

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
СХІДНОУКРАЇНСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ ВОЛОДИМИРА ДАЛЯ

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ

з дисципліни

« ІНОЗЕМНА МОВА »

(для магістрів I курсу немовних спеціальностей

денної та заочної форми навчання)

(Електронне видання)

ЗАТВЕРДЖЕНО
на засіданні кафедри
іноземної
філології та перекладу
протокол № 7 від 02.06.2025 р.

УДК 81'25

Методичні рекомендації з дисципліни «ІНОЗЕМНА МОВА» (для магістрів I курсу немовних спеціальностей денної та заочної форми навчання) Уклад.: О.Г. Тараненко. Київ: вид-во СНУ ім. В. Даля 2025. 19 с.

Пропоновані методичні рекомендації спрямовано на опанування здобувачами вищої освіти матеріалів курсу «ІНОЗЕМНА МОВА»

Методичні матеріали можна використовувати для магістрів впродовж підготовки як до аудиторної, так й самостійної роботи. Дані методичні вказівки призначено для магістрів I курсу денної та заочної форми навчання немовних спеціальностей Матеріали розраховано на студентів вищих навчальних закладів.

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Вступ

Мета курсу (набуті компетенції)

Метою є формування англомовної комунікативної компетентності здобувачів ступеню вищої освіти «Магістр» на рівні не нижче ніж B2+/C1 відповідно до Загальноєвропейських рекомендацій з мовної освіти. В наслідок вивчення навчального курсу здобувач вищої освіти набуде:

Загальні компетенції:

ЗК 2. Здатність до генерування нових ідей, прояву креативності в освітній діяльності, виявлення та розв'язання проблем, ініціативності, критичного мислення тощо.

ЗК 3. Здатність виявляти емпатію, застосовувати комунікативні навички, діяти на основі етичних міркувань.

ЗК 5. Здатність до пошуку, оброблення, аналізу та критичного оцінювання інформації з різних вітчизняних та іноземних джерел.

ЗК 9. Здатність виявляти толерантність, формувати духовні цінності на засадах поваги до національної ідентичності й культурного розмаїття.

ЗК 10. Здатність до письмової й усної іноземної комунікації в професійному середовищі.

ЗК 13. Володіння іноземними мовами.

Пропоновані у методичних рекомендаціях матеріали **спрямовані на:**

- формування у магістрів комунікативних мовленнєвих компетенцій для забезпечення ефективного спілкування в міжнародному академічному середовищі;
- формування загальних компетенцій для забезпечення об'єктивної самооцінки;

- розвиток здатності до самостійного навчання;
- розвиток сталої мотивації до навчання;
- підвищення впевненості як користувачів англійської мови;
- підтримку позитивного ставлення до вивчення іноземних мов;
- розвитку критичного мислення;
- поглиблення розуміння актуальної міжнародної соціально-культурної проблематики;
 - залучення здобувачів вищої освіти до певних видів академічної діяльності, що сприяють розвитку всього спектру пізнавальних здібностей особистості майбутнього фахівця

Результати навчання:

- ПРН 6. Знання норм мовної поведінки, особливостей соціокультурного та країнознавчого аспектів англійської мови.
- ПРН 7. Уміння здійснювати самостійну навчальну діяльність, опрацьовувати й аналізувати професійно важливі знання, спираючись на сучасні інформаційно-комунікативні технології та різноманітні ресурси.
- ПРН 12. Здатність знаходити оптимальні шляхи ефективної комунікації та взаємодії у складних і непередбачуваних умовах, що потребує застосування нових підходів та прогнозування результатів діяльності.

Методичні рекомендації складаються зі вступу; загальної частини; текстів та граматичного матеріалу, списку рекомендованої літератури.

TASK 1

1. Translate the given text (in written form)
2. Make up 15 questions about the contents of the text
3. Elaborate an essay on the basis of the text (no less than 600 symbols)

A Doctor . Profession.

What a doctor does will differ depending on the kind of medicine they practice. There are typically three categories of doctors:

Doctors That Work in Hospitals

Approximately half of doctors work in a hospital setting, either as a surgeon or as a specialized doctor. There are many medical specialties to choose from — at least thirty — and within these specialties, there are many sub-specialties. Please see below under *What Are a Few Medical Specialties One Can Consider?* for more details. For example, a medical student can choose to become a neurosurgeon and then within this become a sub-specialist in pediatric neurosurgery.

