

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное бюджетное образовательное учреждение
высшего образования
**«КУБАНСКИЙ ГОСУДАРСТВЕННЫЙ АГРАРНЫЙ УНИВЕРСИТЕТ
ИМЕНИ И. Т. ТРУБИЛИНА»**

ФАКУЛЬТЕТ АГРОНОМИИ И ЭКОЛОГИИ

УТВЕРЖДАЮ
Декан факультета агрономии и экологии,
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**Рабочая программа дисциплины
Иностранный язык (английский)**

Направление подготовки
05.03.06 Экология и природопользование

Направленность подготовки
«Экология и природопользование»

Уровень высшего образования
Академический бакалавриат


Форма обучения
очная

Краснодар
2020

Рабочая программа дисциплины «Иностранный язык» (английский) разработана на основе ФГОС ВО 05.03.06 Экология и природопользование, утвержденного приказом Министерства образования и науки РФ 11 августа 2016 г. № 998 (В ред. Приказа Минобрнауки России от 13.07. 2017г., № 653).

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Рабочая программа обсуждена и рекомендована к утверждению решением кафедры иностранных языков от 16.03.2020 г., протокол № 7.

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1 Цель и задачи освоения дисциплины

Целью освоения дисциплины «Иностранный язык» (английский) является формирование комплекса знаний об организационных, научных, методических и практических основах овладения английским языком как средством межкультурной коммуникации в сфере аграрного производства для создания коммуникативной компетенции (формирование и развитие умений и навыков работы со специальной литературой, необходимой в профессиональной деятельности), лингвистической, социокультурной и социолингвистической компетенций.

Задачи дисциплины:

– способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия.

2 Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения ОПОП ВО

В результате освоения дисциплины формируются следующие компетенции:

ОК-5 – способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия.

3 Место дисциплины в структуре ОПОП ВО

«Иностранный язык» (английский) является дисциплиной базовой части ОПОП ВО подготовки обучающихся по направлению 05.03.06 Экология и природопользование, направленность «Экология и природопользование».

4 Объем дисциплины (216 часов, 6 зачетных единиц)

Виды учебной работы	Объем, часов	
	Очная	Заочная
Контактная работа	110	
в том числе:		
— аудиторная по видам учебных занятий	108	—
— лекции	8	—
— практические (лабораторные)	96	—
— внеаудиторная		—
— зачет	3	—
— экзамен	3	—
— защита курсовых работ (проектов)	—	—
Самостоятельная работа	106	—
в том числе:		
— курсовая работа (проект)	—	—
— прочие виды самостоятельной работы	106	—
Итого по дисциплине	216/6	—

5 Содержание дисциплины

По итогам изучаемой дисциплины обучающиеся сдают экзамен.
Дисциплина изучается на 1, 2 курсах, в 1, 2, 3, 4 семестрах.

Содержание и структура дисциплины по очной форме обучения

№ п/п	Тема. Основные вопросы	Формируемые компетенции	Семестр	Виды учебной работы, включая самостоятельную работу студентов и трудоемкость (в часах)			
				лекции	практические занятия	лабораторные занятия	самостоятельная работа
1 2	Лекция: The Noun Лекция: The Verb Определение исходного уровня знаний. Тест. Introduction People and Nature	ОК-5	1	4	12	–	20
3 4	Лекция: Non-finite Verb Forms Лекция: Complex Sentences Ecology as a Science Biosphere Контроль полученных знаний. Пост-тест.	ОК-5	2	4	24	–	12
5 6 7 8	Ecosystem Protected Areas Climate Change Population and the Environment Контроль полученных знаний. Пост-тест.	ОК-5	3	–	30	–	36
9 10 11	Traffic and Air Pollution Water Pollution Soil Pollution Контроль полученных знаний. Пост-тест.	ОК-5	4	–	30	–	38
Итого				8	96	–	106

6 Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине

Методические указания (для самостоятельной работы)

1. Криворучко И. С. Иностраный язык (английский): метод. указания по организации самостоятельной работы обучающихся по направлению подготовки 05.03.06 Экология и природопользование, направленность Экология и природопользование / И. С. Криворучко. – Краснодар: КубГАУ, 2020. – 18 с. – Режим доступа: [https://edu.kubsau.ru/file.php/117/MU_Samost.05.03.06_ЕНК-](https://edu.kubsau.ru/file.php/117/MU_Samost.05.03.06_ЕНК-In.jaz_angl_bak_568504_v1.PDF)

[In.jaz_angl_bak_568504_v1.PDF](https://edu.kubsau.ru/file.php/117/MU_Samost.05.03.06_ЕНК-In.jaz_angl_bak_568504_v1.PDF)

2. Тарасенко Н.Н. Экологические проблемы современного мира (в курсе английского языка). Учебное пособие. – Краснодар, 2018. – 92 с. <https://kubsau.ru/upload/iblock/8be/8be99b05ee021b74d7424f9b65aef908.doc>

3. Копейкина И. И. A Few Glimpses of Ecology: Взгляд на экологию: учебно-методическое пособие по английскому языку для бакалавров и специалистов экологического факультета 2 этап обучения / И. И. Копейкина. – Краснодар, 2011. – 133 с. <https://edu.kubsau.ru/file.php/117/05.pdf>

7 Фонд оценочных средств для проведения промежуточной аттестации

7.1 Перечень компетенций с указанием этапов их формирования в процессе освоения ОПОП ВО

Номер семестра*	Этапы формирования и проверки уровня сформированности компетенций по дисциплинам, практикам в процессе освоения ОПОП ВО
ОК-5 – способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия.	
1-4	Б1.Б.05 Иностраный язык
1	Б1.Б.21 Русский язык и культура речи
8	Б3.Б.01 Защита выпускной квалификационной работы, включая подготовку к защите и процедуру защиты

*Номер семестра соответствует этапу формирования компетенции

7.2 Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкалы оценивания

Планируемые результаты освоения компетенции	Уровень освоения				Оценочное средство
	неудовлетворительно (минимальный не достигнут)	удовлетворительно (минимальный, пороговый)	хорошо (средний)	отлично (высокий)	
ОК-5 способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия					
Знать: основные фонетические, лексико-грамматические, стилистические особенности изучаемого языка и	Уровень знаний ниже минимальных требований, имели место грубые ошибки	Минимально допустимый уровень знаний, допущено много негрубых ошибок	Уровень знаний в объеме, соответствующем программе	Уровень знаний в объеме, соответствующем программе	<i>устный опрос, беседа, дискуссия, письменный перевод,</i>

<p>его отличие от родного языка; языковые явления и особенности их функционирования для получения информации профессионального содержания из зарубежных источников; иностранный язык в объеме, необходимом для установления контактов с иностранными коллегами для межличностного и межкультурного взаимодействия</p>			<p>подготовки, допущено несколько негрубых ошибок</p>	<p>подготовки, без ошибок</p>	<p><i>тест, реферат, вопросы и задания для проведения зачета и экзамена</i></p>
<p>Уметь: использовать различные формы, виды устной и письменной коммуникации на иностранном языке в профессиональной и бытовой сфере; собирать, обрабатывать и интерпретировать информацию из зарубежных источников в области профессиональной деятельности; реализовать коммуникативные намерения с целью устного/письменного общения с носителем языка для межличностного и межкультурного взаимодействия</p>	<p>При решении стандартных задач не продемонстрированы основные умения, имели место грубые ошибки</p>	<p>Продемонстрированы основные умения, решены типовые задачи с негрубыми ошибками, выполнены все задания, но не в полном объеме</p>	<p>Продемонстрированы все основные умения, решены все основные задачи с негрубыми ошибками, выполнены все задания в полном объеме, но некоторые с недочетами</p>	<p>Продемонстрированы все основные умения, решены все основные задачи с отдельными незначительными недочетами, выполнены все задания в полном объеме</p>	
<p>Иметь навыки и(или) владеть:</p>	<p>При решении стандартных</p>	<p>Имеется минимальный</p>	<p>Продемонстри-</p>	<p>Продемонстри-</p>	

навыками аргументированного изложения собственной точки зрения, реферирования и аннотирования научной литературы в области экологии и природопользования	задачи не продемонстрированы базовые навыки, имели место грубые ошибки	набор навыков для решения стандартных задач с некоторыми недочетами	рованы базовые навыки при решении стандартных задач с некоторыми недочетами	рованы навыки при решении нестандартных задач без ошибок и недочетов	
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7.3 Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков, характеризующих этапы формирования компетенций в процессе освоения ОПОП ВО

Тесты (приведены примеры)

The ARTICLE

1. He gave me ... message for you.
 - a) the
 - b) an
 - c) -
 - d) a
2. ... road past the church was quiet.
 - a) the
 - b) a
 - c) an
 - d) -
3. She looked in her handbag for ... envelope, she had bought.
 - a) the
 - b) an
 - c) a
 - d) -
4. You've never bought ... car yet, have you?
 - a) a
 - b) the
 - c) an
 - d) -
5. She put down ... cup and got up.
 - a) a
 - b) the
 - c) an
 - d) -
6. There was not ... cloud in the sky.
 - a) a
 - b) the
 - c) an
 - d) -
7. On ...third floor the door was open.
 - a) the
 - b) a

- c) an
- d) -

8. I expressed exactly ... same point of view.

- a) a
- b) an
- c) the
- d) -

9. She is ... laziest girl in the group.

- a) a
- b) the
- c) an
- d) -

10. It was not ... warm afternoon.

- a) a
- b) the
- c) an
- d) -

11. He was born in ... small Russian town.

- a) a
- b) an
- c) the
- d) -

12. ... Petrovs are our neighbors.

- a) a
- b) an
- c) the
- d) -

13. ... ice-cream is made of milk and sugar.

- a) an
- b) the
- c) a
- d) -

14. ...Mississippi is the longest river in the USA.

- a) a
- b) an
- c) the
- d) -

15. ...Jack London is a well-known American writer.

- a) a
- b) an
- c) -
- d) the

16. ...tea is cold.

- a) a
- b) -
- c) the
- d) an

17. On ... Monday we open at 9 o'clock.

- a) a
- b) -
- c) the
- d) an

18. ...English are reserved.

- a) a
- b) an
- c) the
- d) -

19. It was ... cold day.

- a) a
- b) the
- c) -
- d) an

20. I know how to use ... computer.

- a) a
- b) these
- c) -
- d) an

21. She was the first woman to cross ... Atlantic Ocean in a canoe.

- a) a
- b) -
- c) an
- d) the

22. Go down ... Kingston Street and turn right into Mill Road.

- a) the
- b) a
- c) an
- d) -

23. I don't like milk in ... coffee.

- a) -
- b) the
- c) a
- d) an

24. At the end of ... busy day, sleep is the best tonic.

- a) the
- b) a
- c) these
- d) -

25. We'll go for a walk if ... sun comes out.

- a) a
- b) -
- c) the
- d) an

26. Could you give me ... information I asked for in my letter.

- a) the
- b) a
- c) an
- d) -

27. ...war is a terrible thing.

