

Затверджено
на засіданні групи забезпечення
спеціальності 073 «Менеджмент»
від «10.09. 2020р.
протокол № 1

Голова групи Павленко О.П.

Затверджено
на засіданні групи забезпечення
спеціальності 281 «Публічне
управління та адміністрування»
від «10.09. 2020р.
протокол № 1

Голова групи Смирнова К.В.

Узгоджено
Декан факультету комп'ютерних наук,
управління та адміністрування
Коваленко Л.Б.

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)

VII
(семестр навчання)

2/60
(кількість кредитів ЕКТС/годин)

Залік,
(форма контролю)

кафедра іноземних мов

Одеса, 2020 р.

Автори:

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

Поточна редакція розглянута на засіданні кафедри іноземних мов від «28 »
серпня 2020 року, протокол №1 .

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)

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	ЗК07 Здатність спілкуватися іноземною мовою.
Результат навчання	Р13 (для спец. 073 «менеджмент») Спілкуватися в усній та письмовій формі державною та іноземною мовами; РОЗ (для спец. 281 «ПУА») Уміти усно та письмово спілкуватися іноземною мовою.
Базові знання	Усі види артиклів та займенників, множина іменників, ступені порівняння прикметників та прислівників, типи питань, часові форми активного стану, пасивний стан, непряма мова
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 1,2 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 ссиллабуси	Іноземна мова (I-VI семестри, VIII семестр)
Попередня дисципліна	-
Наступна	-
Кількість годин	Практичні заняття : VII сем.-30; Самостійна робота студентів: VII сем.-30

2.1 Програма навчальної дисципліни (VII семестр)

Код Модуля	Назва модуля та теми	Кількість аудитор-них годин	Кількість годин СРС
ЗМ-П1	Grammar: Articles, Numeral, Personal Pronouns, Possessives pronouns Text «What is production».-переклад	2	2
	Grammar: Reflexive Pronouns, Demonstrative Pronouns Text « What is production»-переказ	2	2
	Grammar: Interrogative Pronouns, Defining Pronouns Text «Where do new products and services come from» - переклад, переказ	2	2
	Домашнє читання	2	2
	Grammar: Negative Pronouns, Reciprocal Pronouns, Quantitative Pronouns Text «Operation control»-переклад.	1	1

	Письмове тестування № 1	1	1
	Grammar :Syntactical functions of Cardinal Numerals Text «Operation control» переказ	2	2
	Grammar: Comparative and Superlative Degrees of Adjectives and Adverbs Text «The impact of computers and robotics on production»-переклад	2	2
	Text «The impact of computers and robotics on production»-переказ Grammar: verbs “to have”, “to be”	2	2
ЗМ-П2	Grammar: Present, Past and Future Indefinite; when, if Text «People and motivation in business».-переклад	2	2
	Grammar: Present, Past and Future Continuous Text «Historical perspectives on motivation».-переклад	2	2
	Grammar: Present, Past and Future Perfect Text « Historical perspectives on motivation»- переказ	2	2
	Grammar: Perfect Continuous Tenses Text « Contemporary views on motivation»- переклад Домашнє читання	1 1	1 1
	Grammar: Present in the Past Text «Contemporary views on motivation»- переказ	2	2
	Grammar: Sequence of tenses Text «Key motivation techniques»- переклад, переказ	2	2
	Письмове тестування № 2	1	1
Семестрова залікова контрольна робота		1	1
РАЗОМ		30	30

Консультації:

Викладач Янко Ілона Борисівна, четвер, 12:45 – 16:05 , ауд.615

2.2 Самостійна робота студента та контрольні заходи

Код Модуля	Завдання на СРС та контрольні заходи	Кількість Годин	№ тижня
ЗМ-П1	➤ Підготовка до усного опитування	13	1-7
	➤ Письмове тестування 1(обов'язкове)	1	5
	➤ Підготовка до перевірки домашнього читання	2	4
ЗМ-П2	➤ Підготовка до усного опитування	11	8-14
	➤ Письмове тестування 2(обов'язкове)	1	15
	➤ Підготовка до перевірки домашнього читання	1	12
Підготовка до залікової семестрової контрольної роботи		1	15

РАЗОМ

30

Оцінювання контрольних заходів для ЗМ-П1

-- 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-П2

--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)

Семестрова залікова контрольна робота – 100 балів максимально (обов'язкова)

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

Студент вважається допущеним до підсумкового семестрового контролю, якщо він виконав всі види робіт, передбачені робочою навчальною програмою дисципліни і набрав за модульною системою суму балів не менше 50% від максимально можливої за практичну частину (50 балів).

