


Затверджено
на засіданні групи забезпечення
спеціальності 101 «Екологія»
протокол № 9


від «17. 06» 2021р.


Голова групи Чугай А.В. 

Затверджено
на засіданні групи забезпечення
спеціальності 183 «Технології
захисту навколишнього середовища»
протокол №

від «26. 08» 2021р.

Голова групи Герасимов О.І.

Узгоджено 

Декан природоохоронного
факультету Чугай А.В. 

СИЛЛАБУС

навчальної дисципліни

« Іноземна мова »

(назва навчальної дисципліни)

101 Екологія

183 Технології захисту

навколишнього середовища

(шифр та назва спеціальності)

«Екологія, охорона навколишнього середовища
та збалансоване природокористування»;
«Технології захисту навколишнього середовища»

(назва освітньої програми)

Бакалавр

(рівень вищої освіти)

Денна
(форма навчання)

IV
(рік навчання)

VII, VIII
(семестр навчання)

4/120
(кількість кредитів ЄКТС/годин)

VII сем., залік, VIII сем. іспит
(форма контролю)
кафедра іноземних мов

Одеса, 2021 р.

Автори:

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

Поточна редакція розглянута на засіданні кафедри (назва кафедри) від 17.06
2021 року, протокол № 11

Викладачі: практичні, Янко І.Б.

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

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

Перелік попередніх редакцій

Прізвища та ініціали авторів Дата, № протоколу
набуття чинності

1. Опис навчальної дисципліни

Мета	Практичне володіння іноземною мовою
Компетентність	Для 101 «Екологія» K02 Здатність спілкуватися іноземною мовою. Для 183 «ТЗНС» КО3 Здатність спілкуватися іноземною мовою.
Результат навчання	Для 101 «Екологія» P021 Уміти читати та розуміти фахову іншомовну літературу ;перекладати фахову літературу з іноземної на рідну мову та навпаки; проводити усний обмін інформацією, необхідною для вирішення завдань професійної діяльності. Для 183 «ТЗНС» PR02 Вміти аналітично опрацьовувати іншомовні джерела з метою отримання інформації, що необхідна для розв'язання природоохоронних завдань.
Базові знання	Усі види артиклів та займенників, множина іменників, ступені порівняння прикметників та прислівників, типи питань, часові форми активного стану, узгодження часів дійсного способу, пасивний стан, модальні дієслова, неособові форми дієслова
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 1-4
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)
Попередня дисципліна	-
Наступна	-
Кількість годин	Практичні заняття : VII сем.-30; Самостійна робота студентів: VII сем.-30 VIII сем. «Екологія»: практичні заняття- 18; самостійна робота студентів- 42; «ТЗНС»: практичні заняття- 20; самостійна робота студентів- 40

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 «Sustaining life on earth system through clean air, pure water and fertile soil».-переклад	2	2

	Grammar: Reflexive Pronouns, Demonstrative Pronouns Text «Text «Sustaining life on earth system through clean air, pure water and fertile soil»-переказ	2	2
	Grammar: Interrogative Pronouns, Defining Pronouns Text «Studying environmental science: what is it like and where can it take you?»-переклад.	2	2
	Домашнє читання	2	2
	Grammar: Negative Pronouns, Reciprocal Pronouns, Quantitative Pronouns Text «Studying environmental science: what is it like and where can it take you?»-переказ.	1	1
	Письмове тестування № 1	1	1
	Grammar : Comparative and Superlative Degrees of Adjectives Text «Environmental Management Systems»-переклад.	2	2
	Grammar: Comparative and Superlative Degrees of Adverbs Text «Environmental Management Systems»-переказ	2	2
	Text «What is environmental management?»-переклад, переказ.	2	2
ЗМ-П2	Grammar: Present, Past and Future Indefinite; when, if Text «Environmental pollution» -переклад, переказ	2	2
	Grammar: Present, Past and Future Continuous Text «Global warming»- переказ	2	2
	Grammar: Present, Past and Future Perfect Text « Global warming»- переклад	2	2
	Grammar: Perfect Continuous Tenses Text « Marine waters»- переклад.	1	1
	Домашнє читання	1	1
	Grammar: Present in the Past Text «Marine waters»- переказ.	2	2
	Grammar: Sequence of tenses Text «Dying forest: one year to save the Amazon»-переклад, коротке резюме, обговорення.	2	2
Письмове тестування № 2	1	1	
Семестрова залікова контрольна робота		1	1
РАЗОМ		30	30

Консультації:

Викладач Куделіна Ольга Юріївна, середа, 12:45 – 14:20 , ауд.612

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	5
	➤ Підготовка до перевірки домашнього читання	2	3
ЗМ-П2	➤ Підготовка до усного опитування	11	8-14
	➤ Письмове тестування 2(обов'язкове)	1	15
	➤ Підготовка до перевірки домашнього читання	1	12
Підготовка до залікової семестрової контрольної роботи		1	15

РАЗОМ

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Оцінювання контрольних заходів для ЗМ-П1

- 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-П2

- 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, 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 бал

Усього 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 оцінюються 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

$$B = 0,75 \times O3 + 0,25 \times O3KP,$$

де O3 – кількісна оцінка (у відсотках від максимально можливої) за змістовними модулями;

O3KP – 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.

