complete the sentences

11. If the prices go up, demand usually _____.

- a) decrease
- b) will decrease
- c) decreases
- d) decreased

12. The annual report _____ last week.

- a) was published
- b) has published
- c) published
- d) is publishing

13. Our team _____ three major projects this semester.

- a) completes
- b) has completed
- c) had completed
- d) was completing

14. By 2030, global communication systems _____ completely.

- a) will transform
- b) are transforming
- c) will have transformed
- d) transform

15. While the CEO _____, the employees listened attentively.

- a) speaks
- b) was speaking
- c) spoken
- d) has spoken

16. The client said the contract _____ the day before.

- a) signs
- b) has signed
- c) had been signed

d) will sign

17. He asked if the new manager _____ already started.

a) has

b) had

c) is

d) was

18. Many successful companies _____ by visionary leaders.

a) lead

b) are leading

c) were led

d) are led

19. The report must _____ by tomorrow.

a) complete

b) be completed

c) to complete

d) be completing

20. If I _____ more experience, I would apply for that position.

a) have

b) had

c) will have

d) would have

Unit 7. Markets and Monopolies. Modal Verbs

1. Reading Comprehension

Read the short text and answer the questions below.

Text:

In a perfectly competitive market, many sellers offer identical products, and none can influence the market price. In contrast, a monopoly exists when a single company dominates the entire market and can set prices. Governments may regulate monopolies to protect consumers and ensure fair competition.

Questions:

1. What is the key difference between perfect competition and monopoly?
2. Why might governments intervene in monopolistic markets?
3. Can a monopolist freely set any price? Why or why not?

2. Grammar Focus: Complete the Sentences with Modal Verbs

Choose the correct modal verb (must, can, may, should, might, have to, mustn't, could) to complete each sentence.

1. In a monopoly, one company _____ control the entire supply of a product.

2. Consumers _____ face higher prices in monopolistic markets.

3. Governments _____ regulate monopolies to avoid abuse of power.
4. A company _____ not engage in unfair competition.
5. Perfect competition _____ encourage innovation and efficiency.

3. Writing Task

Write a short essay (120–150 words) on the topic: “Should monopolies be allowed in modern economies?”

- Use at least 3 modal verbs
- Provide 1 argument for and 1 against
- Conclude with your personal opinion

4. Match Modal Verbs to Functions

Match each modal verb to its function.

Modal Verbs:

- a) must
- b) might
- c) can
- d) should
- e) mustn't

Functions:

1. obligation
2. possibility
3. prohibition
4. suggestion
5. ability

5. Translation Practice

Translate the following sentences into Ukrainian.

1. Monopolies must be controlled by the state in order to prevent market abuse.
2. In competitive markets, companies can lower prices to attract customers.
3. Consumers should be protected from unfair pricing.
4. A monopoly might discourage innovation.
5. You mustn't ignore the risks of market concentration.

6. Modal Verbs in Context

Correct the mistakes in modal verb usage:

1. The company must to increase its prices.

→ _____

2. You can't to enter the monopoly market without permission.

→ _____

3. A monopolist mights abuse its power.

→ _____

7. Reading and Analysis

Read the quote and reflect:

“Monopoly is business at the end of its journey.” – Henry Demarest Lloyd

Answer the question:

Do you agree with this statement? Why or why not? Use at least one modal verb in your answer.

8. Vocabulary Focus – Definitions Matching

Match the terms to their correct definitions:

Terms:

- a) monopoly
- b) market competition
- c) price control
- d) deregulation
- e) consumer choice

Definitions:

- 1. When one company dominates an industry
- 2. The process of removing government restrictions
- 3. The ability of buyers to select among products
- 4. Rivalry between businesses to attract customers
- 5. Government limits on how much can be charged for goods/services

9. Discussion Questions

Write short answers (2–3 sentences) using modal verbs.