Підсумковим контролем знань студентів є **залік**.

Студент отримує залік, коли він має на останній день семестру інтегральну суму балів поточного контролю, достатню (60% та більше) для отримання позитивної оцінки (60 балів).

В якості форми поточного контролю практичних модулів – усне опитування, письмові вправи, письмові тестування 1,2 (обов'язкові). В якості форми підсумкового контролю семестрова залікова робота (обов'язкова).

Якщо сума балів, яку набрав студент за результатами тестувань 1, 2, менша 50 балів, він не вважається допущеним до семестрової залікової контрольної роботи. У цьому випадку 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- П1 містить 4 тексти: урок I тексти А, В, С, D, тобто максимальна оцінка за тексти – 16 балів.

ЗМ – П2 містить 4 тексти: урок II 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 – П1 – 10 балів; для ЗМ – П2 - 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 – П1 та 4 бали для ЗМ – П2, тобто 8 балів за семестр.

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

Інтегральна оцінка (В) по дисципліні розраховується за формулою

$$B = 0,75 \times OЗ + 0,25 \times OЗКР,$$

де ОЗ – кількісна оцінка (у відсотках від максимально можливої) за змістовними модулями;

ОЗКР – кількісна оцінка (у відсотках від максимально можливої) залікової контрольної роботи.

Питання до заходів поточного та підсумкового семестрового контролю

Письмові тести до ЗМ-П1 – ЗМ-П2 складаються з 30 питань кожний.

Кожна правильна відповідь оцінюється у 1,7 бала для письмового тестування №1 та у 1,7 бала для письмового тестування №2.

Максимальна оцінка – 50 балів за кожну тестову роботу.

Семестрова залікова контрольна робота складається з 25 питань.

Кожна правильна відповідь оцінюється у 4 бали.

3.Рекомендації до самостійної роботи студентів

ЗМ-П1

Під час вивчення тем цього практичного модуля слід звернути особливу увагу на різне лексичне значення та переклад однакових за формою займенників.

Література:

1 -- ст.;4- 8

4 -- ст.1- 32.

Питання для самоперевірки

1. After I'd ironed my shirt it looked ... than before.

A. creaseder B. more creased C. the most creased

2. I think he was ... than brave.

A. more mad B. madder C. Most mad

3... my three brothers , Adam is the oldest.

A. From B. Due to C. Of

4. It is not as quite a place ... it used to be.

A. like B. as C. less

5. I checked the form ... carefully but didn't notice the mistake.

A. most B. less C. The most

6. It was the tallest tree ... the forest.

A. of B. from C. in

Правильні відповіді

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

ЗМ-П2

Під час вивчення тем цього практичного модуля необхідно запам'ятати різноманітні лексичні та граматичні форми для вираження порівняння.

Література:

1 -- ст.17-22;

2 -- ст.32- 71.

Питання для самоперевірки

1. The price of the holiday includes all meals ... lunch.

A. except for B. without C. Except that

2. After the operation he could see nothing ... vague shadows.
A. apart from B. apart C. Except from
3. ... her novels and poems, she published a number of short stories.
A. Except for B. But for C. Besides
4. I don't care ... the theatre much.
A. to B. for C. about
5. Stefan's story agreed ... that of his son.
A. for B. To C. with
6. I was asked to talk ... my research.
A. on B. of C. to

Правильні відповіді

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

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, де можна знайти інформацію, та відповідні сторінки. (Див. розділ 5).

4.1 Тестові завдання до тестування у модулі ЗМ-П1

1. Supply “the” or “a” where it necessary (3, с.204-207):

- a) _____ watches have become very cheap and very attractive.
- b) Most of _____ watches you see today work on _____ quartz.
- c) What has been the longest period of _____ peace in _____ history?

