

**НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ БІОРЕСУРСІВ І  
ПРИРОДОКОРИСТУВАННЯ УКРАЇНИ**

*Кафедра іноземної філології і перекладу*

**«ЗАТВЕРДЖУЮ»**

Декан  
гуманітарно-педагогічного факультету

**Інна САВИЦЬКА**

“ \_\_\_\_\_ ” \_\_\_\_\_ 2023 р.

**«СХВАЛЕНО»**

на засіданні кафедри  
іноземної філології і перекладу

Протокол № 1 від «30» серпня 2023 р.

Завідувач кафедри

\_\_\_\_\_ **Світлана АМЕЛІНА**

**«РОЗГЛЯНУТО»**

Гарант ОП «Англійська мова та друга іноземна»

к. пед. н., доцент

\_\_\_\_\_ **Валентина СТРИЛЕЦЬ**

**РОБОЧА ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ**

**«ПРАКТИЧНИЙ КУРС АНГЛІЙСЬКОЇ МОВИ»**

|                   |  |
|-------------------|--|
| Спеціальність:    | 035 – Філологія  |
| Освітня програма: | «Англійська мова та друга іноземна»  |
| Факультет:        | Гуманітарно-педагогічний   |
| Розробник:        | Москаленко Олена Іванівна, професор кафедри іноземної філології і перекладу, доктор педагогічних наук, професор<br>Гольцова Маріанна Геннадіївна, доцент кафедри іноземної філології і перекладу, кандидат філологічних наук, доцент |

Київ – 2023 р.

# НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ БІОРЕСУРСІВ І ПРИРОДОКОРИСТУВАННЯ УКРАЇНИ

Кафедра іноземної філології і перекладу

**“ЗАТВЕРДЖУЮ”**

Декан гуманітарно-педагогічного факультету

Савицька І.М.

“ \_\_\_\_ ” \_\_\_\_\_ 2025 р.

**“СХВАЛЕНО”**

на засіданні кафедри іноземної

філології та перекладу

протокол № 12 від “10” червня 2025р.

Завідувач кафедри \_\_\_\_ Амеліна С.М.

**”РОЗГЛЯНУТО ”**

Гарант ОП «Німецька мова та друга іноземна»

\_\_\_\_\_ Зуєнко Н.О.

## РОБОЧА ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

«Практичний курс другої іноземної мови (англійської)»

Галузь знань: В «Культура, мистецтво та гуманітарні науки»

Спеціальність: В11 «Філологія» (Спеціалізація Германські мови та літератури (переклад включно), перша – німецька);

Освітня програма: «Німецька мова та друга іноземна»

Факультет гуманітарно-педагогічний

Розробники: Москаленко Олена Іванівна, професор кафедри іноземної філології і перекладу, доктор педагогічних наук, професор; Гольцова Маріанна Геннадіївна, доцент кафедри іноземної філології і перекладу, кандидат філологічних наук, доцент

**Київ – 2025**

## Опис навчальної дисципліни

### «Практичний курс англійської мови»

#### 1. Опис навчальної дисципліни

| Галузь знань, спеціальність, освітня програма, освітній ступінь     |  |  |
|---|--|--|
| Освітній ступінь  | Бакалавр   |  |
| Спеціальність   | 035 – «Філологія»  |  |
| Спеціальність   | 035.041 «Філологія (германські мови і літератури (переклад включно), перша – англійська)»  |  |
| Освітня програма  | “Англійська мова та друга іноземна мова”   |  |
| Характеристика навчальної дисципліни                                |  |  |
| Вид   | Обов’язкова  |  |
| Загальна кількість годин  | 1230   |  |
| Кількість кредитів ECTS   | 41   |  |
| Кількість змістових модулів   | 16   |  |
| Курсовий проект (робота) (за наявності)                             | -  |  |
| Форма контролю  | Екзамен  |  |
| Показники навчальної дисципліни для денної та заочної форм навчання |  |  |
| Рік підготовки (курс)   | 1 – 4  |  |
| Семестр   | I – VIII   |  |
| Лекційні заняття  | -  |  |
| Практичні заняття   | 927 год.   |  |
| Лабораторні заняття   | -  |  |
| Самостійна робота   | 303 год.   |  |
| Кількість тижневих аудиторних годин для денної форми навчання       | I с. – 10; II с. – 9; III с. – 8; IV с. – 8; V с. – 8; VI с. – 8; VII с. – 6; VIII с. – 6. |  |

#### Мета та завдання та компетентності навчальної дисципліни

Метою навчання практичного курсу англійської мови є підготовка філолога нової генерації з чітко сформованою комунікативною компетенцією, що дає змогу грамотно застосовувати здобуті знання у професійній діяльності.

*Мета курсу* – формування комунікативної, лінгвістичної, соціокультурної та професійної компетенції студентів шляхом їх залучення до виконання професійно орієнтованих завдань, формування інтерактивних навичок і вмінь усного та писемного мовлення з послідовним удосконаленням кожного окремого виду мовленнєвої діяльності.

*Завдання курсу:*

- **методичні:** організація процесу навчання англійської мови з урахуванням діалогу культур, інтегрованого підходу, інтерактивних методів, особистісно-зорієнтованого навчання. Використання таких методів як диспути, конференції, круглі столи, рольові ігри тощо;
- **пізнавальні:** розвиток краєзнавчих знань студентів про культуру, традиції та звичаї Великої Британії та США порівняно з національними традиціями та культурою свого народу;

- **практичні:** удосконалення вмінь студентів сприймати іноземну мову на слух, читати та спілкуватися за змістом прочитаних текстів різної тематики, висловлювати власні думки у монологічному, діалогічному усному та писемному мовленні, а також розвиток їх мовної здогадки, вміння самоконтролю.

У результаті вивчення навчальної дисципліни студент повинен **знати:**

- ключові та часто вживані лексичні та фразеологічні одиниці відповідно до програмної тематики, загальним обсягом – 2100-2500 одиниць;
- такі типи текстів: художні, науково-популярні, публіцистичні, лекції, доповіді, бесіди, радіо і теленовини, інтерв'ю;
- граматичні категорії усіх частин мови та особливості вживання дієслів у відповідному часі й стані.

**вміти:**

#### **(а) Аудіювання**

- виділяти основну думку прослуханого тексту;
- визначати композиційну структуру тексту;
- визначати та тлумачити точку зору, відношення та емоційний стан, того хто говорить;
- виділяти необхідну інформацію для підтвердження чи припущення щодо значення висловлювання;
- декодувати інформацію з усного в інші форми дискурсу.

#### **(б) Говоріння**

Наприкінці I курсу студенти повинні вміти:

- робити самостійні усні монологічні повідомлення на будь-яку з тем I курсу протягом 7-10 хвилин;
- спонтанно вести бесіду-діалог проблемного характеру згідно із програмною тематикою;
- підтримувати бесіду, обговорення, дискусію;
- чітко простежувати зв'язок між основними ідеями усного повідомлення;
- обмінюватись інформацією і вільно вести бесіду;
- розвивати ідеї, наводячи конкретні приклади, робити висновок щодо висловленого;
- ефективно використовувати одиниці лексичного мінімуму в межах тематики курсу;
- усно коментувати та аналізувати тексти;
- коректно (фонетично та інтонаційно) висловлюватися англійською мовою.

#### **(в) Читання**

Наприкінці I курсу студент повинен володіти навчаючим читанням на матеріалі художніх та суспільно-політичних текстів. Студенти повинні продемонструвати вміння:

- розуміти композиційну структуру тексту;
- розуміти зв'язок між частинами тексту через граматичні засоби зв'язку;
- вміти визначати загальний зміст повідомлень, статей, доповідей через їх перегляд;
- робити припущення щодо вибору автором певного лексичного і граматичного наповнення тексту;
- розпізнавати ідіоматичне мовлення.

#### **(г) Письмо**

Наприкінці I курсу студенти повинні вміти писати орфографічно та пунктуаційно вірно такі типи текстів: короткі доповіді, рецензії на фільми і книжки, описи та диктанти (в межах лексичного матеріалу I курсу), твори.

Студенти повинні продемонструвати вміння:

- враховувати умовного читача, для якого пишеться текст;
- змістовно розкривати тему поставленого завдання;
- висловлюватись письмово ясно та чітко;
- логічно розвивати основну ідею;
- композиційно будувати текст;

- використовувати лексичні одиниці (в межах матеріалу I курсу);
- висловлювати особисту точку зору щодо поставленої теми;
- здійснювати письмовий переклад з англійської на українську та з української на англійську мову текстів в межах тематики курсу.

### **Набуття компетентностей:**

ЗК 5. Здатність учитися й оволодівати сучасними знаннями.

ЗК 6. Здатність до пошуку, опрацювання та аналізу інформації з різних джерел.

ЗК 7. Уміння виявляти, ставити та вирішувати проблеми.

ЗК 8. Здатність працювати в команді та автономно.

ЗК 9. Здатність спілкуватися іноземною мовою.

ЗК 11. Здатність застосовувати знання у практичних ситуаціях.

### **Спеціальні (фахові, предметні) компетентності (ФК)**

ФК 6. Здатність вільно, гнучко й ефективно використовувати мови, що вивчаються, в усній та письмовій формі, у різних жанрово-стильових різновидах і регістрах спілкування (офіційному, неофіційному, нейтральному), для розв'язання комунікативних завдань у різних сферах життя.

ФК 9 Усвідомлення засад і технологій створення текстів різних жанрів і стилів державною та іноземними мовами.

ФК 11. Здатність до надання консультацій з дотримання норм літературної мови та культури мовлення.

ФК 12. Здатність до організації ділової комунікації.

### **Програмні результати навчання**

ПРН 1. Вільно спілкуватися з професійних питань із фахівцями та нефахівцями державною та іноземними мовами усно й письмово, використовувати їх для організації ефективної міжкультурної комунікації.

ПРН 3. Організовувати процес свого навчання й самоосвіти.

ПРН 7. Розуміти основні проблеми філології та підходи до їх розв'язання із застосуванням доцільних методів та інноваційних підходів.

ПРН 10. Знати норми літературної мови та вміти їх застосовувати у практичній діяльності.

ПРН 11. Знати принципи, технології і прийоми створення усних і письмових текстів різних жанрів і стилів державною та іноземними мовами.

ПРН 12. Аналізувати мовні одиниці, визначати їхню взаємодію та характеризувати мовні явища і процеси, що їх зумовлюють.

ПРН 14. Використовувати мови, що вивчаються, в усній та письмовій формі, у різних жанрово-стильових різновидах і регістрах спілкування (офіційному, неофіційному, нейтральному), для розв'язання комунікативних завдань у побутовій, суспільній, навчальній, професійній, науковій сферах життя.

ПРН 18. Мати навички управління комплексними діями або проектами при розв'язанні складних проблем у професійній діяльності в галузі обраної філологічної спеціалізації та нести відповідальність за прийняття рішень у непередбачуваних умовах.

**Опис навчальної дисципліни  
«Практичний курс англійської мови»  
1 курс**

| Галузь знань, напрям підготовки, спеціальність, освітньо-кваліфікаційний рівень |   |
|---|---|
| Освітньо-кваліфікаційний рівень   | Бакалавр  |
| Галузь знань  | 03 «Гуманітарні науки»  |
| Спеціальність   | 035.041 – «Філологія (германські мови і літератури (переклад включно), перша-англійська)» |
| Характеристика навчальної дисципліни  |   |
| Вид   | Обов'язкова   |
| Загальна кількість годин  | 285 год. + 45 см роботи = 330   |
| Кількість кредитів ECTS   | 11  |
| Кількість змістових модулів   | 5   |
| Форма контролю  | Екзамен   |
| Показники навчальної дисципліни для денної форми навчання                       |   |
| Рік підготовки (курс)   | I   |
| Семестр   | 1   |
| Практичні заняття   | 150 год.  |
| Самостійна робота   | 25 год.   |
| Індивідуальні завдання  |   |
| Кількість тижневих аудиторних годин для денної форми навчання                   | 10 год.   |
| Семестр   | 2   |
| Практичні заняття   | 135 год.  |
| Самостійна робота   | 20 год.   |
| Індивідуальні завдання  |   |
| Кількість тижневих аудиторних годин для денної форми навчання                   | 9 год.  |

| Назви<br>змістових<br>модулів і<br>тем                           | Кількість годин |        |              |   |     |     |      |              |              |    |     |         |      |
|--|-----------------|--------|--------------|---|-----|-----|------|--------------|--------------|----|-----|---------|------|
|  | денна форма     |        |              |   |     |     |      | Заочна форма |              |    |     |         |      |
|  | Тижн<br>і       | усього | у тому числі |   |     |     |      | усього       | у тому числі |    |     |         |      |
|  |                 |        | л            | п | лаб | інд | с.р. |              | л            | п  | лаб | ін<br>д | с.р. |
| 1  | 2               | 3      | 4            | 5 | 6   | 7   | 8    | 9            | 10           | 11 | 12  | 13      | 14   |
| Змістовий модуль 1. <b>Personal identification. Family life.</b> |                 |        |              |   |     |     |      |              |              |    |     |         |      |

|  |    |    |  |    |  |  |    |  |  |  |  |  |  |
|--|----|----|--|----|--|--|----|--|--|--|--|--|--|
| Тема 1.<br>Family  | 1  | 12 |  | 10 |  |  | 2  |  |  |  |  |  |  |
| Тема 2.<br>Human body.<br>Appearance   | 2  | 7  |  | 6  |  |  | 1  |  |  |  |  |  |  |
| Тема 3.<br>Personality   | 2  | 4  |  | 4  |  |  |    |  |  |  |  |  |  |
| Тема 4.<br>Feelings and<br>emotions  | 3  | 12 |  | 10 |  |  | 2  |  |  |  |  |  |  |
| Тема 5.<br>Wedding,<br>marriage  | 4  | 10 |  | 8  |  |  | 2  |  |  |  |  |  |  |
| Тема 6.<br>Family roles<br>and<br>problems.  | 5  | 12 |  | 10 |  |  | 2  |  |  |  |  |  |  |
| Тема 7.<br>Children's<br>upbringing.<br>Teenager's<br>problems                               | 6  | 12 |  | 10 |  |  | 2  |  |  |  |  |  |  |
| Тема 8. The<br>Ukrainian<br>family   | 7  | 10 |  | 9  |  |  | 1  |  |  |  |  |  |  |
| Тема 9. The<br>British<br>family   | 8  | 12 |  | 10 |  |  | 2  |  |  |  |  |  |  |
| Module Test<br>1   |    | 1  |  | 1  |  |  |    |  |  |  |  |  |  |
| Разом за<br>змістовим<br>модулем 1   |    | 92 |  | 78 |  |  | 14 |  |  |  |  |  |  |
| <b>Змістовий модуль 2. Education</b>   |    |    |  |    |  |  |    |  |  |  |  |  |  |
| Тема 1. I'm<br>a firstyear<br>student  | 9  | 11 |  | 10 |  |  | 1  |  |  |  |  |  |  |
| Тема 2.<br>National<br>University of<br>Life and<br>Environment<br>of Sciences<br>of Ukraine |    | 10 |  | 8  |  |  | 2  |  |  |  |  |  |  |
| Тема 3. Pre-<br>University<br>Education in<br>Britain and<br>Ukraine                         | 10 | 12 |  | 10 |  |  | 2  |  |  |  |  |  |  |
| Тема 4. Pre-<br>University<br>Education in<br>the USA and<br>Ukraine                         | 11 | 11 |  | 10 |  |  | 1  |  |  |  |  |  |  |
| Тема 5.<br>University  | 12 | 9  |  | 8  |  |  | 1  |  |  |  |  |  |  |