Семестрова залікова контрольна робота має бути виконана не менш, ніж на 50%.

2.3. Програма навчальної дисципліни «Екологія» (VIII семестр)

Код Модуля	Назва модуля та теми	Кількість аудиторних годин	Кількість годин СРС
ЗМ-П3	Grammar: Conditionals (I, II, III types), `Zero Conditional` Text «International framework for environmental solutions»-переклад, коротке резюме	2	2
	Grammar: Subjunctive Mood, Suppositional Mood, I wish Text «Microbial bioremediation»-переклад, коротке резюме	2	2
	Grammar: Modal verbs Text «Genetic strategies for advancing phytoremediation potential in plants»-переклад, коротке резюме	2	2
	Grammar: Passive Voice Домашнє читання Письмове тестування № 3	2	1 2 1

ЗМ-П4	Grammar: Active Infinitive, Passive Infinitive Text «Environmental science careers»- переклад Домашнє читання	2	1
	Grammar: Present and Perfect Participle (Active and Passive) Text «Environmental science careers»- переказ	2	2
	Grammar: Gerund Text«What does an environmental scientist do?»- переклад, переказ	2	2
	Grammar: Participle; Complex Object, Complex Subject Text « How do I get an environmental science degree?»- переклад, обговорення Письмове тестування № 4	2	1
	Індивідуальний переклад суспільно- політичного тексту	2	3
		2	2

РАЗОМ

18

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Консультації:

Викладач Куделіна Ольга Юріївна, середа, 12:45 – 14:20 , ауд.612

2.4 Самостійна робота студента та контрольні заходи

Код Модуля	Завдання на СРС та контрольні заходи	Кількість Годин	№ тижня
ЗМ-П3	Підготовка до усного опитування Письмове тестування 3 (обов'язкове) Підготовка до перевірки домашнього читання	10	1,2,3,4,5
		1	4
			4
ЗМ-П4	Підготовка до усного опитування Письмове тестування 4 (обов'язкове) Підготовка до індивідуального перекладу	10	6,7,8,9
		1	8
			9
Підготовка до іспиту		20	
РАЗОМ		42	

2.5. Програма навчальної дисципліни «ТЗНС» (VIII семестр)

Код Модуля	Назва модуля та теми	Кількість аудиторних годин	Кількість годин СРС
ЗМ-ПЗ	Grammar: Conditionals (I, II, III types), `Zero Conditional` Text «International framework for environmental solutions»-переклад, коротке резюме	2	2
	Grammar: Subjunctive Mood, Suppositional Mood, I wish Text «Microbial bioremediation»-переклад, коротке резюме	2	2
	Grammar: Modal verbs Text «Genetic strategies for advancing phytoremediation potential in plants»-переклад	2	2
	Grammar: Passive Voice Text «Genetic strategies for advancing phytoremediation potential in plants»-переказ, коротке резюме	2	2
	Домашнє читання Письмове тестування № 3	2	1 1
ЗМ-П4	Grammar: Active Infinitive, Passive Infinitive Text «Environmental science careers»- переклад Домашнє читання	2	1 1
	Grammar: Present and Perfect Participle (Active and Passive) Text «Environmental science careers»- переказ	2	2
	Grammar: Gerund Text «What does an environmental scientist do?»- переклад, переказ	2	2
	Grammar: Participle; Complex Object, Complex Subject Text «How do I get an environmental science degree?»- переклад, обговорення Письмове тестування № 4	2	1 1
	Індивідуальний переклад суспільно-політичного тексту	2	2

Консультації:

Викладач Куделіна Ольга Юріївна, середа, 12:45 – 14:20 , ауд.612

2.6. Самостійна робота студента та контрольні заходи

Код Модуля	Завдання на СРС та контрольні заходи	Кількість Годин	№ тижня
ЗМ-ПЗ	Підготовка до усного опитування	8	1,2,3,4,5
	Письмове тестування 3 (обов'язкове)	1	5
	Підготовка до перевірки домашнього читання	1	5
ЗМ-П4	Підготовка до усного опитування	6	6,7,8,9
	Підготовка до перевірки домашнього читання	1	6
	Письмове тестування 4 (обов'язкове)	1	9
	Підготовка до індивідуального перекладу	1	10
Підготовка до іспиту		20	
РАЗОМ		40	

Оцінювання контрольних заходів для ЗМ-ПЗ

-- 1. а) усне опитування (переклад та переказ текстів) – 16 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-П4

--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)

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

Підсумковим контролем знань студентів є іспит.

Студент вважається допущеним до іспиту, коли він виконав усі види робіт, передбачені силлабусом навчальної дисципліни, та має на останній день семестру інтегральну суму балів поточного контролю, достатню (50 та більше) для отримання позитивної оцінки.

В якості форми поточного контролю практичних модулів – усне опитування, письмові вправи, письмові тестування 3,4 (обов'язкові).