- 1. How might monopolies influence prices and innovation?
- 2. Should the state intervene in all market sectors? Why?
- 3. Can competition exist in digital monopolies like Google?

10. Sentence Transformation

Rewrite the following sentences using modal verbs to express the same idea.

- 1. It is necessary for companies to follow anti-monopoly laws.

→ Companies must follow anti-monopoly laws.

- 2. It is possible that a monopoly reduces product quality.

→ A monopoly might reduce product quality.

- 3. It's a good idea for companies to diversify their products.

→ Companies should diversify their products.

Unit 8. The Art of Management. Modal Verbs.

1. Vocabulary Matching

Match the terms to their definitions:

Terms:

- a) leadership
- b) delegation
- c) decision-making
- d) motivation
- e) supervision

Definitions:

- 1. The process of encouraging people to act
- 2. Assigning tasks to others
- 3. Guiding and overseeing employees
- 4. Choosing between alternatives
- 5. The ability to influence and direct people

2. Complete the Sentences with Modal Verbs

Use suitable modal verbs: **must, should, can, might, have to, mustn't, need to, could**

- 1. A good manager _____ communicate clearly with the team.
- 2. Leaders _____ be open to feedback.
- 3. You _____ ignore signs of employee burnout.
- 4. Effective managers _____ motivate their staff regularly.
- 5. A team _____ perform better if goals are clearly defined.

3. Reading Comprehension

Read the paragraph and answer the questions.

Managers must balance authority with empathy. They should not micromanage but rather empower their teams. While some decisions have to be made quickly, others might require careful consideration. A manager must be adaptable and may need to adjust their leadership style depending on the situation.

Questions:

- 1. What two qualities should managers balance?
- 2. Why shouldn't managers micromanage?
- 3. What kind of leadership style is recommended?

4. Writing Task

Write a short essay (120–150 words):

“What qualities should a successful manager have?”

- Use at least 4 modal verbs
- Mention both **soft** and **hard** skills

- Give one real-life or theoretical example

5. Grammar Correction

Correct the errors in modal verb usage:

1. Managers must to develop strategic thinking.

→

2. You can't to build trust without transparency.

→

3. He musts improve his communication skills.

→

6. Match Modal Verbs to Functions

Match each modal verb to its function:

Modal Verbs:

- a) should
- b) must
- c) might
- d) can
- e) mustn't

Functions:

- 1. strong obligation
- 2. advice
- 3. prohibition
- 4. possibility
- 5. ability

7. Discussion / Critical Thinking

Answer using modal verbs:

- 1. What should a manager do when there is a conflict in the team?
- 2. Can anyone become a good leader, or is leadership innate?
- 3. Must all managers have formal training?

8. Translation Practice

Translate the following sentences into Ukrainian:

- 1. A leader must be respected, not feared.
- 2. Managers should know how to listen actively.
- 3. You mustn't make emotional decisions during a crisis.
- 4. A manager might face resistance to change.
- 5. The team can improve performance through regular feedback.

9. Modal Verbs in Context

Choose the best modal verb:

1. A manager _____ (must / can / might) motivate employees to reach goals.
2. You _____ (should / could / mustn't) blame others without evidence.
3. Managers _____ (have to / must / may) deal with stress regularly.
4. Leadership _____ (might / should / can) be learned through experience.

10. Rewrite with Modal Verbs

Rewrite the following statements using appropriate modal verbs:

1. It is necessary for managers to remain calm in stressful situations.
→ Managers must remain calm in stressful situations.
2. It is not allowed to share confidential data.
→ You mustn't share confidential data.
3. It is possible that the manager will change the plan.
→ The manager might change the plan.

Unit 9. A Need for the Right Stuff. The Subjunctive Mood.

