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**FOREIGN LANGUAGE FOR
SPECIAL PURPOSES
(NON-LINGUISTIC
SPECIALITIES)**

Міністерство освіти та науки України
Сумський державний педагогічний університет
імені А. С. Макаренка

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PURPOSES
(NON-LINGUISTIC SPECIALITIES)**

**Іноземна мова за фаховим спрямуванням
(для студентів немовних спеціальностей)**

Суми

СумДПУ імені А. С. Макаренка

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Навчальний посібник призначений для студентів денного та заочного відділення немовних спеціальностей, які навчаються за ОКР «Магістр» закладів вищої освіти та спрямований на формування навичок використання лексики професійного спрямування. Метою посібника є ознайомлення зі спеціальним фаховим вокабуляром, що дозволить розуміти та спілкуватися на професійному рівні тощо. Комплекс лексичних та граматичних вправ сприятиме активізації навчального матеріалу.

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ПЕРЕДМОВА

Іноземна мова за професійним спрямуванням – це підхід, спрямований на навчання іноземної мови, що зосереджується на розвитку комунікативної компетентності у певній дисципліні, такій як педагогіка, психологія, історія, археологія, мистецтво, природничі науки тощо.

Програма іноземної мови за професійним спрямуванням пропонує розвиток мовних навичок, необхідних для досягнення успіху на роботі чи побудови кар'єри після закінчення навчального закладу.

Навчальний посібник створений відповідно до нормативної програми з дисципліни «Іноземна мова за професійним спрямуванням». Пропонований навчальний посібник має на меті розвиток навичок читання науково-популярної літератури з метою вилучення інформації та вдосконалення навичок фахово орієнтованого усного мовлення. Навчальний посібник відповідає вимогам програми з іноземної мови за професійним спрямуванням для закладів вищої освіти і розрахований на студентів, що мають базову мовну підготовку.

Мета посібника – удосконалення умінь та навичок спілкування у професійному середовищі.

Оскільки процес фахово орієнтованого читання – це складна, комплексна, інтелектуально-пізнавальна діяльність, що провадиться фахівцем у процесі орієнтування в інформаційних джерелах і текстах з поставленої проблеми, пропоновані тексти відібрані на основі аналізу потенційних ситуацій читання і говоріння, в яких може опинитися майбутній фахівець у процесі ознайомлення з англomовною літературою за фахом. У навчальний посібник включені тексти, що висвітлюють різні аспекти тієї чи іншої спеціальності.

Методична спрямованість має на меті максимально наблизити процес теоретичного навчання до практичної ситуації з метою подальшого використання отриманої інформації у реальних умовах.

Навчальний посібник охоплює такі аспекти як професійна діяльність, питання працевлаштування (складання ефективного резюме, CV, супровідного листа; успішного проходження інтерв'ю тощо), діловий етикет, практика перекладу фахових текстів.

Робота над перерахованими розділами представляє собою поетапне оволодіння різними стратегіями і тактиками читання оригінальної науково-популярної літератури з метою пошуку необхідної інформації та її можливого застосування в майбутній професійній діяльності. Навчання проводиться в умовах створення проблемних ситуацій, які вимагають від студентів самостійного пошуку, обговорення іноземною мовою узагальнень, висновків на основі закладеної в тексті інформації.

Завдання, що пропонуються, орієнтовані на удосконалення іншомовної комунікативної компетентності студентів у фаховому контексті, активізацію навчання, подальший розвиток набутих знань на репродуктивному та креативному рівнях, застосування засобів мовлення у білінгвістичному контексті, а також поглиблення фахових інтересів.

Навички створення професійних презентацій допомагають сформувати компетентності ІКТ грамотності (використання можливостей Power Point), розвивати навички публічних виступів, навчитися лаконічно і виразно оформлювати свої думки, з допомогою графіки виділяти найважливіше й підкреслювати переваги тощо.

Навчальний посібник розрахований на викладачів та студентів закладів вищої освіти, що готують фахівців немовних спеціальностей за ОКР «Магістр» денної та заочної форм навчання.

ТЕРМІНОЛОГІЯ ОСВІТНЬОГО ВОКАБУЛЯРУ В АНГЛІЙСЬКІЙ ТА УКРАЇНСЬКІЙ МОВАХ

Термінологічна лексика є складовою спеціальною лексикою (або лексикою для спеціальних цілей). *Освітні терміни* – це лексеми, об’єднані у межах терміносистеми освіти, що номінують поняття і явища цієї галузі та використовуються для професійного і науково-теоретичного спілкування фахівців освіти. Значна частина освітніх термінів використовується не тільки спеціалістами, але й тими, на кого направлена їхня діяльність: учнями, студентами, слухачами курсів тощо.

Професіоналізми (розмовні терміни) – це неофіційні, але загальноприйняті спеціалістами певної галузі загальноновживані розмовні спеціальні слова.

Сленгізми (професійні жаргонізми) – це загальноновживані фамільярно розмовні слова. Студентський сленг охоплює всі сфери студентського життя:

school	an institution for educating children	школа, навчальний заклад
	the buildings used by such an institution	будівля школи, навчального закладу
	the time when teaching is done in a school	заняття, уроки
	(US informal) a college or university	коледж чи університет
	a department of a university, concerned with a particular area of study	підрозділ університету (факультет, відділення)
	course, usually for adults, on a particular subject	курси

tutor	a private teacher, especially one who teaches a single pupil or a very small group	домашній учитель, репетитор
	(<i>Br</i>) a university teacher who supervises the studies of a student	<i>бр.</i> : викладач, наставник
	(<i>US</i>) an assistant lecturer in a college	<i>амер.</i> : молодший викладач
individual studies (learning)	a multi-purpose liberal arts and sciences program that enables students to plan a sequence of courses according to their individual needs and interests.	індивідуальна форма навчальної діяльності
syllabus	an outline and summary of topics to be covered in an education or training course	навчальна програма з навчального предмета
school district	Local basic administrative unit – local education agency	<i>амер.</i> : шкільний округ
anchor papers	benchmarks	<i>амер.</i> : зразкові роботи
degree examination	final examination	<i>брит.</i> : випускні іспити у закладі вищої освіти (іспити на отримання ступеня бакалавра)
dual major	double major	<i>амер.</i> : подвійна спеціалізація

Conversation vocabulary	
co-ed	<i>амер.</i> : розм. студентка, учениця
post-mortem	<i>розм.</i> : переекзаменування
floorer	<i>розм.</i> : важке екзаменаційне питання, завдання; нерозв'язна задача
pill	<i>розм.</i> : провалити на екзамені
plugger	<i>амер.</i> : старанний студент, зубрило
repeat	<i>амер.</i> : розм. студент-другокурсник
flunk-out	<i>розм.</i> : студент, виключений за неуспішність
oral	<i>розм.</i> : усний екзамен
applicant, enrollee	абітурієнт
Chief, academic advisor	шеф (керівник курсової чи дипломної роботи)
student's stipend	стипендія
tech	технічний навчальний заклад
hookey-player	<i>амер. розм.</i> : сачок, прогульник (про школяра)
sickroom	<i>розм.</i> : медичний кабінет, кабінет лікаря (у школі)
swot	<i>розм.</i> 1) зубріння, 2) зубрило, 3) зубрити
dot-and-carry-one	<i>жарт.</i> : учитель(ка) арифметики
straight A student	«ботанік» (<i>жарт.</i> : відмінник, старанний учень)

UNIT 1

WORK. JOB. PROFESSION. OCCUPATION. CAREER.



Activity 1. Match the notions with their definitions:

1	Florist	a	a person who records business transactions on behalf of an organization
2	Doctor	b	a person or firm who arranges transactions between a buyer and a seller for a commission when the deal is executed
3	Baker	c	a person or firm that contracts to supply materials or labour, esp. for building
4	Lawyer	d	a person who represents sellers or buyers of real estate or real property
5	Accountant	e	Someone who arranges plant elements into a pleasing design
6	Broker	f	a person who mixes ingredients according to specific recipes to make all sorts of baked goods

7	Realtor	g	someone who originates or causes or initiates something
8	Contractor	h	a person who is trained and licensed to treat sick and injured people
9	author	i	a person who practices or studies law, especially (in the UK) a solicitor or a barrister or (in the US) an attorney

Activity 2. Consult a dictionary and find the synonyms for the following phrasal verbs:

	Phrasal verbs	Meaning	Synonyms
1	to run into	випадково зустрітись	
2	to call off	відмінити	
3	to come up with a solution	знаходити рішення	
4	to work the document out	складати документ	
5	to add up	відповідати логіці	
6	to back smb up	підтримувати когось	
7	to call smth off	відмінити щось	
8	to count on smb	розраховувати на когось	
9	Get over it!	Змирись з цим!	
10	Hold up	Контролюйте себе!	
11	to look forward to	з нетерпінням чекати.	
12	to set smth up	організовувати щось	
13	to stay away from smth	уникати чогось	
14	to try smth out	тестувати щось	
15	to take smth up	захоплюватись чимось	

Activity 3. Translate the statements and use the correct word from the box:

work, to work, job(s), occupation, career, profession

1. За професією він журналіст.

2. Чим Ви займаєтеся?

3. Де працює твій батько? (use both a noun and a verb)

4. Він займається туризмом. _____
5. Вам потрібна постійна робота?

6. Роботодавець може контактувати безпосередньо з тими, хто шукає роботу.

7. Ви розумієте сутність моєї роботи?

8. Він вирішив зробити кар'єру у сфері педагогіки.

9. Вам подобається викладацька діяльність?

10. Вчора вона отримала нову роботу.

11. Мій обов'язок – завчасно бронювати квитки.

12. Вкажіть ім'я, прізвище, вік та рід зайняття у поданій нижче таблиці (анкета).

13. У мене сьогодні небагато роботи.

14. Вони постійно байдикують.

15. Він закінчить роботу через 2 години.

Activity 4. Fill in the chart with the ideas related to your future profession. Write down as many jobs as possible.

Jobs	Area of Activity	Skills

Activity 5. Present your own ideas concerning the advantages and disadvantages of your future profession (at least 5 pros and 5 cons).

<i>My future profession is</i>	
<i>pros</i>	<i>cons</i>

Activity 6. Presentation Skills.

Compose a Professional PowerPoint Presentation on the following topic «The Profession of My Dream».

Tips: How to write an effective presentation?

1. Keep text on slides lean.
2. Stick to one idea per slide.
3. Simplify your sentences.
4. Include powerful visuals.
5. Write for your audience.
6. Do not use slides as notes.



By applying these simple presentation tips, you will be in a stronger position to inform, inspire, entertain, or activate your audience through a clear message.

Activity 7. Inspirational Career Quotes. Translate them into Ukrainian and comment on 2 or 3 of them.

<p>It does not matter how slowly you go as long as you do not stop.</p> <p><i>-Confucius</i></p>	<p>If you want to achieve greatness, stop asking for permission.</p> <p><i>Eddie Colla</i></p> 
<p>"The best way to predict the future is to create it."</p> <p><i>- Abraham Lincoln</i></p> 	<p>Failure doesn't mean you are a failure it just means you haven't succeeded yet.</p> <p>— ” —</p> <p>ROBERT H. SCHULLER</p>
<p>"Choose a job you love, and you will never have to work a day in your life."</p> <p><i>- CONFUCIUS</i></p>	
<p>"I want to look back on my career and be proud of the work, and be proud that I tried everything."</p> <p><i>JON STEWART</i></p>	<p>Dreams are extremely important. You can't do it unless you imagine it.</p> <p>GEORGE LUCAS</p>
<p>"IF YOU CAN DREAM IT, YOU CAN DO IT."</p> <p><i>- WALT DISNEY</i></p>	<p>"Anyone who has never made a mistake has never tried anything new."</p> <p>ALBERT EINSTEIN</p>

Activity 8. Read the text and decide whether the statements are true (T) or false (F).

How to Choose the Right Path in Life

To start with, choosing a future profession is one of the most important decisions in our life. A person passes almost half of her/his life at work. There are a lot of interesting and useful professions, and it is not an easy task to choose the right one.



The times when it is easy to choose the right path are beautiful. The door is wide open with big arrows pointing the way and we just know we have done the correct thing.

Most of the time, figuring out how to choose the right path is complicated, foggy, and filled with anxiety. As our responsibilities grow and more people depend on us, it becomes even more difficult. We need experience, wisdom, patience, and courage to find the correct way. Here are 5 factors for determining how to choose the right path.

Faith and Values

As Roy Disney once said, “When your values are clear to you, making decisions becomes easier.” What does your moral foundation and faith say? Learn to trust these guides and work to strengthen them. Just be careful because they can be confused by self-serving emotions and desires. As Mr. Disney implied in his quote, it is important to be clear about what your values are and to follow them.

Experience

Your past matters a lot in these moments. By this time, we have all made good decisions and poor ones. Take that experience and apply it to the current circumstances. What did you learn from each instance?

Positives and Negatives

List both the positives and negatives about the decision at hand. Which side is more weighted? Who stands to gain the most if a particular path is chosen and who stands to lose? Decisions have consequences, and it is wise to determine all possible outcomes. The last thing we want is to gain significantly in one area but lose devastatingly in several others. The idea is to go with the best possible chance of overall success.

Patience

“Acting hastily often leads to unforeseen complications and a new set of difficulties.”

According to John Quincy Adams, “Patience and perseverance have a magical effect before which difficulties disappear and obstacles vanish.” If there is no need to rush your decision, then, by all means, do not. Take it to prayer. Acting hastily often leads to unforeseen complications and a new set of difficulties. Move slowly and thoughtfully.

Courage

Strive to be a man who is able to rise to the challenge. We can’t shrink away from difficulty. Seek wisdom and have the courage to step out of your comfort zone.



1. Very often figuring out how to choose the right path is easy enough, and filled with joy. _____
2. As Mr Ford said in his quote, it is important to be clear about what your values are and to follow them. _____



Activity 10. *Make up and act out a dialogue focusing on applying for a job. Use the above words.*

Look at the JOB ADs given below and tell what is the most attractive for you in these Ads:

JOB AD 1.

**KINDERGARTEN, 1ST , 2ND , 3RD , OR 4TH GRADE
TEACHER (125,000 SALARY)**

Education New York, New York, United States Full time

Description

Earn a \$125,000 salary and join a team of master teachers at The Equity Project (TEP) Charter School, featured in the New York Times, The Wall Street Journal and on 60 minutes for its revolutionary teacher salaries and its outstanding results.

Each Kindergarten, 1st, 2nd, 3rd, or 4th Grade Teacher serves as the lead master teacher for one class of students. Though teachers must be adept at teaching the range of subject areas, strong experience with literacy instruction is critical. TEP Early Childhood and Elementary classrooms utilize the Core Knowledge Language Arts literacy curriculum. Note that experience with this curriculum is not required.

Join us for an in-person info session!

If you or a friend is interested in applying for a teaching position at TEP, join us for an in-person information session with TEP's Principal Zeke Vanderhoek. Take a tour of the school and learn more about the teacher application process and what it's like to teach at TEP.

Please RSVP here! (RSVP - *fr.* "répondez s'il vous plait")

Requirements

This position requires a minimum of 2 years of lead teaching experience in Kindergarten, 1st, 2nd, or 3rd Grade.

Benefits

Master teachers earn an annual salary of \$125,000. Benefits include medical, dental, vision insurance, 403b retirement plan, STD, LTD and Life Insurance. Individuals in the position also receive all school vacations – approximately 10 weeks per year.

PLEASE APPLY THROUGH THE EQUITY PROJECT
CHARTER SCHOOL'S WEBSITE.

JOB AD 2.

SOCIAL WORKER (BILINGUAL) - MIDDLE SCHOOL

New York, New York, United States Full time

Description

Join the team at The Equity Project (TEP) Charter School, featured in the New York Times, The Wall Street Journal and on 60 minutes for its revolutionary teacher salaries and its outstanding results.

Position overview: Social Workers at The Equity Project (TEP) Charter School serve as the primary leaders of mental health services for TEP students and families, design and implement (proactive and preventative) programs that promote social and emotional health, and respond to day-to-day student issues and unanticipated crises. Each Social Worker at The Equity Project (TEP) Charter School focuses his/her efforts on the students, families, and teachers of one specific cohort.