- d) If you study _____ history, you've got to read a lot.
- e) We travelled by car around _____ Europe last year.
- f) I haven't been _____ Netherlands yet.
- g) _____ Brazil is the largest country of _____ South America.
- h) I didn't go to _____ work yesterday.
- i) Did you visit _____ Oxford Street?
- j) When did you graduated from _____ Cambridge University?

2. Fill in the blanks with personal pronouns (3, c.236-237):

Model: I see a girl, I see her:

- a) *We know this boy, we know _____.*
- b) *I'm glad to meet both Tom and Ann, I'm glad to meet _____.*
- c) *Give me the book, give _____ to me.*
- d) *I didn't see Ann, I didn't see _____.*
- e) *This task was given to you and to me, it was given to _____.*
- f) *This is our dog, we love _____ very much.*

3. Fill in the blanks with missing possessive pronouns (3, c.238):

- a) This is not _____ key, it must be _____.
- b) Tell me, isn't that _____ girl-friend over there?
- c) I see that he has lost _____ pencil, perhaps you can lend him _____.
- d) No country is so beautiful as _____.
- e) He promised to take me his book, so I'll not take _____.
- f) I put on my coat and she puts on _____.
- g) I have eaten all my chocolates. Have you eaten all _____.

4. Complete these sentences using "myself/yourself", etc. (3, c.237):

- a) It isn't her fault. She really shouldn't blame _____.
- b) Did you make the dress _____?
- c) The boy was lucky when he fell down the stairs. He didn't hurt _____.
- d) Our new neighbours knocked at our door and introduced _____.
- e) The newcomers built the houses _____.
- f) You shouldn't blame _____, it was not your fault.
- g) We must protect _____ from the cold.

5. Insert interrogative pronouns (3, c.238):

- a) _____ do we call this sea?
- b) _____ are your intentions for the holiday?
- c) _____ turn is it now?

- d) ____ is speaking?
- e) ____ is John? Is he an engineer?
- f) _____ bag is this? Yours or Simon's?

6. Insert "every/each" or "either" (3, c.237):

- a) ____ day he comes here, and ____ time he asks me the same questions.
- b) There was a huge building on ____ side of the square, having a massive arched gate.
- c) There were huge buildings on ____ side of the street and ____ had rows of balconies as its only decoration.
- d) Which would you prefer, the Webster or the Oxford dictionary? - ____ will do. Thank you.
- e) He shook hands and had a few minutes' talk with ____ of us.

7. Supply the appropriate pronoun out of those given in brackets (some, any, no) (3, c.238):

- a) You can find him ____ time between six and nine.
- b) He can answer ____ question on the subject.
- c) Can we have ____ milk?
- d) There is ____ milk in that jug.
- e) Have you ____ idea who could have borrowed your bicycle?
- f) Are there ____ letters for me?
- g) He lives ____ where in France now.

8. Supply "anybody/anyone, nothing, anything, nobody/no one, somebody/someone or something/somewhere/anywhere" (3, c.237):

- a) Is there ____ in the basket? - No, it's empty.
- b) Can ____ translate these sentences?
- c) I've prepared ____ for dinner which you'll like very much.
- d) Do you live ____ near Jim?
- e) They slept in the park because they didn't have ____ to stay.
- f) ____ can claim that some subjects aren't harder than others.
- g) It is time you did ____ about this subject.
- h) There is ____ in the basket. It is empty.

9. Use "there is (are)" construction in the necessary tense form (3, c.125-128):

- a) Look! _____ their telephone number in the letter.
- b) How many students _____ in your group?
- c) I was hungry but _____ anything to eat.
- d) _____ somebody at the airport to meet you when you arrive tomorrow.

10. Supply the quantitative pronouns “much, many, a lot of, few, a few, little, a little” (3, c.236 – 237):

- a) There is not _____ space in this flat.
- b) There aren't _____ portraits of Ch. Dickens.
- c) I must say you have _____ books.
- d) There are _____ who know about this.
- e) It is a difficult text. I've had to look up quite _____ words in the dictionary.
- f) If you don't hurry we'll miss our train. There's _____ time to spare.