1. Vocabulary Matching

Match the words with their definitions:

Words:

- a) competence
- b) integrity
- c) resilience
- d) accountability
- e) resourcefulness

Definitions:

1. The ability to recover quickly from difficulties
2. Being responsible for one's actions
3. Moral uprightness and honesty
4. The ability to find quick and clever solutions
5. Having the skills and knowledge to do something successfully

2. Grammar: Complete the Sentences with the Subjunctive Mood

Fill in the blanks with the correct verb form (use the subjunctive where required):

1. It is essential that every employee _____ (be) on time.
2. I wish she _____ (have) more experience in project management.

3. If he _____ (be) more decisive, the deal would have succeeded.
4. The board suggested that he _____ (step down) from his position.
5. It is important that the team _____ (not disclose) sensitive information.

3. Reading and Analysis

Read the excerpt and answer the questions.

In today's fast-paced business world, employers look for more than just degrees. They want people who are adaptable, reliable, and innovative. If a candidate were more confident, they might handle challenges more effectively. It is vital that professionals be able to take initiative without being asked.

Questions:

1. What three qualities are highly valued in today's job market?
2. Which mood is used in the sentence "It is vital that professionals be able to take initiative"?
3. How does the use of the Subjunctive Mood affect the tone of the passage?

4. Translation Practice

Translate the following sentences into Ukrainian, preserving the meaning of the Subjunctive Mood:

1. I wish I had more time to finish the presentation.
2. If only the manager were more open to new ideas.
3. It is recommended that she attend the training session.
4. The director insisted that the report be rewritten.
5. If he had known, he wouldn't have made that decision.

5. Writing Task

Write a short business scenario (120–150 words):

“The Ideal Candidate for a Leadership Role”

Include:

- At least 3 uses of the Subjunctive Mood
- 5 key professional qualities (e.g., integrity, leadership, adaptability)
- A hypothetical situation involving recruitment or promotion

6. Error Correction

Correct the grammatical errors related to the Subjunctive Mood:

1. It is crucial that everyone attends the meeting.

→ _____

2. If I was more organized, I would complete tasks faster.

→ _____

3. The CEO demanded that the contract is revised.

→ _____

7. Discussion Questions

Answer using the Subjunctive Mood where appropriate.

1. What would you do if you were the CEO of a large company?
2. Is it necessary that every leader have formal business education?
3. If you had the opportunity to change your career path, what would you choose?

8. Rewrite the Sentences

Rewrite the following sentences using the Subjunctive Mood:

1. It's important that he is focused during meetings.
→ It's important that he be focused during meetings.
2. I wish I had more confidence when speaking publicly.
→ (Correct as is)
3. If she was more assertive, she might lead the project.
→ If she were more assertive, she might lead the project.

9. Match the Sentences to Their Functions

Identify the function of the Subjunctive Mood in each sentence:

Sentences:

- a) I wish I were more skilled in negotiations.
- b) It is necessary that he be present at the meeting.
- c) If I were you, I would accept the offer.
- d) The client insisted that the error be corrected.
- e) If he had known, he would have canceled the deal.

Functions:

1. expressing a wish
2. giving a recommendation or demand
3. unreal or hypothetical condition in the present
4. expressing a past unreal condition
5. expressing necessity

10. Listening / Video Reflection (optional extension)

Watch a short TED Talk or business interview (selected by the teacher or student) and write a brief reflection (80–100 words) answering:

- What qualities should the speaker have to succeed in their role?
- If you were in their place, what would you have done differently?

Unit 10. Managerial Skills. The Infinitive

1. Vocabulary Matching

Match the managerial skills with their definitions:

Skills:

- a) problem-solving
- b) time management
- c) communication
- d) decision-making
- e) delegation

Definitions:

- 1. The ability to choose between options effectively
- 2. Sharing tasks with others
- 3. Handling conflicts and issues with effective solutions
- 4. Conveying ideas clearly and professionally
- 5. Prioritizing tasks to use time efficiently

2. Complete the Sentences with the Infinitive

Use the correct infinitive form (to + base verb) or bare infinitive, where necessary.

