

Міністерство освіти і науки України  
Національний університет водного господарства та природокористування  
Кафедра іноземних мов

**06-09-67М**

## **МЕТОДИЧНІ РЕКОМЕНДАЦІЇ**

та навчальні завдання  
до практичних занять з навчальної дисципліни  
«Іноземна мова за професійним спрямуванням (англійська)»  
для здобувачів вищої освіти першого (бакалаврського)  
рівня усіх освітньо-професійних програм спеціальностей  
навчально-наукового інституту економіки і менеджменту НУВГП  
денної і заочної форм навчання

Рекомендовано науково-  
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Методичні рекомендації та навчальні завдання до практичних занять з навчальної дисципліни «Іноземна мова за професійним спрямуванням (англійська)» для здобувачів вищої освіти першого (бакалаврського) рівня усіх освітньо-професійних програм спеціальностей навчально-наукового інституту економіки і менеджменту НУВГП денної і заочної форм навчання [Електронне видання] / Зошук Н. В., Голубєва І. В. – Рівне : НУВГП, 2022. – 21 с.

Укладач: Зошук Н. В., канд. філол. наук, доцент кафедри іноземних мов;  
Голубєва І. В., канд. пед.наук, доцент кафедри іноземних мов.

Відповідальний за випуск: Купчик Л. Є., кандидат педагогічних наук,  
доцент, завідувачка кафедри іноземних мов.

Директор ННІЕМ: Ковшун Н. Е., д.е.н., професор.

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## Передмова

Методичні рекомендації та навчальні завдання для практичних занять з дисципліни «Іноземна мова за професійним спрямуванням (англійська)» адаптовані для здобувачів першого (бакалаврського) рівня вищої освіти усіх спеціальностей ННІЕМ мають на меті допомогти організувати самостійну та індивідуальну роботу студентів для набуття навичок практичного володіння англійською мовою на середньому рівні.

Тематичне наповнення завдань, різноманітні лексичні, граматичні й мовні вправи представляють актуальні для професійного та повсякденного спілкування теми. Текстовий та граматичний матеріал укладено із сучасних зарубіжних друкованих та Інтернет-видань.

Для досягнення зазначеної мети передбачається виконання таких завдань:

- ✓ оволодіння найбільш уживаною лексикою в межах визначеної тематики і сфери спілкування;
- ✓ засвоєння основних граматичних категорій англійської мови в межах визначеного курсу;
- ✓ розпізнавання відомого лексичного і граматичного матеріалу під час роботи з текстами;
- ✓ вивчення нового граматичного та лексичного матеріалу окресленої тематики та оволодіння навичками його застосування на практиці;
- ✓ оволодіння технікою читання навчальних адаптованих з автентичних джерел текстів, використання прийомів ознайомлювального та навчального читання;
- ✓ правильне написання слів, словосполучень, речень і текстів.

У результаті вивчення навчальної дисципліни студент повинен:

**знати:** базові граматичні структури, що є необхідними для вираження відповідних функцій та понять, а також для розуміння і відтворення почутої фрази чи інформації; основні правила синтаксису, розуміти та сприймати тексти у сфері повсякденного спілкування; базовий діапазон словникового запасу, що є необхідним для рецептування та реагування на відповідну інформацію у різних сферах професійного культурного та соціального характеру.

**вміти:** сприймати та відповідати на запитання середнього рівня знання іноземної мови, для того, щоб досягти порозуміння зі співрозмовником; застосовуючи відповідні засоби вербальної комунікації; знаходити нову текстову, графічну інформацію, що міститься в іншомовних матеріалах; користуватися двомовними, тлумачними словниками.

# EDUCATION

## I. Read and translate the text.

### MODERN EDUCATION IN THE 21 CENTURY

**A** 21st century education is about giving students the skills they need to succeed in this new world, and helping them grow the confidence to practice those skills. With so much information readily available to them, 21st century skills focus more on making sense of that information, sharing and using it in smart ways.

The coalition P21 (Partnership for 21st Century Learning) has identified four ‘Skills for Today’: creativity, critical thinking, communication, collaboration.

These four themes are not to be understood as units or even subjects, but as themes that should be overlaid across all curriculum mapping and strategic planning. They should be part of every lesson in the same way as literacy and numeracy.

Creativity is about thinking through information in new ways, making new connections and coming up with innovative solutions to problems. Critical thinking is about analyzing information and critiquing claims. Communication is understanding things well enough to share them clearly with other people. Collaboration is about teamwork and the collective genius of a group that is more than the sum of its parts.

There are other skills that are important, which fall within these four areas. Entrepreneurship can be considered a skill of its own. Inquiry and problem solving are key. Emotional intelligence (EQ) is one of the most important keys to successful work and relationships. The bottom line? Education needs to be all about empowering students with transferable skills that will hold up to a rapidly changing world, not prescribed content that has been chosen for its past relevance.

*(Adapted from: <https://thinkstrategicforschools.com/education-21st-century/>)*

## II. Translate words and word combinations into Ukrainian.

Creativity, critical thinking, communication, collaboration, curriculum mapping, strategic planning, bottom line, literacy, numeracy, empower, come up with, inquiry, emotional intelligence, transferable skills.

## III. Answer the questions to the text:

1. What is 21<sup>st</sup> century education about?
2. What skills are focused on in 21<sup>st</sup> century education?
3. What are ‘Skills for today’?
4. What is creativity?
5. Explain, what does

critical thinking mean? 6. How do we understand ‘communication’? 7. Does the word ‘collaboration’ mean ‘team’? 8. What skills are also important in 21<sup>st</sup> century education? 9. Explain the phrase ‘transferable skills’.