In this role, you will serve as the Social Worker for TEP's 2019 fifth grade cohort. You will then move up with this cohort of students throughout their time at TEP until they graduate in 8th grade! This is an amazing opportunity for an experienced and creative clinician who thrives in an autonomous environment, is passionate about child and family work, and is seeking to form long-lasting relationships with students and families as they navigate the road from fifth grade through adolescence.

"I believe this is where I have the greatest impact. I can do the work that is going to last! I can connect with people, very young, and see the fruits of the work last for years and years." - TEP Social Worker.

Position responsibilities:

Mental health and counselling services

- Provide regular counselling to students and families in need of social and emotional support; this includes both mandated counselling to students with IEPs (Individualized Education Plans) as well as individual and group counselling to other students in need.
- Coordinate the delivery of mental health and family services at community-based organizations for students and families requiring outside services.

Prevention programming

- Create programs for students and families to promote emotional and mental health
- Create mental and emotional health in-service programs for staff

Crisis management

Respond to day-to-day issues and unanticipated student crises at TEP during the course of a school day

Requirements

- Master's degree in Social Work preferred
- Those with degrees in School Counselling or School Psychology will be considered
- Significant experience as a Social Worker/School Psychologist/School Counselling, preferably in a middle school setting
- Minimum of five years clinical experience working with children and families or related experience
- Working knowledge of the instructional and social needs of students at risk and students with disabilities
- Ability to design and implement in-school prevention programming according to current best practices
- Ability to simultaneously manage a regular counselling schedule and triage crisis

- Ability to prioritize multiple competing urgent tasks
- Thinking about applying for a Social Work position at TEP? Join us to learn more about TEP's innovative model and the career opportunities for Social Workers. Take a tour of our Social Work suite, Middle School campus, and gain insight directly from our team of Social Work experts.

Please RSVP here!

Benefits

The Social Worker is paid a starting salary of \$90,000. Benefits include medical, dental, and vision coverage, and a 403b retirement plan. The candidate also receives all school vacations – approximately 10 weeks per year.

To apply: Please submit a resume and cover letter through The Equity Project Charter School's website. Incomplete applications will not be considered. In your cover letter, you must indicate that you are completely fluent in Spanish. Candidates who are not fluent in Spanish will not be considered.

Deadlines and notifications: The Equity Project is currently reviewing applications on a rolling basis. Applications will be reviewed in the order that they are received. If you submit all of the required materials, you will receive a response from us as to whether or not you will be invited to the next stage in the process.

UNIT 2

RESUME, CV, COVER LETTER, INTERVIEW

Activity 1. Read the following information about Resume, CV and Cover Letter successful writing.

Resumes and cover letters allow you to illustrate to a potential employer that you are the best fit to their posted job description. CVs allow you to demonstrate to graduate schools that you are experienced and invested in your field. You must be strategic in what content you include. You can determine the way a reader perceives you based on the information you provide.

Resume



Your resume is often the only picture a recruiter has of you, your abilities, and your accomplishments. Recruiters typically spend 20 seconds or less scanning a resume. You need to pack a lot of (carefully crafted) information into that 20 seconds, using the best possible format, to make sure the recruiter adds your resume to the "follow-up" pile. Each resume you submit should be unique to a specific job lead.

Curriculum Vitae (CV)

A CV (curriculum vitae), is an overview of your academic accomplishments. The goal of a CV is to construct a scholarly identity. Your CV will need to reflect very specifically your abilities as a teacher, researcher, and publishing scholar within your discipline. Unlike the resume, the CV is not limited to one

page and should focus mostly on academic achievements. The CV can include relevant coursework, research, academic projects, presentations, publications, and conference participation.

Basic rules for writing your CV



Before you start writing your CV it's better to know a few simple and essential rules that will help you create a good, brief and well-structured CV. Keep them in mind.

1. Be brief. Your CV should not be over one or two pages long.
2. Use white (or light colours) paper, DinA4 format with good printing quality.
3. Use an easy-to-read font and enough spaces.
4. Do not do it in handwriting, unless it is required by the enterprise. A printed version is better.
5. Avoid many formats and colours. Your CV should be professional. You can use the bold format to make everything clearer and put emphasis on titles.
6. Leave spaces between sections and write only on one side of the paper.
7. Watch the style and avoid spelling mistakes. Use synonyms and avoid repetitions.
8. It is recommended not to use abbreviations.

9. Be honest. Show your abilities, make important skills and achievements stand out, look for the good side of failures but never lie.
10. Be positive. You do not have the need to explain failures. Show the best of yourself, but in a brief and simple way.
11. Remember you need not include documents or diplomas, unless it is required.
12. Always send original papers, never photocopies.

What to include in a CV

Contact details

Include your full name, home address, mobile number and email address.

Profile

A CV profile is a concise statement that highlights your key attributes and helps you stand out from the crowd. Usually placed at the beginning of a CV it picks out a few relevant achievements and skills, while expressing your career aims. A good CV profile focuses on the sector you are applying to, as your cover letter will be job-specific. Keep CV personal statements short and snappy – 100 words is the perfect length. Discover how to write a personal statement for your CV.

Education

List and date all previous education, including professional qualifications. **Place the most recent first.** Include qualification type/grades, and the dates. Mention specific modules only where relevant.

Work experience

List your work experience **in reverse date order**, making sure that anything you mention is relevant to the job you are applying for. Include your job title, the name of the company, how long you were with the organisation and key

responsibilities. If you have plenty of relevant work experience, this section should come before education.

Skills and achievements

This is where you talk about the foreign languages you speak and the IT packages you can competently use. The key skills that you list should be relevant to the job. Do not exaggerate your abilities, as you will need to back up your claims at interview. If you have lots of job-specific skills you should do a skills-based CV.

Interests

“Socialising”, “going to the cinema” and “reading” are not going to catch a recruiter’s attention. However, relevant interests can provide a more complete picture of who you are, as well as giving you something to talk about at interview. Examples include writing your own blog or community newsletters if you want to be a journalist, being part of a drama group if you are looking to get into sales and your involvement in climate change activism if you would like an environmental job. If you do not have, any relevant hobbies or interests leave this section out.

References

You do not need to provide the names of referees at this stage. You can say “references available upon request” but most employers would assume this the case so if you are stuck for space you can leave this out.

If you attach a photo of yourself, it should be recent and ID size. It is better coloured than black and white.

SAMPLE OF A CV

PERSONAL DETAILS

Name : An'nisa Khairani Haningsih
Place and Date of Birth : Surakarta, 19th December 1989
Sex : Female
Address : Jalan Srinarendro No. 18 Solo
Marital Status : Single
Telephone Number : 0271 – 713130 / 085647183000
Email : millykha@hotmail.com



EDUCATION

- January 2012 Bachelor Degree of Economic at Universitas Sebelas Maret
Major : Management
GPA : **3.19**
- 2007 Finished Senior Highschool (SMA N 7 Surakarta)
- 2004 Finished Junior Highschool (SLTP N 9 Surakarta)
- 2001 Finished Primary School (SD Ta'mirul Islam Surakarta)

OTHER SKILLS

- Microsoft Office
- Internet literacy
- Active English with TOEFL ITP Score : **553**

WORKING EXPERIENCE

- 2011 – Present English Teacher at Aisyiyah ABA Baron Kindergarten
- Februari 2011 Internship at PT. Danar Hadi Export Division as Marketing Staf
- 2010 – Present Acer Redemption Staff at APKOMINDO Expo Solo
- 2010 – 2011 Freelance at Rp.7 Communication and Advertising

ORGANISATIONAL EXPERIENCE

- Desember 2010 Producer of PENTAS PANAS Teater Gadhang FE UNS
- 2009 – 2010 Secretary of Teater Gadhang FE UNS
- 2008 – 2009 Production staff of Teater Gadhang FE UNS
- 2007 – 2010 Tutor of Nusa Indah illiteracy learning group

Cover Letter

A cover letter introduces you and your resume to potential employers or organizations you seek to join (non-profits, educational institutions, etc.) and serves as a bridge between your resume and the specific job for which you are applying. This is the first document an employer sees. Take advantage of this important first impression and prepare the reader for your application, stating why you are writing, why you are a good match for the job and the organization, and when you will contact him or her. There are NO one-size-fits all cover letters. A cover letter is a reflection of your writing skills, so your document should be succinct, interesting, and error-free. Cover letters do more than introduce your resume, though. A cover letter's importance also includes its ability to:

- a) explain your experiences in a story-like format that works with the information provided in your resume;
- b) allow you to go in-depth about important experiences/skills and relate them to job requirements;
- c) show the employer that you are individualizing (tailoring) this job application;
- d) provide a sample of your written communication skills.



Cover Letter Formatting and Parts

FORMATTING: The basic format of a cover letter is that of a business letter. Standard margins, aligned to the left. Indent first line of each paragraph.

Length: Keep to one page.

Spacing:

Single-space your letter.

Leave a space between addresses and dates in the heading.

Leave a space between your heading (contact info) and greeting (Dear ...).

Leave a space between each paragraph.

Leave at least three spaces between your complimentary close (Sincerely...) and typed name.

Sign your name in ink between the complimentary close and your typed name.

PARTS:

Four basic parts of a cover letter: Heading, Introduction, Argument/Body, Closing.

Heading:

Your contact information.

Date you are writing the letter.

Address of the company.

Introduction (Paragraph 1):

Greet the specific person with whom you are corresponding.

State the position for which you are applying and where you heard about it.

Name drop if you have a good connection.

State why you believe you are a good match, including 2 or 3 key qualifications you will address in the rest of your letter (that will also match your resume).

Argument/Body (Paragraph 2 and MAYBE 3):

Tailor cover letter for each job application.

Focus each paragraph on one qualification that shows you are a good match for the job and organization.

Give specific examples to prove where you got these skills and how you have used them before.

Tell a story; do not just list your skills.

Refer to your resume; do not repeat it.

Do not use contractions.

Closing (Final Paragraph)

Close with a strong reminder of why you are a good match for the job and the organization.

Request an interview in some way.

Provide contact information.

Thank the person for reading your material.

Sign your name and print it underneath.

COVER LETTER – EXAMPLE

Lizzie Long
1 Short Street
Middleburgh
Auckland 9999 09 999 9999
lizzielongwork@kmail.com

10 January 2019

Reginald Farnham
ABC Sales
85 Tuesday Road
Papakura
Auckland 7777
reginaldfarnham@ABC.com

Dear Reginald,

I am writing to apply for the Sales Assistant vacancy (vacancy number 40568) at ABC Sales, as advertised on Trade Me.

I have been a customer of ABC Sales for several years and have always been impressed by the quality of service I have received. I am enthusiastic and professional, and I believe I would fit well into the company's team culture and contribute to the on-going success of the sales department.

For the past two years, I have worked as a sales assistant at a busy shoe store, which has enabled me to develop excellent customer service skills. I am now looking for a new challenge that will provide me with the opportunity to further develop my retail sales career.

In support of my application I have attached a copy of my CV. It shows that I will bring important skills to the position, including:

- time management and strong organisational skills;
- a high level of customer service;
- cash-handling and sales ability;
- motivation and dedication.

I would enjoy having the opportunity to discuss my application with you and how I could use my skills to benefit ABC Sales.

Thank you for considering my application. I look forward to hearing from you.

Yours sincerely,

Lizzie Long

Activity 2. *Read about most common interview questions and samples of answers. Give your own ideas of a successful answer.*



The key to a successful interview is all in the preparation. Thorough interview preparation will help you feel relaxed and confident on the day, and ensure that you have some well-thought out answers to impress the interviewer with.

Here is a list of the most commonly asked interview questions and how to answer them.

1. Tell me about yourself

This will normally be the first question you will be asked in an interview. Here, the interviewer is looking to get a sense of what you are like as a person and get an overview of your experience and work history.

Keep it short and to the point, making sure you focus on the elements you really want to talk about. Be careful not to simply regurgitate the work history on your CV. It is important to be bright, positive and relaxed to make sure you make a great first impression.

2. What are your weaknesses?

The biggest mistake you can make with this question is to say that you do not have any weaknesses. The interviewer is looking to employ a human and not a robot, so avoid this answer as you risk looking arrogant. Same goes for dressing down a positive as a negative, e.g. “I’m a perfectionist” or “I work too hard”. The interviewer is likely to see straight through this!

Use this question as an opportunity to identify something you would like to improve on. Identify a weakness, but then suggest ways in which you can resolve it. Employers are much more likely to respond to an answer like this as it shows that you are willing to invest time into your own professional development and are not complacent.

3. Why should we choose you for this job?

This question is a difficult one as it is basically asking you to blow your own trumpet, and say why you are better than the other candidates are. However, there is a tactical way to do this so do not just dive straight in.

This question gives you the perfect opportunity to show why you are suited to the job. Bear in mind that it is likely that other candidates have the same or similar qualifications as you, so here you need to show what makes you different, and what skills you can bring to the role that maybe others cannot.

4. Why are you leaving your current position?

The worst thing to do when faced with this question is to speak about your current employer or colleagues in a negative way. This will make you look unprofessional and alluding to rifts between you and your manager or colleagues will make you appear difficult to work with.

Instead, focus on what appeals to you about the role you are applying for and why you are looking to explore new opportunities. Your answer should reflect your aims for positive personal development.

5. What are your main strengths?

For this question, do not fall into the trap of reeling off a list of generic qualities. Instead, focus on three or four key strengths that make you suited to the role.

Give examples from your previous experience for each strength to demonstrate your capabilities to the interviewer.

8. Why do you want to work here?

This question gives you the perfect opportunity to show that you have thoroughly researched the company you are applying to. This is your chance to show that you have a good

understanding of the role and what is required of you, explaining how this job will aligns with your personal career goals.

When answering this question, it is important to keep the focus on the employer and explain what you can do for them, and not the other way around.

9. Do you prefer working by yourself or working in a team?

This question is a tricky one as both are hugely important. Show that you are aware of the benefits of both and that you understand that you need to be comfortable working in either scenario.

It's fine to have a preference, as many of us will prefer one to the other, but the key is to make sure you demonstrate that you can do both.

10. What are your salary expectations?

Usually you will have a good idea about the salary on offer so answering this should not be too difficult. Suggest a range of pay you would be happy with, but do not name a specific amount.

Do your research into the industry and what other companies pay their employees for the same role to inform your answer before the interview.

QUESTIONS TO ASK AT AN INTERVIEW

When you hear the ill-fated words, “Do you have any questions?” make sure you are prepared with the following:

When can I expect to hear from you and what are the next steps?

We have all been there – you have come to the end of the interview, and you are wondering how you have done and when you will hear back from the employer. If they have not

volunteered this information yet, then do ask about the next stage in the process. This will give you an idea what to expect next as every company's application/interview process is different.

Do you have any doubts about whether I am suited to this position?

This is a bit of a brazen question, but it will help clarify any reservations they might have about you (which you can then address) in addition to reaffirming why you are in fact the right person for the role.

Is there an opportunity to grow within the company?

The trick to this question is how you word it. You do not want it to sound like you are only concerned with career progression and that this is a tactical move. The interviewer wants to know that you are excited about the job at hand and you are keen to be doing the work.

However, asking about an opportunity for growth shows that you want to stay with the company and to contribute in a meaningful way. They want someone who is ambitious and who won't rest on their laurels, just make sure you convey this passion and drive the right way.

In what way do you measure performance?

This question shows that you are goal oriented and results-driven, a quality that all employers can appreciate.

Activity 3. *Preparation is the key to a successful job interview. Here's how to be ready for some common question types.*

Before reading do the preparation task first. Then read the article and do the exercises.

Preparation task. Match the definitions (a–h) with the vocabulary (1–8).



Vocabulary	Definition
1..... to deal with something	a. causing worry because something is difficult to do
2..... nerve-racking	b. not related to what is being discussed or what is important
3..... hypothetical	c. an important skill that is needed to do a job
4..... irrelevant	d.to handle something; to take action in response to something
5..... to be the perfect fit for something	e. to remember a past event
6..... competency	f .imagined and not necessarily real or true
7..... to recall	g. to not be working that day
8..... to be off work	h. to be exactly what is needed

Activity 4. *Read the tips concerning the successful interview and advice what you should avoid when answering. Say if you agree or disagree.*

JOB INTERVIEWS

Job interviews can be a nerve-racking experience, especially when you don't feel prepared for them. And with the variety of interview questions that can be asked these days, it's

hard to know what type of questions you should prepare for. Here are three types of interview questions that you should practise answering before that important job interview.

