



**ХМЕЛЬНИЦЬКА ОБЛАСНА РАДА**  
**ХМЕЛЬНИЦЬКИЙ УНІВЕРСИТЕТ УПРАВЛІННЯ ТА ПРАВА**  
**ІМЕНІ ЛЕОНІДА ЮЗЬКОВА**

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**ЗАТВЕРДЖЕНО**

Рішення методичної ради університету  
28 серпня 2021 року,  
протокол № 1 .

Перша проректорка, голова методичної  
ради університету, кандидатка наук з  
державного управління, доцентка

\_\_\_\_\_ Ірина КОВТУН

\_\_\_\_\_ 2021 року

м.п.

**НАВЧАЛЬНО-МЕТОДИЧНІ МАТЕРІАЛИ**  
**з навчальної дисципліни**  
**«ІНОЗЕМНА МОВА (ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ)»**  
**(Англійська мова)**  
**для підготовки на першому освітньому рівні**  
**здобувачів вищої освіти ступеня бакалавра**  
**за спеціальністю 232 Соціальне забезпечення**  
**галузі знань 23 Соціальна робота**  
**денної форми навчання**

м. Хмельницький  
2021

**РОЗРОБНИК:**

Старша викладачка кафедри мовознавства

Ольга ГУМЕНЧУК

27 серпня 2021 року

**СХВАЛЕНО**

Рішення кафедри мовознавства  
27 серпня 2021 року, протокол №1 .

Завідувачка кафедри, докторка педагогічних  
наук, доцентка  
27 серпня 2021 року

Ольга НАГОРНА

Декан юридичного факультету, кандидат  
юридичних наук, доцент  
27 серпня 2021 року

Сергій КРУШИНСЬКИЙ

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# 1. Структура вивчення навчальної дисципліни

## 1.1. Тематичний план навчальної дисципліни

№ теми	Назва теми	Кількість годин											
		Денна форма навчання						Заочна форма навчання					
		Усього	у тому числі					Усього	у тому числі				
			Лекції	Практ.	Лабор.	Ін.зав.	СРС		Лекції	Сем. (практ.)	Лабор.	Ін.зав.	СРС
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	Subject and content of social work. / Предмет та зміст соціальної роботи.	16	–	8	–	–	8	20	–	2	–	–	18
2.	Job description. / Посадові обов'язки в сфері соціальної роботи	22	–	8	–	–	14	22	–	4	–	–	18
3.	Social welfare. / Соціальний добробут.	26		10			16	24	–	4	–	–	20
4.	Nutrition. / Харчове споживання.	24		10			14	22	–	2	–	–	20
5.	Social work with disabled and the youth. / Соціальна робота з недієздатними та молоддю.	22	–	8	–	–	14	22	–	2	–	–	20
6.	Personality and self-concept. / Проблеми розвитку особистості та самооцінка особистості.	22	–	8	–	–	14	22	–	2	–	–	20
7.	Social psychology. / Соціальна психологія.	26	–	8	–	–	16	24	–	4	–	–	20
8.	Ethics in social work. / Етика в сфері соціальної роботи.	24	–	10	–	–	14	24	–	4	–	–	20
	Всього годин:	180	–	70	–	–	110	180	–	24	–	–	156

## 1.2. Практичні заняття

### Практичне заняття 1-4

#### Тема 1. Subject and content of social work. / Предмет та зміст соціальної роботи.

##### Питання для усного опитування та дискусії

- 1.1. Definition of *social work*. / Поняття соціальної роботи.
- 1.2. Origin and history of social work. / Походження та історія соціальної роботи.
- 1.3. Fundamental principles of social work. / Основні принципи соціальної роботи.
- 1.4. Social issues relating to social work. / Соціальні проблеми пов'язані з соціальною роботою.
- 1.5. The primary mission of the social work profession. / Основна місія професії в сфері соціальної роботи.
- 1.6. Core values of social work profession. / Провідні цінності професії в сфері соціальної роботи.
- 1.7. Social work methodological base. / Методологічна база професії в професії в сфері соціальної роботи.
- 1.8. Social work holistic focus. / Цілісний підхід до соціальної роботи.
- 1.9. The problem of 'burnout'. Compassion fatigue. Vicarious trauma. / Проблема «професійного

- вигоряння». Втрата співчуття до чужого горя. Компенсаторна травма.
- 1.10. Частини мови. Морфологічна характеристика. Синтаксична характеристика. Класифікація. Лексичний характер.
  - 1.11. Nouns. Articles. Word Formation. / Іменник. Артикль. Словотворення.
  - 1.12. Demonstratives. Pronouns. Possessives. Quantifiers. / Займенник. Особові, присвійні, зворотні, взаємні, вказівні, питальні, сполучні, неозначені, заперечні, означальні та кількісні.

#### Аудиторна робота

Виконання студентами усних та письмових завдань з питань теми: Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.5-15с.

#### **Методичні рекомендації**

***З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:***

#### ***Лексичний мінімум, який необхідно засвоїти для обговорення теми:***

society, community, social work, social work practice, social justice/injustice, social change, a social worker, social work practitioner, to work out of sight, an institutional care settings, to rely on, family/community support system, poor, poverty, oppression, oppressed, marginalised, to focus on, immediate problems, to solve a problem, the indigent, to change the conditions, to cause a problem, social research, to make analyses, social/economic maladjustments, to coordinate, an effort, to achieve benefits, to promote social change, empowerment, liberation, to enhance, human well-being, human rights, social justice, to be concerned with, unemployment, domestic violence, philosophical underpinnings, mission, to meet the basic human needs, vulnerable, oppressed, environmental forces, to create, contribute to, to address problems, to promote, sensitive, to cultural/ethnic diversity, to strive, to end discrimination, to root, core values, purpose, perspective, service, dignity, worth, human relationships, integrity, competence, overcrowding, unemployment, to depend on, to establish, to aid, settlement house movement, to develop, to assist, assistance, financial assistance, poor homes, a pioneer, to be engaged in, charitable work, the urban poor, an immigrant, to place emphasis on, an individual defect, to point to, environmental factors of poverty, nursery, recreational opportunity, workplace conditions, to participate, a theory of human behaviour, to intervene, to interact with, multiple/complex transactions, a change agent, humanitarian/democratic ideals, respect for, evidence-based knowledge, to derive from, research/practice evaluation, local/indigenous knowledge, to facilitate, skills, techniques, consistent with, training, casework, to receive supervision, exhaustion, the phenomenon of *burnout*, *self-care*, *compassion fatigue*, *vicarious trauma*, to increase resignation/irritability/quickness to anger, a victim of trauma, mental health profession, physical abuse, alcoholism, emotional/sexual abuse, familial conflict, to provoke, to establish boundaries, the Charity Organization Society (COS)

#### ***Граматичний мінімум, яким необхідно оперувати:***

1. Частини мови. Морфологічна характеристика. Синтаксична характеристика. Класифікація. Лексичний характер. Верба Г.В., Верба Г.Г. Верба Л.Г. Довідник з граматики англійської мови (з вправами): навчальний посібник / Г.В. Верба, Г.Г. Верба, Л.Г.Верба. – К.: ТОВ «ВП Логос-М», 2011, с. 4-6.
2. Іменник. Утворення множини іменників та правопису множини іменника. Винятки. Присвійний відмінок іменника. Evans Virginia. Round-Up 5 / Evans V. – Edinburgh, Pearson Education Limited, 2014 – P. 125-129, ex. 1-10.
3. Артикль. Основні функції означеного та неозначеного артиклів та їх вживання. Відсутність артикля перед зліченими іменниками. Вживання артикля з назвами речовин, з абстрактними іменниками та з власними іменами. Evans Virginia. Round-Up 5 / Evans V. – Edinburgh, Pearson Education Limited, 2014 – P. 130-133, ex. 11-17.
4. Займенник. Особові, присвійні, зворотні, взаємні, вказівні, питальні, сполучні, неозначені, заперечні, означальні та кількісні. Evans Virginia. Round-Up 5 / Evans V. – Edinburgh, Pearson Education Limited, 2014 – P. 159-169, ex. 1-22.

## Практичне заняття 5-8

### Тема 2. Job description. / Посадові обов'язки в сфері соціальної роботи

#### Питання для усного опитування та дискусії

- 2.1. Factors leading to social work as a distinct profession. / Фактори, які впливають на вибір професії в сфері соціальної роботи.
- 2.2. Public attitude to the social work profession. / Суспільне відношення до професії в сфері соціальної роботи.
- 2.3. The areas and settings of social work. / Сфери та регулювання сфери соціальної роботи.
- 2.4. Methods of social workers' activities. / Методи діяльності в сфері соціальної роботи.
- 2.5. Job outlook. / Перспективи професій в сфері соціальної роботи.
- 2.6. Types of social workers. / Типи професій в сфері соціальної роботи.
- 2.7. Social workers as social welfare policies makers. / Працівники соціальної сфери та їх вплив на соціальний добробут населення.
- 2.8. Academic programmes for jobs with social agencies. / Навчальні програми для професій в сфері соціальної роботи.
- 2.9. Tenses in the Active Form (Present Forms). / Часи активного стану (теперішні часові форми). Правила утворення та вживання. Present Simple та Present Continuous для вираження майбутньої дії. Вживання дієслова to go з інфінітивом іншого дієслова.
- 2.10. Modal Verbs. / Модальні дієслова.

#### Аудиторна робота

Виконання студентами усних та письмових завдань з питань теми: Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.16-26.

#### *Методичні рекомендації*

**З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:**

#### ***Лексичний мінімум, який необхідно засвоїти для обговорення теми:***

a social worker, a distinct profession, to declare, to spark social reform, the Red Cross, to establish, establishment, school of social work, scientific/professional viewpoint, to train for, to come into, to provide, health/social services, to finance services, tax funds, to deal with, assistant, administrator, supervisor, planner, paraprofessional, to require, full professional training, community centre, community agency, mental health centre, private practice settings, a part-time position, to volunteer, a large-scale enterprise, statutory/voluntary/private sector, physical disabilities, older people carers, community care, criminal justice, to employ, to be employed, government industry, basic approach, *casework, group work, community organization work*, to involve direct contact, to focus on, neighbourhood, job outlook, competition, demand for, rural area, to attract, to retain, qualified staff, job prospects, gerontology, substance abuse treatment, rapidly growing elderly population, the aging baby boom generation, rapid job growth, job openings, to stem from, to replace, to restructure, child protection services, to fluctuate, government funding, to expand, to hinder, to spur, business cycle, recessions, social caseworker, family-service agency, medical and psychiatric hospitals and clinics, public agency, substance-abuse clinic, industrial settings, non-profit sector, public sector, to determine, to overcome difficulties, to obtain appropriate assistance, recreation centre, therapeutic settings, to conduct research, to develop social welfare policies, proponents of social legislation, to meet community needs, to facilitate self-help programs, community council, to overlap, to enter the social work profession, foundation courses, to focus on, human behaviour, social environment, to choose a practice method/a social problem area, to develop policy on pensioner's issues, social policy, to receive a degree, to conduct a research project, to gain practical experience, a practicum, internship, to do fieldwork, an accredited school/college/university/institution, directly related experience, case management, assessment/referral, supportive counselling, intervention, psycho-social therapy, treatment planning, advanced work, a reformer, to be drawn into, advocate, legislative reforms, municipal/state/ federal levels, child labour, women's suffrage, immigration policy, to claim, to pursue

educational/political reform, to investigate housing/working issues, pursuit of legal reforms, to lead to, juvenile court, to influence urban planning, child labour laws, occupational safety, health provisions, compulsory education, immigrant rights, pension laws

***Граматичний мінімум, яким необхідно оперувати:***

1. Tenses in the Active Form (Present Forms). / Часи активного стану (теперішні часові форми). Правила утворення та вживання. Present Simple та Present Continuous для вираження майбутньої дії. Вживання дієслова to go з інфінітивом іншого дієслова. Evans Virginia. Round-Up 5 / Evans V. – Edinburgh, Pearson Education Limited, 2014 – P. 3-10, ex. 1-17.
2. Modal Verbs. Виконання граматичних вправ. Evans Virginia. Round-Up 5 / Evans V. – Edinburgh, Pearson Education Limited, 2014 – P. 51-62, ex. 1-22.

**Практичне заняття 9-13**

**Тема 3. Social welfare. / Соціальний добробут.**

***Питання для усного опитування та дискусії***

- 3.1. Term *social policy*. / Термін соціальна політика.
- 3.2. Social policies focus. / Сфера фокусування соціальної політики.
- 3.3. Types of social welfare policy. / Види соціальної політики.
- 3.4. Social welfare programmes in the USA and the UK. / Програми соціальної політики в США та Великобританії.
- 3.5. Social welfare system in Ukraine. / Система соціальної політики в Україні.
- 3.6. Primary sources of funding available for the Ukrainian social welfare system. / Основні джерела фінансування системи соціальної політики України.
- 3.7. Forms of social welfare support. / Форми підтримки соціального добробуту.
- 3.8. Groups of people and availability to social welfare / Групи людей щодо яких спрямована соціальна політика.
- 3.9. Challenges of the welfare system. / Виклики системи соціальної політики.
- 3.10. Officials and tools of administering a social welfare system. / Відповідальні особи та інструменти дій при виконанні соціальної політики.
- 3.11. Tenses in the Active Form (Past Forms). / Часи активного стану (минулі часові форми).
- 3.12. Adjective. Adverb. Comparisons. / Прикметник. Прислівник. Ступені порівняння.

***Аудиторна робота***

Виконання студентами усних та письмових завдань з питань теми: Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.27-42.