**IV. Choose the correct word.**

**INTERNATIONAL EDUCATION**

21st century schools **are/is** also responding to demand by moving into international education. ISC Research **have/has** tracked these changes in their research. In the past, international schools **were/ have** primarily for the families of military personnel and diplomats. **In/on** the year 2000 there **were/was** 2,500 international schools globally **together/with** fewer than one million students attending, but **in/on** December 2016 there were over 8,600 **international/ internationals** schools with almost 4.5 **million/ millions** students. The vast majority of these students are now local **children/ childrens** hoping to attend university in the West. Schools which aren’t traditional ‘international schools’ are also striving **to/for** create an internationally connected education through travel opportunities, exchange programs, school partnerships, international school leadership, and online communication. Learning to be a global citizen is crucial in a world where technology **is/are** erasing borders, and you don’t necessarily need **an/a** international education master’s degree to incorporate **this/these** into your teaching.

*(Adapted from: <https://thinkstrategicforschools.com/education-21st-century/>)*

**V. Choose an appropriate missing part for the sentences from the box.**

...or mentor for their students	This shift is great...	...teachers need to be forward thinking, curious and flexible.
....so that they can empower their students in turn	.....learning new ways of teaching, and learning alongside their students.	

1. 21st century teachers need to serve as a guide...
2. Teachers need to be empowered as facilitators and motivators for learning, .....
3. ....news for teachers.
4. This means.....
5. Teachers must be learners:.....

**VI. Choose the word for the definitions.**

Creativity, critical thinking, communication, collaboration, curriculum mapping, bottom line strategic planning, literacy, numeracy, empower, come up with, inquiry, emotional intelligence, transferable skills.

1. \_\_\_\_\_ the subjects that are included in a course of study or taught in a school, college, etc. (*curriculum mapping, strategic planning, bottom line strategic planning, literacy*)
2. \_\_\_\_\_ the most important thing that you have to consider or accept, the essential point in a discussion. (*collaboration, curriculum mapping, strategic planning, bottom line*)
3. \_\_\_\_\_ that can be used in different jobs. (*come up with, inquiry, transferable skills*)
4. \_\_\_\_\_ expressing disapproval of sb/sth and saying what you think is bad about sth. (*communication, critical thinking, collaboration*)
5. \_\_\_\_\_ a piece of work produced by two or more people or groups of people working together. (*collaboration, empower, creativity, critical thinking*)

**VII. Define the missing letters of these words.**

Cre\_\_ivity, criti\_\_l, co\_\_unication, co\_\_aboration, cu\_\_iculum mapping, strategic pla\_\_ing, bo\_\_tom line, literacy, numeracy, empower, come up with, in\_\_iry, emotional inte\_\_igence, transferable ski\_\_s.

**VIII. Choose the correct preposition.**

1. The young man has been addicted \_\_\_\_\_ (*at, to, by, for*) to computers games for ages.
2. Ebooks are very much \_\_\_\_\_ (*at, on, with, for*) demand at the moment.
3. Each easy-to-understand lesson (or chapter) only covers one topic \_\_\_\_\_ (*on, at, in*) a time.
4. They were bitterly disappointed \_\_\_\_\_ (*into, at, for*) result of the game.
5. Schools are also striving \_\_\_\_\_ (*for, to, into*) create an internationally connected education.

**IX. Form part of speech from these words.**

<i>Example: academy</i>	<i>academic, academically</i>
achieve	
attend	
behave	
capable	
certify	
educate	
exam	

**X. Choose correct word.**

1. He had finally *achieved/achievement* success.
2. Even a small success gives you a sense of *achieve/achievement*.
3. The meeting *was attended / attendance* by 90 % of shareholders
4. There was *an attend/attendance* of 42 at the meeting.
5. The accounts *were certified/ certification* as correct by the finance department.

**WORK & EMPLOYEMENT**

**I. Read and translate the text.**

Why is your choice of career more important than ever before? First, we must consider various factors, all of which should contribute to the decisions concerning our professional journey.

As children, we were often asked what we wanted to be when we grew up. Such inquiries prompted answers like space cowboy, ballerina, police officer and doctor, to name just a few.

As we got older, however, our childhood ambitions morphed into more realistic choices, informed by the ever-changing world of work around us. With technology rapidly transforming every industry, the job market is undergoing a tremendous amount of change.

So, why is your choice of career more important than ever before? To answer this question, we must consider various factors, all of which should contribute to the decisions concerning our professional journey.

Automation now dominates our realities in multiple forms — from self-checkouts, customer service bots and even bots that hire and fire. While these advancements are purposed with improving and simplifying our lives, they also impose a threat on their human counterparts, who were tasked with these jobs first.

With AI technology beginning to replace workers across several industries and sectors, choosing a career that won't get caught in the crossfire of a technological revolution is vital; you must consider the possible impact that technology could have on your industry.

It is estimated that a large percentage of workers will need to switch industries and acquire new skills to remain employable in the future. In fact, the McKinsey Global Institute found that 25% more workers than previously estimated will need to switch occupations. This is a result of the Covid-19 pandemic, which pushed companies to adopt new work processes to stay afloat, accelerating their investment in AI and automation. For millions of workers, these changes could bring the extinction of their roles sooner than anticipated.

Having foresight and taking proactive steps early in your professional journey could mean that you will find yourself working side by side with emerging technologies rather than being replaced by them.

