



Затверджено
на засіданні групи забезпечення
спеціальності 101 «Екологія»
від 8 09 2020р.
протокол № 1
Голова групи Чугай А.В. 
Узгоджено

Декан природоохоронного
природоохоронного
факультету Чугай А.В. 

СИЛЛАБУС

навчальної дисципліни

Д02 Іноземна мова
(назва навчальної дисципліни)

Екологія 101
(шифр та назва спеціальності)

«Екологія, охорона навколишнього середовища
та збалансоване природокористування»
(назва освітньої програми)

Бакалавр
(рівень вищої освіти)

Денна
(форма навчання)

IV
(рік навчання)

VII
(семестр навчання)

2/60
(кількість кредитів ЕКТС/годин)

Залік,
(форма контролю)

кафедра іноземних мов

Одеса, 2020 р.

Автори:

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

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

Викладачі: практичні, Янко І.Б.

(вид навчального заняття: прізвище, ініціали, посада, науковий ступінь, вчена звання)

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Перелік попередніх редакцій

Прізвища та ініціали авторів	Дата, № протоколу набуття чинності
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1. Опис навчальної дисципліни

Мета	Практичне володіння іноземною мовою
Компетентність	К02 Здатність спілкуватися іноземною мовою.
Результат навчання	Р021 Уміти читати та розуміти фахову іноземномовну літературу ;перекладати фахову літературу з іноземної на рідну мову та навпаки; проводити усний обмін інформацією, необхідною для вирішення завдань професійної діяльності
Базові знання	Усі види артиклів та займенників, множина іменників, ступені порівняння прикметників та прислівників, типи питань, часові форми активного стану, пасивний стан, непряма мова
Базові вміння	1. Ведення бесіди, доповіді на основі типових ситуацій ділового спілкування з використанням вищеназваних лексико-граматичних явищ. 2. Використання під час мовлення та у письмовій формі спеціальної лексики уроків 1,2
Базові навички	1. Користування словниками та довідковою літературою 2. Швидкий пошук у друкованих джерелах та мережі Internet інформації за спеціальністю та країнознавчого характеру
Пов'язані ссиллабуси	Іноземна мова (I-VI семестри, VIII семестр)
Попередня дисципліна	-
Наступна	-
Кількість годин	Практичні заняття : VII сем.-30; Самостійна робота студентів: VII сем.-30

2.1 Програма навчальної дисципліни (VII семестр)

Код Модуля	Назва модуля та теми	Кількість аудитор-них годин	Кількість годин СРС
ЗМ-П1	Grammar: Articles, Numeral, Personal Pronouns, Possessives pronouns Text «Environmental science careers».-переклад	2	2
	Grammar: Reflexive Pronouns, Demonstrative Pronouns Text « Environmental science careers»-переказ	2	2
	Grammar: Interrogative Pronouns, Defining Pronouns Text «What does an environmental scientist do».	2	2
	Домашнє читання	2	2
	Grammar: Negative Pronouns, Reciprocal Pronouns, Quantitative Pronouns Text «What does an environmental scientist do»-переклад.	1	1
	Письмове тестування № 1	1	1

	Grammar :Syntactical functions of Cardinal Numerals Text «How do I get an environmental science degree?»	2	2
	Grammar: Comparative and Superlative Degrees of Adjectives and Adverbs	2	2
	Text «How do I get an environmental science degree?»-переказ Grammar: verbs “to have”, “to be”	2	2
ЗМ-П2	Grammar: Present, Past and Future Indefinite; when, if Text «What is environmental management».-переклад	2	2
	Grammar: Present, Past and Future Continuous Text «What is environmental management».-переказ	2	2
	Grammar: Present, Past and Future Perfect Text « Socioecological systems»- переклад	2	2
	Grammar: Perfect Continuous Tenses Text « Socioecological systems»- переказ Домашнє читання	1 1	1 1
	Grammar: Present in the Past Text «International framework for environmental solutions»- переклад	2	2
	Grammar: Sequence of tenses Text «International framework for environmental solutions»- переказ	2	2
	Письмове тестування № 2	1	1
Семестрова залікова контрольна робота		1	1
РАЗОМ		30	30