***Методичні рекомендації***

***З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:***

***Лексичний мінімум, який необхідно засвоїти для обговорення теми:***

social policy, social welfare policy, social support, to make a decision, public/governmental authorities, assignment/allocation of resources, law, to enact a law, provisions of the law, governmental regulations, a legislative body, a government official, governmental legal department, a set of rules/regulations, to clarify, to implement, lawmakers, to formulate policy, international relations, tax structure, the military, environmental safety, to address issues, social well-being, marriage, divorce, adoption, domestic abuse, juvenile delinquency, mental health, discrimination, minority groups, job opportunities, the disadvantaged, economic assistance, availability, the affordable housing, immigration, distribution, public assistance, food stamps, subsidized housing, subsidized health care, subsidized child care, fund-raising organization, the Bismarck policy, the Beveridge plan, to link, work performance, record, social benefits, to benefit from, to earn, lifetime contributions, welfare system, social security payment, insurance funds, an employer, an employee, support, budget, underprivileged households, national solidarity plans, local welfare agency, charitable organization, illness, retirement, mandatory disability insurance plans, social pensions, professional pensions, taxation, solidarity/equitable distribution of benefits, welfare state, direct payments, government

money, total income, Department of Social Security, Department of Employment, retirement age, retired people, unemployment benefit/the dole, minimum period, to be entitled to, standard old-age pension, to pay national insurance contributions, reduced rate, unemployed, unemployment benefit, income support, significant savings, low earnings, child benefit, housing benefit, rent payments, sickness benefit, maternity benefit, death grants, to cover funeral expenses, imperfection, increasing pressure, cash support programs, *social insurances*, prior earnings, payroll contributions, *public assistance*, Social Insurance program, Old Age program, Survivors Insurance, Disability Insurance, Unemployment Insurance, Workers Compensation, to contribute payroll taxes, to engage in, substantial employment, dependent parent, dependent widower/widow, an insured worker, victim, work-related injury, rehabilitation services, cash support programs, a means test, Temporary Assistance to Needy Families (TANF), Supplemental Security Income, General Assistance, blind people, disabled people/the disabled, cash/in-kind payments, war veterans, Medicare, Medicaid, public health care program, social security disability, food programs/food stamp program, to cooperate, child nutrition programs, to participate, allotment, neglect prevention, foster care, adoption, shelter, outreach services, child care, family planning services, social insurance, social assistance, social services, retirement, temporary disability, unemployment support, temporary disability compensation, an earned benefit, a charity, government welfare support, dependent children, eligibility, Chernobyl victims, social service program, to provide, medical/personal services, counselling, legal/advisory support, facilities for social adjustment/rehabilitation, difficult circumstances, to insure citizens against social risks, temporary/permanent disability, illness, an industrial accident, a professional disease, loss of breadwinner, retirement, unemployment, national budget, national insurance funds, the Social Welfare Fund, the Employment Support Fund, independent social security systems, pension/unemployment insurance, percentage of a wage, payroll fund

***Граматичний мінімум, яким необхідно оперувати:***

1. Tenses in the Active Form (Past Forms). / Часи активного стану (минулі часові форми). Evans Virginia. Round-Up 5 / Evans V. – Edinburgh, Pearson Education Limited, 2014 – P. 13-25, ex. 1-25.
2. Adjective. Adverb. Comparisons. / Прикметник. Прислівник. Ступені порівняння. Evans Virginia. Round-Up 5 / Evans V. – Edinburgh, Pearson Education Limited, 2014 – P. 141-154, ex. 1-30.

**Практичне заняття 14-18**

**Тема 4. Nutrition. / Харчове споживання.**

*Питання для усного опитування та дискусії*

- 4.1. Term *nutrition*. / Термін харчування.
- 4.2. Relationship of eating habits and well-being. / Взаємозалежність між споживанням та добробутом.
- 4.3. Healthful eating. Health effects of overweighting and underweighting. / Корисне споживання продуктів. Проблеми зайвої ваги та недоїдання та їхній вплив на здоров'я.
- 4.4. The notion “nutrient.” / Поняття «поживна речовина».
- 4.5. Proteins and their function. / Протеїни та функції, які вони виконують.
- 4.6. Carbohydrates, their types and and function. Види вуглеводів та функції, які вони виконують.
- 4.7. Fats, their types and function. Типи жирів та функції, які вони виконують.
- 4.8. Vitamins, their types and and function. Вітаміни та функції, які вони виконують.
- 4.9. Minerals and their significance. Мінерали та функції, які вони виконують.
- 4.10 Water and its role. Роль води для життєзабезпечення.
- 4.11. Tenses in the Active Form (Future Forms). / Часи активного стану (майбутні часові форми).
- 4.12. Number. / Числівник. Кількісні та порядкові числівники.
- 4.13. Prepositions. / Прийменник. Особливості вживання прийменників. Найбільш вживані прийменники. Аналіз тексту. Знаходження прийменників в тексті заняття, пояснення їх вживання.

*Аудиторна робота*



Виконання студентами усних та письмових завдань з питань теми: Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.54-65.

### **Методичні рекомендації**

**З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:**

#### **Лексичний мінімум, який необхідно засвоїти для обговорення теми:**

to function physically/mentally/socially, physical reaction to hunger, psychological reasons, lonely, depressed, anxious, bored, under stress, correct weight, overweight, calories, excess calories, normal weight, weight problem, overeating, hypothalamus, to regulate appetite, underweight, obesity, to skip meals, lavish meal, to care about, to afford to eat properly, emotional disorders, to lose weight, health effects, healthful diet, heart disease, stroke, atherosclerosis, cancer, cirrhosis of the liver, diabetes, to prevent premature disease, nutrition, nutrients, daily choices, to develop emotional disorders, healthful appearance, underlying causes, a source of energy, chemical substances, supply substances, regulation of body processes, proteins, carbohydrates, fats, vitamins, minerals growth, development, repair of all body tissues, living cells, source, muscles, blood, hair, skin, nails, internal organs, hormones sexual development, metabolism, enzymes, antibodies, fluid balance, protein deficiency, to stunt, to retard, growth/mental development, adulthood, fatigue, mental depression, to resist to, infection, to recover from, diseases, wounds, carbohydrates, starches, sugars, cellulose, fibre, to digest, digestive tract, to store vitamins, to absorb, liver, heart, kidneys, saturated fats, unsaturated fats, water-soluble vitamins, fat-soluble vitamins, to dissolve, minerals, calcium, chlorine, magnesium, phosphorus, potassium, sodium, sulphur, iron, urine, perspiration, to dole out, to get sucked into, to balance, to ditch, nutrient-rich food, to keep hunger at bay, to maintain, stable blood sugar level, to minimize cravings, brain, belly, to grab sth in a pinch, to feel guilty, to undermine weight loss, disease-fighting phytonutrients, to cut back on unhealthy foods, splurges

#### **Граматичний мінімум, яким необхідно оперувати:**

1. Tenses in the Active Form (Future Forms). / Часи активного стану (майбутні часові форми). Evans Virginia. Round-Up 5 / Evans V. – Edinburgh, Pearson Education Limited, 2014 – P. 27-34, ex. 1-20.
2. Prepositions. / Прийменник. Особливості вживання прийменників. Найбільш вживані прийменники. Аналіз тексту. Знаходження прийменників в тексті заняття, пояснення їх вживання. Evans Virginia. Round-Up 5 / Evans V. – Edinburgh, Pearson Education Limited, 2014 – P. 172-177, ex. 1-15.

### **Практичне заняття 19-22**

#### **Тема 5. Social work with disabled and the youth. / Соціальна робота з недієздатними та молоддю.**

##### Питання для усного опитування та дискусії

- 5.1. Term *disability*. Disability groups. / Поняття *недієздатність*. Групи інвалідності.
- 5.2. Handicapped people. / Люди з розумовими або фізичними вадами.
- 5.3. Mental disorders. / Психічні розлади.
- 5.4. Children with disabilities. / Діти з обмеженої дієздатністю.
- 5.6. Youth development workers. / Соціальні працівники, які працюють з молоддю.
- 5.7. Role of preventive programmes in the society. / Роль превентивних програм у суспільстві.
- 5.8. Indirect Speech. The Sequence of Tenses in the Indirect Speech. Indirect Commands. Indirect Questions. / Непряма мова. Узгодження часів в непрякій мові.

##### Аудиторна робота

Виконання студентами усних та письмових завдань з питань теми: Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.66-75.

### *Методичні рекомендації*

*З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:*

#### *Лексичний мінімум, який необхідно засвоїти для обговорення теми:*

disability, a severe disability, to face, World Health Organisation, to categorise, disability groups, Impairment, Disability, Handicap, to conjure up, to struggle with, handicapped parking areas, wheelchair ramps, to bear an obvious sign, to suffer from, mental disorder, respiratory conditions, to have difficulty performing seeing/hearing/talking/walking/climbing stairs/lifting/carrying, to complete daily living tasks, to struggles with, social roles, an assistive device, a wheel chair, to get around, a mental/psychological disorder, disfigurement/anatomical loss, to feeling despondent about, talk therapy, a support group, to share, concerns, frustrations, predicament, to turn for help, to crave the camaraderie/understanding, to advocate, adolescent, securing resources, to communicate one's needs, discrimination, inadequate resources, a dedicated parent, mental retardation, medical social work, developmental delay, intervention, a child welfare worker, a medical provider, foster parents, birth parents, sibling, extended family members, to involve understanding/ sensitivity/interventions, boys/girls clubs, community centres, settlement houses, youth development workers, to collaborate with, to carry out, recreation, to nurture, an unshakeable belief, to emphasize, to reduce, networks of peers, to be involved in gang activity, protective factors, prosocial peers, to do prevention work, stakeholders, to reduce behaviour/conditions, to lead to, poor developmental outcomes, substance abuse, violence, harassment, depression, child maltreatment, to facilitate, rigid/expensive programs, to survive, guidelines, boys/girls clubs, community centres, settlement houses, youth development workers, to collaborate with, to carry out, recreation, to nurture, an unshakeable belief, to emphasize, to reduce, networks of peers, to be involved in gang activity, protective factors, prosocial peers, to do prevention work, stakeholders, to reduce behaviour/conditions, to lead to, poor developmental outcomes, substance abuse, violence, harassment, depression, child maltreatment, to facilitate, rigid/expensive programs, to survive, guidelines, a nurturing parent, a biological parent, a commitment to, stable/predictable/comforting/protective relationship, permanency planning, goal-directed/time-sensitive activities, to create conditions, resumption, maltreatment, perpetrator, to relinquish, impairment,

#### *Граматичний мінімум, яким необхідно оперувати:*

1. Indirect Speech. The Sequence of Tenses in the Indirect Speech. Indirect Commands. Indirect Questions. / Непряма мова. Узгодження часів в непрямій мові. Evans Virginia. Round-Up 5 / Evans V. – Edinburgh, Pearson Education Limited, 2014 – P. 109-119, ex. 1-16.

### **Практичне заняття 23-26**

#### **Тема 6. Personality and self-concept. / Проблеми розвитку особистості та самооцінка особистості.**

##### *Питання для усного опитування та дискусії*

- 6.1. Term *personality* and its characteristics. / Термін *особистість* та характерні риси особистості.
- 6.2. Factors influencing personality. / Фактори впливу на особистість.
- 6.3. Role of social and cultural traditions in personality development. / Роль соціальних та культурних традицій для особистісного розвитку.
- 6.4. Critical periods in personality development. / Переломні періоди особистісного розвитку.
- 6.5. Comparison of the terms *self-concept*, *self-image*, and *self-esteem*. / Порівняльна характеристика понять *Я-концепція*, *Я-образ* та *самоствердження*.
- 6.6. Personality assessment. / Оцінка особистості.
- 6.7. Methods of personality assessment. / Методи оцінки особистості.
- 6.8. Passive Voice. Правила утворення та вживання. Tenses in the Passive Form (Present, Past, Future Forms). / Часи пасивного стану (теперішні, минулі та майбутні часові форми).

##### *Аудиторна робота*

Виконання студентами усних та письмових завдань з питань теми: Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.76-85.

### **Методичні рекомендації**

**З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:**

#### **Лексичний мінімум, який необхідно засвоїти для обговорення теми:**

personality, physical/mental/emotional traits, heredity, environment, culture, self-concept, transmission of traits, generation, to inherit, accent, attitude, mannerism, self-evaluation, strength, limitation, interaction, malleable, self-image, self-esteem, ideal self, assessment, methods of personality assessment, an interview, a means of eliciting, past/present/anticipated future responses, unstructured interviews, an interviewer, to pay attention, nonverbal cues, posture, facial expressions, direct observation, naturalistic observation, an assessor, response to, behaviour, an investigator, to manipulate, to observe, a personality assessor, self-report inventories, projective tests, Minnesota Multiphasic Personality Inventory, pose questions, to reflect inner reality, the Rorschach test, a series of inkblots, perceptions, to interpret responses

#### **Граматичний мінімум, яким необхідно оперувати:**

1. Passive Voice. Правила утворення та вживання. Tenses in the Passive Form (Present, Past, Future Forms). / Часи пасивного стану (теперішні, минулі та майбутні часові форми). мові. Evans Virginia. Round-Up 5 / Evans V. – Edinburgh, Pearson Education Limited, 2014 – P. 65-74, ex. 1-21.

### **Практичне заняття 27-30**

#### **Тема 7. Social psychology. / Соціальна психологія.**

##### Питання для усного опитування та дискусії

- 7.1. Term *social psychology*. / Термін *соціальна психологія*.
- 7.2. Social psychology origin. / Походження соціальної психології.
- 7.3. The main areas of research in social psychology. / Основні області досліджень в сфері соціальної психології.
- 7.4. Social influence, social perception, and interpersonal behaviour. / Соціальний вплив, соціальне сприйняття та міжособистісна поведінка.
- 7.5. Modern social psychologists. / Представники соціальної психології нашого дня.
- 7.6. Social psychology and education (business, law). / Соціальна психологія та освіта (бізнес, право).
- 7.7. Conditionals. Wishes. / Способи дієслова. Правила утворення та вживання.

##### Аудиторна робота

Виконання студентами усних та письмових завдань з питань теми: Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.86-95.

### **Методичні рекомендації**

**З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:**

#### **Лексичний мінімум, який необхідно засвоїти для обговорення теми:**

social psychology, social psychologist, people's relationships, to investigate, communication, co-operation, competition, decision-making, leadership, attitude changes, to develop theory, to collect evidence, to support theory(through experiments), to avoid uneasiness, cognitive dissonance, to avoid/to achieve success, to conflict, source of information, opinion, public opinion surveys, to record observations, behaviour, statistics, to conduct research/experiments, to measure, behavioural psychologists, observable behaviour, social contact, social influence, social perception, interpersonal behaviour, conformity, obedience, attitudes, persuasion, human infant, to be equipped with, reflexes, social attachments, to despair, to evaluate, to form impressions, to make attributions, stereotypes,

prejudice, to interact with, antisocial/aggressive/competitive behaviour, prosocial/helpful/cooperative behaviour, interpersonal attraction, group processes, group dynamics, aggression, altruism, stereotypes, affiliation with groups, to trace, to disrupt/enhance an individual's performance, to perceive, leadership styles, obedience to authority, conformity

***Граматичний мінімум, яким необхідно оперувати:***

1. Conditionals. Wishes. / Способи дієслова. Правила утворення та вживання. Evans Virginia. Round-Up 5 / Evans V. – Edinburgh, Pearson Education Limited, 2014 – P. 79-88, ex. 1-20.

