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«Іноземна мова за професійним спрямуванням»

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Навчальний посібник для практичних занять та самостійної роботи
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Мета: навчити студентів практично застосовувати знання з теорії перекладу, користуватися фаховою спеціалізованою літературою та словниковим фондом; сформувати у студентів-спеціалістів/магістрів навички усного та письмового перекладу з англійської мови на українську і навпаки, розвивати вміння реферувати зміст прочитаного іноземною мовою.

Завдання: опрацювання текстів різних стилів розпланованої тематики, вивчення засобів перекладу еквівалентної та безеквівалентної лексики; здійснення тренування перекладів англійських текстів, що містять складні лексичні звороти та мають граматичні труднощі; розвиток вміння усного перекладу (перекладу на слух) та писемного мовлення.

На основі отриманих теоретичних і практичних знань студенти повинні вільно розмовляти і мислити в англійському середовищі, читати й розуміти тексти загального та спеціального спрямування. Студенти повинні: спонтанно перекладати англійські тексти різного обсягу з голосу викладача, прослухо вуючи аудіо матеріали, а також перекладом з листа, вміти виокремлювати основну текстову інформацію і передавати її іноземною мовою як усно, так і у письмовій формі.

У результаті вивчення навчальної дисципліни студент повинен:

знати: класифікації видів перекладу, поняття міжмовної і міжкультурної комунікації, адекватності та еквівалентності перекладу; прагматичні, граматичні та стилістичні аспекти перекладу; основні закономірності процесу перекладу, основні напрями перетворення тексту в процесі перекладу, редагування; основні види перекладацьких відповідностей; перекладацьку етику, права та обов'язки перекладача.

вміти: визначати мету перекладу, характер його реципієнтів, тип перекладацького матеріалу, здійснювати попередній перекладацький аналіз тексту; виробляти цілісну стратегію перекладу тексту, виходячи з його жанрової приналежності, смислового наповнення, з урахуванням

комунікативного завдання та мети перекладу, адресата, функціонально-стильової характеристики й інших екстралінгвістичних факторів; здійснювати високоякісний письмовий переклад на основі комплексного обліку смислової структури оригіналу та з дотриманням існуючих у мові, на яку здійснюється переклад, норм побудови грамотного і зв'язного тексту; правильно оформляти текст перекладу відповідно з нормами і узусом мови перекладу.

Змістовний модуль 1

Тема 1. Introducing yourself

Subject and object questions

Most questions in English need an auxiliary verb (e.g. do, be, have or a modal verb) before the subject. The auxiliary verb can be positive or negative.

Question word	Auxiliary verb or <i>be</i>	Subject	Main verb	
	Can	/	borrow	your pen?
	Do	You	have	much homework?
Why	were	You		late?
Who	are	You	waiting	for?
How many people	have	you	invited	to the party?

When we ask about the subject of the verb, we use the same word order in the question as in the statement (subject - verb - object). Don't add an auxiliary verb to subject questions:

Who ***told you the news?*** (Stuart ***told me the news.***)

What ***happened yesterday?*** (Nothing ***happened yesterday.***)

Question word	Verb	
Who	told	you the news?
What	happened	yesterday?
How many people	are coming	to the party?
Which team	won	the match?

In questions with prepositions, the preposition goes at the end of the question:

A ***Who*** did you go to the cinema ***with?*** **B** My sister.

A ***What's*** he talking ***about?*** **B** His job.

1. Make questions with the words below.

- 1 Who / phone / you / yesterday?
- 2 Who / you / email / yesterday?
- 3 What / you and your friends / talk about?
- 4 What / make / you and your friends / laugh?
- 5 Which of your friends / you / see / every day?
- 6 Which of your friends / know / you / best?

2. Make questions with the words below.

1. listening / why / me / isn't / to / anybody
2. you / question / 1 / ask / can / a
3. borrow / did / book / whose / you
4. about / are / worrying / what / you
5. has / cake / who / my / eaten

3. Write a story about yourself using words from the table

Months January February March April May June July August September October November December	School subjects English Science Maths Art PE Physics Chemistry Music Social studies History Geography Computer science	Movies action movie comedy romantic comedy horror movie sci-fi movie war movie thriller animated cartoons
Because... ... I like it a lot. ... I think it's important. ... there are many things to see and do. ... I have to. ... I can relax there. ... it's relaxing/popular/nice/... ... it's the last day of the week. ... I'm good at English/maths/...	Jobs teacher policeman doctor nurse builder architect civil servant engineer social worker secretary businessman shop assistant manager fire fighter shopkeeper cleaner postman waiter/waitress	

Hi, my name's ... I'm from ...
(country). I live in ... (city).
I'm ... years old. My birthday
is on ... I'm a student at... My
favorite subject is ... My
favorite sport is ... There are ...
people in my family. They
are.... My father is a ... and my

mother a... I would like to be a ... because ... My hobby is ... In my free time, I
also like... I don't like ... Food is My favorite ... My favorite drink is ... My
favorite day of the week is ... because ... My favorite month is ... because ... My
favorite singer (or band) is ... I like ... (movies). My favorite place is I like it

because ... I like travelling. I have been to ... The most beautiful place in my country is ... I study English because ...

4. Correct the mistake in each question.

1. What time you will be here? _____
2. Happened what to your leg? _____
3. To what are you listening? _____
4. Which speaker did gave the best presentation? _____
5. How's your new friend like? _____

5. Choose the correct options to complete the questions about the underlined words. Some of the questions are subject questions and questions with preposition.

1. She is looking for a job. ⇒ What _____?
2. Sonya helped me with the boxes. ⇒ Who _____ with the boxes?
3. I asked John to bring music for the party. ⇒ Who _____ to bring music for the party?
4. I am waiting for my husband. ⇒ Who _____?
5. Very few people went to the party. ⇒ _____ to the party?
6. She invited very few people to the party ⇒ How many people _____ to the party?
7. He apologized for being late. ⇒ What _____?
8. Sam loves Elisa. ⇒ Who _____?
9. Something terrible happened last night. ⇒ _____ last night?
10. The book is based on a novel by a Russian writer. ⇒ What _____?

6. Write a subject and an object question for each statement. Ask about the information in bold.

1. 400 people have commented on your photo.

How many people have commented on your photo?

What have 4 00 people commented on?

2. A fire damaged the roof.

3. Joanna is afraid of spiders

4. His brother told them a joke about elephants.

Tema 2. Express yourself.