Консультації:

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

2.2 Самостійна робота студента та контрольні заходи

Код Модуля	Завдання на СРС та контрольні заходи	Кількість Годин	№ тижня
ЗМ-П1	➤ Підготовка до усного опитування	13	1-7
	➤ Письмове тестування 1(обов'язкове)	1 2	5 3
	➤ Підготовка до перевірки домашнього читання		
ЗМ-П2	➤ Підготовка до усного опитування	11 1	8-14 15
	➤ Письмове тестування 2(обов'язкове)	1	12

	➤ Підготовка до перевірки домашнього читання		
Підготовка до залікової семестрової контрольної роботи		1	15

РАЗОМ

30

Оцінювання контрольних заходів для ЗМ-ПІ

- 1. а) усне опитування (переклад та переказ текстів) – 12 балів максимально;
 б) усне опитування (домашнє читання) – 4 бали максимально;
 в) письмові вправи – 10 балів максимально;
 --2. Письмове тестування № 1 – 50 балів максимально (обов'язкове)

Оцінювання контрольних заходів для ЗМ-ПІІ

- 1. а) усне опитування (переклад та переказ текстів) – 12 балів максимально;
 б) усне опитування (домашнє читання) – 4 бали максимально;
 в) письмові вправи – 10 балів максимально;
 --2. Письмове тестування № 2 – 50 балів максимально (обов'язкове)

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

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

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

Підсумковим контролем знань студентів є **залік**.

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

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

Якщо сума балів, яку набрав студент за результатами тестувань 1, 2, менша 50 балів, він не вважається допущеним до семестрової залікової контрольної роботи. У цьому випадку студент має право підвищити суму балів за рахунок необов'язкових видів роботи, які оцінюються наступним чином:

- 1) Робота з текстами
 - усний переклад тексту -1 бал;
 - переказ тексту – 1 бал;
 - список незнайомих слів та виразів з перекладом українською мовою – 1 бал
 - письмове резюме тексту – 1 балУсього за один текст максимально 4 бали.
ЗМ- П1 містить тексти: урок I тексти А, В, С, тобто максимальна оцінка за тексти – 12 балів.
ЗМ – П2 містить 3 тексти: урок II тексти А, В, С, тобто максимальна оцінка за тексти – 12 балів.
Усього за семестр – 24 бали.
- 2) Письмове виконання граматичних вправ – 1 бал за кожну вправу.
Для ЗМ – П1 – 10 балів; для ЗМ – П2 - 10 балів.
Усього за семестр максимально 20 балів.
- 3) Завдання з домашнього читання оцінюється наступним чином:
 - 1 бал – переклад з англійської мови українською;
 - 1 бал – наявність списку незнайомих слів та виразів у кількості не менше 100;
 - 1 бал – коротке усне резюме змісту тексту англійською мовою обсягом 7-8 речень;
 - 1 бал – письмове резюме англійською мовою.Максимальна оцінка - 4 бали для ЗМ – П1 та 4 бали для ЗМ – П2, тобто 8 балів за семестр.
Обсяг статті (або декількох) – 20 тис. др. зн. за VII семестр.

Інтегральна оцінка (В) по дисципліні розраховується за формулою

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

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

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

Питання до заходів поточного та підсумкового семестрового контролю

Письмові тести до ЗМ-П1 – ЗМ-П2 складаються з 30 питань кожний. Кожна правильна відповідь оцінюється у 1,7 бала для письмового тестування №1 та у 1,7 бала для письмового тестування №2.

Семестрова залікова контрольна робота складається з 25 питань. Кожна правильна відповідь оцінюється у 4 бали.

3.Рекомендації до самостійної роботи студентів

ЗМ-П1

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

Література:

- 1 -- ст.;4- 8
- 4 -- ст.1- 32.