1. Common interview questions.

- *Tell us about yourself.*
- *What are your strengths and weaknesses?*
- *Why do you want to leave your current job?*

These questions are for the interviewer to get to know you and to see if you're the best person for the job. Don't simply list things like your hobbies, your strengths or your work experience. Instead, give examples and use them to show your personality and the characteristics you have that make you perfect for the job. Your interviewer may want to ask questions about certain areas of your CV, so use this opportunity to link your experience to the job you're applying for.

Avoid: Giving a detailed life history or telling long stories that are irrelevant to the job or to the company.

2. Competency questions.

- *Tell me about a time you had to work as a team.*
- *Tell me about a time you had to use your creativity to solve a problem.*
- *Tell me about a time when you experienced conflict with a colleague and how you handled that situation.*

Here, the candidate is asked questions about situations they have faced in the past that can demonstrate a particular skill they have. These could include skills like critical thinking, influencing, problem solving or flexibility. Interviewers often want *to hear about challenges you've had*, not just about times

when everything went smoothly, so be ready with examples such as *how you resolved conflict* in your team or *dealt with someone who was not working well*. This will demonstrate that you can handle difficult situations.

When preparing for the job interview, *read the job description carefully for the required skills and abilities* and try to recall situations where you had to use these skills.

Then use **the STAR technique** when talking about these examples:

- Situation – Give details about the context of your example and what you were trying to do.

- Task – Describe your responsibilities and the challenges you faced.

- Action – Describe what steps you took to deal with the situation.

- Result – Talk about the end result and how you contributed to this outcome.

Avoid: Going in unprepared and having to think up examples, or saying you've never faced any challenges at work.

3. Hypothetical questions.

- *What would you do if you had a different opinion from your boss about how to do something?*

- *How would you deal with a large volume of work with several staff members off work?*

- *What would you do if you had to introduce a new policy that you knew was going to be unpopular in your team?*

Hypothetical interview questions are similar to competency questions except that instead of asking you to talk about an experience you've had in the past, *they present you with an imaginary situation that you might face in your new job*. This

might seem difficult to prepare for, but remember that your answers are meant *to demonstrate the skills needed for the job*.

When preparing for the interview, consider the qualities that the interviewer might be looking for, qualities like ***conflict management, time management or people skills***.

Then think about how you can demonstrate those qualities in a range of situations.

Start with situations that you've experienced and move on to other possible situations that you might encounter in the role you're applying for.

Avoid: Going off-topic, changing the subject and not answering the original question.

Whatever type of questions they ask, interviewers want to find the right person and are keen to give you the opportunity to demonstrate what you can do.

With some preparation, you can show them that you're the perfect fit for the job.

Activity 5. *Are the sentences true or false?*

		Answers	
		True	False
1	The main message in this article is that you should spend time preparing for a job interview if you have one coming up.		
2	If the interviewer asks you about yourself, you should make sure all the information you give is relevant to the job.		
3	You should avoid talking about personal things like your hobbies.		
4	If the interviewer asks you about an item on your CV, you can give more		

	detail and say how it is connected to the job you're applying for.		
5	The STAR technique can be used to organise your story when answering competency questions.		
6	You should never talk about difficulties you've experienced at work.		
7	You can't prepare for hypothetical interview questions.		
8	It helps to think about the skills and qualities that the interviewer is looking for when answering interview questions.		

Activity 6. *Put the questions in the correct groups.*

Describe a difficult decision you've made.	Why do you want this job?	What would you do if a team member was performing badly?
Tell us about a time when you led a team to achieve an objective.	What would you do if your project goals suddenly changed?	Do you consider yourself successful? Why?
What would you do if you became dissatisfied with your job?	What motivates you?	Tell us about a new skill that you've learned for work.

GROUPS OF THE INTERVIEW QUESTIONS

Common interview questions	Competency questions	Hypothetical questions

Activity 7. *Select the correct missing word from the options relating to your appearance and body language given below:*

1. Make sure your clothes are clean, but _____ wear obvious logos or designer names.
a. do b. don't c. must
2. Don't use _____ much deodorant or perfume!
a. to b. too c. two
3. Don't wear too much jewellery. Interviewers do not _____ like rings!
a. never b. sometimes c. usually
4. Wear _____ that are smart, but comfortable.
a. cloths b. clothes c. covers
5. Arrive well _____ the interview time.
a. before b. after c. later than
6. Make eye _____ with the interviewer when you are introduced.
a. contactation b. contiction c. contact
7. Give a firm handshake, and make sure you _____!
a. snarl b. smile c. snigger
8. Don't _____. This will distract the interviewer from what you're saying.
a. fidget b. figgit c. fijit
9. Don't appear over-confident, for example by leaning too far back in your chair, but do try to _____.
a. relax b. relapse c. collapse

UNIT 3

BUSINESS TRIP and BUSINESS ETIQUETT

Activity 1. *Read the information about Business trips completing the gaps (1-8) with appropriate phrases (A-H).*

- A face-to-face contracts
- B on your own
- C from a special agency
- D to succeed in the world market
- E a long term or a short-term one
- F a vital part of business life
- G for international or domestic tours
- H in and outside the country

BUSINESS TRIP

A **business trip** or **official trip** is a travel/journey caused by business necessities. Now business trips are [1] _____. Companies can arrange business trips both [2] _____. There are many reasons of going on business, such as: to make a contract, to discuss different terms of delivery or payment, to have tests, to do consultancy, to improve once professional skills, to work etc. A business trip can be [3] _____. Often an employee must give a financial report to the chief.

To Top three expense categories for business travel we refer:

- 1) airline expenses,
- 2) hotel expenses,
- 3) food and beverage expenses.

Business trips help [4] _____. Business today is international, so business people often have to travel. On a business trip, people may meet colleagues and business partners for a first time.

In some cases, it is useful to get a piece of advice [5] ____, consulting on the questions of international business. Business trips are very important nowadays because [6] ____are more valuable and useful for the business.

There are two different ways of planning a trip.

1) **Tour packaging** is provided by several tour operators. These packages can be classified [7] _____. Total expenses are calculated by the operators in advance. It helps the tourist to decide whether to choose one plan or another.

2) **Individual trip**. You can decide the destination, time limits and the mode of travelling [8] _____. This can help in cutting the budgets of trip.

Activity 2. Translate the following words and word-combination from the topical vocabulary and memorize them.

a business trip, official trip business necessities to visit <u>customers</u> (<u>suppliers</u> or a <u>trade fair</u> ,...) to participate in <u>congresses</u> or <u>seminars</u> for <u>further education</u> the costs <u>traveling expenses</u> a firm to arrange reasons, purpose, aim to go on business to make a contract to discuss terms of delivery or payment to do consultancy to improve once professional skills, to work etc.	representative the head of the department an executive director a long term trip a short term trip a financial report a chief a businessman to extend the business relationship to succeed in the world market international business partners management style business life airline expenses hotel expenses food and beverage expenses
--	--

Activity 3. Read and discuss the texts.

A British manager is talking about social customs. He is giving advice about three different countries to a group of his colleagues who are going abroad on business.

Part 1

It is very important to know about the differences in culture between your country and the country you are going to visit or you are working in. You can make mistakes and offend people if you do not know the customs.

Handshaking is the first example. In this country, they shake hands much more than we do. Therefore, you must not forget to do that.

Another difference is that at work they use first names much less than we do here in Britain. Therefore, it is preferable to call people by their family names.

Food and wine take a very important place in this country, so at a business lunch never start discussing business immediately. That might seem like bad manners. If you get an invitation to a person's home, take good Chocolates, flowers or a good bottle of cognac. Do not take wine: they drink it every day – it is too ordinary...

Part 2

In Britain we sometimes are five or ten minutes late for a meeting but in this country you should arrive on time, because people are very punctual, especially in work situations. They usually arrive at the arranged time or even earlier.

Family names are more common at work. People often use titles – Doctor, Professor, and so on. Please, remember to do the same. Your foreign colleague will tell you if he or she wants you to use their first name.

You should not try to be humorous or make jokes with people you do not know well, because it might make them feel uncomfortable. Business meetings are usually very serious.

At a *first meeting* it is normal to exchange business cards, but I don't recommend you to do this until the end of the meeting. For *social invitations*, flowers or chocolates are suitable gifts. And you should give an odd number of flowers, say, seven or eleven, and present them without the wrapping paper...

Part3

When you go to this country, take plenty of business cards with you. They usually exchange cards at the beginning of a meeting and they always read your card very carefully. You should do the same with theirs. If you do not, they might think it rude.!

If you want to succeed in business, you must learn to be patient, because it takes longer to make decisions in this country than it does in Britain. In addition, do not forget that when they say “Yes”, they may mean “I understand”, but not “I agree”. It may cause misunderstanding.

And a final piece of advice – it is not common, but if you are invited to a person’s home, remember to take off your shoes before going inside. So make sure you are wearing clean socks!

Activity 4. *Say the following in English.*

Відмінності в культурі, робити помилки, ображати, потискати руки, обговорювати справи, запізнюватись на збори, вчасно, жартувати, обмінюватися візитками, обгортка, грубий, непорозуміння.

Activity 5. *Tick the topic the British manager is talking about in each part*

Topic	Part 1	Part 2	Part 3
Shaking hands			
First / family name			
Business lunches			
Titles			
Punctuality			
Humour			
Business cards			
Making decisions			
Social invitations			

Activity 6. Choose the country you think the British manager is describing in each text.

Part 1	The USA	Germany	France
Part 2	Germany	Spain	Italy
Part 3	India	Japan	China

Activity 7. Read the information given below and add some more tips.

BUSINESS ETIQUETTE IN DIFFERENT COUNTRIES

Business etiquette across the world is completely standardised.

Good manners can make the difference between business success and failure. It can affect future business dealings and reputation. Etiquette is a great step towards successful business in a global market.

But because there are so many different cultures, it would be difficult to summarize all varieties of business etiquette when travelling to countries with different practices.

MEETING AND GREETING

In most cases, if both business counterparts are male, then the accepted business etiquette is to shake hands on meeting. In some countries, such as **China**, a gentle handshake may be initiated, or replaced with a short bow from the shoulders. In **Japan**, this is also the case, but the bow comes from the waist and the lower the bow, the more respect you show to your partner. It is always best to wait to see what your foreign partner initiates first if you are unsure.

In places such as **Latin America and Europe**, a firm handshake accompanied with a smile and direct eye contact is considered proper business greeting etiquette.

In parts of the **Middle East and Asia**, good manners include a gentle handshake followed with a greeting such as “salamu `alaykum” (peace be upon you). In **Muslim countries** across the world, whether Asia, Africa and the Middle East, you should never shake hands with your left hand, as it is considered unclean.

Whom you greet first will also vary between cultures. In some cases, the most elderly person in the group should be met and greeted first. In other cases, the most senior business contact will be addressed first. When addressing someone in business, formality is the best bet; therefore, it would be universally considered good manners to use formal titles such as Doctor, Mr, Director or Engineer if the title is known to you.

Meeting and greeting between men and women varies, depending on country and culture. In more **Westernised** cultures (Europe, Americas in particular), handshakes between men and women are generally undertaken. In some countries, a man will greet a woman, and handshakes will only take place if the woman offers her hand first.

DRESS CODES

A conservative business suit – dark colours, formal tie and jacket – for men is most acceptable in most, if not all, cultures.

In some more conservative countries, long sleeves and long skirts, and modest dress are a must for women. Again, in Latin America, Europe and the US, a well-cut, fitted suit will be appropriate for women. It is also generally expected that women should look groomed, with hair and makeup often an important element of an overall “look”.

Activity 8. *Read this information and decide whether these pieces of advice about the English-speaking business world are true or false:*

In the English-speaking business world, people use first names, even with people they do not know very well. But if you aren't sure, use Mr and the family name for men, and Mrs or Miss and the family name for women, depending on whether they are married or not. Ms often replaces Mrs and Miss. You do not use Mr, Mrs Miss or Ms with only a first name (e.g. Mr John) or by itself.

1. It is possible to introduce yourself by saying your family name then your first name. _____
2. It is possible to use Mr, Mrs or Miss on its own, or with a first name. _____
3. British people use Sr. and Jr. to refer to a father and his son.

4. Americans often show their middle name with an initial.

5. You can always use someone's first name to talk to him or her, even if you don't know them very well.

6. Ms. is being used more and more as a title for women.

Activity 9. *Read and discuss with your group-mate. Try to reach common ground.*

Here are some areas of potential cultural misunderstanding:

- 1) *Distance* when talking to people: what is comfortable?
- 2) *Eye contact*: how much of the time do people look directly at each other?

- 3) *Gesture*: people make lots of facial gestures? How much do they move their arms and hands?
- 4) *Greetings/goodbyes*: do people shake hands every time? Are there fixed phrases to say?
- 5) *Humour*: is this a good way of relaxing people? Or is it out of place in some contexts?
- 6) *Physical contact*: how much do people touch each other?
- 7) *Presents*: when should you give them? When should you open them? What should you say when you receive one?
- 8) *Rules of conversation and the role of silence*: how long can people be silent before they feel uncomfortable? Is it acceptable to interrupt when others are speaking?

In which country might you hear these things?

1. How about a trip out tomorrow afternoon? We could see some horse racing and have a glass of champagne.

3. What are you doing this weekend? You could come to our summer cottage. You'll meet my family and we can take the boat out.

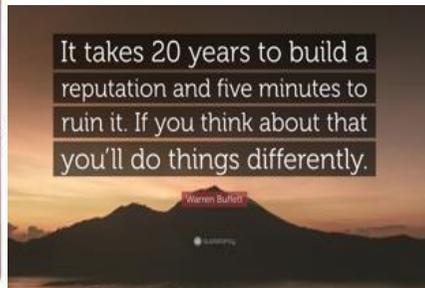
4. Let's get out of the office to discuss the deal. I know a nice restaurant near here, with some very good local dishes.

Activity 10. *Read, comment on and memorize:*

Quotes to Encourage Better Business Etiquette

1. "Your most unhappy customers are your greatest source of learning." – *Bill Gates*
2. "Politeness and consideration for others is like investing pennies and getting dollars back." – *Thomas Sowell*
3. "Courteous treatment will make a customer a walking advertisement." – *James Cash Penney*
4. "Civility costs nothing and buys everything." – *Mary Wortley Montagu*

5. "There can be no defence like elaborate courtesy." – *E.V. Lucas*
6. "Great things are not done by impulse, but by a series of small things brought together." – *Vincent Van Gogh*
7. "Arriving late was a way of saying that your own time was more valuable than the time of the person who waited for you." – *Karen Joy Fowler*
8. "Etiquette requires us to admire the human race." – *Mark Twain*
9. "Cleanliness and order are not matters of instinct; they are matters of education, and like most great things, you must cultivate a taste for them." – *Benjamin Disraeli*
10. "We tire of those pleasures we take, but never of those we give." – *John Petit-Senn*
11. "Success means we go to sleep at night knowing that our talents and abilities were used in a way that served others." – *Marianne Williamson*
12. "A good character carries with it the highest power of causing a thing to be believed." – *Aristotle*.



UNIT 4 TRANSLATION PRACTICE

Major: Natural Geography

Activity 1. *Read and translate the following text paying attention to your professional vocabulary.*

WHAT IS AN ECOSYSTEM?



An ecosystem, a term very often used in biology, is a community of plants and animals interacting with each other in a given area, and with their non-living environments. The non-living environments include weather, earth, sun, soil, climate and atmosphere. The ecosystem relates to the way that all these different organisms live in close proximity to each other and how they interact with each other. For instance, in an ecosystem where there are both rabbits and foxes, these two creatures are in a relationship where the fox eats the rabbit in order to survive. This relationship has a knock on effect with the other creatures and plants that live in the same or similar areas. For instance, the more rabbits that foxes eat, the more the plants may start to thrive because there are fewer rabbits to eat them.

