

Затверджено  
на засіданні групи забезпечення  
спеціальності 073 «Менеджмент»  
від «18 03» 2021р.  
протокол № 5

Голова групи Павленко О.П.

Затверджено  
на засіданні групи забезпечення  
спеціальності 281 «Публічне  
управління та адміністрування»  
від «18 03» 2021р.  
протокол № 5

Голова групи Смірнова К.В.

Узгоджено  
Декан факультету комп'ютерних наук,  
управління та адміністрування  
Кузніченко С.Д.

## СИЛЛАБУС

навчальної дисципліни

Іноземна мова

(назва навчальної дисципліни)

Менеджмент 073

Публічне управління та адміністрування 281

(шифр та назва спеціальності)

Менеджмент

Публічне управління та адміністрування

(назва освітньої програми)

Бакалавр

(рівень вищої освіти)

Денна  
(форма навчання)

IV  
(рік навчання)

VIII  
(семестр навчання)

2/60  
(кількість кредитів ЄКТС/годин)

Іспит

(форма контролю)

кафедра іноземних мов

Одеса, 2021 р.

Автори:

викладач Янко І. Б.  
(прізвище, ініціали, посада, науковий ступінь, вчена звання)

Поточна редакція розглянута на засіданні кафедри іноземних мов від 18.02  
2021 року, протокол № 7

Викладачі: практичні, Янко І.Б.

(вид навчального заняття: прізвище, ініціали, посада, науковий ступінь, вчена звання)

(вид навчального заняття: прізвище, ініціали, посада, науковий ступінь, вчена звання)

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### Перелік попередніх редакцій

Прізвища та ініціали авторів	Дата, № протоколу набуття чинності	Дата
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## 1. Опис навчальної дисципліни

Мета	Практичне володіння іноземною мовою
Компетентність	ПК02 (073 «менеджмент») Здатність проводити поточний еколого-економічний аналіз інноваційно-інвестиційних проектів. ПК01 (281 «ПУА») Здатність до ефективної та безконфліктної комунікації. ЗК07 (073 «менеджмент») Здатність спілкуватися іноземною мовою. ЗК11 (281 «ПУА») Здатність спілкуватися іноземною мовою.
Результат навчання	Р21 (073 «менеджмент») Узагальнювати інформацію про соціальні явища і процеси, вести дискусію і професійний діалог з аудиторією. Р17 (281 «ПУА») Уміти надавати консультації щодо налагодженого, націленого на результат трудового колективу, організувати командну роботу і взаємодію. Р13 (073 «менеджмент») Спілкуватися в усній та письмовій формі державною та іноземною мовами; РО3 (281 «ПУА») Уміти усно та письмово спілкуватися іноземною мовою.
Базові знання	Умовний спосіб, види умовних речень, модальні дієслова та їх еквіваленти, безособові форми дієслова.
Базові вміння	1. Ведення бесіди, доповіді з використанням названих вище лексико-граматичних явищ; 2. Розуміння та вільне використання у письмовій формі та під час усного спілкування спеціальної лексики уроків 3, 4 посібника.
Базові навички	1. Користування словниками та довідковою літературою; 2. Швидкий пошук у друкованих джерелах та мережі Internet інформації за спеціальністю та країнознавчого характеру.
Пов'язані силлабуси	Іноземна мова (I-VII семестри)
Попередня дисципліна	-
Наступна	-
Кількість годин	Практичні заняття : VIII сем.-14; Самостійна робота студентів: VIII сем.-46

## 2.1 Програма навчальної дисципліни (VIII семестр)

Код Модуля	Назва модуля та теми	Кількість аудитор-них годин	Кількість годин СРС
ЗМ-ПЗ	Grammar: Conditionl sentences Lesson III text A «Human resources management: an overview»	2	2
	Grammar: Subjunctive Mood Lesson III text B «Human resources planning» Lesson III text C «Cultural diversity in human resources»	2	2
	Grammar: Modal verbs and their equivalents Lesson III text D «Job analysis» Домашнє читання	1	2
	Письмове тестування № 3	1	2
ЗМ-П4	Grammar: Infinitive Lesson IV text A «Recruting, selection and orientation».	2	2
	Grammar: Gerund Lesson IV text B «Compensation and benefits» Lesson IV text C «Training and development»	2	2
	Grammar: Participle Lesson IV text D «The legal environment of HRM »	2	2
	Письмове тестування №4 Домашнє читання	1	2

Іспит

20

РАЗОМ

14

46

**Консультації:**

## 2.2 Самостійна робота студента та контрольні заходи

Код Модуля	Завдання на СРС та контрольні заходи	Кількість Годин	№ тижня
ЗМ-ПЗ	➤ Підготовка до усного опитування	6	1-3
	➤ Письмове тестування 3(обов'язкове)	5	3
	➤ Підготовка до перевірки домашнього читання	2	3
ЗМ-П4	➤ Підготовка до усного опитування	6	4-7
	➤ Письмове тестування 4(обов'язкове)	5	7
	➤ Підготовка до перевірки домашнього читання	2	7
Підготовка до іспита		20	

**РАЗОМ**

**46**

### *Оцінювання контрольних заходів для ЗМ-ПЗ*

- 1. а) усне опитування (переклад та переказ текстів) – 16 балів максимально;  
б) усне опитування (домашнє читання) – 4 бали максимально;  
в) письмові вправи – 10 балів максимально;  
--2. Письмове тестування № 1 – 50 балів максимально (обов'язкове)

### *Оцінювання контрольних заходів для ЗМ-П4*

- 1. а) усне опитування (переклад та переказ текстів) – 16 балів максимально;  
б) усне опитування (домашнє читання) – 4 бали максимально;  
в) письмові вправи – 10 балів максимально;  
--2. Письмове тестування № 2 – 50 балів максимально (обов'язкове)

Сума балів, які отримав студент за двома змістовними модулями VIII семестру, формують кількісну оцінку (бал успішності). Результати поточного контролю заносяться до інтегральної відомості.

Підсумковим контролем знань студентів є **іспит**.

**Студент вважається допущеним до іспиту**, коли він виконав усі види робіт, передбачені силлабусом навчальної дисципліни, та має на останній день семестру інтегральну суму балів поточного контролю, достатню (50 та більше) для отримання позитивної оцінки.