Питання для самоперевірки

- 1.After I'd ironed my shirt it looked ... than before.
A. creaser B. more creased C. the most creased
- 2.I think he was ... than brave.
A. more mad B. madder C. Most mad

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

- A. From B. Due to C. Of

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

- A. like B. as C. less

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

- A. most B. less C. The most

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

- A. of B. from C. in

Правильні відповіді

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

ЗМ-П2

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

Література:

1 -- ст.17-22;

2 -- ст.32- 71.

Питання для самоперевірки

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

- A. except for B. without C. Except that

2. After the operation he could see nothing ... vague shadows.

- A. apart from B. apart C. Except from

3. ... her novels and poems, she published a number of short stories.

- A. Except for B. But for C. Besides

4. I don't care ... the theatre much.

- A. to B. for C. about

5. Stefan's story agreed ... that of his son.

- A. for B. To C. with

6. I was asked to talk ... my research.

- A. on B. of C. to

Правильні відповіді

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

Вказівки з підготовки письмового перекладу

Текст суспільно-політичного змісту може стосуватися будь-якої теми (політика, економіка, культура, мистецтво, країнознавство та ін.). Він має налічувати приблизно 20 тис. др. зн. та бути представлений у вигляді ксерокопії або роздруківки з Інтернет-видання. До перекладу українською мовою слід додати список незнайомих слів та словосполучень з їхнім перекладом у кількості не менше 100 лексичних одиниць, та коротке резюме англійською мовою.

4. Питання до заходів поточного, підсумкового та семестрового контролю

У дужках – посилання на джерела, де можна знайти інформацію, та відповідні сторінки. (Див. розділ 5).

4.1 Тестові завдання до тестування у модулі ЗМ-П1

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

- _____ watches have become very cheap and very attractive.
- Most of _____ watches you see today work on _____ quartz.
- What has been the longest period of _____ peace in _____ history?
- If you study _____ history, you've got to read a lot.
- We travelled by car around _____ Europe last year.
- I haven't been _____ Netherlands yet.
- _____ Brazil is the largest country of _____ South America.
- I didn't go to _____ work yesterday.
- Did you visit _____ Oxford Street?
- When did you graduated from _____ Cambridge University?

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

Model: I see a girl, I see her:

- We know this boy, we know _____.*
- I'm glad to meet both Tom and Ann, I'm glad to meet _____.*
- Give me the book, give _____ to me.*
- I didn't see Ann, I didn't see _____.*
- This task was given to you and to me, it was given to _____.*

f) This is our dog, we love ___ very much.

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

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

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

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

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

- a) ___ do we call this sea?
- b) ___ are your intentions for the holiday?
- c) ___ turn is it now?
- d) ___ is speaking?
- e) ___ is John? Is he an engineer?
- f) ___ bag is this? Yours or Simon's?

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

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

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

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

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

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

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

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

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

- a) There is not _____ space in this flat.
- b) There aren’t _____ portraits of Ch. Dickens.
- c) I must say you have _____ books.
- d) There are _____ who know about this.
- e) It is a difficult text. I’ve had to look up quite _____ words in the dictionary.

f) If you don't hurry we'll miss our train. There's _____ time to spare.

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

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

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

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

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

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

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

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

15. Fill in the blanks with the appropriate words:

- a) 1) ____ in Environmental Science are so varied it is difficult to consider them as one category. You could end up working from home most of the time or 2) _____ around the world on an annual basis. You could be doing 3) _____ work, field work, or some combination thereof. Your 4) _____ could be mathematical, physical, or written. Of course the majority careers in Environmental Science are some 5) _____.

Those engaged in Environmental Policy, Planning, and Management usually work for a local 6) _____ and are likely to be engaged in a lot of research intensive work. Environmental 7) _____ may be able to get out of the office to the 8) _____, or, again, have intensive desk jobs.

- A. Desk B. lawyers C. focus D. Careers E. blend in-between F. traveling G. government H. courtroom

- b) Environmental scientists are problem 1) _____. They research environmental and health problems to 2) _____ their causes and come up with 3) _____. They investigate 4) _____ like mysterious deformations in frogs, unexplained cancer occurrences in a neighborhood, or disease in the 5) _____ asbestos mining towns.