Ecosystems can be huge, with many hundreds of different animals and plants all living in a delicate balance, or they could be relatively small. In particularly harsh places in the world, particularly the North and South Poles, the ecosystems are relatively simple because there are only a few types of creatures

that can withstand the freezing temperatures and harsh living conditions. Some creatures can be found in multiple different ecosystems all over the world in different relationships with other or similar creatures. Ecosystems also consist of creatures that mutually benefit from each other. For instance, a popular example is that of the clown fish and the anemone – the clown fish cleans the anemone and keeps it safe from parasites as the anemone stings bigger predators that would otherwise eat clown fish.

At a basic functional level, ecosystem generally contains primary producers (plants) capable of harvesting energy from the sun through the process called photosynthesis. This energy then flows through the food chain. Next come consumers. Consumers could be primary consumers (herbivores) or secondary consumers (carnivores). These consumers feed on the captured energy. Decomposers work at the bottom of the food chain. Dead tissues and waste products are produced at all levels. Scavengers, detritivores and decomposers not only feed on this energy but also break organic matter back into its organic constituents. It is the microbes that finish the job of decomposition and produce organic constituents that can again be used by producers.

Energy that flows through the food chain i.e. from producers to consumers to decomposers is always inefficient. That means less energy is available at secondary consumers level than at primary producers level. It's not surprising but amount of energy produced from place to place varies a lot due to amount of solar radiation and the availability of nutrients and water.

An ecosystem can be destroyed by a stranger. The stranger could be rise in temperature or rise in sea level or climate change. The stranger can affect the natural balance and can

harm or destroy the ecosystem. It's a bit unfortunate but ecosystems have been destroyed and vanished by man-made activities like deforestation, urbanization and natural activities like floods, storms, fires or volcanic eruptions.

Activity 2. *Read the sentences. Then circle T (True) or F (False)*

1	An ecosystem is a community of living organisms interacting as a system.	T	F
2	Each kind of relationships has a knock on effect with the other creatures and plants.	T	F
3	Ecosystems are always large, they couldn't be small.	T	F
4	Ecosystems consist of creatures that mutually benefit from each other.	T	F
5	Each creature has just one ecosystem to exist in.	T	F
6	Microbes finish the job of decomposition and produce organic constituents.	T	F
7	The process of harvesting energy from the sun is called photosynthesis.	T	F
8	Any kind influence on the natural balance can harm or destroy the ecosystem.	T	F

Activity 3. *Answer the questions.*

1. Choose the phrase that correctly finishes this statement: "A species is..."

- a) ... a specific part of the abiotic environment;
- b) ... a way of describing all the living parts of an ecosystem;
- c) ... group of organisms that can successfully mate with each other and reproduce;
- d) ... a part of the natural decomposing materials in soil

2. Ecology is the study of the

- a) abiotic parts of the environment, such as climate, air, and soil;
 - b) biotic parts of the environment, such as animals and plants;
 - c) interactions between organisms;
 - d) interactions between organisms as well as the interactions between organisms and their environment
3. What is an ecosystem?
- a) all the interacting organisms that live in an environment and the abiotic parts of the environment that affect the organisms
 - b) a person who observes and studies the interactions between the biotic and abiotic parts of the environment
 - c) the relationship among the biotic parts of the environment
 - d) the relationship between all the abiotic elements of a pond
4. An organism that creates its own food is called
- a) a producer
 - b) a consumer
 - c) a scavenger
 - d) a decomposer
 - e) a carnivore
5. A consumer is
- a) an organism that produces its own food
 - b) an organism that does not need food to survive
 - c) an abiotic organism
 - d) an organism that cannot produce its own food
6. Which of the following two organisms are producers?
- a) plants and phytoplankton
 - b) plants and consumers
 - c) consumers and phytoplankton
 - d) phytoplankton and chlorophyll
 - e) phytoplankton and herbivores

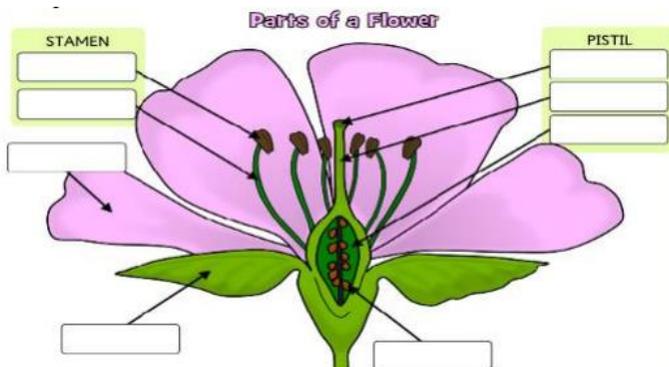
7. A species of plant or animal that is facing imminent extinction or extirpation is said to be

- a) extinct
- b) extirpated
- c) endangered
- d) threatened
- e) special concern

Activity 4. Match the words with their definitions:

1	anther	a	a tiny structure in the ovary of a flower and on the scale of a cone that contains an egg cell and can develop into a seed following fertilization
2	petal	b	the pollen producing part of a flower, usually with a slender filament supporting the anther
3	sepal	c	the female part of a flower that produces seeds
4	stamen	d	one of the coloured parts of a flower that are shaped like leaves
5	filament	e	the outer parts of the flower (often green and leaf-like) that enclose a developing bud
6	pistil	f	the stalk of a stamen
7	stigma	g	it is a long slender stalk that connects the stigma and the ovary
8	style	h	the part of a female plant that produces seeds
9	ovary	i	the top of the centre part of a flower that receives the pollen which allows it to form new seeds
10	ovule	j	the part of a male flower which contains pollen

Activity 5. Label the parts of the flower



Activity 6. Pre-reading.

Consult a dictionary before reading the text and practice to pronounce the following words and word-combinations. Memorize your professional Vocabulary:

acid rain	кислотний дощ	forest fires	лісові пожежі
animal welfare	охорона диких тварин	global warming	глобальне потепління
carbon monoxide	окис вуглецю	greenhouse effect	парниковий ефект
endangered species	вимираючі види	(non)-renewable resources	(не) відновлювані ресурси
nuclear energy	ядерна енергія	nuclear fallout	радіоактивні опади
solar energy	сонячна енергія	oil-slick	нафтова пляма
exhaust fumes	вихлопні гази	ozone layer	озоновий шар
fertilizers	добрива	pesticide	пестицид
pollution	забруднення	unleaded petrol	неетилований бензин

protected animals	тварини під захистом	nuclear waste	ядерні відходи
rain forest	тропічні ліси	wildlife	дика природа, тваринний світ
environment	оточуюче середовище	environmental group	група захисників навколишнього середовища
green issues	питання, що стосуються природи	pressure group	впливова група
Natural Disasters – стихійні лиха			
drought -	посуха	flood	повінь
earthquake	землетрус	tidal wave	приливна хвиля
typhoon	тайфун	volcanic eruption	виверження вулкану
Actions			
cut down	скорочувати, зменшувати	destroy	знищувати
dispose (of)	ліквідувати, позбутися, утилізувати	dump	звалювати, викидати
protect	захищати	pollute	забруднювати
recycle	переробляти	save	зберегти
throw away	викидати	use up	виснажувати, витратити

Activity 7. *Comment on the meaning of the below quotation.*

“Mankind won’t die in a nuclear nightmare; it will suffocate in their own waste.” (*Nils Boor*)

Activity 8. *Put the following in the order of importance in terms of danger to the citizen.*

- a) Radiation from nuclear power plant accidents.
- b) Radiation from x-rays.
- c) The greenhouse warming effect.
- d) Destruction of protective ozone layer.
- e) Hazardous waste sites (abandoned).
- f) Hazardous waste sites (in use).
- g) Non-hazardous wastes, like trash disposal.
- h) Exposure to toxic chemicals in the workplace.
- i) Industrial accidents releasing pollutants into the air, water, or soil.
- j) Pesticides harming farmers, farm workers, and consumers who work with them.
- k) Underground storage tanks leaking gasoline and other substances.

Activity 9. Match the below definitions with the professional vocabulary list given in the Activity 6.

	Definitions	Notions
1	a long period of time during which no rains fall	
2	unwanted or unusable materials, substances or by-products	
3	a chemical or natural substance added to soil or land to increase its fertility	
4	the problem caused by increased quantities of gases such as carbon dioxide in the air;	
5	the gradual rise in the earth's temperature caused by high levels of carbon dioxide and other gases in the atmosphere	
6	a substance used for destroying insects or other organisms harmful to cultivated plants or to animals	

Activity 10. *Give the opposites to the following words:*

Hazardous, to ruin, power, soil, to preserve, to reduce, to make dirty, destruction, cut down, original, danger, uninhabitable, deforestation

Activity 11. *Read the text and pick out the professional terms and notions.*

WHAT REALLY THREATENS THE ENVIRONMENT?

The poisoning of the world's land, air, and water is the fastest-spreading disease of civilization. It probably produces fewer headlines than wars, earthquakes and floods, but it is potentially one of history's greatest dangers to human life on earth. If present trends continue for the next several decades, our planet will become uninhabitable.

Overpopulation, pollution and energy consumption have created such planet wide problems as massive deforestation, ozone depletion, acid rains and the global warming that is believed to be caused by the greenhouse effect.

The seas are in danger. They are filled with poison: industrial and nuclear waste, chemical fertilizers and pesticides. The Mediterranean is already nearly dead; the North Sea is following. The Aral Sea is on the brink of extinction. If nothing is done about it, one day nothing will be able to live in the seas.

Every ten minutes one kind of animal, plant or insect dies out for ever. If nothing is done about it, one million species that are alive today will have become extinct twenty years from now.

Air pollution is a very serious problem. In Cairo just breathing the air is life threatening — equivalent to smoking two packs of cigarettes a day. The same holds true for Mexico City and 600 cities of the former Soviet Union.

Industrial enterprises emit tons of harmful substances. These emissions have disastrous consequences for our planet. They are the main reason for the greenhouse effect and acid

rains. An even greater environmental threat are nuclear power stations. We all know how tragic the consequences of the Chernobyl disaster are.

People are beginning to realize that environmental problems are not somebody else's. They join and support various international organizations and green parties. If governments wake up to what is happening — perhaps we'll be able to avoid the disaster that threatens the natural world and all of us with it.

Activity 12. Presentation Skills.

Compose a Professional PowerPoint Presentation on the following topic “Urgent Problems of our Environment and the Ways of their Overcoming”. (Add at least 1-2 PERSONAL suggestions).

Tips: How to prepare an effective presentation?

1. Keep text on slides lean.
2. Stick to one idea per slide.
3. Simplify your sentences.
4. Include powerful visuals.
5. Write for your audience.
6. Do not use slides as notes.



By applying these simple presentation tips, you'll be in a stronger position to inform, inspire, entertain, or activate your audience through a clear message.

Activity 13. *Look at the picture below and try to explain the Greenhouse Effect, its causes and process*

THE ENVIRONMENT



1. Solar energy from the Sun passes through the atmosphere.
2. Some energy is reflected back out to space.
3. Earth's surface is heated by the Sun and radiates the heat back out towards space.
4. Greenhouse gases in the atmosphere trap some of the heat.

Key expressions: battery farming, greenhouse effect, destruction of the ozone layer, polluted, pollution, waste disposal, over-polluted, destruction of the rainforests, over fishing, coast, shore, beach, cliff, cape, peninsula, cove, bay, gulf, source, tributary, waterfall, mouth, valley, gorge, delta, brook, stream, estuary

Activity 14. Give answers to the following questions:

1. Can we predict any nature disasters?
2. What are the most threatening environmental problems nowadays?
3. What can you personally do to save our planet and protect the environment?

Activity 15. Explain the following proverbs about nature:

- a) Nature is better than a middling doctor.

- b) Rivers and mountains may change; human nature, never.
- c) Everyone must pay his debt to nature.
- d) Earth is not a gift from our parents it is a loan for our children.
- e) There are no passengers on Spaceship Earth. We are all crew.
- f) It is the tree that gives its nature to the fruit.
- g) To touch the earth is to have harmony with nature.

Activity 16. *Articles with geographical names.*

Some of the following sentences are correct but some of them need the definite article “**the**” maybe more than once. There are also some factual mistakes. Try to correct them.

e.g.: *Danube flows into the Caspian Sea - The Danube doesn't flow into the Caspian Sea. It flows into the Black Sea.*

1. ____ Canary Islands are a group of islands in ____ Pacific Ocean.
2. ____ Europe is much larger than ____ Africa.
3. The highest mountain in ____ Slovakia is ____ Slavkovsky Peak
4. ____ South of ____ Iceland is warmer than ____ north.
5. The United Kingdom consists of ____ Scotland and ____ Wales.
6. We are going skiing to ____ Rockies.
7. I have visited ____ United States and Canada.
8. ____ Hungary is in ____ northern ____ Europe.
9. ____ Gdansk is in north of ____ Italy.
10. ____ Toronto is on ____ Lake Superior.

Activity 17. *Choose the correct geographical name from one of the boxes of the below table and put the definite article “**the**” where necessary.*

There are 7 continents. The word “continent” comes from the Latin terra “contins”, meaning “continuous land”. Like countries, continents are proper nouns and the first letter must be a CAPITAL letter.

Continents	Countries	Oceans and seas	Mountains	Rivers and Channels
Africa	USA	Marmara	Andes	Nile
Asia	Canada	Indian	Carpathians	Suez Canal
Australia	Thailand	Pacific	Himalayas	Amazon
Europa	Sweden	Black	Alps	Dnieper
North America	Denmark	Mediterranean	Rockies	Danube
South America	Indonesia	Red	Sierra Nevada	Thames
Antarctica	Great Britain	Atlantic	Harz	Rhine

1. What do you have to cross to travel from Europe to America? _____
2. Where is Argentina? _____
3. Which is the longest river in Africa? _____
4. Of which country is Stockholm the capital? _____
5. Of which country is Washington the capital? _____
6. What is the name of the mountain range in the west of North America? _____
7. What is the name of the sea between Africa and Europe?

8. Which is the smallest continent in the world?

9. What is the name of the ocean between America and Asia?

10. What is the name of the ocean between Africa and Australia? _____
11. Which river flows through London? _____

12. Which river flows through Vienna, Budapest and Belgrade?

13. Of which country is Bangkok the capital? _____

14. What joins the Atlantic and Pacific Oceans? _____

15. Which is the longest river in South America? _____

Activity 18. Read this short article about Wales. Try to fill in the definite article “the” where necessary.



____ Wales is located on ____ Great Britain. To ____ north and west is ____ Irish Sea, and to ____ south is ____ Bristol Channel. The large island of ____ Anglesey lies off ____ northwest coast, separated from mainland ____ Wales by ____ Menai Strait, and there are a number of smaller islands. Most of ____ Wales is mountainous. ____ Snowdonia in ____ northwest has the highest mountains, with ____ Snowdon at 1,085 m (3,560 ft) being the highest peak. To ____ south of the main range lie ____ Arenig Group, Cadair Idris and ____ Berwyn Mountains. In ____ northeast of ____ Wales, between ____ Clwyd Valley and ____ Dee Estuary, lies ____ Clwydian Range. ____ Cambrian Mountains run from ____ northeast to southwest and occupy most of the central part of the country. The main rivers are ____ River Dee, part of which forms the boundary between ____ Wales and ____ England, ____ River Clwyd and ____ River Conwy, which all flow northwards into ____ Liverpool Bay and ____ Irish Sea.

GRAMMAR TIPS:

We use the definite article with:

- seas (the Atlantic, the Pacific, the North Sea)
- mountain ranges (the Alps, the Andes)
- island groups (the British Isles, the West Indies)
- areas (the Midlands, the Lake District, the Middle East)
- rivers (the Danube, the Blue Nile, the Thames)
- deserts (the Gobi, the Sahara)
- hotels and pubs (the Red Lion, the Grand Palace)
- cinemas and theatres (the Playhouse, the Majestic)

*We generally use **no** articles with:*

- continents (Africa, South America, South East Asia)
- counties and countries (Oklahoma, Bulgaria, Nigeria)
- towns and principal buildings (Ely Cathedral, Oxford University)
- lakes (Lake Como, Lake Windermere, Derwent Water)
- mountains and volcanoes (Everest, Etna, Vesuvius)

Exceptions: the UK, the USA, the UAE, the Netherlands, the Hague.