В якості форми поточного контролю практичних модулів – усне опитування, письмові вправи, письмові тестування 3,4 (обов'язкові).

Якщо сума балів, яку набрав студент за результатами тестувань 3, 4, менша 50 балів, студент має право підвищити суму балів за рахунок необов'язкових видів роботи, які оцінюються наступним чином:

1) Робота з текстами

- усний переклад тексту -1 бал;

- переказ тексту – 1 бал;

- список незнайомих слів та виразів з перекладом українською мовою – 1 бал

- письмове резюме тексту – 1 бал

Усього за один текст максимально 4 бали.

ЗМ- ПЗ містить 4 тексти: урок III тексти А, В, С, D, тобто максимальна оцінка за тексти – 16 балів.

ЗМ – П4 містить 4 тексти: урок IV тексти А, В, С, D, тобто максимальна оцінка за тексти – 16 балів.

Усього за семестр – 32 бали.

2) Письмове виконання граматичних вправ – 1 бал за кожну вправу.

Для ЗМ – ПЗ – 10 балів; для ЗМ – П4 - 10 балів.

Усього за семестр максимально 20 балів.

3) Завдання з домашнього читання оцінюється наступним чином:

1 бал – переклад з англійської мови українською;

1 бал – наявність списку незнайомих слів та виразів у кількості не менше 100;

1 бал – коротке усне резюме змісту тексту англійською мовою обсягом 7-8 речень;

1 бал – письмове резюме англійською мовою.

Максимальна оцінка - 4 бали для ЗМ – ПЗ та 4 бали для ЗМ – П4, тобто 8 балів за семестр.

Обсяг статті (або декількох ) – 20 тис. др. зн. за VIII семестр.

Інтегральна оцінка по дисципліні розраховується як середнє арифметичне оцінки за змістовні модулі та письмовий іспит.

### **Питання до заходів поточного та підсумкового семестрового контролю**

Письмові тести до ЗМ-ПЗ – ЗМ-П4 складаються з 30 питань кожний. Кожна правильна відповідь оцінюється у 1,7 бала для письмового тестування №3 та у 1,7 бала для письмового тестування №4. Максимальна оцінка – 50 балів за кожну тестову роботу.

### **Письмовий іспит складається з 3 частин.**

I частина (граматична) складається з 50 питань у тестовій формі, кожна правильна відповідь оцінюється в 1 бал, тобто максимально можлива кількість балів за цю частину дорівнює 50-и.

II частина (знання лексики за спеціальністю та її використання у письмовому тексті) передбачає доповнення тексту пропущеними словами та виразами, які надані після тексту у довільній формі.

Кожна правильна відповідь з десяти слів або виразів оцінюється у 3 бали, тобто максимальна кількість балів за цю частину дорівнює 30-и.

III частина (розуміння змісту тексту за спеціальністю та вміння працювати з ним) передбачає складання 5 питань до тексту частини II. Кожне з правильно складених питань оцінюється у 4 бали, тобто максимальна оцінка за цю частину дорівнює 20-и.

Загалом максимально можлива оцінка за письмовий іспит – 100 балів.

Мінімальна оцінка, за наявності якої письмовий іспит вважається зарахованим, - 60 балів.

## **3.Рекомендації до самостійної роботи студентів**

### **ЗМ-ПЗ**

Під час вивчення тем цього практичного модуля необхідно звернути увагу на використання теперішнього часу для вираження майбутньої дії

після if (якщо); можливість інверсії в умовних реченнях; вживання частки to після модального дієслова ought.

Література:

- 1 -- ст.17-22;
- 2 -- ст.32- 71.

### Питання для самоперевірки

1. I ... I were young again.  
A. want            B. wanted            C. wish
2. I suggest that you ... read it yourselves.  
A. shall            B. should            C. must
3. If I ... a letter, I'll answer it.  
A. will get            B. got            C. get
4. If only I ... it !  
A. know            B. had known            C. did know
5. If I had spoken to her, I ... everything.  
A. should have learned            B. would learn            C. had learned
6. You ... drive fast. We've got plenty of time.  
A. needn't            B. must            C. couldn't

### Правильні відповіді

1-С; 2-В; 3-С; 4-В; 5-А; 6-А

## ЗМ-П4

Під час вивчення тем цього практичного модуля необхідно звернути увагу на відмінності у вживанні герундія та іменників із закінченням на -ing (вживання з прислівником або прикметником, наявність або відсутність прямого додатку, місце прийменника) та особливості перекладу абсолютного дієприкметникового звороту.

Література:

- 1 -- ст.17-22;
- 2 -- ст.32- 71.

### Питання для самоперевірки



1. I object ... your participating.  
A. of                    B. -                    C. to
2. He stopped ...  
A. smoking                    B. having smoked                    C. being smoked
3. They were made ... work hard.  
A. -                    B. of                    C. to
4. We have never heard this girl ...  
A. to sing                    B. sing                    C. to be singing
5. ... the exercise, the student left it to ...  
A. Having written, be checked                    B. writing, check                    C. while  
writing, have been checked
6. I will have my photo ...  
A. being taken                    B. taken                    C. to take

Правильні відповіді

1-C; 2-A; 3-C; 4-B; 5-A; 6-B

### **Вказівки з підготовки письмового перекладу**

Текст суспільно-політичного змісту може стосуватися будь-якої теми (політика, економіка, культура, мистецтво, країнознавство та ін.). Він має налічувати приблизно **20 тис. др.зн.** з та бути представлений у вигляді ксерокопії або роздруківки з Інтернет-видання. До перекладу українською мовою слід додати список незнайомих слів та словосполучень з їхнім перекладом у кількості не менше **100** лексичних одиниць, та коротке резюме англійською мовою.

### **4. Питання до заходів поточного, підсумкового та семестрового контролю**

У дужках – посилання на джерела та сторінки, де можна знайти теоретичну інформацію по завданню (див. розділ 5).