- a) the
- b) -
- c) a
- d) an

28. I spent ... very interesting holiday in England.

- a) the

- b) an
- c) a
- d) -

29. ...Grants are the couple with whom we are negotiating.

- a) -
- b) the
- c) a
- d) an

30. In the end there was ... war between two countries.

- a) any
- b) the
- c) -
- d) a

31. ... two missing explorers have been found safe and sound.

- a) -
- b) the
- c) that
- d) some

32. ... "President" is the largest cruise ship in the world.

- a) some
- b) the
- c) a
- d) -

33. This is going to be a foggy and ... cold weather all next week.

- a) a
- b) -
- c) the
- d) any

34. ... number of reporters were at the conference yesterday.

- a) the
- b) an
- c) a
- d) -

35. ...number of applicants have already been interviewed.

- a) the
- b) an
- c) -
- d) a

36. Please give me a cup of coffee with ... cream.

- a) a
- b) the
- c) -
- d) an

37. Stella liked her job in London and she is hoping to find ... same sort of job in New-castle.

- a) the
- b) this
- c) -
- d) a

38. Has ... postman come yet?

- a) the
- b) these

- c) an
- d) -

39. Can you tell me how to get to ... theatre?

- a) -
- b) the
- c) an
- d) a

40. Lake Erie is one of the five Great Lakes in ... NorthAmerica.

- a) -
- b) the
- c) a
- d) this

SOME / ANY / NO

41. There are ... pictures in the book.

- a) some
- b) any
- c) nothing
- d) anything

42. Are there ... new students in your group?

- a) any
- b) anything
- c) no
- d) anybody

43. Are there ... English textbooks on the desks?

- a) no
- b) any
- c) some
- d) anything

44. I haven't got ... exercise books.

- a) some
- b) any
- c) no
- d) anything

45. They brought ... good books from the library.

- a) nothing
- b) some
- c) any
- d) anybody

46. There are ... buses today so I can't go shopping.

- a) any
- b) some
- c) anything
- d) no

47. Have you got ... time to spare? I'd like to ask you some questions.

- a) some
- b) nothing
- c) any
- d) no

48. People need ... oxygen for breathing.

- a) no
- b) nothing
- c) some
- d) something

49. My husband taught our son ... he knows.

- a) something
- b) anything
- c) nothing
- d) everything

50. Her patient has a bad memory. She can't remember

- a) nobody
- b) anything
- c) nothing
- d) something

Темы рефератов

1. Ecology as a science.
2. Ecological problems.
3. Air pollution.
4. Main sources of air pollution.
5. Water pollution.
6. Acid rains.
7. Wildlife extinction.
8. Global warming.
9. Shortage of natural resources.
10. Causes of climate change.
11. Soil pollution.
12. Recycling to live.
13. The water cycle.
14. Keeping the Earth fertile.
15. Ecological niche.
16. Nature's producers.
17. Checks on population growth.
18. Ecology and evolution.
19. Life in the ocean.
20. What causes sea level to rise.
21. Where river meets sea.
22. Fresh waters
23. Human ecology.
24. Human impact.
25. Ecology today.

Темы научных дискуссий (круглых столов)

1. What would happen to (a) the earth's species and (b) your lifestyle if the winds stopped blowing?
2. What type of biome do you live in? List three ways in which your lifestyle is harming this biome?

3. How would you respond to someone who proposes that we use the deep portions of the world's oceans to deposit our radioactive and other hazardous wastes because the deep oceans are vast and are located far away from human habitats? Give reasons for your response.

4. Congratulations! You are in charge of the world. What are the three most important features of your plan to help improve ecological situation in the world?

5. Do you accept the ethical position that each species has the inherent right to survive without human interference, regardless of whether it serves any useful purpose for humans? Explain. Would you extend this right to the Anopheles mosquito, which transmits malaria, and to infectious bacteria? Explain.

Вопросы и задания для проведения промежуточного контроля

Компетенция: способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия (ОК-5)

Вопросы к зачету

1. The Article – общая характеристика, виды, случаи употребления.
2. The Noun – образование множественного числа, притяжательный падеж.
3. The Adjective – степени сравнения, сравнительные конструкции.
4. The Adverb – общая характеристика, степени сравнения.
5. The Numeral – общая характеристика, функция в предложении.
6. The Ways of Expressing Fractions and Proportions – общая характеристика, примеры употребления.
7. The Pronoun – общая характеристика, функция в предложении.
8. Much/many – общая характеристика, случаи употребления.
9. (a) few/(a) little – общая характеристика, случаи употребления.
10. some/any/no – общая характеристика, случаи употребления.
11. The Verb – общая характеристика, формы, залог.
12. Active Voice – общая характеристика.
13. Present Simple Tense – общая характеристика, образование.
14. Past Simple Tense – общая характеристика, образование.
15. Future Simple Tense – общая характеристика, образование.
16. Present Continuous Tense – случаи употребления, образование.
17. Past Continuous Tense – случаи употребления, образование.
18. Future Continuous Tense – случаи употребления, образование.
19. Present Perfect Tense – общая характеристика, случаи употребления, образование.
20. Past Perfect Tense – общая характеристика, случаи употребления, образование.
21. Future Perfect Tense – общая характеристика, случаи употребления, образование.
22. Present Perfect Continuous Tense – общая характеристика, случаи употребления, образование.
23. Past Perfect Continuous Tense – общая характеристика, случаи употребления, образование.
24. Future Perfect Continuous Tense – общая характеристика, случаи употребления, образование.
25. Passive Voice – общая характеристика.
26. Modal Verbs – общая характеристика, случаи употребления, формы.
27. Participle I – общая характеристика, образование, формы, синтаксические функции.
28. Participle II – общая характеристика, образование, формы, синтаксические функции.
29. Perfect Participle – общая характеристика, формы, синтаксические функции.
30. The Infinitive – общая характеристика, формы, синтаксические функции.

31. Инфинитив в функции подлежащего – общая характеристика, примеры употребления.
32. Инфинитив в функции определения – общая характеристика, примеры употребления.
33. Инфинитив в функции обстоятельства цели и следствия – общая характеристика, примеры употребления.
34. Complex Subject – общая характеристика, образование.
35. Complex Object – общая характеристика, образование.
36. For + сущ/мест+ Infinitive
37. The Gerund – общая характеристика, формы, синтаксические функции.
38. The Preposition – общая характеристика, примеры употребления.
39. The Conjunction – общая характеристика, примеры употребления.
40. The Interjection – общая характеристика, примеры употребления.
41. Sequence of Tenses – основные принципы, примеры употребления.
42. Reported Speech – общая характеристика, примеры употребления.
43. Conditionals – общая характеристика, примеры употребления.

Практические задания для зачета

1. The student didn't understand the question because she heard ...
 - a) anything
 - b) nothing
 - c) something
 - d) everything
2. Yes, he knows ... because he is the best specialist in computer science at Harvard
 - a) University.
 - b) nothing
 - c) everything
 - d) anything
3. My new eyeglasses are very good, I can see ... now.
 - a) everything
 - b) anything
 - c) nothing
 - d) something
4. I understand ... now. Thank you for your explanations.
 - a) nothing
 - b) everything
 - c) something
 - d) anything
5. Is there ... interesting in the program of the concert?
 - a) something
 - b) nothing
 - c) everything
 - d) anything
6. The young man is very upset. There is ... wrong with his car.
 - a) everyone
 - b) nothing
 - c) something
 - d) anything
7. Life is tough! ... has problems.
 - a) anything

- b) somebody
- c) nobody
- d) everybody

8. I am not a perfectionist. ... is perfect in this world.

- a) everybody
- b) somebody
- c) nobody
- d) anybody

9. The question was so difficult that ... could answer it.

- a) anybody
- b) nobody
- c) somebody
- d) everybody

10. ... knew anything about America before Columbus discovered it.

- a) anybody
- b) nobody
- c) everybody
- d) somebody

11. ... needs good friends. A friend in need is a friend indeed.

- a) everybody
- b) nobody
- c) somebody
- d) no one

12. ... knows that water is necessary for life.

- a) somebody
- b) everybody
- c) nobody
- d) someone

13. Is there ... here who knows French?

- a) anybody
- b) somebody
- c) nobody
- d) everybody

14. ... can answer this question. It is very easy.

- a) everybody
- b) nobody
- c) anything
- d) somebody

15. I can't find my book

- a) somewhere
- b) anywhere
- c) everywhere
- d) nowhere

16. It so happened that he had ... to go. So last summer he stayed at home in his beloved city for his holidays.

- a) somewhere
- b) nowhere
- c) everywhere
- d) anywhere

17. I put my dictionary ... yesterday and now I can't find it.

- a) nowhere
- b) somewhere

- c) anywhere
- d) everywhere

18. Where are you going. – I am not going

- a) everywhere
- b) anywhere
- c) somewhere
- d) nowhere

19. Do you live ... near them?

- a) anywhere
- b) somewhere
- c) nowhere
- d) everywhere

20. Did you go ... on Sunday?

- a) somewhere
- b) anywhere
- c) everywhere
- d) nowhere

21. You must go ... next summer. You need rest.

- a) everywhere
- b) somewhere
- c) nowhere
- d) anywhere

22. Today is holiday. The streets are full of people. There are flags, banners and flowers

... .