Activity 19. *Translate the following words and memorize them:*

Notions connected with land and sea: a coast, a shore, a cliff, a cape, a peninsula, an island, a bay, a gulf etc.

Notions connected with rivers: waterfalls, a mouth, a valley, a delta, a tributary, a stream, a source etc.

Notions connected with mountains: a foot, a ridge, a peak, a summit and a glacier

Activity 20. *Fill in the following expressions in the text:*

Battery farming, greenhouse effect, destruction of the ozone
--

layer, polluted, pollution, waste disposal, over-polluted,
destruction of the rainforests, over fishing

The air, rivers and seas are all..... (1), especially in
(2) and heavily industrialized regions. Poor..... (3) is the
cause of much of this(4). (5) has depleted the
numbers of fish in the oceans. The..... (6) is leading to
climatic changes and what is known as the..... (7).
The..... (8) is causing widespread ecological problems.
..... (9) provides large amounts of food but it involves
keeping animals in crowded and unnatural conditions.

some countries the term «positive discrimination» is also used. *Positive discrimination* is also known as «*affirmative action*». Positive discrimination or affirmative action means positive steps taken to redress the effects of historical discrimination against the groups named in the clause above.)

➤ *Recognizing diversity* – Social workers should recognise and respect the ethnic and cultural diversity of the societies in which they practice, taking account of individual, family, group and community differences.

Social workers must:

- Protect the rights and promote the interests of service users and carers;
- Support service users' rights to control their lives and make informed choices about the services they receive;
- Respect and maintaining the dignity and privacy of service users;
- Promote equal opportunities for service users and carers;
- Respect diversity and different cultures and values;
- Promote the independence of service users and assisting them to understand and exercise their rights;
- Not discriminate unlawfully or unjustifiably against service users, carers or colleagues;
- Not condone any unlawful or unjustifiable discrimination by service users, carers or colleagues.

Social workers must constantly review and develop such values and knowledge in their own practice. Cultural differences require social workers to appreciate the strengths of different cultural practices, as well as the problems involved in 'cultural relativity' rather than 'cultural sensitivity'.

Social workers need to learn how to apply these considerations in their agencies and their personal practice. There is no simple 'cookbook' with a set of recipes to help them

to respond to the complex sets of causes and effects concerning the potential conflicts within different cultural, ethnic and faith traditions for these groups, applied with particular clients at that particular time.

Social workers cannot achieve this without sound ideas and learning from theories and research. This then provides for a clear appreciation of cultural understanding. Social work and social work education need to begin to examine how there may be very different value bases in different ethnic/religious groups, which may be at odds with Western libertarian, individualistic social work values. This is true, for example, of Muslim, Sikh and Buddhist approaches to morality and ethics. Such issues can be particularly contentious in relation to definitions of child abuse and how social workers work in culturally sensitive ways, without exhibiting cultural relativism.

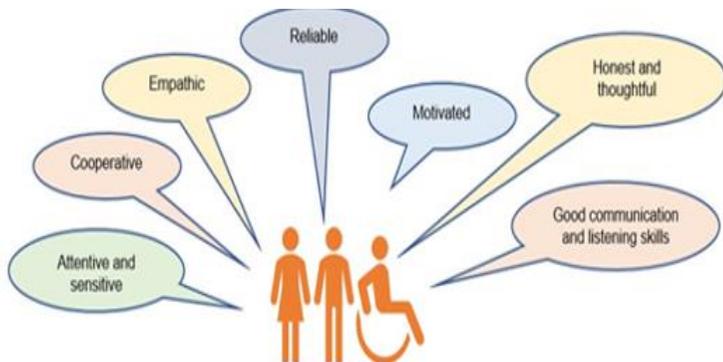
(ERIS web journal, 1/2012

Values and cultural issues in social work

Professor Brian Littlechild, University of Hertfordshire, England)

Activity 2. *Think and give your ideas on the following:*

1. Do you agree or disagree with the statement that “Social Workers can change the World”? Give your reasons.
2. How do you understand your future responsibilities as a social worker? Comment on pros and cons.
3. What makes a good social worker? Add your ideas.



Activity 3. Grammar Review. Conditionals.

Put the verbs in the brackets in their correct tense form:

1. If we _____ (to take) John, he _____ (to be) really pleased.
 2. If we _____ in London today, we _____ (to be able) to go to the concert in Hyde Park.
 3. If I _____ (to have) time, I _____ (to go) to see him. But I did not have time.
 4. If you _____ (give) me some money, I _____ (to pay) you back tomorrow.
 5. If I _____ (to have) millions dollars, I _____ (to give) a lot to charity.
 6. If everyone _____ (to have) clean water to drink, there _____ (to be) a lot less disease.
 7. If I _____ (to work) harder at school, I _____ (to get) better grades.
 8. If I _____ (to have) the chance to do it again, I _____ (to do) it differently.
 9. If she _____ (to be) happy in her job, she _____ (not to look) for another one.
 10. If I _____ (to live) in Japan, I _____ (to have) sushi every day.
- II.** If I _____ (to be) you, I _____ (to look for) a new place to live.

Activity 4. Look at the chart and add your own benefits of getting your Master's Degree in Social Work. Lay out priorities.



Activity 4. Read the following information and memorize the job titles and skills needed. Choose 10 best positions for you and explain why.

What can you do if you are majoring in Social Work?		
Skills developed	Job titles	
<ul style="list-style-type: none"> ➤ Engage in ethical practice. ➤ Understand and conduct research on human development and behaviour ➤ Knowledge in advocacy, social policy, social justice and community organization ➤ Understand the dynamics of oppression, diversity, social location and identity. ➤ Knowledge of 	<ul style="list-style-type: none"> Addictions Counsellor Career Consultant Caseworker Child/Family Counsellor Child Protection Worker Clinical Counsellor 	<ul style="list-style-type: none"> Medical Social worker Mental Health Agencies Parenting/Life Coach Rehabilitation Police Analyst Probation Officer Program and Quality

<p>institutional/social/political/economic structural inequities</p> <ul style="list-style-type: none"> ➤ Understand children and adults’ learning and psychosocial concerns ➤ Practice effective leadership in social work organizations ➤ Interact effectively with people of different backgrounds and cultures ➤ Counsel individuals, couples and families ➤ Investigate allegations of abuse, neglect or violation of human rights ➤ Knowledge about indigenous, feminist and queer perspectives ➤ Critical observation, interviewing, assessment and evaluation skills <p>Knowledge on how economic, social, political and legislative contexts shape individual and societal problems</p>	<p>Adoption Counsellor Community worker Crisis intervention worker Foster care worker Gerontologist Health care service statistician Labour relations HR Lobbyist Long-term care worker</p>	<p>Assurance Manager Residential Care Worker School social worker Social welfare worker Social worker Therapist Victim services worker Volunteer coordinator Youth services worker</p>
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Activity 5. Presentation Skills.

Compose a Professional PowerPoint Presentation on the following topic “My Future Profession” (add pros and cons). Include traits of character, dress code, manner of speaking etc.



Tips: How to prepare an effective presentation?

1. Keep text on slides lean.
2. Stick to one idea per slide.
3. Simplify your sentences.
4. Include powerful visuals.
5. Write for your audience.
6. Do not use slides as notes.



By applying these simple presentation tips, you'll be in a stronger position to inform, inspire, entertain, or activate your audience through a clear message.

Activity 6. Reading skills. Read the text below. Match choices (A-H) to (1-5). There are three choices you do not need to use.

- A** Start with studying your admission requirements.
- B** Find out about the course content.
- C** Try to get your own impression of the university you choose.
- D** Make sure you can afford it.
- E** Learn how far away from home it is.
- F** See if you'll be satisfied with the housing condition.
- G** Consider the size of the university.
- H** Check on the curriculum.

Choosing a university can look like a daunting process, but there are lots of resources to help make it easier. Before you start filling out those university application forms, consider the many variables that affect the “fit” of a university to your unique personality and educational goals. Take a look at the following factors.

1 _____

Make sure the university offers the program you want – you can check program listings in this directory, or online

www.aucc.ca/can_uni/search/index_e.html. Remember that your first year is often a time to try a variety of courses, and then choose the area in which you want to specialize. You could try new fields of study that aren't available in high school – courses like astronomy, philosophy or international studies.

2 _____

Have a look at the university calendars and read the individual course outlines. You can also compare how individual programs are designed by different universities (such as course components), the structure of courses (is it group work or exam-based?) and the flexibility offered each year in terms of what students can choose to study.

3 _____

Do you want a small university, where most of the students are undergraduates and live on campus? Alternatively, would you prefer a larger university, with access to a greater range of facilities and programs?

4 _____

A University's reputation continues to be a major factor in how students choose where to study. That said, choosing a university should not be done solely on reputation. Be aware that reputations are sometimes out of date or overstated, so first-hand experience is often beneficial. Prospective students can visit the campuses of their top university choices and spend some time talking with current students and getting a feel for the campus. Try to get a sense of how you would see yourself living in that particular place for three or four years.

5 _____

The costs associated with attending university go well beyond tuition fees to include housing, food, books, supplies, and personal living expenses. These costs are different depending

upon the type of program, type of university and the size and location of the school.

Activity 7. *Agree or disagree. Comment on every statement given below. Use your professional vocabulary.*

BEING A SOCIAL WORKER MEANS ...

1. *You will never be bored.*
2. *You will always be frustrated.*
3. *You will always be surrounded by challenges.*
4. *So much to do and so little time.*
5. *You will carry immense responsibility and very little authority.*
6. *You will step into people's lives.*
7. *Some will bless you.*
8. *Some will curse you.*
9. *You will see people at their worst-and their best.*
10. *You will never cease to be amazed at people's capacity for love, courage and endurance.*
11. *You will see life begin - and end.*
12. *You will experience resounding triumphs and devastating failures.*
13. *You will cry a lot.*
14. *You will laugh a lot.*
15. *You will know what it is to be human and to be humane.*

Activity 8. *Pre- Reading. Dwell on the following:*

1. What famous foreign and Ukrainian Educators can you mention? What educational methods did they implement?
2. Analyse the modern teaching methods and compare them with the previous ones.
3. What have you known about lifelong learning?

Activity 9. *Reading. Complete the gaps with the appropriate words.*

FAMOUS UKRAINIAN EDUCATORS THE TEACHERS WHO CHANGED THE PEDAGOGICAL WORLD



Anton Makarenko



Vasyl Sukhomlinsky

_____ [1], literally translated, is the art or science of teaching children. The word comes from the ancient Greek *paidagogos*, a compound comprised of «*paidos*» (child) and «*agogos*» (leader). While the term _____ [2] to mean the art of teaching in general, some prefer to make the distinction _____ [3] pedagogy (teaching children) and andragogy (teaching adults). The terms «*pedagogy*» and «*andragogy*» are also used to describe teacher/subject based instruction and student centred/directed instruction, respectively.

Anton Semenovych Makarenko was a _____ [4] worker and writer, the most influential educational theorist in the former Soviet Union who _____ [5] democratic ideas and principles in educational theory and practice. He elaborated the theory and methodology of upbringing in self-governing child collectives and introduced the concept of productive _____ [6] into the educational system. Makarenko is often reckoned among the world's great educators, and his books have been published in many _____ [7]. His _____ [8] was educator and writer.

Makarenko wrote several books, of which *The Pedagogical Poem*, a fictionalized story of the Gorky Colony, is especially popular. Makarenko succeeded in gaining street children's respect, combining in his method insistence and respect, school education and productive labour. He continued writing, and in 1937 his acclaimed «*The Book for _____ [9]*» came out.

Makarenko's methods were highly appreciated by Maxim Gorky who believed that his «amazingly successful educational experiment was of world-wide significance» as he insisted in one of his letters.

Vasyl Olexandrovykh Sukhomlynsky was a Ukrainian humanistic educator who saw the aim of education in producing a truly human being. His occupation was a teacher, a publisher and a writer. He is well known for his _____ [10] methods.

Vasyl Sukhomlynsky is known in many parts of the world as the creator of the «School of Joy», a preschool program that was conducted almost totally outdoors and addressed all the needs of growing children: physical, emotional, intellectual and spiritual. Sukhomlynsky _____ [11] to engage his students at the levels of heart, head and hands.

Sukhomlynsky's books and articles, which cover almost every aspect of school education, have been read by millions of teachers in Ukraine, Russia and China. They are full of optimism – though his life experiences could easily have made him a broken and bitter man. From 1948 until his death in 1970, he was a _____ [12] of a combined primary and secondary school in the village of Pavlysh, not far from where he was born. He was extremely self-disciplined, with an astonishing capacity for _____ [13]. As a principal he led by example, taking responsibility for a preschool group, teaching his own subject of Ukrainian language and literature, and mentoring young teachers – visiting their lessons and inviting them to his.

He maintained close relations with parents, many of whom were former students, and ran lectures on parenting twice per month, addressing children's developmental needs at various ages from preschool to senior high school.

From 4-8 am each day, he wrote about his experience, producing more than 500 articles and 30 books, many of which were published posthumously. Thousands of teachers _____ [14] his school and wrote glowing tributes to what they witnessed there.

Like other holistic educators, Sukhomlinsky sought to engage his students at the levels of heart, head and hands.

His writings are all based on his own experience, and contain vivid descriptions of his interactions with students. They have been translated into many languages and have inspired generations of educators around the world, especially in Ukraine, Russia and China, but this influence has been hard won.

Sukhomlinsky advocated an approach in which the collective fostered the growth of each individual, and he emphasised the need to educate empathy from an early age.

«How important this is to teach small children to recognise, from the eyes, movements and speech of the people around them, grief and joy, disappointment and concern, anxiety and confusion», Sukhomlinsky wrote.

	A	B	C	D
1	Teaching	Education	Pedagogy	Studying
2	often used	is often used	uses often	is used often
3	between	among	inside	with
4	practical	well-known	main	social
5	promoted	have promoted	promoting	promote
6	work	labour	job	profession
7	countries	cities	counties	areas
8	job	work	career	occupation
9	Children	Teachers	Parents	Adults
10	teaching	learning	studying	training
11	ght	seeks	soughts	was sought
12	teacher	tutor	principal	lecturer
13	work	job	occupation	career
14	visits	visited	visiting	has visited

Activity 10. *Reproduce the above text schematically (mention the writers' research areas; publications; educational methods etc.). Copy out the Professional Vocabulary.*

Activity 11. Grammar Review. Read the situation and then write two sentences, one with the Present Perfect Simple (**I have done**) and one with the Present Perfect Continuous (**I have been doing**).

Example: Jack is reading a book. He started 2 hours ago and now he is on page 67.

(he/read/for 2 hours): He has been reading for 2 hours.

(he/read/67 pages so far): He has read 67 pages so far.

1. Linda is from Canada. Now she is travelling around Europe. She began her trip three months ago.

(she/travel/around Europe for three months)

_____ .
(she/visit/six countries so far)

2. Sue is a tennis champion. She began playing tennis when she was 11 years old. Now she has just won the national championship for the fourth time.

(she/play/tennis since she was 11):

_____ .
(she/win/the national championship four times)

3. Bill and Andy make films. They started making films together when they left college.

(they/make/films since they left college)

_____ .
(they/make/ten films since they left college)

Activity 12. Pre-reading. Comment on the following statements.

1. Primary education in Ukraine and Great Britain are similar.–
T/F
2. The system of education in our country differs from the Britain's one.
3. What is wrong with the UK education system?
4. Is the American school system easier than British?

Activity 13. *Read the text. Copy out all underlined words and phrases and memorize them.*

PRIMARY SCHOOL TEACHERS in GREAT BRITAIN



Primary school teachers develop schemes of work and lesson plans in line with curriculum objectives. They facilitate learning by establishing a relationship with pupils, and by their organization of learning resources and the classroom-learning environment.

Primary school teachers develop and foster the appropriate skills and social abilities to enable the optimum development of children, according to age, ability and aptitude.