#### 4.1 Тестові завдання до тестування у модулі ЗМ-ПЗ

##### 1. Put the verbs in the brackets into the correct tenses (3, c.175):

- 1) Her son always observes the highway code: if he (to cross) the road, he will wait till lights show green.
- 2) If she had lost her spectacles, she (not to be) able to read this article.
- 3) If we were here, we (to answer) you.
- 4) I will lend you this book if I (to finish) it before you go on holiday.
- 5) It would be embarrassing, she (to be) to find out the truth.
- 6) If you (to happen) to be in our area, drop in and see us.
- 7) If your mother were here, I'm sure she (not to let) you eat all those chocolates.
- 8) Unless it (to rain), I'll pick you at six.
- 9) I would be amazed if Christie (not to win).
- 10) She (not to go) to university unless her parents had insisted.
- 11) If Joseph de Ribas (not to present) those two small gardens to the city, we couldn't have enjoyed one of the most popular holiday destinations of Odessa.
- 12) She was angry with him, otherwise she (not to say) such offending words.
- 13) Unless you (to can) deliver the machines by the 15<sup>th</sup> September, we will be compelled to cancel the order.
- 14) Suppose it (to snow), what will we do?

##### 2. Put the verbs in the brackets into the correct tenses of the Subjunctive Mood (3, c.174-175, 5, c.164, 166, 168, 170, 172):

- 1) He walked into the room as if nothing (to happen).
- 2) But for the rain the girls (to go) for a walk.
- 3) The dean suggested that Peter (to take) a refreshment course.
- 4) (to be) it so!
- 5) He demands that we (to be) attentive.
- 6) It is necessary that the boy (to read) this book.
- 7) He ordered that George (to run) to the nearest village.
- 8) Come closer so that I (to show) you a schedule.
- 9) She spoke as if she (to know) everyone there.
- 10) Peter speaks French as if he (to be) a Frenchman.
- 11) But for a bad cold he (not to go) fishing.
- 12) But for a certain lack of concentration you (not to be able) to accomplish this task.

**3. Complete these sentences with “I wish” by using the verbs in the brackets into the correct tenses (3, c.174-175):**

- 1) I enjoy my job enormously, but I wish it (to be) closer to home.
- 2) I wish I (not to tell) you about it.
- 3) I wish he (to come) home, but I don't think he will.
- 4) I wish we (to see) more of each other these days.
- 5) I wish I (to see) this movie a week ago.
- 6) They wish they (not to invite) John to their housewarming party. It was so dull.
- 7) Sue is taking her English test tomorrow. She wishes she (to learn) grammar better.
- 8) The cake is delicious, but I wish there (not to be) so much fat in it.

**4. Make the sentences with “I wish” (3, c.174-175):**

- 1) I have eaten too much and now I feel sick. I wish ...
- 2) It is cold and I hate cold weather. I wish ...
- 3) A good friend of mine visited our city, but unfortunately I was away when he came. So I didn't see him. I wish ...
- 4) My sister didn't know that Ann was ill. She would have gone to see her. She wishes ...
- 5) I am not lying on a beautiful sunny beach and that's a pity. I wish ...

**5. Complete the following sentences with modal verbs or their equivalents (3, c.165-167; 5, c.30, 32, 34, 36, 38, 40):**

- 1) Our teacher says we ... speak English fluently in a few months.
- 2) It ... rain, you'd better take a coat.
- 3) He said it ... rain.
- 4) ... you help me with the washing up, please?
- 5) My dentist says I ... eat so many sweets.
- 6) –Shall I translate this text? – No, you ...
- 7) All ... respect their parents.
- 8) It was Sunday yesterday, so he ... to be at work.
- 9) The conference ... begin at 10 o'clock.
- 10) She ... be Irish with a surname like O'Neil.
- 11) You ... not wait for me.
- 12) Nobody answers the phone. They ... be out.
- 13) ... you mind passing me the salt?
- 14) As you ... remember, I was always interested in scientific experiments.
- 15) They ... be tired. They have been travelling all night.

16) The train ... arrive at five o'clock.

**6. Fill in the blanks with the appropriate words:**

**a) Costs and supply**

Companies have to spend money in order to make money. The money they spend to manufacture their goods or provide their services are called 1) \_\_\_\_\_. Costs are important. Any company that doesn't keep track of costs will soon be in 2) \_\_\_\_\_. And there are many different kinds of costs to keep track of such *us fixed costs* and *variable costs*.

Why are costs important? Well, for two reasons: Firstly, there is a 3) \_\_\_\_\_ between costs and *profit*. Profit is overall 4) \_\_\_\_\_ minus costs. Secondly, there is a relationship between costs and *supply*. To understand this relationship, we need to look at some types of cost. One type is *fixed costs*. Fixed costs are costs that don't 5) \_\_\_\_\_. They are costs that the company has to 6) \_\_\_\_\_ each month, for example, or each year. The value of fixed costs will not rise or fall in the short 7) \_\_\_\_\_. Examples include the rent the company pays, the interest they have to pay each month on any loans and the salaries they have to pay for permanent 8) \_\_\_\_\_. Fixed costs don't change with increases in production. For example, imagine a company produces 1,000 pens in January and 2,000 pens in February. The rent for the factory remains the same for both months. *Variable costs*, however, change (vary) with the size of production. The more pens the company produces, the more these costs 9) \_\_\_\_\_. Examples of variable costs are the raw materials needed for production, the cost of electricity and the cost of 10) \_\_\_\_\_ machines that are working more. Also, the company may need to get more part-time employees. Their hourly pay is another variable cost.

A. relationship   B. change   C. costs   D. employees   E. term  
F. pay   G. revenue   H. trouble   I. increase   J. maintaining

**b) Market structure and competition**

When economists talk about *market structure* they mean the way companies 1) \_\_\_\_\_ with each other in a particular market. These are two very different market structures, but there are many other possible structures. Market structure is important because market structures, consumers have more control over price.

You can think of market structure as a kind of 2) \_\_\_\_\_. At one end of the scale is *perfect competition* and at the other end is *pure monopoly*. In a market with perfect competition, there are many companies 3) \_\_\_\_\_ the same good or service, but none of them are able to control the price. This sounds fine, but in reality it is very difficult for such a market structure to 4) \_\_\_\_\_. What's needed? First of all, there must be many small companies competing. Each company has its own small 5) \_\_\_\_\_ of the market. If one company has a much larger share than any other, it can affect price, and perfect competition will no longer exist. Secondly, products or services from different companies must be the same. This doesn't mean that everything on the market has to be 6) \_\_\_\_\_, but they have to be perfect substitutes. In other words, one company's product must satisfy the same need as another company's. Imagine a company produces a television that also makes tea. Its product is different from everyone else's. If it chooses to raise the price of its TVs, customers may still want to buy them because of this difference.