- a) nowhere
- b) somewhere
- c) everywhere
- d) anywhere

23. Johnny lives ... near Chicago.

- a) anywhere
- b) somewhere
- c) nowhere
- d) everywhere

PRONOUN

24. The chair is broken. Throw ... away!

- a) him
- b) her
- c) it
- d) they

25. Please, don't touch these papers. They are

- a) my
- b) our
- c) it
- d) mine

26. Peter is an engineer. ... works at a factory.

- a) his
- b) he
- c) it
- d) she

27. He defended ... bravely.

- a) himself
- b) ourselves

c) themselves

d) itself

28. I haven't got a dictionary. Can you give me ...?

a) us

b) yours

c) their

d) her

29. What have ... brought from England?

a) she

b) it

c) he

d) you

30. Jim doesn't enjoy ... job. It's not very interesting.

a) his

b) its

c) her

d) their

31. I've got some records

a) of hers

b) hers

c) my

d) mine

32. The house lost ... roof in the storm.

a) his

b) its

c) it's

d) theirs

33. Help ... to sandwiches, please.

a) yourselves

b) you

c) me

d) your

34. We decorated this room

a) ourself

b) yourself

c) ourselves

d) yourselves

35. Boys hurt ... when they fell.

a) themselves

b) ourself

c) ourselves

d) themself

36. We've found ... in a nice place here.

a) ourself

b) ourselves

c) themselves

d) ours

37. This kettle switches ... off.

a) himself

b) him

c) herself

d) itself

38. They found ... in a difficult situation.

- a) herself
- b) himself
- c) themselves
- d) ourselves

39. I like working by

- a) himself
- b) myself
- c) me
- d) him

THE ADJECTIVE

40. This dessert is ... the one you made last night.

- a) sweeter than
- b) sweetest
- c) sweet as
- d) more sweeter than

41. That was ... question in the exam.

- a) the least
- b) the less
- c) little difficult
- d) the least difficult

42. This was the ... test I've ever done.

- a) easiest
- b) easy
- c) easier
- d) most easiest

43. That was the ... movie I've ever seen.

- a) worst
- b) bad
- c) worse
- d) worsen

44. Those shoes cost ... mine.

- a) much an
- b) as much as
- c) more as
- d) as more as

45. You live even ... from the centre than I do.

- a) farther
- b) far
- c) farthest
- d) more far

46. I like Justin less than John, but I like Terry ... of all.

- a) less
- b) lesser
- c) little
- d) least

47. The people who arrived ... got the best seats.

- a) more earlier
- b) most early
- c) the earliest

- d) much early
48. ... different they become. Sometimes people don't even know they are twins.
- a) the bigger they get, the less
b) the bigger they get, the more
c) they get bigger and less
d) less and less
49. It took Susanne ... than John to finish the work.
- a) long
b) as long
c) the longest
d) longer
50. The smaller a garden is, ... it is to look after.
- a) the easier
b) more easy
c) easier
d) more difficult
51. Tom is ... friendly to me now as he was once.
- a) more
b) as
c) less
d) least
52. I can't hit Bill ... Billcan.
- a) as forcefully as
b) the most forcefully
c) more forcefully as
d) much more as
53. My left arm is ... than my right one.
- a) stronger
b) more stronger
c) more strong
d) strongest
54. Mr. Jones isn't as nice ... Mr. Smith.
- a) as
b) for
c) like
d) to
55. I could pay ..., because I liked it.
- a) as much twice
b) much twice
c) twice as much
d) times two
56. They are ... my other neighbors.
- a) more friendlier than
b) friendly than
c) friendlier as
d) more friendly than
57. ... the worse I feel.
- a) when I take more medicine
b) the more medicine I take
c) the most medicine I take
d) more medicine taken
58. His car runs ... a race car.

- a) as fast as
- b) that fast as
- c) faster as
- d) faster like

59. ..., the earlier you will arrive.

- a) leave the sooner
- b) left sooner
- c) you left sooner
- d) the sooner you leave

60. Bob is ... Richard.

- a) as athletic like
- b) more athletic than
- c) less athletic as
- d) not as athletic

MUCH / MANY / LITTLE / FEW

61. Robert wrote so ... letters that he's never going to write a letter again.

- a) much
- b) many
- c) little
- d) few

62. She ate so ... ice cream that she's going to have a sore throat.

many

- a) much
- b) few
- c) little

63. Have you got ... work to do today? No, I'm free.

- a) much
- b) little
- c) few
- d) many

64. I am sorry to say, I have read very ... books by Walter Scott.

- a) much
- b) many
- c) little
- d) few

65. I know very ... about this writer. This is the first book I am reading.

- a) many
- b) little
- c) much
- d) few

66. You do not make ... mistakes in your spelling. Do you work hard at it?

- a) few
- b) many
- c) little
- d) much

67. I am sorry I have seen very ... plays by this author.

- a) little
- b) a little
- c) few
- d) a few

68. I can't buy this expensive hat today: I have too ... money.
- a) few
 - b) a few
 - c) little
 - d) a little
69. I have ... money, so we cannot go to the cinema.
- a) a little
 - b) few
 - c) a few
 - d) little
70. She left and returned in ... minutes.
- a) little
 - b) a few
 - c) a little
 - d) few
71. This lemon drink is sour; if you put ... lumps of sugar in it, it will be sweeter.
- a) a few
 - b) a little
 - c) few
 - d) little
72. I have ... money, so we can go to the cinema.
- a) little
 - b) a little
 - c) few
 - d) a few
73. He didn't like at the camp: he had very ... friends there.
- a) few
 - b) a few
 - c) little
 - d) a little
74. This girl works very ... , that's why she knows nothing.
- a) a few
 - b) a little
 - c) little
 - d) few
75. I think you can spare me ... time now.
- a) little
 - b) a few
 - c) a little
 - d) few
76. The village was very small. There were only ... houses.
- a) a few
 - b) many
 - c) a little
 - d) much

PREPOSITIONS

77. I'm going away ... a few weeks.
- a) for
 - b) from
 - c) since
 - d) until
78. Mr. and Mrs. Kelly have been married ... 1990.

- a) from
- b) since
- c) for
- d) at

79. We waited for Sue ... half an hour but she didn't come.

- a) for
- b) since
- c) until
- d) from

80. David and I are good friends. We have known each other ... ten years.

- a) from
- b) since
- c) until
- d) in

81. We didn't speak ... the meal.

- a) while
- b) during
- c) in
- d) for

82. We didn't speak ... we were eating.

- a) during
- b) for
- c) while
- d) at

83. I stayed in Rome ... five days.

- a) for
- b) at
- c) while
- d) on

84. The students looked very bored ... the lesson.

- a) during
- b) for
- c) while
- d) until

85. I usually work four hours in the morning, and another two hours ... lunch.

- a) before
- b) after
- c) until
- d) since

86. The film was boring. We left ... the end.

- a) after
- b) while
- c) until
- d) before

87. Would you like to sit down ... you are waiting.

- a) while
- b) during
- c) for
- d) before

88. Are you going home ... the concert?

- a) at
- b) after

- c) since
 - d) while
89. Yesterday evening I watched TV ... three hours.
- a) before
 - b) while
 - c) for
 - d) since
90. What have you got ... your bag?
- a) at
 - b) on
 - c) in
 - d) from
91. My sister lives ... Brussels.
- a) on
 - b) in
 - c) at
 - d) from
92. There are a few shops ... the end off the street.
- a) at
 - b) in
 - c) on
 - d) under
93. Munich is a large city ... the south of Germany.
- a) on
 - b) in
 - c) at
 - d) by
94. The keys ... boxes were lost.
- a) in
 - b) at
 - c) on
 - d) to
95. I looked at the list of names. My name was ... the bottom of the list.
- a) at
 - b) by
 - c) on
 - d) in
96. We watched the news ... television.
- a) at
 - b) in
 - c) on
 - d) by
97. Have you read any books ... Charles Dickens?
- a) by
 - b) at
 - c) in
 - d) from
98. I cut the paper ... a pair of scissors.
- a) with
 - b) by
 - c) in
 - d) on

99. Can you give me some information ... hotels in this town.

- a) on
- b) at
- c) *about
- d) with

Согласование времен (Sequence of Tenses) Косвенная речь (Indirect Speech)

100. I don't know where

- a) did he go
- b) he went
- c) went he
- d) yesterday he went

101. I've no idea when

- a) Margaret Thatcher became Prime Minister
- b) did Margaret Thatcher become Prime Minister
- c) Margaret Thatcher did become Prime Minister
- d) Margaret Thatcher Prime Minister became

102. I don't know where

- a) does the word alphabet come from
- b) the word alphabet comes from
- c) comes the word alphabet from
- d) from does the word alphabet come

103. I'm not sure which

- a) countries does the river flow through
- b) through countries does this river flow
- c) countries this river flows through
- d) does this river countries flow through

104. Nobody knows what

- a) went wrong with her last marriage
- b) did go wrong with her last marriage with
- c) her last marriage went wrong with
- d) did go wrong her last marriage with

105. I wonder who

- a) did help him to escape
- b) to escape did him help
- c) him helped to escape
- d) helped him to escape

106. I wonder where

- a) was he going to fly
- b) to fly was he going to
- c) he was going to fly to
- d) to was he going to fly

107. Do you know ...

- a) what sort of city is Sydney
- b) what sort of city Sydney is
- c) is Sydney sort of city
- d) sort of city what is Sydney

108. I've no idea when

- a) the Opera House was opened
- b) was the Opera House opened
- c) opened the Opera House was
- d) was opened the Opera House

109. I don't know when

- a) sailed to the area did Captain Cook
 - b) did Captain Cook sail the area to
 - c) Captain Cook sailed to the area
 - d) Did Captain Cook sail to the area
110. Do you know ... ?
- a) where is a public phone in the building
 - b) where can we find a public phone
 - c) if is it the right road to a public phone
 - d) if there is a public phone in the building
111. Sandy wants to know
- a) which way the castle is
 - b) where is the castle
 - c) which road is the castle
 - d) whether is it the castle
112. Do you know ... ?
- a) are we allowed to smoke
 - b) if can we smoke
 - c) whether we're allowed to smoke
 - d) whether aren't we allowed to smoke
113. Do you happen to know ... ?
- a) what time tourist offices open
 - b) time what tourist offices open
 - c) what time do tourist offices open
 - d) what do tourist offices open time
114. She asked him
- a) how much did he expect to earn
 - b) how much he expected to earn
 - c) how will he expect to earn
 - d) how many he expected to earn
115. I wonder
- a) what my younger brother is doing now
 - b) what is my younger brother doing
 - c) what does my younger brother do now
 - d) what is doing my younger brother
116. I'm not sure
- a) who'll be elected president
 - b) who'll be elect president
 - c) who elect president
 - d) president who'll be elected
117. I don't know
- a) where is the phone-book
 - b) the phone-book where is
 - c) where the phone-book is
 - d) the phone-book is where
118. She saw
- a) John at the movies last night
 - b) last night John at the movies
 - c) at the movies John
 - d) last at the movies
119. He
- a) isn't staying there in March
 - b) isn't staying in March there

- c) there isn't staying in March
 - d) aren't staying there in March
120. Penny asked if I ... her letter.
- a) will post
 - b) am posting
 - c) had posted
 - d) was posting
121. She asked me when I ... to work.
- a) had to go
 - b) will go
 - c) have gone
 - d) will have to go
122. She said it was a stupid idea and it....
- a) doesn't work
 - b) will have work
 - c) wouldn't work
 - d) works
123. She told me she ... to America.
- a) never was
 - b) had never been
 - c) will never be
 - d) was never
124. He said that he ... to Oxford University in the 60s.
- a) had been
 - b) will be
 - c) has been
 - d) was gone
125. She said she ... help me because she had too much to do.
- a) can't
 - b) will be able
 - c) is to
 - d) couldn't
126. I thought the film ... interesting and decided to go to the cinema.
- a) had been
 - b) is
 - c) would be
 - d) will
127. She said she ...to Paris soon.
- a) was going
 - b) went
 - c) goes
 - d) will go
128. He said that he ... to the theater the day before.
- a) had gone
 - b) has gone
 - c) would go
 - d) was
129. They told me that she ... there in half an hour.
- a) was
 - b) will
 - c) would be
 - d) had been

130. The director explained that classes ... the week before.
- a) had started
 - b) start
 - c) have started
 - d) would start
131. He said that he ... her for several years.
- a) knows
 - b) will know
 - c) had known
 - d) would know
132. I thought that he ... her that he intended to go to France.
- a) tells
 - b) is telling
 - c) will tell
 - d) would tell
133. The old man told me he ... in the country all his life.
- a) has lived
 - b) lives
 - c) is living
 - d) had lived
134. After the interview Tina said they asked her if she ... to work on Saturdays.
- a) will want
 - b) has wanted
 - c) was wanting
 - d) wanted
135. After the interview Tony said they asked him if he ... a job before.
- a) has had
 - b) would have
 - c) had had
 - d) was having
136. I heard that Kate ... a new position at the East Side Clinic.
- a) had accepted
 - b) has accepted
 - c) is accepting
 - d) will accept
137. I doubted if she ... see my point.
- a) will
 - b) would
 - c) has seen
 - d) sees
138. The weather forecast said that
- a) it will rain in the afternoon
 - b) it would rain in the afternoon
 - c) it rains in the afternoon
 - d) it will be raining in the afternoon
139. Tom said that he
- a) has never been to Disneyland
 - b) had never been to Disneyland
 - c) was never in Disneyland
 - d) was never been to Disneyland
140. James said that he ... a horse before.
- a) never rode

- b) has never ridden
- c) had never ridden
- d) would never ridden

141. We hoped that he ... to attend classes.

- a) will be able
- b) would be able
- c) has been able
- d) is able

142. The policeman asked me if I ... the car accident.

- a) have seen
- b) saw
- c) had seen
- d) had been seen

143. The sellers pointed out that the goods

- a) have already been sold
- b) were sold
- c) had already been sold
- d) will be sold

MODAL VERBS

144. ... Einstein speak English when he went to live in the USA?