They assess and record progress and prepare pupils for examinations. They link pupils' knowledge to earlier learning and develop ways to encourage it further, and challenge and inspire pupils to help them deepen their knowledge and understanding.

Responsibilities

Primary schools **in England** (following the National Curriculum) are usually divided into:

- Foundation Stage - nursery schools (ages 3-5);
- Key Stage 1 - years 1 and 2 (ages 5-7);
- Key Stage 2 - years 3-6 (ages 7-11).

Primary schools **in Wales** (following the National Curriculum and Foundation Phase) are usually divided into:

- Foundation Phase (ages 3-7);
- Key Stage 2 (ages 7-11).

Primary schools **in Northern Ireland** (following the Northern Ireland Curriculum) are usually divided into:

- Foundation Stage - years 1 and 2 (ages 4-6);
- Key Stage 1 - years 3 and 4 (ages 6-8);
- Key Stage 2 - years 5 to 7 (ages 8-11).

Primary schools **in Scotland** (following the Curriculum for Excellence - CfE) are usually divided into:

- Nursery and P1 - primary (ages 4-5);
- P2-4 - primary (ages 6-8);
- P5-7 - primary (ages 9-11).

Tasks are broadly the same for all primary school teachers and include:

- teaching all areas of the primary curriculum;
- taking responsibility for the progress of a class of primary-age pupils;
 - organising the classroom and learning resources to encourage a positive learning environment;
 - motivating pupils with enthusiastic, imaginative presentation;
 - maintaining discipline;
 - providing feedback to parents and carers on a pupil's progress at parents' evenings and other meetings;
 - coordinating activities and resources within a specific area of the curriculum,
 - working with others to plan and coordinate work;

- keeping up to date with changes and developments in the structure of the curriculum;
- organising and taking part in school events, outings and activities which may take place at weekends or in the evening;
- working with parents and school governors (in England, Northern Ireland and Wales) or School Boards (in Scotland) to maximise their involvement in the school and the development of resources for the school;
- meeting with other professionals such as education welfare officers and educational psychologists, if required.

Salary

- New entrants to the profession in England, Wales and Northern Ireland start on the main salary scale, which rises incrementally from £21,804 to £31,868 (per year).
- In Scotland, the new entrants' starting salary is £21,867 (per year), plus other payments, rising incrementally to £34,887.
- After gaining experience and expertise, particularly skilled classroom teachers in England and Wales can, where the opportunities exist, apply to go on to become a leading practitioner. Schools now have the freedom to create higher salary posts for teachers whose primary purpose is modelling and leading improvement of teaching skills. Salaries in this bracket start at £37,836, potentially rising to over £100,000.

Working hours

Most teachers work long hours during term time, often over 50 hours a week. They are often in school before the school day starts and stay after the pupils have gone home. Marking and preparation are usually done at home. Teachers have up to 13 weeks' holiday per year, but most do work on marking, planning and preparation during this time. Parents' evenings, school concerts, clubs, after-school activities and preparation for school inspections all take up extra hours.

Part-time and temporary work is freely available. Career breaks are possible, after which, support and refresher courses are available.

Activity 14. *Copy out all sentences in the Passive Voice and translate them.*

Activity 15. *Grammar Review. Numbers.*

Write the following numbers in words (£=pound): £21,804; £31,868; £21,867; £34,887; £37,836; £100,000

Activity 16. *Read the text and make literary translation from English into Ukrainian.*

DEVELOPMENTAL PSYCHOLOGY

Saul McLeod published 2012, updated 2017

Developmental psychology is a scientific approach, which aims to explain growth, change and consistency through the lifespan. Developmental psychology looks at how thinking, feeling, and behaviour change throughout a person's life. A significant proportion of theories within this discipline focus upon development during childhood, as this is the period during an individual's lifespan when the most change occurs.

Developmental psychologists study a wide range of theoretical areas, such as biological, social, emotion, and cognitive processes. Empirical research in this area tends to be dominated by psychologists from Western cultures such as North American and Europe, although during the 1980s Japanese researchers began making a valid contribution to the field.

The three goals of developmental psychology are to describe, explain, and to optimize development (Baltes, Reese, & Lipsitt, 1980). To describe development it is necessary to focus both on typical patterns of change (normative development) and on individual variations in patterns of change (i.e. idiographic development). Although there are typical pathways of development that most people will follow, no two persons are exactly alike.

Developmental psychologists must also seek to explain the changes they have observed in relation to normative processes and individual differences. Although, it is often easier to describe development than to explain how it occurs. Finally, developmental psychologists hope to optimise development, and apply their theories to help people in practical situations (e.g. help parents develop secure attachments with their children).



Developmental Questions

Continuity vs. Discontinuity

Think about how children become adults. Is there a predictable pattern they follow regarding thought and language and social development? Do children go through gradual changes or are they abrupt changes?

Normative development is typically viewed as a continual and cumulative process. The continuity view says that change is gradual. Children become more skilful in thinking, talking or acting much the same way, as they get taller.

The discontinuity view sees development as more abrupt—a succession of changes that produce different behaviours in different age-specific life periods called stages. Biological changes provide the potential for these changes.

We often hear people talking about children going through “stages” in life (i.e. “sensori-motor stage.”). These are called developmental stages—periods of life initiated by distinct transitions in physical or psychological functioning. Psychologists of the discontinuity view believe that people go

through the same stages, in the same order, but not necessarily at the same rate.

Nature vs. Nurture

When trying to explain development, it is important to consider the relative contribution of both nature and nurture. Developmental psychology seeks to answer two big questions about heredity and environment:

How much weight does each contribute?

How do nature and nurture interact?

Nature refers to the process of biological maturation inheritance and maturation. One of the reasons why the development of human beings is so similar is because our common specifies heredity (DNA) guides all of us through many of the same developmental changes at about the same points in our lives. Nurture refers to the impact of the environment, which involves the process of learning through experiences.

There are two effective ways to study nature-nurture.

Twin studies: Identical twins have the same genotype, and fraternal twins have an average of 50% of their genes in common.

Adoption studies: Similarities with the biological family support nature, while similarities with the adoptive family support nurture.

Stability vs. Change

Stability implies personality traits present during present during infancy endure throughout the lifespan. In contrast, change theorists argue that personalities are modified by interactions with family, experiences at school, and acculturation.

This capacity for change is called plasticity. For example, Rutter (1981) discovered that sombre babies living in understaffed orphanages often become cheerful and affectionate when placed in socially stimulating adoptive homes.

Historical Origins

Developmental psychology as a discipline did not exist until after the industrial revolution when the need for an

educated workforce led to the social construction of childhood as a distinct stage in a person's life.

The notion of childhood originates in the Western world and this is why the early research derives from this location. Initially developmental psychologists were interested in studying the mind of the child so that education and learning could be more effective.

Developmental changes during adulthood are an even more recent area of study. This is mainly due to advances in medical science, enabling people to live to an old age.

The emergence of developmental psychology as a specific discipline can be traced back to 1882 when **Wilhelm Preyer** (a German physiologist) published a book entitled *The Mind of the Child*. In the book Preyer describes the development of his own daughter from birth to two and a half years. Importantly, Preyer used rigorous scientific procedure throughout studying the many abilities of his daughter.

Activity 17. 1. *Copy out all sentences containing ing-forms and translate them into Ukrainian. Decide whether these words are Gerunds or Participle I.*

2. Underline and define Gerund (G), Participle 1 (P) and Continuous (C):

1. She will never forget their first meeting. _____
2. Next Saturday at this time I will be swimming in the ocean.

3. I often call my friends while walking in the park. _____
4. Singing is interesting but difficult for me. _____
5. I cannot forget the girl sitting by the window during the concert. _____
6. They were playing tennis at this time yesterday. _____

Activity 18. *Presentation Skills.*

Compose a Professional PowerPoint Presentation on the following topic “Pros and Cons of My Future Job”.

Tips: How to prepare an effective presentation?

1. Keep text on slides lean.
Stick to one idea per slide.
Simplify your sentences.
4. Include powerful visuals.
5. Write for your audience.
6. Do not use slides as notes.



By applying these simple presentation tips, you’ll be in a stronger position to inform, inspire, entertain, or activate your audience through a clear message.

Activity 19. *Make up and act out a dialogue on the following situations:*

- i. You are applying for a new job as a psychologist. Which traits of your character can attract the attention of your future employer?
- ii. You became a witness of a family quarrel when children are around. Your actions to avoid conflicts.

Activity 20. *Read the text, translate it from English into literary Ukrainian and comment on the advantages and disadvantages of being a psychologist.*

**ADVANTAGES AND DISADVANTAGES OF BEING
A PSYCHOLOGIST**

Is a career in psychology right for you? Well, the short answer is it depends. There are advantages and disadvantages of being a psychologist. Depending on what you’re looking for in life and an occupation, psychology may or may not be the right

career for you. But chances are if you enjoy helping people, facing new challenges, and are willing to continually learn and grow you'll enjoy psychology. Below are the most noteworthy advantages and disadvantages of career in psychology.

The Advantages

1. *The reward of helping people overcomes their challenges.*
One of the top reasons psychologists cite that they enjoy their careers is that they're able to help other people improve the quality of their lives. Many people throughout the world struggle with disabling mental disorders and disabilities. Psychologists help these individuals learn to cope with their disorders and disabilities and overcome mental and emotional challenges. While being a psychologist can be stressful at times, it's also a very gratifying and fulfilling occupation.

2. *Flexible work schedules.*

While many psychologists pull long hours, once you've established your own practice your schedule becomes very flexible. You're able to set your own hours, come and go when you want and have ample vacation time.

3. *High earning potential.*

According to the Bureau of Labor Statistics, on average psychologists working full-time earn between \$50,000 and \$100,000 a year. Those who work part-time obviously earn less but they still earn a respectable amount. Psychologists who are able to run a successful private practice can earn up to \$200,000 a year. Of course, money alone shouldn't be your motivation for becoming a psychologist but earning a decent living is an attractive benefit.

4. *Ability to work for yourself.*

Many psychologists go on to establish their own private therapy practices once they get a little experience under their belt and have proven themselves as competent professionals. According to the U.S. Bureau of Labor Statistics, nearly 35 percent of

psychologists are self-employed – many of these owning and running their own practices.

5. Opportunity to work with new people every day. As a psychologist you'll work with clients from all walks of life, cultures and backgrounds. You'll help a large variety of people overcome mental and emotion obstacles. And while you'll face setbacks, the reward of help children, adults and couples achieve their full potential will outweigh any challenges you may face.

The Disadvantages

1. Dealing with clients can be stressful and draining.

The biggest reward of being a psychologist is often the biggest challenge of being a psychologist – helping people overcome and deal with their mental and emotional struggles. Psychologists have to learn how to help their clients find effective and productive methods for dealing with their struggles. Successful psychologists must learn to separate their work life and personal life and practice effective stress management techniques.

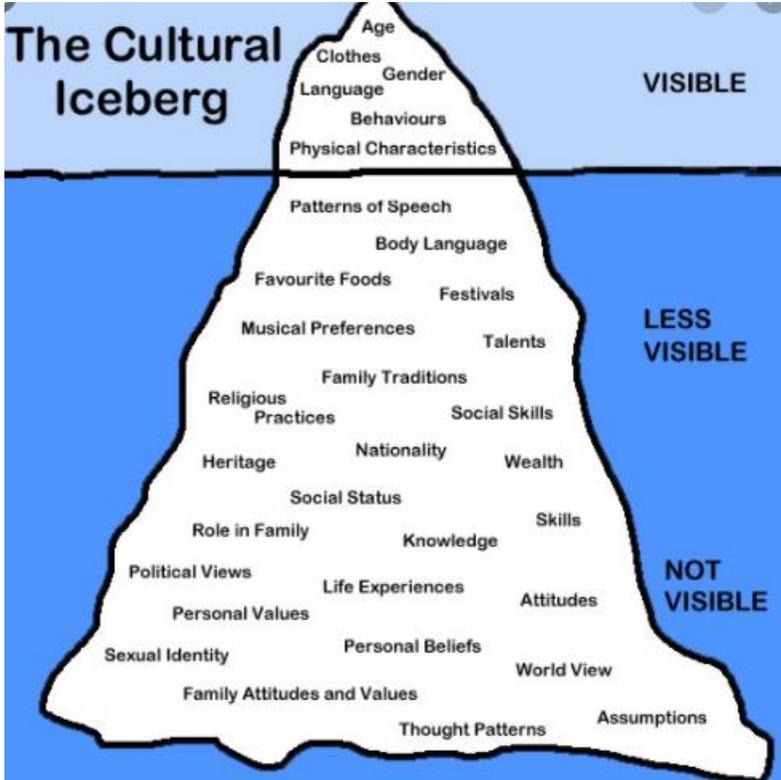
2. Dealing with billing issues.

All psychologists, regardless of whether they work as employee of an organization or run their own practice, have to deal with billing issues. These include processing and collecting payments from insurance companies, dealing with piles of paperwork, the unpleasant experience of sending clients who don't pay their bills to collections, and various other billing issues. Dealing with insurance companies in and of itself can be a very tiring process, especially if you have your own practice.

3. Constantly drumming up new business.

Many psychologists get into the business to practice psychology – not to become a sales professional. Notwithstanding, if you plan on being self-employed and owning your own practice

you'll need to get used to the idea of prospecting for new clients on an ongoing basis. Finding new clients requires time, money and resources and is a key to having a successful practice. One of the most effective ways to find new clients is networking. Build relationships with other industry professionals (e.g. doctors, nurses, etc.) and mental health providers that can refer clients to your practice. Conducting free seminars and support group meetings is also an effective method for building your clientele base.



Activity 1. Look at the picture and comment on the visible, less visible or not visible values. Prove your choice if you do not agree with this division.

Activity 2. Pre-reading.

Express your point of view: answer/discuss the following questions. You may write an essay on one of the questions and then present it orally to the class.

1. What do art styles describe?

2. Can you compare Classical and Modern art movements?
3. What are the 7 genres of art?
4. What is the most popular art style?
5. What was the Best Selling Art of the previous year?
6. What are the 9 themes of art?
7. What art is trending this year?
8. What size art prints sell best and why?
9. Why art is so expensive?
10. Which Colours are used most in art?
11. How do you interpret art?
12. Can a colour be a symbol?
13. What colour means friendship?
14. How do you describe art in words?
15. What is the hardest type of painting?
16. Why do artists sign their paintings and why not?
17. Which is harder watercolour or oil painting?

Activity 3. Read the information about different art styles and choose one the most preferable for you. Prove your choice.

ART STYLES



Style is used in two senses: It can refer to the distinctive visual elements, techniques and methods that typify an

individual artist's work. It can also refer to the movement or school that an artist is associated with. This can stem from an actual group that the artist was consciously involved with or it can be a category in which art historians have placed the painter.

CUBISM

This artistic movement begun in 1907 by artists Pablo Picasso and George Braque who developed a visual language whose geometric planes challenged the conventions of representation in different types of art, by reinventing traditional subjects such as nudes, landscapes, and still lives as increasingly fragmented compositions.



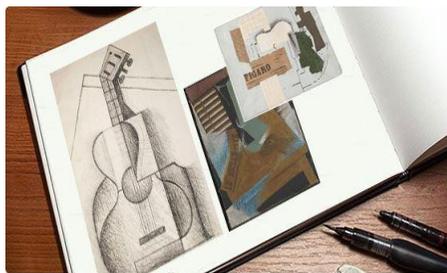
Cubism derived its name from remarks that were made by the critic Louis Vauxcelles, who derisively described Braque's 1908 work *Houses at L'Estaque* as being composed of cubes. In Braque's painting, the volumes of the houses, the cylindrical forms of the trees, and the tan-and-green colour scheme are reminiscent of Paul Cézanne's landscapes, which deeply inspired the Cubists in their first stage of development (until 1909).

Types of cubism: Analytical vs. synthetic

Cubism can be seen to have developed in two distinct phases: the initial and more austere analytical cubism, and a later phase of cubism known as synthetic cubism.

Analytical cubism ran from 1908–12. Its artworks look more severe and are made up of an interweaving of planes and lines in muted tones of blacks, greys and ochres.