Environmental scientists 6) _____ research to identify the causes of these types of problems, and how to minimize or eliminate them. They also conduct theoretical research that increases our 7) _____ of how the natural world works. They use what they learn to make recommendations and 8) _____ strategies for managing environmental problems.

- A. understanding B. issues C. develop D. solvers E. conduct
F. solvers G. former H. determine

- c) Environmental scientists conduct research to identify, control, or eliminate 1) _____ of pollutants or hazards affecting the environment or public 2) _____. Their research generally involves determining 3) _____ collection methods; collecting and analyzing air, water, and soil 4) _____; analyzing environmental data gathered by others; and analyzing for correlations to human activity. They also need to prepare reports and presentations that 5) _____ their findings.

Environmental scientists also develop plans to prevent, control, or fix environmental problems like air 6) _____. They may also advise government officials that make policy, and businesses that need to follow regulations or 7) _____ their practices. Some conduct environmental inspections of businesses. Many assess the potential effects of development projects to 8) _____ creating new problems.

- A. Explain B. samples C. sources D. prevent E. health F. improve
G. pollution H. data

d) The 1) _____ professional thus became increasingly confronted by competing or even conflicting environmental objectives, made even more complicated by the multifunctional character of the ultimate 2) _____, sustainable 3) _____. Here, global guidance was sadly lacking; our objectives have evolved faster than the development of new methodologies and 4) _____. Even nearly 15 years after the Earth Summit in Rio de Janeiro there are still few 5) _____ on how to reconcile environmental quality with economic performance and social 6) _____. The internationally agreed on Millennium Development Goals, the multiple objectives of the World Summit on Sustainable Development (WSSD) in Johannesburg 2002, and even the comprehensive Agenda 21 all suggest useful goals. But they 7) _____ with lists of single issues and give no hint of how these can be integrated during the implementation process. We found ourselves, quite suddenly, with a host of goals and a full toolbox, but with no guidance manual to tell us how to put them all together in a coherent 8) _____.

- A. manner B. goal C. deal D. environmental E. policies F. guidelines
G. welfare H. development

4.2 Тестові завдання до тестування у модулі ЗМ-П2

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

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

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

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

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

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

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

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

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

- a) I (be) at home if you (need) anything.
- b) He (wait) until they (send) for him.
- c) I (not know) when they (come) to see us.
- d) He can't tell us when the motor (start).

e) I (phone) you if I (not forget).

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

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

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

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

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

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

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

- a) I just (to meet) him.
- b) Look! Sam (to bring) some cheese biscuits.

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

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

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

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

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

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

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

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

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

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

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

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

- a) "I can live on my basic salary", - said Peter.
- b) "We're waiting for the school bus", - said the children.
- c) The officer commanded: "Stay where you are."

- d) “She explained: “We will go on an excursion tomorrow”
 e) “No, I have no time”, - she said. (She answered ...)

16. Fill in the blanks with the appropriate words:

a) The 1) _____ professional thus became increasingly confronted by competing or even conflicting environmental objectives, made even more complicated by the multifunctional character of the ultimate 2) _____, sustainable 3) _____. Here, global guidance was sadly lacking; our objectives have evolved faster than the development of new methodologies and 4) _____. Even nearly 15 years after the Earth Summit in Rio de Janeiro there are still few 5) _____ on how to reconcile environmental quality with economic performance and social 6) _____. The internationally agreed on Millennium Development Goals, the multiple objectives of the World Summit on Sustainable Development (WSSD) in Johannesburg 2002, and even the comprehensive Agenda 21 all suggest useful goals. But they 7) _____ with lists of single issues and give no hint of how these can be integrated during the implementation process. We found ourselves, quite suddenly, with a host of goals and a full toolbox, but with no guidance manual to tell us how to put them all together in a coherent 8) _____.