|   |    |     |  |     |  |  |    |  |  |  |  |  |  |
|---|----|-----|--|-----|--|--|----|--|--|--|--|--|--|
| Education in the USA, Britain and Ukraine   |    |     |  |     |  |  |    |  |  |  |  |  |  |
| Тема 6. University Degrees in Britain and Ukraine; the structure of the school year; marks; hostels | 13 | 9   |  | 7   |  |  | 2  |  |  |  |  |  |  |
| Тема 7. State and private schools in Britain  | 14 | 8   |  | 7   |  |  | 1  |  |  |  |  |  |  |
| Тема 8. School problems; teaching and learning; how to make them interesting                        | 15 | 11  |  | 10  |  |  | 1  |  |  |  |  |  |  |
| Module Test 2   |    | 2   |  | 2   |  |  |    |  |  |  |  |  |  |
| Разом за змістовим модулем 2  |    | 83  |  | 72  |  |  | 11 |  |  |  |  |  |  |
| Усього годин за семестр   |    | 175 |  | 150 |  |  | 25 |  |  |  |  |  |  |
| 2 семестр   |    |     |  |     |  |  |    |  |  |  |  |  |  |
| Змістовий модуль 3. <b>Housing</b>  |    |     |  |     |  |  |    |  |  |  |  |  |  |
| Тема 1. Types of dwelling; facilities and amenities   | 1  | 7   |  | 6   |  |  | 1  |  |  |  |  |  |  |
| Тема 2. British real estate ads   | 1  | 8   |  | 7   |  |  | 1  |  |  |  |  |  |  |
| Тема 3. Kitchen facilities and utilities. Materials   | 2  | 8   |  | 6   |  |  | 2  |  |  |  |  |  |  |
| Тема 4. Living room designs and furniture.  | 2  | 8   |  | 7   |  |  | 1  |  |  |  |  |  |  |



|   |   |    |  |    |  |  |   |  |  |  |  |  |
|---|---|----|--|----|--|--|---|--|--|--|--|--|
| Colours US real estate ads  |   |    |  |    |  |  |   |  |  |  |  |  |
| Тема 5. Bedroom designs and furniture. Textures.                              | 3 | 8  |  | 7  |  |  | 1 |  |  |  |  |  |
| Тема 6. Bathroom designs, facilities and utilities. Titles                    | 4 | 8  |  | 6  |  |  | 2 |  |  |  |  |  |
| Тема 7. Housing schemes in Britain. Mortgage. Do-it Yourself. A British house | 5 | 5  |  | 4  |  |  | 1 |  |  |  |  |  |
| Module Test 3   |   | 2  |  | 2  |  |  |   |  |  |  |  |  |
| Разом за змістовим модулем 3  |   | 52 |  | 43 |  |  | 9 |  |  |  |  |  |

**Змістовий модуль 4. Types of eating places.**

|   |   |   |  |   |  |  |   |  |  |  |  |  |
|---|---|---|--|---|--|--|---|--|--|--|--|--|
| Тема 1. Table layout. Parts of the menu.      | 5 | 7 |  | 6 |  |  | 1 |  |  |  |  |  |
| Тема 2. Ways of cutting and cooking. Utensils | 6 | 8 |  | 7 |  |  | 1 |  |  |  |  |  |
| Тема 3. Meat products, preparation.           | 6 | 7 |  | 7 |  |  |   |  |  |  |  |  |
| Тема 4. Fish products, preparation            | 7 | 5 |  | 5 |  |  |   |  |  |  |  |  |
| Тема 5. Vegetable and fruit: preparation      | 7 | 8 |  | 8 |  |  |   |  |  |  |  |  |
| Тема 6. Herbs, spices, nuts, desserts         | 8 | 6 |  | 5 |  |  | 1 |  |  |  |  |  |
| Тема 7. Describing food, drinks.              | 9 | 6 |  | 4 |  |  | 2 |  |  |  |  |  |

[illegible]

Теми практичних занять 1 курс

| № з/п   | Назва теми  | Кількість годин |
|---|---|-----------------|
| <b>I семестр</b>  |   |                 |
| <b>Змістовий модуль 1 Personal identification. Family life.</b> |   |                 |
| 1.  | Family  | 10              |
| 2.  | Human body. Appearance  | 6               |
| 3.  | Personality   | 4               |
| 4.  | Feelings and emotions   | 10              |
| 5.  | Wedding, marriage   | 8               |
| 6.  | Family roles and problems.  | 10              |
| 7.  | Children's upbringing. Teenager's problems  | 10              |
| 8.  | The Ukrainian family  | 9               |
| 9.  | The British family  | 10              |
|   | Module Test 1   | 1               |
| <b>Разом за Змістовий модуль 1</b>                              |   | <b>78</b>       |
| <b>Змістовий модуль 2. Education.</b>                           |   |                 |
| 10.   | I'm a first year student  | 10              |
| 11.   | National University of Life and Environment of Sciences of Ukraine                          | 8               |
| 12.   | Pre-University Education in Britain and Ukraine   | 10              |
| 13.   | Pre-University Education in the USA and Ukraine   | 10              |
| 14.   | University Education in the USA, Britain and Ukraine  | 8               |
| 15.   | University Degrees in Britain and Ukraine; the structure of the school year; marks; hostels | 7               |
| 16.   | State and private schools in Britain  | 7               |
| 17.   | School problems; teaching and learning; how to make them interesting                        | 10              |
|   | Module Test 2   | 2               |
| <b>Разом за Змістовий модуль 2</b>                              |   | <b>72</b>       |
| <b>Разом за I семестр</b>                                       |   | <b>150</b>      |
| <b>II семестр</b>   |   |                 |
| <b>Змістовий модуль 3. Housing.</b>                             |   |                 |
| 18.   | Types of dwelling; facilities and amenities   | 6               |
| 19.   | British real estate ads   | 7               |
| 20.   | Kitchen facilities and utilities. Materials   | 6               |
| 21.   | Living room designs and furniture. Colours US real estate ads                               | 7               |
| 22.   | Bedroom designs and furniture. Textures.  | 5               |
| 23.   | Bathroom designs, facilities and utilities. Titles  | 6               |
| 24.   | Housing schemes in Britain. Mortgage. Do-it Yourself. A British house                       | 4               |
|   | Module test 3   | 2               |
| <b>Разом за Змістовий модуль 3</b>                              |   | <b>43</b>       |
| <b>Змістовий модуль 4. Types of eating places.</b>              |   |                 |
| 25.   | Table layout. Parts of the menu.  | 6               |
| 26.   | Ways of cutting and cooking. Utensils   | 7               |
| 27.   | Meat products, preparation.   | 7               |
| 28.   | Fish products, preparation  | 5               |
| 29.   | Vegetable and fruit: preparation  | 8               |
| 30.   | Herbs, spices, nuts, desserts   | 5               |
| 31.   | Describing food, drinks. Ordering food.   | 4               |
| 32.   | British cuisine   | 4               |
|   | Module Test 4   | 2               |

|   |                                     |            |
|---|-------------------------------------|------------|
| <b>Разом за Змістовий модуль 4</b>                  |                                     | <b>48</b>  |
| <b>Змістовий модуль 5. Traveling and transport.</b> |                                     |            |
| 33.   | Means of traveling.                 | 5          |
| 34.   | Problems on the road.               | 7          |
| 35.   | Types of tourism.                   | 3          |
| 36.   | Booking a bus, rail, plane ticket   | 6          |
| 37.   | Checking in, checking out           | 5          |
| 38.   | Exploring Canada.                   | 4          |
| 39.   | Australia – a country of contrasts. | 4          |
| 40.   | New Zealand- an island nation.      | 9          |
|   | Module Test 5                       | 1          |
| <b>Разом за Змістовий модуль 5</b>                  |                                     | <b>44</b>  |
| <b>Разом за II семестр</b>                          |                                     | <b>135</b> |
| <b>Загальна кількість годин</b>                     |                                     | <b>285</b> |

### Теми самостійної роботи

| № з/п             | Назва теми   | Кількість годин |
|-------------------|--|-----------------|
| <b>I семестр</b>  |  |                 |
| 1                 | Relationship in the Family                           | 4               |
| 2                 | Personality Traits                                   | 5               |
| 3                 | Appearance   | 2               |
| 4                 | Children Upbringing                                  | 4               |
| 5                 | Housing Facilities                                   | 4               |
| 6                 | School problems                                      | 2               |
| 7                 | University Education in the USA, Britain and Ukraine | 4               |
| <b>II семестр</b> |  |                 |
| 8                 | Housing Facilities                                   | 2               |
| 9                 | Must-Have Amenities                                  | 2               |
| 10                | Table Manners  | 3               |
| 11                | Cooking  | 4               |
| 12                | Ordering Food  | 2               |
| 13                | Means of Transport                                   | 3               |
| 14                | Tourism  | 4               |
|                   | <b>Всього за 1- 2 семестри</b>                       | <b>45</b>       |

2. Контрольні питання, комплекти тестів для визначення рівня засвоєння знань студентами.

| <b>НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ БІОРЕСУРСІВ І ПРИРОДОКОРИСТУВАННЯ<br/>УКРАЇНИ</b> |  |   |                                   |
|---|--|---|-----------------------------------|
| ОС «Бакалавр»<br>Спеціальність<br>«Філологія»                                 | Кафедра іноземної<br>філології і перекладу | <b>ЕКЗАМЕНАЦІЙНИЙ<br/>БІЛЕТ № 1</b><br><br>з дисципліни<br><b>«Практичний курс<br/>англійської мови»<br/>(I курс)</b> | <b>Затверджую</b><br>Зав. кафедри |
| <b>I. Тестові завдання різних типів</b>                                       |  |   |                                   |

1. Fill in the missing words.

Our family lives in a new flat in one of the newly built \_\_\_\_\_ areas.

2. Fill in the missing words.

It is important that our \_\_\_\_\_ of flats is within easy \_\_\_\_\_ of the underground station and it doesn't take me long to \_\_\_\_\_ to any place I like.

3. Fill in the missing words.

Our flat has all modern \_\_\_\_\_: central \_\_\_\_\_, running \_\_\_\_\_ and water, electricity and \_\_\_\_\_.

4. Fill in the missing words.

We have a two-\_\_\_\_\_ flat.

5. Fill in the missing words.

In my opinion, it's quite a well-\_\_\_\_\_ flat.

6. Complete the sentence.

I keep all my clothes in the bedroom in a big \_\_\_\_\_ r \_\_\_\_\_.

7. Complete the sentence.

The silver \_\_\_\_\_ t \_\_\_\_\_ on the table were shining brightly because they reflected the flickering light of the \_\_\_\_\_ n \_\_\_\_\_.

8. Complete the sentence.

It was a cold evening so I had a log fire going in the \_\_\_\_\_ r \_\_\_\_\_.

9. Complete the sentence.

The most important thing about a house or flat is that it should be h \_\_\_\_\_.

10. Complete the sentence.

My grandfather likes to sit in his favourite \_\_\_\_\_ c \_\_\_\_\_, smoking his \_\_\_\_\_ p \_\_\_\_\_.

### **Екзаменаційні питання**

#### **II. Read, translate and summarize the text**

Although people usually know what the word means, it often has no exact translation. It's not surprising really, because the idea of home varies from country to country and from person to person. A home is more than a roof and four walls. It's the cooking, eating, talking, playing and family living that go on inside which are important as well. And at home you usually feel safe and relaxed. The original meaning of the word 'home', in English and other Indo-European languages too, was a safe dwelling place, a village, even a world. In Old English it came to mean a fixed abode where people habitually lived and sometimes was extended to include members of a family. Webster's says that 'house' comes from the same root as 'sky' and was used to mean a 'covering and concealing'. Our modern usage of these two words can be traced back to these original meanings. 'Home' has connotations of a feeling of belonging, a center of affection, a place where you can find refuge and rest, it is something intimate and private. Generally, 'home' only refers to one's own place; we'd say 'I went round to Adrian's 'house' not his 'home'. House, in the meaning of a covering or storage place, is clear in such things as a greenhouse, hen-house, the House of Commons, a clearing house, etc. It is a physical structure, not a place where one should supposedly receive kind treatment and feel relaxed ('Make yourself at home').

#### **III. Express your opinion on the suggested topic.**

Speak about types of dwelling. Describe your favorite private and collective dwelling.