- 1. A good manager needs _____ (listen) to team members.
- 2. She was asked _____ (lead) the new project.
- 3. It's important _____ (motivate) your team regularly.
- 4. He helped me _____ (prepare) for the negotiation.
- 5. The manager made them _____ (stay) late to finish the report.

3. Reading and Comprehension

Read the text and answer the questions.

One of the most essential managerial skills is the ability to adapt. Successful managers know how to prioritize tasks and how to lead a team effectively. They often have to make difficult decisions and must be ready to take responsibility for the outcomes. To be respected as a leader, one needs to act with integrity and professionalism.

Questions:

- 1. What are three infinitives used in the text?
- 2. What qualities make a manager respected?
- 3. Why is adaptability important for a manager?

4. Writing Task

Write a short paragraph (120–150 words) on the topic:
"Which Managerial Skills Are the Most Important Today?"

Include:

- At least 3 different uses of the infinitive
- 3–4 managerial qualities
- 1 example from business practice or your own experience

5. Infinitive or Gerund?

Choose whether the infinitive or gerund form is correct.

1. I prefer _____ (work) in a collaborative environment.
2. She decided _____ (delegate) more tasks to her assistant.
3. He enjoys _____ (lead) team meetings.
4. We agreed _____ (develop) a new strategy.
5. They considered _____ (hire) a new project manager.

6. Error Correction

Find and correct the errors in the use of infinitives.

1. Managers need understanding their teams better.

→ _____

2. I asked her to takes the responsibility.

→ _____

3. They helped us to improved the presentation.

→ _____

7. Translation Practice

Translate the following sentences into Ukrainian:

1. The director encouraged the team to innovate.
2. It's essential to build trust within a company.
3. He failed to meet the deadline.
4. They plan to launch a new leadership program.
5. She was the first manager to implement the new policy.

8. Identify the Function of the Infinitive

Identify the function of each infinitive:

(Use: subject, object, adverbial purpose, adjective modifier)

1. To succeed in management requires hard work.
2. He has the ability to influence people.
3. They worked overtime to complete the project.
4. She agreed to join the leadership training.
5. The decision to expand was made last quarter.

9. Sentence Transformation

Transform the following sentences using infinitives.

1. It is necessary that managers motivate their teams.
→ Managers need to motivate their teams.
2. The report was very important. He read it first.
→ It was important to read the report first.
3. He is competent. He can lead international projects.
→ He is competent enough to lead international projects.

10. Discussion Questions

Answer using infinitive constructions where appropriate.

1. What are three skills a modern manager needs to succeed?
2. Why is it important to listen to employees?
3. What can be done to improve communication within a team?

Unit 11. Plan to Think Strategically. The Present Participle

1. Vocabulary Matching

Match the terms with their definitions:

Terms:

- a) forecasting
- b) planning
- c) analyzing
- d) monitoring
- e) implementing

Definitions:

1. Putting strategies into action
2. Predicting future events or trends
3. Observing and tracking progress over time
4. Setting goals and steps to achieve them
5. Studying data to make informed decisions

2. Grammar: Complete the Sentences Using Present Participles

Fill in the blanks with the correct present participle (V-ing) form of the verb in parentheses.

1. The manager sat at her desk, _____ (review) the strategic plan.
2. Companies gain a competitive edge by _____ (invest) in innovation.
3. While _____ (analyze) the market, they discovered a new opportunity.
4. He spent the afternoon _____ (discuss) next year's budget.
5. A team of consultants is _____ (work) on the new expansion project.

3. Reading Comprehension

Read the passage and answer the questions.

Strategic thinking involves anticipating change, adapting to shifting conditions, and identifying long-term goals. While developing strategies, managers must consider both internal and external factors. By recognizing strengths and weaknesses, companies can remain competitive.

Questions:

1. What are three participles used in the passage?
2. Why is it important to identify long-term goals?
3. What internal and external factors might a manager consider?