**Практичне заняття 31-35**

**Тема 8. Ethics in social work. / Етика в сфері соціальної роботи**

***Питання для усного опитування та дискусії***

- 8.1. Philosophy of *ethics*. / Філософія етики.
- 8.2. Distinguishing between terms of *social ethics, a code of ethics, professional ethics*. / Характерні ознаки понять *соціальна етика, професійна етика та етичний кодекс*.
- 8.3. Social work profession as *an ethical profession*. / Етична сторона професій в сфері соціальної роботи.
- 8.4. Basic values, ethical principles, and ethical standards in social work. / Основні цінності, етичні принципи та стандарти етики в соціальній сфері.
- 8.5. Professional code of ethics and its basic regulations. / Основні положення професійного етичного кодексу.
- 8.6. Infinitive. The -ing form (Gerund Participle.) / Інфінітив. Ing-форми (герундій, дієприкметник).

***Аудиторна робота***

Виконання студентами усних та письмових завдань з питань теми: Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.96-104.

***Методичні рекомендації***

***З метою глибокого засвоєння навчального матеріалу при вивченні теми студенту варто особливу увагу зосередити на таких аспектах:***

***Лексичний мінімум, який необхідно засвоїти для обговорення теми:***

professional ethics, core values/principles, to articulate values, ethical principles, ethical standards, the Code of Ethics, to set forth, to guide, social workers' conduct, a set of rules, to prescribe, ethical responsibility, to outweigh, to volunteer, professional skills, to pursue social change, to challenge, social justice/injustice, social change efforts, poverty, unemployment, discrimination, to respect, inherent dignity, worth of the person, caring/respectful fashion, individual differences, cultural/ethnic diversity, to enhance, relationship, to strengthen, to promote, to restore, to maintain, to be aware of, profession's mission, values, a trustworthy manner, to strive, professional expertise, philosophy of social work, to identify, to summarize, to establish, to arise ethical uncertainties, to articulate, to assess, unethical conduct, to provide social service, licensee, registrant, violation of rules, a reprimand, suspension, revocation, disciplinary action, restriction, ethical responsibility, client, colleague, practice settings, professional, society, guidelines for professional conduct, aspirational, professional judgment, ethical awareness, commitment, to act ethically, ethical challenges, conflicting interests, to limit society's resources

***Граматичний мінімум, яким необхідно оперувати:***

1. Infinitive. The -ing form (Gerund Participle.) / Інфінітив. Ing-форми (герундій, дієприкметник). Evans Virginia. Round-Up 5 / Evans V. – Edinburgh, Pearson Education Limited, 2014 – P. 40-48, ex. 1-15.

## Самостійна робота студентів

### Тема 1. Subject and content of social work. / Предмет та зміст соціальної роботи.

#### Завдання для перевірки знань лексики

Для більш ґрунтовного вивчення НТ1 необхідно опрацювати зміст текстів, а саме:

Текст №1: *Origins and History of Social Work*. Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.10.

1. Прочитайте та письмово перекладіть текст. Випишіть незнайомі слова по темі з транскрипцією та перекладом.
2. Ознайомтесь та вивчіть нову лексику.
3. Перекажіть текст.

Текст №2: *Social Work as a Science*. Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.11.

1. Прочитайте та письмово перекладіть текст. Випишіть незнайомі слова по темі з транскрипцією та перекладом.
2. Ознайомтесь та вивчіть нову лексику.
3. Напишіть ессе обсягом не більше 200 слів на тему *Origins of Social Work in Ukraine*.

Текст №3: *What I Wish I Had Known: Burnout and Self-Care in Our Social Work Profession*. Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.12.

1. Прочитайте та письмово перекладіть текст. Випишіть незнайомі слова по темі з транскрипцією та перекладом.
2. Ознайомтесь та вивчіть нову лексику.
3. Напишіть анотацію до тексту обсягом 10-15 речень. На завершення висловіть свою власну думку щодо цієї проблеми.

#### Завдання для перевірки знань граматики

1. Task 1. Виконайте завдання 1-15. Jenny Dooley, Virginia Evans. Grammarway 4 / Dooley J., Evans V. – Newbury, Express Publishing, 2010. – P.60-65.
2. Task 2. Виконайте завдання 1-30. Jenny Dooley, Virginia Evans. Grammarway 4 / Dooley J., Evans V. – Newbury, Express Publishing, 2010. – P.164-175.

#### Завдання для перевірки розуміння прочитаного

Текст 1. Прочитайте текст і підберіть заголовок з переліку (А- L), який найбільше підходить до змісту кожного параграфа. Два заголовки лишні.

#### 10 reasons why you should study Social Work

1. \_\_\_\_\_  
Social Work is all about understanding and striving to improve the lives of people in society. Social Workers listen to people's needs, from young children to people struggling with addictions, and help them to cope and improve their quality of life. This course has enabled me to understand how to make a positive impact in society and has made me aware of how quickly your circumstances in life can change.

2. \_\_\_\_\_  
A degree in Social Work will provide me with the ability to undertake a variety of different professional roles. These roles include working with child protection, older people, in hospitals or in the fostering sector. These are just a few examples of the roles available within this sector.

3. \_\_\_\_\_  
Skills that I will develop throughout my degree will be valued by many employers. Skills such as how to communicate with a client, problem solving, empathy, team work and time management can be transferred to many different roles within the Social Work sector and other careers.

4. \_\_\_\_\_

There will always be people in need, so there will always be a demand for those who are educated in the subject area, meaning jobs shouldn't be too difficult to find and you will always be able to make a positive impact!

5. \_\_\_\_\_

The situations Social Work will put you in are unique and often extreme. The course has helped me understand how to cope in certain situations. You may learn that you are an expert in dealing with aggressive behaviour or you might learn how to cope with your own emotions at the end of a difficult day. You will learn your different strengths and weaknesses and find that this course teaches you things about yourself that you didn't know before.

6. \_\_\_\_\_

The course has allowed me to meet people who want to make a difference and stand up for people's rights. I have met a diverse range of students who have all come together to make a change and who want to make a real impact on someone's life. Not every course can offer that.

7. \_\_\_\_\_

The course has offered me some great opportunities such as shadowing qualified Social Workers, resiliency days, trips abroad and a wide range of placement options for my second and third year.

8. \_\_\_\_\_

The Social Work course has shown me some of the most upsetting sides of humanity and there will be times when it can seem hard to remove yourself from it. But I have begun to notice the good in people that previously I took for granted. I became extremely grateful for all that I have and realised that true wealth does not come from material things.

9. \_\_\_\_\_

The lecturers at BCU are excellent, their knowledge on Social Work is exceptional, and they are all there to help answer any questions you may have. They all have a range of experiences which they're willing to share, which makes their lectures interesting and very informative. The lectures are engaging too and have given me a strong understanding of Social Work.

10. \_\_\_\_\_

The final module in year one is aimed at ensuring that I have the correct skills when working with service users. This module has allowed me to work in the simulation rooms which are set up as living rooms and hospital wards. These facilities are full of fantastic technology and are really useful when I want to practise skills ready for my placements.

- A. Great opportunities
- B. You will learn how to make a positive impact
- C. Simulation facilities
- D. It will teach you things you never knew about yourself
- E. There are many job options
- F. Apply for retirement benefits
- G. You can gain transferable skills
- H. The lectures and lecturers
- I. The world needs social workers
- J. Your earnings over your lifetime
- K. You will meet like-minded people
- L. It teaches you the true value of things

Текст 2. Прочитайте текст. Прочитайте текст. Поставте 10 запитань до тексту.

### **Social Security in the USA and How It Works**

Social Security is a federal government program that provides a source of income for you or your legal dependents (spouse, children, or parents) if you qualify for benefits. You also need a Social Security number to get a job.

### How Do Benefits Work and How Can I Qualify?

While you work, you pay Social Security taxes. This tax money goes into a trust fund that pays benefits to those who are currently retired, to people with disabilities, and to the surviving spouses and children of workers who have died. Each year you work, you'll get credits to help you become eligible for benefits when it's time for you to retire.

There are four main types of benefits that the Social Security Administration (SSA) offers:

- Retirement benefits
- Disability benefits
- Benefits for spouses or other survivors of a family member who's passed
- Supplemental Security Income (SSI)

If you receive or will receive Social Security benefits, you may want to open a "my Social Security" account. This online account is a service from the SSA that allows you to keep track of and manage your SSA benefits, and allows you to make changes to your Social Security record.

### Social Security Retirement Benefits Planner

How much Social Security income you'll receive depends on:

- Your earnings over your lifetime
- The age at which you'll begin receiving benefits
- Whether you'll be eligible to receive a spouse's benefit instead of your own

You can use Social Security's retirement benefits planner to:

- Estimate your benefits at each age, from 62 (the earliest you can receive them) to 70 (when you hit your greatest amount)
- Apply for retirement benefits
- Learn about earning limits if you plan to work while receiving Social Security benefits

Your Social Security card is an important piece of identification that you'll need to get a job and collect Social Security and other government benefits. When you apply for a Social Security number (SSN), the Social Security Administration (SSA) will assign you a nine-digit number, which is the same number printed on the Social Security card that SSA will issue you. If you change your name, you will need to get a corrected card.

If you want to get a Security Card:

1. Gather your documents - Learn what documents you'll need to get an original, replacement, or corrected Social Security card, whether it's for a child or adult, U.S. citizen or noncitizen.
2. Complete your application - Read the instructions for and fill out an application (PDF, Download Adobe Reader) for a new, replacement, or corrected card.
3. Mail your application - Print your application and find out where to take it in person or mail it. Keep your Social Security card in a safe place to protect yourself from identity theft if it's lost or stolen. You are limited to three replacement cards in a year and 10 during your lifetime.

### **Питання для самоконтролю**

1. Give the definition of *social work* and speak on the fundamental principles of social work.
2. Dwell on the origin and history of social work.
3. Describe social issues relating to social work and the primary mission of the social work profession.
4. What are core values of social work profession?
5. What social work methodological base is used by the professionals?
6. What is your attitude towards social work holistic focus?
7. Speak on the the problem of *professional burnout*.
8. How do you understand *compassion fatigue* and *vicarious trauma*?

### **Тема 2. Job description. / Посадові обов'язки в сфері соціальної роботи**

#### **Завдання для перевірки знань лексики**

Для більш ґрунтовного вивчення НТ2 необхідно опрацювати зміст текстів, а саме:

Текст №1: *Job Outlook*. Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.21.

1. Прочитайте та письмово перекладіть текст. Випишіть незнайомі слова по темі з транскрипцією та перекладом.
2. Ознайомтесь та вивчіть нову лексику.
3. Проведіть дослідження та викладіть стисло його результати (10-15 речень) під заголовком *Potential employment spheres for social workers in Ukraine*.

Текст №1: *Types of Social Workers*. Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.22.

1. Прочитайте та письмово перекладіть текст. Випишіть незнайомі слова по темі з транскрипцією та перекладом.
2. Ознайомтесь та вивчіть нову лексику.
3. Поставте письмово 10 запитань до тексту.

#### ***Завдання для перевірки знань граматики***

1. Task 1. Виконайте завдання 1-10. Jenny Dooley, Virginia Evans. Grammarway 4 / Dooley J., Evans V. – Newbury, Express Publishing, 2010. – P.8-11.
2. Task 2. Виконайте завдання 1-26. Jenny Dooley, Virginia Evans. Grammarway 4 / Dooley J., Evans V. – Newbury, Express Publishing, 2010. – P.70-82.

#### ***Завдання для перевірки розуміння прочитаного***

Прочитайте текст і підберіть заголовок з переліку (A-N), який найбільше підходить до змісту кожного параграфа.

#### **15 types of social work jobs**

There are many career paths you can pursue in social work. Here are 15 different social work jobs:

1. \_\_\_\_\_ provide care and help to patients who cannot care for themselves because of a physical or developmental disability, age, illness or injury. They may help patients with daily living activities such as caring for personal hygiene, administering medications, completing household chores, running errands and counseling about independent living. These workers also observe patients for changes in their overall health condition.
2. \_\_\_\_\_ provides counseling services to students regarding topics such as personal and social development, career development, college admissions and achieving their academic goals. School counselors may work in public, private and charter schools at the elementary, middle and high school level. The specific duties based on the ages and needs of the students they serve.
3. \_\_\_\_\_ ensures the greatest number of eligible families take part in the Head Start program as is allowed by funding, creates a trusting and collaborative partnership with each family, enhances the lives of parents and guardians by making home visits and encouraging active participation in the program, maximizes the use of community resources by families in need, promotes positive growth and development of families and documents and records progress of the families.
4. \_\_\_\_\_ observe and assist professional social workers to practice applying skills and learn how to apply training to real world events. They may collect medical histories, assess client needs and help them find resources, provide counseling services and maintain client records. All work performed by a social work intern is done under the close supervision of a professional social worker.
5. \_\_\_\_\_ help at-risk individuals and families such as children from troubled homes, senior citizens and people with serious chronic or terminal illnesses. They may make home visits, perform psychosocial evaluations, provide referrals to community resources and report abuse. They meet with their clients regularly to determine how well they are managing their circumstances and to help them cope with life's difficulties when possible.
6. \_\_\_\_\_ provides mental health and behavioral intervention services to patients who struggle with issues such as post-traumatic stress disorder, psychiatric disorders, developmental disorders, substance abuse and physical or emotional abuse. These specialists work with doctors, nurses and behavior analysts to implement patient treatment plans and evaluate and report on their patients' treatment progress.
7. \_\_\_\_\_ individuals, couples, families and groups to help them cope with and overcome issues that affect their mental health and well-being. Most of them use a holistic therapy



approach that encourages patients to discuss their emotions and experiences and helps them define their goals, gain insight and plan a course of action to reach their goals. They may work with patients on issues such as substance abuse, depression, career guidance, anger management, relationships, self-image, bullying, aging and stress. They may also refer patients to psychologists and other mental health professionals.

**8.** \_\_\_\_\_ ensure children are protected and secure by making sure they are living in an appropriate environment, receive necessary medical care and have access to schooling. Child welfare specialists often have to make tough decisions on behalf of children such as deciding whether the child needs to be removed from their home. When a child is removed from their home, this specialist conducts interviews of potential foster and adoptive parents to find a new home for the child, schedules visitations and represents the child in all court hearings.

**9.** \_\_\_\_\_ work in healthcare or social service industries including family services, rehabilitation services, geriatric care, mental health care, education and nursing and acts as a mediator and advocate for their patients. Their duties may include meeting with patients and their care teams, filling out paperwork, advocating on behalf of their patients, creating or helping create care plans, making home visits and following up on the progress a patient is making in their care plan.