Якщо сума балів, яку набрав студент за результатами тестувань 3, 4, менша 50 балів, студент має право підвищити суму балів за рахунок необов'язкових видів роботи, які оцінюються наступним чином:

4) 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 бал

Усього за один текст максимально 4 бали.

ЗМ- ПЗ містить 4 тексти: урок III тексти А, В, С, D, тобто максимальна оцінка за тексти – 16 балів.

ЗМ – П4 містить 3 тексти: урок IV тексти А, В, С, тобто максимальна оцінка за тексти – 12 балів.

Усього за семестр – 28 балів.

5) Письмове виконання граматичних вправ – 1 бал за кожну вправу.

Для ЗМ – ПЗ – 10 балів; для ЗМ – П4 - 10 балів.

Усього за семестр максимально 20 балів.

б) 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 – ПЗ та 4 бали для ЗМ – П4, тобто 8 балів за семестр.

Обсяг статті (або декількох) – 20 тис. др. зн. за VIII семестр.

Інтегральна оцінка по дисципліні розраховується як середнє арифметичне оцінки за змістовні модулі та письмовий іспит.

Питання до заходів поточного та підсумкового семестрового контролю

Письмові тести до ЗМ-ПЗ – ЗМ-П4 складаються з 30 питань кожний.

Кожна правильна відповідь оцінюється у 1,7 бала для письмового тестування №3 та у 1,7 бала для письмового тестування №4. Максимальна оцінка – 50 балів за кожну тестову роботу.

Письмовий іспит складається з 3 частин.

I частина (граматична) складається з 50 питань у тестовій формі, кожна правильна відповідь оцінюється в 1 бал, тобто максимально можлива кількість балів за цю частину дорівнює 50-и.

II частина (знання лексики за спеціальністю та її використання у письмовому тексті) передбачає доповнення тексту пропущеними словами та виразами, які надані після тексту у довільній формі.

Кожна правильна відповідь з десяти слів або виразів оцінюється у 3 бали, тобто максимальна кількість балів за цю частину дорівнює 30-и.

III частина (розуміння змісту тексту за спеціальністю та вміння працювати з ним) передбачає складання 5 питань до тексту частини II. Кожне з правильно складених питань оцінюється у 4 бали, тобто максимальна оцінка за цю частину дорівнює 20-и.

Загалом максимально можлива оцінка за письмовий іспит – 100 балів.

Мінімальна оцінка, за наявності якої письмовий іспит вважається зарахованим, - 60 балів.

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. creaseder 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

ЗМ-ПЗ

Під час вивчення тем цього практичного модуля необхідно звернути увагу на використання теперішнього часу для вираження майбутньої дії після if (якщо); можливість інверсії в умовних реченнях; вживання частки to після модального дієслова ought та ширшу сферу використання пасивної форми в англійській мові у порівнянні з українською.

Література:

- 1 -- ст.17-22;
- 2 -- ст.32- 71.

Питання для самоперевірки

1. I ... I were young again.
A. want B. wanted C. wish
2. I suggest that you ... read it yourselves.
A. shall B. should C. must
3. If I ... a letter, I'll answer it.

- A. will get B. got C. get
4. If only I ... it !
 A. know B. had known C. did know
5. If I had spoken to her, I ... everything.
 A. should have learned B. would learn C. had learned
6. You ... drive fast. We`ve got plenty of time.
 A. needn`t B. must C. couldn`t

Правильні відповіді

1-С; 2-В; 3-С; 4-В; 5-А; 6-А

ЗМ-П4

Під час вивчення тем цього практичного модуля необхідно звернути увагу на відмінності у вживанні герундія та іменників із закінченням на -ing (вживання з прислівником або прикметником, наявність або відсутність прямого додатку, місце прийменника) та особливості перекладу абсолютного дієприкметникового звороту.

Література:

- 1 -- ст.17-22;
 2 -- ст.32- 71.

Питання для самоперевірки

1. I object ... your participating.
 A. of B. - C. to
2. He stopped ...
 A. smoking B. having smoked C. being smoked
3. They were made ... work hard.
 A. - B. of C. to
4. We have never heard this girl ...
 A. to sing B. sing C. to be singing
5. ... the exercise, the student left it to ...
 A. Having written, be checked B. writing, check C. while writing, have been checked
6. I will have my photo ...
 A. being taken B. taken C. to take

Правильні відповіді

1-С; 2-А; 3-С; 4-В; 5-А; 6-В

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.** з 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):

- a) _____ watches have become very cheap and very attractive.
- b) Most of _____ watches you see today work on _____ quartz.
- c) What has been the longest period of _____ peace in _____ history?
- d) If you study _____ history, you’ve got to read a lot.
- e) We travelled by car around _____ Europe last year.
- f) I haven’t been _____ Netherlands yet.
- g) _____ Brazil is the largest country of _____ South America.
- h) I didn’t go to _____ work yesterday.
- i) Did you visit _____ Oxford Street?
- j) 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:

- a) *We know this boy, we know _____.*

- b) *I'm glad to meet both Tom and Ann, I'm glad to meet _____.*
- c) *Give me the book, give _____ to me.*
- d) *I didn't see Ann, I didn't see _____.*
- e) *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 neighbors 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 he brackets using Future Simple, Future Continuous, Future Perfect або 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, c.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, c. 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 neighbors 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

4.4 Тестові завдання до тестування у модулі ЗМ-ПЗ

1. Put the verbs in the brackets into the correct tenses (3, c.175):

- 1) Her son always observes the highway code: if he (to cross) the road, he will wait till lights show green.
- 2) If she had lost her spectacles, she (not to be) able to read this article.
- 3) If we were here, we (to answer) you.
- 4) I will lend you this book if I (to finish) it before you go on holiday.
- 5) It would be embarrassing, she (to be) to find out the truth.
- 6) If you (to happen) to be in our area, drop in and see us.
- 7) If your mother were here, I'm sure she (not to let) you eat all those chocolates.
- 8) Unless it (to rain), I'll pick you at six.
- 9) I would be amazed if Christie (not to win).
- 10) She (not to go) to university unless her parents had insisted.
- 11) If Joseph de Ribas (not to present) those two small gardens to the city, we couldn't have enjoyed one of the most popular holiday destinations of Odessa.
- 12) She was angry with him, otherwise she (not to say) such offending words.
- 13) Unless you (to can) deliver the machines by the 15th September, we will be compelled to cancel the order.
- 14) Suppose it (to snow), what will we do?

2. Put the verbs in the brackets into the correct tenses of the Subjunctive Mood (3, c.174-175, 5, c.164, 166, 168, 170, 172):

- 1) He walked into the room as if nothing (to happen).
- 2) But for the rain the girls (to go) for a walk.
- 3) The dean suggested that Peter (to take) a refreshment course.
- 4) (to be) it so!
- 5) He demands that we (to be) attentive.
- 6) It is necessary that the boy (to read) this book.
- 7) He ordered that George (to run) to the nearest village.
- 8) Come closer so that I (to show) you a schedule.
- 9) She spoke as if she (to know) everyone there.
- 10) Peter speaks French as if he (to be) a Frenchman.

- 11) But for a bad cold he (not to go) fishing.
- 12) But for a certain lack of concentration you (not to be able) to accomplish this task.

3. Complete these sentences with “I wish” by using the verbs in the brackets into the correct tenses (3, c.174-175):

- 1) I enjoy my job enormously, but I wish it (to be) closer to home.
- 2) I wish I (not to tell) you about it.
- 3) I wish he (to come) home, but I don't think he will.
- 4) I wish we (to see) more of each other these days.
- 5) I wish I (to see) this movie a week ago.
- 6) They wish they (not to invite) John to their housewarming party. It was so dull.
- 7) Sue is taking her English test tomorrow. She wishes she (to learn) grammar better.
- 8) The cake is delicious, but I wish there (not to be) so much fat in it.

4. Make the sentences with “I wish” (3, c.174-175):

- 1) I have eaten too much and now I feel sick. I wish ...
- 2) It is cold and I hate cold weather. I wish ...
- 3) A good friend of mine visited our city, but unfortunately I was away when he came. So I didn't see him. I wish ...
- 4) My sister didn't know that Ann was ill. She would have gone to see her. She wishes ...
- 5) I am not lying on a beautiful sunny beach and that's a pity. I wish ...

5. Complete the following sentences with modal verbs or their equivalents (3, c.165-167; 5, c.30, 32, 34, 36, 38, 40):

- 1) Our teacher says we ... speak English fluently in a few months.
- 2) It ... rain, you'd better take a coat.
- 3) He said it ...rain.
- 4)... you help me with the washing up, please?
- 5) My dentist says I ... eat so many sweets.
- 6)–Shall I translate this text? – No, you ...
- 7) All ... respect their parents.
- 8) It was Sunday yesterday, so he ...to be at work.
- 9) The conference ... begin at 10 o'clock.
- 10) She ... be Irish with a surname like O'Neil.

- 11) You ... not wait for me.
- 12) Nobody answers the phone. They ... be out.
- 13) ... you mind passing me the salt?
- 14) As you ... remember, I was always interested in scientific experiments.
- 15) They ... be tired. They have been travelling all night.
- 16) The train ... arrive at five o'clock.

6. Make these sentences passive (3, c. 159-160):

- 1) She didn't introduce me to her mother.
- 2) A Japanese firm makes these television sets.
- 3) Nobody has used this room for ages.
- 4) We will have to take the car to the garage.
- 5) We have warned you.
- 6) The examiner will read the text three times.
- 7) We can solve the problem.
- 8) Somebody might have stolen your car if you had left the keys in it.
- 9) They shouldn't have played the football match in such bad weather.
- 10) They are repairing my piano at this moment.

7. Make these sentences active (3, c. 159-160):

- 1) The city is being defended by the soldiers.
- 2) Everything that was needed has been done by Alec.
- 3) The doctor will be called tonight.
- 4) My evening dress won't be dressed by my sister.
- 5) The amendment has been repeated by other members.
- 6) He was taken to hospital by the ambulance.