Thirdly, customers and companies must have perfect and complete 7) \_\_\_\_\_. This means that they know everything about the products and prices on the market and that this information is correct.

Fourthly, there mustn't be any barriers to new companies entering the market. In other words there must not be anything that helps one company stay in the market and blocks others from trading.

Finally, every company in the market must have the same 8) \_\_\_\_\_ to the resources and technology they need.

If all of these conditions are met, there is perfect competition. In this kind of market structure, companies are *price takers*.

- A. supplying   B. share   C. identical   D. scale  
E. information   F. compete   G. access   H. exist

### c) **Monopolies**

In a monopoly, one company has a much larger market share than any other company. In fact, their share is so big that other companies cannot really compete. When there is a monopoly, the normal laws of 1) \_\_\_\_\_ and demand do not always work. Monopolies come in different kinds, but a *pure monopoly* is when there is only one company in the market 2) \_\_\_\_\_ a particular product or service. This situation, in fact, is the exact 3) \_\_\_\_\_ of *perfect competition*. How do pure monopolies happen?

Some monopolies occur 4) \_\_\_\_\_. This happens when a company manages to create an *economy of scale*. An economy of scale is when variable costs of

production increase more slowly than increases in supply. Every company would like to be in this situation. Unfortunately, it's not easy to achieve. Economies of scale are possible for companies which need a lot of money to set up but much less money to 5) \_\_\_\_\_. A telephone company is a good example. Telephone companies have to spend millions of pounds laying cables. However, once they have made the network, running the system does not cost so much. Any other company that wants to compete will have to make their own 6) \_\_\_\_\_.

However, there are more aggressive ways to create a monopoly. One of these is by making *takeovers*. This means that a more 7) \_\_\_\_\_ company buys a smaller one in the same industry. Takeovers happen vertically or horizontally. In a *vertical takeover*, a company buys companies that supply it with materials or services. For example, a publishing company might buy a 8) \_\_\_\_\_ business. In a *horizontal takeover*, a company buys its competitors. The competitors then become part of the first company.

One final way a monopoly occurs is for the government to make it happen. This is called a 9) \_\_\_\_\_ *monopoly* because it is created by law. The government may decide that a competitive market is not good for a certain industry. In this case, it can make one company the only legal supplier. Sometimes, it provides the service itself. This is called a *state monopoly*. The postal service in many countries is an example of a state monopoly.

Generally, monopolies are not good for consumers. This is because in a monopoly, the laws of supply and demand do not work in the same way. A company with a monopoly becomes a *price maker*. They have much more power to set the price for their product or service. Also, they don't usually spend money on 10) \_\_\_\_\_ because they don't need to. The bottom line, as they say, is that monopolies mean less choice for consumers.

- A. naturally    B. innovation    C. supply    D. printing    E. run  
F. providing    G. network    H. opposite    I. powerful    J. legal

#### 4.2. Тестові завдання до тестування у модулі ЗМ-П4

**1. Supply suitable infinitive forms (with or without “to”) for the verbs given in the brackets (3, c.182-183, 5, c. 46):**

1) I would like \_\_\_\_\_ home now. (go)

- 2) Let him \_\_\_\_\_ a few minutes more. (stay)
- 3) You can't \_\_\_\_\_ with your eyes closed. (read)
- 4) We are allowed \_\_\_\_\_ in class. (stay)
- 5) You ought not \_\_\_\_\_ my car without my permission. (take)
- 6) Aren't you glad \_\_\_\_\_ us here. (see)
- 7) Let me \_\_\_\_\_ that letter for you. (post)
- 8) Why were you waiting here? You should \_\_\_\_\_ round the corner. (wait)
- 9) How was the table scratched? It must \_\_\_\_\_ when it was being moved. (do)
- 10) She is a slow worker! I could \_\_\_\_\_ the job twice in the time she is taken. (do)

**2. Supply suitable infinitive forms for the verbs given in the brackets (3, c. 182-183, 5, c.140, ):**

- 1) It seemed \_\_\_\_\_ since the very morning. (rain)
- 2) I'm sorry not \_\_\_\_\_ you. (help)
- 3) I'm awfully glad \_\_\_\_\_ him. (meet)
- 4) It is pleasant \_\_\_\_\_ all the way home. (walk)
- 5) I'm happy \_\_\_\_\_ to this place. (invite)
- 6) He made me \_\_\_\_\_ it all over again. (do)

**3. Replace subordinate clauses with infinitive clauses (3, c. 183-184):**

- 1) The problem is so difficult that it is impossible to solve it.
- 2) The box is so heavy that nobody can carry it.
- 3) The baby is so little that it cannot walk.
- 4) I have very little wool: it won't make a sweater.
- 5) She was sorry that she had missed the beginning of the concert.
- 6) I should be delighted if I could join you.

**4. Combine two sentences into one, using objective infinitive construction (3, c.183-184):**

- 1) We saw her. She smiled and began to tell the story.
- 2) We didn't notice him. He opened the window.
- 3) Jack saw his mother. She watered the flowers in the pots.
- 4) Somebody knocked at the door. We heard it.

**5. Transform the following sentences using the subjective infinitive construction (3, c.183):**

- 1) I expect these telegrams to be sent tomorrow.
- 2) We know her to be a talented actress.

- 3) We heard her sing a folk song.
- 4) Everybody supposed him to be a foreigner.

**5. Supply gerund forms (indefinite/ active/passive or perfect/active/passive) for the verbs in the brackets (3, c. 184):**

- 1) We were sitting for a long time without \_\_\_\_\_. (speak)
- 2) The guests were let in without \_\_\_\_\_. (great)
- 3) On \_\_\_\_\_ he was home alone he decided not to get up till 11. (discover)
- 4) The apartment wanted \_\_\_\_\_ badly. (do up)
- 5) Nobody looks his best after \_\_\_\_\_ up all night. (sit)
- 6) I'm tired of \_\_\_\_\_ like a silly child. (treat)
- 7) What I like is \_\_\_\_\_. (ride)
- 8) I enjoy \_\_\_\_\_. (read)

**6. Supply the correct prepositions (if necessary) with gerund forms (3, c. 185):**

- 1) He has always dreamt \_\_\_\_\_ visiting other countries.
- 2) The cold weather prevented us \_\_\_\_\_ going for long walks.
- 3) We are looking forward \_\_\_\_\_ seeing you again.
- 4) I don't approve \_\_\_\_\_ your drinking so much coffee.
- 5) I insist \_\_\_\_\_ being told the truth.
- 6) He avoided \_\_\_\_\_ speaking to them about this matter.
- 7) Do you mind \_\_\_\_\_ my asking you a difficult question?
- 8) Please forgive \_\_\_\_\_ my interfering.