- a) could
- b) must
- c) should
- d) ought

145. You ... do it at once.

- a) must
- b) can
- c) may
- d) could

146. Mary ... swim when she was three.

- a) should
- b) may
- c) ought to
- d) could

147. ... you help me with the washing up, please?

- a) could
- b) might
- c) should
- d) must

148. She ... swim really well when she was just eighteen months old.

- a) must
- b) can
- c) was able to
- d) should

149. When I was at school we ... do homework every night.

- a) should
- b) had to
- c) must
- d) ought

150. You ... be joking. No one buys two Rolls Royces.

- a) have to
- b) must

- c) should
- d) are able to

Вопросы к экзамену

1. What are the consequences of human activity?
2. What is global warming? What is it caused by?
3. What allowed the greater exploitation of natural resources?
4. Who and when created the symbol of Ecology?
5. How can Ecology be defined?
6. What objects does Ecology include?
7. What are the levels of Ecology?
8. How would you define the biosphere?
9. How many species of plants and animals have been identified to date?
10. When did the idea of biosphere originate? Who was the first to propose the term biosphere?
11. How would you define the term “ecosystem”?
12. What types of ecosystems can be distinguished?
13. Who was the first to coin the term ecosystem and when?
14. What happens when new elements penetrate into an ecosystem?
15. What does the term “protected area” describe?
16. What are protected areas designed for?
17. What categories has the IUCN defined?
18. What is climate change?
19. What are the causes of climate change?
20. What are the impacts of climate change?
21. What are the main sources of air pollution?
22. What substances are major air pollutants?
23. What diseases can be caused by air pollution?
24. What can be done to reduce air pollution caused by cars?
25. What is water pollution?
26. What are the sources of water pollution?
27. What is a soil pollutant?
28. What are the main causes of soil pollution?
29. What are the effects of soil pollution?
30. What causes sea level to rise? What are the consequences of this phenomenon?
31. What does an organism’s external environment include?
32. When did Ecology become an essential part of the world’s politics?
33. What is the biota?
34. What determines the difference between collapse and a gentle rebound?
35. What is the ecological niche?
36. How would you define a habitat?
37. What does the term Marine Protected Area mean?
38. What are productive soils necessary for?
39. Where can climate changes result from?
40. Why can climate changes result from changes within the ocean or atmosphere systems?
41. What are climate factors driving climate change?
42. What are non-climate factors driving climate change?
43. What is the biggest factor that can affect the climate?
44. What are the main predicted effects of global warming for the environment and for human life?

45. Has the sea level changed since the last ice age about 18,000 years ago?
46. What change may be the first sign of the effect of global warming of sea level?
47. Why is the change in sea level so dangerous for the human?
48. What was the main result of people's activities for the last several decades?
49. What is the difference between greenhouse effect and global warming?
50. Does greenhouse effect and global warming correspond with each other? Why?
51. How much has the average temperature changed over the last century?
52. What will happen if the present arctic ice melting continues?
53. What countries are the world leaders in pollution emissions?
54. What natural sources of water pollution do you know?
55. Can water pollution be a worldwide cause of death and diseases? Why?
56. Where does air pollution stem from?
57. Are there any connections between consumer products and air pollution?
58. What is indoor pollution?
59. How many nations signed an agreement to limit the production of CFCs?
60. Why did pollution become a major concern today?

Практические задания для проведения экзамена

Задание 1

Выполните письменный перевод текста со словарем (время - 45 минут).
Radiotelemetry Research

Radiotelemetry is a basic technique for studying wildlife populations but it proved difficult to use this technique with sea otters. Collars did not work as the otters simply removed them. Transmitters attached to tags on the hind flippers lasted only a few months and often fell off.

In the mid-1980s, Zoo researchers and scientists at the University of Minnesota developed a radio transmitter that could be surgically implanted in sea otters and lasted up to two years. They used this transmitter in a pioneering study of the threatened California population, producing new information on many aspects of sea otter biology.

Sea otters made longer dives, ventured farther offshore and moved over much longer distances than previously suspected. This study was conducted when the California sea otter population was increasing. However, in 1995, the population stopped growing and began to decline.

The reasons for the current decline are unclear, although analysis of over 3000 sea otter carcasses that washed ashore in California from 1968 to 1999 suggests that accidental death in fishing gear may be one problem and that disease is likely contributing to the population's slow growth rate. The scientists at the University of California, Santa Cruz are now involved in a large effort to repeat the earlier radiotelemetry study.

Comparison of the data from this new study with the data obtained from the previous one should provide greater insight into why the California population is declining.

Задание 2

Выполните письменный перевод текста со словарем (время - 45 минут).
Plant Facts

Scientists believe there are over 260,000 species of plants. Some plants are so small they can barely be seen. Others are taller than people or animals. One of the largest living plants on the earth are the sequoia trees of California. Some stand over 290 feet (88 meters) high and measure over 30 feet (9 meters) wide.

Certain characteristics of plants set them apart from other living things. Both plants and animals are complex organisms that are made up of many types of cells, but plant cells have thick, rigid walls that consist of a material called cellulose. Animal cells do not have this material. The cellulose enables plants to stand upright without the aid of an internal or external skeleton.

Plants require a reasonable level of heat to grow. The most favorable temperature at which photosynthesis takes place ranges from near freezing to 20 to 25° C. The rates of photosynthesis and respiration increase with rising temperatures. Any temperature, above or below these levels, limits plant growth. The climate of a region determines what types of plants can survive in that region.

A plant's environment is made up of many factors. One of the most important is the weather--sunlight, temperature, and precipitation. Soil and other plants and animals that live in the same area are also included in the environment of a plant. All these factors form what is called a natural community.

No two natural communities are exactly alike, but many resemble one another more than they differ.

Задание 3

Выполните письменный перевод текста со словарем (время – 45 минут) The First Organisms

Close to 2.5 billion years ago, the earth's surface and atmosphere were stable enough to support primitive life. Single-cell organisms began to develop in the seas that covered the planet. Most of them were very simple single-cell bacteria that fed on chemicals in the ocean's waters.

A simple organism known as a blue-green alga appeared and spread across the seas. Blue-green algae are still alive today. It was very important to the future of the planet because blue-green algae used sunlight and water to make food, and in the process, created oxygen. As the blue-green algae grew in the earth's seas, they began to fill the atmosphere with oxygen.

The oxygen blue-green algae produced made it possible for other types of organisms to develop. These organisms needed oxygen to carry out their life processes of growth, feeding, responding and reproducing. Unlike the blue-green algae, these organisms could not produce their own food. They needed oxygen to perform their life processes of growth, feeding, responding, and reproducing. In return, they produced CO₂, which the algae needed to perform its life processes. A precise balance between plants and animals was established.

In order to study nature, scientists have classified the life forms in nature, or put them into groups. Organisms are classified according to how closely they are related. Large groups are broken down into smaller and smaller groups.

Задание 4

Выполните письменный перевод текста со словарем (время - 45 минут). Ecology

Ecology is the scientific study of the distributions, abundance, share affects, and relations of organisms and their interactions with each other in a common environment. The word ecology is also used in the medical field which has a somewhat different meaning. The definition here applies to the study of Nature. Ecology is the study of the interactions between bio-life and its physical environment; the relationship between animals and plants and how one species affect another. A component in ecological study usually focuses on the ecosystem of an area. An ecosystem is the unique network of animal and plant species which depends on the other to sustain life. The interactions between and among organisms at every stage of life and death can impact the system. An ecosystem can be a small area or big as the ocean. In fact, one can say the whole world is one big ecosystem. So an ecologist could be studying and researching everything from the tiniest forms of life like bacteria to every chain of organisms it affects and how those organ-

isms can impact the tropical rain forests, the deserts, the oceans, the atmosphere, etc. The discipline of ecology emerged from the natural sciences in the late 19th century. Ecology is not synonymous with environment, environmentalism, or environmental science. Ecology is closely related to the disciplines of physiology, evolution, genetics and behavior.

There are many practical applications of ecology in agriculture, forestry, fisheries, city planning, etc.

Задание 5

Выполните письменный перевод текста со словарем (время - 45 минут).

Historical Roots of Ecology

Unlike many of the scientific disciplines, ecology has a complex and winding origin due in large part to its interdisciplinary nature. Several published books provide extensive coverage of the classics. In the early 20th century, ecology was an analytical form of natural history. The descriptive nature of natural history included examination of the interaction of organisms with both their environment and their community. Such examinations, conducted by important natural historians including James Hutton and Jean-Baptiste Lamarck, contributed to the development of ecology. The term "ecology" is a more recent scientific development and was first coined by the German biologist Ernst Haeckel in his book "Generelle Morphologie der Organismen" (1866).

By ecology we mean the body of knowledge concerning the economy of nature—the investigation of the total relations of the animal both to its inorganic and its organic environment; including, above all, its friendly and inimical relations with those animals and plants with which it comes directly or indirectly into contact. In a word, ecology is the study of all those complex interrelations referred to by Darwin as the conditions of the struggle of existence.

Opinions differ on who was the founder of modern ecological theory. Some mark Haeckel's definition as the beginning, others say it was Eugen Warming with the writing of Ecology of Plants: An Introduction to the Study of Plant Communities (1895).

Задание 6

Выполните письменный перевод текста со словарем (время - 45 минут).

Global Warming

Global warming is quickly becoming the biggest threat to the long-term survival of America's wildlife. Changes are happening much faster than were predicted just a few years ago.

Average temperatures in the U.S. over the last century have already increased by more than one degree, with much greater increases in some regions like Alaska. Temperatures are expected to rise another 2-10 degrees by 2100. These changes are having noticeable effects on wildlife.