11. Choose the right forms in these sentences. In some cases both forms are right (3, c.218-220):

- a) Is the station much (further/farther)?
- b) Your record is (worse/worst) than mine.
- c) It's the (less/lesser) of two evils.
- d) She always wears the (last/latest) fashion.
- e) Nick skates (good/well).
- f) His (latest/last) words were: “The end.”
- g) She is the (oldest/eldest) member of our family.

12. Complete these sentences using the correct form of the adjectives given in the brackets (3, c.218 -220):

- a) What is the _____ building in your city? (large)
- b) He was the _____ singer of this year. (popular)
- c) Today your answer is _____ than usually. (bad)
- d) Who is the _____ student in your group? (good)
- e) What are the _____ days of your life? (happy)
- f) His car is _____ than mine. (good)

13. Fill in the blanks with the appropriate form of the verb “to be” (3, c.125 – 126):

- a) The crew _____ rescued by our boat.

- b) Her clothes ____ very fashionable.
- c) No news _____ good news.
- d) Where _____ my spectacles?
- e) The phenomena _____ unusual.
- f) Mathematics _____ difficult.
- g) _____ the data precise?
- h) There _____ a lot of sheep in the field

14. Give the interrogative and negative forms of the following sentences (3, c. 125 – 127):

- a) He has a lot of experience.
- b) She has got long dark hair.
- c) They had late supper tonight.
- d) We have got a lot of problems now.

15. Fill in the blanks with the appropriate words:

- a) THE CONVERSION PROCESS

To have something to sell, a business must 1) _____ resources into goods and services. The resources are materials, finances, people, and information. The goods and services are varied and diverse, ranging from heavy manufacturing 2) _____ to fast food. The purpose of this conversion of resources into goods and services is to provide utility to 3) customers. **Utility** is the ability of a good or service to 4) satisfy a human need. Although there are four types of utility-form, place, time, and possession operations management focuses primarily on 5) form utility. **Form utility** is created by converting raw materials, labor, and other resources into finished products. But how does the conversion take place? How does Ford convert steel and glass, money from previous auto sales and 6) stockholder's investments, production workers and managers, and economic and marketing forecasts into automobiles? How does Aetna Life and Casualty convert office buildings, insurance premiums, actuaries, and mortality tables into life 7) insurance policies? They do so through the use of a conversion process . As indicated by our Aetna Life and Casualty example, the conversion process is not 8) limited to manufacturing products. The conversion process can also be used to produce services.

- A. satisfy B. limited C. convert D. stockholder's E. equipment
- F. customers G. form H. insurance

b) PRODUCT EXTENSION AND REFINEMENT

When a brand-new product is first 1) _____, its sales are zero and slowly 2) _____ from that point. If the product is 3) _____, annual sales increase more and more rapidly until they reach some peak. Then, as time passes, annual sales begin to decline, and they continue to decline until it is 4) _____ profitable to manufacture the product. If a firm sells only one product, when that product 5) _____ the end of its life cycle, the firm will die too. To 6) _____ in business, the firm must, at the very least find ways to refine or extend the 7) _____ capability of its product.

Each refinement or extension results in an essentially "new" product whose sales make up for the declining sales of a product that was introduced 8) _____.

A. reaches B. earlier C. no longer D. stay E. marketed F. want- satisfying
G. successful H. increase .

c) **Inventory control** is the process of managing 1) _____ in such a way as to minimize inventory 2) _____, including both holding costs and potential stock-out costs. Today, computer systems are being used both to control inventory levels and to 3) _____ costs. Small firms use microcomputer-based systems to keep track of inventories, provide periodic inventory reports, and 4) _____ managers to impending stock-outs. In larger Firms, more complex computer-based systems 5) _____ inventories of thousands of individual items, perform routine purchasing chores in accordance with a purchasing plan, and 6) _____ the production of finished goods.

One of the most 7) _____ methods of inventory control used today is materials requirements planning. **Materials requirements planning (MRP)** is a 8) _____ system that integrates production planning and inventory control.