**10.** \_\_\_\_\_ offer services to individuals and groups struggling with substance abuse. Addiction counselors listen to their patients to help them identify the root causes of their addictive behavior, provide guidance on coping mechanisms and refer them to programs that can help them through recovery such as 12-step programs.

**11.** \_\_\_\_\_ help and support to individuals and groups who have recently experienced a major crisis to help them find resources, regain stability and improve their overall sense of safety and empowerment. They usually meet with their patients for brief periods involving less than three sessions, with each session ranging in length from 15 minutes to two hours.

**12.** \_\_\_\_\_ helps patients and their families cope with the social, financial, emotional and psychological hardships related to a diagnosis of a serious, chronic or terminal illness and educates them about patient entitlements, community resources and health insurance coverage. These workers may also provide counseling through individual or group therapy discussions. They can help advocate for their patients by promoting an understanding of healthy lifestyles, disease prevention and barriers to access within their communities.

**13.** \_\_\_\_\_ are licensed mental health professionals who improve the lives of their patients by helping them overcome mental health illness, develop better cognitive and emotional coping skills and overcome life challenges. They provide unbiased, objective, nonjudgmental and supportive guidance to help their patients identify goals, overcome challenges and achieve their goals.

**14.** \_\_\_\_\_ are licensed mental health professionals who use the principles of behavioral psychology to help their patients overcome social, emotional and behavioral problems caused by mental illness, injury, disability or a developmental delay. They conduct behavioral assessments, create behavior support and intervention plans based on the results of their assessments and oversee the implementation of these plans by Registered Behavior Technicians to measure the patient's progress towards achieving their individual goals and program objectives.

**15.** \_\_\_\_\_ are licensed mental health professionals who provide counseling services to at-risk individuals, families, children and groups and act as an advocate for their patients by directing them to resources, services and programs. They often work closely with other social workers, doctors, nurses, teachers, counselors and psychologists. They may assess patients and diagnose mental health illnesses, help patients identify goals, create treatment plans designed to help their patients achieve their goals and then provide counseling services as their patients work toward achieving their goals.

- A.** Medical social worker
- B.** Addiction counselor
- C.** Clinical social worker
- D.** Behavioral health technician
- E.** Therapist
- F.** Family advocate
- G.** Behavior analyst

- H.** Case worker
- I.** Crisis counselor
- J.** Counselor
- K.** Case manager
- L.** Direct care worker
- M.** Child welfare specialist
- N.** Social work intern

### **Питання для самоконтролю**

1. Dwell on the factors leading to social work as a distinct profession.
2. What is public attitude to the social work profession?
3. What are the areas and settings of social work?
4. Describe the methods of social workers' activities.
5. Speak on the main types of social workers.
6. Why social workers are called social welfare policies makers?
7. Describe academic programmes for jobs with social agencies.

### **Тема 3. Social welfare. / Соціальний добробут.**

#### ***Завдання для перевірки знань з лексики***

Для більш ґрунтовного вивчення НТЗ необхідно опрацювати зміст текстів, а саме:

Текст №1: *Welfare Programmes in the USA and the UK*. Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.34.

1. Прочитайте та письмово перекладіть текст. Випишіть незнайомі слова по темі з транскрипцією та перекладом.
2. Ознайомтесь та вивчіть нову лексику.
3. Напишіть анотацію *The main characteristics of welfare programmes in the the USA and the UK*.

Текст №2: *Federalism and Social Welfare Policy – the Case Study of TANF*. Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.38.

1. Прочитайте та письмово перекладіть текст. Випишіть незнайомі слова по темі з транскрипцією та перекладом.
2. Ознайомтесь та вивчіть нову лексику.
3. Виберіть один із пунктів завдання Speaking (с.38) та зробіть письмово стислий виклад (5-10 речень).

#### ***Завдання для перевірки знань граматики***

1. Task 1. Виконайте завдання 16-25. Jenny Dooley, Virginia Evans. Grammarway 4 / Dooley J., Evans V. – Newbury, Express Publishing, 2010. – P.14-19.
2. Task 2. Виконайте завдання 1-21. Jenny Dooley, Virginia Evans. Grammarway 4 / Dooley J., Evans V. – Newbury, Express Publishing, 2010. – P.42-50.

#### ***Завдання для перевірки розуміння прочитаного***

Прочитайте текст і підберіть заголовки з переліку (A-G), який найбільше підходить до змісту кожного параграфа.

**1.** \_\_\_\_\_ is any of a variety of governmental programs designed to protect citizens from the economic risks and insecurities of life. The most common types of programs provide benefits to the elderly or retired, the sick or invalid, dependent survivors, mothers, the unemployed, the work-injured, and families. Methods of financing and administration and the scope of coverage and benefits vary widely among countries.

**2.** \_\_\_\_\_ These are the most complex and controversial of welfare and security programs. Benefits may include indemnification for lost wages in addition to medical

treatment. Coverage ranges from universal down to only those employed by participating employers. Financing may be contributory or governmental, depending in particular upon the method of providing service in a given country. Medical care may be provided by private practitioners and suppliers or by departments of government organized to provide it; private practitioners may be paid directly by the government or by the patient, who is then reimbursed by the government.

**3.** These provide benefits to those who live beyond their ability or eligibility to engage in gainful employment, to those who become permanently disabled other than through work injuries and who are not covered under some other medical disability program, and to those who are left dependent by a deceased worker. Programs of this type usually provide for universal coverage; they are commonly funded as contributory insurance programs. Time-lock provisions apply to old-age benefits and, less stringently, to invalidity and provision of health care come degrees of choice by the patient, of permanence in patient–physician relations, of incentive to hold down costs, of regularity in physicians’ incomes, and of ease of administration.

**4.** These are common in industrialized countries, less so in developing countries. They usually provide 50 to 75 percent of base wages to workers who are normally employed and have become unemployed through no fault of their own and who are willing and able to work. Benefits are provided for limited periods and are financed typically from compulsory insurance payments made by employers or employees or both, sometimes supplemented by government funds.

**5.** These are benefits provided by governments to families with a specified minimum number of children. The benefits may be open to all families, in which case the program is a step in the direction of a guaranteed family income, or they may be provided as supplements to other assistance, especially unemployment benefits.

**6.** This is the oldest and most widespread social welfare program. Such programs usually cover all employees of firms above a specified size and are financed by employer contributions to some form of insurance plan. Benefits include medical payments, wage restoration (usually from 50 to 75 percent of actual wage), special indemnities for permanent bodily injury, and death benefits. Acceptance of work-injury or worker’s compensation benefits precludes recovery of damages by suits at law.

**7.** This is a residual program designed to provide assistance to various classes of needy persons not covered by other programs. Typical classes of beneficiaries include the aged not covered by the employment-related programs mentioned above, the blind, the disabled not covered by work-injury or other employment-related programs, and impoverished families with dependent children.

- A. Work-injury compensation
- B. Medical care programs
- C. Public assistance
- D. Family allowance benefits
- E. Social welfare program
- F. Old-age, invalidity, and survivor programs.
- G. Unemployment benefit programs

#### **Питання для самоконтролю**

1. Give the definition of the term *social policy* and speak on the main issues of the social policies focus.
2. What are the types of social welfare policy?
3. Describe the social welfare programmes in the USA and the UK.
4. Dwell on the social welfare system in Ukraine.
5. What are the primary sources of funding available for the Ukrainian social welfare system?
6. What are the main forms of social welfare support?
7. Speak on the main groups of people and availability to social welfare.
8. Describe the challenges of the welfare system.
9. What is the role of officials and tools of administering a social welfare system?

#### Тема 4. Nutrition. / Харчове споживання.

##### *Завдання для перевірки знань лексики*

Для більш ґрунтового вивчення НТ4 необхідно опрацювати зміст текстів, а саме:

Текст №1. *Nutrients in Food*. Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.60.

1. Прочитайте та письмово перекладіть текст. Випишіть незнайомі слова по темі з транскрипцією та перекладом.
2. Ознайомтесь та вивчіть нову лексику.
3. Напишіть ессе, використовуючи план:
  - 1) The notion “nutrient.”
  - 2) Proteins and their function.
  - 3) Carbohydrates, their types and and function.
  - 4) Fats, their types and and function.
  - 5) Vitamins, their types and and function.
  - 6) Minerals and their significance.
  - 7) Water and its role.

Текст №2. *Healthy Eating habits that Will Change Your Life*. Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.62.

1. Прочитайте та перекладіть текст. Випишіть незнайомі слова по темі з транскрипцією та перекладом.
2. Ознайомтесь та вивчіть нову лексику.
3. Дайте відповідь на запитання до тексту:
  - 1) Certain foods, such as diet soft drinks and potato chips, probably do more harm than good. Why do you think people buy such foods? Should such foods be banned?
  - 2) What should parents do to teach their children healthy eating habits?
  - 3) What kinds of foods would you serve at a party where many of the guests are trying to lose weight?
  - 4) Why do many people tend to gain weight during the winter and lose weight during the summer?
  - 5) What’s wrong with the belief that athletes should consume excessive amounts of protein to give them strength?

##### *Завдання для перевірки знань граматики*

1. Task 1. Виконайте завдання 26-35. Jenny Dooley, Virginia Evans. Grammarway 4 / Dooley J., Evans V. – Newbury, Express Publishing, 2010. – P.22-26.

##### *Завдання для перевірки розуміння прочитаного*

Текст 1. Прочитайте текст та напишіть коротке ессе(150 – 20 речень). Вказавши основні фактори, які впливають на їжу та споживання.

#### **Factors Influencing Food and Nutrition**

The factors influencing food and nutrition are the factors which enables the individuals to make selection of the food items, which is necessary to promote health and well-being. The selection of food items should make the individuals feel satisfied. When the individuals are obese or experience a health problem or an illness or are pure vegetarians, they need to make selection of particular food items. In some cases, the individuals do not appreciate various food items and have preferences. In some cases, the individuals refrain themselves from the consumption of fats and sweets. Therefore, there are number of factors that have an influence on food and nutrition and these have been stated as follows: (Fundamentals of Nutrition and Foods, n.d.).

*Flavour* – The most important aspect which is taken into consideration in terms of a particular food item is the flavour. Flavour is the attribute of a food that includes its appearance, smell, taste, feel in the mouth, text and temperature. When the individuals are preparing the food items or when they even bring food from the marketplace, they take into account all the aspects in the flavour of food. In

some cases, these aspects are appealing, whereas, in other cases, they are not appealing. When these aspects are appealing, the individuals take pleasure in consuming the food items and feel elated. On the other hand, when these aspects are not appealing, the individuals do not feel pleasurable in the consumption of food items. Therefore, it can be stated, flavour is regarded as one of the important aspects that have an influence on food and nutrition.

*Other aspects of Food i.e. Cost, Convenience and Nutrition* – The other aspects that needs to be taken into consideration is cost, convenience and nutrition. The individuals belonging to deprived, marginalized and economically weaker sections of the society take into consideration the cost. They are unable to purchase the food items, which are costly. Convenience is another important aspect. The individuals normally prepare the food items in accordance to their convenience. When they feel that due to work duties, they do not have time to prepare meals, they either obtain food from the marketplace or prepare meals in accordance to their convenience. When the individuals are consuming food items, they need to ensure, they are able to obtain the essential nutrients. The individuals, belonging to all age groups need to ensure that they obtain the essential nutrients that would help in curbing the health problems and illnesses and promote good health and well-being. Therefore, other aspects of food i.e. cost, convenience and nutrition are important in having an influence on food and nutrition.

*Demographics* – The demographic factors include, age, gender, educational qualifications, occupation, and income. These factors render a significant contribution in obtaining one's diet and nutrition. The individuals would have different preferences in food in accordance to their age groups. The foods that are consumed by a five year old child may not be consumed by an 80 year old person. Gender and educational qualifications of the individuals have minor influence on food and nutrition. Occupation has a major influence, as when the individuals are engaged in manual jobs, they need more energy as compared to the individuals, who are doing office jobs. When the individuals belong to wealthy groups, they are able to obtain the essential food items in a manageable manner. On the other hand, low income groups obtain the food items, which they can afford and even depend upon the places, which provide free meals to satisfy their dietary requirements. Therefore, demographics is an indispensable aspect that have an influence on food and nutrition.

*Culture and Religion* – Culture and religion render a significant contribution in having an influence on food and nutrition. The culture and religion of the individuals refrain them from the consumption of certain food items. In some cases, women who are widows form the viewpoint that they are allowed to consume fruits, milk, vegetables, cereals and rice. They are not allowed to consume fried foods or sweets. On the other hand, when the individuals possess strong religious beliefs, they turn into pure vegetarians and refrain themselves from the consumption of eggs and all forms of non-vegetarian food items. In most cases, when the individuals are strongly influenced by culture and religion, they keep fasts. In some cases, in fasts, they abstain themselves from the consumption of food as well as water. In other cases, they consume fruits and water and so forth. Hence, individuals follow different norms of keeping fasts. Therefore, culture and religion are crucial factors that have an influence on food and nutrition.

*Health* – The major aim of food and nutrition is to obtain the essential nutrients that are regarded as vital in promoting good health. When the individuals experience health problems and illnesses and make visits to medical doctors, they convey information in terms of medicines and food items. Lack of essential nutrients causes health problems and illnesses. Hence, it is indispensable for the individuals to ensure they consume a healthy and nutritious diet. Furthermore, one of the important aspects that needs to be taken into consideration is, the individuals should not skip meals and consume meals on timely basis. In other words, the individuals need to manage their eating habits in an appropriate manner. When the individuals have busy schedules, they usually do not pay attention towards their meals, hence, they need to ensure that they take out time for consumption of meals. Therefore, it can be stated, health is a crucial factor that have an influence on food and nutrition.

*Pleasure and Contentment* – Organization of social, religious and cultural functions are an integral part of all communities. When there are marriages, birthdays, religious functions or celebration of festivals, food is regarded to be of utmost significance. When planning of these events and functions is done, food is regarded as one of the indispensable concepts which needs to be taken into consideration. Friends and relatives are invited in these functions and events. The relatives and

friends take out time to make visits even from distance places. The cordiality in the relationship and amiable terms are regarded as major aspects that enable the individuals to feel pleasure and contentment. In accordance to the research studies, the consumption of rich food items arouse pleasure and contentment and they appreciate it. Individuals feel pleasure and contentment when they consume the food items of their choice. Therefore, pleasure and contentment are important factors that have an influence on food and nutrition.