Doctors That Work Within a Community

The other half or so of medical students will end up becoming general practitioners, seeing patients of all ages within a particular community. They are the frontline and first point of contact in a patient's health care. They diagnose and treat their patients for all sorts of ailments, and also refer their patients to the appropriate specialist doctor when needed for specific medical opinions and advice. There are other types of doctors who can also work within a community, such as those who work in paediatrics, obstetrics, and sexual health.

Others

There are medical students who prefer to take a different path and pursue a career in academia. This involves doing research as well as teaching other students and medical professionals. Other students may use their medical degree to delve very deeply into research-based careers in a particular field that interests them — breast cancer, neurological disorders, or environmental pathology are examples.

Being a doctor, like any other career, has its pros and cons:

Pros

- Helping People
- Respect in Society
- Job Opportunities
- Various Career Paths
- Monetary Benefits
- Ability To Help In Areas Of Need

Cons

- Long Course Duration
- High Fees for Schooling
- Continuing Education Needed
- Long Working Hours
- Responsibility
- Lawsuits
- Stress & Burnout

grammar tasks

1: open the brackets using the correct verb form.

1. We (to play) chess with Tomas yesterday.
2. Natalie (to stay) at the hotel.
3. She (not to know) my address.
4. They (to see) something interesting.
5. I (not to understand) those words.
6. You (to hear) the order.
7. Our parents (not to trust) doctors.
8. Helen (to have) an idea.
9. He (not to feel) any difference.

1. ***FIND MISTAKES IN THE GIVEN TEXT.***

Rick didn't woke up on the next day. He slept all week. When he woke up there was no one around. He came out of his room and go outside. The street looked empty. '

What happened?' He asked himself. 'Where did everyone went ?' Then he noticed someone around the corner.

A woman lay on the ground. She not looked alive. But then she moved.

TASK 2

1. Translate the given text (in written form)
2. Make up 15 questions about the contents of the text
3. Elaborate an essay on the basis of the text (no less than 600 symbols)

***Canadian English* is a variety of the English language that is used in Canada. A *Canadianism* is a word or phrase that originated in Canada or has special meaning in Canada.**

Although there are many similarities between Canadian English and American English, the English spoken in Canada also shares a number of features with the English spoken in the United Kingdom.

Examples and Observations

- **Margery Fee and Janice McAlpine** Standard **Canadian English** is distinct from both Standard British English and Standard American English. Additions to, and divergences from, the English of the motherland, once derided by genteel British visitors to Canada, are now recorded in—and given legitimacy by—Canadian dictionaries." "Canadians who are aware of some of the unique elements of Canadian English are less likely to assume that their usage is wrong when they look in vain for a familiar word, meaning, spelling, or pronunciation in a British or American dictionary. Similarly, they are less likely to assume the speakers of other dialects of English are making a mistake when they use an unfamiliar word or pronunciation.
- **Charles Boburg**
With respect to lexical variation or vocabulary, **Canadian English** [is] much closer to American than to British English where those varieties differ, though a small set of unique Canadian words... [shows] that Canadian English is not simply a mixture of British and American forms. Canadianisms like *bachelor apartment*, *bank machine*, *Chesterfield*, *eavestrough*, *grade one*, *parkade*, *runners* or *running shoes*, *scribbler* and *washroom* are not merely words for things found only or mostly in Canada, but Canadian words for universal concepts that have other names outside Canada (compare American *studio apartment*, *ATM*, *couch*, *gutters*, *first grade*, *parking garage*, *sneakers* or *tennis shoes*, *notebook* and *restroom*; or British *studio flat* or *bed-sit*, *cash dispenser*, *settee*, *gutters*, *first form*, *car park*, *trainers*, *exercise book* and *lavatory* or *loo*). In phonological and phonetic terms, Standard Canadian English is also much more similar to Standard American than to Standard British English; in fact, it was shown that, with respect to major

variables of phonemic inventory, Standard Canadian and American English are largely indistinguishable.

- **Simon Horobin**

In terms of pronunciation, Canadians tend to sound like Americans to most people from outside North America; distinctive features include the rhotic pronunciation of *car*, the 'd'-like pronunciation of *bottle*, and the use of American alternatives like 'tomayto' for British English 'tomahto,' and 'skedule' for British English 'shedule.' "Canadian English does not follow American English in all such cases; British English preferences are found in words like *news*, which is pronounced 'nyoos' rather than 'noos,' and in the pronunciation of *anti*, where American English has 'AN-tai.'