A. costs B. maintain C. sophisticated D. inventories
E. record F. computerized G. alert H. schedule

4.2 Тестові завдання до тестування у модулі ЗМ-П2

I. Put the verb in the 3-th person singular (3, c.126 – 127):

- a) They wish to speak to you. (He)
- b) They help their father. (She)
- c) You watch too much TV. (He)
- d) They worry too much. (She)
- e) I always carry an umbrella. (She)

2. Make the following sentences negative (3, c.126 – 127):

- a) The waiters do their work well.
- b) The dog sleeps all day.
- c) The students have new textbooks.
- d) She tries to play tennis well.

3. Make the following sentences interrogative (3, c. 126 – 127):

- a) His sons go to the local school.
- b) They fish in the lake.
- c) Elephants never forget.
- d) The river freezes in winter.
- e) She realizes the danger.
- f) We sometimes miss the bus.

4. Use the Present Continuous in the following sentences (3, c. 128):

- a) Don't rush me. I _____ as fast as I can. (work)
- b) What _____? It looks awful. (drink)
- c) He _____ to catch his train. (hurry)
- d) What time he _____ tomorrow? (arrive)
- e) She _____ to lock the front door now. (try)

5. Put the verb in brackets into the Present Indefinite and the Future Indefinite (3, c.125- 127):

- a) I (be) at home if you (need) anything.
- b) He (wait) until they (send) for him.
- c) I (not know) when they (come) to see us.

- d) He can't tell us when the motor (start).
- e) I (phone) you if I (not forget).

6. Put the verb into the Present Continuous or the Past Continuous (3, c.128- 129):

- a) Please be quiet. I (try) to sleep.
- b) Why you (look) at me like that? Am I green or something?
- c) Ann (wait) for me when I arrived.
- d) It's a good play, isn't it? You (enjoy) it?
- e) You (watch) television when I phoned you?

7. Put the verb into the correct form, the Present Continuous or the Present Simple (3, c.125, 128):

- a) These things (not belong) to my parents.
- b) Look! He (come). I (want) to speak to him.
- c) This stream (flow) to the lake at the bottom of the valley.
- d) Today the river (flow) much faster than usual.
- e) She (look for) a new flat at the moment.
- f) A: What your husband (do)?
B: He's a broker but he (not work) at the moment.

8.. Put the verb in brackets into the Past Indefinite or the Present Perfect (3, c.126, 129-130):

- a) I just (call) him.
- b) I (not call) him yesterday, I was busy.
- c) She already (answer) the letter.
- d) She (answer) it on Tuesday.
- e) My friends (go) away five minutes ago.
- f) He (not smoke) for two weeks. He is trying to give it up.
- g). When he (arrive)? - He (arrive) at 2.00.
- h) You (have) breakfast yet? - Yes, I (have) it at 8.00.

9. Open the brackets using Present Perfect, Past Simple, Past Continuous , Past Perfect (3, c.126, 128, 130):

- a) I just (to meet) him.

- b) Look! Sam (to bring) some cheese biscuits.
- c) They (to dance) from six till ten o'clock.
- d) We (not to see) each other before we (to come) to the place.
- e) The meeting (to begin) before he (to come) to the place.
- f) Yesterday we (to return) home late.
- g) We (to understand) that she (not to see) us before.
- h) At seven o'clock yesterday Cathy (to sleep) as she (to be) tired.

10. Open the brackets using Present, Past, Future Simple; Present, Past, Future Continuous; Present, Past, Future Perfect (3, c.125- 130):

- a) She (to go) to school every day.
- b) Beth (to go) to school at the moment.
- c) The lesson already (to begin).
- d) He (to go) to school tomorrow?
- e) Tomorrow at this time I (to be) at school.
- f) What they (to do) at seven o'clock yesterday?
- g) Next Sunday he (to play) tennis from ten till twelve.
- h) Where he (to be) now? — He just (to go) to the library!
- i) I (write) the letter before you come.
- j) I (finish) to translate the article by 10 p.m. tomorrow.