*Social and Emotional Influences* – Social and emotional influences are another important factors that have an impact on food and nutrition. In accordance to the research studies, when the individuals are having meals with family members and friends, they are likely to consume more and feel pleasurable. On the other hand, when the individuals are having meals alone, they usually do not feel pleasurable and tend to consume less food. In accordance to the research studies, when the individuals are residing alone, they do not pay attention towards preparing meals and consume the food items that are easily available. On the other hand, when the individuals are residing in joint families or in nuclear families with immediate family members, then attention is paid towards preparation of meals. Hence, strong social and emotional influences contribute in paying adequate attention towards promoting health and well-being. Therefore, it can be stated, social and emotional influences are important factors that have an impact on food and nutrition.

*Food Companies and Media* – The food companies are influenced on a large scale in terms of the food items, which are preferred by the individuals. In not only India, but in other countries of the world as well, there are number of food companies. The companies normally have the major objective of meeting the demands of the customers. They aim to produce their goods in accordance to the modern, pioneering and innovative methods, which would be suitable to the customers. The food companies that produce food items are in some cases appreciated by the customers, whereas, in other cases, they are not appreciated. When they are not appreciated, then the companies need to conduct an analysis in terms of the methods used and bring about improvements. The media also report on a frequent basis in terms of areas of food and nutrition. Media reports may have an influence on the food items which are consumed by the individuals to a major extent. Therefore, it can be stated, food companies and media are important factors that have an impact on food and nutrition.

*Functions and Events* – Functions and events are organized in various places. These include, home, educational institutions at all levels, organizations, offices, public places, clubs, hotels and so forth. These are of different types, such as, seminars, workshops, marriages, birthdays, anniversaries, achievements, successes and so forth. In some cases, the functions and events are minor in which lesser number of individuals are invited, whereas, in other cases, they are major, in which more number of individuals are invited. When various aspects are taken into consideration in terms of functions and events, then food is one of the indispensable aspects, which is planned. When the individuals are invited from other organizations nationally or other countries and they consume the food items and appreciate them, they feel elated. In most cases, the food served is vegetarian. But when individuals make visits from foreign countries, then in some cases, non-vegetarian food items are also served. Therefore, it can be stated, functions and events are important factors that have an impact on food and nutrition.

*Environmental Concerns* – In rural and tribal communities, the individuals are dependent upon the natural environmental conditions to meet their nutritional needs and requirements. Agriculture is the main occupation of the individuals, belonging to rural and tribal communities. In accordance to the research studies, these individuals obtain food items such as, fruits and vegetables from the natural environmental conditions. In addition, they obtain wood on which food is prepared within their homes. Hunting and gathering are regarded as major occupations of the tribal individuals. They make use of bows and arrows to hunt wild animals and birds. The individuals belonging to these communities have their own norms, values and beliefs. When they feel that natural environmental conditions are regarded as indispensable in helping them to sustain their living conditions in an appropriate manner, they are dependent upon them. But with advancements taking place and with the advent of modernization and globalization, there are improvements taking place in the living conditions of these individuals. They are migrating to urban communities, acquiring good quality education and are getting engaged in reputed employment opportunities. Therefore, it is understood that environmental concerns are indispensable factors that have an impact on food and nutrition.

Текст 2. Прочитайте текст та поставте 10-15 запитань до тексту.

### **Functions of Nutrients**

The foods, which are used in the daily lives of the individuals include, rice, cereals, bread, vegetables, fruits, milk, eggs, fish, meat, sugar, butter, oils, and so forth. These different food items are made up of a number of chemical components called nutrients. These are classified in accordance to their chemical composition. Each nutrient class has its own function. The essential nutrients found in foods include, carbohydrates, proteins, vitamins, minerals, dietary fibre, fats and water. The important functions of nutrients are to promote good health and well-being and prevent the occurrence of health problems and illnesses. The functions of nutrients have been stated as follows: (Mudambi&Rajagopal, 2007).

*Carbohydrates* – The examples of carbohydrates in foods are starch found in cereals and sugar found in sugarcane and fruits. The primary function of carbohydrates is to provide energy needed by the body. The carbohydrates that are not stored immediately for this purpose are stored as glycogen or converted to fat and stored to be mobilised for the supply of energy when needed.

*Proteins* – The examples of proteins in foods are, casein from milk, albumin in egg, globulins in legumes and gluten in wheat. The primary function of proteins is to build new tissues and maintain and repair the ones, already existing. Synthesis of regulatory and protective substances such as, enzymes, hormones and antibodies also function as food proteins. About 10 percent of the total energy is supplied by proteins in the diet. Protein, when consumed in excess of the requirement of the body is converted into carbohydrates and fats and is stored in the body.

*Vitamins* – The vitamins which are found in foods are fat soluble and water soluble. The fat soluble vitamins are vitamins A, D, E and K and water soluble vitamins are, C and B. The primary functions of vitamins are to lead to effective growth, normal function of the body and body processes. When the individuals do not consume the vitamins in meals, they consume vitamin tablets. The consumption of vitamins is essential for implementation of functioning of the body in an effective manner.

*Minerals* – The minerals such as, calcium, phosphorous, iron, iodine, sodium, potassium and others are found in different foods in combination with the organic and inorganic components. The important functions of minerals are body building, building of bones, teeth and structural parts of soft tissues. The minerals play an important role in the regulation of the processes of the body, i.e. muscle contraction, clotting of blood, nerve stimuli and so forth.

*Dietary Fibre* – Dietary fibre is the type of carbohydrate that cannot be digested by the enzymes of the body. It is found in edible plants, such as, cereals, fruits, dry fruits, vegetables, dried peas, nuts, lentils and grains. Fibre is grouped by its physical properties and is called soluble, insoluble or resistance starch. All three types of fibre have an important role to play. Dietary fibre helps in keeping the gut healthy and renders an important contribution in reducing the risk of diseases, such as, diabetes and heart diseases. Soluble fibre and resistant starch also function as the prebiotics and support the prebiotics (Dietary Fibre, n.d.).

*Fats* – The examples of fats found in foods are, oils, butter, ghee and so forth. Fats are the concentrated sources of energy, carriers of fat soluble vitamins and a source of essential fatty acids. If excess fats are consumed in the diet, they are stored as the reserves of fat in the body. In other words, when the energy is taken in excess, it is stored as fat in the body and cause obesity. Therefore, in order to maintain body weight, the individuals are careful in terms of consumption of fats.

*Water* – Water is obtained from the foods that are consumed and a major part of water is consumed from the water that is drank and the beverages. It is recommended that water should be drank in large quantities. Water is the essential part of the body structure and accounts for 60 percent of the body weight. Water is essential for the utilization of food materials in the body and also for the removal of food waste. It is also regarded as the regulator of the body processes, such as the maintenance of body temperature.

### **Питання для самоконтролю**

1. What is *nutrition*?
2. What are the relationships of eating habits and well-being?

3. What do you understand under healthful eating?
4. What are the health effects of overweighting and underweighting?
5. Describe the notion “nutrient.”
6. What are proteins and their function?
7. Dwell on carbohydrates, their types and function.
8. Speak on the fats, their types and function.
9. What are the vitamins? What function do they perform for human body?
10. What is the significance of the minerals?
11. What is the role of water?

### **Тема 5. Social work with disabled and the youth. / Соціальна робота з недієздатними та молоддю.**

#### **Завдання для перевірки знань лексики**

Для більш ґрунтовного вивчення НТ5 необхідно опрацювати зміст текстів, а саме:

Текст №1: *Children with Disabilities in the Child Welfare System*. Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.70.

1. Прочитайте та письмово перекладіть текст. Випишіть незнайомі слова по темі з транскрипцією та перекладом.
2. Ознайомтесь та вивчіть нову лексику.
3. Напишіть анотацію *How child welfare workers can advocate for children and adolescents with disabilities and their families*.

Текст №2: *Youth Development and Prevention Workers*. Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.71.

1. Прочитайте та письмово перекладіть текст. Випишіть незнайомі слова по темі з транскрипцією та перекладом.
2. Ознайомтесь та вивчіть нову лексику.
3. Напишіть стислий виклад тексту (5-10 речень).

Текст №3: *Supporting Family Life for Children with Disabilities: What We Know and Don't Know*. Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.72.

1. Прочитайте та письмово перекладіть текст. Випишіть незнайомі слова по темі з транскрипцією та перекладом.
2. Ознайомтесь та вивчіть нову лексику.
3. Опишіть стисло кожну із наведених нижче проблем:
  - Disability is one of the major issues faced by our society.
  - People with disabilities may benefit from the services a social worker can provide.
  - There is an increased need for competent, knowledgeable professionals who can advocate for children with disabilities and their families.
  - The role of projects and preventive programs in the work with young people.

#### **Завдання для перевірки знань граматики**

1. Task 1. Виконайте завдання 1-25. Jenny Dooley, Virginia Evans. Grammarway 4 / Dooley J., Evans V. – Newbury, Express Publishing, 2010. – P.102-112.

#### **Завдання для перевірки розуміння прочитаного**

Текст 1. Прочитайте текст та випишіть професійну лексику по темі. За допомогою лексики опишіть соціальну роботу з дітьми та молоддю, яка виконується в Україні.

### **Social Work**

KidsAbility Social Workers support children, teens and their families in navigating the journey towards reaching their full potential. Social Workers are available to discuss any concern related to the



personal and family impact of having a child or youth with special needs. There can be many benefits in working with a Social Worker.

Social Workers Can Help With:

- Reducing stress
- Building resilience, confidence and self-advocacy
- Providing support to the whole family
- Connecting to financial and community resources
- Having someone to talk or call when needed
- Identifying and eliminating barriers

**KidsAbility Social Workers provide:**

- **Counselling:** supporting clients and families dealing with grief, stress, family conflict, isolation and other issues related to having a child with special needs, or being a youth with a disability.  
**Resources:** helping to connect clients and families to community resources and government support including financial programs.
- **Child Behaviour & Emotional Support:** Offering workshops for parents and caregivers on understanding and managing behaviour and emotional issues of young children with special needs.
- **Transition Planning:** assisting clients and families in understanding care needs, participate in planning decisions and emotionally prepare for transitions.
- **Advocacy:** helping clients and families develop advocacy skills to help them with the service delivery system including community agencies, school system and medical system.to home life, school life or participation in the community.

KidsAbility requires that all Social Workers have an M.S.W. and be members in good standing of the Ontario College of Social Workers and Social Service Workers.

#### Питання для самоконтролю

1. Give the definition of the term *disability*.
2. Describe the main disability groups.
3. What are the problems of handicapped people?
4. Dwell on the mental disorders.
5. What are the problems of children with disabilities?
6. Speak on the main are of activities of youth development workers.
7. What are the role of preventive programmes in the society?

#### Тема 6. Personality and self-concept. / Проблеми розвитку особистості та самооцінка особистості.

##### Завдання для перевірки знань лексики

Для більш ґрунтовного вивчення НТ 6 необхідно опрацювати зміст текстів, а саме:

Текст №1. *Forming Self-Concept*. Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.80.

1. Прочитайте та перекладіть письмово текст.
2. Випишіть незнайомі слова.
3. Ознайомтесь з новою лексикою та вивчіть її.
4. Дайте письмово коротку характеристику *self-concept, self-image, and self-esteem*.

Текст №2. *Personality Assessment*. Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.81.

1. Прочитайте та перекладіть письмово текст.
2. Випишіть незнайомі слова.
3. Ознайомтесь з новою лексикою та вивчіть її.
4. Письмово опишіть типи тестів визначення особистості - Types of personality tests.

### *Завдання для перевірки знань граматики*

Task 1. Виконайте завдання 1-22. Jenny Dooley, Virginia Evans. Grammarway 4 / Dooley J., Evans V. – Newbury, Express Publishing, 2010. – P.88-95.

### *Завдання для перевірки розуміння прочитаного*

Task 1. Прочитайте текст Personality and Self-Concept. – [Електронний ресурс]. – Режим доступу: <https://egyankosh.ac.in/bitstream/123456789/10150/1/Unit-8.pdf>.

Напишіть есе на одну із запропонованих тем (25 речень):

1. How personality and self-concept affect consumer behaviour.
2. Various theories of personality.
3. Various terms associated with self-concept.
4. Actions necessary for the marketers to respond to the significance of the personality and self-concept.
5. Marketing applications of both personality and self-concept.

Task 2. Прочитайте текст. Виберіть правильний варіант відповіді.

#### **EU REPORT ON SOCIAL SERVICES OF GENERAL INTEREST**

Generally, health and social services play a significant role in the economies and societies of the EU Member States. They meet essential social needs, generate employment on a large scale and contribute significantly to GDP.

Yet, at the moment, their importance varies widely across the EU. Their economic, social and employment potentials are clearly underdeveloped in certain Member States. Public perceptions show that, as a result, social needs are insufficiently met and expectations are frustrated.

Yet, irrespective of the extent of their development, health and social services in all Member States have come under serious pressures as an effect of the economic and public budget crisis. The contracting economy has caused both the need and the demand for services to rise and, at the same time, significantly constrained the financing basis in public budgets.

When analysing the features of employment in the health and social services sector compared with the rest of the economy, it appears that workers in these services are generally better skilled than in the economy as a whole.

Despite the large proportion of highly-skilled workers, the bigger share of non-standard working hours and the difficult working conditions, wage levels have declined in relative terms, and are now below the average for the EU-27 economy. This is in line with the findings of many studies on the gender pay gap, showing that sectors with higher shares of female employment are characterised by low wages.

Possible consequences of these trends are that it will become more difficult in the future to attract qualified employees in this sector and this, coupled with the ageing of the health workforce, could lead to staff shortages or to a reduction in the quality of health and social services, at the very moment when these services are most needed, because of the current economic and financial crisis. Other challenges for this sector are the ageing of the population, as well as the changes in gender roles and household composition that will lead to an increasing demand for health and social services in all the EU Member States. Beyond these general trends, the impact of the crisis is particularly visible in terms of both reduction in social expenditure and increased demand.

Creating more secure, better skilled and better paid jobs and fulfilling the growing demand for services in a cost-effective way will require the development of comprehensive strategies in which EU-facilitated policy learning and transfer of best practices can play an important role. These strategies must be coordinated with sustained efforts to improve the working conditions and professional development of workers in the health and social services sector through a broad range of measures. Such measures include the development of more efficient learning schemes for acquiring, certifying and recognising qualifications in health and social services, better career prospects and job security, on-the-job training and opportunities for learning and personal improvement as well as more convenient salary packages and working conditions.

1. The article focuses specifically on ...
  - a. the differences in the development of the social services in EU Member States.