Careers in healthcare, technology, engineering, education and business are expected to see exponential growth, while sectors such as agriculture, foodservice and manufacturing are more susceptible to technology taking over.

But while job automation will bring the extinction of certain career paths, it will also result in the creation of brand new occupations that will be necessary in this tech-driven economy. In fact, it is estimated that more jobs will be created rather than lost to automation, according to a World Economic Forum report.

*(Adapted from: <https://www.entrepreneur.com/article/38196>)*

## **II. Translate words and word combinations into Ukrainian.**

Inquiries, prompted, morphed into, tremendous, self-checkouts, customer service bots, bots that hire and fire, human counterparts, to switch, to stay afloat, accelerating, exponential growth.

## **III. Find English equivalents of the words below.**

Запит, підказувати, перетворюватися на, величезний, бот обслуговування клієнтів, триматися на плаву, людські аналоги.

## **IV. Translate into Ukrainian.**

1. As children, we were often asked what we wanted to be when we grew up.
2. As we got older, however, our childhood ambitions morphed into more realistic choices, informed by the ever-changing world of work around us.
3. With technology rapidly transforming every industry, the job market is undergoing a tremendous amount of change.
4. Automation now dominates our realities in multiple forms — from self-checkouts, customer service bots and even bots that hire and fire.
5. It is estimated that a large percentage of workers will need to switch industries and acquire new skills to remain employable in the future.

## **V. Choose an appropriate words from the list.**

**Factors, advancements, previously, foresight, proactive, inquiries, human counterparts, switch occupations, professional.**

1. We must consider various \_\_\_\_\_, all of which should contribute to the decisions concerning our professional journey.

2. Such \_\_\_\_\_ prompted answers like space cowboy, ballerina, police officer and doctor, to name just a few.



3. While these \_\_\_\_\_ are purposed with improving and simplifying our lives, they also impose a threat on their \_\_\_\_\_, who were tasked with these jobs first.

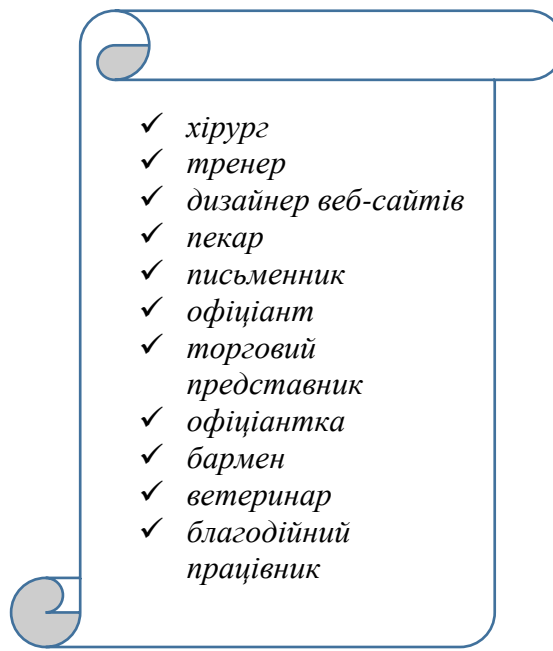
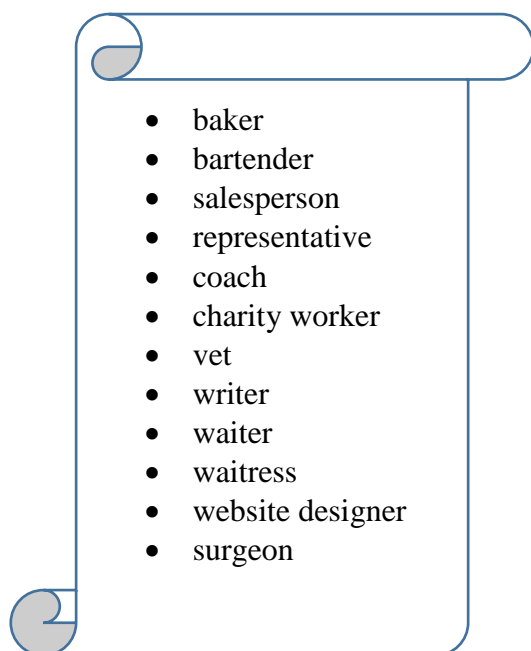
4. McKinsey Global Institute found that 25% more workers than \_\_\_\_\_ estimated will need to \_\_\_\_\_.

5. Having \_\_\_\_\_ and taking \_\_\_\_\_ steps early in your \_\_\_\_\_ journey could mean that you will find yourself working side by side with emerging technologies rather than being replaced by them.

#### VI. Answer the questions according to the text.

1. What forms does automation dominate?
2. What impact could technology have on your industry?
3. Why a large percentage of workers will need to switch industries?
4. What pushed companies to adopt new work processes to stay afloat?
5. What job automation will bring and result?

#### VII. Match English and Ukrainian job titles.



#### VIII. Complete the sentences with suitable word from the box.

**duties, colleagues, boss, position, self-employed, quit, salary, wages**

1. On average, a doctor's \_\_\_\_\_ is 50,000 pounds a year.
2. Derek shares an office with a \_\_\_\_\_ who is 30 years older than him.

3. A waiter's \_\_\_\_\_ are usually 200pounds a week.
4. A shop assistant's \_\_\_\_\_include serving customers and operating the till.
5. You'll have to ask the \_\_\_\_\_ first if you want to take a day off.
6. If I hated my job, I would definitely \_\_\_\_\_.