11. Open the brackets using Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous (3, c.125, 128, 130- 131):

- a) Her children (to be) in the yard. They (to play) football now. They (to play) it since ten o'clock.
- b) She (to speak) English well. She (to study) it for five years. Listen! She (to speak) English to her teacher.
- c) His son just (to return) home. He (to be) dirty. He (to play) volley-ball.
- d) Where David (to be)? — He (to be) in the library. He (to work) there at the moment. — How long he (to be) there? — He (to work) for three hours.
- e) Why she (to look) tired? - She (to work) all night.
- f) Since when they (to wait) for us? - They (to wait) for half an hour. We (to be) late.
- g) My sister (to drive) a car. She (to learn) to drive for two months.

12. Open the brackets using Future Simple, Future Continuous, Future Perfect, Future Perfect Continuous (3, c.127, 129, 130-131):

- a) He will be hungry because he (not to eat).
- b) We (to go) by train for two days by the time we get there.
- c) She will be tonight as she (to work) all day.
- d) Brian (to have) dinner when mother comes.
- e) They (to meet) us by the time they have to leave Ukraine.
- f) She (to work) at school for twenty years by 2001.
- g) My sister (to study) for five years when she gets her degree.
- h) Don't be late! They (to wait) for you in the cold.

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

- a) I know that his father is a teacher.
- b) We are sure they will recognize us.
- c) She thinks that I am playing chess.
- d) He tells me that his father was a teacher.
- e) He is telling us that he has a good ear for music.
- f) They say that they will be sitting in the second row.
- g) Christine asks if we posted her letter.

14. Open he brackets using Future Simple, Future Continuous, Future Perfect або Future in the Past Simple, Future in the Past Continuous, Future in the Past Perfect. Translate into Ukrainian (3, c.149- 151):

- a) He says he (to phone) me in two days.
- b) He said he (to phone) me in two days.
- c) I think they (to work) from two till seven on Friday.
- d) I thought they (to work) from two till seven on Friday.
- e) He is sure he (to finish) translating by the evening.
- f) He was sure he (to finish) translating by the evening.
- g) We suppose Beth (to play) the piano at six.
- h) He understood she never (to forget) him.
- i) I heard Nick (to return) by Sunday.
- j) We knew he (to bring) good music.

15. Put the following statements into indirect speech (3, c. 154 – 155):

- a) "I can live on my basic salary", - said Peter.

- b) "We're waiting for the school bus", - said the children.
- c) The officer commanded: "Stay where you are."
- d) "She explained: "We will go on an excursion tomorrow"
- e) "No, I have no time", - she said. (She answered ...)

16. Turn these sentences from the active into the passive (3, c.159 – 160):

- a) They are sending Mr Smith abroad on business.
- b) Our friends told us the news.
- c) Nobody has used this room for ages.
- d) The examiner will read the text three times.
- e) We can't solve this problem.
- f) She often refers to this book.

17. Fill in the blanks with the appropriate words:

a) **Morale** is an employee's 1) _____ or feelings about the job, about superiors and about the firm itself. To achieve organizational 2) _____ effectively, employees need more than the right raw materials, adequate facilities, and equipment that works. High morale results mainly from the 3) _____ of needs on the job or as a result of the job. One need that might be satisfied on the job is the need *to be recognized* as an important 4) _____ to the organization. A need satisfied as result of the job is the need for *financial* 5) _____. High morale, in turn, leads to the dedication and loyalty in evidence at Japanese auto plants in the United States, as well as to the desire to do the job well. Low morale can lead to shoddy work, 6) _____, and high turnover rates as employees leave to seek more satisfying jobs with other firms.

Motivation, morale, and the satisfaction of employees' needs are thus 7) _____. Along with productivity, they have been the subject of much study since the end of the nineteenth 8) _____.

- A. Intertwined B. satisfaction C. attitude D. contributor
- E. century F. absenteeism G. goals H. security

b) Abraham Maslow, an American psychologist 1) _____ best-known works were published in the 1960s and 1970s, developed a theory of motivation based on a hierarchy of needs. A 2) _____ is a personal requirement. Maslow assumed that 3) _____ are "wanting" beings who seek to fulfill a variety of needs. He observed that these needs can be arranged according to the importance in a 4) _____ now known as Maslow's hierarchy of needs.