- b. the impact of reduced spending on staff in the social services.
  - c. difficult working conditions in the social services.
2. As a result of the current economic crisis, there will be ...
    - a. more demand for social services.
    - b. less demand for social services.
    - c. increased expenditure for social services.
  3. Workers in the health and social services are often ...
    - a. more proficient than workers in other economic sectors.
    - b. less proficient than workers in other economic sectors.
    - c. as proficient as workers in other economic sectors.
  4. Reduced spending on workers' salaries could result in ...
    - a. attracting unqualified employees.
    - b. older employees.
    - c. fewer qualified employees.
  5. In order to promote improved services cost-effectively, the Report recommends that Member States should ...
    - a. develop the best possible processes for supporting worker training.
    - b. transfer workers from one country to another.
    - c. introduce stricter measures for employing workers.

#### **Питання для самоконтролю**

- 1) What is *personality*? What are the characteristics of personality?
- 2) Describe the factors influencing personality.
- 3) What is the role of social and cultural traditions in personality development?
- 4) Dwell on the critical periods in personality development.
- 5) Compare the terms *self-concept*, *self-image*, and *self-esteem*.
- 6) Speak on personality assessment.
- 7) What are the methods of personality assessment?

#### **Тема 7. Social psychology. / Соціальна психологія.**

##### **Завдання для перевірки знань лексики**

Для більш ґрунтовного вивчення НТ7 необхідно опрацювати зміст текстів, а саме:

Текст1. *Areas of Research*. Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.90.

1. Прочитайте та письмово перекладіть текст. Випишіть незнайомі слова по темі з транскрипцією та перекладом.
2. Ознайомтесь та вивчіть нову лексику.
3. Опишіть письмово основні теми дослідження в соціальній психології (10 речень).

Текст2. *From the History of Social Psychology*. Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.91.

1. Прочитайте та письмово перекладіть текст. Випишіть незнайомі слова по темі з транскрипцією та перекладом.
2. Ознайомтесь та вивчіть нову лексику.
3. Зробіть письмово стислий виклад тексту відповідно до наступних пунктів:
  - 1) Social psychology origin.
  - 2) Modern social psychology founder.
  - 3) Social psychology after World War II.

### **Завдання для перевірки знань граматики**

Task 1. Виконайте завдання 1-21. Jenny Dooley, Virginia Evans. Grammarway 4 / Dooley J., Evans V. – Newbury, Express Publishing, 2010. – P.127-134.

### **Завдання для перевірки розуміння прочитаного**

Task 1. Прочитайте текст *Social Psychology and Major Social Psychological Theories*. – [Електронний ресурс]. – Режим доступу: <https://www.masscommunicationtalk.com/social-psychology-and-major-social-psychological-theories.html>. Опишіть письмово основні психологічні теорії соціальної психології.

Task 2. Прочитайте текст. Виберіть правильний варіант відповіді.

## **THE EUROPEAN ANTI-POVERTY NETWORK**

In spite of the overall wealth of the European Union (EU), poverty in the EU is still at a relatively high level. Nearly 1 in 7 people are at risk of poverty.

The figures are even higher for some groups such as children and older people. However, the extent and seriousness of the problem is often not well understood either by policy makers or the general public. As a result sufficient urgency is not given to its eradication. Often this is because people only think of poverty as being something which is so extreme that it threatens people's very existence and they associate this mainly with developing countries. However, the reality is that poverty in the EU is a very real problem which brings misery to the lives of many people. This is a direct attack on people's fundamental rights, limits the opportunities they have to achieve their full potential, brings high costs to society and hampers sustainable economic growth. Poverty also reflects failures in the systems for redistributing resources and opportunities in a fair and equitable manner.

These lead to deep-seated inequalities and thus to the contrast of excessive wealth concentrated in the hands of a few while others are forced to live restricted and marginalised lives, even though they are living in a rich economic area.

The debate on poverty in the EU is often closely associated with social exclusion. The term social exclusion is used to emphasise the processes which push people to the edge of society, which limit their access to resources and opportunities, curtail their participation in normal social and cultural life leaving them feeling marginalised, powerless and discriminated against. Another common term associated with poverty is vulnerability.

People are in a vulnerable situation when their personal well-being is put at risk because they lack sufficient resources, are at risk of being in debt, suffer poor health, experience educational disadvantage and live in inadequate housing and environment. These are important related concepts. However, not all people who are socially excluded or vulnerable are poor and EAPN in this note wishes to focus on the specific dimension of poverty.

**What is poverty** One of the problems with discussing poverty is clarifying what it means and how it can be defined. Within the current debate at EU level, poverty is generally divided into two types, absolute or extreme poverty and relative poverty.

**Absolute or extreme poverty** is when people lack the basic necessities for survival. For instance they may be starving, lack clean water, proper housing, sufficient clothing or medicines and be struggling to stay alive. This is most common in developing countries but some people in the European Union (EU), for instance homeless people or the Roma in some settlements, still experience this type of extreme poverty.

The United Nations tends to focus its efforts on eliminating absolute or extreme poverty. The first goal of The United Nations Millenium Development Goals is *to eradicate extreme poverty and hunger*. Eradicating extreme poverty is translated into an objective *to reduce by half the proportion of people living on less than a dollar a day*. However, poverty in most EU countries is more generally understood as relative poverty.

**Relative poverty** is where some people's way of life and income is so much worse than the general standard of living in the country or region in which they live that they struggle to live a normal life and

to participate in ordinary economic, social and cultural activities. What this means will vary from country to country, depending on the standard of living enjoyed by the majority. While not as extreme as absolute poverty, relative poverty is still very serious and harmful.

The European Union's Social Inclusion Process uses a relative definition of poverty.

“People are said to be living in poverty if their income and resources are so inadequate as to preclude them from having a standard of living considered acceptable in the society in which they live. Because of their poverty they may experience multiple disadvantage through unemployment, low income, poor housing, inadequate health care and barriers to lifelong learning, culture, sport and recreation. They are often excluded and marginalised from participating in activities (economic, social and cultural) that are the norm for other people and their access to fundamental rights may be restricted.”

1. According to the text, poverty in the EU is not being addressed as an ur-gent issue because
  - a. there is not enough money.
  - b. the seriousness of the issue is understated.
  - c. it is at a low level.
  
2. The debate on poverty in the EU is often associated with ...
  - a. social expenditure.
  - b. cultural levels.
  - c. marginalization.
  
3. Extreme poverty in the EU is experienced by ...
  - a. nobody .
  - b. a few segments of society.
  - c. immigrants from developing countries.
  
4. In eradicating poverty, the goal is to ...
  - a. give people more than a dollar a day.
  - b. halve the number of poor people in the EU.
  - c. reduce by 50% the number of people living on less than a dollar a day.
  
5. Relative poverty is measured by ...
  - a. the standard of living in a country.
  - b. the level of cultural and social activities.
  - c. the level of extreme poverty.

#### **Питання для самоконтролю**

1. Give the definition of *social psychology*.
2. Dwell on the origin of social psychology.
3. What are the main areas of research in social psychology?
4. What is the difference between social influence, social perception, and interpersonal behaviour?
5. Speak on the modern social psychologists.
6. Describe the influence of social psychology on education, business, law.

#### **Тема 8. Ethics in social work. / Етика в сфері соціальної роботи**

##### ***Завдання для перевірки розуміння прочитаного***

Для більш ґрунтовного вивчення НТ8 необхідно опрацювати зміст тексту *The Philosophy of Social Work*. Крылов Е.В., Пристром Е.С., Барабан В.И., Ващинская Н.В. English for Social Workers: учебно-методическое пособие. / Е.В. Крылов [и др] /. – Минск: БГУ, 2019. – С.100.

1. Прочитайте та письмово перекладіть текст. Випишіть незнайомі слова по темі з транскрипцією та перекладом.
2. Ознайомтесь та вивчіть нову лексику.
3. Поставте 10 запитань до тексту.

### ***Завдання для перевірки знань граматики***

Task 1. Виконайте завдання 2-19. Jenny Dooley, Virginia Evans. Grammarway 4 / Dooley J., Evans V. – Newbury, Express Publishing, 2010. – P.30-38.

### ***Завдання для перевірки розуміння прочитаного***

Task 1. Прочитайте текст *Core Social Work Values and Ethics*. – [Електронний ресурс]. – Режим доступу: <https://socialwork.tulane.edu/blog/social-work-values> Опишіть письмово основні етичні принципи, які застосовуються в соціальній роботі.

Task 2. Прочитайте текст. Виберіть правильний варіант відповіді.

### **SOCIAL WORK WITH UNACCOMPANIED ASYLUM-SEEKING YOUNG PEOPLE**

In the UK there are currently some 5,000 unaccompanied asylum-seeking young people who are being looked after or supported by local authorities.

Many of them are cared for by social workers who are legally obliged to ensure that they receive the same quality of care and protection that indigenous young people with similar needs would receive. In some respects these young people present a fresh version of familiar challenges and dilemmas for social workers. Separation and loss are fundamental parts of any unaccompanied child's story, as for many young people that social workers care for. Providing care and protection to unaccompanied asylum seekers from overseas, however, presents a number of additional, different challenges.

Many of them have faced, and still face, great uncertainties: in relation to their past, often as suddenly uprooted migrants; in the present, as young people who may not always receive high quality substitute care; and in the future, as asylum applicants waiting to hear about their bid for citizenship.

They have to survive in an unfamiliar context, with strange habits, rules, language and customs. Their families may have sent them far away to escape danger, leaving the young people with a complex and sometimes burdensome message about what their families think about them. The young people may or may not know what they have to do for themselves. The stages of arrival, settlement and achieving citizenship may test their resilience in profound ways as they integrate into new environments and move away from the old.

Achieving citizenship is not enough. They may, like other migrants, have been urged by their families to succeed academically and financially. Unlike economic migrants, however, their asylum claims may be jeopardized by revealing any economic sub-text to their flight. They may have learned to pre-sent the simplest, most acceptable version of their reasons for flight and thus may become silent about the complex circumstances of their departure.

Social workers need to ask themselves:

- How can we learn about an unaccompanied asylum seeker's life before separation?
- How should we deal with silence?
- How can we meet the needs of unaccompanied minors for a family, a social network, health care, education and a durable sense of self worth?
- Do we know enough concerning the legal, political and research issues related to refugees?
- How can we plan for resettlement, reunification with families of origin, or, where necessary, repatriation?

Current evidence suggests that the chronic uncertainty about getting refugee status so dominates the lives of unaccompanied young people that it undermines their confidence about the future. Social workers familiar with the need to think about threats of social exclusion for young people leaving care are faced with the additional challenge of denial of citizenship for at least some of their unaccompanied young people.

1. The article deals with the problem of young migrants who wish to ...
  - a. repatriate.
  - b. become British citizens.
  - c. find a job.

2. The problems of young migrants are ...
  - a. the same as the problems of young people in general.
  - b. more complex than those of young people.
  - c. difficult to ascertain.
  
3. One of the greatest problems for young migrants is ...
  - a. the continuous feeling of insecurity.
  - b. to integrate into society.
  - c. to do well academically.
  
4. The phrase “economic sub-text” refers to the young migrant’s ...
  - a. reasons for leaving their country of origin.
  - b. past history.
  - c. real economic position.
  
5. The writer believes in general that social workers should try to ...
  - a. reunite the young migrants with their families of origin.
  - b. find a balance between the general and specific needs of the young migrants.
  - c. understand the young migrant’s material needs.

#### **Питання для самоконтролю**

- 1) What is the main aspect of philosophy of *ethics*?
- 2) Distinguishing between terms of *social ethics*, *a code of ethics*, *professional ethics*.
- 3) What are the main characteristics of social work profession as *an ethical profession*?
- 4) What are the basic values, ethical principles, and ethical standards in social work?
- 5) Describe the basic regulations of professional code of ethics.

#### **1.4. Індивідуальні завдання**

Індивідуальні завдання передбачаються у формі рефератів-оглядів або у формі індивідуальних науково-дослідних завдань (ІНДЗ) (письмовий переклад професійно - спрямованого оригінального тексту, який містить 1000 слів; письмове висвітлення теми ситуативних творчих завдань).

Завдання у формі ІНДЗ обирається студентом добровільно на початку семестру. Виконання індивідуального завдання у формі ІНДЗ може передбачає:

- підбір та опрацювання літератури за темою;
- складання плану і виконання роботи (вступ, *перше питання* - розкриття теоретичних аспектів проблеми, виклад основних ідей та пропозицій авторів; *друге питання* - аналіз фактичних та статистичних даних; висновки; список використаної літератури та інформаційних джерел);
- презентація ІНДЗ на практичних заняттях (виступ до 5 хвилин).

Індивідуальне завдання у формі рефератів-оглядів обирається студентом добровільно на початку семестру і виконується за усталеними вимогами.

##### **1.4.1. Основні вимоги до написання рефератів-оглядів**

При виконанні індивідуального завдання необхідно взяти до уваги, що реферат (лат. *refere* – доношу, повідомляю, переказую) – це короткий переказ змісту наукової роботи, книги або вчення, оформлене у вигляді письмової публічної доповіді; доповідь на задану тему, зроблена на основі критичного огляду відповідних джерел інформації (наукових праць, літератури по темі).

Зі свого боку, реферат-огляд складається на основі декількох джерел і зіставляє різні точки зору з досліджуваного питання.

Реферат-огляд, незалежно від теми, містить визначені реквізити: титульна сторінка встановленого зразка, вступ, розділи, висновки, список використаних джерел і додатки (у разі необхідності).

Обов'язково в тексті повинні бути посилання на джерела, що були використані при написанні реферату. Посилання подаються у квадратних дужках з вказівкою номера джерела, за яким воно внесене у список використаних джерел, та сторінки (якщо подається точна цитата або числові дані), наприклад [3, с.8].

Технічні вимоги: текст має бути набраний шрифтом Times New Roman, 14 кеглем через 1,5 інтервали. Поля: верхнє – 2,0 см, нижнє – 2,0 см, лівє – 3,0 см, правє – 1,0 см. Загальний обсяг реферату-огляду – до 15 сторінок формату А4.

### **Приклад оформлення титульної сторінки**

**LEONID YUZKOV KHMELNYTSKY UNIVERSITY OF MANAGEMENT AND LAW  
DEPARTMENT OF MANAGEMENT AND ECONOMY  
Movoznavstvo Chair**

Discipline:  
**English**

„ ...Title ... „

Reasercher:  
**Iryna Plotnikova**  
the 1<sup>st</sup> -year student  
Department of Management  
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Supervisor:  
**Olga Gumenchuk**  
senior teacher,  
Master of Educational  
Institutions Management

**Khmelnysky  
2022**



### **1.4.2. Теми рефератів-оглядів та науково-дослідних завдань**

1. Origin and history of social work.
2. The mission and values of the social work profession.
3. Social workers as social welfare policies makers.
4. Public and the attitude to the social work profession.
5. Social welfare programmes in the USA.
6. Social welfare programmes in the UK.
7. Social welfare system in Ukraine.
8. Social welfare policy around the globe.
9. To the problems of funding the Ukrainian social welfare system.
10. Challenges of the welfare system.
11. Officials and tools of administering a social welfare system.
12. Role of preventive programmes in the society.
13. Role of social and cultural traditions in personality development.
14. Personality assessment.
15. To the main problems in social psychology.
16. Social influence, social perception, and interpersonal behaviour.
17. Social work profession as *an ethical profession*.
18. Basic values, ethical principles, and ethical standards in social work.
19. Professional code of ethics and its basic regulations.