Present simple and present continuous

Present simple	Present continuous
We use the present simple for: • facts which are true all the time. The sun <i>rises</i> in the east. The bus <i>doesn't go</i> past my house. • habits and routines. <i>I study</i> for about an hour a week. We never <i>get</i> much homework. • opinions and beliefs. Do you <i>agree</i>? <i>I don't know</i> the answer.	We use the present continuous for: • actions which are in progress at the moment of speaking. <i>Why are you carrying</i> an umbrella? <i>It's not raining</i> • actions or situations around the moment of speaking. <i>He's studying</i> Russian at university. • future arrangements (see 5A p. 140). <i>I'm meeting</i> Andrew tonight.

States and actions	Special cases
<u>The present continuous is not normally used to describe:</u> • mental states: <i>know, agree,</i>	<u>Some verbs (e.g. think, see, have) can be used as states or actions, with different meanings:</u> State: <i>I think</i> you're wrong. (= my opinion) Action: <i>I'm thinking</i> about my birthday. (= a

<i>understand, believe, etc.</i> • likes and preferences: <i>like, want, love, hate, need, prefer, etc.</i> • other states: <i>be, own, belong, forget, hear, seem, depend, etc.</i>	mental process) State: I <i>see</i> what you mean. (= I understand) Action: I'm <i>seeing</i> the doctor tomorrow. (= I'm meeting him/her) State: I <i>have</i> a car/a sister. (=possession, relationship, etc.) Action: I'm <i>having</i> a party/a shower / dinner.
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1. Complete the sentences with the words in the box.

presentation opinions joke interviewed expressing in touch in public

1. I prefer having *face-to-face*, meetings with my colleagues, rather than talking to them on the phone.
2. She used her laptop to give an extremely clear _____ of her project in class.
3. Our teacher always tells a _____ at the beginning of each lesson. Sometimes they're quite funny; sometimes they're terrible.
4. Although I left the country fifteen years ago, I still keep _____ with some of my old friends.
5. The politician was _____ by a journalist from The Times.
6. He isn't very good at _____ his feelings. He's rather shy so I never know if he's happy or not.
7. She doesn't usually say much in meetings. I don't think she likes speaking _____.
8. David's a very direct person. He always gives his about my paintings.

2. Complete the questions.

1. You live with someone. Who do you live with?

2. Something woke you up this morning. What_____ this morning?
3. You talk to someone every day. Who_____ every day?
4. You read something yesterday. What_____ yesterday?
5. Something has made you laugh recently. What_____ recently?
6. Someone speaks to you in English. Who_____ in English?
7. You know different ways of learning English. Which different ways of learning English_____?
8. Some ways of learning English work best for you. Which ways of learning English_____?

3. Complete the sentences with the verbs in the box.

argue complain give express keep persuade speak tell

1. Are you going to _____ about the terrible food?
2. Let's _____ in touch.
3. Can you _____ a joke?
4. I don't want to _____ a presentation.
5. He prefers to _____ his opinions in writing.
6. She's trying to _____ me to go on holiday with her.
7. When did you last _____ in public?
8. I try not to _____ with my boss – even when he's wrong!

4. Match the pairs.

1. He drives to work	a at the moment, so he can't answer the phone.
2. He's driving to work	b every day.
3. He wears a red shirt	c every time he goes to a football match.

4. He's wearing a red shirt	d so you'll find him easily.
5. I think	e it's going to be a nice day.
6. I'm thinking	f about what to do at the weekend.
7. I have dinner	g right now. Can I call you back?
8. I I'm having dinner	h at a restaurant every week.

5. Complete the conversation with the present simple or present continuous form of the verbs in brackets.

A What are you reading (you / read)?

B It's an article about learning languages. It's really interesting!

A Really? _____ (it / have) any good advice?

B Yes, it does. The writer _____ (learn) Japanese. He _____ (want) to learn ten new words a day. He _____ (always revise) them again at the end of each week to check he _____ (still remember) them. It _____ (not sound) like much, but after a year, he now _____ (know) over 3,500 new words. That's a lot!

A Wow, yes, I _____ (see) what you mean. So _____ (you/think) of trying this technique?

B Yes, maybe. I _____ (try) to learn Russian at the moment, but I _____ (not make) much progress.

A Really? Why _____ (you/learn) Russian?

B I _____ (go) to Moscow next year for six months.

Tema 3. Modern life

Present perfect simple and past simple

Present perfect simple	Past simple	Present perfect or past simple?
We use the present perfect simple to talk about:	We use the past simple for	We often introduce a

• <i>experiences in our lifetime, or another unfinished time period.</i> Have you ever had a job interview? I 've never worked in an office. <u>We can use adverbs like ever, never, three times, etc.</u> • <i>news and recent events, often with a present result.</i> * They've just offered me the job. (result = I've got a job.) The interviews have already finished - you're too late. (result = You can't have an interview.) She hasn't called me back yet. (result = I'm still waiting to speak to her.) <u>We can use adverbs like just, already and yet.</u> • <i>unfinished states (when we want to talk about the duration).</i> I 've only had this phone for a week. We've lived in London since 2010. We use for to give the duration or since to give the starting point.	<u>completed past actions in a completed past time period:</u> She didn't get the job. The interviews finished five minutes ago. Why did you miss the bus? We often use past time phrases like last week, a few days ago, when I was a child.	<u>topic with the present perfect and then change to the past simple in the next sentence to talk about the details:</u> I've had lots of job interviews. The last one was about three months ago - it was terrible. I 've lost my keys. Maybe I left them on the bus this morning. He hasn't worked here long. He started a few weeks ago. Don't use the present perfect when you describe an action that happened at a particular time. Use a past tense instead: They left yesterday / at four o 'clock / ten minutes ago.
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1. Find and correct the mistakes.

1. A How long do you live here? B About two years. have you lived
2. I haven't been to work yesterday - I was ill.

3. A We need to email the bank this afternoon. B Don't worry - I've done it yet.

4. On her CV she says she's got lots of experience, but in fact she hasn't never had a job in her life.

5. I've wanted to work for your company since I've been a student.

6. A Have you heard the news? Louise has left her job! B Yes, I know. She's told me last week.

7. I've worked there for about six months. I've started in January.

2. Complete the conversation with the present perfect or past simple form of the verbs in brackets.

A There's a really good job advert here in the newspaper. 1 Have you seen (you / see) it?

B No, _____ (not / read) the paper yet. You _____ (have) it for hours. Can you show me?

A It's this one. Senior Marketing Specialist for a bank. I think you should apply for it.

B Er... no, I don't think so. They want someone with lots of experience in banking, but I _____ (never / work) in a bank.

A No, but you _____ (work) for lots of marketing companies, and you _____ (do) lots of projects for banks. Remember? You _____ (work) on a really big banking project about eight years ago. It _____ (be) really good.

B Yes, but eight years is a long time ago. Everything _____ (change) in banking recently. It's a different world now. But what about you? Maybe you should apply. You _____ (tell) me last month that you wanted to try something new.