At the most basic level are **physiological needs**, the things we require to survive. They include food and water, clothing, shelter, and sleep. In the employment context, these needs are usually satisfied through adequate 5)_____.

At the next 6) _____ are **safety needs, social needs, esteem needs**.

At the top of the hierarchy are our **self-actualization needs**, the needs to grow and develop and to become all that we are 7) _____ of being. These are the most difficult needs to satisfy, and the means of satisfying them tend to vary with the individual. For some people, learning a new skill, starting a new career after 8) _____, or becoming "the best there is" at some endeavor may be the way to realize self-actualization.

- A. sequence B. whose C. capable D. need E. retirement
F. levels G. humans H. wages

c) **Satisfaction and Dissatisfaction** Before Herzberg's theory, the general 1) _____ was that employee satisfaction and dissatisfaction lay at opposite ends of the 2) _____ scale. People felt satisfied, dissatisfied, or somewhere in between. But Herzberg's interviews 3) _____ him that satisfaction and dissatisfaction may be different dimensions altogether. One-dimension might 4) _____ from satisfaction to no satisfaction, and the other might range from dissatisfaction to no dissatisfaction. In other 5)_____, the opposite of satisfaction is not dissatisfaction. The idea that satisfaction and dissatisfaction are separate and distinct 6) _____ is referred to as the **motivation-hygiene theory**. The job factors that Herzberg found most frequently associated with satisfaction are achievement, recognition, responsibility, advancement, growth, and the work 7) _____. These factors are generally referred to as **motivation factors** because their presence increases motivation. However, their absence does not necessarily result in feelings of dissatisfaction. When motivation factors are present, they act as 8) _____.

- A. Words B. assumption C. itself D. range E. satisfiers
F. convinced G. same H. dimensions

4.3 Тестові завдання до семестрової залікової контрольної роботи (7 семестр)

1. Supply 'the' or 'a/an' where is necessary (3, c.204- 207):

- 1) People used to pay in ... gold.
- 2) What will ...weather be like tomorrow.
- 3) His aunt, ... woman of uncertain age, was also present at ... ceremony.
- 4) I couldn't hear ... word she spoke.
- 5) This is ...safest way out I'm sure.
- 6) There was ... air of excitement at the meeting.

2. Put a personal pronoun in the appropriate case or in the absolute form instead of the noun in the brackets (3, c. 236- 237):

- 1) (Jane) told (Alice) to help (Mare and Peter).
- 2) (My father) seemed surprised to find (Alice and I) there.
- 3) (My brother) gave (Mike) a very interesting story to read.
- 4) Ring (I) up tomorrow.
- 5) He promised to give me his book, so I'll not take (your book).
- 6) Your flat is much larger than (our flat).
- 7) She put on her coat and I put on (my coat).

3. Put the adjectives in the brackets in the appropriate forms (3, c.218- 220):

- 1) They were his (last) words.
- 2) She is my (old) sister.
- 3) They were having the (violent) argument I had never heard.
- 4) Your car is (large) than mine.
- 5) It is (good) thing we can see.
- 6) He speak English (badly) than I expected.

4. Supply the correct reflexive pronouns (3, c.236- 237):

- 1) Jane prides ... on her ability to judge people's characters.
- 2) Our new neighbours introduced ...
- 3) We amused ... playing football on the beach.

5. Supply the defining pronouns *every, each, everyone, everything, all, whole* in the following sentences (3, c.239- 240):

- 1) When the famous actress appeared, ... wanted to speak to her.
- 2) Nearly ... home in the country had television.
- 3) Here is something for ... of you.
- 4) You have been given ... opportunity to do well in this company.
- 5) The ... list is endless.
- 6) They had ... married a woman called Linda.

6.Insert *some* or *any* (3, c.239):

- 1) Don't let ... one in. I'm too busy to see ... body.
- 2) When would you like to come? ... day would suit me.
- 3) ... thing tells me you've got ...bad news for me.