## **НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ БІОРЕСУРСІВ І ПРИРОДОКОРИСТУВАННЯ УКРАЇНИ**

|   |  |  |                                |
|---|--|--|--------------------------------|
| ОС «Бакалавр»<br>Спеціальність<br>«Філологія» | Кафедра<br>іноземної<br>філології і<br>перекладу | ЕКЗАМЕНАЦІЙНИЙ<br>БІЛЕТ № 4<br><br>з дисципліни<br><br>«Практичний курс<br>англійської мови»<br><br>(I курс) | Затверджую<br><br>Зав. кафедри |
| <b>I. Тестові завдання різних типів</b>       |  |  |                                |

1. Choose the correct answer. He keeps all his tools and do-it-yourself equipment in a ..... in the garden.  
a) barn b) hut c) shed d) stable
2. Choose the correct answer. Our house is joined to the other houses in the street: it's .....  
a) attached b) connected c) terraced d) semi-detached
3. Choose the correct answer. I am staying in a youth ..... in the centre of the town.  
a) hostel b) inn c) pub d) stable
4. Complete the following sentence with an appropriate word for a type of building.  
He is a real prince and his family has lived in this \_ \_ \_ t \_ \_ since the 14th century.
5. Complete the following sentence with an appropriate word for a type of building.  
The high \_ \_ y \_ \_ \_ \_ \_ \_ \_ in New York are mostly to be found in the central part of Manhattan.
6. Complete the following sentence with an appropriate word for a type of building.  
Students can save money and make friends by living in a university \_ \_ \_ t \_ \_.
7. Complete the following sentence with an appropriate word for a type of building.  
An elderly person is better off in a \_ \_ \_ \_ a \_ \_ \_ with no stairs to climb.
8. Complete the following sentence with an appropriate word for a type of building.  
I've always dreamed of moving to the country and living in an old \_ \_ \_ t \_ \_.
9. Complete the following sentence with an appropriate word for a type of building.  
When he was set free after twenty years in \_ \_ \_ s \_ \_ , he was amazed at the changes he found.
10. Complete the following sentence with an appropriate word for a type of building.  
They don't live in a house, they live in a modern \_ \_ \_ c \_ \_ of \_ \_ \_ \_ \_ .

### Екзаменаційні питання

#### II. Read, translate and summarize the text

**Kate:** What is home for me? I can say that my home is the best place in the world. It's a place where I can always meet love and sincerity of my relatives. Only there I can find kindness of my mother and understanding of my father. To me being at home always means being with my family who cares for me and supports me when I need it. People say "East or West, home is best" and I completely agree with them. Wherever I am, I always feel lonely and miserable, because I can't stay away from home for a long time. I can't even imagine being far from my parents, as it is very difficult for me to do without their help and respect. You know I'm happy only when we are together. Only then I feel desirable, for I know that they also need my attention and sympathy. I don't understand those people who say that for them their home is just a roof over their heads. Can it be true? I guess not, because I think that a real home is a place where you feel cosy and safe, otherwise it is not home. **Mark:** Home? To my mind home is just a house you live in. It's simply a roof over my head and a place where I sleep and eat. Some people say that their homes are the only places they feel comfortable in. I can't agree with them. My home is like a cage for me, where I'm not allowed to do what I really want. I can't say that my parents are cruel and rude to me, but they live their own lives and are not very much interested in mine. My parents never pay attention to me and they don't want to understand my soul. What's more I never feel desirable at home, because my parents ignore me very much. I try to spend at home as little time as possible. I like to be with my friends, because I know that they need me. My home is the last place I want to be at, because I feel lonely there. It's lonely there. It's not a home, it's just a place where I live.

#### III. Express your opinion on the suggested topic.

Think of how much does it cost to run a house UK? How much is stamp duty on a house UK? How much are solicitors fees for buying a house UK?

### Ситуації для усного мовлення

#### I семестр (Змістові модулі 1-2)

1. How do you understand the meaning of the following quotation:  
"Interpretation is the third but the most important language in the dialogue of two sides".
2. Explain why it is so crucial that translation has to be absolutely accurate for true communication. What is the main task of a translation?
3. Why is a broad university education so important to a translator. Ground your thought.

4. You have moved recently. Your parents plan to organise a party to meet new neighbours. Tell how you would describe yourself to a stranger.

5. Imagine that your friends, who have recently married, will have a baby. Think of all ways their life will change once a baby is born.

6. Describe the appearance of your ideal boyfriend/girlfriend. Which features of human character will be predominant in your description?

7. The two pictures show different turning points in human life. Which image do you think represents a more important turning point. Why? Prove your opinion.

8. Tell how you are different from/similar to the other members of your family. Do you look like other family members in any way?

9. Tell how it is important to get on well with your relatives. Use these prompts:

- *You are a husband/wife.*
- *Your partner has an old pet dog.*
- *It costs a lot of money at vet.*
- *It is very old, smelly, sick and unhappy.*
- *Partner loves it very much.*
- *You argue a lot about it.*

10. Imagine that you are a parent. Your children have grown up and left home. Some live in other cities, some live overseas, but they never visit and don't write you. Tell how you would solve this problem.

11. Your sister is married. She has got three children, but doesn't look after them well. What shall you do to solve this problem? How would you help her to avoid possible divorce?

12. Tell which types of problems are typical in the relationships between children and parents. Is it possible or not to avoid them? Give your own solutions to each group of these problems.

13. Your neighbour throws rubbish in your garden. Tell how you would solve this problem. Provide the answers to these questions:

*What would you like to do about that? How do you feel about that?*

*Is there anything you can do about it?*

14. Tell what you do in your free time and how many hours of the average day you spend doing it.

15. Do you agree that "friendship is a wine of life"? Which traits of character are important in a friend's personality?

16. Think of the ways in which your own personality has changed in recent years.

17. Look at the pictures. Compare and contrast the appearance of the people in the pictures. In which way they are similar, in which different?

18. Talk about your grandparents, if you have any, how old they are, where they live and especially how independent they are. Make a list of all advantages and disadvantages of living with the elderly relatives.

19. Look at the picture. What kind of relatives are the people in the picture? Why have you decided so? In this picture father is absent. Think of the possible reasons of such situation.

20. Would you consider looking for love online? Think of all advantages and disadvantages of internet dating. Describe your own variant of ending of such relationships.

21. Your friend has bought a new jacket. He/she loves it and asks what you think. You know the jacket is awful, but if you tell him/her, he/she will be hurt. If you say you like it, you will be lying, and people might laugh at him/her when he/she wears it. Talk about moral dilemmas.

22. Talk about how you keep fit. What can you advise to those who are not fit?

23. Different experts say lots of things are important to health but being and feeling healthy is more than just being fit. Ground your thought.

24. Are you afraid of seeing dentist? How can you cope with your feelings and control the situation? Talk about the feeling of fear and its role in human life.

25. Have you ever been to the course of first aid? Name all the constituent elements of the first aid knowledge.

26. Plan your perfect day think about:

- what?
- where?
- who?
- when?

27. Tell what types of magazine you read and why you like them. Do you know any free magazines or newspapers, and what you think of them? Have you ever worked on a magazine, for example a school one?

28. Talk about the most important places in your native town/city for leisure activities. What do you do there? Think how you can improve those leisure places to attract more people.

29. Tell about the differences and similarities among British, American and Ukrainian educational systems.

30. Talk about your native school and the rules for its pupils there. Where there any you would like to change? Would you add something?

31. Think of various types of alternative medicine (medicine that uses different methods from convectional Western medicine): acupuncture, homeopathy etc. Do you believe that it can be helpful.

32. Home schooling: what is it? Why parents decide to teach their children at home? Think of the possible reasons. Are you for or against home education? Ground your opinion.

33. How important is higher education for young people nowadays? Why does the university you attend seem to be attractive than the others? Think of the most important facts in its history.

34. Think of situations when you were very happy. Was it a specific occasion? Or were these feelings connected with a very special person?

35. What are the oldest universities in Ukraine and Great Britain? Do you know any of its prominent graduates?

36. Was it easy for you to get accustomed with the system of higher education at your university? What was the most difficult? Why? Give your own reasons.

37. Describe the wedding traditions in Ukraine. What about your local peculiarities of these customs.

38. Speak about the ways young people meet, engage, prepare to the wedding ceremony etc. Describe your ideal wedding.

## **II семестр (Змістові модулі 3-5)**

39. Speak about types of dwelling. Describe your favorite private and collective dwelling.

40. What is facilities and amenities? What are examples of amenities? What are amenities in a home?

41. Talk about British real estate ads. Which is the best property website UK? Is Foxtons only in London?

42. Think of how much does it cost to run a house UK? How much is stamp duty on a house UK? How much are solicitors fees for buying a house UK?

43. Talk about kitchen facilities and utilities. What are the common materials used in kitchen?

44. Speak about kitchen materials. What are the 7 cooking materials? What are utility kitchen tools? What is considered kitchen equipment?

45. Tell what colors are trending for living rooms 2022? Which color is best for living room?

46. Imagine how can I make your living room attractive? How do you design a lounge? What are the 7 elements of interior design?

47. You are going to move in 2023. Say how are you styling a bedroom 2022? How do I set up bedroom furniture?

48. Speak about bathroom facilities. What are the different kinds of bathroom? Share of your ideas of bathroom design.



49. Can a foreigner buy property in UK on mortgage? Who is eligible to buy a house in UK? Can I live in the UK if I buy a house?
50. Think of what is the table layout? What are the 5 parts of a data table? What is a table menu? What are the parts of a table? (How to lay out a restaurant table professionally?)
51. Think of cutting techniques. What are 5 cutting techniques? How to master different knife cuts?
52. Imagine, you have bought 3 kilos of meat. What are the basic preparations of meat? What are prepared meat products? What are the steps in processing the meat products?
53. Explain how are fish products processed? How do you make fish products? How do you prepare fish for processing? What products can be made from fish?
54. How do you prepare fruit and vegetable for processing? What are the steps in preparing vegetables? What is the preparation rule for vegetables? What is the best way to prepare fruits?
55. Think of the most popular spices in traditional Ukrainian cuisine. What spices do you often use? Tell about your favorite spices.
56. Do you know any herb, spice and nuts snack recipes? Think whether they can be the alternative for chocolate and sweets. What other ideas of healthy snacks can you think of?
57. Do you know anyone with nut or spice allergies? Why do you think food allergies are so common nowadays? Tell about food regiments for people with allergies.
58. Think about your favorite drink. Why do you like it? Can you recommend any recipes of cocktails?
59. What can you tell about drinking culture in Ukraine? What are the most popular drinks in Ukraine?
60. What do you know about traditional British cuisine? Tell about the most popular recipes in the UK.
61. Think of the most popular and affordable means of transportation nowadays. Which of them do you personally like? Why? / Why not?
62. Think about problems on the road. What kind of difficulties can one face while travelling? What are the ways of solving these kinds of problems?
63. Tell about the most popular types of tourism. What are the most popular ones in Ukraine? Which type of travelling do you prefer the most?
64. What do you think of the adventure tourism? Would you like to try it? Can you think of advantages and disadvantages of this kind of tourism?
65. Think of the hotels or / and hostels that you have stayed at. Which of them did you like the most? Tell about the tips that can help to choose the best hotel.
66. Do you know anyone who has been to Canada? What have you heard about the tourism there? Tell about the most popular sights and landmarks in Canada.
67. Tell everything you know about Australia. Why do you think this remote country attracts so many tourists? Would you like to visit it? Why? / Why not?
68. What have you heard of New Zealand? Do you think this island is popular with Ukrainian tourists? Would you like to visit it? Why? / Why not?

### **Опис навчальної дисципліни**

#### **«Практичний курс основної іноземної мови (англійська)»**

2 курс

|  |                        |
|--|------------------------|
| <b>Галузь знань, напрям підготовки, спеціальність, освітньо-кваліфікаційний рівень</b> |                        |
| Освітньо-кваліфікаційний рівень  | Бакалавр               |
| Галузь знань   | 03 «Гуманітарні науки» |

|  |   |
|--|---|
| Спеціальність  | 035.041 – «Філологія (германські мови і літератури (переклад включно), перша-англійська)» |
| <b>Характеристика навчальної дисципліни</b>                      |   |
| Вид  | Обов'язкова   |
| Загальна кількість годин   | 240 год. + 60 год см роботи =300  |
| Кількість кредитів ECTS  | 10  |
| Кількість змістових модулів                                      | 4   |
| Форма контролю   | Екзамен   |
| <b>Показники навчальної дисципліни для денної форми навчання</b> |   |
| Рік підготовки (курс)  | II  |
| Семестр  | 3   |
| Практичні заняття  | 120 год.  |
| Самостійна робота  | 30 год.   |
| Індивідуальні завдання   |   |
| Кількість тижневих аудиторних годин для денної форми навчання    | 8 год.  |
| Семестр  | 4   |
| Практичні заняття  | 120 год.  |
| Самостійна робота  | 30 год.   |
| Індивідуальні завдання   |   |
| Кількість тижневих аудиторних годин для денної форми навчання    | 8 год.  |

**3. СТРУКТУРА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ  
«ПРАКТИЧНИЙ КУРС ОСНОВНОЇ ІНОЗЕМНОЇ МОВИ  
(АНГЛІЙСЬКА)»  
3 СЕМЕСТР**

| Назви змістових<br>модулів і тем                       | Кількість годин |             |              |    |     |     |      |              |              |    |         |     |      |
|--|-----------------|-------------|--------------|----|-----|-----|------|--------------|--------------|----|---------|-----|------|
|  | денна форма     |             |              |    |     |     |      | Заочна форма |              |    |         |     |      |
|  | ти<br>ж-<br>ні  | усьо<br>-го | у тому числі |    |     |     |      | усьо-<br>го  | у тому числі |    |         |     |      |
|  |                 |             | л            | п  | лаб | інд | с.р. |              | л            | п  | ла<br>б | інд | с.р. |
| 1  | 2               | 3           | 4            | 5  | 6   | 7   | 8    | 9            | 10           | 11 | 12      | 13  | 14   |
| Змістовий модуль 1. TOWN AND GOWN                      |                 |             |              |    |     |     |      |              |              |    |         |     |      |
| Тема 1. London.<br>City Transport                      |                 | 10          |              | 8  |     |     | 2    |              |              |    |         |     |      |
| Тема 2. Asking<br>for directions.<br>Giving directions |                 | 8           |              | 6  |     |     | 2    |              |              |    |         |     |      |
| Тема 3. US<br>Cities.<br>Washington, New               |                 | 12          |              | 10 |     |     | 2    |              |              |    |         |     |      |