### **1.4.3. Приклад тексту для письмового перекладу**

#### **CHILD TRAFFICKING**

ILO, UNICEF and the Global Initiative to Fight Human Trafficking (UN.GIFT) launched the 'Training manual to fight trafficking in children for labour, sexual and other forms of exploitation' on 15 September 2009. It is one of the few manuals on trafficking that specifically focuses on children, includes a focus on labour issues, and is geared towards training. It is comprised of textbooks for self study and an exercise book with a menu of assignment options that trainers can choose from for tailor-made training courses. It also includes a facilitators' guide for use by those facilitating training. The manual addresses the needs of governments; workers' and employers' organizations; and NGOs and international agencies working at the policy and outreach level. [...] Trafficking in children is a global problem affecting large numbers of children. Some estimates have as many as 1.2 million children being trafficked every year. There is a demand for trafficked children as cheap labour or for sexual exploitation. Children and their families are often unaware of the dangers of trafficking, believing that better employment and lives lie in other countries.

Child trafficking is lucrative and linked with criminal activity and corruption.

It is often hidden and hard to address. Trafficking always violates the child's right to grow up in a family environment. In addition, children who have been trafficked face a range of dangers, including violence and sexual abuse.

Trafficked children are even arrested and detained as illegal aliens.

Some facts:

- UNICEF estimates that 1,000 to 1,500 Guatemalan babies and children are trafficked each year for adoption by couples in North America and Europe.

- Girls as young as 13 (mainly from Asia and Eastern Europe) are trafficked as "mail-order brides." In most cases these girls and women are powerless and isolated and at great risk of violence.

- Large numbers of children are being trafficked in West and Central Africa, mainly for domestic work but also for sexual exploitation and to work in shops or on farms. Nearly 90 per cent of these trafficked domestic workers are girls.

- Children from Togo, Mali, Burkina Faso and Ghana are trafficked to Nigeria, Ivory Coast, Cameroon and Gabon. Children are trafficked both in and out of Benin and Nigeria. Some children are sent as far away as the Middle East and Europe.

UNICEF [http://www.unicef.org/protection/index\\_exploitation.html](http://www.unicef.org/protection/index_exploitation.html)

#### **1.4.4. Ситуативні творчі завдання**

1. A student from Britain and a student from Ukraine are talking about Social welfare policy; the British student is describing the pros and cons of Social welfare policy in the UK and the Ukrainian one is dwelling on the advantages and disadvantages of the Ukrainian Social welfare policy.
2. Two students from different universities are talking about the role of projects and preventive programs in the work with young people.
3. A grandmother (grandfather) and his/her granddaughter (grandson) are talking about social work careers. The younger generation believes that people who pursue social work careers should plan on being happy but poor all their lives.
4. You are presenting the project 'Social work is an ethical profession' describing only the positive features of these jobs. But your fellow-student does not agree with you. He/she points to the negative sides.
5. Your mum/dad enjoys the saying "The quality of your life is influenced by the behaviours you choose". What is your opinion?
6. Discuss the role of the social work profession as one of the most vitally important professions in our fast-growing world.
7. There is a growing recognition that government needs to work with different groups (charities, businesses, grassroots organizations) in order to deliver effective social policies. Do you agree? Dwell on the main targets and activities of the local charity organization in your region.
8. You are receiving your fellow-students from the University of Oxford. Some of you should be ready to tell them about the national social policy and what way it looks for answers to the question of how best to maximize the well-being of people. Be to be ready to answer guests' questions.
9. Describe the impact which local level organizations have on social policies.
10. "If a free society cannot help many who are poor, it cannot save the few who are rich" (John F. Kennedy). What is your opinion?

\* *Теми наукових робіт, рефератів, текстів для письмового перекладу, теми ситуативних творчих завдань можуть змінюватись викладачем.*

#### **1.5. Підсумковий контроль**

Підсумковий семестровий контроль проводиться у формі заліку та екзамену в письмово-усній формі.

##### **1.5.1. Питання для підсумкового контролю у формі заліку**

###### **1 семестр**

1. Definition of *social work*. Origin and history of social work. Fundamental principles of social work. Social issues relating to social work. The primary mission of the social work profession. Core values of social work profession. Social work methodological base. Social work holistic focus. The problem of 'burnout'. Compassion fatigue. Vicarious trauma.
2. Factors leading to social work as a distinct profession. Public attitude to the social work profession. The areas and settings of social work. Methods of social workers' activities.
3. Job outlook. Types of social workers. Social workers as social welfare policies makers.
4. Academic programmes for jobs with social agencies.
5. Term *social policy*. Social policies focus. Types of social welfare policy. Social welfare programmes in the USA and the UK. Social welfare system in Ukraine. Primary sources of funding available for the Ukrainian social welfare system.
6. Forms of social welfare support. Groups of people and availability to social welfare. Challenges of the welfare system. Officials and tools of administering a social welfare system.
7. Term *nutrition*. Relationship of eating habits and well-being. Healthful eating. Health effects of overweighting and underweighting.
8. The notion "nutrient." Proteins and their function. Carbohydrates, their types and function. Fats, their types and function. Vitamins, their types and function. Minerals and their significance. Water and its role.

9. Частини мови. Морфологічна характеристика. Синтаксична характеристика. Класифікація. Лексичний характер.
10. Іменник. Артикль. Словотворення.
11. Займенник. Особові, присвійні, зворотні, взаємні, вказівні, питальні, сполучні, неозначені, заперечні, означальні та кількісні.
12. Часи активного стану (теперішні часові форми). Правила утворення та вживання. Present Simple та Present Continuous для вираження майбутньої дії. Вживання дієслова to go з інфінітивом іншого дієслова.
13. Часи активного стану (минулі часові форми).
14. Часи активного стану (майбутні часові форми).
15. Модальні дієслова.
16. Прикметник. Прислівник. Ступені порівняння.
17. Числівник. Кількісні та порядкові числівники.
18. Прийменник. Особливості вживання прийменників. Найбільш вживані прийменники. Аналіз тексту. Знаходження прийменників в тексті заняття, пояснення їх вживання.

**1.5.2. Приклад залікового білету**

**ХМЕЛЬНИЦЬКИЙ УНІВЕРСИТЕТ УПРАВЛІННЯ ТА ПРАВА  
ІМЕНІ ЛЕОНІДА ЮЗЬКОВА  
Факультет управління та економіки**

Галузь знань - **232 Соціальне забезпечення**. Спеціальність - **23 Соціальна робота**  
Освітній рівень - **Бакалавр**. Рік навчання - **2-й**. Семестр - **3-й**.

**Навчальна дисципліна –  
Іноземна мова (за професійним спрямуванням) (Англійська мова)**

**ЗАЛІКОВИЙ БІЛЕТ № 1**

*За виконання завдання № 1 може бути нараховано максимально 10 балів*

**1. Reveal the essence of the following topic in 15 sentences: “Social issues relating to social work and the primary mission of the social work profession.”**

1.	
2.	
3.	
4.	
5....	

*За виконання завдання № 2 може бути нараховано максимально по 10 балів*

**2. Vocabulary Test. Give the Ukrainian equivalents to the following word combination:**

- 1) to address problems;
- 2) cultural diversity;
- 3) human relationships;
- 4) financial assistance;
- 5) poor homes;
- 6) to be engaged in;
- 7) charitable work;
- 8) to place emphasis on;
- 9) environmental factors of poverty;
- 10) recreational opportunity;
- 11) workplace conditions;

- 12) human behaviour;
- 13) evidence-based knowledge;
- 14) to derive from;
- 15) casework;
- 16) exhaustion;
- 17) the phenomenon of *burnout*;
- 18) to increase irritability;
- 19) a victim of trauma;
- 20) mental health profession;
- 21) physical abuse;
- 22) to establish boundaries;
- 23) child nutrition programs;
- 24) temporary disability
- 25) an industrial accident

**За виконання завдання № 3 може бути нараховано максимально по 10 балів**

**3. Grammar Test. Open the brackets.**

1. He (to play) computer games from two till three yesterday.
2. He (to go) to the south next summer?
3. I (to work) on my project for two hours already.
4. He (to turn) on the television to watch news abroad every morning.
5. When I (to prepare) breakfast in the morning, I (to cut) the finger.
6. They (to enjoy) themselves at the symphony yesterday evening?
7. By ten o'clock the friends (to settle) comfortably on the sofa and at ten they (to watch) TV.
8. We (not yet to solve) the problem.
9. Two years ago, he (to be) very rich and money (to be) never a problem.
10. Who you (to wait) for?

Затверджено на засіданні кафедри мовознавства \_\_\_\_\_ 2022 року, протокол № \_\_\_\_\_.

Завідувач кафедри \_\_\_\_\_ О.О. Нагорна Розробник \_\_\_\_\_ О.Є.Гуменчук  
(підпис) (підпис)

Залікову роботу виконав/ла студент/ка \_\_\_\_\_

(підпис)

(ініціали, прізвище)

\_\_\_\_\_ 20\_\_ р.

За результатами перевірки роботи студенту/ці нараховано:

Номери завдань:	1	2	3	всього	
Нараховані бали:					( _____ ) балів.

Перевірив роботу і нарахував бали \_\_\_\_\_

( посада, науковий ступінь, вчене звання викладача )

(підпис)

(ініціали, прізвище)

\_\_\_\_\_ 20\_\_ р.

## 2 семестр

1. Definition of *social work*. Origin and history of social work. Fundamental principles of social work. Social issues relating to social work. The primary mission of the social work profession. Core values of social work profession. Social work methodological base. Social work holistic focus. The problem of ‘burnout’. Compassion fatigue. Vicarious trauma.
2. Factors leading to social work as a distinct profession. Public attitude to the social work profession. The areas and settings of social work. Methods of social workers’ activities. Job outlook. Types of social workers. Social workers as social welfare policies makers. Academic programmes for jobs with social agencies.
3. Term *social policy*. Social policies focus. Types of social welfare policy. Social welfare programmes in the USA and the UK. Social welfare system in Ukraine. Primary sources of funding available for the Ukrainian social welfare system. Forms of social welfare support. Groups of people and availability to social welfare. Challenges of the welfare system. Officials and tools of administering a social welfare system.
4. Term *nutrition*. Relationship of eating habits and well-being. Healthful eating. Health effects of overweighting and underweighting. The notion “nutrient.” Proteins and their function. Carbohydrates, their types and function. Fats, their types and function. Vitamins, their types and function. Minerals and their significance. Water and its role.
5. Term *disability*. Disability groups. Handicapped people. Mental disorders. Children with disabilities. Youth development workers. Role of preventive programmes in the society.
6. Term *personality* and its characteristics. Factors influencing personality. Role of social and cultural traditions in personality development. Critical periods in personality development. Comparison of the terms *self-concept*, *self-image*, and *self-esteem*. Personality assessment. Methods of personality assessment.
7. Term *social psychology*. Social psychology origin. The main areas of research in social psychology. Social influence, social perception, and interpersonal behaviour. Modern social psychologists. Social psychology and education (business, law).
8. Philosophy of *ethics*. Distinguishing between terms of *social ethics*, *a code of ethics*, *professional ethics*. Social work profession as *an ethical profession*. Basic values, ethical principles, and ethical standards in social work. Professional code of ethics and its basic regulations.
9. Частина мови. Морфологічна характеристика. Синтаксична характеристика. Класифікація. Лексичний характер.
10. Іменник. Артикль. Словотворення.
11. Займенник. Особові, присвійні, зворотні, взаємні, вказівні, питальні, сполучні, неозначені, заперечні, означальні та кількісні.
12. Часи активного стану (теперішні часові форми). Правила утворення та вживання. Present Simple та Present Continuous для вираження майбутньої дії. Вживання дієслова to go з інфінітивом іншого дієслова.
13. Часи активного стану (минулі часові форми).
14. Часи активного стану (майбутні часові форми).
15. Модальні дієслова.
16. Прикметник. Прислівник. Ступені порівняння.
17. Числівник. Кількісні та порядкові числівники.

18. Прийменник. Особливості вживання прийменників. Найбільш вживані прийменники. Аналіз тексту. Знаходження прийменників в тексті заняття, пояснення їх вживання.
19. Future in the Past Tenses. Правила утворення та вживання. The Sequence of Tenses. / Правила узгодження часів. Indirect Speech. The Sequence of Tenses in the Indirect Speech. Indirect Commands. Indirect Questions.
20. Passive Voice. Правила утворення та вживання.
21. Способи дієслова. Conditional Mood, Suppositional Mood, Imperative Mood. Правила утворення та вживання.
22. Infinitive. Gerund. Participle.

**1.5.2. Приклад екзаменаційного білету**  
**ХМЕЛЬНИЦЬКИЙ УНІВЕРСИТЕТ УПРАВЛІННЯ ТА ПРАВА**  
**імені Леоніда Юзькова**  
**Факультет управління та економіки**

Галузь знань - **232 Соціальне забезпечення**. Спеціальність - **23 Соціальна робота**.  
 Освітній рівень - **Бакалавр**. Рік навчання - **1-й**. Семестр - **2-й**.

Навчальна дисципліна –  
**Іноземна мова (за професійним спрямуванням) (Англійська мова)**

**ЕКЗАМЕНАЦІЙНИЙ БІЛЕТ № 1**

*За виконання завдання № 1 може бути нараховано максимально 10 балів*

**1. Reveal the essence of the following topic ‘Social welfare system in Ukraine.’**

1	
2	
3	
4	
5...	

*За виконання завдання № 2 може бути нараховано максимально 10 балів*

**2. Read the text. Put 10 questions to the text**

**EU REPORT ON SOCIAL SERVICES OF GENERAL INTEREST**

Generally, health and social services play a significant role in the economies and societies of the EU Member States. They meet essential social needs, generate employment on a large scale and contribute significantly to GDP.

Yet, at the moment, their importance varies widely across the EU. Their economic, social and employment potentials are clearly underdeveloped in certain Member States. Public perceptions show that, as a result, social needs are insufficiently met and expectations are frustrated.