GRAMMAR

1. Are they going to repair the machine?" "Yes, they have been called in.

A) that's why B) the reason for it is that C) it's because D) it is therefore E) no matter what

2. The new system is more efficient and than the old one.

A) less expensive B) cheap C) cheapest D) the cheapest E) the most expensive

3. My friend can climb trees a monkey.

A) as B) similar to C) as if D) like E) as though

4. The work had under extremely difficult conditions.

A) been doing B) completed C) done D) to complete E) to be done

5. FARUK: did you two meet last night? FATMA: "How many times must I tell you? We didn't!"

A) Where B) Please explain why C) Who D) Tell me when E) Whom

6. crowded place this is!

A) How a B) What a C) How D) What E) Why a

7. beautifully she dances tonight!

A) What B) Wherever C) Whomever D) How E) Why

8. 1999 that somebody first pointed out to the probable future problems this scheme would involve.

A) When it was B) It was C) During D) It was in E) In

9. Nobody loves you I do.

A) than B) more C) only if D) like E) except

10. Oh, I'm exhausted. you give me a hand with this heavy box and help me carry it upstairs?

A) Do B) Should C) If D) Would E) Please

TASK 3

1. Translate the given text (in written form)

2. Make up 15 questions about the contents of the text

3. Elaborate an essay on the basis of the text (no less than 600 symbols)

The four categories of decision making

- 1] Making routine choices and judgments. When you go shopping in a supermarket or a department store, you typically pick from the products before you. ...
- 2] Influencing outcomes. ...
- 3] Placing competitive bets. ...
- 4] Making strategic decisions. ...

1] Making routine choices and judgments. When you go shopping in a supermarket or a department store, you typically pick from the products before you. Those items, perhaps a jug of milk or a jar of jam, are what they are. You have no ability to improve them. Control is low. Moreover, you make the choice that suits you best—it doesn't matter what anyone else is buying. Performance is absolute. The same goes for most personal investment decisions. You may be able

to decide which company's shares to buy, but you can't improve their performance after you buy them. You want high returns but aren't trying to do better than others. The goal is to do well, not to finish first in a competition.

2] Influencing outcomes. Many decisions involve more than selecting among options we cannot improve or making judgments about things we cannot influence. In so much of life, we use our energy and talents to make things happen. Imagine that the task at hand is to determine how long we will need to complete a project. That's a judgment we can control; indeed, it's up to us to get the project done. Here, positive thinking matters. By believing we can do well, perhaps even holding a level of confidence that is by some definitions a bit excessive, we can often improve performance. Optimism isn't useful in picking stocks whose performance we cannot change, but in the second field, where we have the ability to influence outcomes, it can be very important.

3] Placing competitive bets. The third category introduces a competitive dimension. Success is no longer a matter of absolute performance but depends on how well you do relative to others. The best decisions must anticipate the moves of rivals. That's the essence of strategic thinking, which Princeton professor Avinash Dixit and Yale professor Barry Nalebuff define as "the art of outdoing an adversary, knowing that the adversary is trying to do the same to you." Investments in stocks are typically first-field decisions, but if you're taking part in a contest where the investor with the highest return takes the prize, you're in the third field. Now you need to make decisions with an eye to what your rivals will do, anticipating their likely moves so that you can have the best chance of winning.

4] Making strategic decisions. In this fourth category of decision making, we can actively influence outcomes and success means doing better than rivals. Here we find the essence of strategic management. Business executives aren't like shoppers picking a product or investors choosing a stock, simply making a choice that leads to one outcome or another. By the way they lead and communicate, and through their ability to inspire and encourage, executives can influence outcomes. That's the definition of "management." Moreover, they are in charge of organizations that compete vigorously with others; doing better than rivals is vital. That's where strategy comes in.

GRAMMAR

1. The trouble is that he doesn't like mathematics. Come to think of it, he doesn't enjoy geometry much, _____.

A) either B) whether C) however D) neither E) nevertheless

2. either of you a doctor? Or, you both engineers?

A) Are / aren't B) Is / is C) Are / are D) Is / are E) Aren't / are

3. I'm afraid I've terribly misjudged them both. The truth is that he can drive this machine very skillfully, and so _____
 . A) is he B) am I C) can his friend D) he can E) do I
4. feeding these fish, please be careful with you give them.
 A) After / that B) When / what C) When / where D) Where / how E) Before / when
5. You took the wrong bus. It the wrong one. It has brought me to the right place, hasn't it?
 A) must have been B) should have been C) ought to have been D) can't have been
 E) may have been
6. Don't worry; one of the robbers _____," said a policeman to the gathering crowd.
 A) are being pursued B) have been pursuing C) has been pursuing D) will be pursuing
 E) is being pursued
7. Incidentally, theoretical neurolinguistics to be one of those pure sciences that indispensable for understanding the origins of mankind.
 A) happens / are B) happens / is C) happen / is D) happen / are E) happens / -----
8. I asked to inform you that you're dismissed from your post as of today.
 A) ----- B) have been C) used to be D) had E) would have
9. I've been meaning to ask you: This is the first time you are visiting Turkland, _____?
 A) aren't you B) is it C) are you D) isn't it E) is this
10. I it on my own by then.
 A) had got used to using B) am used to do C) was used to use D) am using E) will never be able to get using