**IX. Answer the questions.**

1. How do you think, what is more important in a job: money or job?
  2. What is your ideal job?
  3. What is more important qualification or experience? Explain why?

**X. Write a paragraph about 'My ideal job is.....'**

**Applying for a job**

9

**I. Read the text and translate it into Ukrainian. Pay attention to underlined words.**

In most parts of the world, it is common to submit a typed CV (curriculum vitae – British English) or resume (American English). This contains all the unchanging information about you: your education, background experience. This usually accompanies a letter of application. Interviews may take many forms in business today: from the traditional one-to-one interview to panel interview where several candidates are interviewed by a panel of interviewers, to “deep-end” interviews where applicants have to demonstrate how they can cope in actual business situations. Moreover, the atmosphere of an interview may vary from the informal to the formal and from the kindly to sadistic. Fashions seem to change quite rapidly in interview techniques and the only rules that applicants should be aware of may be “Expect the unexpected” and “Be yourself”! In different countries, different trades and different grades, the salary that goes with a job may be only part of the package: perks\* like a company car or cheap housing loans, bonuses paid in a “thirteen month”, company pension schemes, generous holidays or flexible working hours may all contribute to the attractiveness of a job.

The following may serve as the body of a model application letter: *“Dear Mr. Brown, I noted with interest your advertisement in today’s All About Accounting. You will see from the enclosed curriculum vitae that I have five years’ experience as a Personal Assistant, three of which have been*

*in the field of marketing and public relations. My responsibilities have included all types of secretarial work, arranging and attending presentations, working with clients and solving problems that arise. Although I have an excellent relationship with my present employers, I feel that my prospects with them are limited and that there would be more scope for my talents with a larger, more dynamic company. If you consider that my qualifications and experience are suitable, I should be available for interviews any time.*

*Yours sincerely, .....*”

(Adapted from: <http://dspace.wunu.edu.ua/bitstream/316497/19544/1/Business%20English.pdf>)

**\*perk** - also *perquisite*, i.e. money, goods, or advantages that one gets regularly and legally from one's work in addition to one's pay

## **II. Give answers for the following questions.**

1. What is a resume? 2. What is an application letter? 3. What is an interview? What forms can it have? 4. What *perks* would you like to have from your job? 5. What responsibilities does a Personal Assistant have as it is described in the text?

## **III. Translate the following words and word-combinations into Ukrainian.**

CV, resume, to submit, education, background experience, a letter of application, interview, salary, loans, bonuses, attractiveness of a job, arranging and attending presentations, working with clients, solving problems, qualifications and experience.

## **IV. Translate the following words into English.**

Звертатися за роботою; надавати резюме; роботодавець; перспектива; реклама; засоби масової інформації; досвід роботи; вирішення проблем; обов'язки; очікувати неочікуваного; бути самим собою; схема нарахування пенсії; позика; привабливість роботи.

## **V. Choose and insert appropriate missing verbs below where it is necessary.**

### **“Golden rules” for writing CV**

1. \_\_\_\_ your resume to the information you have gathered about the employer and the job you want.
2. \_\_\_\_ action verbs, they will bring your resume to life (analyzed, managed; completed; created; evaluated, підраховував; implemented; improved; investigated; organized ; participated; performed; planned; proposed; provided; researched; solved; streamlined; supervised; supported. 3. \_\_\_\_ pronoun “I”. Describe your skills and capabilities by using as many specific words as possible.
4. \_\_\_\_ your accomplishments and achievements.
5. \_\_\_\_ it simple and clear: 2 pages at most.

6. \_\_\_\_\_ truthful. Don't exaggerate or misrepresent yourself. Remember that the employers check the information.
7. \_\_\_\_\_ mention salary.
8. \_\_\_\_\_ long sentences. Use the minimum number of words and phrases but avoid abbreviations.
9. Looks are important, the resume should be typed with plenty of white space and wide margins. Place headings at the left side of the page, and the details relating to them on the right side.
10. \_\_\_\_\_ sure of date
11. Don't sign or date the resume.
12. Always \_\_\_\_\_ an original of your resume. Don't send a photocopy.
13. \_\_\_\_\_ copies of resumes on file for future reference. Once you have a job, update your resume on a regular basis.



**Highlights, Adapt, Avoid (x2), Keep, Be, Don't, Make, Send, Use, Keep.**

## VI. Create your own CV. Use the sample below.

### CURRICULUM VITAE

Name	-----
Date of birth	25 February 1977
Present address	-----
Telephone number	(035) 228 1245
Marital status	Single
Education and qualifications	1994-1999 National Institute of Economy Diploma with honours 1984-1994 Secondary School № 3 School Leaving Certificate
Work experience	2001-till present Junior Economist, Sales Director's Office, "Leader ltd" Responsibilities searching potential clients and carrying out negotiations; forming the client base of the Sales Office; drawing out reports for the work which has been done. 1999-2001 Secretary to Sales Director, "Leader ltd" Responsibilities secretarial work including typing, shorthand; correspondence; filing; answering customers' calls; mail; general office duties.
Other information	While studying I have attended various evening courses of German (intermediate level) & French (elementary level). I'm computer literate and I can make minutes from shorthand notes

Interests

languages, mountain skiing, computer programs, bowling.

## HOMEMADE FOOD AND ECONOMY

### I. Read the text.

1. \_\_\_\_ Food is so personal. Growing up, some of my favorite childhood memories were those spent in the kitchen cooking with my dad and baking with my mom. As a kid, I didn't realize that what we were preparing had any cultural significance. It was just food. I thought everyone in Toronto made *sarma* in the winter!