- A. manner B. goal C. deal D. environmental E. policies F. guidelines
 G. welfare H. development

b) Environmental management is not easy to 1) _____. As Barrow (2005) has acknowledged, it can 2) _____ to a goal or vision, to attempts to steer a process, to the application of a set of tools, to a philosophical exercise seeking to establish new perspectives towards the environment and human societies, and to much more besides. Environmental managers are a diverse group of people 3) _____ academics, policy-makers, 4) _____ organisation (NGO) workers, company employees, civil servants and a wide range of individuals or groups who make 5) _____ about the use of natural 6) _____ (such as fishers, farmers and pastoralists). Indeed, environmental management involves all people to some 7) _____ because all human activities ultimately have some sort of environmental 8) _____.

A. extent B. including C. refer D. impact E. non-governmental
F. resources G. define H. decisions

c) In general environmental management is concerned with the understanding of the structure and function of the 1) _____ system, 2) _____ of the ways in which humans relate to their environment. Environmental management is therefore concerned with the 3) _____ and monitoring of environmental changes, with 4) _____ future changes and with attempts to 5) _____ human benefit and to 6) _____ environmental degradation due to human activities. Yet, characteristically, environmental management is about decision-making - and it is especially concerned with the process of decision-making in relation to the use of natural resources, the pollution of 7) _____ and the modification of ecosystems. Fundamentally, then, environmental management is a political activity because those decisions - about resources, pollution and ecosystems – are never 8) _____ or objective; on the contrary, they are value laden and they reflect the exercise of power by particular groups over others.

A. maximize B. neutral C. earth D. habitats E. as well as
F. minimize G. predicting H. description

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

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

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

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

- 1) (Jane) told (Alice) to help (Mare and Peter).

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

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

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

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

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

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

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

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

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

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

- 1) These flowers (smell) very sweet.
- 2) The boy (swim) back towards the beach now.

- 3) He (leave) tomorrow morning.
- 4) You (think) he is right?
- 5) I (think) about his suggestion.

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

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

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

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

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

- 1) I knew she (do) the washing because the machine was still working when I got in.
- 2) I knew she (do) the washing because when I got in she was ready to go to bed.
- 3) We (finish) our work by seven o` clock last night.
- 4) I thought you (work) there for two months.

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

- 1) Do you think you (still work) here in five years' time?
- 2) At this time next year, I (write) my memories.
- 3) Sit down and fasten your seat belt. We (take off) in a few minutes.
- 4) I don't think I (see) him tonight.

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

- 1) They (complete) the new bridge by the end of the year.
- 2) By the end of this week I (wait) seventeen weeks for my phone to be

repaired.

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

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

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

1) Mary says she was here two days ago.

2) John asks them what they know about it.

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

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

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

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

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

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

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

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

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

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

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

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

16. Fill in the blanks with the appropriate words:

The scope of the problems was also found to be broader than had been 1) _____. Pollution does not respect frontiers, and emissions 2) _____ in one country often impact its neighbors or, in some cases, the entire planet. 3) _____ problems such as long-range air pollution and the still-current practice of exporting wastes to other countries began to feature in our daily news.

Additional control programs were proposed, 4) _____ in a more life-cycle view of materials and products and in a consensus that it is more efficient to 5) _____ the driving forces of a problem than to deal with the final impacts. There was more talk about "preventive" or "upstream" action, where the 6) _____ actors are often mainstream business or development professionals but may also be ordinary citizens in the form of consumers. Given that many of the driving forces have their origins in globalized trade and 7) _____ patterns, trade measures became a more visible part of 8) _____ policy.

A. rooted B. Transboundary C. released D. expected E.
environmental F. tackle G. consumption H. key

5. ЛІТЕРАТУРА ДЛЯ ВИВЧЕННЯ ДИСЦИПЛІНИ

основна

1. Методичні вказівки для СРС та навчальний матеріал з англійської мови для студентів IV курсу денної форми навчання. Напрямок підготовки: екологія. Укладач: Янко І.Б. Одеса: ОДЕКУ, 2019 р.
2. Методичні вказівки до практичних занять з англійської мови для студентів IV року денної форми навчання усіх напрямів підготовки. Укладачі: Бец О.О., Куделіна О.Ю. Одеса: ОДЕКУ, 2021 р., 131 с.
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