**7. Supply active or passive gerund forms (3, c. 184):**

- 1) Why do you avoid \_\_\_\_\_ to me? (speak)
- 2) She tried to avoid \_\_\_\_\_ to. (speak)
- 3) The doctor insisted on \_\_\_\_\_ the sick man to hospital. (send)
- 4) The child insisted on \_\_\_\_\_ home at once. (send)

**8. Put the verb into the correct form, using gerund or infinitive (sometimes either form is possible) (3, c. 183, 185):**

- 1) Do you mind \_\_\_\_\_ such a long way to work every day? (travel)
- 2) I can't stand people \_\_\_\_\_ me what to do when I'm driving. (tell)
- 3) Do you like \_\_\_\_\_? (drive)



- 4) I would love \_\_\_\_\_ to your wedding. (come)
- 5) I would like \_\_\_\_\_ to play the guitar. (learn)

**9. Supply Present Participle or Past Participle of the words in the brackets (3, c. 186, 5, c. 46):**

- 1) I took a \_\_\_\_\_ sheet of paper from the envelope. (fold)
- 2) There were bright stars \_\_\_\_\_ in the sky. (shine)
- 3) The deep silence was like a question \_\_\_\_\_ in the dark between them. (hang)
- 4) A man sat \_\_\_\_\_ at a table \_\_\_\_\_ for dinner. (wait, lay)

**10. From each pair of sentences make one sentence beginning “having” (3, c. 186):**

- 1) He met her at the station. Then he kissed her.
- 2) They had dinner. Then they went for a walk.
- 3) We bought the tickets. Then we boarded the train.
- 4) She did all her shopping. Then she went home.

**11. Supply suitable participle forms in the Absolute Participial Constructions (3, c. 187):**

- 1) The weather (be) cold, he put on his overcoat.
- 2) The weather (change), we decided to stay where we were.
- 3) The bridge (sweep) by the flood away, the train didn't arrive.
- 4) The next morning, it (be) Sunday, they all went to church.
- 5) He started about five, Riggs (inform) him that the way would take him three hours.
- 6) She stood silent, her lips (press) together.

**12. Fill in the blanks with the appropriate words:**

a) **The labor market**

In many ways the relationship between employers and workers is similar to the relationship between consumers and producers: workers 1) \_\_\_\_\_ a service (the labor they provide), employers buy that service at a price they can afford

(the 2) \_\_\_\_\_ they pay). As you can see, it's a kind of market. In economics, it's called the *labor market*,

In any market for products and services, consumers try to get the maximum 3) \_\_\_\_\_, or satisfaction, from their purchase. This is the same in the labor market. What do companies want from their purchase of labor? What utility do they get? The answer is 4) \_\_\_\_\_ *output*. Output is how much of the product or service the company produces. If there is an increase in demand for their product, they will need to increase output. One way to do this (but not the only way) is to take on more 5) \_\_\_\_\_. Another is to ask staff they already have to work more hours. In both cases, the company is buying more labor.

Just like any other market, the labor market 6) \_\_\_\_\_ the laws of supply and demand. The demand is the employers' 7) \_\_\_\_\_ for labor. Supply is the labor workers provide. Just like any other commodity, there is a 8) \_\_\_\_\_ between price and demand. As the price of labor increases, the demand decreases. The wage that workers get for their labor is a compromise between what they want and what companies will pay.

However, there can be 9) \_\_\_\_\_ in demand. These shifts can cause the overall demand for labor to increase or decrease at any wage rate. For example, if there is an increase in the demand for the end product or service, there will be an overall increase in demand for labor. However, if new technology can replace workers, then there will be an overall decrease in demand for labor.

One more thing which affects demand for labor is workers' productivity. The productivity of a worker is how much they produce in a certain time. When worker productivity 10) \_\_\_\_\_, companies will pay less for labor. They are also less likely to employ new workers.

A. wages   B. offer   C. shifts   D. increased   E. need  
F. staff   G. utility   H. obeys   I. relationship   J. falls

### b) **Market economy**

Throughout history, every 1) \_\_\_\_\_ has faced the fundamental economic problem of deciding what to produce, and for whom, in a world of limited resources. In the 20th century, two competing economic 2) \_\_\_\_\_, broadly speaking, have provided very different answers: command economies directed by a centralized government, and market economies based on 3) \_\_\_\_\_ enterprise. Today, in the 21st century, it is clear that, for people throughout the world, the central, command economy model has failed to sustain economic 4) \_\_\_\_\_, to achieve a measure of prosperity, or even to provide economic security for its citizens.

Yet for many, the fundamental principles and mechanisms of the alternative, a market economy, remain unfamiliar or 5) \_\_\_\_\_ — despite its demonstrable

successes in diverse societies from Western Europe to North America and Asia. In part, this is because the market economy is not an 6) \_\_\_\_\_, but a set of time-tested practices and institutions about how individuals and societies can live and prosper economically. Market economies are, by their very nature, decentralized, flexible, practical and 7) \_\_\_\_\_. The central fact about market economies is that there is no center. Indeed, one of the founding metaphors for the private marketplace is that of the "invisible 8) \_\_\_\_\_."

Market economies may be practical, but they also rest upon the fundamental principle of individual freedom: freedom as a consumer to choose among competing products and services; freedom as a producer to start or expand a business and share its risks and 9) \_\_\_\_\_; freedom as a worker to choose a job or career, join a labor union or change employers.

It is this assertion of freedom, of risk and opportunity, which joins together modern market economies and political democracy.

Market economies are not without their inequities and abuses — many of them serious — but it is also 10) \_\_\_\_\_ that modern private enterprise and entrepreneurial spirit, coupled with political democracy, offers the best prospect for preserving freedom and providing the widest avenues for economic growth and prosperity for all.