Observed Changes in Wildlife and Ecosystems:

Wildlife and plants that are able to adjust are shifting their ranges northward or to higher altitudes to adjust to warming temperatures. Wildlife that already live at high altitudes or latitudes, such as polar bears in the Arctic, may find themselves with nowhere to go.

Many species take their cues about when to migrate, flower, nest or mate from seasonal changes in temperature, precipitation and daylight. Global warming is confusing those signals. The changes in the climate force wildlife to alter life cycle and seasonal events. Sometimes they might get out of synch with other species in their ecosystem or with other natural events. For example, some animals are laying eggs, migrating, or emerging from hibernation much earlier than they used to, only to find that the plants or the insects they need for food have not yet emerged.

Widespread forest loss: In the western U.S., warming and drought stress are causing trees to die and making them more vulnerable to insect infestations.

Задание 7

Выполните письменный перевод текста со словарем (время - 45 минут).

Some Facts about Climate Change

Over the last 50 years, human activities – particularly the burning of fossil fuels – have released sufficient quantities of carbon dioxide and other greenhouse gases to affect the global climate. The atmospheric concentration of carbon dioxide has increased by more than 30% since pre-industrial times, trapping more heat in the lower atmosphere. The resulting changes in the global climate bring a range of risks to health, from deaths in extreme high temperatures to changing patterns of infectious diseases.

From the tropics to the arctic, climate and weather have powerful direct and indirect impacts on human life. Weather extremes – such as heavy rains, floods, and disasters like Hurricane Katrina that devastated New Orleans, USA in August 2005 – endanger health as well as destroy property and livelihoods. Approximately 600 000 deaths occurred worldwide as a result of weather-related natural disasters in the 1990s, some 95% of which took place in developing countries.

Intense short-term fluctuations in temperature can also seriously affect health – causing heat stress (hyperthermia) or extreme cold (hypothermia) – and lead to increased death rates from heart and respiratory diseases. Recent studies suggest that the record high temperatures in Western Europe in the summer of 2003 were associated with a spike of an estimated 70 000 more deaths than the equivalent periods in previous years

Задание 8

Выполните письменный перевод текста со словарем (время - 45 минут).

What Affects do Oil Spills Have on Animals?

Birds die from oil spills if their feathers are covered in oil. The bird will then be poisoned because it will try to clean itself. Animals may die because they get hypothermia, causing their body temperature to be really low. They may die from really low body temperature. Oil may also cause the death of an animal by entering the animal's lungs or liver. The animal will then be poisoned by the oil. Oil also can kill an animal by blinding it. The animal will not be able to see and be aware of their predators. If they are not aware of other animals, they may be eaten.

Oil spills sometimes are the reason for animals becoming endangered. This means that a certain type of animal is getting so small that it is in danger of becoming extinct.

Seabirds are strongly affected by oil spills. A seabird may get covered in the oil. The thick black oil is too heavy for the birds to fly, so they attempt to clean themselves. The bird then eats the oil to clean its feathers and poisons itself. If workers have found sea birds that are not dead because of oil, they will take the birds to a cleaning center or captivity where they are kept in a facility because they can not live in the wild on their own. Animals that are in captivity because of an oil spill will be cleaned by professionals and volunteers. When a bird is in captivity, the oil will be flushed from its eyes, intestines, and feathers. The bird will be examined for any more injuries like broken bones, and it will take a medicine to prevent any more damage.

Задание 9

Выполните письменный перевод текста со словарем (время - 45 минут).

Types of Soil Contamination

Manufacturing processes, building construction and water treatment applications all carry the risk of releasing hazardous materials into the environment. The effects of these pollutants impact the physical environment on different levels. Air and water contamination may in many cases affect the land in indirect ways. The types of soil contamination that result vary according to locale, climate and the composition of the soil itself.

Soil contamination is a process in which pollutants become enmeshed within the composition of the soil. Most soil types are made up of a mixture of organic and inorganic materials. Different soil textures like sand, silt and clay absorb pollutants at different rates. Pollutants can

come in the form of chemicals or solids, and may be organic or inorganic in nature. The effects of air and water on absorption rates can either work for or against the rate of contamination.

Man-made chemicals and ecosystem alterations in the soil are the main sources of contamination. Heavy metals, solvents, pesticides and hydrocarbons are some of the chemicals most likely to affect soil composition. Industrialized areas give rise to the use of pesticides, underground storage tanks and landfills. These practices pose a potential risk of contamination to air, water and soil systems. Materials can either be spilled directly onto soil areas, or carried by water ways. Smoke stack emissions can also contain pollutant particles that fall onto soil surfaces.

Задание 10

Выполните письменный перевод текста со словарем (время - 45 минут).

Air pollution

Air pollution is the introduction of chemicals, particulate matter, or biological materials that cause harm or discomfort to humans or other living organisms, or damages the natural environment into the atmosphere.

The atmosphere is a complex dynamic natural gaseous system that is essential to support life on planet Earth. Stratospheric ozone depletion due to air pollution has long been recognized as a threat to human health as well as to the Earth's ecosystems.

An air pollutant is known as a substance in the air that can cause harm to humans and the environment. Pollutants can be in the form of solid particles, liquid droplets, or gases. In addition, they may be natural or man-made.

Pollutants can be classified as either primary or secondary. Usually, primary pollutants are substances directly emitted from a process, such as ash from a volcanic eruption, the carbon monoxide gas from a motor vehicle exhaust or sulfur dioxide released from factories.

Secondary pollutants are not emitted directly. Rather, they form in the air when primary pollutants react or interact. An important example of a secondary pollutant is ground level ozone — one of the many secondary pollutants that make up photochemical smog.

About 4 percent of deaths in the United States can be attributed to air pollution, according to the Environmental Science Engineering Program at the Harvard School of Public Health.

Задание 11

Выполните письменный перевод текста со словарем (время - 45 минут).

The Ozone Layer

Although ozone (O₃) is present in small concentrations throughout the atmosphere, most ozone (about 90 %) exists in the stratosphere, in a layer between 10 and 50 km above the surface of the earth. This ozone layer performs the essential task of filtering out most of the sun's biologically harmful ultraviolet (UV-B) radiation. Concentrations of ozone in the atmosphere vary naturally according to temperature, weather, latitude and altitude. Furthermore, aerosols and other particles ejected by natural events such as volcanic eruptions can have measurable impacts on ozone levels.

In 1985, scientists identified a thinning of the ozone layer over the Antarctic during the spring months, which became known as the "ozone hole". The scientific evidence shows that human-made chemicals are responsible for the creation of the Antarctic ozone hole and are also likely to play a role in global ozone losses.

Ozone Depleting Substances (ODS) have been used in many products (e.g. chlorofluorocarbons (CFCs) have been used as aerosol propellants and refrigerants).

CFCs are broken down by sunlight in the stratosphere, producing halogen (e.g. chlorine) atoms, which subsequently destroy ozone through a complex catalytic cycle. Ozone destruction is greatest at the South Pole where very low stratospheric temperatures in winter create polar

stratospheric clouds (PSCs). Ice crystals formed in PSCs provide a large surface area for chemical reactions, accelerating catalytic cycles.

Задание 12

Выполните письменный перевод текста со словарем (время - 45 минут).

Water Pollution

Pollution is the addition to the ecosystem of something which has a hazardous effect on it. One of the most important causes of pollution is the high rate of energy usage by modern, growing populations.

Water pollution is the introduction into fresh or ocean waters of chemical, physical, or biological material that degrades the quality of the water and affects the organisms living in it. This process ranges from simple addition of dissolved or suspended solids to discharge of the most insidious and persistent toxic pollutants (such as pesticides, heavy metals, and non-degradable chemical compounds).

Examples of Water Pollution

Industrial Effluents

Water is discharged from after having been used in production processes. This water waste may contain acids, alkalis, salts, poisons, oils and in some cases harmful bacteria.

Mining and Agricultural Wastes

Mines, especially gold and coal mines are responsible for large quantities of acid water. Agricultural pesticides, fertilizers and herbicides may wash into rivers and stagnant water bodies.

Sewage Disposal and Domestic Wastes

Sewage as well as domestic and farm wastes were often allowed to pollute rivers and dams.

Control Measures

The following measures can be used to stop water pollution:

- Every intelligent people should be wise enough not to pollute water in any way;
- By research and legislation the pollution of water bodies, even though not entirely prevented, must be effectively controlled

Задание 13

Выполните письменный перевод текста со словарем (время - 45 минут).

From the History of Population

Overpopulation wasn't really a problem until the 20th century. Thousands of years ago, when we were hunter-gatherers, if there weren't enough food the old and the very young would die. When we were hunter-gatherers we rarely had any population explosions. If we didn't learn how to farm we would still be hunter-gatherers. When we first started using animal domestication, hunting became less important so people started to settle down and build villages. Farming started population explosions because life was more stable and people had more children.

War, famine and disease kept the human population in check. Wars in history have always had a great affect on the population at the time. Famine became a bigger problem because we became really dependant on the food that farming produced. Diseases were quite significant in keeping the population down.

The population of the world really started to change around the mid 1600's. The population has grown faster because people are healthier. One of the reasons we have become healthier is because of better nourishment. Other reasons are better personal hygiene, cleaner drinking water, and better sanitation. Medical advances such as vaccinations prevented a lot of deaths. In 1750 the average lifespan was 25 years. Today it's about 75 years in more developed countries. These advances brought the death rate down and allowed people to live longer, healthier lives.

Задание 14

Выполните письменный перевод текста со словарем (время - 45 минут).
US National Parks

A national park refers to a plot of land set aside by a national government and usually designated as an area free of development. Often, national parks include pristine wilderness areas or other pieces of environmental heritage which the nation has deemed worthy of preservation.

The National Parks of the United States are a heritage which all citizens can enjoy, and are aimed at preserving wilderness areas, history, and wild life for future generations. Many Americans have visited at least one National Park during their life times, and in a system with 390 designated areas, there will always be more National Parks to visit.

The first National Park was Yellowstone National Park, established in 1872. Yellowstone National Park was set aside to preserve the land for the enjoyment of all, and restricted sale, development, or settlement. The Department of the Interior managed Yellowstone National Park as a unique entity until 1916, when the National Park Service Organic Act was passed. The National Parks have been a popular destination for Americans ever since.

Guests in a National Park can stay in luxurious accommodations or simple camping sites. For many National Parks, reservations are recommended, especially in the summer which is a peak traveling season. All National Parks also have an entry fee, which varies widely in price. Many travelers purchase a National Parks Pass, which allows admission to all National Parks for one calendar year.

Задание 15

Выполните письменный перевод текста со словарем (время - 45 минут).
Ecological Problems

The Earth is the only planet in the solar system where there is life. If you look down at the Earth from a plane you will see how wonderful our planet is. You will see blue seas and oceans, rivers and lakes, high snow-capped mountains, green forests and fields. For centuries man lived in harmony with nature until industrialization brought human society into conflict with the natural environment. Today, the contradictions between man and nature have acquired a dramatic character. With the development of civilization man's interference in nature has increased. Every year the world's industry pollutes the atmosphere with millions of tons of dust and other harmful substances. The seas and rivers are poisoned with industrial waste, chemical and sewage discharge. People who live in big cities are badly affected by harmful discharge from plants and city transport and by the increasing noise level which is as bad for human health as lack of fresh air and clean water.