|   |  |    |  |    |  |  |    |  |  |  |  |  |  |
|---|--|----|--|----|--|--|----|--|--|--|--|--|--|
| York, Chicago, Los Angeles, San Francisco<br>New York as one of the world's centers   |  |    |  |    |  |  |    |  |  |  |  |  |  |
| Тема 4.<br>Description of towns, town buildings, town problems and contrasting them   |  | 10 |  | 8  |  |  | 2  |  |  |  |  |  |  |
| Тема 5. Ukraine is Beautiful.<br>Ukrainian Cities Kyiv, Khakiv, Odesa, Lviv           |  | 10 |  | 8  |  |  | 2  |  |  |  |  |  |  |
| Тема 6. The Best and the Worst of Kyiv  |  | 10 |  | 8  |  |  | 2  |  |  |  |  |  |  |
| Тема 7.<br>Megacities' Life and Problems: overcrowding, environment, transport, crime |  | 10 |  | 8  |  |  | 2  |  |  |  |  |  |  |
| Тема 8.<br>Megacities' Life and Problems: transport, crime                            |  | 4  |  | 2  |  |  | 2  |  |  |  |  |  |  |
| Module Test 1   |  | 2  |  | 2  |  |  |    |  |  |  |  |  |  |
| Разом за змістовим модулем 1  |  | 76 |  | 60 |  |  | 16 |  |  |  |  |  |  |
| <b>Змістовий модуль 2. UNDER THE WEATHER</b>  |  |    |  |    |  |  |    |  |  |  |  |  |  |
| Тема 1.<br>Weather in general<br>Weather forecast                                     |  | 10 |  | 8  |  |  | 2  |  |  |  |  |  |  |
| Тема 2.<br>Temperature.<br>Types of Climate.  |  | 8  |  | 6  |  |  | 2  |  |  |  |  |  |  |
| Тема 3.<br>Antarctica and the world's climate change.                                 |  | 12 |  | 10 |  |  | 2  |  |  |  |  |  |  |
| Тема 4.<br>Precipitations and Floods.   |  | 10 |  | 8  |  |  | 2  |  |  |  |  |  |  |

|  |  |     |  |     |  |  |    |  |  |  |  |  |  |
|--|--|-----|--|-----|--|--|----|--|--|--|--|--|--|
| Тема 5.<br>Types of<br>Clouds<br>Weather<br>fronts   |  | 10  |  | 8   |  |  | 2  |  |  |  |  |  |  |
| Тема 6.<br>Abnormal<br>Atmospheric<br>Phenomena  |  | 10  |  | 8   |  |  | 2  |  |  |  |  |  |  |
| Тема 7.<br>Types of<br>Lightning<br>Damage<br>Caused by<br>lightning<br>Types of<br>Wind<br>The Baufort<br>Scale |  | 9   |  | 8   |  |  | 1  |  |  |  |  |  |  |
| Тема 8.<br>Greenhouse<br>Effect.<br>Global<br>Climate<br>Change  |  | 3   |  | 2   |  |  | 1  |  |  |  |  |  |  |
| Module Test<br>2   |  | 2   |  | 2   |  |  |    |  |  |  |  |  |  |
| Разом за<br>змістовим<br>модулем 2   |  | 74  |  | 60  |  |  | 14 |  |  |  |  |  |  |
| Разом за 3<br>семестр  |  | 150 |  | 120 |  |  | 30 |  |  |  |  |  |  |

#### 4 CEMECTP

#### Змістовий модуль 3 . AN ACE UP THE SLEEVE

|  |  |    |  |    |  |  |   |  |  |  |  |  |  |
|--|--|----|--|----|--|--|---|--|--|--|--|--|--|
| Тема 1. The<br>Generation<br>Gap                         |  | 12 |  | 10 |  |  | 2 |  |  |  |  |  |  |
| Тема 2.<br>Women's<br>Clothes                            |  | 12 |  | 10 |  |  | 2 |  |  |  |  |  |  |
| Тема 3.<br>Headgear.<br>Women's<br>Coats,<br>Footwear    |  | 12 |  | 10 |  |  | 2 |  |  |  |  |  |  |
| Тема 4.<br>Men's<br>Clothes,<br>Headgear and<br>Footwear |  | 12 |  | 10 |  |  | 2 |  |  |  |  |  |  |
| Тема 5.<br>Fashion,<br>Clothes<br>Shops,                 |  | 10 |  | 8  |  |  | 2 |  |  |  |  |  |  |

|   |  |     |  |     |  |  |    |  |  |  |  |  |  |
|---|--|-----|--|-----|--|--|----|--|--|--|--|--|--|
| Clothes Designers.  |  |     |  |     |  |  |    |  |  |  |  |  |  |
| Тема 6. Fast fashion and Environment.                             |  | 14  |  | 10  |  |  | 4  |  |  |  |  |  |  |
| Module Test 3   |  | 2   |  | 2   |  |  |    |  |  |  |  |  |  |
| Разом за змістовий модуль 3                                       |  | 74  |  | 60  |  |  | 14 |  |  |  |  |  |  |
| Змістовий модуль 4. <b>THE LION'S SHARE.</b>                      |  |     |  |     |  |  |    |  |  |  |  |  |  |
| Тема 1. Domestic Animals and Birds. Animals' Sabotage             |  | 12  |  | 10  |  |  | 2  |  |  |  |  |  |  |
| Тема 2. Farm & Domestic Animals Welfare                           |  | 12  |  | 10  |  |  | 2  |  |  |  |  |  |  |
| Тема 3. Wild Animals and Birds. Hunting and the Rights of Animals |  | 12  |  | 10  |  |  | 2  |  |  |  |  |  |  |
| Тема 4. Water Creatures and Insects. Problems of Pets             |  | 12  |  | 10  |  |  | 2  |  |  |  |  |  |  |
| Тема 5. Plants. Gardening: Pleasures, Chores and Problems         |  | 12  |  | 8   |  |  | 4  |  |  |  |  |  |  |
| Тема 6. Rural Life: Pleasures, Chores and Problems                |  | 14  |  | 10  |  |  | 4  |  |  |  |  |  |  |
| Module Test 4   |  | 2   |  | 2   |  |  |    |  |  |  |  |  |  |
| Разом за змістовим модулем 4                                      |  | 76  |  | 60  |  |  | 16 |  |  |  |  |  |  |
| Разом за 4 семестр  |  | 150 |  | 120 |  |  | 30 |  |  |  |  |  |  |
| Усього годин  |  | 300 |  | 240 |  |  | 60 |  |  |  |  |  |  |

1. Теми практичних занять 2 курс

| № з/п | Назва теми  | Кількість годин |
|-------|---|-----------------|
|       | <b>Змістовий модуль 1</b>   |                 |
| 1     | London.City Transport.  | 8               |
| 2     | Asking for directions.<br>Giving directions.  | 6               |
| 3     | US Cities. Washington, New York, Chicago, Los Angeles, San Francisco as one of the world's centers. | 10              |
| 4     | Description of towns, town buildings, town problems and contrasting them.                           | 8               |
| 5     | Ukraine is Beautiful. Ukrainian Cities. Kyiv, Khakiv, Odesa, Lviv.                                  | 8               |
| 6     | The Best and the Worst of Kyiv.   | 8               |
| 7     | Megacities' Life and Problems: overcrowding, environment, transport, crime.                         | 8               |
| 8     | Megacities' Life and Problems: transport, crime.  | 2               |
|       | Module Test 1   | 2               |
|       | <b>Разом за Змістовий модуль 1</b>  | 60              |
|       | <b>Змістовий модуль 2</b>   |                 |
| 1     | Weather in general. Weather forecast.   | 8               |
| 2     | Temperature.<br>Types of Climates.  | 6               |
| 3     | Antarctica and the world's climate change.  | 10              |
| 4     | Precipitations and Floods.  | 8               |
| 5     | Types of Clouds.Weather fronts.   | 8               |
| 6     | Abnormal Atmospheric Phenomena.   | 8               |
| 7     | Types of Lightning Damage Caused by lightning. Types of Wind. The Baufort Scale.                    | 8               |
| 8     | Greenhouse Effect. Global Climate Change.   | 2               |
|       | Module Test 2   | 2               |
|       | <b>Разом за Змістовий модуль 2</b>  | 60              |
|       | <b>Змістовий модуль 3</b>   |                 |
| 1     | The Generation Gap.   | 10              |
| 2     | Women's Clothes.  | 10              |
| 3     | Headgear. Women's Coats, Footwear.  | 10              |
| 4     | Men's Clothes, Headgear and Footwear.   | 10              |
| 5     | Fashion, Clothes Shops, Clothes Designers.  | 8               |
| 6     | Fast fashion and Environment.   | 10              |
|       | Module Test 3   | 2               |
|       | <b>Разом за Змістовий модуль 3</b>  | 60              |
|       | <b>Змістовий модуль 4</b>   |                 |
| 1     | Domestic Animals and Birds. Animals' Sabotage.  | 10              |
| 2     | Farm & Domestic Animals Welfare.  | 10              |
| 3     | Wild Animals and Birds. Hunting and the Rights of Animals.  | 10              |
| 4     | Water Creatures and Insects. Problems of Pests.   | 10              |
| 5     | Plants. Gardening: Pleasures, Chores and Problems.  | 8               |
| 6     | Rural Life: Pleasures, Chores and Problems.   | 10              |
|       | Module Test 4.  | 2               |
|       | <b>Разом за Змістовий модуль 4</b>  | 60              |
|       | <b>Разом за 3-4 семестри</b>  | 240             |

### 3. Теми самостійної роботи 2 курс

| № з/п | Назва теми  | Кількість годин |
|-------|---|-----------------|
|       | <b>Змістовий модуль 1</b>   |                 |
| 1     | London.City Transport.<br>Write a dialogue between two people discussing their experiences using public transport in London. Include expressions and phrases related to asking for and giving directions, as well as discussing different modes of transportation.  | 2               |
| 2     | Asking for directions. Giving directions.<br>In pairs, role-play a conversation where one person asks for directions to a specific location, and the other person gives clear directions. Choose a location that is familiar to both of you or use a map to create a fictional scenario. Practice using useful phrases and expressions related to asking for and giving directions. | 2               |
| 3     | US Cities. Washington, New York, Chicago, Los Angeles, San Francisco as one of the world's centers.<br>Choose one of the mentioned US cities and create a presentation comparing it to another city or your hometown. Include information about the city's history, landmarks, culture, and significant characteristics. Present your findings to your class or a study partner.    | 2               |
| 4     | Description of towns, town buildings, town problems and contrasting them.<br>Choose a town or city that you are familiar with or interested in. Write a descriptive paragraph highlighting its buildings, town problems, and contrasting features. Use adjectives and descriptive language to paint a vivid picture of the town.  | 2               |
| 5     | Ukraine is Beautiful. Ukrainian Cities. Kyiv, Khakiv, Odesa, Lviv.<br>Choose one of the mentioned Ukrainian cities and create a travel itinerary for a weekend trip. Include a list of must-visit sights, recommended activities, and local delicacies to try. Present your itinerary to a friend or write a blog post about it.  | 2               |
| 6     | The Best and the Worst of Kyiv.<br>Create a list of pros and cons for living in Kyiv. Include aspects such as culture, transportation, entertainment, and quality of life. Write a short paragraph summarizing the best and worst aspects of living in Kyiv based on your analysis.   | 2               |
| 7     | Megacities' Life and Problems: overcrowding, environment, transport, crime.<br>In a small group, discuss the challenges and issues faced by megacities in terms of overcrowding, environment, transport, and crime. Share your opinions, experiences, and possible solutions to these problems. Take turns leading the discussion and encouraging everyone to participate.          | 2               |
| 8     | Megacities' Life and Problems: transport, crime.<br>Choose either transport or crime as the focus and write a short essay discussing the problems associated with it in megacities. Provide examples and statistics to support your points. Then, propose possible solutions to address these issues.   | 2               |
|       | <b>Разом за Змістовий модуль 1</b>  | <b>16</b>       |

|   | <b>Змістовий модуль 2</b>   |   |
|---|---|---|
| 1 | <p>Weather in general. Weather forecast.</p> <p>Create a weather journal for one week. Each day, record the current weather conditions, including temperature, precipitation, and any other relevant observations. At the end of the week, analyze the data and write a short summary of the weather patterns you observed.</p>   | 2 |
| 2 | <p>Temperature. Types of Climates.</p> <p>Using weather websites or apps, study the weather forecast for your area or a place you are interested in visiting. Write a short paragraph describing the weather conditions predicted for the next three days. Practice using vocabulary related to weather forecast, such as "partly cloudy," "rain showers," or "high temperatures."</p> <p>Research different climate classifications (e.g., tropical, arid, temperate) and create a poster or infographic displaying the characteristics of each climate type. Include information about average temperature, precipitation, and vegetation. Present your poster to the class or explain it to a study partner.</p> | 2 |
| 3 | <p>Antarctica and the world's climate change.</p> <p>Read about the impact of climate change on Antarctica and its implications for the rest of the world. Write a reflection discussing the effects of climate change on the Antarctic region and the potential consequences for global sea levels, wildlife, and climate patterns.</p>  | 2 |
| 4 | <p>Precipitations and Floods.</p> <p>Imagine you are a weather reporter. Create a news report discussing recent heavy rainfall and floods in a specific region or city. Include information about the causes, impacts, and local response to the floods. Present your news report in a creative way, either through a written article, a video recording, or an oral presentation.</p>  | 2 |
| 5 | <p>Types of Clouds. Weather fronts.</p> <p>Learn about different types of clouds and weather fronts. Spend some time observing the sky and identify at least five different types of clouds. Take pictures or draw sketches of the clouds you observe and label them with their corresponding names. Write a short description of each cloud type and the weather conditions associated with it.</p>  | 2 |
| 6 | <p>Abnormal Atmospheric Phenomena.</p> <p>Choose an abnormal atmospheric phenomenon such as auroras, tornadoes, or mirages. Conduct research on your chosen phenomenon and create a presentation or poster to share your findings. Include information on how and where these phenomena occur, their scientific explanations, and any interesting facts or stories associated with them.</p>  | 2 |
| 7 | <p>Types of Lightning Damage Caused by lightning. Types of Wind. The Beaufort Scale.</p> <p>Design an infographic that provides safety tips during thunderstorms and windy weather. Include information about staying indoors, avoiding open spaces, and the dangers of lightning strikes and strong winds. Use visuals and concise text to convey the safety measures effectively.</p>   | 1 |
| 8 | <p>Greenhouse Effect. Global Climate Change.</p> <p>Write an opinion essay expressing your views on the greenhouse effect and global climate change. Support your opinion with evidence and examples. Discuss the potential</p>   | 1 |