4. Sentence Rewriting

Combine the two sentences using the present participle.

1. The manager reviewed the data. She identified key trends.
→ Reviewing the data, the manager identified key trends.
2. He developed a new strategy. He considered past mistakes.
→ _____
3. They conducted market research. They prepared their presentation.
→ _____

5. Error Correction

Find and correct the errors in the use of present participles.

1. The company is planning expanding its operations.
→ _____
2. Working hardly, she finished the proposal on time.
→ _____
3. Analyzing the reports, the errors was found.
→ _____

6. Writing Task

Write a short analytical paragraph (120–150 words) on the topic:
“Strategic Thinking as a Key to Business Success”

Requirements:

- Use at least 3 present participle forms
- Include examples of strategic tools or approaches
- Describe the benefits of thinking strategically

7. Choose the Correct Option

Select the correct present participle phrase to complete each sentence:

1. _____ the competitors, they adjusted their pricing model.
a) Analyzing

- b) Analyze
- c) Analyzed

2. The manager entered the room, _____ instructions to the team.

- a) giving
- b) gave
- c) gives

3. _____ the market carefully helps businesses prepare for risks.

- a) Watching
- b) Watched
- c) Watch

8. Match Participles to Their Meaning

Match the participle with the function it performs.

Participles:

- a) forecasting
- b) leading
- c) reviewing
- d) communicating
- e) planning

Functions:

- 1. guiding and managing others
- 2. looking at or checking information
- 3. organizing future steps
- 4. predicting future results
- 5. sharing information clearly

9. Translation Practice

Translate into Ukrainian, preserving the grammatical function of the participle:

- 1. Thinking strategically helps leaders stay competitive.
- 2. Reviewing the annual report, she noticed a drop in sales.
- 3. Forecasting customer needs is a vital skill.
- 4. Working with stakeholders, the manager created a new plan.
- 5. Adapting quickly, the company survived a market crisis.

10. Discussion Questions

Answer using participle constructions where appropriate:

- 1. What is the role of strategic planning in modern business?
- 2. How can thinking ahead improve decision-making?
- 3. What are the risks of ignoring long-term planning?

Unit 12. Tough Lessons on the Road to Leadership. The Past Participle

1. Vocabulary Matching

Match the terms to their definitions:

Words:

- a) inspired
- b) promoted
- c) trusted
- d) challenged
- e) respected

Definitions:

- 1. Motivated by someone's actions or ideas
- 2. Given a higher position or rank
- 3. Admired due to character or achievements
- 4. Considered reliable or dependable
- 5. Pushed to face difficulties or new tasks

3. Complete the Sentences Using Past Participles

Fill in the blanks using the correct past participle of the verb in parentheses.

- 1. She was _____ (choose) to lead the international team.
- 2. The report has been _____ (submit) for review.
- 3. He felt _____ (inspire) by his mentor's speech.
- 4. The plan was _____ (discuss) during the strategy meeting.
- 5. We have _____ (learn) valuable lessons from our past mistakes.

3. Reading Comprehension

Read the excerpt and answer the questions.

Many leaders are not born but shaped by experience. They are often tested in difficult situations, and the greatest insights are often gained from failure. Respected leaders are those who have earned trust and overcome adversity.

Questions:

- 1. List four past participles from the text.
- 2. What experiences help shape a leader?
- 3. What does the text suggest is necessary for gaining respect?

4. Passive Voice Practice

Turn the active sentences into passive voice using past participles.

- 1. The company promoted her to department head.

→

- 2. They trusted the new manager immediately.