Among the most urgent problems are the ozone layer, acid rains, global warming, toxic pollution of atmosphere, disappearance of forests, contamination of underground waters by chemical elements, destruction of soil in some areas, threat to some flora and fauna representatives, etc.

One of the most important pollution problems is the oceans. Many ships sail in the ocean water- some of them carrying oil. If a ship loses some of the oil in the water, it becomes dirty. Many sea birds and fish die because of the polluted water. Others are getting contaminated.

Задание 17

Выполните перевод текста без словаря (время – 10-15 минут).
Animals Need Help

People have lived on our planet for many years. They lived and live on different continents, in different countries. People depend on their planet, on the sun, on animals and plants around them.

Our ecology becomes worse and worse with every new day. Many species of animals and birds are disappearing nowadays. People destroy wildlife, cut down trees to make furniture. They forget that people can't live without trees and plants, because they fill air with oxygen. And, of course, great problems are population and animal destruction.

A large number of animals are disappearing every day. People kill animals for different aims: e.g. people hunt whales for their meat and oil, elephants for their tusks, crocodiles for their leather and so on. And also animals are used for medical experiments. Modern life is bad for animals, birds, fish. The air isn't fresh and the water isn't pure. They don't have good meal and facilities for the life. You can find their names in the Red Book.

Of course, people can't stay indifferent to these problems. There are a lot of special organizations, which try to save animals.

Задание 18

Выполните перевод текста без словаря (время – 10-15 минут).

Ecology

In recent years the environmental problems have become extremely urgent and received a great publicity. In some way they are the result of scientific and technological progress of the 20-th century. But people also do a lot of harm to nature because they don't understand that the man is the part of the environment. The relationship between man and nature has become one of the most vital problems facing civilization today.

Pollution of water and air is one of the problems millions of people are concerned about today. Acid rains, radioactive and other poisonous materials, disposal of wastes became the global disasters. Cars are one of the most harmful and dangerous polluters of air.

In more than a hundred towns and cities the concentration of harmful substances in the air and water is over 10 times the admissible level. One of them is Archangelsk. It is one of the most "dirty" towns of the country. The Northern Dvina, its main water source, is fully polluted with industrial wastes - the result of side-effect in the work of three giant pulp and paper mills. Water is not suitable for drinking.

Задание 19

Выполните перевод текста без словаря (время – 10-15 минут).

Environmental Problems

The word "environment" means simply what is around us. Some people live in a town environment; for others, their environment is the countryside.

Nowadays people understand how important it is to solve the environment problems that endanger people's lives. The most serious environmental problems are: pollution in its many forms (water pollution, air pollution, soil pollution, etc.), noise from cars, buses, planes, etc., destruction of wildlife and countryside beauty, shortage of natural resources (metals, different kinds of fuel), the growth of population, climate change and many others.

There is no ocean or sea, which is not used as a dump. Many seas are used for dumping industrial and nuclear waste. This poisons and kills fish and aquatic animals.

Many rivers and lakes are poisoned too. Fish and reptiles can't live in them. There is not enough oxygen in the water. In such places all the birds leave their habitats and many plants die. If people drink this water they can die too. It happens so because factories produce a lot of waste and pour it into rivers poisoning water.

Задание 20

Выполните перевод текста без словаря (время – 10-15 минут).

Problems of the Environment

Nowadays people understand how important it is to solve the environment problems that endanger people's lives. The most serious environmental problems are: pollution in its many forms (water pollution, air pollution, nuclear pollution), noise from cars, buses, planes, etc., destruction of wildlife and countryside beauty, shortage of natural resources (metals, different kinds of fuel), the growth of population.

Most of the pollution in big cities comes from cars and buses. More and more often people are told not to be in direct sunlight, because ultraviolet radiation from the sun can cause skin cancer. Normally the ozone layer in the atmosphere protects us from such radiation, but if there are holes in the ozone layer ultraviolet radiation can get to the earth. Many scientists think that these holes are the result of air pollution.

Both clean air and clean water are necessary for our health. If people want to survive they must solve these problems quickly. Man is beginning to understand that his environment is not just his own town or country, but the whole earth.

Задание 21

**Выполните перевод текста без словаря (время – 10-15 минут).
Global Warming**

"Global warming" has been introduced by the scientific community and the media as the term that includes all potential changes in climate which result from higher average global temperatures. Hundreds of scientists from many different countries are working to understand global warming and have come to a consensus on several important aspects. In general, global warming will produce far more profound climatic changes than simply a rise in global temperature.

An analysis of temperature records shows that the Earth has warmed an average of 0.5°C over the past 100 years. This is consistent with predictions of global warming due to an enhanced greenhouse effect and increased aerosols.

As the Earth's climate is the result of extremely complex interactions, scientists still cannot predict the exact impact of heat-trapping gases on the earth's climate over the next century. The current estimate is that if carbon dioxide concentrations double over preindustrial levels, an atmospheric doubling of carbon dioxide could occur as early as 2050.

Задание 22

**Выполните перевод текста без словаря (время – 10-15 минут).
Climate Change**

The Earth's climate is the result of extremely complex interactions among the atmosphere, the oceans, the land masses, and living organisms, which are all warmed daily by the sun's energy. This heat would radiate back into space if not for the atmosphere, which relies on a delicate balance of heat-trapping gases - including water vapor, carbon dioxide, nitrous oxide, and methane - to act as a natural "greenhouse," keeping in just the right amount of the sun's energy to support life.

For the past 150 years, though, the atmospheric concentrations of these gases, particularly carbon dioxide, have been rising. As a result, more heat is being trapped than previously, which in turn is causing the global temperature to rise. Climate scientists have linked the increased levels of heat-trapping gases in the atmosphere to human activities, in particular the burning of fossil fuels (coal, oil, and natural gas for heating and electricity; gasoline for transportation), deforestation, and cattle ranching.

As the Earth's climate is the result of extremely complex interactions, scientists still cannot predict the exact impact of heat-trapping gases on the earth's climate.

Задание 23

Nature and Ecology

Since ancient times Nature has served man, being the source of his life. For thousands of years people lived in harmony with environment and it seemed to them that natural riches were unlimited. But with the development of civilization man's interference in nature began to increase.

Every year world industry pollutes the atmosphere with about 1,000 million tons of dust and other harmful substances. Many cities suffer from smog. Vast forests are cut and burn in fire. Their disappearance upsets the oxygen balance. As a result some rare species of animals, birds, fish and plants disappear forever, a number of rivers and lakes dry up.

The pollution of the air and the world's ocean, destruction of the ozone layer is the result of man's careless interaction with nature. Environmental protection is of a universal concern. That is why serious measures to create a system of ecological security should be taken.

Of course, people are working to make the earth cleaner. There are some laws and decisions on this important question. There are state organizations and international conventions which pay much attention to this problem.

Задание 24

**Выполните перевод текста без словаря (время – 10-15 минут).
Protection of the Environment**

For hundreds of thousands of years the human race has thrived in Earth's environment. But at the end of the 20th century, we were at a crucial turning point. We have upset nature's sensitive equilibrium releasing harmful substances into the air, polluting rivers and oceans with industrial waste and tearing up the countryside to accommodate our rubbish. These are the consequences of the development of civilization.

The range of environmental problems is wide. But people's great concern nowadays is about atmosphere and climate changes, depletion of the ozone layer, freshwater resources, deforestation, health and chemical safety. United Nations Environment Programme (UNEP) concentrates its activities on these issues.

We have only a few years to attempt to turn things around. We must review our wasteful, careless ways, we must consume less, recycle more, conserve wildlife and nature. We are obliged to use modern technologies, modify purifying systems, protect wildlife. These are the main practical measures, which must be taken in order to improve the ecological situation.

Задание 25

**Выполните перевод текста без словаря (время – 10-15 минут).
Air Pollution**

There are a lot of ecological problems. The most serious ecological problems are: noise from cars and buses; destruction of wildlife and countryside beauty; shortage of natural resources; the growth of population; pollution in its many forms.

Air pollution is one of the most urgent problems. Air pollution affects the health of people. For example: ultraviolet radiation from the sun can cause skin cancer. Normally the ozone layer in the atmosphere protects us from such radiation, but if there are holes in the ozone layer ultraviolet radiation can get to the earth. Many scientists think that these holes are the result of air pollution.

One of the most alarming forms of air pollution is acid rain. It results from the release into the atmosphere of sulphur and nitrogen oxides that react with water droplets and return to earth in the form of acid rain, mist or snow. Acid rain is killing forests (nearly every species of tree is affected). It has acidified lakes and streams and they can't support fish, wildlife, plants or insects.

To make air clear clean again we need good filters at nuclear power stations, at factories, in cars and buses.

Задание 26

Выполните перевод текста без словаря (время – 10-15 минут).
Animals in Danger

In New York zoo at the end of an exposition behind the crates of lions and tigers a stone low-built building is located. The strong thick lattice reserves glass showcase. The inscription above it says: "The most dangerous animal in the world!" And when the intrigued visitor approaches his face to the lattice, he sees... himself: a back wall of a crate is a mirror!

Certainly, it is a joke, but a bitter joke, and it contains the deep sense and reproach.

Fauna of the Earth has begun to fall into decline, the processes of evolution have been broken.

The influence of man on wild animals appears in two ways: direct influence (destruction or, on the contrary, protection) and indirect influence through changes of their habitat conditions.

The man on the Earth creates a new landscape. It is an irreversible and natural process. But some changes of the landscape are rough and obvious. They are: ploughing up of steppes, cutting down of woods, irrigation and other modifications of an earth surface. As a result the whole species of animals begin to disappear because they have no place to live.

Задание 27

Выполните перевод текста без словаря (время – 10-15 минут).
Man and Wildlife

The influence of the man on wild animals appears in two ways: direct influence (destruction or, on the contrary, protection) and indirect influence through changes of their habitat conditions.

Direct influence of the man is a terrible scourge for the animals. The pioneers of the largest modifications of the earth surface become the main killers of the animals. The poachers armed with long-range guns, high-speed motorboats, searchlights and automobiles destroy hundreds of thousands of birds and animals. Careless business managers pollute seas, lakes and rivers by petroleum or by sewage. Laws declaring outside of the law any predatory bird, regulating even the prize for their murder cause irreparable damage. For struggle with insects-wreckers one has begun to apply various poison chemicals, which can accumulate in organisms of animals in fatal doses. Sometimes this causes mass destruction. Such human activities lead to the destruction of animals and impoverish biological diversity.

We must save wild animals. We must take care of nature, because we are part of it.

Задание 28

Выполните перевод текста без словаря (время – 10-15 минут).
The Destruction of the Ozone Layer

The Earth is our home but much of it is polluted and dying. Rapid industrial development caused a lot of ecological problems. They are: air pollution, water pollution, population growth, shortage of mineral resources, wildlife extinction, and others.