Yet, irrespective of the extent of their development, health and social services in all Member States have come under serious pressures as an effect of the economic and public budget crisis. The contracting economy has caused both the need and the demand for services to rise and, at the same time, significantly constrained the financing basis in public budgets.

When analysing the features of employment in the health and social services sector compared with the rest of the economy, it appears that workers in these services are generally better skilled than in the economy as a whole.

Despite the large proportion of highly-skilled workers, the bigger share of non-standard working hours and the difficult working conditions, wage levels have declined in relative terms, and are now below the average for the EU-27 economy. This is in line with the findings of many studies on the



	<b>A</b> nervous	<b>B</b> more nervous	<b>C</b> most nervous
15	He hasn't finished cleaning the house .....		
	<b>A</b> already	<b>B</b> still	<b>C</b> yet
16	She prefers buying clothes ... ironing them.		
	<b>A</b> to	<b>B</b> rather	<b>C</b> from
17	... tasteful furniture you have bought!		
	<b>A</b> What a	<b>B</b> What	<b>C</b> How
18	Sandra works ... a computer programmer.		
	<b>A</b> for	<b>B</b> as	<b>C</b> like
19	We ..... be going to France this summer, but we are not sure yet.		
	<b>A</b> can	<b>B</b> must	<b>C</b> might
20	By the end of the month the estate agent .... twenty houses		
	<b>A</b> will sell	<b>B</b> will be selling	<b>C</b> will have sold
21	You mustn't leave the office ... the manager returns.		
	<b>A</b> by the time	<b>B</b> until	<b>C</b> while
22	This car ... to use less petrol than any others.		
	<b>A</b> was designed	<b>B</b> has designed	<b>C</b> was designing
23	I wish I ..... the answer.		
	<b>A</b> knew	<b>B</b> would know	<b>C</b> had known
24	She was ... tired that she fell asleep		
	<b>A</b> enough	<b>B</b> too	<b>C</b> so
25	.... he is nearly eighty, he is still very active.		
	<b>A</b> Despite	<b>B</b> Although	<b>C</b> Even

<b>Vocabulary tests. Choose the correct item.</b>	
26	Immigrants often rely ... temporary jobs. a) on                      b) to                      c) from                      d) for
27	Contact our website for information, advice and guidance on any aspect of care, support or housing for the ... . a) outdated                      b) aged                      c) elderly                      d) ancient
28	People who can't stop washing their hands may be suffering from an ... . a) depression                      b) schizophrenia                      c) obsessive compulsive disorder d) eating disorders
29	Someone who works for an organisation without being paid is a ... . a) mentor                      b) trainee                      c) volunteer                      d) intern
30	Personality is influenced ... heredity, environment, culture and self-concept. a) on                      b) for                      c) with                      d) above
31	Sixty-three percent of all U.S. adults ... 70 and older experience some deafness. a) outdated                      b) aged                      c) elderly                      d) ancient
32	Undocumented immigrants should have access ... health care, says a medical organisation in San Diego. a) at                      b) to                      c) for                      d) on
33	World Health Organisation categorised disability ... 3 groups. a) to                      b) into                      c) in                      d) with
34	Society must ... barriers of discrimination in the work-place. a) adopt                      b) build                      c) raise                      d) overcome
35	The most effective ... programs are those that are deeply rooted in the local community, are consistent with local values, and can be maintained over the long term with readily available resources. a) preventively                      b) prevented                      c) prevent                      d) prevention
36	Homestay programmes usually .... for up to four weeks. a) stand                      b) stay                      c) last                      d) remain



37	I've found a ... job during the holidays. I will have it for the next six weeks only. a) part-time                      b) overtime                      c) long-term                      d) full-time
38	... is an extreme scarcity of food. a) drought                      b) earthquake                      c) flooding                      d) famine
39	The global market of child trafficking at over \$12 billion a year with over 1.2 million child ... a) pornography                      b) clue                      c) molester                      d) victims
40	Employers and employees make regular contributions ... a pension fund. a) to                      b) into                      c) in                      d) with
41	The gender pay ... is the difference between male and female earnings. a) rise                      b) freeze                      c) scale                      d) gap
42	.... is a mental disorder that makes it difficult to tell the difference between real and unreal experiences. a) depression                      b) schizophrenia                      c) obsessive compulsive disorder d) eating disorders
43	Temporary Assistance for Needy Families (TANF) ... a block grant program, whereby funding for a generalized purpose is provided through the federal government but the specificity and distribution of services happens locally. a) examines                      b) simplifies                      c) exemplifies                      d) examples
44	Social workers hear ... very shocking experiences the young migrants have had. a) about                      b) after                      c) for                      d) with
45	They have some of the world's most ... medical technology and many well-trained doctors. a) sophistic                      b) sophisticated                      c) sophistry                      d) –
46	It is not easy to bring children ... . a) together                      b) out                      c) back                      d) up
47	Many companies have a ... care centre for their employees. a) child                      b) home                      c) hospice                      d) health
48	... are those forced to move within their own country because of war, persecution or environmental disasters, rather than cross national borders. a) immigrants                      b) refugees                      c) asylum seekers                      d) slaves
49	The campaign strives to ... awareness about discriminations of all kinds. a) adopt                      b) build                      c) raise                      d) overcome
50	Child ... is a serious problem in the United States right now. a) crimes                      b) pornography                      c) victims                      d) exploitation

Затверджено на засіданні кафедри мовознавства \_\_\_\_\_ 2022 року, протокол № \_\_\_\_\_.  
Завідувач кафедри \_\_\_\_\_ О.О. Нагорна Розробник \_\_\_\_\_ О.Є.Гуменчук  
(підпис) (підпис)

Залікову роботу виконав/ла \_\_\_\_\_  
студент/ка \_\_\_\_\_  
(підпис) (ініціали, прізвище)  
\_\_\_\_\_ 20\_\_ р.

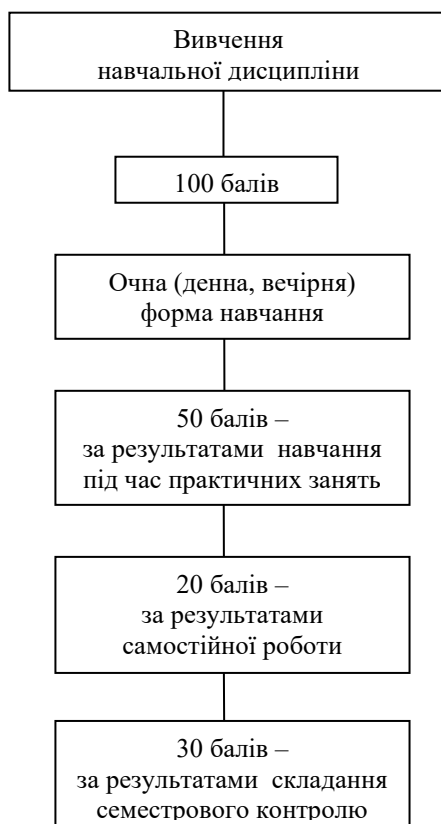
За результатами перевірки роботи студенту/ці нараховано:

Номери завдань:	1	2	3	всього	(_____) балів.
Нараховані бали:					

Перевірив роботу і нарахував бали  
\_\_\_\_\_

## 2. Схема нарахування балів

2.1. Нарахування балів студентам з навчальної дисципліни здійснюється відповідно до такої схеми:



1.2. Обсяг балів, здобутих студентом під час практичних занять, обчислюється за сумою балів, здобутих під час кожного із занять, передбачених навчальним планом, і визначається згідно з пунктом 4.3.5 Положення про організацію освітнього процесу в Хмельницькому університеті управління та права.

З цієї навчальної дисципліни за денною формою навчання передбачено проведення 34 практичних заняття у першому семестрі.

Обсяг балів, здобутих студентом під час практичних занять з навчальної дисципліни, визначається за формулою  $\sum_c = B1+B2+\dots+Bn / n \times K$ , де:

$\sum_c$  – загальна сума балів;

B – кількість балів, отриманих на одному занятті;

n – кількість семінарських (практичних, лабораторних) занять, визначених робочою програмою;

K – коефіцієнт, який, дорівнює 11 (з урахуванням специфіки навчальної дисципліни).

За результатами практичного заняття кожному студенту до відповідного документа обліку успішності виставляється кількість балів від 0 до 5 числом, кратним 0,5, яку він отримав протягом заняття.

1.3. Під час проведення семінарських (практичних, лабораторних) занять студентам виставляються бали, яким відповідає рівень знань студентів, поданий у табл. 4.2. Положення про організацію освітнього процесу в Хмельницькому університеті управління та права.

1.4. Під час проведення семінарських (практичних, лабораторних) занять студентам виставляються бали, яким відповідає рівень знань студентів, поданий у табл. 4.2. Положення про організацію освітнього процесу в Хмельницькому університеті управління та права.

Критерії поточного оцінювання знань студентів

Оцінка за одне заняття	Зміст критеріїв оцінки			
	Усні виступи	Письмові нетестові завдання	Тестові завдання	
			однакового рівня складності	різних рівнів складності
1	2	3	4	5
5	Студент у повному обсязі володіє навчальним матеріалом, вільно самостійно та аргументовано його викладає під час усних виступів та письмових відповідей, глибоко та всебічно розкриває зміст теоретичних питань та практичних завдань, використовуючи при цьому обов'язкову та додаткову літературу. Правильно вирішив усі або не менше 90 % письмових завдань.		Студент правильно вирішив усі або не менше 90 % тестових завдань.	Студент набрав не менше 90 % від максимально можливої кількості балів.
4,5	Студент досить повно володіє навчальним матеріалом, обгрунтовано його викладає під час усних виступів та письмових відповідей, в основному розкриває зміст теоретичних питань та практичних завдань, використовуючи при цьому обов'язкову літературу. Однак під час викладання деяких питань допускаються при цьому окремі несуттєві неточності. Правильно вирішив 82-89 % письмових завдань.		Студент правильно вирішив 82-89 % тестових завдань.	Студент набрав 82-89 % від максимально можливої кількості балів.
4	Студент достатньо повно володіє навчальним матеріалом, обгрунтовано його викладає під час усних виступів та письмових відповідей, в основному розкриває зміст теоретичних питань та практичних завдань, використовуючи при цьому обов'язкову літературу. Однак під час викладання деяких питань не вистачає достатньої глибини та аргументації, допускаються при цьому окремі несуттєві неточності та незначні помилки. Правильно вирішив 74-81 % письмових завдань.		Студент правильно вирішив 74-81 % тестових завдань	Студент набрав 74-81 % від максимально можливої кількості балів.
3,5	Студент в цілому володіє навчальним матеріалом, викладає його основний зміст під час усних та письмових відповідей, але з не		Студент правильно вирішив 64-73 %	Студент набрав 64-73 % від максимально можливої

	зовсім глибоким та всебічним аналізом, обґрунтуванням та аргументацією, з недостатнім використанням необхідної літератури, допускаючи при цьому окремі несуттєві неточності та помилки. Правильно вирішив 64-73 % письмових завдань.	тестових завдань.	кількості балів.
3	Студент в цілому володіє навчальним матеріалом, викладає його основний зміст під час усних та письмових відповідей, але без глибокого всебічного аналізу, обґрунтування та аргументації, без використання необхідної літератури, допускаючи при цьому окремі суттєві неточності та помилки. Правильно вирішив 60-63 % письмових завдань.	Студент правильно вирішив 60-63 % тестових завдань.	Студент набрав 60-63 % від максимально можливої кількості балів.
2 – 2,5	Студент не в повному обсязі володіє навчальним матеріалом. Фрагментарно, стисло без аргументації та обґрунтування викладає його під час усних виступів та письмових відповідей, поверхово розкриває зміст теоретичних питань та практичних завдань, допускаючи при цьому суттєві неточності. Правильно вирішив 35-59 % письмових завдань.	Студент правильно вирішив 35-59 % тестових завдань.	Студент набрав 35-59 % від максимально можливої кількості балів.
0 – 1,5	Студент частково володіє навчальним матеріалом, не у змозі викласти зміст більшості питань теми під час усних виступів та письмових відповідей, допускаючи при цьому суттєві помилки. Правильно вирішив 0-34 % письмових завдань.	Студент вирішив 0-34 % тестових завдань.	Студент набрав 0-34 % від максимально можливої кількості балів.

2.3. Перерозподіл кількості балів в межах максимально можливої кількості балів за самостійну роботу студентів та виконання індивідуальних завдань, наведено в наступній таблиці:

Семестр I

№ з/п	5 тем	Номер теми				Усього балів
		1.	2.	3.	4.	
1.	Максимальна кількість балів за самостійну роботу	4	4	4	4	16
2.	Максимальна кількість балів за індивідуальне завдання	4				4

	Усього балів:					20

### Семестр 2

№ з/п	4 теми	Номер теми				Усього балів
		1.	2.	3.	4.	
1.	Максимальна кількість балів за самостійну роботу	3	3	4	4	14
2.	Максимальна кількість балів за індивідуальне завдання	6				6
	Усього балів:					20

Оскільки навчальна дисципліна *Іноземна мова (за професійним спрямуванням)* (Англійська мова) вивчається протягом двох семестрів і передбачає складання підсумкового контролю у формі семестрового заліку та семестрового екзамену (як підсумку вивчення всієї дисципліни), кількість балів, отриманих студентом за результатами вивчення навчальної дисципліни, визначається за формулою:

$RВНД = [ППК_1 \times 0,7 + ПК_с] / m + E$ , де:

$RВНД$  – кількість балів, отриманих студентом за результатами вивчення навчальної дисципліни;

$ППК_1$  – кількість балів, набраних студентом за результатами поточного і підсумкового контролю у першому семестрі, у яких підсумковий контроль передбачався у формі заліку;

$ПК_с$  – кількість балів, набраних студентом за результатами поточного контролю удругому семестрі, в якому передбачається підсумковий контроль у формі семестрового екзамену (як підсумку вивчення всієї дисципліни);

$m$  – кількість семестрів вивчення навчальної дисципліни;

$E$  – кількість балів, отриманих студентом за результатами складання семестрового екзамену (як підсумку вивчення всієї дисципліни).

### 3. Рекомендовані джерела

#### Тема 1

1. Верба Г.В., Верба Г.Г. Верба Л.Г. Довідник з граматики англійської мови (з вправами): навчальний посібник / Г.В. Верба, Г.Г. Верба, Л.Г.Верба. – К.: Освіта, 2018. – 414с.
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7. Morton Rhue. The Wave. / Rhue M. – Edingburgh, Pearson Education Ltd, 2000. – 43p.

#### Тема 2

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