→ _____
3. Experience taught him important leadership principles.
→ _____

5. Sentence Correction

Correct the errors in the use of past participles:

1. He has wrote a guide on leadership.
→ _____
2. The strategy was discuss in the meeting.
→ _____
3. She felt motivate by the feedback.
→ _____

6. Writing Task

Write a reflective paragraph (120–150 words) on the topic: “A Leadership Challenge I Have Overcome (or Would Like to Overcome)”

Include:

- At least 3 correct uses of the past participle
- 2 examples of leadership lessons
- 1 result or outcome expressed in the passive voice

7. Translate into Ukrainian

Preserve the meaning and past participle structure:

1. She was respected by the whole team.
2. The problem was solved quickly.
3. He had been promoted before the merger.
4. Mistakes were made, but lessons were learned.
5. Inspired by feedback, she revised the report.

8. Match the Sentence Halves

Match the beginning of each sentence with its correct ending:

Beginnings:

- a) The project was delayed...
- b) She was offered a new role...
- c) Having been trained well,...
- d) The leadership manual was written...
- e) He was disappointed...

Endings:

1. by a team of professionals.
2. because the client changed the requirements.

3. she handled the crisis effectively.
4. when his proposal was rejected.
5. after her success in the pilot program.

9. Identify Function of Past Participles

Indicate whether each past participle is used in: a) Passive voice, b) Perfect tense, or c) Adjective form

1. The chosen strategy was very effective.
2. She has improved significantly over time.
3. A respected expert led the training.
4. The email has been sent.
5. The updated policy was introduced last week.

10. Discussion Questions

Answer using at least one past participle in each response:

1. What is one lesson you've learned from a leadership mistake?
2. Have you ever felt challenged by a leadership role?
3. What is a quality shared by trusted and respected leaders?

Unit 13. Lexical and Grammar Revision.General Revision.

Project 1: Case Study Presentation

Title: *“Leadership Lessons from a Business Failure”*

Objective: Analyze a real or fictional case of a failed leadership decision in business and reflect on the lessons learned.

Lexical focus: Leadership, Management, Strategic Thinking

Grammar integration: Use of past participles (passive voice, perfect tenses) and modal verbs

Components:

- Background and context of the failure
- Key leadership decisions made
- What should/could have been done differently
- Lessons learned and recommendations
- Use at least 5 passive constructions and 3 modal verbs

Format: 5-slide PowerPoint + 500-word commentary or speech text

Project 2: Market Analysis Report

Title: *“Market Structures and Business Strategy: A Comparative Study”*

Objective: Compare monopolistic and competitive markets in a specific sector and propose strategic recommendations.

Lexical focus: Markets and Monopolies, Macroeconomics

Grammar integration: Use of infinitives and sequence of tenses

Components:

- Definition and features of each market type

- Case studies or examples from the global or local economy
- Strategic behavior of firms
- Recommendations on market entry or pricing strategy
- At least 5 examples of infinitive usage and 3 sentences showing correct sequence of tenses

Format: Structured written report (700–800 words)

Project 3: Strategic Thinking Simulation

Title: *“Thinking Ahead: Creating a Strategic Plan for a Startup”*

Objective: Develop a basic strategic plan for a startup business using strategic thinking tools.

Lexical focus: Strategic Planning, Managerial Skills

Grammar integration: Present and past participles, subjunctive mood

Components:

- Business idea and mission
- SWOT analysis (can be presented visually)
- Key actions (written using participles)
- Hypothetical strategies using the subjunctive (e.g., “If I were the CEO...”)
- Visual summary (mind map or infographic optional)

Format: Slide deck (7–10 slides) + short strategy rationale (300–400 words)

Grammar Test

Part 1: Modal Verbs (1–10)

Choose the correct modal verb:

1. Managers ___ make decisions quickly in crises.
a) can
b) must
c) may
d) should
2. You ___ have submitted the report yesterday. It's late now.
a) should
b) might
c) must
d) should have
3. She ___ be the new team leader. I'm not sure.
a) must
b) can
c) could
d) has to
4. All employees ___ follow the safety policy.
a) must
b) can
c) need

d) might

5. He ___ speak French fluently when he worked in Paris.

a) can

b) could

c) must

d) may

6. We ___ to reschedule the meeting next week.

a) have

b) might

c) need

d) ought

7. ___ I join the strategy session tomorrow?