The range of environmental problems is wide. One of them is the depletion of the ozone layer.

The ozone layer, which protects the Earth from the sun's destructive ultraviolet rays, is being damaged by chlorofluorocarbons. They are released by the daily use of industrial and household products: refrigerators, air conditioners, foam insulation, cleaning chemicals, food packaging. In the ozone layer they attack the ozone molecules making a "hole". This "hole" allows more UV rays to penetrate to the Earth. It increases the risk of skin cancer, weakens the immune system of

people. Besides, UV rays influence the oceans, the growth of plankton, an essential part of the marine-life food chain in the negative way, reduce economically important-crops (rice, cotton, soy beans). The life cycle is going to be undermined by the ozone.

Many scientists think that these holes are the result of air pollution.

Задание 29

Выполните перевод текста без словаря (время – 10-15 минут).

Water Pollution

Seventy percent of the Earth is covered by oceans. Oceans are vital for the life on Earth. They provide homes for millions of plants and animals, provide people with food and help regulate the climate. But now they are a big dumping ground for tons of toxic waste. Most big cities pour their waste into seas and rivers.

For a long time people did not realize the danger. The first alarm came from Japan: sixty people died because they have eaten polluted fish. The Baltic Sea is a special case. Because it is such a small sea, it becomes dirty very easily. 250 rivers run into the Baltic. There are hundreds of factories on these rivers and millions of people live along them. Seven industrial countries surround the Baltic. Once we have polluted the sea, it is very difficult to clean it.

Fortunately all the countries realized the problems and co-operated to solve ecological problems. Russia is co-operating in the field of environmental protection with the USA, Canada, Norway, Finland and other countries. A lot of public organizations have been established. One of them is Green Peace which was formed in 1971 with its Head-quarters in Amsterdam.

Задание 30

Выполните перевод текста без словаря (время – 10-15 минут).

Ecological Problems

In recent years the environmental problems have become extremely urgent and received a great publicity. In some way they are the result of scientific and technological progress of the 20-th century. But people also do a lot of harm to nature because they don't understand that man is the part of the environment. The relationship between man and nature has become one of the most vital problems facing civilization today. Pollution of water and air is one of the problems millions of people are concerned about today. Acid rains, radioactive and other poisonous materials, disposal of wastes became the global disasters. Cars are one of the most harmful and dangerous polluters of air. In more than a hundred towns and cities the concentration of harmful substances in the air and water is over 10 times the admissible level.

The ozone layer doesn't protect us from dangerous ultraviolet rays any more. They get through the atmosphere causing skin cancer and other diseases. All these facts make us become more sensitive towards the environment. The solution of the problem requires the cooperation the people's efforts in nature conservation.

Задание 31

Выполните перевод текста без словаря (время – 10-15 минут).

The Problems of Ecology

Our ecology becomes worse and worse with every new day. People destruct wildlife, cut down trees to make furniture forgetting that they can't leave without animals and plants, because they are parts of the whole. The seas are in danger too. They are filled with poison: industrial and nuclear waste. The Mediterranean is already nearly died: the North Sea is the next. If nothing is done about it one day nothing will be able to live in seas. Every ten minutes one kind of animal or plant dies out forever.

Of course, people can't stay indifferent to these problems. There are a lot of special organizations, which try to save our nature. One of them is Greenpeace. Greenpeace began its work 20 years ago from saving whales. And now Greenpeace is a world-famous organization, which saves plants, animals and people. This organization wants to rescue animals, to help them to survive and to save jungle rain forests, which are in danger of destruction. And they also help animals because many of them have already disappeared as their habitats have destroyed.

Environmental organizations try to find the right way to save land, people and animals.

7.4 Методические материалы, определяющие процедуры оценивания знаний, умений и навыков, характеризующих этапы формирования компетенций.

Контроль освоения дисциплины и оценка знаний обучающихся производится в соответствии с Пл КубГАУ 2.5.1 «Текущий контроль успеваемости и промежуточная аттестация обучающихся».

Критерии оценки письменного перевода

При оценке **письменного перевода** каждая фактическая ошибка снижает оценку на 1 балл, потеря информации на 0,5 балла. При большом количестве стилистических погрешностей, которые приводят к затруднению восприятия перевода, общая оценка снижается на 1 балл. За нарушения в оформлении текста общая оценка снижается на 0,5 балла.

Оценка «отлично»

Перевод полный, без пропусков и произвольных сокращений текста оригинала, не содержит фактических ошибок. Терминология использована правильно и единообразно.

Перевод отвечает системно-языковым нормам и стилю языка перевода.

Адекватно переданы культурные и функциональные параметры исходного текста.

Допускаются некоторые погрешности в форме предъявления перевода.

Оценка «хорошо»

Перевод полный, без пропусков и произвольных сокращений текста оригинала, допускается одна фактическая ошибка, при условии отсутствия потерь информации и стилистических погрешностей на других фрагментах текста.

Имеются несущественные погрешности в использовании терминологии.

Перевод в достаточной степени отвечает системно-языковым нормам и стилю языка перевода.

Культурные и функциональные параметры исходного текста в основном адекватно переданы.

Коммуникативное задание реализовано, но недостаточно оптимально.

Допускаются некоторые нарушения в форме предъявления перевода.

Оценка «удовлетворительно»

Перевод содержит фактические ошибки.

Низкая коммуникативность и плохая «читабельность» текста затрудняют его понимание рецептором.

При переводе терминологического аппарата не соблюден принцип единообразия.

В переводе нарушены системно-языковые нормы и стиль языка перевода.

Неадекватно решены проблемы реализации коммуникативного задания.

Имеются нарушения в форме предъявления перевода.

Оценка «неудовлетворительно»

Перевод содержит много фактических ошибок.

Нарушена полнота перевода, его эквивалентность и адекватность.

В переводе грубо нарушены системно-языковые нормы и стиль языка перевода.

Коммуникативное задание не выполнено.

Грубые нарушения в форме предъявления перевода.

Критерии оценки знаний при проведении тестирования

Оценка «отлично» выставляется при условии правильного ответа студента не менее чем на 85 % тестовых заданий;

Оценка «хорошо» выставляется при условии правильного ответа студента не менее чем на 70 % тестовых заданий;

Оценка «удовлетворительно» выставляется при условии правильного ответа студента не менее чем на 51 %;

Оценка «неудовлетворительно» выставляется при условии правильного ответа студента менее чем на 50 % тестовых заданий.

Результаты текущего контроля используются при проведении промежуточной аттестации.

Критерии оценки устных ответов обучающихся

Оценки	Коммуникативное взаимодействие	Произношение	Лексико-грамматическая правильность речи
«5»	Адекватная естественная реакция на реплики собеседника. Проявляется речевая инициатива для решения поставленных коммуникативных задач.	Речь звучит в естественном темпе, обучающийся не делает грубых фонетических ошибок.	Лексика адекватна ситуации, редкие грамматические ошибки не мешают коммуникации.
«4»	Коммуникация затруднена, речь обучающегося неоправданно паузирована	В отдельных словах допускаются фонетические ошибки (например замена, английских фонем сходными русскими). Общая интонация в большой степени обусловлена влиянием родного языка.	Грамматические и/или лексические ошибки заметно влияют на восприятие речи обучающегося.
«3»	Коммуникация существенно затруднена, обучающийся не проявляет речевой инициативы.	Речь воспринимается с трудом из-за большого количества фонетических ошибок. Интонация обусловлена влиянием родного языка.	Обучающийся делает большое количество грубых грамматических и/или лексических ошибок.
«2»	Коммуникация фактически отсутствует, обучающийся не проявляет речевой инициативы.	Речь не воспринимается из-за большого количества грубых фонетических ошибок. Интонация обусловлена влиянием родного языка.	Обучающийся делает большое количество грубых грамматических и лексических ошибок.

Научная дискуссия

Форма учебной работы, в рамках которой обучающиеся высказывают свое мнение по проблеме, заданной преподавателем. Проведение дискуссий по проблемным вопросам подразумевает написание студентами эссе, тезисов или рефератов по предложенной тематике. Дискуссия групповая - метод организации совместной коллективной деятельности, позволяющий в процессе непосредственного общения путем логических доводов воздействовать на мнения, позиции и установки участников дискуссии. Целью дискуссии является интенсивное и продуктивное решение групповой задачи. Метод групповой дискуссии обеспечивает глубокую проработку имеющейся информации, возможность

высказывания студентами разных точек зрения по заданной преподавателем проблеме, тем самым, способствуя выработке адекватного в данной ситуации решения. Метод групповой дискуссии увеличивает вовлеченность участников в процесс этого решения, что повышает вероятность его реализации.

Доклад, реферат

Доклад – публичное выступление с результатами индивидуальной учебно-исследовательской деятельности, имеет регламентированную структуру, содержание и оформление. Его задачами являются:

1. Формирование умений самостоятельной работы студентов с источниками литературы, их систематизация;
2. Развитие навыков логического мышления;
3. Углубление теоретических знаний по проблеме исследования.
4. Развитие навыков публичного представления результатов в виде выступления и презентации.

Реферат — это краткое изложение в письменном виде содержания и результатов индивидуальной учебно-исследовательской деятельности, имеет регламентированную структуру, содержание и оформление. Его задачами являются:

1. Формирование умений самостоятельной работы студентов с источниками литературы, их систематизация;
2. Развитие навыков логического мышления, обобщения и критического анализа информации;
3. Углубление и расширение теоретических знаний по проблеме исследования.

Текст реферата должен содержать аргументированное изложение определенной темы. Реферат должен быть структурирован (по главам, разделам, параграфам) и включать разделы: введение, основная часть, заключение, список используемых источников. В зависимости от тематики реферата к нему могут быть оформлены приложения, содержащие документы, иллюстрации, таблицы, схемы и т. д.

Критериями оценки доклада, реферата являются: качество текста, обоснованность выбора источников литературы, степень раскрытия сущности вопроса, соблюдения требований к оформлению и представлению результатов.

Оценка «отлично» — выполнены все требования к написанию реферата, представлению доклада обозначена проблема и обоснована её актуальность; сделан анализ различных точек зрения на рассматриваемую проблему и логично изложена собственная позиция; сформулированы выводы, тема раскрыта полностью, выдержан объём; соблюдены требования к внешнему оформлению.

Оценка «хорошо» — основные требования к реферату, докладу выполнены, но при этом допущены недочёты. В частности, имеются неточности в изложении материала; отсутствует логическая последовательность в суждениях; не выдержан объём реферата, доклада; имеются нарушения в оформлении.

Оценка «удовлетворительно» — имеются существенные отступления от требований к реферированию и представлению доклада. В частности: тема освещена лишь частично; допущены фактические ошибки в содержании реферата, доклада; отсутствуют выводы.

Оценка «неудовлетворительно» — тема реферата, доклада не раскрыта, обнаруживается существенное непонимание проблемы или реферат, доклад не представлен вовсе.