A Yes, but that _____ (be) last month. I _____ (apply) for a job at a newspaper last week, and they _____ (just / email) me to offer me the job.

B Wow! Congratulations! _____ (you / accept) the offer yet?

A Not yet, no. But I think I will.

3. Complete the sentences with the present perfect or past simple form of the verbs in brackets.

1. I _____ (never/have) a really terrible job interview.
2. Once, I _____ (forget) to switch off my phone when I was at the cinema.
3. I don't have very much work experience, but I _____ (be) in charge of a small team. I _____ (be) the leader on a project at school.
4. I _____ (get) some useful work experience last year.
5. I _____ (study) hard this year, so I hope I can pass my exams.
6. I _____ (always/be) able to express myself clearly since I was a child.
7. I _____ (already/work) for more than three organisations.
8. I _____ (know) what career I wanted when I was a child.

4. Match words 1 -5 with definitions a-e.

1. app 2. icon 3. browser 4. text message 5. username

- a) a name you need to type (with a password) to start using something
- b) a written message that you send from one phone to another
- c) a computer program that you use to read information on the internet
- d) a small picture on a computer/phone screen that you click on to open a program or an app
- e) a small computer program that you can download onto a mobile phone or other device

5. Cross out the wrong verb in each group.

- 1. *turn off* / *send* / *delete* an email
- 2. *download* / *press* / *share* a video
- 3. *install* / *share* / *upload* some photos
- 4. *install* / *download* / *press* a new app
- 5. *turn off* / *turn on* / *delete* a phone
- 6. *upload* / *press* / *click on* a button or icon
- 7. *connect to* / *send* / *browse* the internet
- 8. *type* / *change* / *turn on* a password

Tema 4. Technologies

Present perfect simple and present perfect continuous

Unfinished actions and states (duration)

- We use the present perfect simple with state verbs:

We've owned this car *for* several years and it has never broken down.

She's *known* him *since* they were children. They're very good friends.

- We use the present perfect continuous with action verbs:

How long *have you been* waiting?

I've been working on my essay since 6 o'clock.

He's *been playing* very well so far in this match.

Tip

Some verbs (e.g. work, live) can be used as action verbs or state verbs with no important change of meaning:

How long *have you worked* here? / How long *have you been working* here?

Recent past actions with present results

- We use the present perfect simple when completing an action has a result now:

I've just finished my essay, (result of finishing writing = I can relax, I can hand in the work, etc.)

A The house looks lovely.

B Thanks! *We've just painted* it. (result of finishing painting = the house looks nice)

- We use the present perfect continuous when doing an activity has a result now:

I'm tired because *I've been writing* an essay, (result of writing = I'm tired.)

A What's that smell?

B *We've been painting* the living room, (result of painting = the house smells of paint)

New habits and repeated actions

• We use the present perfect continuous to describe repeated activities which started recently:

I've been doing a lot of exercise lately. (In the past, I didn't do much exercise.)

She's *been coming* to the gym with me three times a week.

(She has recently started coming.)

Present perfect continuous

	I / you / we / they	he / she / it
+	I've been using a new app.	He's been using a new app.
–	I haven't been sleeping well.	She hasn't been sleeping well.
Y/N?	Have they been living abroad? Yes, they have / No, they haven't .	Has she been living abroad? Yes, she has . / No, she hasn't .

1. Match the pairs.

1. I've had	a tennis lessons for a month,
2. I've been having	b this car for a year.
3. I've just read this book	c I thought it was amazing,
4. I've been reading this book	d I can't wait to finish it.
5. Have you eaten	e properly recently? You look very thin!
6. Have you been eating	f lunch yet?

2. Complete the sentences using the words in brackets and the present perfect continuous.

- The baby's face is dirty because she's been eating. (she / eat)
- He's tired because _____ (he / cut / the grass)
- They're stressed because _____ (they / try / to fix the computer)
- I'm hot because _____ (I / cook)
- We're all wet because _____ (it / rain)
- They've got muddy shoes because _____ (they / play / outside)

3. Underline the best verb form in each sentence.

1. Angela's on the phone right now - *she's talked / she's been talking* to one of her friends for the last two hours!
2. I've *just found / I've just been finding* my glasses. I'm so happy! I lost them two days ago.
3. I've *known / I've been knowing* Jon for about 15 years.
4. I'm so tired. I've *worked / I've been working* since 7 o'clock this morning.
5. I can't drive, but I've *wanted / I've been wanting* to learn for a long time.
6. They've *studied / They've been studying* every night recently because they have an exam next week.

4. Match the phrases in the box with definitions 1-8.

look + adjective look after someone/something; look at someone/something;
 look around (somewhere); look for something/someone; look forward to
 something; look out look (something) up

1. try to find _____
2. feel excited about a future event _____
3. check a meaning or other fact in a book or online
4. explore _____
5. be responsible for _____
6. seem _____
7. be careful _____
8. watch _____

5. Read sentences a -d . Then answer questions 1 -5 .

- a I've **seen** photos where people have baby faces on adult bodies.
- b I've **been playing** it on the bus every day.
- c I've **been recommending** it to all my friends.

d I've just installed the ThingsToDo app.

1. Which sentences use the present perfect continuous?
2. Which sentence talks about one completed past activity (without mentioning a time)?
3. Which sentence talks about something the speaker has experienced?
4. Which sentences talk about activities which started in the past and are not finished yet?
5. Which sentences talk about something which happened regularly or more than once?

6. Match the words in box in 2a with these meanings.

applied for *career* *candidates* *knowledge* *employees*
in charge of *grades* *CV* *business contacts* *employers*

1. the jobs you do during your working life
2. people you know who might be able to help your career
3. contacted a company asking for a job
4. people who work for a company
5. the results of your exams at school or university
6. the things you know from experience or study
7. people who are trying to get a job
8. responsible for something or someone
9. the people that you work for
10. a document which describes your education and the jobs you have done

Tema 5. Relationships. Friendship

used to, usually

- **We use used to to describe past habits and states:**

When I was at school, I *used to play* football every Saturday. (past habit)

The whole family *used to love* animals. We always had two or three pets in the house. (past state)

- **The negative forms are *didn't use to* and *never used to*:**

My parents *didn't use to go* out much, so we spent a lot of time together.

We *never used to* understand my dad's jokes.

- **There is no present tense of *used to*. Use adverbs of frequency instead:**

They *usually go* out to a restaurant once or twice a week.

How many times a month *do you usually visit* them?

You can also use adverbs of frequency with the past simple and a past time phrase (e.g. when I was a child, back then):

We *went* abroad for a holiday *quite often back then*.

- **We can use the adverbials *not any more* and *not any longer* to say that a past habit or state has now stopped:**

I *don't* play football *any more*. I usually go to the gym instead.