8. Fill in the blanks with the appropriate words

a) Environmental protection can be defined as the 1) _____ of unwanted changes to ecosystems and their constituent 2) _____. This includes

- the protection of ecosystems and their constituent parts from changes 3) _____ with human activities; and

- the prevention of 4) _____ natural changes to ecosystems and their constituent parts.

One issue associated with this definition is 5) _____ "ecosystems and their constituent parts" include humans and communities, or whether environmental protection is only 6) _____ with the protection of natural 7) _____. From an ecological perspective, humans are regarded as an integral part of the ecosystem.

8) _____ humanity from the natural environment can therefore be seen as artificial.

- A. parts B. concerned C, separating D. prevention E. capital
F. associated G. whether H. unwanted

b) While this is true, the 1) _____ "environmental protection" is not used to refer to 2) _____ that are designed to regulate or mediate direct 3) _____ between people. For example, 4) _____ prohibiting assault are not regarded as environmental protection measures. Environmental protection is concerned with the 5) _____ between people and the natural environment 6) _____ than the relationships between people and 7) _____. Another issue is whether environmental protection relates to preservation, conservation, or 8) _____.

- A. relationship B. communities C. phrase D. rather E. measures
F. laws G. both H. interaction

c) Preservation 1) _____ to the protection of an ecosystem or natural environment from 2) _____, while conservation is generally associated with the 3) _____ use of natural resources. The objective of conservation is to 4) _____ the maintenance of a 5) _____ of renewable resources that is being exploited for human 6) _____ rather than the protection of the natural environment from any 7) _____ modifications. The exploitation of natural resources for human purposes is not environmental protection as it is not associated with the 8) _____ of unwanted changes.

- A. change B. anthropogenic C. stocks D. purposes E. ensure
F. prevention G. refers H. sustainable

4.5. Тестові завдання до тестування у модулі ЗМ-П4

1. Supply suitable infinitive forms (with or without "to") for the verbs given in the brackets (3, c.182-183, 5, c. 46):

- 1) I would like _____ home now. (go)
- 2) Let him _____ a few minutes more. (stay)
- 3) You can't _____ with your eyes closed. (read)

- 4) We are allowed _____ in class. (stay)
- 5) You ought not _____ my car without my permission. (take)
- 6) Aren't you glad _____ us here. (see)
- 7) Let me _____ that letter for you. (post)
- 8) Why were you waiting here? You should _____ round the corner. (wait)
- 9) How was the table scratched? It must _____ when it was being moved. (do)
- 10) She is a slow worker! I could _____ the job twice in the time she is taken. (do)

2. Supply suitable infinitive forms for the verbs given in the brackets (3, c. 182-183, 5, c.140):

- 1) It seemed _____ since the very morning. (rain)
- 2) I'm sorry not _____ you. (help)
- 3) I'm awfully glad _____ him. (meet)
- 4) It is pleasant _____ all the way home. (walk)
- 5) I'm happy _____ to this place. (invite)
- 6) He made me _____ it all over again. (do)

3. Replace subordinate clauses with infinitive clauses (3, c. 183-184):

- 1) The problem is so difficult that it is impossible to solve it.
- 2) The box is so heavy that nobody can carry it.
- 3) The baby is so little that it cannot walk.
- 4) I have very little wool: it won't make a sweater.
- 5) She was sorry that she had missed the beginning of the concert.
- 6) I should be delighted if I could join you.

4. Combine two sentences into one, using objective infinitive construction (3, c.183-184):

- 1) We saw her. She smiled and began to tell the story.
- 2) We didn't notice him. He opened the window.
- 3) Jack saw his mother. She watered the flowers in the pots.
- 4) Somebody knocked at the door. We heard it.

5. Transform the following sentences using the subjective infinitive construction (3, c.183):

- 1) I expect these telegrams to be sent tomorrow.
- 2) We know her to be a talented actress.
- 3) We heard her sing a folk song.
- 4) Everybody supposed him to be a foreigner.

5. Supply gerund forms (indefinite/ active/passive or perfect/active/passive) for the verbs in the brackets (3, c. 184):

- 1) We were sitting for a long time without _____. (speak)
- 2) The guests were let in without _____. (great)
- 3) On _____ he was home alone he decided not to get up till 11. (discover)
- 4) The apartment wanted _____ badly. (do up)
- 5) Nobody looks his best after _____ up all night. (sit)
- 6) I'm tired of _____ like a silly child. (treat)
- 7) What I like is _____. (ride)
- 8) I enjoy _____. (read)

6. Supply the correct prepositions (if necessary) with gerund forms (3, c. 185):

- 1) He has always dreamt _____ visiting other countries.
- 2) The cold weather prevented us _____ going for long walks.
- 3) We are looking forward _____ seeing you again.
- 4) I don't approve _____ your drinking so much coffee.
- 5) I insist _____ being told the truth.
- 6) He avoided _____ speaking to them about this matter.
- 7) Do you mind _____ my asking you a difficult question?
- 8) Please forgive _____ my interfering.