|   |  |    |
|---|--|----|
|   | consequences of climate change and possible actions individuals and governments can take to mitigate its effects.  |    |
|   | <b>Разом за Змістовий модуль 2</b>   | 14 |
|   | <b>Змістовий модуль 3</b>  |    |
| 1 | The Generation Gap.<br>Interview someone from a different generation (e.g., a family member, friend, or neighbor) about their experiences and perspectives on various aspects of life, such as technology, social values, and lifestyle. Write a comparative essay highlighting the similarities and differences between your generation and theirs based on the interview.                            | 2  |
| 2 | Women's Clothes.<br>Create a fashion blog post focusing on women's clothes. Choose a specific style or trend and write a detailed description of the clothing items, including their features, suitable occasions to wear them, and styling tips. Include relevant vocabulary and phrases related to fashion and women's clothing.   | 2  |
| 3 | Headgear. Women's Coats, Footwear.<br>Prepare a presentation on headgear, women's coats, and footwear from different cultures or time periods. Include visuals, descriptions, and explanations of their significance, styles, and materials. Share your presentation with a small group or record a video presentation.  | 2  |
| 4 | Men's Clothes, Headgear and Footwear.<br>Select two different cultures or time periods and compare men's clothes, headgear, and footwear between them. Create a Venn diagram or a table to highlight the similarities and differences. Write a short paragraph explaining the cultural or historical influences on fashion in each culture or time period.   | 2  |
| 5 | Fashion, Clothes Shops, Clothes Designers.<br>Make up interview questions for a fashion designer, boutique owner, or someone who works in the fashion industry. Ask them about their inspiration, design process, favorite fashion trends, and challenges they face in the industry. Write a summary of the interview, highlighting the key insights and interesting facts about the fashion industry. | 2  |
| 6 | Fast fashion and Environment.<br>Research the impact of fast fashion on the environment and sustainability. Create a presentation to raise awareness about the negative consequences of fast fashion, such as pollution, waste, and unethical labor practices. Include suggestions for sustainable alternatives and actions that individuals can take to support ethical fashion.                      | 4  |
|   | <b>Разом за Змістовий модуль 3</b>   | 14 |
|   | <b>Змістовий модуль 4</b>  |    |
| 1 | Domestic Animals and Birds. Animals' Sabotage.<br>Create a pet care guide for a specific domestic animal or bird of your choice. Include information about their basic needs, feeding habits, exercise requirements, and common health issues. Provide tips on how to prevent and handle animal sabotage or destructive behavior. Use illustrations or images to make your guide visually appealing.   | 2  |
| 2 | Farm & Domestic Animals Welfare.<br>Prepare for a class debate on the topic of farm and domestic animal welfare. Research arguments supporting stricter animal   | 2  |

|   |  |           |
|---|--|-----------|
|   | welfare regulations and the opposing viewpoints. Conduct research to gather supporting evidence and prepare arguments for the debate. Engage in a structured class discussion where each group presents their arguments and counters the opposing side's points.   |           |
| 3 | Wild Animals and Birds. Hunting and the Rights of Animals. Write an opinion piece discussing the ethics of hunting and the rights of animals. Research different perspectives on this issue and present your viewpoint with supporting arguments. Address the impact of hunting on wildlife populations, conservation efforts, and the ethical considerations involved. Use persuasive language and evidence to strengthen your argument.                        | 2         |
| 4 | Water Creatures and Insects. Problems of Pests. Research common pests that affect water creatures and plants, such as mosquitoes or garden pests. Identify environmentally friendly pest control methods and create a guide on how to prevent and manage these pests. Include information on natural remedies, organic pesticides, and sustainable practices for pest control.   | 2         |
| 5 | Plants. Gardening: Pleasures, Chores and Problems. Imagine you have a beautiful garden, and you want to share its wonders with others. Create a virtual garden tour using images or drawings of different plants and flowers. Describe the pleasures of gardening, common gardening chores, and challenges faced by gardeners. Use descriptive language to paint a vivid picture of your garden and engage your audience.  | 4         |
| 6 | Rural Life: Pleasures, Chores and Problems. Research the rural life and traditions of a specific country or region. Write a comparative essay discussing the pleasures, chores, and problems associated with rural life in that area compared to urban life. Include information about traditional practices, agricultural activities, and the unique aspects of rural communities. Highlight the cultural significance and challenges faced by rural residents. | 4         |
|   | <b>Разом за Змістовий модуль 4</b>   | <b>16</b> |
|   | <b>Разом за 3-4 семестри</b>   | <b>60</b> |

**Контрольні питання, комплекти тестів для визначення рівня засвоєння знань студентів.**

### **Питання до іспиту 3 семестр**

1. What comes to mind when you hear the word 'transportation'?
2. What's your favourite method of transportation?
3. What transportation problems are there in your country?
4. What will the transportation of the future be like?
5. What would life be like if all public transportation in your country stopped?
6. Are you happy with transportation services in your country?
7. What do you think of the transportation in other countries?
8. Will the quality of transportation in your country get better or worse?
9. What kind of transportation did you like when you were a kid?
10. What comes to mind when you hear the word 'weather'?
11. What is your favourite weather?
12. What do you think of today's weather?
13. Do you worry about the world's changing weather?

14. Why do different countries have different weather?
15. Has the weather in your country changed over the past decades?
16. Have you ever experienced extreme weather?
17. Do you always try and look at or read the weather forecast?
18. John Ruskin said: "There is really no such thing as bad weather, only different kinds of good weather." What do you think of this quote?
19. Anthony J. D'Angelo said: "Wherever you go, no matter what the weather, always bring your own sunshine." What do you think of this quote?
20. What aspects of life in the city would you complain about?
21. What do you think should be done to improve living condition in cities?
22. What are some differences between living in the city and living in the country?
23. What size city is best to live in? Why?
24. How can we make our cities safer places to live?
25. Do you think that each city should have their own laws or could all cities share the same general laws?
26. What would you do if you were in charge of a city? How would you improve it?
27. Can you suggest some good tourist sites to visit in your city?
28. Does your city have any laws about dealing with pollution? Do you follow them? How do you sort garbage in your city? Do you recycle on a regular basis?
29. What are some historical places in your city? Have you visited them?
30. What are the major problems in your city? What are some long-term problems? What are some recent problems? What is your city doing to solve these problems?

### ЗРАЗОК БІЛЕТІВ ДЛЯ КОНТРОЛЯ ЗНАНЬ СТУДЕНТА

| НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ БІОРЕСУРСІВ І ПРИРОДОКОРИСТУВАННЯ УКРАЇНИ   |   |  |                            |
|--|---|--|----------------------------|
| ОС «Бакалавр»<br>Спеціальність<br><b>035 Філологія</b>   | Кафедра<br>іноземної<br>філології<br>і<br>перекладу | ЕКЗАМЕНАЦІЙНИЙ<br>БІЛЕТ № 9<br>з дисципліни<br>«Практичний курс<br>англійської мови» | Затверджую<br>Зав. кафедри |
| <p><b>1. Тестові завдання різних типів.</b></p> <p>1. Fill in the gap. The scale of this expansion has given rise to a new term – _____. It's defined as an area of continuous urban development with more than 10 million people.</p> <p>a. the megatown b. the megacity c. the metropolis d. the city</p> <p>2. Fill in the gap. Some see a connection between powerful city-states revolutionising infrastructure and _____ for billions.</p> <p>a. raising living standards b. raising living demands c. raising quality of life d. all options are incorrect</p> <p>3. It was reported that five skiers were caught in the _____ and rescuers are trying to dig them out.</p> <p>a. flash flood b. downpour c. gale d. avalanche</p> <p>4. The road was blocked by _____ blown by the strong winds.</p> <p>a. puddles b. snowdrift c. heavy rain d. strong wind</p> <p>5. The _____ made the pavements slippery and it was difficult not to fall over.</p> <p>a. sleet b. hail c. mist d. cluodburst</p> <p>6. As the temperature rose slightly, the glistening white snow turned to mucky _____</p> <p>a. sleet b. fog c. slush d. dirt</p> <p>7. This junction is chaos! Do you think the _____ are broken?</p> |   |  |                            |

a. zebra crossings    b. traffic lights    c. speed limits    d. speed cameras

8. Extremely crowded and blocked with traffic or people \_\_\_\_\_.

a. congested    b. congestion    c. congest    busy area

9. I don't understand how she can live in a(n) \_\_\_\_\_ area with all those factories nearby.

a. Industrial    b. urban    c. residential    d. rural

10. \_\_\_\_\_ areas are very busy at the weekends when everybody does their shopping.

a. Commercial    b. Conventional    c. Environmental    d. Archaeological

### ***Екзаменаційні питання***

**2.** Read, translate and write a summary of the text № 9.

**3.** Express your opinion on the suggested topic.

What comes to mind when you hear the word 'weather'?

### **Питання до іспиту 4 семестр**

1. When raising animals at their farms, people inevitably develop warm feelings towards their animals, and then they have to kill them. Is there a problem here? Can something be done about it? Should anything be done at all?
2. Is there any difference in the ways domestic animals are treated in Ukraine and in the English-speaking countries?
3. What are the most serious problems in raising domestic animals? Do you think they can be solved? Why or why not? What should be done to solve the problems? What may happen if the problems are ignored?
4. What is your general attitude to people killing wild animals for sports and for food? Are you in favour of it? Why or why not?
5. What is your attitude to hunting? Should it be banned? Why or why not?
6. Would you like to have a garden or an orchard? What would you plant in it? How would you plan it? Would you like it to be small or big? How big?
7. What kinds of animals may be dangerous for the plants in the garden? What kind of damage can they do? How can you protect your garden?
8. What are the advantages and disadvantages of having a garden? What kind of plants would you have if you had a big garden? Why?
9. What are the most serious problems of people having gardens? Do you think they can be solved? Why or why not? What should be done to solve the problems? What may happen if the problems are ignored?
10. Have you ever found a tick latched onto your body? If yes, how did you react? And how did you remove it?
11. How do you protect yourself against ticks? Why are ticks dangerous?
12. In what ways do animals help people? What can they teach us?
13. Do you think that there are enough trees in your city or the area where you live? Is planting trees on the list of priorities for your local government?
14. Have you ever planted a tree? If so, tell the story, providing some detail. What instruments and machinery do you need for it?
15. What kinds of work should be done in the garden?
16. What instruments and machinery you need for the garden work? Name the parts of the garden.
17. How can individuals from different generations bridge the gap and better understand each other's perspectives? Are there any specific actions that can be taken to facilitate this understanding?
18. In what ways do you think the generation gap has affected society and culture as a whole? Are there any specific examples you can think of where this gap has caused conflict or led to positive change?

19. In what ways do societal expectations and norms influence the types of clothes that are marketed and sold to men versus women? Are there any steps that could be taken to break down gendered clothing barriers and promote greater freedom of expression in fashion?
20. How have attitudes towards gendered clothing evolved over time? Are there any historical examples of fashion trends that challenged traditional gender roles and expectations? What impact did these trends have on society as a whole?
21. What impact does fast fashion have on the environment, and what steps can consumers take to minimize their impact on the planet while still enjoying fashionable clothing? Are there any ethical clothing brands that you would recommend, and why?
22. How can the fashion industry as a whole move towards more sustainable and eco-friendly practices? What role can governments, consumers, and companies themselves play in promoting more responsible manufacturing and distribution processes? Are there any existing examples of sustainable fashion initiatives that have proven successful?
23. What steps can be taken to ensure that farm animals are treated humanely throughout their lives, from birth to slaughter? Are there any specific farming practices that you believe are particularly concerning or in need of reform? How can consumers make more informed choices when it comes to supporting ethical and sustainable farming practices?
24. How can pet owners ensure that their animals are happy, healthy, and well-cared for throughout their lives? What responsibilities do pet owners have to their animals, and how can these responsibilities be balanced with other life demands and challenges? Are there any common misconceptions about pet care that you would like to address?
25. What is animal husbandry, and what are some of the key principles and practices involved in raising and caring for livestock? Are there any particular challenges or ethical considerations that arise when it comes to animal husbandry, and how can these be addressed in a responsible and sustainable way?
26. What are some ethical concerns surrounding the breeding of purebred cats and dogs, and how can these be addressed? Are there any particular breeds that you believe are at greater risk for health or behavioral issues due to inbreeding or other factors? What steps can breeders and consumers take to promote responsible breeding practices and support the health and well-being of these animals?
27. How do cultural attitudes towards certain cat and dog breeds impact their popularity and desirability as pets, and what impact does this have on the animals themselves? Are there any breeds that have been unfairly stigmatized or bred for superficial characteristics at the expense of their health and well-being? What role can education and advocacy play in promoting more ethical and responsible attitudes towards cat and dog breeding and ownership?
28. What is the role of pets as companions and emotional support animals, and how do they contribute to our emotional and mental well-being? Are there any particular types of pets that are better suited to this role, or that offer unique benefits to their owners?
29. What are the ethical considerations surrounding the use of pets as emotional support animals, and how can these be addressed? Are there any particular practices or regulations that need to be put in place to ensure the safety and well-being of both pets and their owners?
30. How do cultural attitudes towards pets as companions and emotional support animals vary across different countries and societies, and what impact does this have on pet ownership and care? Are there any particular challenges or opportunities that arise as a result of these cultural differences?
31. What are some of the challenges and benefits of pet ownership for individuals with mental health conditions, and how can these be addressed? Are there any specific resources or support networks available for people who own pets as emotional support animals, and how effective are these resources in promoting mental and emotional well-being?

**ЗРАЗОК БІЛЕТІВ ДЛЯ КОНТРОЛЯ ЗНАНЬ СТУДЕНТА**

# НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ БІОРЕСУРСІВ І ПРИРОДОКОРИСТУВАННЯ УКРАЇНИ

|  |  |   |  |
|--|--|---|--|
| <b>ОС «Бакалавр»</b><br>Спеціальність (напрямок підготовки), освітня програма <b>Філологія</b> | <b>Кафедра іноземної філології і перекладу</b> | <b>ЕКЗАМЕНАЦІЙНИЙ БІЛЕТ № 1</b><br>з дисципліни <b>«Практичний курс англійської мови»</b> | <b>Затверджую</b><br>Зав. кафедри<br>_____ |
|--|--|---|--|

1. Тестові завдання різних типів.