They *don't* live in the same house *any longer*.

- **We can use the adverb *still* to talk about a past habit or state that has not changed:**

I *still* love board games. I frequently play Chinese Chequers.

Do you *still* see him very often?

Past simple or *used to*?

We use *used to* for situations that were true for a long time (e.g. a few months or years). For shorter periods of time, we usually use the past simple:

When we were on holiday last week, we *went* swimming every day.

NOT ... ~~we used to go~~ ...

We often use *used to* for situations that aren't true now:

When I was a child I *used to* love ice cream, but now I don't really like it.

Use the past simple, not *used to*, to describe something that happened once or a specified number of times:

I *went* to the USA twice when I was a child.

NOT ~~I used to go abroad twice~~ ...

Tip

We often use a mixture of the *past simple* and *used to* to describe past situations. It sounds unnatural if you use *used to* for every verb.

1. Underline the correct answers.

1. My friends and I like the same music but that's the only thing we have in common / get on.
2. I don't like it when strangers / relationships start talking to me.
3. I generally get on with / get to know people of all different ages.
4. I have a good friendship/ relationship with my cousins.
5. I think you can only keep in touch / get to know people well when you live with them.
6. I don't need emotional friendship/support from my friends. I just want to have fun with them.
7. Most of my friends come from the same background/ personality as me.
8. A lot of my relatives / strangers live in the same town as I do.
9. I can be friends with anyone who has the same sense of humour/ relationship as me.
10. I'm not very good at getting on / keeping in touch with friends who live far away.
11. My longest friendship/ relative started when I was at primary school.
12. I have shared interests / support with most of my close friends.

2. Match the multi-word verbs in bold in sentences 1 -9 with meanings a -i.

1. As **we grew up**, we created our own identities.
2. We usually speak on the phone two or three times a day, and **we get together** as often as we can.
3. We looked so similar - our parents used to **mix us up**.
4. We didn't use to argue much, but in our teenage years we started to **grow apart**.
5. We saw that we'd both **cut** all our hair **off**!
6. We wanted to **hang out with** each other more.
7. My parents **ring me up** every Sunday night for a chat.
8. My grandmother **brought me up**, so I'm very close to her.
9. I think I mainly **take after** my dad - we look similar and we're both good at science.

a to be similar to an older member of the family

b to meet (when you have organised it before)

c to make a phone call to someone

d to gradually have a less close relationship

e to think one person/thing is another person/thing

f to remove or make shorter, using scissors or a knife

g to spend time with someone

h to gradually become an adult

i to look after a child until he/she is an adult

3. Underline the correct words.

1. We occasionally/ used to had a big family party.
2. My parents used to give / gave me a bike on my eighth birthday.
3. Did you used / use to be shy when you were a child?
4. Terry and his twin brother always wear / used to wear the same clothes. They wear the same clothes to work and at the weekend, too.
5. My sister and I always used to walk / walked always home from school together when we were young.
6. My aunt doesn't used to / usually celebrate her birthday, but I always phone her.
7. I didn't use to / hardly ever like George, but now we're best friends.
8. My grandfather says, 'Young people used to be / always were more polite than they are now'.

4. Complete the text with the correct words/phrases.

used to go	use to have	used to be	went
used to have	usually visit	didn't use to go	don't go
live	lived	don't live	used to enjoy

When I was a child, I 1 *used to go* to my grandparents' house in the mountains. We 2 _____ in a city back then, and we visited them every year. We didn't 3 _____ a car at that time, so we travelled by bus. It always took ages! We 4 _____ in the winter because there was too much snow. I loved helping my grandfather in his garden (although I usually avoid gardening now!). He never 5 _____ a lawnmower, so we had to cut the grass by hand. It was hard, but I 6 _____ it. I still

7_____ in the same city, but I 8 _____ to the mountains
any more. My grandparents 9_____ there any longer. They 10
_____to live in a large town five years ago. Now, I
11_____ them in the summer, but it's not as nice as the mountains
12_____.

5.If possible, change the verbs in bold to the correct form of used to. If it is not possible, put X.

1. I drank a lot of cola, but now I don't. ☐ used to drink ...

2. I celebrated New Year with my family last year. [X]

3. She had long hair when she was younger. ☐

4. Where did you live when you were a child? ☐

5. I went for a run every day last week. ☐

6. We didn't wear the same clothes all the time. ☐

7. In the past, people spent more time at work. ☐

8. Did you play with your sister when you were kids? ☐

9. I bought this bag in London - it's my favourite bag. ☐

10. They weren't friends in those days. ☐

6. Complete the sentences with a multi-word verb which has a similar meaning to the words in brackets.

bring grow cut hang grew apart off out up

1. It's a book about how to _____ up children, (raise)
2. When did he _____ all his hair _____? (remove)
3. Where did you _____ _____? (live when you were a child)
4. We used to be good friends, but we _____ _____ when she changed schools, (become less close)
5. I often _____ _____ with Martin and his cousin, (spend time relaxing)

Tema 6. Family

1) **The conditionals**, sometimes called 'if clauses', are constructions in English used to discuss something that could happen in the future, or was possible but did not happen in the past. They can be difficult to learn because they are so similar but have very specific, different uses. Their specific uses are:

The Zero Conditional:

For general rules and principles.

(If + present simple, present simple)

If you heat water, it boils.

The First Conditional:

For future possibilities and more specific rules.

(if + present simple, will + bare infinitive)

If it rains at the weekend, the game will be cancelled.

If you teach them English, they will learn.

The Second Conditional:

For imagined possibilities.

(if + past simple, would + bare infinitive)

If I won the lottery, I would buy a new house.

The Third Conditional:

For past possibilities that did not happen.

(if + past perfect, would + have + past participle)

If I had visited Brighton, I would have caught the train.

When forming conditionals, the 'if clause' or the dependent clause can come first.

If the dependent clause comes first, we do not use a comma. For example:

If we go now, we will catch the train. We will catch the train if we go now.

Or, to revise the rule:

We do not use a comma if the dependent clause comes first.

Conditionals are also one of many grammar points in English that foreign learners of English have to learn more about than native speakers. Ask a common English speaker what the conditionals are and, even though they may use them every day, they will not be able to explain it in grammatical terms.

1. Який це тип умовного речення?

If I were rich, I would travel around the world.

She wouldn't have missed the train if she had woken up earlier.

I'll call you if I come back early.

2. Поставте дієслова у дужках у правильний час (1-ий тип умовних речень):

If I (finish) early, I will call you.

I (catch) the 7:00 train if I hurry up .

She will know the answer, if she (try) to understand.

3. Поставте дієслова у дужках у правильний час (2-ий тип умовних речень):

If I (be) a star, I would help the needy.

He (buy) a house if he had a job.