7.Use the correct Present (Simple or Continuous) tense form (3, c.125- 126, 128)

- 1) These flowers (smell) very sweet.
- 2) The boy (swim) back towards the beach now.
- 3) He (leave) tomorrow morning.
- 4) You (think) he is right?
- 5) I (think) about his suggestion.

8.Supply the Past (Simple or Continuous) of the verbs in the brackets (3, c.126-127, 128- 129):

- 1) We (not go) out because it (rain).
- 2) I (see) Helen at the party, she (wear) a really beautiful dress.
- 3) Jane (have) dinner when her friend (call).
- 4) What you (do) at this time yesterday?

9. Supply the Present Perfect or the Present Perfect Continuous of the verbs in the brackets (3, c.129- 130, 131):

- 1) I (type) all your letters. The job's done.
- 2) I (type) this report since yesterday and I'm only half way through.
- 3) Your mother is still in the kitchen. She (cook) all morning.
- 4) I (cook) a lovely meal which I'll be preparing in a few minutes.

10. Supply the Past Perfect or the Past Perfect Continuous of the verbs in the brackets (3, c.130 - 131):

- 1) I knew she (do) the washing because the machine was still working when I

got in.

2) I knew she (do) the washing because when I got in she was ready to go to bed.

3) We (finish) our work by seven o` clock last night.

4) I thought you (work) there for two months.

11. Supply the Future Simple or the Future Continuous tense of the verbs in the brackets (3, c.127, 129):

1) Do you think you (still work) here in five years' time?

2) At this time next year, I (write) my memories.

3) Sit down and fasten your seat belt. We (take off) in a few minutes.

4) I don't think I (see) him tonight.

12. Supply the Future Perfect or the Future Perfect Continuous of the verbs in the brackets (3, c.130- 131):

1) They (complete) the new bridge by the end of the year.

2) By the end of this week I (wait) seventeen weeks for my phone to be repaired.

3) Do you realize that on August 15, we (live) in this house for fifty years?

4) I hope I (finish) this report by the end of the day.

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

1) Mary says she was here two days ago.

2) John asks them what they know about it.

3) He asks us where we will go in two days.

4) Peter thinks that I am singing an Italian song.

5) She says she was making a new dress for her daughter.

14. Put a possessive pronoun in the conjoint form or in the absolute form (3, c. 236- 237):

1) Ann has got five books, so I borrowed one of ...

2) I forgot to call my uncle on ... birthday.

3) This girl never puts anything back in ... place.

4) It's a favourite place of ...

5) I'm nervous about ... date with Peter.

15. Put an ordinal numeral (3, c. 233- 235):

1)She was ... to tell me the news.

2)Saturday is ... day of the week.

16. Fill in the blanks with the appropriate words:

REINFORCEMENT THEORY

Reinforcement theory is based on the 1) _____ that behavior that is rewarded is likely to be repeated, whereas behavior that is 2) _____ is less likely to recur. A *reinforcement* is an action that follows directly from a particular 3) _____. It may be a pay raise following a particularly large sale to a new customer or a 4) _____ for coming to work late.

Reinforcements can take a variety of forms and can be used in a number of ways. A *positive reinforcement* is one that 5) _____ desired behavior by providing a reward. For example, many employees respond well to praise; recognition from their supervisors for a job well done increases (strengthens) their 6) _____ to perform well in the future. A *negative reinforcement* strengthens desired behavior by 7) _____ an undesirable task or situation.

Punishment is an undesired consequence of undesirable behavior. Common forms of punishment used in organizations include reprimands, reduced pay disciplinary layoffs, and termination (firing). Punishment often does more 8) _____ than good. It tends to create an unpleasant environment, fosters hostility and resentment, and suppresses undesirable behavior only until the supervisor's back is turned.

- A. Harm B. strengthens C. punished D. premise E. behavior
F. eliminating G. reprimand H. willingness

5. ЛІТЕРАТУРА ДЛЯ ВИВЧЕННЯ ДИСЦИПЛІНИ

основна

1. Навчальний посібник з англійської мови для студентів IV курсу за спеціальністю «Менеджмент», «Публічне управління та адміністрування». Укладач: Попович І.І. Одеса: ОДЕКУ, 2020 р., 198 с.
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