2. \_\_\_\_ Now more than ever, I treasure these multi-generational family recipes as many members of the diaspora do. We preserve these recipes because they connect us, not only to our heritage but also to loved ones, both alive and long lost.

3. \_\_\_\_ I knew that this personal connection to food was universal. I wondered what kinds of interesting stories we'd hear if we asked home cooks to tell us about their most treasured family recipes and the meaning behind them. Feeling inspired, I decided I wanted to create a web series that would shine a spotlight on home cooks. HOMEMADE was born.

4. \_\_\_\_ Several Canadian home cooks agreed to share their stories. We went into their homes and kitchens. We filmed them as they prepared their favorite dish or meal. We interviewed them afterward. We asked them about the personal significance of the dish, and they shared more than just the mechanics of how to prepare the dish. They shared heartwarming stories and unique traditions associated with these deeply personal recipes.

5. \_\_\_\_ Our very first episode features a home cook whose family heritage is from South East Europe! Yasemin Kamci shares her family's Turkish-Cypriot *dolma* recipe.

For centuries, stuffed grape leaves have been a staple in the cuisines of countries across South Eastern Europe to Central Asia. Depending on where you enjoy these culinary delights, they may be referred to as dolma, dolmeh, sarmice... and more!

Yasemin's multi-generational recipe features grape leaves that are stuffed with rice, tomatoes, and herbs. It happens to be a completely vegan recipe. That said, it's common to find variations on this recipe that include ground beef or lamb. Some include zucchini, peppers, and eggplants. Aside from regional nuances, every household has its own take on this classic dish.

6. \_\_\_\_ In Yasemin's family, dolma represented the start of summer in Ontario. Her parents grew grapevines in their backyard and would pick the leaves to make dolma. Everyone would save their appetite all day to leave room for their big dolma feast in the evening. While we couldn't time travel to Yasemin's childhood to film these family gatherings, Jane Guan, our animator, transports us there through her beautiful illustrations.

My hope for audience members is that you'll resonate with the stories shared by our home cooks and continue to treasure your family recipes, traditions, and memories.

(Adapted from: <https://seefilmla.org/2021/02/16/homemade-celebrates-heritage-food/>)

**Sarma** is commonly marketed as **stuffed grape leaves** or **stuffed cabbage leaves**, is a stuffed dish in Southeastern European and Middle Eastern cuisine that comprises fermented leaves—such as cabbage, patencia dock, collard, grapevine, kale or chard leaves—rolled around a filling of grains (such as rice), minced meat, or both. Sarma is part of the broader category of stuffed dishes known as *dolma*.

## II. Answer the questions:

1. What style this text is written? Formal or informal.
2. What proves formal or informal writing?
3. List informal features of this text.

## III. Read the text again and match choices A-F to the text 1-6.

- A Depending on where you enjoy these culinary delights
- B Feelings and the most treasured family recipes
- C Food is a personal thing
- D Dish is represented the start of summer
- E Multi-generational family recipes
- F Personal significance of the dish

## IV. Translate into Ukrainian.

1. Depending on where you enjoy these culinary delights, they may be referred to as dolma, dolmeh, sarmice... and more!
2. For centuries, stuffed grape leaves have been a staple in the cuisines of countries across South Eastern Europe to Central Asia.
3. Growing up, some of my favorite childhood memories were those spent in the kitchen cooking with my dad and baking with my mom.
4. We asked them about the personal significance of the dish, and they shared more than just the mechanics of how to prepare the dish.
5. My hope for audience members is that you'll resonate with the stories shared by our home cooks and continue to treasure your family recipes, traditions, and memories.

## V. Find synonyms for the following words in the text.

Importance influenced, basic, happiness, absolutely, individual.

## VI. Read this text. For questions 1-6 choose the correct answer a, b, c, d.

### GOOD FOOD ECONOMY. THE FUNDAMENTALS OF HEALTHY EATING



While some extreme diets may suggest otherwise, we all need a balance of protein, fat, carbohydrates, fiber, vitamins, and minerals in our diets to sustain a healthy body. You don't need to eliminate certain categories of food from your diet, but rather select the healthiest options from each category.

**Protein** gives you the energy to get up and go—and keep going—while also supporting mood and cognitive function. Too much protein can be harmful to people with kidney disease, but the latest research suggests that many of us need more high-quality protein, especially as we age. That doesn't mean you have to eat more animal products—a variety of plant-based sources of protein each day can ensure your body gets all the essential protein it needs.

**Fat.** Not all fat is the same. While bad fats can wreck your diet and increase your risk of certain diseases, good fats protect your brain and heart. In fact, healthy fats—such as omega-3s—are vital to your physical and emotional health. Including more healthy fat in your diet can help improve your mood, boost your well-being, and even trim your waistline.

**Fiber.** Eating foods high in dietary fiber (grains, fruit, vegetables, nuts, and beans) can help you stay regular and lower your risk for heart disease, stroke, and diabetes. It can also improve your skin and even help you to lose weight.

**Calcium.** As well as leading to osteoporosis, not getting enough calcium in your diet can also contribute to anxiety, depression, and sleep difficulties. Whatever your age or gender, it's vital to include calcium-rich foods in your diet, limit those that deplete calcium, and get enough magnesium and vitamins D and K to help calcium do its job.