She (be) happy, if she married him .

4. Поставте дієслова у дужках у правильний час (3-ий тип умовних речень):

If he (be) careful, he would not have had that terrible accident.

I (pass) the exam if I had worked hard .

Her father would not have died, if he (go) to the doctor.

5. Розкрийте дужки, написавши дієслово у правильній формі:

If I (wake up) early, I'll go jogging.

He (visit) his uncle, if he finishes early.

If she had taken care of her son, he (not/become) a criminal.

If I were a star, I (help) the poor.

She would have been top of her class if she (work) hard.

6. Write essay (at least 150 words) "What family's traditions I like. Why". In an essay to reveal such points as:

1. My attitude to family traditions. Is it good for people or not.

2. What are the traditions in my family.

3. Advantages and disadvantages of these traditions.

Змістовий модуль 2

Tema 7. Personality

1) *Complete the sentences with the words.*

Sensitive Talkative Introvert Shy Active Serious Extravert Sociable

1. Bill and Phillip are really ... In their free time they always go running or swimming or they play football. They never seem to relax.
2. My brother's an... . He likes spending time with other people and he's very good at making new friends.
3. Sarah's extremely You have to be very careful with what you say to her, as she gets upset very easily.
4. Amanda's rather She doesn't like meeting new people and she hates going to parties where she doesn't know anyone.
5. I think Joe's very He has a lot of friends and he really enjoys meeting new people.
6. My sister is so She often chats to her friends on the phone for hours!
7. Charles has very few friends and speech most of his time by himself. I think he's an
8. James is a ... student. He works very hard all the time and he rarely goes out with friends.

2) Tag Questions

You speak English, don't you?

A tag question is a special construction in English. It is a statement followed by a mini-question. We use tag questions to ask for confirmation. They mean something like: "Is that right?" or "Do you agree?" They are very common in English.

The basic structure of a tag question is:

positive statement negative tag

Snow is white, isn't it?

negative statement positive tag

You don't like me, do you?

Notice that the tag repeats the auxiliary verb (or main verb when *be*) from the statement and changes it to negative or positive.

Positive Statement Tag Questions

Look at these examples with **positive statements**. You will see that most of the time, the auxiliary verb from the positive statement is repeated in the tag and changed to negative.

(+) positive statement			(-) negative tag		
subject	auxiliary	main verb	auxiliary	not	personal pronoun same as subject
You	are	coming,	are	n't	you?
We	have	finished,	have	n't	we?
You	do	like coffee,	do	n't	you?
You		like coffee,	do	n't	you?
They	will	help,	wo	n't	they?
I	can	come,	can	't	I?
We	must	go,	must	n't	we?
He	should	try harder,	should	n't	he?
You		are English,	are	n't	you?
John		was there,	was	n't	he?

Notice:

- the use of *do* in the two coffee questions. Remember that in Present Simple, *do* is optional in positive statements (*You like coffee/You do like coffee*). But the *do* must appear in the tag. The same applies to Past Simple *did*.
- in last two questions, no auxiliary for main verb *be* in Present Simple and Past Simple. The tag repeats the main verb.

Negative Statement Tag Questions

Look at these examples with **negative statements**. Notice that the negative verb in the original statement is changed to positive in the tag.

(-) negative statement			(+) positive tag		
subject	auxiliary	main verb	auxiliary		personal pronoun same as subject
It	is	n't raining,	is		it?
We	have	never Seen	that, have		we?
You	do	n't Like	coffee, do		you?
They	will	not help,	will		they?

They	wo	n't	Report	us,	will	they?
I	can	never	Do	it right,	can	I?
We	must	n't	Tell	her,	must	we?
He	should	n't	Drive	so fast,	should	he?
You	wo	n't	Be	late,	will	you?
You			Are	n't English,	are	you?
John			Was	not there,	was	he?

Notice:

- *won't* is the contracted form of *will not*
- the tag repeats the auxiliary verb, not the main verb. Except, of course, for the verb *be* in Present Simple and Past Simple.

Answering Tag Questions

How do we answer a tag question? Often, we just say *Yes* or *No*. Sometimes we may repeat the tag and reverse it (They don't live here, *do they?* Yes, *they do*). Be very careful about answering tag questions. In some languages, an opposite system of answering is used, and non-native English speakers sometimes answer in the wrong way. This can lead to a lot of confusion!

Answer a tag question according to the **truth** of the situation. Your answer reflects the real facts, not (necessarily) the question.

For example, everyone knows that snow is white. Look at these questions, and the correct answers:

tag question	correct answer	Notes
Snow is white, isn't it?	Yes (it is).	Answer is same in both cases - because snow <i>is white</i> !
Snow isn't white, is it?	Yes it is!	
Snow is black, isn't it?	No it isn't!	Answer is same in both cases - because snow <i>is not black</i> !
Snow isn't black, is it?	No (it isn't).	

In some languages, people answer a question like "Snow isn't black, is it?" with "Yes" (meaning "Yes, I agree with you"). This is the **wrong answer** in English!

Here are some more examples, with correct answers:

- The moon goes round the earth, doesn't it? Yes, it does.
- The earth is bigger than the moon, isn't it? Yes.
- The earth is bigger than the sun, isn't it? **No**, it **isn't**!
- Asian people don't like rice, do they? **Yes**, they **do**!
- Elephants live in Europe, don't they? **No**, they **don't**!
- Men don't have babies, do they? No.
- The English alphabet doesn't have 40 letters, does it? No, it doesn't.

Tag Question Special Cases

Negative adverbs

The adverbs *never*, *rarely*, *seldom*, *hardly*, *barely* and *scarcely* have a negative sense. Even though they may be in a positive statement, the feeling of the statement is negative. We treat statements with these words like negative statements, so the question tag is normally positive. Look at these examples:

positive statement treated as <i>negative statement</i>	positive tag
He never came again,	did he?
She can rarely come these days,	can she?
You hardly ever came late,	did you?
I barely know you,	do I?
You would scarcely expect her to know that,	would you?

Intonation

We can change the *meaning* of a tag question with the musical pitch of our voice. With rising intonation, it sounds like a real question. But if our intonation falls, it sounds more like a statement that doesn't require a real answer:

intonation	
You don't know where my wallet is, do you? / rising	real question
It's a beautiful view, isn't it? \ falling	not a real question

Imperatives

Sometimes we use question tags with imperatives (invitations, orders), but the sentence remains an imperative and does not require a direct answer. We use *won't* for invitations. We use *can*, *can't*, *will*, *would* for orders.

imperative + question tag	notes
Take a seat, won't you?	polite invitation

Help me, can you?	quite friendly
Help me, can't you?	quite friendly (some irritation?)
Close the door, would you?	quite polite
Do it now, will you.	less polite
Don't forget, will you.	with negative imperatives only <i>will</i> is possible

Same-way tag questions

Although the basic structure of tag questions is positive-negative or negative-positive, it is sometimes possible to use a positive-positive or negative-negative structure. We use same-way tag questions to express interest, surprise, anger etc, and not to make real questions.