- A. private    B. ideology    C. hand    D. systems    E. misunderstood  
F. society    G. growth    H. changeable    I. rewards    J. undeniable

### c) **Command decisions about clothing**

If we 1) \_\_\_\_\_ such market economies as those of North America, Western Europe and Japan to the command economies found in the former Soviet Union, Eastern Europe and parts of Asia over the past half century, the processes used to determine what products to make, how to make them, what prices to charge for them, and who will consume them are starkly 2) \_\_\_\_\_.

To see those differences more clearly, consider 3) \_\_\_\_\_ production and sales decisions are made in the two kinds of systems for a specific kind of product, say shirts and blouses.

In command economies, government committees of economic 4) \_\_\_\_\_, production experts and political officials establish production levels for these goods and designate which factories will produce them. The central planning committees also establish the 5) \_\_\_\_\_ for the shirts and blouses as well as the wages for the workers who make them. It is this set of central decisions that determines the quantity, variety and prices of clothing and other products.

Predictably, the products from this limited number of choices sell out quickly, disappearing from store 6) \_\_\_\_\_. Why? Because factories failed to meet their production quotas, perhaps, or because the central planning group underestimated how many shirts people want to buy at the prices they set. In either case, unless the planners take steps to increase production, raise prices or both, the shortages will continue.

As the number of people living in the command economies 7) \_\_\_\_\_, along with the number and sophistication of new products, it becomes harder and harder for central planners to avoid or eliminate shortages of the many things consumers want — or surpluses of the products they don't. With more products, more people and rapidly changing production technologies, the central planners face an explosion in the number of decisions they have to make, and in the number of places and ways where something could go wrong in their overall plan for the national economy.

This phenomenon doesn't 8) \_\_\_\_\_ in the market economies, because that kind of economic system works in a very different way.

To begin with, no government ministry 9) \_\_\_\_\_ how many shirts or blouses to manufacture, or what styles and colors. Anyone — individual or company — can decide to produce and sell shirts and blouses in a market economy, and many will do just that if they believe they can sell these products at prices high enough to cover their production costs — and earn more making such clothing than they can doing something else. This leads to direct competition between different firms making and selling these products, and that competition is one of the basic 10) \_\_\_\_\_ why there are generally so many different styles, fabrics and brands of clothing for consumers to choose from in market economies.

- A. how    B. reasons    C. compare    D. prices    E. different  
F. shelves    G. happen    H. decides    I. planners    J. increase

### 4.3. Тестові завдання до екзаменаційної роботи

#### PART I

#### GRAMMAR

##### I. Supply the articles (a, an or the) if they are necessary (3, с. 204-207, 5, с. 88, 90, 92, 94):

1. \_\_\_ Statue of Liberty was a gift of friendship from \_\_\_ France to \_\_\_ United States.
2. I began to read \_\_\_ historical novel.
3. We got \_\_\_\_\_ job in \_\_\_\_\_ south and spent \_\_\_\_\_ next two years doing \_\_\_\_\_ we really enjoyed.
4. Tom is studying \_\_\_\_\_ English and \_\_\_\_\_ math this semester.
5. \_\_\_\_\_ Civil War was fought in \_\_\_\_\_ United States between 1861 and 1865.
6. \_\_\_\_\_ Lake Erie is one of \_\_\_\_\_ Great Lakes in \_\_\_\_\_ North America.

##### II. Make these sentences plural (3, с. 201-203):

1. This is a very rare phenomenon.
2. The deer was quick and strong.
3. This bicycle is for a child.
4. I have a piano.
5. She is his wife.
6. The deer was ready to start.
7. She is my sister-in-law.

##### III. Choose the right pronouns (3, с. 236-237, 5, с. 96, 120):

1. This book is \_\_\_.
2. Do the homework \_\_\_.
3. Jane likes to read, this book is for \_\_\_.
4. Where do they live with \_\_\_ children?
5. Where is the article \_\_\_\_\_ you have translated?

6. The boy \_\_\_\_\_ is speaking to me was my student before.
7. Would you like \_\_\_\_\_ coffee?
8. She had \_\_\_\_\_ rest.

**IV. Choose the right forms of the Adjectives (3, c.218-219):**

1. The island of Great Britain is \_\_\_ than Greenland. (large)
2. This is \_\_\_ city in the country. (big)
3. Your results are \_\_\_ in your group. (bad)
4. Your car is \_\_\_\_\_ than mine. (good)
5. He was \_\_\_\_\_ singer of this year. (popular)
6. He is \_\_\_\_\_ man I have ever seen. (strong)

**V. Complete the questions (3, c. 307-308, 5, c. 52):**

1. \_\_\_ does your working day begin?
2. \_\_\_ subjects are you good at?
3. \_\_\_ old are you?
4. \_\_\_ students are there in your group?
5. \_\_\_\_\_ is your father? - He is an engineer.

**VI. Complete the sentences with modal verbs (3, c. 165-167, 5, c. 30, 32, 34, 36, 38, 40):**

1. You devote so little time to the child. You \_\_\_ give him more attention.
2. John \_\_\_ run very fast.
3. \_\_\_ I come in?
4. It \_\_\_\_\_ rain. You`d better take a coat.
5. You \_\_\_\_\_ ring the bell, I have a key.
6. You \_\_\_\_\_ drink this. It is a poison.

**VII. Choose the right equivalent of the modal verbs (3, c. 135-137):**

1. The buses were all full: I \_\_\_\_\_ get a taxi. (must)
2. I don` t feel well: I \_\_\_\_\_ work tomorrow. (not can)
3. The train \_\_\_\_\_ arrive at six o`clock. (must)
4. You \_\_\_\_\_ bring dictionaries from the library. (may)

**VIII. Turn this sentence from the active into the passive (3, c. 159-160, 5, c. 44, 46, 48, 50):**

1. She didn` t introduce me to her mother.

2. They are sending Mr Smith abroad on business.
3. The wind blows the clouds away.
4. They give him English magazines.
5. We can solve this problem.
6. They had to postpone the meeting because of illness.
7. The examiner won't read the text twice.

**IX. Turn this sentence from the passive into the active  
(3, c. 159-160):**

1. The enemy is being driven back by our soldiers.
2. Everything that was needed has been done by Alec.
3. The amendment has been repeated by the other members.
4. We were told the news by the teacher.
5. The road was illuminated by the moon.
6. This book is often referred to by her.