**Carbohydrates** are one of your body's main sources of energy. But most should come from complex, unrefined carbs (vegetables, whole grains, fruit) rather than sugars and refined carbs. Cutting back on white bread, pastries, starches, and sugar can prevent rapid spikes in blood sugar, fluctuations in mood and energy, and a build-up of fat, especially around your waistline.

*(Adapted from: <https://www.helpguide.org/articles/healthy-eating/healthy-eating.htm>)*

1. *What is the most essential in diets?*
  - b. balance of protein
  - c. vitamins and minerals
  - d. fat and carbohydrates
  - e. to choose the healthiest options from each category above
2. *When do people need more high-quality protein?*
  - a. When they have problems with kidneys
  - b. When people age
  - c. While doing sports
  - d. When they on a diet
3. *What fats can protect your brain and heart?*
  - a. All fats
  - b. Bad fats
  - c. Good fats
  - d. Neutral fats
4. *What food lowers the risk for heart disease, stroke, and diabetes according to the text?*
  - a. grains, fruit, milk, nuts, and beans
  - b. grains, fruit, vegetables, juice, and beans
  - c. grains, fruit, vegetables, nuts, and fish
  - d. grains, fruit, vegetables, nuts, and beans
5. *What disease is characterized by lack of calcium?*
  - a. Osteoporosis
  - b. Flu
  - c. Running nose
  - d. Heart break
6. \_\_\_\_\_ can also improve your skin and even help you to lose weight.
  - a. Fiber
  - b. Calcium
  - c. Fat
  - d. Protein

## **VII. Read the text below. Translate the underlined sentences in the text into Ukrainian.**

A Good Food Economy means a diverse and thriving supply chain from 'farm to fork'. It supports decent livelihoods for farmers, fishers and food producers at home and abroad, and ensures manufacturers, suppliers, retailers and caterers make healthy, sustainable and culturally appropriate options the easy and attractive choice for everyone, with minimal waste.

We all can change our food system by 'voting with our purse', but what we eat is mainly influenced by those who supply our food.

"Food, farming and fishing are being overlooked as mechanisms to drive economic recovery across the UK. And yet these sectors, particularly when more environmentally sustainable and making

healthier options more accessible, affordable and attractive, could deliver on more jobs and better livelihoods.”

Ben Reynolds, Deputy Chief Executive, Sustain

(Adapted from: <https://www.https://www.sustainweb.org/what-we-do/good-food-economy/>)

**VIII. Write a paragraph (200-250 words) about ‘We all can change our food system by ‘voting with our purse’.**

## Advertising

**I. Read the text and translate the underlined words into Ukrainian.**

**Advertising** is a means of communication with the users of a product or service. Advertisements are messages paid for by those who send them and are intended to inform or influence people who receive them, as defined by the Advertising Association of the UK.

Advertising is always present, though people may not be aware of it. In today's world, advertising uses every possible media to get its message through. It does this via television, print (newspapers, magazines, journals etc.), radio, press, internet, direct selling, hoardings, mailers, contests, sponsorships, posters, clothes, events, colours, sounds, visuals and even people (endorsements).

The advertising industry is made of companies that advertise agencies that create the advertisements, media that carries the ads, and a host of people like copy editors, visualizers, brand managers, researchers, creative heads and designers who take it the last mile to the customer or receiver. A company that needs to advertise itself and/or its products hires an advertising agency. The company briefs the agency on the brand, its imagery, the ideals and values behind it, the target segments and so on. The agencies convert the ideas and concepts to create the visuals, text, layouts and themes to communicate with the user. After approval from the client, the ads go on air, as per the bookings done by the agency's media buying unit.

(Adapted from: <https://economytimes.indiatimes.com/>)

**II. Answer the following questions.**

1. What is advertising? What is its aim?
2. Who is advertising managed by?
3. What do large companies use advertising agencies for?
4. What do the most common types of advertising media include?
5. What is the aim of corporate advertising?

**III. Find Ukrainian translation for the following words.**

A) Advertising, direct selling, poster, sponsorship, brand, target segment, layouts, message.

B) Повідомлення, реклама, прямий продаж, бренд, спонсорство, плакат, макети, цільовий сегмент.

**IV. Match these words (1-6) with their definitions (a-f).**

1. Means of communication
2. Advertising
3. Message
4. Hoarding
5. Endorsement
6. Brand



- a) is a form of branded content that aims to convert a potential lead for your business into a customer.
- b) a type of product manufactured by a particular company under a particular name.
- c) sending a text, video, or picture to the recipient.
- d) a large board in a public place, used to display advertisements.
- e) the act of making a public statement of your support for something or someone.
- f) tools, mediums for sending or receiving order between the customer and the Bank.

**V. Write a synonym or a short explanation for each of the following words (use the dictionary if you need):**

main – amount – vehicle – start – allocate – contract – inform – advertise – word-of-mouth – advertising campaign .

**VI. Put the following words in the correct order to make complete sentences**

1. all / the growth / in / advertising / of / countries / is / for / essential / prosperity.
2. is / of / advertising / promotion / of / one / methods / the main.
3. the biggest / in / agency / my / of / Ukraine / for / friend / one / works / advertising.
4. but / of / an expensive / is / promotion / television / method / effective / advertising.
5. have / started / already / we / the campaign / advertising.