7. Supply active or passive gerund forms (3, c. 184):

- 1) Why do you avoid _____ to me? (speak)
- 2) She tried to avoid _____ to. (speak)
- 3) The doctor insisted on _____ the sick man to hospital. (send)
- 4) The child insisted on _____ home at once. (send)

8. Put the verb into the correct form, using gerund or infinitive (sometimes either form is possible) (3, c. 183, 185):

- 1) Do you mind _____ such a long way to work every day? (travel)
- 2) I can't stand people _____ me what to do when I'm driving. (tell)
- 3) Do you like _____? (drive)
- 4) I would love _____ to your wedding. (come)
- 5) I would like _____ to play the guitar. (learn)

9. Supply Present Participle or Past Participle of the words in the brackets (3, c. 186, 5, c. 46):

- 1) I took a _____ sheet of paper from the envelope. (fold)
- 2) There were bright stars _____ in the sky. (shine)
- 3) The deep silence was like a question _____ in the dark between them. (hang)
- 4) A man sat _____ at a table _____ for dinner. (wait, lay)

10. From each pair of sentences make one sentence beginning "having" (3, c. 186):

- 1) He met her at the station. Then he kissed her.
- 2) They had dinner. Then they went for a walk.
- 3) We bought the tickets. Then we boarded the train.
- 4) She did all her shopping. Then she went home.

11. Supply suitable participle forms in the Absolute Participial Constructions (3, c. 187):

- 1) The weather (be) cold, he put on his overcoat.
- 2) The weather (change), we decided to stay where we were.
- 3) The bridge (sweep) by the flood away, the train didn't arrive.
- 4) The next morning, it (be) Sunday, they all went to church.
- 5) He started about five, Riggs (inform) him that the way would take him three hours.
- 6) She stood silent, her lips (press) together.

12. Fill in the blanks with the appropriate words:

a) The change associated with exploitation is 1) _____ and wanted, at least by 2) _____ doing the exploitation. However, measures that are 3) _____ in place to prevent 4) _____ of natural resources do constitute environmental protection. They are designed to prevent exploitation 5) _____ a point that is 6) _____ desirable or sustainable. For example, 7) _____ quotas in fisheries and air pollution limits are environmental protection measures because, while they accept some environmental degradation, they 8) _____ to limit it.

A. put B. catch C. deliberate D. beyond E. deemed

F. those G. overexploitation H. aim

b) Environmental protection is a key 1) _____ for today's production processes. In some areas we find very 2) _____, no liquid waste policies as an example. In other operations it is more a question of a positive 3) _____ image. Even if 4) _____ has a better name than chemical production, companies do not want to be affected by any negative 5) _____ or waste. In the interest of brand image companies are taking 6) _____ a step further, and rather than just comply with the 7) _____ environmental requirements, they are embracing corporate social responsibility, which is something that is taken very seriously with many companies voluntarily completing sustainability 8) _____.

A. minimum B. biotechnology C. emissions D. reports

E. brand F. stringent G. requirement H. things

c) Environmental responsibility starts with avoiding 1) _____. The better the process controls work, the 2) _____ the amount of raw materials or intermediate or final products ending up as waste. This reduces the 3) _____ that has to be treated or handled. Hygienic design is one main supporter of waste 4) _____, as well as using the right technology to differentiate between products and cleaning agents in phase shifts. Both factors support very 5) _____ change-over with only small mixing phases. Whether the change-over should be controlled by density, 6) _____, turbidity, conductivity, or temperature needs to be determined and properly evaluated to find the fastest reacting technology for the specific 7) _____. It may be 8) _____ to install more than one system if products vary a lot or if the cleaning and the process have completely different demands.

A. fast B. application C. useful D. waste E. color

F. lower G. load H. reduction

4.6. Тестові завдання до екзаменаційної роботи

PART I

GRAMMAR

I. Supply the articles (a, an or the) if they are necessary (3, c. 204-207, 5, c. 88, 90, 92, 94):

1. ___ Statue of Liberty was a gift of friendship from ___ France to ___ United States.
2. I began to read ___ historical novel.
3. We got _____ job in _____ south and spent _____ next two years doing _____ we really enjoyed.
4. Tom is studying _____ English and _____ math this semester.
5. _____ Civil War was fought in _____ United States between 1861 and 1865.
6. _____ Lake Erie is one of _____ Great Lakes in _____ North America.

II. Make these sentences plural (3, c. 201-203):

1. This is a very rare phenomenon.
2. The deer was quick and strong.
3. This bicycle is for a child.
4. I have a piano.
5. She is his wife.
6. The deer was ready to start.
7. She is my sister-in-law.

III. Choose the right pronouns (3, c. 236-237, 5, c. 96, 120):

1. This book is ___.
2. Do the homework ___.
3. Jane likes to read, this book is for ___.
4. Where do they live with ___ children?
5. Where is the article _____ you have translated?
6. The boy _____ is speaking to me was my student before.
7. Would you like _____ coffee?
8. She had _____ rest.