**X. Fill in the blanks with the verbs in the Present Simple  
or the Future Simple (3, c. 125, 127, 175):**

1. Unless you \_\_\_ hard, you \_\_\_ the exam. (study, not to pass)
2. If I \_\_\_\_\_ to her tomorrow, I \_\_\_\_\_ everything. (speak, learn)
3. I \_\_\_\_\_ very angry if he \_\_\_\_\_ any more mistakes. (be, make)
4. If you \_\_\_\_\_ late they \_\_\_\_\_ you in. (come, let)

**XI. Use the correct Present (Simple or Continuous) tense  
form (3, c. 125, 128):**

1. My classmate \_\_\_ the violin every day. (play)
2. Don't rush me. I \_\_\_ as fast as I can. (work)
3. I \_\_\_\_\_ tomorrow morning. (leave)
4. These flowers \_\_\_\_\_ very sweet. (smell)
5. You always \_\_\_\_\_! (smoke)

**XII. Fill in the blanks with the verbs in the Past Simple or  
the Present Perfect (3, c.126, 128):**

1. Mr Cooper \_\_\_ our neighbor for two years. (be)
2. She \_\_\_ her employer yesterday. (not to call)

3. When William Evans \_\_\_\_\_ 18 years old he \_\_\_\_\_ his village in Wales and \_\_\_\_\_ to London. (be, leave, go)
4. We \_\_\_\_\_ our dinner already. (have)
5. I never \_\_\_\_\_ to Italy before. (be)
6. Their son just \_\_\_\_\_. (return)

**XIII. Fill in the blanks with the verbs in the Past Perfect or the Past Perfect Continuous (3, c. 130-131):**

1. We \_\_\_ along the road for about 20 minutes when a car stopped and the driver offered us a lift. (walk)
2. We \_\_\_ our work by seven o'clock last night. (finish)
3. When I arrived, Ann \_\_\_\_\_ for me. (wait) She was rather nervous with me because I was late and she \_\_\_\_\_ for a very long time. (wait)
4. Tom was leaning against the wall, out of breath. He \_\_\_\_\_. (run)
5. I tried to catch the boy but I couldn't. He \_\_\_\_\_ very fast. (run)

**XIV. Fill in the blanks with the verb in the Future Perfect or the Future Perfect Continuous (3, c. 130-131):**

1. By the end of this week I \_\_\_ seventeen days for my phone to be repaired. (wait)
2. I \_\_\_ this book by tomorrow evening. (finish)
3. They \_\_\_\_\_ the car by the end of the week. (repair)
4. By this time next week, \_\_\_\_\_ on this book for a year. (work)

**XV. Fill in the blanks with the verbs in the Past Simple or the Past Continuous (3, c. 126-128):**

1. We \_\_\_ out because it \_\_\_\_\_. (not to go, rain)
2. You \_\_\_\_\_ television when I \_\_\_\_\_ you? (watch, phone)
3. What you \_\_\_\_\_ at this time yesterday?
4. I \_\_\_\_\_ Helen at the party; she \_\_\_\_\_ a really beautiful dress. (see, wear)
5. I \_\_\_\_\_ a plate last night. I \_\_\_\_\_ the washing-up when it \_\_\_\_\_ out of my hand. (break, do, slip)

**XVI. Fill in the blanks with the verbs in the Future Simple or the Future Continuous (3, c. 127, 129):**



1. Do you think you still \_\_\_\_\_ here in three years` time? (work)
2. I don`t think I \_\_\_\_\_ him tonight. (see)
3. Sit down and fasten your seat belt. We \_\_\_\_\_ in a few minutes. (take off)
4. In five years` time a permanent space station \_\_\_\_\_ the moon. (circle)

**XVII. Put the following sentences into the past (3, c. 149-151):**

1. He understands that he will never forget her.  
He understood that he never \_\_\_\_\_ her.
2. He thinks that I am playing chess.  
He thought that I \_\_\_\_\_ chess.
3. I know that her mother is a housewife.  
I knew that her mother \_\_\_\_\_ a housewife.
4. He says that his friend lived in Kyiv.  
He said that his friend \_\_\_\_\_ in Kyiv.
5. He tells me that his father was a teacher.  
He told me that his father \_\_\_\_\_ a teacher.

**XVIII. Put the following sentences into Indirect speech (3, c. 154-155, 5, c. 64, 66):**

1. "Will you be free tomorrow?" - Peter asked Dick.
2. "No, I have no time", - she said.
3. He said: "I never eat meat."
4. She said: "I was at the theatre last night."
5. She said: "Give me a spoon and a fork, please."
6. Tim said: "I`m sorry to disturb you, Betty."
7. I asked them: "Did you see him last evening?"

**XIX. Put the verbs into the correct tenses in these Conditional sentences (3, c.175-176):**

1. If he knew that it was dangerous he \_\_\_\_\_. (not to come)
2. If I \_\_\_\_\_ again I think that I would have succeeded. (try)
3. I \_\_\_\_\_ a taxi if I had realized that it was such a long way. (take)
4. I`d climb over the wall if there \_\_\_\_\_ so much broken glass on top of it. (not be)
5. If you \_\_\_\_\_ ten minutes earlier you would have got a seat. (arrive)
6. She had a headache; otherwise she \_\_\_\_\_ with us. (come)

7. What would you do if somebody \_\_\_\_\_ you a lot of money? (give)

**XX. Choose the right forms of the Infinitive (3, c. 182-184):**

1. I promise you your order will \_\_\_ today. (send)
2. He is a slow worker! I could \_\_\_ the job twice in the time he is taken. (do)
3. I don't know what Mark is doing. He may \_\_\_ in his room. (study)
4. Why \_\_\_\_\_? (not to come)
5. Let me \_\_\_\_\_ it for you. (do)
6. I'm happy \_\_\_\_\_ to your birthday party. (invite)

**XXI. Choose the right forms of the Gerund and the right pronouns (if necessary) (3, c. 184-185):**

1. I'm fond \_\_\_\_\_. (read)
2. The guests were let in without \_\_\_\_\_. (greet)
3. After \_\_\_\_\_ it he regretted not \_\_\_\_\_ the opposite. (say, say)
4. When \_\_\_\_\_, the pupil answered very well. (ask)
5. She burst out \_\_\_\_\_. (cry)
6. Excuse my \_\_\_\_\_ you at such a moment. (leave)
7. I'm looking forward \_\_\_\_\_ on holiday. (go)
8. They accuse him \_\_\_\_\_ the house. (rob)
9. She insisted \_\_\_\_\_ the truth. (tell)