1. What does the term "release" mean in the fashion industry?

- a) The launch of a new clothing line b) The end of a fashion season  
c) The cancellation of a fashion event d) The retirement of a fashion designer

2. Who is considered a "high-profile person" in the fashion industry?

- a) A local fashion blogger b) A fashion model with a large following on social media  
c) A celebrity with a strong fashion sense d) A designer who is just starting out

3. What does it mean to "alter one's appearance" in the fashion industry?

- a) To change one's hairstyle b) To modify one's clothing style  
c) To undergo plastic surgery b) All options are correct

4. What are "runaway shows" in the fashion industry?

- a) Fashion events featuring clothes that are inappropriate for everyday wear  
b) Fashion shows that take place outdoors  
c) Fashion events that feature new and upcoming designers  
d) Fashion shows that feature clothing designs that are avant-garde and experimental

5. Who are "influencees" in the fashion industry?

- a) Individuals who are influenced by fashion trends and styles b) Individuals who create fashion trends and styles  
c) Individuals who critique fashion designs and shows d) Individuals who work behind the scenes in the fashion industry

6. What is "sustainability" in the fashion industry?

- a) The use of environmentally-friendly materials in fashion production b) The use of renewable energy in fashion production  
c) The promotion of ethical labor practices in the fashion industry  
d) All options are correct

7. What is a "catwalk" in the fashion industry?

- a) A type of fashion show b) A runway used in fashion shows c) A fashion accessory worn around the neck  
d) A type of fashion design software

8. Individuals who sell fashion items to consumers

- a) influencers b) retailers c) designers d) All options are correct

9. Tiny particles of clothing fibers that enter water systems

- a) petrol b) chemicals c) microfibres d) All options are correct

10. The use of water to grow cotton

- a) hazardous chemicals b) emissions c) greenhouse effect d) freshwater withdrawal

## ***Екзаменаційні питання***

**2.** Read, translate and write a summary of the text № 1.

**3.** Express your opinion on the suggested topic.

When raising animals at their farms, people inevitably develop warm feelings towards their animals, and then they have to kill them. Is there a problem here? Can something be done about it? Should anything be done at all?

**1. ОПИС НАВЧАЛЬНОЇ ДИСЦИПЛІНИ**  
**“ПРАКТИЧНИЙ КУРС ОСНОВНОЇ ІНОЗЕМНОЇ МОВИ”**  
**III курс**

|  |   |
|--|---|
| <b>Галузь знань, напрям підготовки, спеціальність, освітньо-кваліфікаційний рівень</b> |   |
| Освітньо-кваліфікаційний рівень  | Бакалавр  |
| Галузь знань   | 03 «Гуманітарні науки»  |
| Спеціальність  | 035.041 – «Філологія (германські мови і літератури (переклад включно), перша-англійська)» |
| <b>Характеристика навчальної дисципліни</b>  |   |
| Вид  | Обов’язкова   |
| Загальна кількість годин   | 240 год. + 60 см роботи = 300   |
| Кількість кредитів ECTS  | 10  |
| Кількість змістових модулів  | 5   |
| Форма контролю   | <i>Екзамен</i>  |
| <b>Показники навчальної дисципліни для денної форми навчання</b>                       |   |
| Рік підготовки (курс)  | III   |
| Семестр  | 5   |
| Практичні заняття  | 120 год.  |
| Самостійна робота  | 30 год.   |
| Кількість тижневих аудиторних годин для денної форми навчання                          | 8 год.  |
| Семестр  | 6   |
| Практичні заняття  | 120 год.  |
| Самостійна робота  | 30 год.   |
| Кількість тижневих аудиторних годин для денної форми навчання                          | 8 год.  |

**3. ПРОГРАМА ТА СТРУКТУРА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ ДЛЯ ПОВНОГО ТЕРМІНУ ДЕННОЇ ФОРМИ НАВЧАННЯ**

**5 семестр**

| Назва змістових модулів і тем   | Кількість годин |                          |                          |
|---|-----------------|--------------------------|--------------------------|
|   | денна форма     |                          |                          |
|   | Усього          | У тому числі             |                          |
|   |                 | Практичні заняття (год.) | Самостійна робота (год.) |
| Змістовий модуль 1. Culture. Art. Theatre and Cinema. City Life. Sightseeing. |                 |                          |                          |

|   |     |     |    |
|---|-----|-----|----|
| Тема 1. Culture. Art.   | 21  | 16  | 5  |
| Тема 2. Theatre and Cinema.   | 19  | 14  | 5  |
| Тема 3. City Life.  | 17  | 14  | 3  |
| Тема 4. Sightseeing.  | 16  | 14  | 2  |
| Модульна контрольна робота 1  | 2   | 2   |    |
| Разом за змістовим модулем 1.   | 75  | 60  | 15 |
| <b>Змістовий модуль 2. State and Society. Crime and Punishment. Natural World. Environment.</b> |     |     |    |
| Тема 1. State and Society.  | 21  | 16  | 5  |
| Тема 2. Crime and Punishment.   | 19  | 14  | 5  |
| Тема 3. Natural World.  | 17  | 14  | 3  |
| Тема 4. Environment.  | 16  | 14  | 2  |
| Модульна контрольна робота 2  | 2   | 2   |    |
| Разом за змістовим модулем 2.   | 75  | 60  | 15 |
| Усього годин  | 150 | 120 | 30 |

### 6 семестр

| Назва змістових модулів і тем   | Кількість годин |                          |                          |
|---|-----------------|--------------------------|--------------------------|
|   | денна форма     |                          |                          |
|   | Усього          | У тому числі             |                          |
|   |                 | Практичні заняття (год.) | Самостійна робота (год.) |
| Змістовий модуль 3. Education and Studying. Career and Professional Development.                |                 |                          |                          |
| Тема 1. Education and Studying  | 21              | 16                       | 5                        |
| Тема 2. Career and Professional Development   | 19              | 14                       | 5                        |
| Тема 3. Careers Using Languages. Translation and Interpreting.                                  | 17              | 14                       | 3                        |
| Тема 4. Applying for a job.   | 16              | 14                       | 2                        |
| Модульна контрольна робота 3  | 2               | 2                        |                          |
| Разом за змістовим модулем 3.   | 75              | 60                       | 15                       |
| Змістовий модуль 4. Tourism and Travelling. Accommodation. Business and Trade. Banks and Money. |                 |                          |                          |
| Тема 1. Tourism and Travelling  | 21              | 16                       | 5                        |
| Тема 2. Accommodation   | 19              | 14                       | 5                        |
| Тема 3. Business and Trade  | 17              | 14                       | 3                        |
| Тема 4. Banks and Money   | 16              | 14                       | 2                        |



|                               |     |     |    |
|-------------------------------|-----|-----|----|
| Модульна контрольна робота 2  | 2   | 2   |    |
| Разом за змістовим модулем 2. | 75  | 60  | 15 |
| Усього годин                  | 150 | 120 | 30 |

#### 4. ТЕМИ ПРАКТИЧНИХ ЗАНЯТЬ

##### 5 семестр

| № з/п | Назва теми                           | Кількість годин |
|-------|--------------------------------------|-----------------|
|       | Module I                             |                 |
| 1     | Culture. Art.<br>Home reading        | 14<br>2         |
| 2     | Theatre and Cinema<br>Home reading   | 12<br>2         |
| 3     | City Life.<br>Home reading           | 12<br>2         |
| 4     | Sightseeing.<br>Home reading         | 12<br>2         |
| 5     | Module Test № 1                      | 2               |
|       | Module II                            |                 |
| 6     | State and Society<br>Home reading    | 14<br>2         |
| 7     | Crime and Punishment<br>Home reading | 12<br>2         |
| 8     | Natural World.<br>Home reading       | 12<br>2         |
| 9     | Environment.<br>Home reading         | 12<br>2         |
| 10    | Module Test № 2                      | 2               |
|       | Всього:                              | 120             |

##### 6 семестр

| № з/п | Назва теми   | Кількість годин |
|-------|--|-----------------|
|       | Module III   |                 |
| 1     | Education and Studying.<br>Home reading                                | 14<br>2         |
| 2     | Career and Professional Development.<br>Home reading                   | 12<br>2         |
| 3     | Careers Using Languages. Translation and Interpreting.<br>Home reading | 12<br>2         |

|    |   |         |
|----|---|---------|
| 4  | Applying for a job.<br>Home reading     | 12<br>2 |
| 5  | Module Test № 3                         | 2       |
| 6  | Tourism and Travelling.<br>Home reading | 14<br>2 |
| 7  | Accommodation<br>Home reading           | 12<br>2 |
| 8  | Business and Trade.<br>Home reading     | 12<br>2 |
| 9  | Banks and Money<br>Home reading         | 12<br>2 |
| 10 | Module Test № 4                         | 2       |
|    | Всього:                                 | 120     |

### Теми самостійної роботи

| № з/п | Назва теми  | Кількість годин |
|-------|---|-----------------|
|       | 5 семестр   |                 |
| 1     | The greatest English painters and their most famous pictures. <i>The Hay Wain</i> , Constable and the English countryside. Gainsborough's 'Blue Boy'. | 2               |
| 2     | <i>The Fighting Temeraire</i> by Joseph Mallord William Turner. Video. Listening comprehension.   | 3               |
| 3     | Serhii Danchenko – an actor, playwright and artistic director of the Ivan Franko Theater  | 5               |
| 4     | The history and development of my city. Project.  | 3               |
| 5     | Sightseeing   | 2               |
| 6     | The International and social organizations. Present the information about one of the international and social organizations (project).                | 5               |
| 7     | Causes and theories of crime: classical, biological, social. Listening comprehension.   | 5               |
| 8     | Natural World.  | 2               |
| 9     | Environmental protection.   | 3               |
|       | 6 семестр   |                 |
| 10    | What is a University Education Worth? Listening comprehension. Essay  | 5               |
| 11    | The job of my dreams. Essay   | 5               |
| 12    | Careers Using Languages. Translation and Interpreting.  | 3               |
| 13    | Curriculum Vitae, its aim and the structure. A Letter of Application.   | 2               |
| 14    | Ecotourism. What Makes Responsible Tourism?   | 5               |
| 15    | The Journey of a Lifetime. Essay.   | 5               |
| 16    | Watching and analysing the film <i>The Big Short</i> .  | 2               |
| 17    | What are advantages and disadvantages of cash-free society? Essay   | 3               |
|       | <b>Всього за 5- 6 семестри</b>  | <b>60</b>       |

## 5. КОНТРОЛЬНІ ПИТАННЯ, КОМПЛЕКТИ ТЕСТІВ ДЛЯ ВИЗНАЧЕННЯ РІВНЯ ЗАСВОЄННЯ ЗНАНЬ СТУДЕНТАМИ

| НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ БІОРЕСУРСІВ І ПРИРОДОКОРИСТУВАННЯ<br>УКРАЇНИ   |   |   |                                 |
|---|---|---|---------------------------------|
| ОКР «Бакалавр»<br>Спеціальність<br>«Філологія»  | Кафедра<br>іноземної філології<br>і перекладу | ЕКЗАМЕНАЦІЙНИЙ<br>БІЛЕТ № 10<br>з дисципліни<br>«Практичний курс<br>англійської мови» (III<br>курс) | Затверджую<br>Завідувач кафедри |
| <b>I. Тестові завдання різних типів</b>   |   |   |                                 |
| 1. <i>Translate into English.</i><br>Тоні оглянув глядацький зал від партеру до лож і бельєтажу, а далі вздовж рядів першого та другого ярусів аж до галерки.   |   |   |                                 |
| 2. <i>Fill in the correct prepositions.</i><br><i>Father of the Bride</i> , directed ____ Charles Sayer, is a modern remake ____ the 1950's film starring Spenser Tracy.  |   |   |                                 |
| 3. <i>Translate the following sentence into Ukrainian</i><br>Film producers and film censors owe a great responsibility to society. They should resist the temptation to mint money by producing commercial pictures. |   |   |                                 |
| 4. <i>Fill in the gaps with a suitable word.</i><br>All the seats in the theater were _____ weeks before the first night.<br>a) engaged b) occupied c) sold out d) taken  |   |   |                                 |
| 5. <i>Define the type of film according to the description.</i><br>Films which are made by small companies and are not usually seen by a wide audience.   |   |   |                                 |
| 6. <i>Complete the missing words.</i><br>The United Kingdom of Great Britain and _____ is a constitutional _____, similar to countries such as Spain, the Netherlands, Japan, and the United Arab Emirates.           |   |   |                                 |
| 7. How do we decode UAF?  |   |   |                                 |
| 8. <i>Choose the correct variant</i><br>After the interval, the change of _____ brought a gasp of surprise from the audience.<br>a) panorama; b) scenery; c) view; d) vista.  |   |   |                                 |
| 9. <i>Choose the correct answer.</i><br>Halfway through the first act, the actor forgot his _____.<br>a) lines; b) declamations; c) parts; d) speeches  |   |   |                                 |
| 10. <i>Define the part of a theatre according to its definition.</i><br>A small room in a theatre, on either side, from which a small group of people can watch the play.   |   |   |                                 |
| <b>Екзаменаційні питання</b>  |   |   |                                 |
| <b>II.</b> Read, translate and retell the article № 10.   |   |   |                                 |
| <b>III.</b> Express your opinion on the communicative situation № 10.   |   |   |                                 |

| НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ БІОРЕСУРСІВ І ПРИРОДОКОРИСТУВАННЯ УКРАЇНИ |  |  |                            |
|--|--|--|----------------------------|
| ОС «Бакалавр»<br>Спеціальність «Філологія»                         | Кафедра іноземної<br>філології і перекладу | ЕКЗАМЕНАЦІЙНИЙ<br>БІЛЕТ № 2<br>з дисципліни<br>«Практичний курс<br>англійської мови» (III<br>курс) | Затверджую<br>Зав. кафедри |
| <b>I. Тестові завдання різних типів</b>                            |  |  |                            |

1. Find the mistake and correct it.

That last shop we went into was a real rip-out.

2. Match each idiom on the left with its definition on the right.

3. 1. get the sack  
2. rushed off your feet  
3. on hold  
4. off the record
- a unofficially  
b very busy  
c be dismissed  
d delayed

4. *Read the sentence and write the missing word.*

Genetically \_\_\_\_\_ crops are plants that have been altered genetically for a specific reason.

5. *Translate the sentence.*

It is beyond my means.

- 
6. Choose the correct word.

If a woman is on \_\_\_\_\_, she has a holiday from work because she has just had a baby.

- a) to fill in for someone
- b) maternity leave
- c) to run out of time

7. *Rearrange the words to make the question.*

you did do that what before?

8. Choose the correct definition.

*A designer in a website design company. Has to be in the office, but can decide when she wants to start and finish work each day.*

- a** work in shifts  
**b** work under a flexi-time system  
**c** clock in and out at the same time every day

9. Choose the correct form.

I will phone you as soon as I \_\_\_\_\_ any news.

- a) will hear; b) have heard; c) hear; d) will have heard

10. Read the sentence and write the missing word.

They've finally hired a new receptionist. She starts work next week.