Look at these positive-positive tag questions:

- So you're having a baby, are you? That's wonderful!
- She wants to marry him, does she? Some chance!
- So you think that's funny, do you? Think again.

Negative-negative tag questions usually sound rather hostile:

- So you don't like my looks, don't you? (British English)

Asking for information or help

Notice that we often use tag questions to ask for information or help, starting with a negative statement. This is quite a friendly/polite way of making a request. For example, instead of saying "Where is the police station?" (not very polite), or "Do you know where the police station is?" (slightly more polite), we could say: "You wouldn't know where the police station is, would you?" Here are some more examples:

- You don't know of any good jobs, do you?
- You couldn't help me with my homework, could you?
- You haven't got \$10 to lend me, have you?

Some more special cases

example	Notes
I am right, aren't I?	aren't I (<i>not amn't</i> I)
You have to go, don't you?	you (do) have to go...
I have been answering, haven't I?	use first auxiliary
Nothing came in the post,	treat statements with <i>nothing</i> , <i>nobody</i> etc like

did it? negative statements
Let's go, shall we? *let's = let us*
He'd better do it, **hadn't** he? he had better (no auxiliary)

Mixed Examples of Tag Questions

Here is a list of examples of tag questions in different contexts. Notice that some are "normal" and others seem to break all the rules:

- But you don't really love her, do you?
- This'll work, won't it?
- Oh you think so, do you?
- Well, I couldn't help it, could I?
- But you'll tell me if she calls, won't you?
- We'd never have known, would we?
- Oh you do, do you?
- The weather's bad, isn't it?
- You won't be late, will you?
- Nobody knows, do they?
- You never come on time, do you?
- You couldn't help me, could you?
- You think you're clever, do you?
- So you don't think I can do it, don't you? (British English)
- Shut up, will you!
- She can hardly love him after all that, can she?
- Nothing will happen, will it?
-

Complete the sentences with appropriate tag questions.

1. They have to leave now, ----?
2. You closed the windows, ----?
3. It isn't cool enough in here, ----?
4. There were light switches by the door, ----?
5. I shouldn't eat before I go in swimming, ----?
6. You would take her to the dance if she would go, ----?
7. You do your homework every night, ----?
8. Marta doesn't call her family every day, ----?

9. Mark spliced those wires, ----?
10. He can receive an electric shock, ----?
11. He'll be more careful next time, ----?
12. You haven't had a very busy day, ----?
13. He has a new assignment, ----?
14. A military officer can't have a second job, ----?
15. He had the battery charged, ----?
16. The thunder scares the children, ----?
17. She had another appointment, ----?
18. James has made the reservation, ----?
19. There aren't any problems, ----?
20. The police caught the criminal, ----?
21. I'm correct about the answer, ----?
22. We have to go to work, ----?

3) Write essay (at least 200 words) "My disadvantages and advantages". You should write about:

1. Who I am and what is my character generally.
2. My disadvantages. How I can fix it.
3. My advantages. How can it be important for people?

Tema 8. Help for everybody

1) Match 1-8 with a-h to make sentences and questions.

1. Jack really hates his job, so he's going to
2. Don't worry - this year I promise I won't
3. At 1 o'clock I'm
4. Brian's been studying very hard, so I'm sure for he

5. I probably won't
6. What a lovely day! Shall we
7. Look at those dark clouds. I think it's
8. Your brain doesn't get here until 11.30, so shall I
 - a. meeting Susie for lunch at Café Classic.
 - b. 'll get good grades in his exams.
 - c. meet you at the station in my car?
 - d. going to rain. Let's stay inside.
 - e. go to the beach this afternoon?
 - f. start looking for a new one in September.
 - g. forget your Birthday!
 - h. see her today, as she usually visits her grandparents on Sundays.

2) The modal verbs are:

can could
may might
must
shall should
will would

We use modals to show if we believe something is certain, possible or impossible:

*My keys **must** be in the car.*

*It **might** rain tomorrow.*

*That **can't** be Peter's coat. It's too small.*

We also use them to do things like talk about ability, ask permission, and make requests and offers:

*I **can't** swim.*

***May** I ask a question?*

***Could** I have some tea, please?*

***Would** you like some help?*

Choose the appropriate modal verbs to complete the sentences.

1. Apple Computers ---- the share of the market held by Microsoft in the late 1990s but unfortunately they didn't have a clear business plan to more ambitiously pursue their business goals.

could capture	needn't have captured	should capture
might have captured	might capture	

2. Many immigrants now agree that they ---- their traditions when they first settled in America.

shouldn't have given up	don't have to give up	may not have given up
might not give up	needn't give up	

3. Although working conditions ---- in many occupations in the past few years, one can never be safe, particularly in places with higher risk occupations.

might improve	can't have improved	may have improved
could improve	needn't have improved	

4. A good supervisor ---- with people who attempt too much than with those who try too little because hard-working staff contributes much to all aspects of work.

shouldn't work	would rather work	had better not work
is not able to work	can't work	

5. If you want to get a good night's sleep, you ---- any tea or coffee in the evenings.

would rather drink	don't have to drink	mustn't drink
were able to drink	could drink	

6. Road conditions ---- much in the last fifteen years, since the government hasn't invested anything to renew the roads.

must have improved	needn't have improved	didn't need to improve
ought to have improved	can't have improved	

7. A new report suggests that a vaccine that offers at least partial protection against HIV ---- available in the near future.

had to be could be used to be might have been
would rather be

8. He ---- technical support when his computer broke down because he doesn't know much about computers.

must have had needn't have had can't have had
didn't have to have shouldn't have had

9. The new steam powered and mechanized farm equipment the work easier but they couldn't get it to work.

was able to make can't have made didn't have to make
might have made had better make

10. If you plan to take a long trip in the car, you must get a full tank of gas or you - --- out of gas.

have to run should have run had better run
might run are used to running

3) *Complete the exchanges with the words:*

Favour need return could ask wondered help hand

1. A: I ... if you could do me a favour?

B: Sure,... can I help you?

A: Do you think you ... cut the grass in my garden for me?

B: Yes, of course. No problem.

2. A: I've got a lot of things to get ready for the party tomorrow

B: Is there ... I can do?

A: Yes, there is, actually, can you give me a ... with the shopping?

B: Yes, that's fine. Could I ask you a favour in ... ?

A: Go ahead!

B: Could you lend me your black trousers for tomorrow?

A: No problem. I'll just get them for you.