**VII. Give a translation of the following sentences.**

1. Реклама – відкрите повідомлення, адресоване потенційним покупцям, споживачам товарів і послуг.
2. Реклама існує у формі окремих видань (проспекти, каталоги, листівки, плакати), періодичних видань (статті в газетах, журналах, оголошення, вкладки), кіно-, теле-, радіо матеріалів, прямих поштових повідомлень та ін.
3. Реклама є однією з важливих складових маркетингу.
4. Компанія, якій потрібно рекламувати себе та/або свою продукцію, наймає рекламне агентство.
5. Реклама – це засіб комунікації з користувачами товару чи послуги.

**VIII. Write an essay on one of the following topics.**

1. The best and the worst adverts in Ukraine at the moment.
2. What do you think: advertising agencies should or shouldn't do?
3. Our world would (wouldn't) be better without advertising.

**IX. Read the following texts and discuss them.**

**Text 1**

Some critics claim advertising adversely affects our value system by suggesting that the means to a happier life is in the acquisition of more material things instead of spiritual or intellectual enlightenment. Advertising, they say, encourages people to buy more automobiles, more clothing, and more appliances than they need – all with the promise of greater status, greater social acceptance, and greater sex appeal. For example, critics point out that millions of Americans own 20 or more pairs of shoes, several TV sets, and often more than one vehicle. But these critics fail to realize that they often tend to force their own values on others. Frankly, we all have needs and desires beyond the basics of food, clothing, and shelter. One benefit of a free society is that we can choose the degree to which we wish to indulge our desires, needs, and fantasies. Some people prefer a simple life without an elegant house, fancy cars, and trips abroad. Others enjoy the material pleasures of a modern, technological society. There are advertising sponsors at both ends of that spectrum. Food companies offer natural products as well as convenience packaged goods. Shoe companies offer simple sandals as well as formal footwear. Proponents of advertising also point out that material comfort or security is necessary before a person can devote time to higher cultural and spiritual values. Therefore, the

stress on material things doesn't rule out spiritual and cultural values. In fact, it may create a greater opportunity for attaining such values, since the satisfaction of a person's higher desires is more likely when that person's lower, more basic desires have been met. Proponents also point out that, through its support of the media, advertising has brought literature, opera, drama, and symphonies to millions who otherwise might never have experienced them. An off-heard criticism is that advertising forces people to buy things they don't need by playing on their emotions. Some critics believe advertising's persuasive techniques are so powerful that consumers are helpless to defend themselves. Those who accuse advertising of manipulating consumers – assuming that people can't resist advertising's hypnotic messages – have little respect for their decision-making abilities or common sense. Another aspect of the manipulation argument is that advertising creates artificial needs.

### Text 2

Many people argue whether young children (under 10-12) should be the targets of advertising appeals at all, and whether some products (like sugary cereals) present sufficient health hazards to kids that they should also be banished from the airwaves. Some people argue that basically, any advertising to a 6-year-old is unfair and deceptive because the child is too young to understand it. Little children don't have the natural defenses some adults have. And when it comes to television advertising, they really don't understand the selling intention of the advertiser. Where children are concerned, we must be absolutely sure that no dangerous or misleading impressions are left with our youngest consumers. Children are not qualified to decide for themselves whether they need vitamins, and probably can't tell the difference between an ad message and program content where one of their favorite superheroes was involved. The advertising industry's argument is, basically, that parents themselves should be the ones responsible for what their kids see and what they don't. Another interesting point is that pressure groups like Action for Children's Television (USA), which call for more restrictions on kids' advertising, are made up of upper-middle-class parents who may not like those commercials because they induce their kids to want toys and foods associated with lower middle-class consumption patterns. The same techniques of persuasion are lauded when they appear on Sesame Street (which borrows heavily from kid commercial techniques) because the program is seen as educational, thus more desirable by those parents.

(Adapted from: <http://dspace.wunu.edu.ua/bitstream/316497/19544/1/Business%20English.pdf>)

### Choose the correct alternative to fill each space in the text.

I work as a **(an)/the** accountant and deal with the money **receiving / received /being received** from customers for goods **transferred/ supplied / paid**). I fill in invoices for customer's **orders / bills /checks**. Sometimes I have to spend the customers a reminder if they have not paid **an insurance /a stake/ an invoice**. I even have to decide whether customers can have further **debit/ credit /order** . In a situation in which the customer **is known /is being known / is knowing** and reliable, our firm may send an invoice after the **transaction / deal / delivery**. We **have / may / must** offer our permanent customers **credit /discount /interest** and encourage them to pay up promptly when **invoiced / invoicing /having invoiced**.

## BANKING SERVICES

### I. Read the text and translate it into Ukrainian

Banker's services cover an enormous range of activities today. A full list would include: *Current account services*. They are extended to anyone whom banks regard as reliable. A new depositor should be recommended by his employer or should present a reference. If this proves satisfactory the bank will accept a deposit from him which will be entered in his current account. A cheque book will then be issued free of charge. Once a customer has received his cheque book he may use the cheques to order the banker to pay out sums of money from his current account. Money is being paid into and paid out of the account as often as the customer finds convenient. *Deposit account services*. Companies and individuals can deposit cash resources that are not needed at present. They can withdraw the money either any day they need it or after a certain period in case of time deposits. *Savings account services*. It enables small savers to put money away for particular purposes, for example for holidays. *Other services*. Foreign exchange; foreign exchange transactions; services in foreign trade payments; discounting bills of exchange; granting loans; investment management services; cash dispensers and automated teller machines; safe custody; economic information; banker's credit cards; and many others.

(Adapted from: <http://dspace.wunu.edu.ua/bitstream/316497/19544/1/Business%20English.pdf>)

## II. Answer the following questions.

1. What are the most important services of banks?
2. How to get a cheque book?
3. How can you deposit your money?
4. How to save money?
5. What other banking services can be helpful?