11. *Translate into English using at least 2-3 synonymous idiom.*

## У мене нема грошей

### Екзаменаційні питання

**II. Read, translate and retell the article № 6.**

### III. Express your opinion on the communicative situation № 6.

## **Ситуації для усного мовлення**

### **V семестр**

1. Modern art. Banksy's works.
2. My favourite mural in Kyiv.
3. The greatest English painters and their most famous pictures.
4. My favourite painter.
5. A description of your favourite picture.
6. The English theatre.
7. A theatre building.
8. Serhii Danchenko – an actor, playwright and artistic director of the Ivan Franko Theater.
9. Impact of the Cinema on People
10. The review of a film or a play.
11. My favourite film.
12. New York City – the Big Apple.
13. Modernism and Brutalism in architecture.
14. Speak about the history and development of your city.
15. Canberra – a garden capital.
16. DNA profiling – its advantages and disadvantages.
17. Causes and theories of crime: classical, biological, social.
18. Youth crime. Its causes and the ways to solve this problem.
19. The concept of zero tolerance.
20. Tell us about some of the harshest DUI punishments around the world.
21. Should we impose the death penalty for driving under the influence?
22. The political system of the UK.
23. The USA State System.
24. The International and social organizations.
25. Present the information about one of the international and social organizations.
26. Enumerate the most famous international and social organizations in the world.
27. Tell about the North Atlantic Treaty Organisation
28. What was the last natural disaster you saw or read about in the news? How did it happen? How did it affect people?
29. Are there ever natural disasters in your country?
30. In your opinion, what type of natural disaster is the worst? Why?
31. What are often the results of natural disasters? What problems do people have?
32. Think of a time when you experienced really extreme weather. Describe where you were, what you were doing and what happened.
33. What is global warming? Do you think humans are responsible for causing global warming?
34. What is 'deforestation' and how does it contribute to global warming?
35. What human action do you think most contributes to global warming?

### **VI семестр**

1. Investing in education is the single most effective way of reducing poverty.
2. The Benefits of Education. Is literacy important?
3. Is Equality of Education important nowadays? Could we speak about Equality of Education in Ukraine?
4. What is a University Education Worth? Is the value of earning a Bachelor's degree worth the interest that comes with borrowing loans?
5. Have you ever applied for a job? What is the best way to find a job?
6. At what age do people usually begin to work in your country? How many jobs have you already had?
7. Curriculum Vitae, its aim and the structure
8. A Letter of Application. When do we need to write it?
9. The job of my dreams. What was the dream job for you when you were young? Have you changed your mind about your dream job?
10. What kinds of jobs are popular in Ukraine?
11. What are advantages and disadvantages of young people working while studying?

12. The job interview tips. The ways to create a positive impression on an interviewer.
13. Non-verbal communication during job interviews.
14. Advice for a hiring manager to hold a successful interview.
15. Tell about different types of careers using languages.
16. What does the job of a translator involve?
17. What abilities, skills, knowledge and qualifications does a translator need?
18. What is the main difference between an interpreter and a translator?
19. When is translation good? Why does it take a long time?
20. What are the two main kinds of interpretation?
21. Why do most people prefer to use simultaneous interpreters?
22. What are the main personality traits of a perfect translator? Why?
23. What types of people does simultaneous interpretation appeal to?
24. Would you like to choose interpreting or translation as a career? Why?
25. The fascinating history of simultaneous interpretation.
26. The Journey of a Lifetime.
27. Ecotourism. What Makes Responsible Tourism?
28. Public Transport as a Method of Travelling. Its Advantages and Disadvantages.
29. Your Preferred Mode of Travelling.
30. Cycling as eco-friendly transportation, its advantages and disadvantages.
31. In some countries young people are encouraged to work or travel for a year between finishing high school and starting university studies. Discuss the advantages and disadvantages for young people to take a gap year.
32. What are advantages and disadvantages of cash-free society? What are the downsides of cashless payments? What are the potential problems caused by going cashless?
33. Do you think that cash is cumbersome? Why/Why not? Do you prefer cash or digital payments? Why? Would you miss cash once it's gone? Do you think a cashless society is safer? What are its downsides?
34. Money in our life. How important is money to you?
35. Is money really the root of all evil? Can money buy happiness? What would life be like without money?

**“ПРАКТИЧНИЙ КУРС ОСНОВНОЇ ІНОЗЕМНОЇ МОВИ (АНГЛІЙСЬКОЇ)”**  
**IV курс**

**Опис навчальної дисципліни**

|  |   |
|--|---|
| <b>Галузь знань, напрям підготовки, спеціальність, освітньо-кваліфікаційний рівень</b> |   |
| Освітньо-кваліфікаційний рівень  | Бакалавр  |
| Галузь знань   | 03 «Гуманітарні науки»  |
| Спеціальність  | 035.041 – «Філологія (германські мови і літератури (переклад включно), перша-англійська)» |
| <b>Характеристика навчальної дисципліни</b>  |   |
| Вид  | Обов’язкова   |
| Загальна кількість годин   | 162 год. + 138 см роботи = 300  |
| Кількість кредитів ECTS  | 10  |
| Кількість змістових модулів  | 5   |
| Форма контролю   | <i>Екзамен</i>  |
| <b>Показники навчальної дисципліни для денної форми навчання</b>                       |   |
| Рік підготовки (курс)  | IV  |
| Семестр  | 7   |
| Практичні заняття  | 90 год.   |
| Самостійна робота  | 70 год.   |
| Індивідуальні завдання   |   |
| Кількість тижневих аудиторних годин для денної форми навчання                          | 6 год.  |
| Семестр  | 8   |
| Практичні заняття  | 72 год.   |
| Самостійна робота  | 68 год.   |
| Індивідуальні завдання   |   |
| Кількість тижневих аудиторних годин для денної форми навчання                          | 6 год.  |

**Мета та завдання навчальної дисципліни**  
**Програма та структура навчальної дисципліни для:**  
**повного терміну денної (заочної) форми навчання.**

**7 семестр**

| Назви змістових модулів і тем | Кількість годин |              |        |     |     |      |              |              |    |     |     |      |
|-------------------------------|-----------------|--------------|--------|-----|-----|------|--------------|--------------|----|-----|-----|------|
|                               | денна форма     |              |        |     |     |      | Заочна форма |              |    |     |     |      |
|                               | усього          | у тому числі |        |     |     |      | Усього       | у тому числі |    |     |     |      |
|                               |                 | Л            | Практ. | Лаб | Інд | С.р. |              | Л            | П  | Лаб | Інд | С.р. |
| 1                             | 2               | 3            | 4      | 5   | 6   | 7    | 8            | 9            | 10 | 11  | 12  | 13   |

|   |    |  |    |  |  |    |  |  |  |  |  |
|---|----|--|----|--|--|----|--|--|--|--|--|
| <b>Змістовий модуль 1. <u>Cities. Culture and Identity. Relationships. Politics.</u></b>      |    |  |    |  |  |    |  |  |  |  |  |
| Тема 1. Cities  | 22 |  | 12 |  |  | 10 |  |  |  |  |  |
| Тема 2. Culture and Identity  | 22 |  | 12 |  |  | 10 |  |  |  |  |  |
| Тема 3. Relationships   | 22 |  | 12 |  |  | 10 |  |  |  |  |  |
| Тема 4. Politics  | 18 |  | 8  |  |  | 10 |  |  |  |  |  |
| Module Test 1   | 2  |  | 2  |  |  |    |  |  |  |  |  |
| Разом за змістовим модулем 1  | 86 |  | 46 |  |  | 40 |  |  |  |  |  |
| <b>Змістовий модуль 2. <u>Night in, night out. Conflict. Science and Reseach. Nature.</u></b> |    |  |    |  |  |    |  |  |  |  |  |
| Тема 5. Night in, Night out   | 22 |  | 12 |  |  | 10 |  |  |  |  |  |
| Тема 6. Conflict  | 22 |  | 12 |  |  | 10 |  |  |  |  |  |
| Тема 7. Science and Reseach   | 17 |  | 12 |  |  | 5  |  |  |  |  |  |
| Тема 8. Nature  | 11 |  | 6  |  |  | 5  |  |  |  |  |  |
| Module Test 2   | 2  |  | 2  |  |  |    |  |  |  |  |  |
| Разом за змістовим модулем 2  | 74 |  | 44 |  |  | 30 |  |  |  |  |  |
| Усього годин  | 10 |  | 90 |  |  | 70 |  |  |  |  |  |

## Восьмий семестр

| Назви змістових<br>модулів і тем | Кількість годин |              |              |                 |
|----------------------------------|-----------------|--------------|--------------|-----------------|
|                                  | денна форма     |              | заочна форма |                 |
|                                  | усього          | у тому числі | усього       | у тому<br>числі |

|   |    |   |        |      |      |      |   |   |    |     |     |      |
|---|----|---|--------|------|------|------|---|---|----|-----|-----|------|
|   |    | Л | Практ. | Лаб. | Інд. | с.р. |   | Л | П  | Лаб | Інд | С.р. |
| 1   | 2  | 3 | 4      | 5    | 6    | 7    | 8 | 9 | 10 | 11  | 12  | 13   |
| <b>Змістовий модуль 3. <u>Work. Health and Illness. Play. History.</u></b>                                  |    |   |        |      |      |      |   |   |    |     |     |      |
| Тема 1. Work  | 20 |   | 10     |      |      | 10   |   |   |    |     |     |      |
| Тема 2.<br>Health and<br>Illness  | 20 |   | 10     |      |      | 10   |   |   |    |     |     |      |
| Тема 3. Play  | 18 |   | 8      |      |      | 10   |   |   |    |     |     |      |
| Тема 4.<br>History  | 10 |   | 6      |      |      | 4    |   |   |    |     |     |      |
| Module Test 3   | 2  |   | 2      |      |      |      |   |   |    |     |     |      |
| Разо<br>м за<br>зміс<br>тови<br>м<br>модулем 3  | 70 |   | 36     |      |      | 34   |   |   |    |     |     |      |
| <b>Змістовий модуль 4. <u>News and the Media. Business and Economics. Fashion.<br/>Danger and Risk.</u></b> |    |   |        |      |      |      |   |   |    |     |     |      |



|                                |     |  |     |  |  |     |  |  |  |  |  |  |
|--------------------------------|-----|--|-----|--|--|-----|--|--|--|--|--|--|
| Тема 5. News and the Media     | 20  |  | 10  |  |  | 10  |  |  |  |  |  |  |
| Тема 6. Business and Economics | 20  |  | 10  |  |  | 10  |  |  |  |  |  |  |
| Тема 7. Fashion                | 18  |  | 8   |  |  | 10  |  |  |  |  |  |  |
| Тема 8. Danger and Risk        | 10  |  | 6   |  |  | 4   |  |  |  |  |  |  |
| Module Test 4                  | 2   |  | 2   |  |  |     |  |  |  |  |  |  |
| Разом за змістом модулем 4     | 70  |  | 36  |  |  | 34  |  |  |  |  |  |  |
| Усього годин                   | 140 |  | 72  |  |  | 68  |  |  |  |  |  |  |
| Разом                          | 162 |  | 162 |  |  | 138 |  |  |  |  |  |  |

**Теми практичних занять  
7 семестр**

| <b>№<br/>п/п</b>  | <b>Назва теми</b>    | <b>Кількість<br/>годин</b> |
|---|----------------------|----------------------------|
| <b>Змістовий модуль 1. <i>Cities. Culture and Identity. Relationships. Politics.</i></b>      |                      |                            |
| <b>1</b>  | Cities               | 12                         |
| <b>2</b>  | Culture and Identity | 12                         |
| <b>3</b>  | Relationships        | 12                         |
| <b>4</b>  | Politics             | 8                          |
| <b>5</b>  | Module test 1        | 2                          |
| <b>Разом за Змістовий модуль 1</b>  |                      | <b>46</b>                  |
| <b>Змістовий модуль 2. <i>Night in, night out. Conflict. Science and Reseach. Nature.</i></b> |                      |                            |
| <b>6</b>  | Night in, Night out  | 12                         |
| <b>7</b>  | Conflict             | 12                         |
| <b>8</b>  | Science and Research | 12                         |
| <b>9</b>  | Nature               | 6                          |
| <b>10</b>   | Module test 2        | 2                          |
| <b>Разом за Змістовий модуль 2</b>  |                      | <b>44</b>                  |
| <b>Разом за 7 семестр</b>   |                      | <b>90</b>                  |

## 8 семестр

| №<br>п/п  | Назва теми             | Кількість<br>години |
|---|------------------------|---------------------|
| <b>Змістовий модуль 3. <i>Work. Health and Illness. Play. History.</i></b>                              |                        |                     |
| <b>1</b>  | Work                   | 10                  |
| <b>2</b>  | Health and illness     | 10                  |
| <b>3</b>  | Play                   | 8                   |
| <b>4</b>  | History                | 6                   |
| <b>5</b>  | Module test 3          | 2                   |
| <b>Разом за Змістовий модуль 3</b>  |                        | <b>36</b>           |
| <b>Змістовий модуль 4. <i>News and the Media. Business and Economics. Fashion. Danger and Risk.</i></b> |                        |                     |
| <b>6</b>  | News and the Media     | 10                  |
| <b>7</b>  | Business and Economics | 10                  |
| <b>8</b>  | Fashion                | 8                   |
| <b>9</b>  | Danger and Risk        | 6                   |
| <b>10</b>   | Module test 4          | 2                   |
| <b>Разом за Змістовий модуль 4</b>  |                        | <b>36</b>           |
| <b>Разом за 8 семестр</b>   |                        | <b>72</b>           |
| <b>Усього за курс</b>   |                        | <b>162</b>          |