**XXII. Choose the right forms of the Participle (3, c. 186-187):**

1. There were bright stars \_\_\_\_\_ in the sky. (shine)
2. She had her hair \_\_\_\_\_ (do)
3. \_\_\_\_\_ the exercise, he left it to be checked. (write)
4. When I asked him this question he seemed terribly \_\_\_\_\_. (surprise)
5. You can set your mind at ease, all \_\_\_\_\_ well. (be)
6. The sun \_\_\_\_\_ an hour before, it was getting darker. (sit)

## **PART II**

### **READING COMPREHENSION**

#### **a) The Price of Shirts**

A key 1) \_\_\_\_\_ about market economies is that the prices for shirts, blouses and other products sold in stores aren't set by a government planning committee. Instead, every 2) \_\_\_\_\_ is free to raise or lower prices according to changing

market conditions. For example, if one kind of shirt becomes very popular for a time, and stores are worried about running out until they can get more, the price of such shirts will usually rise, at least until new 3) \_\_\_\_\_ arrive. This price increase 4) \_\_\_\_\_ two things at the same time. First, by making this kind of shirt more expensive compared to other shirts and products, some consumers will choose to buy 5) \_\_\_\_\_ of them, and more of other items. Second, because the higher price goes directly to those who produce and sell the shirts — not the government — the higher price increases the 6) \_\_\_\_\_ of firms that make and sell this shirt, enabling them to produce and sell more 7) \_\_\_\_\_. Firms that make other products also see those higher profits going to the shirt producers, which leads some firms to stop making something else and 8) \_\_\_\_\_ making those popular shirts.

For all of these reasons — consumers buying fewer shirts, current shirtmakers producing more shirts, and other firms 9) \_\_\_\_\_ to begin making shirts — any shortage will soon be eliminated. Notice that it doesn't take a central planning committee to make any of these decisions. In fact, the process happens faster, and in some sense automatically, 10) \_\_\_\_\_ because consumer and producer decisions are decentralized.

- A. accomplishes    B. profits    C. seller    D. precisely    E. start  
F. units    G. deciding    H. point    I. shipments    J. fewer

## b) Markets

The higher prices for shirts give every consumer and producer incentives to respond this way, because they are allowed to 1) \_\_\_\_\_ the benefits of their own decisions, while also bearing the associated costs and risks. For example, consumers 2) \_\_\_\_\_ to pay the higher prices can still get the most popular shirts, but they have to give up more money (and therefore other goods and services) to do so. On the production side of the market, firms making shirts that are popular with consumers can sell them at 3) \_\_\_\_\_ prices and earn profits. But producers who make unwanted products, or operate inefficiently and pay too much to make their products, will incur 4) \_\_\_\_\_. Eventually, they must either learn to produce and compete efficiently — making products consumers want at competitive prices — or they will go out of 5) \_\_\_\_\_, and someone else will take over their factories, machines and other resources. In a 6) \_\_\_\_\_, that's how economic incentives work in a market economy.

The same basic process operates in many different kinds of markets — literally wherever any kind of price is free to rise and fall, 7) \_\_\_\_\_ prices for the work people do, for the food they eat, and for the money they save in or 8) \_\_\_\_\_ from banks.

Market economies provide no magic solutions, however, and government plays a critical role in helping correct problems that can't be fully solved by a system of private markets. Moreover, market economies are by no means 9) \_\_\_\_\_ to pressing public policy issues in today's global economy — issues such as inflation, unemployment, pollution, poverty and barriers to international trade. Nevertheless, in comparison to the chronic shortages and inherent inefficiencies of command economies, a free-market economic system offers greater 10) \_\_\_\_\_ for economic growth, technological progress and prosperity.

- A. competitive    B. business    C. willing    D. borrow    E. immune  
F. including    G. opportunities    H. nutshell    I. reap    J. losses

### c) Prices and Consumer Incomes

An economic factor that consumers must consider carefully in making their purchases of goods and services is their own level of 1) \_\_\_\_\_. Most people earn their income from the work they perform, whether as physicians, carpenters, teachers, plumbers, assembly line workers, or clerks in retail stores. Some people also 2) \_\_\_\_\_ income by renting or selling land and other natural resources they own, as profit from a business or entrepreneurial venture, or from interest paid on their savings accounts or other investments.

The important points here are that:

- in a market economy, the basic resources used to make the goods and services that satisfy consumer demands are owned by private consumers and 3) \_\_\_\_\_;
- the payments, or incomes, that households receive for these productive resources rise and fall — and that 4) \_\_\_\_\_ has a direct influence on the amount consumers are willing to spend for the goods and services they want, and, in turn, on the output levels of the firms which sell those products.

Consider, for example, a worker who has just 5) \_\_\_\_\_, and as a result earns only about 60 percent of what she did while she was working. She will cut back on her purchases of many goods and services — especially those that were related to her job, such as transportation to and from work, and work clothes — but may increase spending on a few other kinds of products, such as books and 6) \_\_\_\_\_ goods that require more leisure time to use, perhaps including travel to see new places and old friends.

If, as in many countries today, there are rapidly growing numbers of people reaching retirement age, those changing spending patterns will 7) \_\_\_\_\_ the overall market prices and output levels for these products, and for many others which retirees tend to use more than most people, such as health care services. In response, some businesses will 8) \_\_\_\_\_ to make more products and services geared toward the particular interests and concerns of retirees — as long as it is profitable for firms to produce them.

To 9) \_\_\_\_: whether consumers are young or old; male or female; rich, poor, or middle class; every dollar, peso, pound, franc, rupee, mark or yen they spend is a signal — a kind of economic vote telling producers what goods and services they want to see produced.

Consumer spending represents the basic source of demand for products sold in the 10) \_\_\_\_, which is half of what determines the market prices for goods and services. The other half is based on decisions businesses make about what to produce and how to produce it.

- A. receive   B. summarize   C. retired   D. decide   E. marketplace  
F. recreational   G. affect   H. households   I. income   J. fluctuation

### **PART III**

**Put 5 questions to each text of the part II.**

## **5. ЛІТЕРАТУРА ДЛЯ ВИВЧЕННЯ ДИСЦИПЛІНИ**

### **ОСНОВНА**

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