## III. Match English words and word-combinations with Ukrainian. Some words may be extra.

1. current account
2. to deposit
3. depositor
4. deposit account
5. savings account
6. cash dispensers
7. safe custody
8. free of charge,
9. to enter the sum in the account
10. to issue a cheque book
11. foreign exchange transaction
12. to discount bills of exchange
13. to grant loans
14. investment management

- a) видати чекову книжку
- b) валютна операція
- c) дисконтувати
- d) переказні векселі
- e) надавати кредити
- f) управління інвестиціями
- g) поточний рахунок
- h) депонувати
- i) вкладник
- j) депозитний рахунок
- k) накопичувальний рахунок
- l) банкомати
- m) безпечне зберігання
- n) безкоштовний,
- o) занести суму на

## IV. Translate these sentences in Ukrainian.

1. Banker's services cover an enormous range of activities today.
2. A cheque book will then be issued free of charge.
3. Money is being paid into and paid out of the account as often as the customer finds convenient.  
Companies and individuals can deposit cash resources that are not needed at present.
4. Companies can withdraw the money either any day they need it or after a certain period in case of time deposits.

**V. Complete the text with the words and phrases from the box, using them in the appropriate form.**

Why are most banks so closely regulated? A number of reasons for this heavy burden of government \_\_\_\_\_ have been offered over the years, some of them centuries old. First, banks are among the leading repositories of the public's savings – especially the savings of \_\_\_\_\_ and families. Many savers lack the financial expertise and depth of \_\_\_\_\_ to correctly evaluate the riskiness of a bank. Therefore, regulatory agencies are charged with the responsibility of gathering all the information needed to assess the financial condition of banks in order to protect the public against loss. Cameras and guards patrol bank lobbies \_\_\_\_\_ the risk of loss due to theft. Periodic bank examinations and audits are aimed at limiting losses from embezzlement, \_\_\_\_\_, or mismanagement. Government agencies stand ready to loan funds to banks faced with unexpected short-falls of spendable reserves. While most of the public's \_\_\_\_\_ are placed in relatively short-term highly liquid deposits with ready access, banks also hold large amounts of long-term savings for retirement in pension \_\_\_\_\_. The loss of these funds due to bank failure or bank \_\_\_\_\_ would be catastrophic in many cases. Banks are also closely watched because of their power to create money in the form of readily spendable deposits by making loans and \_\_\_\_\_(extending credit). Moreover, changes in the volume of money creation appear to be closely correlated with economic conditions, especially the creation of \_\_\_\_\_ and the presence or absence of inflation.

**individuals, supervision, jobs, to reduce, programs, information, fraud, savings, investments, crime.**

**VI. Read the following text and discuss the functions of the National Bank of Ukraine.**

According to the Law of Ukraine "On the National Bank of Ukraine", the National Bank is the central bank of Ukraine, a specific central body of the state administration, its issuing center which pursue common state policy in money circulation, credit, strengthening of monetary unit; it coordinates functioning of the banking system in general; determines exchange rate of the monetary unit against foreign currencies. The National Bank determines a kind of bank notes, their denomination, distinctive features and their protection system. The National Bank of Ukraine ensures the accumulation and custody of the gold and currency reserves and the conduction of transactions with them and the banking metals. The National Bank of Ukraine sets up the order of determining a discount rate and other interest rates; it gives permission for commercial banks' registration and

licenses banking business; determines the standard of emergency funds for commercial banks and other financial and credit institutions.

According to the Constitution of Ukraine, the main function of the National Bank is to ensure the stability of Ukraine's monetary unit. To carry this out the National Bank fosters the stability of the banking system and, within its competence, price stability.

The National Bank also carries out the following functions:

- **to determine** and pursue the monetary policy in accordance with the General Principles of the Monetary Policy developed by the Council of the National Bank of Ukraine;
- **to issue** the national currency of Ukraine on a monopoly basis and to organize its circulation;
- **to establish** the rules of conducting banking transactions, accounting and reporting, protection of the information, funds and property for the banks and other financial and credit institutions;
- **to organize and to provide** the methodological support to the system of the monetary, crediting and banking statistical information and the statistics of the balance of payments;
- **to determine** the areas of the development of modern electronic banking technologies, to establish, co-ordinate and control the creation of electronic means of payment, payment system, banking automation and the banking information protection facilities;
- **to exercise** the banking regulation and supervision;
- **to keep a Register of banks**, their branch and representative offices, currency exchanges and financial and credit institutions, to license banking business and transactions, if provided for by the laws;
- **to compile**, analyze and forecast the balance of payments;
- **to represent Ukraine's interests** in central banks of other states, international banks and other crediting institutions, where the cooperation takes place at the level of central banks;
- **to exercise the currency regulation** with the competence to be defined by a special law, to determine the procedure of effecting payments in the foreign currency, to organise and exercise the currency control over the commercial banks and other credit institutions which are in possession of a National Bank's license for the transactions with currency values;
- **to ensure** the accumulation and custody of the gold and currency reserves and the conduction of transactions with them and the banking metals;
- **to analyze** the status of the monetary, crediting, financial, pricing and currency relations;
- **to organize** the collection and transportation of bank notes, coins and other values;
- **to implement** the national policy of the protection of state secrets within the system of the National Bank;
- **to take part** in the training of personnel for Ukraine's banking system;
- **to exercise other functions** in the monetary and crediting sphere.