Synthetic cubism is the later phase of cubism, generally considered to date from about 1912 to 1914, and characterised by simpler shapes and brighter colours. Synthetic cubist works also often include collaged real elements such as newspapers. The inclusion of real objects directly in art was the start of one of the most important ideas in modern art.



Synthetic cubism and Analytical cubism (guess the artists)

Activity 4. Answer the following questions:

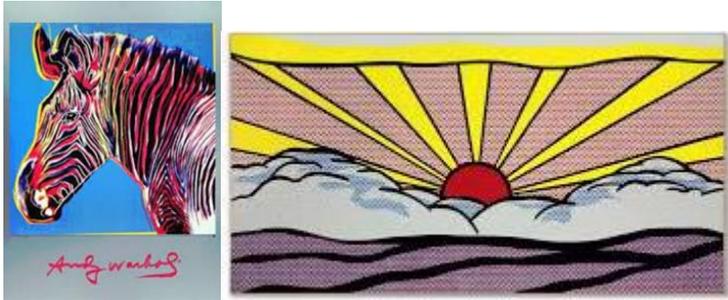
1. What did Picasso want to emphasize using Cubism?
2. Who co invented cubism with Picasso?
3. What is the point of Cubism?
4. How did Cubism affect the world?
5. How does Cubism represent modern life?

POP ART

Pop art started with the New York artists Andy Warhol, Roy Lichtenstein, James Rosenquist, and Claes Oldenburg, all of whom drew on popular imagery and were actually part of an international phenomenon. Following the popularity of the Abstract Expressionists, Pop's reintroduction of identifiable imagery (drawn from mass media and popular culture) was a major shift for the direction of modernism. The subject matter became far from traditional "high art" themes of morality, mythology, and classic history; rather, Pop artists celebrated commonplace objects and people of everyday life, in this way seeking to elevate popular culture to the level of fine art. Perhaps owing to the incorporation of commercial images, Pop art has become one of the most recognizable styles of modern art.

By creating paintings or sculptures of mass culture objects and media stars, the Pop art movement aimed to blur the boundaries between "high" art and "low" culture. The concept that there is no hierarchy of culture and that art may borrow from any source has been one of the most influential characteristics of Pop art.

Warhol (1930-87), perhaps the greatest Pop artist, specialized in the boring and every day. He burst upon the public consciousness with meticulously painted Campbell's soup cans and three-dimensional Brillo boxes. His innovations have greatly affected art in the 90s.



Activity 5. Answer the following questions:

1. What are the most famous pop art paintings and collages?
2. Who is the top pop art artist?
3. What is unique about pop art?
4. Why is pop art fun?
5. What are 3 characteristics of Pop Art?

IMPRESSIONISM

As a major movement in art history, Impressionism followed the Realist movement and the invention of photography. The movement developed primarily in France during the mid-1860s and throughout the 1870s. Although it lasted only about fifteen years in its purist form, it determined in one way or another nearly every artistic manifestation that has taken place since. Impressionist artists became fascinated with the transformation light brought upon natural objects and surfaces.

Colour is no longer seen as the property of the object itself but of the moment of perception of light, and thus changes with the time of day and density of the atmosphere.



The Impressionists were the first to render the full intensity of natural light and the glow of natural colours. To quote Paul Signac, a painter of the nineteenth century who helped transform the Impressionist style in the 1880s, «the entire surface of the [Impressionist] painting glows with sunlight; the air circulates, light embraces, caresses and irradiates forms - it penetrates everywhere, even into the shadows it illuminates.» The principle Impressionist painters were Claude Monet, Pierre Auguste Renoir, Camille Pissarro, Alfred Sisley and Berthe Morisot.

Edgar Degas and Paul Cezanne also painted in an Impressionist style for a time in the early 1870s.

The first example of modernism in painting was impressionism, a school of painting that initially focused on work done, not in studios, but outdoors (plain air). Impressionist paintings demonstrated that human beings do not see objects, but instead see light itself. The school gathered adherents despite internal divisions among its leading practitioners, and became increasingly influential. Initially rejected from the most important commercial show of the time, the government-sponsored Paris Salon, the Impressionists organized yearly group exhibitions in commercial venues during the 1870s and 1880s, timing them to coincide with the

official Salon. A significant event of 1863 was the Salon des Refusés, created by Emperor Napoleon III to display all of the paintings rejected by the Paris Salon.

Activity 6. *Answer the following questions:*

1. What defines Impressionism?
2. How do you explain Impressionism to a child?
3. Is Van Gogh an impressionist?
4. What are Top 10 Impressionist Paintings?
5. What paint is used for Impressionism?

FUTURISM

Futurism developed in Italy during the first decade of the Twentieth Century. The movement emphasized the energy and speed of the machine and was strongly opposed to existing notions of Italy as vast museum of times past. As early as 1909 Futurists launched a program advocating the destruction of academies and monumental cities as impediments to progress. The rhetoric was intended to inspire public anger and to arose controversy. The members of the Futurist group included Carlo Carra and Umberto Boccioni. One of the last Futurist artists was Joseph Stella, whose Brooklyn Bridge series pays homage to a structure that had become a symbol of industrial achievement.



Activity 7. *Answer the following questions:*

1. What is the style of futurism?
2. Is futurism still used today?
3. Who are the best futurists?
4. How did futurism reflect modern life?
5. What is the importance of futurism?

MODERNISM

Modernism describes both a set of cultural tendencies and an array of associated cultural movements, originally arising from wide-scale and far-reaching changes to Western society in the late 19th century and early 20th century. Modernism was a revolt against the conservative values of realism.

The term encompasses the activities and output of those who felt the “traditional” forms of art, architecture, literature, religious faith, social organization and daily life were becoming outdated in the new economic, social and political conditions of an emerging fully industrialized world. A salient characteristic of modernism is self-consciousness. This often led to experiments with form, and work that draws attention to the processes and materials used (and to the further tendency of abstraction).



Activity 8. *Answer the following questions:*

1. What are 5 characteristics of modernism?

2. Why is modernism important in art?
3. How did modernism affect art?
4. What are the themes of modernism?
5. What are the elements of modernism?

ABSTRACT STYLES

Abstract painting uses a visual language of form, colour and line to create a composition which may exist with a degree of independence from visual references in the world. Abstract expressionism was an American post-World War II art movement which had a combination of the emotional intensity and self-denial of the German Expressionists with the anti-figurative aesthetic of the European abstract schools such as Futurism, the Bauhaus and Synthetic Cubism and the image of being rebellious, anarchic, and highly idiosyncratic and, some feel, nihilistic.

Action painting, sometimes called “gestural abstraction”, is a style of painting in which paint is spontaneously dribbled, splashed or smeared onto the canvas, rather than being carefully applied. The resulting work often emphasizes the physical act of painting itself as an essential aspect of the finished work or concern of its artist. The style was widespread from the 1940s until the early 1960s, and is closely associated with abstract expressionism (some critics have used the terms “action painting” and “abstract expressionism” interchangeably).



Activity 9. Answer the following questions:

1. What are the different styles of abstract art?
2. What were the 3 main forms of abstract painting?
3. What are the 6 elements of abstract art?
4. What are the basic elements of abstract?
5. What are the rules for abstract art?

OUTSIDER ART

The term outsider art was coined by art critic Roger Cardinal in 1972 as an English synonym for art brut (French: “raw art” or “rough art”), a label created by French artist Jean Dubuffet to describe art created outside the boundaries of official culture; Dubuffet focused particularly on art by insane asylum inmates. The art of children, psychiatric patients and prisoners who create art outwith the conventional structures of art training and art production is often categorised as outsider art. Outsider art has emerged as a successful art marketing category (an annual Outsider Art Fair has taken place in New York since 1992). The term is sometimes misapplied as a catch-all marketing label for art created by people outside the mainstream “art world”, regardless of their circumstances or the content of their work.



Activity 10. *Answer the following questions:*

1. What can you tell about the Outsider Art Fair?
2. Do you know at least 10 notable Outsider Artists?
3. Why 'Outsider Art' Is a Problematic but Helpful Label?

SURREALISM

Surrealism is a cultural movement that began in the early 1920s, and is best known for the visual artworks and writings of the group members. Surrealist artworks feature the element of surprise, unexpected juxtapositions and non sequitur; however, many Surrealist artists and writers regard their work as an expression of the philosophical movement first and foremost, with the works being an artefact. Leader André Breton was explicit in his assertion that Surrealism was above all a revolutionary movement.

Surrealism developed out of the Dada activities of World War I and the most important centre of the movement was Paris. From the 1920s onward, the movement spread around the globe, eventually affecting the visual arts, literature, film and music of many countries and languages, as well as political thought and practice, philosophy and social theory.



Activity 11. Answer the following questions:

1. What is the main idea of surrealism?

2. What are 3 characteristics of surrealism?
3. Who is the leader of the surrealism movement?
4. What defines surrealism art?
5. What words are associated with Surrealism?

Activity 12. Write more information about other styles: *Expressionism, Neoclassicism, Realism, Renaissance etc.*

1. Create your own professional vocabulary.
2. Complete the chart

#	Art - Style	Main characteristics	Artists	Period	Country
1					
2					
3					
4					
...					

Activity 13. *Presentation Skills.*

Compose a Professional PowerPoint Presentation or create an amazing poster using CANVA on the following topic “My Favourite Art-Style(s) and Artist (s)”.

Tips: How to prepare an effective presentation?

1. Keep text on slides lean.
2. Stick to one idea per slide.
3. Simplify your sentences.
4. Include powerful visuals.
5. Write for your audience.
6. Do not use slides as notes.

By applying these simple presentation tips, you’ll be in a stronger position to inform, inspire, entertain, or activate your audience through a clear message.

Activity 14. Grammar Review:

Make your own dialogue using the following expressions:

SPEECH PATTERNS	МОВНІ ЗРАЗКИ
Let me introduce myself to you.	Дозвольте представитися.
Let me introduce you to my friend.	Дозвольте познайомити Вас з моїм другом.
We visited a new art exhibition yesterday.	Вчора ми відвідали нову художню виставку.
Is it a problem to get the tickets?	Чи важко дістати квитки?
Let me help you.	Давайте я допоможу вам.
What is your trade? – I am a designer.	Чим ви займаєтесь? – Я - дизайнер.
What is his business? – He is an artist.	Чим він займається? – Він – художник.

Major: History



Pre-reading activity 1. *Speculate on the issues.*

1. What career is waiting for you after graduating from the University?
2. What government jobs can you apply for with your history degree?
3. What minors go well with history?

Activity 2. *Read the text below and match the choices (A- J) to (1-8). There are two choices you do not need to use.*

CAREER OPTIONS IF YOU HAVE A HISTORY DEGREE

History as an academic discipline deals with the study of societies and culture of a certain time-period or long periods of time, to enhance our understanding of the past.

A degree in history provides you with a set of transferable skills that are applicable to a wide range of careers such as law, publishing, journalism and the media, museums, librarianship and archive work, teaching, advertising, work in the development sector, global charity work etc.

Majors in History:

History can be divided into three major specialisations –

- archaeology,
- museology
- archival studies.

After having a degree in history, you can specialize in these fields. At the postgraduate level, most of these courses are offered nationwide.

Hence, a history degree, backed by a specialisation at the Masters level, can pave the way to a number of careers.



Here are career options you can go for after a degree in History:

1.

This work can be research-based or field-related. It includes excavation, but that is only one aspect of this profession. You are free to specialise in particular objects of study. For instance, you can be an expert on coins called numismatist, or an epigraphist who decipher inscriptions.

2.

the specialists in museology are the ones who deal with the design, organization, and management of museums. Their work is filled with research, administration and public relations. For instance, The National Museum Institute (New Delhi) offers Masters in Museology.

3.

..... specialise in natural history, metals, terracotta, textiles, paintings, and other related things. The field requires an artistic and aesthetic bent of mind along with administrative skills. It also includes maintenance of records of each item, for instance, from where it has been discovered or acquired, its estimated age, conservation treatment and such details.

4.

... are experts in preservation, repairing parchment and paper manuscripts and microfilming documents. They get work in museums, libraries, and in different state chronicles.

5.

This person's job is to study and research history, and communicates it through written or published works.

The prerequisite to becoming such kind of a specialist is a Bachelor's degree in history followed by a Masters in specific areas such as political history, military history etc.

6.

There is a tremendous demand for these employees in the movie houses as well who could undertake research work for costumes, jewellery, movie sets. These specialists work closely with both the director and the cinematographer. They can go for a production house as a research analyst as well.

7.

For those who have an interest in education can share their knowledge by becoming a tutor either for primary schools or for universities.

If you wish to teach at the university level, you will have to complete your Master's degree.

8.

History has always been a favourite subject for the non-military service exam, particularly the main exam.

Although vast, the syllabus offers many advantages like easy to understand and absorb, no dearth of study material and the fact that it covers a key segment of the General Studies paper.

- A History experts
- B Civil services
- C Lawyers
- D Archaeology
- E Teachers
- F IT-specialists
- G Museum curators
- H Archivists
- I Lecturers
- J Historians

Activity 3. *Reorder the words to make up a sentence and translate it.*

1) skills / graduates / analytical / History / and / strong / have / communication

2) architecture / majors / History / politics / the past / explore / art / topics / throughout / like / and

3) Arabia / Queen / Where / Sheba / Africa / did / the / of / rule / or?

Activity 4. *Comment on the following:*

“History is a chronological record of significant events (such as those affecting a nation or institution) often including an explanation of their causes” (give reasons to provide evidence).

Activity 5. *Grammar Review:*

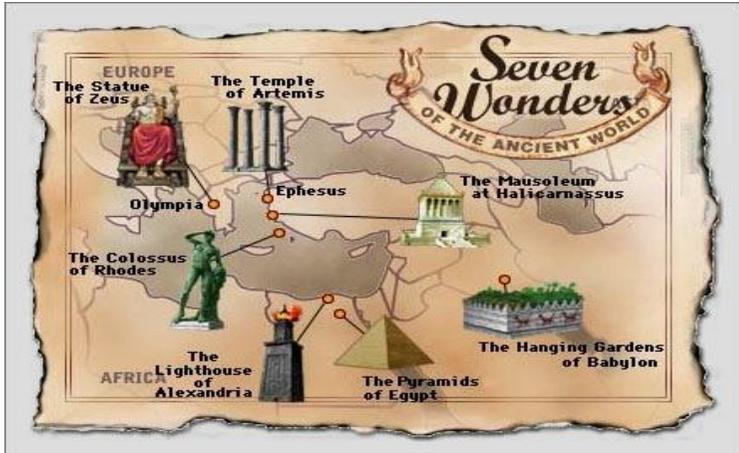
Make up general and special questions, and give the short answers on them.

1. Science deals with the facts and relationship among these facts.
2. A theory becomes a part of scientific knowledge.
3. History attempts to explain how and why events happen.
4. History influences different aspects of people’s lives.
5. Some scientists search for clues to the origin of the universe.

Activity 6. *What do you know about the Seven Wonders of the Ancient World? Can you name all of them without consulting information books?*

Read the text below and check your answers.

The Seven Wonders of the Ancient World



The Seven Wonders of the Ancient World were a collection of remarkable constructions listed by various Greek authors. Of all the Ancient Wonders, the pyramids alone survive.

1. The Pyramids of Egypt

are three pyramids at Giza, outside modern Cairo. Built between 2584 BC and 2561 BC, the Great Pyramid of Giza, the largest pyramid, built by Cheops, a king of the fourth dynasty, is the only surviving ancient wonder. It is 230.4 metres wide at its base and 146.5 metres tall. It contains 2,300,000 blocks; the average weight of each is 2.5 tons. Estimated date of completion is 2680 B.C.



2. The Hanging Gardens of Babylon

were built by Nebuchadnezzar around 600 B.C. to please his queen. They are also associated with the mythical Assyrian queen Semiramis. This is the only ancient wonder whose exact location has not been established. The series of gardens resembled a large green mountain rising from the centre of ancient Babylon. The terraces were said to rise from 75 to 300 ft (1 ft is approximately 31 cm). They were destroyed soon after the first century AD.