IV. Choose the right forms of the Adjectives (3, c. 218-219):

1. The island of Great Britain is ___ than Greenland. (large)
2. This is ___ city in the country. (big)
3. Your results are ___ in your group. (bad)
4. Your car is _____ than mine. (good)
5. He was _____ singer of this year. (popular)
6. He is _____ man I have ever seen. (strong)

V. Complete the questions (3, c. 307-308, 5, c. 52):

1. ___ does your working day begin?
2. ___ subjects are you good at?
3. ___ old are you?
4. ___ students are there in your group?
5. _____ is your father? - He is an engineer.

VI. Complete the sentences with modal verbs (3, c. 165-167, 5, c. 30, 32, 34, 36, 38, 40):

1. You devote so little time to the child. You ___ give him more attention.
2. John ___ run very fast.
3. ___ I come in?
4. It _____ rain. You`d better take a coat.
5. You _____ ring the bell, I have a key.
6. You _____ drink this. It is a poison.

VII. Choose the right equivalent of the modal verbs (3, c. 135-137):

1. The buses were all full: I _____ get a taxi. (must)
2. I don` t feel well: I _____ work tomorrow. (not can)
3. The train _____ arrive at six o`clock. (must)
4. You _____ bring dictionaries from the library. (may)

VIII. Turn this sentence from the active into the passive (3, c. 159-160, 5, c. 44, 46, 48, 50):

1. She didn` t introduce me to her mother.
2. They are sending Mr Smith abroad on business.
3. The wind blows the clouds away.
4. They give him English magazines.
5. We can solve this problem.
6. They had to postpone the meeting because of illness.
7. The examiner won` t read the text twice.

IX. Turn this sentence from the passive into the active (3, c. 159-160):

1. The enemy is being driven back by our soldiers.
2. Everything that was needed has been done by Alec.
3. The amendment has been repeated by the other members.
4. We were told the news by the teacher.
5. The road was illuminated by the moon.
6. This book is often referred to by her.

X. Fill in the blanks with the verbs in the Present Simple or the Future Simple (3, c. 125, 127, 175):

1. Unless you ___ hard, you ___ the exam. (study, not to pass)
2. If I _____ to her tomorrow, I _____ everything. (speak, learn)
3. I _____ very angry if he _____ any more mistakes. (be, make)
4. If you _____ late they _____ you in. (come, let)

XI. Use the correct Present (Simple or Continuous) tense form (3, c. 125, 128):

1. My classmate ___ the violin every day. (play)
2. Don't rush me. I ___ as fast as I can. (work)
3. I _____ tomorrow morning. (leave)
4. These flowers _____ very sweet. (smell)
5. You always _____! (smoke)

XII. Fill in the blanks with the verbs in the Past Simple or the Present Perfect (3, c. 126, 128):

1. Mr Cooper ___ our neighbor for two years. (be)
2. She ___ her employer yesterday. (not to call)
3. When William Evans _____ 18 years old he _____ his village in Wales and _____ to London. (be, leave, go)
4. We _____ our dinner already. (have)
5. I never _____ to Italy before. (be)
6. Their son just _____. (return)

XIII. Fill in the blanks with the verbs in the Past Perfect or the Past Perfect Continuous (3, c. 130-131):

1. We ___ along the road for about 20 minutes when a car stopped and the driver offered us a lift. (walk)
2. We ___ our work by seven o'clock last night. (finish)
3. When I arrived, Ann _____ for me. (wait) She was rather nervous with me because I was late and she _____ for a very long time. (wait)
4. Tom was leaning against the wall, out of breath. He _____. (run)
5. I tried to catch the boy but I couldn't. He _____ very fast. (run)

XIV. Fill in the blanks with the verb in the Future Perfect or the Future Perfect Continuous (3, c. 130-131):

1. By the end of this week I ___ seventeen days for my phone to be repaired. (wait)
2. I ___ this book by tomorrow evening. (finish)
3. They _____ the car by the end of the week. (repair)
4. By this time next week, _____ on this book for a year. (work)

XV. Fill in the blanks with the verbs in the Past Simple or the Past Continuous (3, c. 126-128):

1. We ___ out because it _____. (not to go, rain)
2. You _____ television when I _____ you? (watch, phone)
3. What you _____ at this time yesterday?
4. I _____ Helen at the party; she _____ a really beautiful dress. (see, wear)
5. I _____ a plate last night. I _____ the washing-up when it _____ out of my hand. (break, do, slip)

XVI. Fill in the blanks with the verbs in the Future Simple or the Future Continuous (3, c. 127, 129):

1. Do you think you still ___ here in three years' time? (work)
2. I don't think I ___ him tonight. (see)
3. Sit down and fasten your seat belt. We _____ in a few minutes. (take off)
4. In five years' time a permanent space station _____ the moon. (circle)

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

1. He understands that he will never forget her.
He understood that he never ___ her.
2. He thinks that I am playing chess.
He thought that I ___ chess.
3. I know that her mother is a housewife.
I knew that her mother _____ a housewife.
4. He says that his friend lived in Kyiv.
He said that his friend _____ in Kyiv.
5. He tells me that his father was a teacher.
He told me that his father _____ a teacher.