A: Could I ask you a ... , Ben?

B: Of course, what do you ... ?

A: Could you ... me move my desk into into the other office?

B: Actually, I've got a bad back. Can you ... someone else?

Tema 9. The natural world

1) *Correct the sentences:*

The differences are subtle, but what is important to note is that both *will* and *shall* are used with all verbs to form the future tense. The traditional rule of future tense says that *shall* is used in the first person (*I shall eat lunch*) and *will* is used in all other persons (*you will eat lunch, she will eat lunch*). In practice, most English speakers do not follow this rule and the two words are often considered to be interchangeable when forming the future tense. That being said, *will* is much more commonly used for this purpose and *shall* is typically only used to sound more formal or old-fashioned.

1. Will we go to the park tonight?
2. What time shall your brother arrive?
3. Hello, John. The traffic's really bad in the centre. We're being about 20 minutes late.
4. In my opinion the next president of the USA shall be a Democrat.
5. What time shall you have your hair cut this afternoon?
6. Will I help you bring in the shopping from the car?
7. I don't think Brazil is winning the football match tomorrow.
8. Perhaps he's getting a job in that new hotel at the beach.

2) *Choose a setting with natural elements that could play a big role in a story, and write down your answers to the six questions listed above. (This setting can be one you've written about before or one that's brand new.) Then write a scene*

or short story in which the character's story-goal pursuit or the main conflict relies on this setting and its natural elements.

How does the natural world make the character's struggles or the scene's events possible? How would the scene / story change—or be rendered impossible—if it occurred in a setting with different natural elements?

3) Create a two-column table on paper or in a word processing document. Label the columns "Antagonize" and "Assist." Then, in each column, list the ways in which the story's setting and its natural elements either antagonize or assist the protagonist as she works toward achieving her goal or resolving the main conflict. Don't worry if you fill one column with more ideas than the other, but make sure you consider how the natural world can both hinder and help the protagonist in her efforts.

Tema 10. Future

1) Complete the sentences:

1. I think people will _____

go faster to work

use robots to clean

use a foldable PC

2. People will _____ in spaceships

print documents anywhere

travel to space

take a nap with comfort

3. I imagine people will _____ when they go out.

put on a flying suit

control house devices from smartphones

transform any part of your house.

3. I imagine people will _____ when they go out.

put on a flying suit

control house devices from smartphones

transform any part of your house.

4. I will use a driverless car and _____ in the future.

go faster to work

put on a flying suit

print documents anywhere

5. I will use a driverless car and _____ in the future.

go faster to work

put on a flying suit

print documents anywhere

6. People will _____ after working in their offices.

take a nap with comfort

use robots to clean

put on a flying suit

7. I think I will _____ with this device.

control house devices from smartphones

travel to space

print documents anywhere

8. I think people will _____ with this device.

transform any part of their houses

use holograms for meetings

control house devices from smartphones

9. I will _____ to visit my grandparents.

travel to space

use robots to clean

put on a flying suit

2) Complete the sentences by word from the table:

Second Well Sure Question

1. So how old is your father now? Let me ... I think he'll be 62 in June.
2. So what skills can you bring to this job? ... ,to begin with, I've got excellent computer skills.
3. So why do you want to leave your current job? That's a good The main reason is that I need a new challenge.
4. What time does their plane arrive at Heathrow Airport?
Just a ... I'll check on their website.

3) Make the present perfect simple: positive, negative or question.

Useful Tips

What... like? and How... ?

Use **What... like?** to ask for a description of a person:

A *What's* your teacher **like**?

B She's very friendly.

Use **How... ?** to ask about a person's health:

A *How's* your sister?

B She's very well, thanks.

You can use **What... like?** or **How... ?** to ask for a description of a thing or event:

A *What* was your holiday **like**? / *How* was your holiday?

B It was excellent.

Time Expressions in the Present Perfect

- Use **since** with a specific year or a [period](#) in the past > **since 2002** / **since I was a child**
- Use **for** with a number of years > **for** twenty years
- Use **ever** and **yet** in questions and negatives > **Have** you **ever** / **hasn't** been **yet**
- Use **already** and **never**, just between **have/has** and the verb > **has already finished** / **have just been**
- Use **before**, **since**, **for**, **already**, many times, so far, yet at the end of a sentence or questions > Have you been there before?

The present perfect simple tense is used to

Describe actions that occurred in the past but are still relevant to the present.

1. Rani **has** **broken** her arm. (She broke it in the past and can't use her arm now.)

Describe an action that started in the past but is still happening on a regular or habitual basis (like the present simple).

The girls **have** **played** tennis at the club since 2005. (They started to play tennis there in 2005 and still play there today. This does not mean they are playing tennis at the moment.)

Describe actions that were repeated several times in the past.

I've already **made** several calls. (Up until now)

The specific time in the past is unimportant, just the fact that it happened.

Note: Time Expressions – Present Perfect

NEVER use the same time expressions that you use in the past simple tense, such as: yesterday, a week ago, last night. You MAY use unspecific time expressions such as: ever, never, since, for, already, many times, before, so far, yet.

The Typical Present Perfect Sentence

In order to form a typical sentence in the present perfect simple, choose a subject ((the person or thing that has done the action), add an auxiliary (or helping) verb: has or have + the V3 (past participle) form of the verb and then add the rest of the sentence.

Subject	have/has + Verb(V3) (Past Participle)	Rest of Sentence
I / You / We / They	have met	him before
He / She / It	has lived	here for three years

The V3 (past participle) form of a regular verb looks just like a regular verb in the past simple:

Contractions in the Present Perfect Simple

In general, we contract the subject (the person or thing that has done the action) and form of have:

1. I have > **I've** – I've used those images before.
2. He has > **He's** / She has > **She's** / It has > **It's** – He's already had the surgery.
3. We have > **We've** / You have > **You've** / They are > **They've** – We've just gotten home.

You may have noticed that the 3rd person singular (he, she, it) contractions look like those in the present progressive. You can tell them apart by the use of the V3 and from the context of the sentence: he is > He's eating now. / he has > He's eaten dinner already

Save the long forms for when you want to create emphasis. When speaking, you should stress the have/has.

1. He **has** sung that song. I know he has.

Negative Sentences in the Present Perfect Simple Tense

Spelling Tip

When shortening the auxiliary verb have/has and the negative, just remove the o in not and add an apostrophe (')

has not > hasn't

have not > haven't

When creating negative sentences, we usually use hasn't or haven't together + the V3 (past participle) form of the verb. Save the long forms (has not, and have not) for when you want to create emphasis. When speaking, put the stress on 'not'.