TASK 4

- 1. Translate the given text (in written form)**
- 2. Make up 15 questions about the contents of the text**
- 3. Elaborate an essay on the basis of the text (no less than 600 symbols)**

SCHEDULING

An effective project schedule is essential for enterprises to increase their efficiency of project execution, to maximize profit, and to minimize wastage of resources.

Heuristic algorithms have been developed to efficiently solve the complicated multi-mode resource-constrained project scheduling problem with discounted cash flows that characterize real problems.

However, the solutions obtained in past studies have been approximate and are difficult to evaluate in terms of optimality. In this study, a generalized network flow model, embedded in a time-precedence network, is proposed to formulate the MRCP with the payment at activity completion times. Mathematically, the model is formulated as an integer network flow problem with side constraints, which can be efficiently solved for optimality, using existing mathematical programming software.

To evaluate the model performance, numerical tests are performed. The test results indicate that the model could be a useful planning tool for project scheduling in the real world. Scheduling is considered as a key task in many industries, such as project based scheduling, crew scheduling, flight scheduling, machine scheduling, etc. In the machine scheduling area, the job shop scheduling problems are considered to be important and highly complex, in which they are characterized as NP-hard. The job shop scheduling problems with late work criterion and non-preemptive jobs are addressed in this paper. Late work criterion is a fairly new objective function. It is a qualitative measure and concerns with late parts of the jobs, unlike classical objective functions that are quantitative measures.

In this work, simulated annealing was presented to solve the scheduling problem. In addition, operation based representation was used to encode the solution, and a neighborhood search structure was employed to search for the new solutions.

GRAMMAR

1. No, I don't mind waiting at all, it doesn't take you more than an hour.
A) while B) in spite of C) as long as D) even if E) until

2. No, I buy a new one. My old watch was working perfectly after all.
A) should not B) had to C) needn't D) didn't have to E) would have to
3. I am no less surprised than anyone else to see that he's obstinate
..... a mule. A) so / as B) so / than C) as / as D) as / than E) more / then
4. I've got a headache and I terrible.
A) sleep B) feel C) sweat D) am ill E) sneeze and cough
5. The terrorist send one final message before he was shot dead.
A) could have B) used to C) was able to D) had better E) was used to
6. All he is good at cheating at dice.
A) are B) a lot of C) is D) most E) have been
7. All I want to be free. A) is B) now C) them D) everybody E) always
8. What I want to do now to get some rest.
A) is B) most C) are D) sleep E) a lot of
9. Some people have never known it is like to be free.
A) who B) what C) when D) that E) which
10. Why didn't you send him an invitation? I send him one, but I think it
must have got lost in the mail.
A) would B) should C) did D) could E) might

TASK 5

- 1. Translate the given text (in written form)**
- 2. Make up 15 questions about the contents of the text**
- 3. Elaborate an essay on the basis of the text (no less than 600 symbols)**

Customer relationship management (CRM) is the combination of practices, strategies and technologies that companies use to manage and analyze customer interactions and data throughout the customer lifecycle. The goal is to improve customer service relationships and assist in customer retention and drive sales growth. CRM systems compile customer data across different channels, or points of contact, between the customer and the company, which could include the company's website, telephone, live chat, direct mail, marketing materials and social networks. CRM systems can also give customer-facing staff members detailed

information on customers' personal information, purchase history, buying preferences and concerns.

Why CRM benefits businesses

The use of CRM systems can benefit organizations ranging from small businesses to large corporations, through:

- Having customer information such as past purchases and interaction history easily accessible can help customer support representatives provide better and faster customer service.
- Collection of and access to customer data can help businesses identify trends and insights about their customers through reporting and visualization features.
- Automation of menial, but necessary, sales funnel and customer support tasks.
 - At the most basic level, CRM software consolidates customer information and documents it into a single CRM database so business users can more easily access and manage it.
 - Over time, many additional functions have been added to CRM systems to make them more useful. Some of these functions include recording various customer interactions over email, phone, social media or other channels; depending on system capabilities, automating various workflow automation processes, such as tasks, calendars and alerts; and giving managers the ability to track performance and productivity based on information logged within the system.