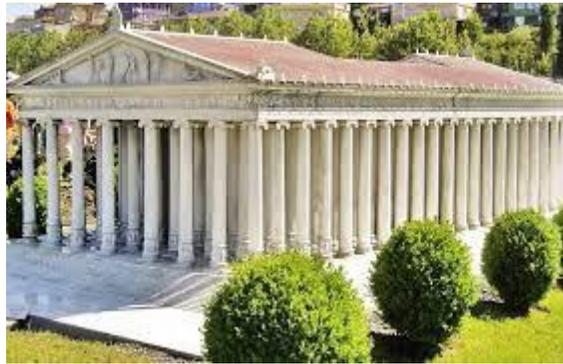
3. The Statue of Zeus (Jupiter) at Olympia

was made of gold and ivory by the Greek sculptor Phidias (5th century B.C.). Being of 40 ft high, the statue has been lost to fire in 425 without a trace, except for reproductions on coins.



4. The Temple of Artemis (Diana) at Ephesus

was begun about 350 B.C., in honor of a non-Hellenic goddess who later became identified with the Greek goddess of the same name. The temple, with Ionic columns 60 ft high, was destroyed by invading Goths in A.D. 262.



5. The Mausoleum at Halicarnassus

was erected by Queen Artemisia in memory of her husband, King Mausolus of Caria in Asia Minor, who died in 353 B.C. Built between 353BC and 350BC, this tomb was 45 metres in height. It stood at Halicarnassus, near modern-day Bodrum, Turkey, until it was destroyed by earthquakes between the 12th and 15th centuries. Some remains of the structure are in the British Museum.



6. The Colossus at Rhodes

This bronze statue to the Greek god of the sun, Helios (Apollo), once stood at the entrance to the harbour at Rhodes, on the Greek island of the same name. It was built in 280BC to mark victory over the ruler of Cyprus, but survived for just 54 years, when it was destroyed by an earthquake. It was more than 30 metres high and made of bronze and iron with a marble pedestal.



7. The Pharos (Lighthouse) of Alexandria

Built between 280BC and 247BC, the Lighthouse of Alexandria measured up to 137 metres in height, making it one of the tallest man-made structures in the world for centuries. It was damaged by three earthquakes between 956 and 1323.



Activity 7. *Test your understanding of the above information.*

The Seven Wonders of the Ancient World

1. How many of the ancient wonders were located in Egypt?
A: 1 B: 2 C: 3 D: 5
2. Which wonder was NOT located in Egypt?
A: Pharos of Alexandria
B: Pyramids
C: Hanging Gardens
3. What does the Sphinx consist of?
A: body of a lion and head of a tiger
B: body of a tiger and head of a woman
C: body of a lion and head of a woman
D: body of a woman and head of a lion
4. This creature famously guards the pyramids.
A: Sphinx
B: Cleopatra
C: Lion D: Manticore
5. True or False? A mausoleum is a tomb.
A: True B: False

6. Where in Greece was the Statue of Zeus?

A: Crete B: Athens C: Olympia D: Rome

7. In which Egyptian city did the Pharaohs reside?

A: Cairo B: Giza C: Cheops D: Alexandria

8. The Hanging Gardens was the most beautiful of the wonders. Where were these located?

A: Babylon B: Crete C: Troy D: Cyprus

9. Choose the number of wonders that were built or partially built by the Greeks?

A: 3 B: 5 C: 7 D: none

10. How many of the original wonders still remain today?

A: 1 B: 3 C: 5 D: 7

ФРАЗИ ДЛЯ РЕФЕРУВАННЯ ТЕКСТУ (СТАТТІ) АНГЛІЙСЬКОЮ МОВОЮ.

1. Назва статті, автор, стиль

The article I'm going to give a review of is taken from...	Стаття, яку я хочу проаналізувати, взята з.....
The headline of the article is	Заголовок статті...
The author of the article is...	Автор статті...
The article under discussion is ...	Стаття, яку мені хочеться зараз обговорити ...

2. Тема. Логічні частини

The topic of the article is...	Тема статті
The key issue of the article is...	Ключовим питання цієї статті є ...
The article under discussion is devoted to the problem...	Стаття, яку ми обговорюємо, присвячена проблемі ...
In the article the author touches upon the problem of...	У статті автор торкається проблеми...
I'd like to comment on the problem of...	Я хотів би надати коментарі стосовно проблеми ...

3. Короткий зміст

At the beginning of the article the author	На початку статті автор ...
describes	описує
touches upon	торкається ...
explains	пояснює
introduces	знайомить
mentions	згадує
makes a few critical remarks on	робить декілька критичних зауважень з приводу ...
The article begins (opens) with	Стаття починається з

a (the) description of	опису ...
statement	проблеми
introduction of	введення ...
the analysis of a summary of	короткого аналізу
the characterization of	характеристики
(author's) opinion of	думки автора
the enumeration of	переліку
In conclusion the author	Підводячи підсумок автор
dwells on	зупиняється на
points out	вказує на те, що ...
generalizes	узагальнює
reveals	показує
gives a summary of	дає короткий зміст

3. Ставлення автора до окремих моментів

The author gives full coverage to...	Автор у повній мірі охоплює...
The author outlines...	Автор описує ...
The article contains the following facts..../ describes in details...	Стаття містить такі факти / детально описує ...
The author starts with the statement of the problem and then logically passes over to its possible solutions.	Автор починає з постановки завдання, а потім логічно переходить до її можливих рішень.
The author asserts that...	Автор стверджує, що ...
The author resorts to ... to underline...	Автор вдається до ..., з метою підкреслити ...
Let me give an example...	Дозвольте мені навести приклад ...

5. Висновки автора

In conclusion the author says / makes it clear that.../ gives a warning that...	У підсумку автор говорить / висвітлює, що ... / попереджає, що ...
At the end of the article the	У кінці статті автор

author sums it all up by saying ...	підводить підсумок, наголошуючи на
The author concludes by saying that../ draws a conclusion that / comes to the conclusion that	Підсумовуючи, автор говорить, що .. / робить висновки, що / приходить до висновку, що ...

6. Виразні засоби, які використовуються у статті

To emphasize ... the author uses...	Для того, щоб акцентувати увагу ... автор використовує
To underline ... the author uses...	Щоб підкреслити ... автор використовує
To stress...	Підсилюючи, наголошуючи ...

7. Ваш висновок

Taking into consideration the fact that	Беручи до уваги той факт, що ...
The message of the article is that /The main idea of the article is	Основна ідея статті полягає у ...
In addition... / Furthermore...	Крім того../ Більш того...
On the one hand..., but on the other hand...	З одного боку ..., але з іншого боку ...
Back to our main topic...	Повернемося до нашої основної теми
To come back to what I was saying...	Повертаючись до раніше викладеного/ сказаного ...
In conclusion I'd like to...	Підсумовуючи, я би хотів
From my point of view...	З моєї точки зору ...
As far as I am able to judge...	Наскільки я здатний судити ..
My own attitude to this article is...	Моє особисте ставлення до ...
I fully agree with / I don't agree with	Я повністю погоджуюся з .../ Я не погоджуюся з ...

<p>I have found the article dull / important / interesting /of great value</p>	<p>Я вважаю, що ця стаття досить нудна / важлива/ цікава/ має велику цінність</p>
---	---

Example:

The article I'm going to retell is devoted to...

The article under consideration presents much interest for everyone.

First of all, the author draws our attention to the fact that...

In the next passage the author's attention is focused on...

The examples mentioned in this article illustrate well enough...

The author remains concentrated on these problems throughout the article.

The author arrives to the following conclusions:

I can find this article skilfully developed.

APPENDIX 1: SIMPLICITY

Examples of expressions that can be simplified

Long or (sometimes) wrong	Better choice (often)
accounted for by the fact that	because
as can be seen from Figure 1, substance Z reduces twitching	substance Z reduces twitching (Fig. 1)
at the present moment	now
bright yellow in colour	bright yellow
conducted inoculation experiments on	inoculated
considerable amount of	much
despite the fact that	although
due to the fact that	because
for the reason that	because
if conditions are such that	if
in a considerable number of cases	often
in view of the fact that	because
it may, however, be noted that	but
large numbers of	many
lazy in character	lazy
methodology	methods
owing to the fact that	because
oval in shape	oval
prior to	before
taken into consideration	considered
terminate	end
the test in question	this test
there can be little doubt that this is	this is probably
to an extent equal to that of X	as much as X
utilize	use
whether or not	whether

Appendix 2: SPELLING

Examples of differences between British and American spelling

British English	American English
-ae eg: aetiology, faeces, haematology	-e eg: etiology, feces, hematology
-ce in nouns, -se in verbs eg: defence, licence/license, practice/practise	-se in nouns and verbs eg: defense, license (but <i>practice</i> as both noun and verb)
-ise or -ize * eg: organise/organize	-ize eg: organize
-isation or -ization * eg: organisation/organization	-ization eg: organization
-lled, -lling, -llor , etc. eg: labelled, travelling, councillor (but <i>fulfil, skilful</i>)	-led, -ling, -lor , etc. eg: labeled, traveling, councilor (but <i>fulfill, skillful</i>)
-oe eg: diarrhoea, foetus, oestrogen	-e eg: diarrhea, fetus, estrogen
-ogue eg: analogue, catalogue	-og or -ogue eg: analog/analogue, catalog/catalogue
-our eg: colour, behaviour, favour	-or eg: color, behavior, favor
-re eg: centre, fibre, metre, litre (but <i>meter</i> for a measuring instrument)	-er eg: center, fiber, meter, liter
-yse eg: analyse, dialyse	-yze eg: analyze, dialyze
aluminium	aluminum or aluminium **
mould	mold
programme (general) or program (computer)	program

*One ending should be used consistently.

Appendix 3: PLURALS

Examples of irregular plurals deriving from Latin or Greek

Singular	Plural	Examples
-a	-ae rarely -ata	alga – algae, larva – larvae stoma – stomata
-ex	-ices	index – indices (or indexes*) apex – apices (or apexes*)
-ies	-ies	species, series, facies
-is	-es	axis – axes, hypothesis – hypotheses
-ix	-ices	appendix – appendices (or appendixes*) matrix – matrices (or matrixes*)
-on	-a	phenomenon – phenomena criterion – criteria
-um	-a	datum – data**, bacterium – bacteria
-us	-i rarely -uses or -era	locus – loci, fungus – fungi (or funguses*) sinus – sinuses genus – genera

* Acceptable anglicised plurals that are also listed in dictionaries.

** In non-scientific use, usually treated as a mass noun (like information, etc.)

**Recommended by the International Union of Pure and Applied Chemistry and the Royal Society of Chemistry

It must be remembered that some nouns used in everyday English also have irregular plural forms (eg: *woman – women, foot – feet, tooth – teeth, mouse – mice, leaf – leaves, life – lives, tomato – tomatoes*) or have no plural form (eg: *equipment, information, news*). If in doubt, consult a dictionary.

Appendix 4. ABBREVIATION in ENGLISH

У сучасному столітті, насиченому інформацією, часу на спілкування і листування залишається все менше й менше. Як би парадоксально це не звучало, але чим більшою кількістю інформації володіє людина, тим більше способів вона шукає для її скорочення і передачі в більш стислому вигляді. Одним з найкращих способів скоротити слова і вирази є використання абрєвіатур.

На сьогоднішній день вони зустрічаються повсюдно в загальній англійській мові, в діловому бізнес листуванні, в смс повідомленнях і чатах, в міжнародних термінах. Багато з них вживаються досить часто, тому сучасній людині варто опанувати найпоширенішими з них.

Абрєвіатура (*англ.*: Abbreviation від *лат.* brevis - короткий) - слово, утворене скороченням слова або словосполучення і читається за алфавітним назвою початкових букв або за початковими звуками слів, що входять в нього.

Абрєвіатури зустрічаються в будь-якій мові світу і виконують величезну роль. Часом незнання або неправильне використання того чи іншого скорочення в англійській може привести до досить незручної ситуації або нерозуміння того, що співрозмовник хоче висловити тією чи іншою фразою.

Давайте подивимося на приклад неправильного використання досить відомої абрєвіатури **LOL** (*laughing out loud* - сміятися голосно).

Messages

Mom: Your beloved aunt just passed away. LOL

I: Why is that funny?

Mom: It's not funny, David!

I: Mom, LOL means "laughing out loud".

Mom: Oh my goodness! I thought it means "lots of love"...I sent it to everyone! I need to call everybody...

ABBREVIATION

V.I.P.	very important person	дуже важлива персона
P.S.	<i>lat.</i> «post scriptum»	після написаного
A.D.	<i>lat.</i> «Anno Domini»	наша ера
B.C. / B.C.E.	before Christ/ before Common Era	до Христа / – до нашої ери
ASAP	as soon as possible	якнайшвидше
UNO	United Nations Organization	ООН
UNESCO	United Nations Educational, Scientific and Cultural Organization	ЮНЕСКО
a.m.	ante meridiem, in the morning	зранку
p.m.	post meridiem, in the afternoon	ввечері
i.e.	id est, that is	це означає
e.g.	exempli gratia, for example	наприклад
etc.	<i>lat.</i> et cetera	і т.ін.
2G2BT	too good to be true	занадто добре, щоб бути правдою
2moro	tomorrow	завтра
BTW	by the way	до речі, між іншим
2day	today	сьогодні
BD/ BDAY	birthday	день народження
2nite	tonight	ввечері
4ever	forever	назавжди
AFAIK	as far as I know	наскільки я знаю
BRB	be right back	скоро повернуся
TTYL	talk to you later	до зв'язку
IMHO	in my honest opinion	як на мене, на мій погляд/думку

AKA	also known as	також відомий, як
TIA	thanks in advance	заздалегідь вдячний
Ділове листування		
Mr	mister	містер
Mrs	mistress	місіс
Dr	Doctor	доктор
St.	Saint / Street	святий / вулиця
Bld	boulevard	бульвар
Ave.	avenue	проспект
Sq.	square	площа
Rd.	road	дорога
Bldg.	building	будівля
B.Sc.	Bachelor of Science	бакалавр наук
M.A.	Master of Arts	Магістр мистецтв
Ph.D.	Doctor of Philosophy	Доктор філософії
Co	company	компанія
PA	personal assistant	особистий помічник
Appx.	appendix	додаток
Re.	reply	відповідь
p.	page	сторінка
vs	<i>lat.</i> versus	проти
CAO	Chief Administrative Officer	Керівник адміністрації
CEO	Chief Executive Officer	Генеральний директор
exp.	export	експорт
HR	human resources	кадрова служба
HQ	Headquarters	Головне управління компанії
LLC	limited liability company	ТОВ / Товариство з обмеженою відповідальністю
IT	information technology	Інформаційні технології

Чати та смс		
BFN	bye for now	до зустрічі
FYI	for your information	До Вашої уваги
JIT	just in time	вчасно
IOW	in other words	інакше кажучи
NRN	no reply is necessary	відповідь не вимагається
OTOH	on the other hand	з іншого боку
GL	good luck	Удачі!
GB	good bye	до побачення
DNO	don't know	не знаю
ASAYGT	as soon as you get this	щойно Ви це отримаєте
B4	before	до цього
BON	believe it or not	вірите чи ні
BZ	busy	зайнятий
BW	best wishes	з найкращими побажаннями

Ось приклад стандартного листування англійською мовою:

- Dear **Mr.** Braun, our **Co** will be glad to offer you the position of **CAO**. – Шановний пане Браун, наша компанія буде рада запропонувати Вам посаду головного бухгалтера компанії.
- Dear **Ms.** Stone, my **PA** will definitely contact you about changes in **exp.** process – Шановна Міс Стоун, мій особистий секретар обов'язково зв'яжеться з вами з приводу змін у процесі експорту.

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тестових завдань/ О.В. Євчук, І.В. Доценко – Кам'янець –

Навчальне видання

Укладач: **Коваленко Світлана Миколаївна**
Чикалова Марина Миколаївна

Foreign language for special purposes (non-linguistic specialties). Іноземна мова за фаховим спрямуванням (для студентів немовних спеціальностей).

Навчальний посібник для підготовки студентів ОКР «Магістр» денної та заочної форм навчання вищих навчальних закладів.

Англійською мовою

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