Subject	Auxillery Verb	Verb in V3 (Past Participle)	Rest of Sentence
I / You / We / They	haven't (have not)	ridden	a bike in many years
He / She / It	hasn't (has not)	lost	enough weight yet

1. I **haven't eaten** at that restaurant in a long time.
2. Jim **hasn't worked** on Fridays since he joined the company.
3. My friends **haven't ever gone** to France.
4. I **have not forgiven** you!

Yes/No Questions in the Present Perfect Simple

To create a question that will be answered with a yes or no, start the question with Have or Has, (Haven't or Hasn't for a negative question) then add a subject (the person or thing that has done the action) followed by the V3 (Past Participle) form of the verb and only then add the rest of the sentence.

Auxiliary Verb	Subject	Verb in V3 (Past Participle)	Rest of Sentence
Have	I / you / we / they	begun	the meeting yet
Has	he / she / it	answered	your letter
Hasn't	he / she / it	eaten	dinner yet

1. **Have** you ever **gone** ice skating?
2. **Has** Jerry **presented** his ideas to the CEO yet?

Wh-Questions in the Present Perfect Simple

Wh- questions are questions that require more information in their answers.

Typical wh- words are what, where, when, why, who, how, how many, how much.

To create a wh-question, start with the wh-word, then add have or has, then the subject (a person or thing that has done the action), followed by the V3 (Past Participle) form of the verb and only then add the rest of the sentence.

Wh-Word	Auxiliary	Verb	Subject	Verb in V3 (Past Participle)	Rest of Sentence
What	Have		I / you / we / they	read	lately
Why	Has		he / she / it	changed	color

1. **When have** I ever **lied** to you?
2. **Why has** Tanya **left** the country?
3. **How much** money **have** you **spent** so far?

Tag Questions in the Present Perfect Simple

Tag questions are those short questions that are tagged onto the end of a sentence. They are used just to make sure that the person you're talking to understood what you meant or to emphasize what you said.

They're formed by using a regular sentence in the present perfect simple, then adding haven't or hasn't and a pronoun (I, you, we, they, he, she, it) and a [question mark](#).

Examples of the Present Perfect Simple – Tag Questions:

1. John has known her for a couple of years, **hasn't he**?
2. They have been in business since 1980, **haven't they**?

You may also add a positive tag when you're using a negative sentence.

1. Keisha hasn't spoken to you yet, **has she**?
2. Those kids have never played rugby, **have they**?

As a rule: When the sentence is positive, the tag is negative.
When the sentence is negative, the tag is positive.

1. (she / pass the exam?)
-

2. (you / eat lunch yet?)
-

3. (he / read the newspaper today?)

4. (you / not / study French for ten years)

5. (they / be in London for six months)

6. (where / you / be?)

7. (we / not / go to Paris)

8. (she / not / see The Lord of the Rings)

9. (he / not / meet my mother)

10. (they / not / visit St. Paul's Cathedral yet)

11. (what / she / eat today?)

12. (why / you / do your homework already?)

13. (how / she / make this fantastic cake?)

14. (why / I / miss the plane?)

15. (they / not / go to bed)

16. (it / rain a lot this week)

17. (they / use a credit card before?)

18. (we / have enough to eat?)

19. (she / not / play basketball before)

20. (I / wear a kimono)

Загальні критерії оцінювання навчальних досягнень студентів

Оцінка	Критерії оцінювання
«відмінно»	Ставиться за повні та міцні знання матеріалу в заданому обсязі, вміння вільно виконувати практичні завдання, передбачені навчальною програмою; за знання основної та додаткової літератури; за вияв креативності в розумінні і творчому використанні набутих знань та умінь.
«добре»	Ставиться за вияв студентом повних, систематичних знань із дисципліни, успішне виконання практичних завдань, засвоєння основної та додаткової літератури, здатність до самостійного поповнення та оновлення знань. Але у відповіді студента наявні незначні помилки.
«задовільно»	Ставиться за вияв знання основного навчального матеріалу в обсязі, достатньому для подальшого навчання і майбутньої фахової діяльності, поверхову обізнаність із основною і додатковою літературою, передбаченою навчальною програмою. Можливі суттєві помилки у виконанні практичних завдань, але студент спроможний усунути їх із допомогою викладача.
«незадовільно»	Виставляється студентові, відповідь якого під час відтворення основного програмового матеріалу поверхова, фрагментарна, що зумовлюється початковими уявленнями про предмет вивчення. Таким чином, оцінка «незадовільно» ставиться студентові, який неспроможний до навчання чи виконання фахової діяльності після закінчення закладу вищої освіти без повторного навчання за програмою відповідної дисципліни.

Оцінка за теоретичний і практичний курс: шкала оцінювання національна та ECTS

Оцінка за 100-бальною системою		Оцінка за національною шкалою	Оцінка за шкалою ECTS	
66 – 70 та більше	<i>відмінно</i>	5	A	<i>відмінно</i>
58 – 65	<i>добре</i>	4	BC	<i>добре</i>
45 – 57	<i>задовільно</i>	3	DE	<i>задовільно</i>
30 – 44	<i>незадовільно</i>	2	FX	<i>незадовільно з можливістю</i>

				<i>повторного складання</i>
1 – 29		2	F	<i>незадовільно з обов'язковим повторним вивченням дисципліни</i>

Оцінка за екзамен: шкала оцінювання національна та ECTS

Оцінка за 100-бальною системою		Оцінка за національною шкалою	Оцінка за шкалою ECTS	
26 – 30 та більше	<i>відмінно</i>	5	A	<i>відмінно</i>
20 – 25	<i>добре</i>	4	BC	<i>добре</i>
16 – 19	<i>задовільно</i>	3	DE	<i>задовільно</i>
9 – 15	<i>незадовільно</i>	2	FX	<i>незадовільно з можливістю повторного складання</i>
1 – 8		2	F	<i>незадовільно з обов'язковим повторним вивченням дисципліни</i>

Загальна оцінка з дисципліни: шкала оцінювання національна та ECTS

Оцінка за 100-бальною системою		Оцінка за національною шкалою		Оцінка за шкалою ECTS	
		екзамен	залік		
90 – 100	<i>відмінно</i>	5	<i>зараховано</i>	A	<i>відмінно</i>
82 – 89	<i>добре</i>	4		B	<i>добре (дуже добре)</i>
75 – 81	<i>добре</i>	4		C	<i>добре</i>
64 – 74	<i>задовільно</i>	3		D	<i>задовільно</i>
60 – 63	<i>задовільно</i>	3		E	<i>задовільно (достатньо)</i>
35 – 59	<i>незадовільно</i>	2	<i>не зараховано</i>	FX	<i>незадовільно з можливістю повторного складання</i>
1 – 34	<i>незадовільно</i>	2		F	<i>незадовільно з обов'язковим повторним вивченням дисципліни</i>

Рекомендована література

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