a) Must

b) May

c) Should

d) Can

8. They ___ have known about the budget cut. It wasn't public.

a) must

b) can't

c) shouldn't

d) might

9. The plan ___ work, but we need more data.

a) should

b) will

c) may

d) shall

10. You ___ take responsibility for the mistake.

a) have to

b) could

c) should have

d) might have

Part 2: Infinitive (11–18)

Choose the correct form:

11. I hope ___ the contract signed today.

a) get

b) to get

c) getting

d) got

12. She decided ___ the team structure.

a) to change

b) change

c) changing

d) changed

13. They helped me ____ the final draft.

- a) revise
- b) revising
- c) to revising
- d) revised

14. We expect them ____ the results by Friday.

- a) to send
- b) sending
- c) send
- d) sent

15. It's important ____ clearly during negotiations.

- a) communicate
- b) communicating
- c) to communicate
- d) communicated

16. He was the first manager ____ a flexible schedule.

- a) introduced
- b) introducing
- c) to introduce
- d) introduce

17. She promised ____ all questions before the meeting.

- a) answer
- b) to answer
- c) answering
- d) answered

18. They managed ____ the project on time.

- a) complete
- b) completing
- c) to complete
- d) completed

Part 3: Participles (Present/Past) (19–30)

Choose the correct participle:

19. The team left the meeting room, ____ their reports.

- a) preparing
- b) prepared
- c) having prepared
- d) prepares

20. The problem ____ yesterday has not been solved.

- a) discussing
- b) discussed
- c) discuss
- d) discussing about

21. The employee ____ for the promotion was very experienced.

- a) considered

- b) considering
- c) having considered
- d) was considered

22. ____ under pressure, the manager made the wrong call.

- a) Being
- b) Been
- c) Be
- d) Was

23. The ____ results were not what we expected.

- a) surprising
- b) surprised
- c) surprise
- d) been surprised

24. The manager sat at his desk, ____ the plan carefully.

- a) reviewed
- b) review
- c) reviewing
- d) reviews

25. ____ by the criticism, she became more focused.

- a) Motivating
- b) Motivated
- c) Motivate
- d) Motivation

26. He left the room without ____ goodbye.

- a) say
- b) saying
- c) said
- d) to say

27. The documents ____ yesterday are missing.

- a) send
- b) sending
- c) sent
- d) sends

28. ____ the strategy clearly, he won the team's support.

- a) Explains
- b) Explained
- c) Explaining
- d) Explanation

29. While ____ to the stakeholders, the CEO answered all questions.

- a) speaks
- b) spoke
- c) speaking
- d) spoken

Part 4: Sequence of Tenses (31–35)

Choose the correct form:

31. He said that the meeting ____ at 10 a.m.

- a) will start
- b) starts
- c) would start
- d) starting

32. They believed that she ____ the task already.

- a) completes
- b) had completed
- c) will complete
- d) is completing

33. I thought he ____ in the office.

- a) is
- b) was
- c) be
- d) will be

34. We were told that they ____ a new project manager.

- a) hired
- b) had hired
- c) have hired
- d) hire

35. She explained that she ____ the email before leaving.

- a) sends
- b) had sent
- c) sent
- d) sending

Part 5: Subjunctive Mood (36–40)

Choose the correct form:

36. I wish I ____ more time to finish the report.

- a) had
- b) have
- c) will have
- d) has

37. If I ____ the manager, I would implement the plan.

- a) were
- b) am
- c) was
- d) be

38. It's important that she ____ present at the meeting.

- a) is
- b) be
- c) was
- d) will be

39. I'd rather he ____ the task tomorrow.

- a) does
- b) did
- c) do
- d) will do

40. If he ____ more strategic, the project would succeed.

- a) were
- b) is
- c) be
- d) had

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