XVIII. Put the following sentences into Indirect speech (3, c. 154-155, 5, c. 64, 66):

1. "Will you be free tomorrow?" - Peter asked Dick.
2. "No, I have no time", - she said.
3. He said: "I never eat meat."
4. She said: "I was at the theatre last night."
5. She said: "Give me a spoon and a fork, please."
6. Tim said: "I'm sorry to disturb you, Betty."
7. I asked them: "Did you see him last evening?"

XIX. Put the verbs into the correct tenses in these Conditional sentences (3, c.175-176):

1. If he knew that it was dangerous he _____. (not to come)
2. If I ___ again I think that I would have succeeded. (try)
3. I ___ a taxi if I had realized that it was such a long way. (take)
4. I'd climb over the wall if there _____ so much broken glass on top of it. (not be)
5. If you _____ ten minutes earlier you would have got a seat. (arrive)
6. She had a headache; otherwise she _____ with us. (come)
7. What would you do if somebody _____ you a lot of money? (give)

XX. Choose the right forms of the Infinitive (3, c. 182-184):

1. I promise you your order will ___ today. (send)
2. He is a slow worker! I could ___ the job twice in the time he is taken. (do)
3. I don't know what Mark is doing. He may ___ in his room. (study)
4. Why _____? (not to come)
5. Let me _____ it for you. (do)

6. I'm happy _____ to your birthday party. (invite)

XXI. Choose the right forms of the Gerund and the right pronouns (if necessary) (3, c. 184-185):

1. I'm fond _____. (read)
2. The guests were let in without _____. (greet)
3. After _____ it he regretted not _____ the opposite. (say, say)
4. When _____, the pupil answered very well. (ask)
5. She burst out _____. (cry)
6. Excuse my _____ you at such a moment. (leave)
7. I'm looking forward _____ on holiday. (go)
8. They accuse him _____ the house. (rob)
9. She insisted _____ the truth. (tell)

XXII. Choose the right forms of the Participle (3, c. 186-187):

1. There were bright stars _____ in the sky. (shine)
2. She had her hair _____ (do)
3. _____ the exercise, he left it to be checked. (write)
4. When I asked him this question he seemed terribly _____. (surprise)
5. You can set your mind at ease, all _____ well. (be)
6. The sun _____ an hour before, it was getting darker. (sit)

PART II

READING COMPREHENSION

- a) Most systems today are 1) _____ with CIP, and it is important to keep the 2) _____ of the cleaning system high. After 3) _____ with water, the first caustic that 4) _____ back into the CIP system is usually very dirty. The 5) _____ is high because of everything that is transported with it, so that the load is not 6) _____ by a conductivity sensor. In this case optical 7) _____ can supply the 8) _____ information to separate this first phase and drain it. The caustic following this 9) _____, normally will stay in good condition for the next cleaning cycles, and reuse will reduce caustic consumption and 10) _____ additional activities like dirt separation from the caustic.

A. Procedure B. sensors C. cleaned D. avoid E. flushing

F. detectable G. necessary H. performance

I. conductivity J. arrives

b) As a main component, a) _____ quality itself has a huge impact on the production and cleaning processes. Full water 2) _____ with defined conditioning is required in many cases. Measurement of ammonia, especially in surface water, 3) _____, phosphate, and the chlorine level is normally done inline. 4) _____, amperometric and physical systems are used for these purposes. This ensures that changing 5) _____ that influence the supply of the raw water are recognized 6) _____. Continuous inline 7) _____ of water parameters improves quality for sanitizers and detergents to work effectively. Monitoring of 8) _____ is also an important safety aspect as the pressure must be sufficient for proper supply, but not too high as to cause water hammer 9) _____. Buffer tanks are often 10) _____ to ensure that the cleaning system is not starved of water due to incoming water supply limitations.

A. Monitoring B. issues C. pressure D. needed E. water

F. immediately G. nitrate H. optical I. pretreatment J. qualities

c) Handling wastewater is the next step and this also starts with 1) _____ to avoid waste. Optical 2) _____, pH, or conductivity sensors can be used to give a very fast warning if the product or raw materials show up in the 3) _____. An alarm 4) _____ fast determination of the source thus avoiding losses. Often the product has a different pH 5) _____ than the cleaning agents. The temperature often varies as well. To 6) _____ a stable waste load, the first step is to combine and 7) _____ all waste streams that may neutralize the waste to some degree. If the pH is still higher than the desired range, it is 8) _____ to use CO₂ by-products or an acid to lower the pH. If pH is lower than the desired range, caustic is added. Parameters other than pH, like biochemical oxygen 9) _____ or chemical oxygen demand, turbidity, and dissolved oxygen may also be measured. It is important to 10) _____ sensors specifically designed for use in waste treatment applications as the sensors are made for harsh environments rather than for hygienic cleaning.

A. allows B. sample C. demand D. possible E. density F. strategies

G. create H. level I. drain J. select

PART III

Put 5 questions to each text of the part II.

5. ЛІТЕРАТУРА ДЛЯ ВИВЧЕННЯ ДИСЦИПЛІНИ

основна

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