GRAMMAR

1. I understand that you've sent him an e-mail message. I think you him instead.

A) ought to have phoned B) should phone C) couldn't have phoned D) had phoned E) left

2. I promise that I will be here when you come back, but I'm afraid everyone else by then.

A) were leaving B) leave C) are leaving D) will have left E) left

3. Do you have any idea what she at this time tomorrow?

A) has done B) will be doing C) was doing D) is doing E) has been doing

4. We an interesting program before they came.

A) have been watching B) have watched C) are going to watch D) had been watching E) will have watched

5. He from the university in 1995. Then, he two years in the army.

A) has graduated / has spent B) had graduated / has spent C) graduated / spent D) has graduated / spent E) graduated / has spent

6. They together for almost a year at the time.

A) had been going out B) are going out C) have been going out D) have gone out E) go out

7. They each other for a long time before they finally decided to get married.

A) have known B) had been knowing C) were knowing D) had known E) have been knowing

8. Nobody him for weeks. I wonder where he these days.

A) saw / is hanging about B) has seen / was hanging about C) has seen / is hanging about D) saw / was hanging about E) had seen / has been hanging about

9. Nobody him for weeks. I wonder where he all this time.

A) saw / had been hanging about B) had seen / had hung about C) has seen / has been hanging about D) is seeing / is hanging about E) sees / will hang about

10. You when I on you that early, you?

A) won't be sleeping / call / will B) were sleeping / had called / hadn't C) are sleeping / am calling / weren't D) have slept / have called / haven't E) didn't sleep / have called / did

TASK 6

1. Translate the given text (in written form)

2. Make up 15 questions about the contents of the text

3. Elaborate an essay on the basis of the text (no less than 600 symbols)

business relationship building

Few would argue with the notion that building business relationships is critical in professional services. And while marketing efforts typically focus on pricing and service strategy, or articulation of a firm's competitive position, their real advantage lies in the strength of their relationships. It is impossible to have weekly or monthly conversations with all of the contacts in your CRM system. But you *can* focus on the valuable ones.

Pinpoint your best clients, partners, and vendors and continually check up on them. Express your interest in their business and let them know that you are here to help. If you want to keep the relationship alive make this outreach routine. If you let too much time go by, your eventual contact will seem less genuine. And don't ignore the power of your LinkedIn connections. When executed properly, a social media strategy is the digital sister to in-person networking – and it can be fast and efficient way to ensure you are routinely reaching out.

Building business relationships doesn't mean tapping into your resources whenever you need something. If the only time you ever contact a former client is when you have a new service offering, your gesture won't seem authentic. Similarly, if you call your vendor only when you are looking for a good deal, don't expect to get one. Spend time figuring out how you can help your important business contacts. What value can you offer to spark the conversation?

Instead of *assuming* your clients and vendors are happy, *ask!* Open communication is a basic component of any relationship. When you ask your contacts how they feel, you promote a two-way conversation that can uncover areas for improvement. Some firms conduct client satisfaction surveys to gather feedback. But usually it's best to pick up the phone and talk to your closest contact at a firm. If this is your top client, you want to make sure they are content.

GRAMMAR

1. The traffic was moving very slowly because the highway _____ repaired.
A) would be B) had been C) was being D) should have been E) must be
2. Just look at him sit there all by himself. He looks terribly _____.
A) happily B) unhappily C) lonely D) angrily E) sadly
3. She looked _____ to me. She looked at me _____. A) unhappily / hungry B) hungry / unhappy C) silly / silly D) happy / happy E) angry / angrily
4. Hey! What are you cooking in the kitchen? It smells _____.
A) lovely B) freshly C) well D) nicely E) tastily

5. What a clever girl _____!

A) you are B) is she C) aren't you D) isn't she E) are you

6. What beautiful eyes _____!

A) has she B) she looks C) does she have D) she has E) have you

7. I haven't seen you for ages. Where have you _____?

A) escaping from me B) hiding yourself C) must have been D) been E) gone

8. You look you were expecting some bad news.

A) as though B) almost C) really D) although E) if

9. We don't quite know how there.

A) to get B) in order to get C) be able to get D) can we get E) be capable of getting

10. I assume against buying a new car.

A) deciding that B) so as to decide C) to decide D) you've decided E) that your decision

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Навчальне видання

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ

з дисципліни

« ІНОЗЕМНА МОВА »

(для магістрів I курсу немовних спеціальностей

денної та заочної форми навчання)

(Електронне видання)

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