Оценочный лист реферата (доклада)

ФИО обучающегося _____

Группа _____ преподаватель _____

Дата _____

Наименование показателя	Выявленные недостатки и замечания	Оценка
Качество		
1. Соответствие содержания заданию		
2. Грамотность изложения и качество оформления		
3. Самостоятельность выполнения, Глубина проработки материала,		
Использование рекомендованной и справочной литературы		
6. Обоснованность и доказательность выводов		
<i>Общая оценка качества выполнения</i>		
Защита реферата (Представление доклада)		
1. Свободное владение профессиональной терминологией		
2. Способность формулирования цели и основных результатов при публичном представлении результатов		
3. Качество изложения материала (презентации)		
<i>Общая оценка за защиту реферата</i>		
Ответы на дополнительные вопросы		
Вопрос 1.		
Вопрос 2.		
Вопрос 3.		
<i>Общая оценка за ответы на вопросы</i>		
Итоговая оценка		

Критерии получения зачета и экзамена

Оценки «зачтено» и «незачтено» выставляются по дисциплинам, формой заключительного контроля которых является зачет. При этом оценка «зачтено» должна соответствовать параметрам любой из положительных оценок («отлично», «хорошо», «удовлетворительно»), а «незачтено» — параметрам оценки «неудовлетворительно».

Оценка «отлично» выставляется обучающемуся, который обладает всесторонними, систематизированными и глубокими знаниями материала учебной программы, умеет свободно выполнять задания, предусмотренные учебной программой, усвоил основную и ознакомился с дополнительной литературой, рекомендованной учебной программой. Как правило, оценка «отлично» выставляется обучающемуся усвоившему взаимосвязь основных положений и понятий дисциплины в их значении для приобретаемой специальности, проявившему творческие способности в понимании, изложении и использовании учебного материала, правильно обосновывающему принятые решения, владеющему разносторонними навыками и приемами выполнения практических работ.

Оценка «хорошо» выставляется обучающемуся, обнаружившему полное знание материала учебной программы, успешно выполняющему предусмотренные учебной программой задания, усвоившему материал основной литературы, рекомендованной учебной программой. Как правило, оценка «хорошо» выставляется обучающемуся, показавшему систематизированный характер знаний по дисциплине, способному к самостоятельному пополнению знаний в ходе дальнейшей учебной и профессиональной деятельности, правильно применяющему теоретические положения при решении практических вопросов и задач, владеющему необходимыми навыками и приемами выполнения практических работ.

Оценка «удовлетворительно» выставляется обучающемуся, который показал знание основного материала учебной программы в объеме, достаточном и необходимым для дальнейшей учебы и предстоящей работы по специальности, справился с выполнением заданий, предусмотренных учебной программой, знаком с основной литературой, рекомендованной учебной программой. Как правило, оценка «удовлетворительно» выставляется обучающемуся, допустившему погрешности в ответах на экзамене или выполнении экзаменационных заданий, но обладающему необходимыми знаниями под руководством преподавателя для устранения этих погрешностей, нарушающему последовательность в изложении учебного материала и испытывающему затруднения при выполнении практических работ.

Оценка «неудовлетворительно» выставляется обучающемуся, не знающему основной части материала учебной программы, допускающему принципиальные ошибки в выполнении предусмотренных учебной программой заданий, неуверенно с большими затруднениями выполняющему практические работы. Как правило, оценка «неудовлетворительно» выставляется обучающемуся, который не может продолжить обучение или приступить к деятельности по специальности по окончании университета без дополнительных занятий по соответствующей дисциплине.

8 Перечень основной и дополнительной учебной литературы

Основная учебная литература

1. Английский язык для экологов : учеб. пособие / И. И. Копейкина. – Краснодар : КубГАУ, 2016. – 87 с. – Режим доступа: https://edu.kubsau.ru/file.php/117/Kopeikina_I.I. uch. pos. Angl. jaz. dlja ehkologov.pdf
2. Тарасенко Н.Н. Экологические проблемы современного мира (в курсе английского языка). Учебное пособие. – Краснодар, 2018. – 92 с. <https://edu.kubsau.ru/file.php/117/Uch.pos. ENKOLOG.PROBLEMY 26.03 380879 v1 .PDF>
3. Домбровская А.В. Английский язык. Экологический менеджмент [Электронный ресурс]: учебное пособие/ Домбровская А.В., Серебрянская А.Г.— Электрон. текстовые данные.— СПб.: Университет ИТМО, Институт холода и биотехнологий, 2013.— 65 с.— Режим доступа: <http://www.iprbookshop.ru/65787.html>. — ЭБС «IPRbooks»

Дополнительная учебная литература

1. Копейкина И.И. A Few Glimpses of Ecology: Взгляд на экологию. Учебно-методическое пособие по английскому языку для бакалавров и специалистов экологического факультета. / И. И. Копейкина. – Краснодар, 2011. – 134 с. – Режим доступа: <https://edu.kubsau.ru/file.php/117/05.pdf>
2. Бочкарева, Т. С. Английский язык : учебное пособие по английскому языку / Т. С. Бочкарева, К. Г. Чапалда. — Оренбург : Оренбургский государственный университет, ЭБС АСВ, 2013. — 99 с. - Режим доступа: <http://www.iprbookshop.ru/30100.html>
3. Научные тексты на английском языке (биология, экология) для аудирования [Электронный ресурс] – Режим доступа: <http://englishon-line.ru/nauchnii-teksti.html>.

9 Перечень ресурсов информационно-телекоммуникационной сети «Интернет»

Перечень ЭБС

№	Наименование	Тематика
1	IPRbook	Универсальная
2	Образовательный портал КубГАУ	Универсальная

Перечень интернет сайтов:

– Словари «Мультитран» [Электронный ресурс]: Режим доступа: <http://www.multitran.ru/>

– Словари «АВВУ Lingvo» [Электронный ресурс]: Режим доступа: <http://www.lingvo-online.ru/>

10 Методические указания для обучающихся по освоению дисциплины

1. Криворучко И. С. Иностранный язык (английский): метод. указания по организации контактной работы с обучающимися по направлению подготовки 05.03.06 Экология и природопользование, направленность «Экология и природопользование» / И. С. Криворучко. – Краснодар: КубГАУ, 2020. – 46 с. – Режим доступа: https://edu.kubsau.ru/file.php/117/MU_Kontakt.05.03.061_EHkologija-In.jaz_angl_568502_v1.PDF

2. Криворучко И. С. Иностранный язык (английский): метод. указания по организации самостоятельной работы обучающихся по направлению подготовки 05.03.06 Экология и природопользование, направленность Экология и природопользование / И. С. Криворучко. – Краснодар: КубГАУ, 2020. – 18 с. – Режим доступа: https://edu.kubsau.ru/file.php/117/MU_Samost.05.03.06_EHK-In.jaz_angl_bak_568504_v1.PDF

Освоение дисциплины обучающимися производится в соответствии с локальными нормативными актами:

- Пл КубГАУ 2.2.4 «Фонд оценочных средств»;
- Пл КубГАУ 2.5.29 «О формах, методах и средствах, применяемых в учебном процессе»

11 Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине, включая перечень программного обеспечения и информационных справочных систем

Информационные технологии, используемые при осуществлении образовательного процесса по дисциплине позволяют: обеспечить взаимодействие между участниками образовательного процесса, в том числе синхронное и (или) асинхронное взаимодействие посредством сети «Интернет»; фиксировать ход образовательного процесса, результатов промежуточной аттестации по дисциплине и результатов освоения образовательной программы; организовать процесс образования путем визуализации изучаемой информации посредством использования презентаций, учебных фильмов; контролировать результаты обучения на основе компьютерного тестирования.

1. Перечень лицензионного ПО

№	Наименование	Краткое описание
1	Microsoft Windows	Операционная система
2	Microsoft Office (включает Word, Excel, PowerPoint)	Пакет офисных приложений

2. Перечень профессиональных баз данных и информационных справочных систем

№	Наименование	Тематика	Электронный адрес
1	Научная электронная библиотека eLibrary	Универсальная	https://elibrary.ru/

3. Доступ к сети Интернет, доступ в электронную информационно-образовательную среду университета.

12 Материально-техническое обеспечение для обучения по дисциплине
Планируемые помещения для проведения всех видов учебной деятельности

№ п/п	Наименование учебных предметов, курсов, дисциплин (модулей), практики, иных видов учебной деятельности, предусмотренных учебным планом образовательной программы	Наименование помещений для проведения всех видов учебной деятельности, предусмотренной учебным планом, в том числе, помещений для самостоятельной работы, с указанием перечня основного оборудования, учебно-наглядных пособий и используемого программного обеспечения	Адрес (местоположение) помещений для проведения всех видов учебной деятельности, предусмотренной учебным планом (в случае реализации образовательных программ в сетевой форме дополнительно указывается наименование организации, с которой заключен договор)
1	2	3	4
1.	Иностранный язык	Помещение №424 ЗОО, посадочных мест — 30; площадь — 21,8 кв.м; учебная аудитория для проведения занятий лекционного типа, занятий семинарского типа, курсового проектирования (выполнения курсовых работ), групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации. специализированная мебель (учебная доска, учебная мебель); технические средства обучения, наборы демонстрационного оборудования и учебно-наглядных пособий (ноутбук, проектор, экран); программное обеспечение: Windows, Office.	350044, Краснодарский край, г. Краснодар, ул. им. Калинина, 13
2.	Иностранный язык	Помещение №423 ЗОО, посадочных мест — 25; площадь — 41,3 кв.м; учебная аудитория для проведения занятий лекционного типа, занятий семинарского типа, курсового проектирования (выполнения курсовых работ), групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации. специализированная мебель (учебная доска, учебная мебель); технические средства обучения, наборы демонстрационного оборудования и учебно-наглядных пособий (ноутбук, проектор, экран); программное обеспечение: Windows,	350044, Краснодарский край, г. Краснодар, ул. им. Калинина, 13

		Office.	
3.	Иностранный язык	<p>Помещение №021 ЗОО, посадочных мест — 30; площадь — 42 кв.м; учебная аудитория для проведения занятий семинарского типа, курсового проектирования (выполнения курсовых работ), групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации.</p> <p>специализированная мебель(учебная доска, учебная мебель).</p>	350044, Краснодарский край, г. Краснодар, ул. им. Калинина, 13
4.	Иностранный язык	<p>Помещение №325 ЗОО, посадочных мест — 16; площадь — 21,1 кв.м; помещение для самостоятельной работы.</p> <p>машинка пишущая — 1 шт.;</p> <p>холодильник — 1 шт.;</p> <p>технические средства обучения (принтер — 1 шт.;</p> <p>компьютер персональный — 1 шт.);</p> <p>доступ к сети «Интернет»;</p> <p>доступ в электронную информационно-образовательную среду университета;</p> <p>специализированная мебель(учебная мебель).</p> <p>Программное обеспечение: Windows, Office, специализированное лицензионное и свободно распространяемое программное обеспечение, предусмотренное в рабочей программе</p>	350044, Краснодарский край, г. Краснодар, ул. им. Калинина, 13