## Теми самостійної роботи

| №<br>п/п   | Назва теми  | Кількість<br>годин |
|--|---|--------------------|
| <b>Змістовий модуль 1. <i>Cities. Culture and Identity. Relationships. Politics.</i></b> |   |                    |
| <b>1</b>   | Cities.<br>Choose two cities from different countries and compare them in terms of culture, infrastructure, transportation, attractions, and lifestyle. Create a presentation or a written report highlighting the similarities and differences between the two cities. Include photos, maps, and interesting facts about each city.  | 10                 |
| <b>2</b>   | Culture and Identity.<br>Imagine you are hosting an international student from a different culture. Create a blog or diary entries documenting your experiences together. Write about the cultural differences you observe, the new perspectives you gain, and the challenges and rewards of cultural exchange. Include photos and anecdotes from your time spent together. | 10                 |
| <b>3</b>   | Relationships.<br>Interview a family member, friend, or mentor about their experiences and advice on building and maintaining healthy relationships. Create an advice column based on their insights, addressing common relationship challenges and   | 10                 |

|  |   |           |
|--|---|-----------|
|  | providing practical tips for effective communication, conflict resolution, and fostering positive connections with others.  |           |
| <b>4</b>   | Politics.<br>Choose a political issue or cause that is important to you. Develop a political campaign to raise awareness and support for the cause. Create campaign materials such as posters, flyers, or social media posts that effectively convey your message and persuade others to join your cause. Present your campaign strategy and materials in a written report or a presentation. | 10        |
| <b>Разом за Змістовий модуль 1</b>   |   | <b>40</b> |
| <b>Змістовий модуль 2. <i>Night in, night out. Conflict. Science and Research. Nature.</i></b> |   |           |
| <b>5</b>   | Night in, Night out.<br>Research and compare the cultural activities and preferences associated with "Night in" and "Night out" in two different countries or cities. Focus on the types of activities people engage in during their evenings at home (Night in) and their evenings spent outside (Night out). Consider entertainment, socializing, food, and relaxation options.             | 10        |
| <b>6</b>   | Conflict.<br>Create a guide on conflict resolution strategies for different social situations, such as conflicts at home, in the workplace, or among friends. Include practical tips, communication techniques, and steps to resolve conflicts peacefully. Use examples and scenarios to illustrate the application of these strategies.  | 10        |
| <b>7</b>   | Science and Research.<br>Choose a scientific question or hypothesis that interests you. Design and conduct a simple experiment to test your hypothesis. Document the steps of your experiment, including materials used, data collection methods, and observations. Analyze and interpret your findings, and draw conclusions based on your results.  | 5         |
| <b>8</b>   | Nature.<br>Create a nature observation journal to document your interactions with the natural world. Take regular walks or visits to natural environments such as parks or gardens. Record your observations of plants, animals, weather patterns, or any other aspects of nature that catch your attention. Include sketches, photographs, or written descriptions in your journal.          | 5         |
| <b>Разом за Змістовий модуль 2</b>   |   | <b>30</b> |
| <b>Разом за 7 семестр</b>  |   | <b>70</b> |

## 8 семестр

| №<br>п/п  | Назва теми  | Кількість<br>години |
|---|---|---------------------|
| <b>Змістовий модуль 3. <i>Work. Health and Illness. Play. History.</i></b>                              |   |                     |
| <b>1</b>  | Work.<br>Research different careers or professions that interest you. Choose one career and create a presentation or infographic that includes information about job responsibilities, required skills and qualifications, salary range, and potential career paths. Present your findings to a small group or record a video presentation.   | 10                  |
| <b>2</b>  | Health and illness.<br>Create a health blog post focusing on a specific topic, such as healthy eating, exercise, or mental well-being. Provide tips, advice, and practical suggestions for maintaining a healthy lifestyle. Include relevant vocabulary and phrases related to health and wellness.   | 10                  |
| <b>3</b>  | Play.<br>Explore traditional games and recreational activities from different cultures around the world. Choose one game and create a step-by-step guide or instructional video explaining how to play it. Include the rules, equipment or materials needed, and any interesting cultural or historical facts about the game.   | 10                  |
| <b>4</b>  | History.<br>Choose a specific period or event in history that interests you. Create a visual timeline that highlights key dates, events, and significant figures related to that period. Include images, brief descriptions, and their historical significance. Present your timeline to a small group or showcase it in a creative format, such as a poster or digital presentation. | 4                   |
| <b>Разом за Змістовий модуль 3</b>  |   | <b>34</b>           |
| <b>Змістовий модуль 4. <i>News and the Media. Business and Economics. Fashion. Danger and Risk.</i></b> |   |                     |
| <b>5</b>  | News and the Media.<br>Choose a news article from a reputable source and analyze it critically. Identify the main points, arguments, and supporting evidence presented in   | 10                  |

|                                    |  |            |
|------------------------------------|--|------------|
|                                    | the article. Evaluate the objectivity and reliability of the information provided. Write a summary of the article and your analysis, including your own opinion on the topic.  |            |
| <b>6</b>                           | Business and Economics.<br>Imagine you are starting your own business. Create a business plan that includes an executive summary, market analysis, product or service description, marketing and sales strategies, financial projections, and an action plan. Present your business plan in a written report or a presentation format. | 10         |
| <b>7</b>                           | Fashion.<br>Create a fashion blog or lookbook showcasing different fashion styles, trends, or personal fashion preferences. Include descriptions of the outfits, fashion tips, and suggestions for accessorizing. Incorporate vocabulary related to clothing, fashion accessories, and describing personal style.                      | 10         |
| <b>8</b>                           | Danger and Risk.<br>Design a safety awareness campaign to promote awareness and prevention of a specific type of danger or risk, such as fire safety, online safety, or road safety. Create informative posters, brochures, or social media posts with practical tips, warnings, and instructions to raise awareness about the topic.  | 4          |
| <b>Разом за Змістовий модуль 4</b> |  | <b>34</b>  |
| <b>Разом за 8 семестр</b>          |  | <b>68</b>  |
| <b>Усього за курс</b>              |  | <b>138</b> |

**Контрольні питання, комплекти тестів для визначення рівня засвоєння  
знань студентами**

**Питання для підготовки до усної співбесіди  
7 семестр (Змістові модулі 1-2)**

1. Can you think of any jobs where the stereotype may well be more glamorous than the reality? In what way?
2. Can you think of anything our culture has adopted from abroad?
3. Describe a place of great natural beauty that you have visited.
4. Do you know anyone who is skeptical about climate change or other scientific theories? What are their reasons?
5. Do you think it's a good for regions to have a lot of autonomy from central government?
6. Do you think other people see you in the same way? Is there anything about your character you would like to change and why?
7. Give your opinion about allowing only electric cars.
8. Give your opinion on hosting an international event
9. Have you ever been in any homes in other countries? If yes, did you notice anything unusual about them? In what ways do you think homes/rooms/household objects can reflect a person's culture and identity?
10. Have you heard any funny – or crazy – jokes/anecdotes about politics or politicians? Give examples.
11. How far do you agree that comedy is bad for democracy? Explain why.
12. How far do you agree that globalization has led to an increase in nationalism? Explain why.
13. How far do you agree that individuals in any society are likely to share many common cultural characteristics? Explain why.
14. How far do you agree that national cultures are rooted in history and tradition? Explain why.
15. How far do you agree that our cultural identities are not fixed and change over time? Explain why.
16. How far do you agree that peaceful protests are the only ones that work? Explain why.
17. How far do you agree that the different kind of roles we play and identities we have in life often lead us to feel conflicted? Explain why.
18. How far do you agree that the Internet and big multinational companies have an influence on the kind of people we become? Explain why.
19. How far do you agree that you should never negotiate with terrorists? Explain why.
20. How good are you at dealing with stress? Can you think of any tips of coping with stress?
21. How have gender roles changed in your country over the last 30 years? How do you feel about this? Why?
22. How you intend to vote in a forthcoming election or referendum and why.
23. How you would improve the appearance, infrastructure and facilities of a town or city you know well.
24. Look at the list of things people often argue about – *money, religion, sport, careers, streets and tiredness, time spent together, silly annoyances, politics, work, homework, kids, exes, household chores, in-laws*. Discuss how each might lead to arguments and which you think cause the worst arguments.
25. Speak about advantages and disadvantages of living in a big city.
26. Talk about changes that the city/town/village you live in has taken over the last ten years.
27. Talk about the common stereotypes of the UK.

28. Talk about the common stereotypes of the USA.
29. Talk about the common stereotypes of Ukraine.
30. Talk about urban myths. What kind of topics do they usually tackle and why do they spread so quickly?
31. The aspects of culture and identity which help define you as a person.
32. What do you think a foreigner might find unusual about your home or about any other homes in your country?
33. What relationships do you have with different professionals that you know? Are they good? Why? / Why not?
34. Which parts of Ukraine do you think are the most beautiful? Which are the worst? Why? Have you been to these areas? When? Why?

### ЗРАЗОК БІЛЕТІВ ДЛЯ КОНТРОЛЯ ЗНАНЬ СТУДЕНТА

| НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ БІОРЕСУРСІВ І ПРИРОДОКОРИСТУВАННЯ<br>УКРАЇНИ  |   |   |                            |
|--|---|---|----------------------------|
| ОС<br>«Бакалавр»<br>Спеціальність<br>«Філологія»   | Кафедра іноземної<br>філології і<br>перекладу | <b>ЕКЗАМЕНАЦІЙНИЙ<br/>БІЛЕТ № 1</b><br>з дисципліни<br>«Практичний курс<br>англійської мови»<br>(IV курс) | Затверджую<br>Зав. кафедри |
| <b>I. Тестові завдання різних типів.</b>   |   |   |                            |
| 1 We need someone with expertise _____ environmental health.<br>a) in b) on c) at<br>2 The idea was dismissed _____ useless.<br>a) in b) with c) as<br>3 Effective communication is vital _____ all businesses.<br>a) to b) with c) in<br>4 Their dark green colouring lets them blend _____ their environment.<br>a) to b) on c) into<br>5 He backs up his argument with a barrage _____ statistics.<br>a) to b) of c) to<br>6 The results were consistent _____ our expectations.<br>a) with b) on c) in<br>7 She didn't go climbing because she didn't have a head _____ heights.<br>a) for b) on c) in<br>8. Henning Corporation should not be part of the enquiry because the company has a _____ interest in the results being shown to be inaccurate.<br>a) vested b) tested c) conflicted<br>9. Contrary to popular _____, the drug has no effect on intelligence.<br>a) view b) belief c) knowledge<br>10. Crowther's figures simply don't _____ up to scrutiny.<br>a) shift b) set c) stand  |   |   |                            |
| <b>Екзаменаційні питання</b><br><b>II. Read, translate and summarize the text.</b>   |   |   |                            |
| Bill Hayton was the BBC's correspondent in Vietnam until he fell foul of the authorities for reporting on dissidents in the country and had to leave. Here he looks back at the vagaries of life in one of the world's five remaining communist-run states. <i>It's impossible to say "I love you" in Vietnamese.</i> It isn't because the Vietnamese are not passionate. Rather, there is no word for "I" or "you" in colloquial Vietnamese. People address each other according to their relative ages: "anh" for older brother, "chi" for older sister, "em" for younger sibling and so on. This is why Vietnamese quickly ask strangers how old they are so that they can use the appropriate pronoun and treat them with the correct amount of respect. So a typical declaration of love might be: "Older brother loves younger sister." If, however the woman was older, it would be: "Older sister loves younger brother." But it has to be said that women often prefer to be called "em", regardless of their age. There are more than 40 different pronouns describing the |   |   |                            |

relationships between individuals and groups of different ages and positions. Most sound a lot better in Vietnamese than in English. *Vietnamese national dress is inspired by 1920s Paris fashion.* Images of Vietnamese women with their long black hair and beautiful silk dresses flowing in the breeze, gracefully riding bicycles, have sold millions of postcards and paintings. The outfit, the ao dai - pronounced ow zigh - is de rigueur for women on formal occasions or if they are working in hotels or hospitality. But while the origins of the ao dai date back to dresses worn by women in the 18th Century, its modern form can be traced to Paris fashion of the 1920s, when Vietnam was part of French Indochina. Nguyen Cat Tuong, a French-trained fashion designer at the Indochina School of Fine Art in Hanoi, redesigned the style in 1925 to try to modernise the image and role of Vietnamese women. It was promoted as a national costume and became very popular in the 1950s and 1960s in southern Vietnam, where it has been more common than in the north. At times condemned as decadent by the Communists, it was rarely worn during the postwar period but is now back in favour.

### **III. Express your opinion on the suggested topic.**

Speak about advantages and disadvantages of living in a big city.

## **Питання для підготовки до усної співбесіди 8 семестр (Змістові модулі 3-4)**

1. Describe what your first day at work / school was like.
2. Do you think it's OK to jokingly make negative comments about colleagues? Why? / Why not? Do you ever do it? What about?
3. Have you heard of any instances of incompetence in the workplace? What happened?
4. How do people get to the top at work? Does it depend on the industry? In what way?
5. Which person you know has the best work-life balance? Describe their routine and why you consider it to be effective and well-balanced.
6. Under what circumstances do you think it's OK to grant workers compassionate leave?
7. Are creches common in workplaces in your country? Do you think they're a good idea?
8. What's the state pension like in your country? Give your opinion on state pension fund.
9. What do you know about mindfulness and meditation. Do you think they are effective? Why? / Why not?
10. Do you think depression is a serious problem nowadays? Or most of the times people tend to confuse it with stress and tiredness? Justify your opinion.
11. Do you know anyone who uses alternative therapies? What kind? What for? How do you feel about these kinds of therapy?
12. Do you know anyone who suffers from a medical condition? What kind? What causes it and how does it affect their life?
13. Can you think of any famous people who have had to struggle against a particular condition or against disability?
14. How are doctors and nurses generally thought of in your country? Are they fairly treated?
15. Are there any sports events that you regularly watch? Can you give any example of when a team / someone should've won, but didn't? Why didn't they? If you are not a sports fan, think of some of your relatives or friends who are fond of sport.
16. Give an example of when you had to bite your tongue or 'could've killed someone'.
17. Give examples of overrated people or things. Can you think of celebrities or trends that are really overrated and do not live up to a hype?
18. Which kind of cards are most common in your country? Do you know any other types of playing cards? Can you give examples of the different types of card games? What's your favorite game?
19. What restrictions are there on gambling in your country? Do you think banning gambling is a good idea? Why? / Why not?
20. Do you think computer games influence behaviour? Do you think children should have limits on playing computer games? What limits? Why? / Why not?



21. Are you good at bluffing your way through interviews, meetings, presentations, etc.? Do you think it is good to use this kind of tactic to succeed in life?
22. What hurdles have you had to overcome in your life?
23. Are you good at keeping things close to your chest? Do you know anyone who's better at it than you are?
24. Can you think of any examples of people / things that have been pawns in a bigger game?
25. Can you think of anything that passed off far better than you'd hoped it would?
26. What do you think are the pros and cons of coming from a very large family?
27. Do you know anyone you'd describe as a self-made man or woman? How did they build their business?
28. How much do you know about your country's history? Do you know much about its ancient history?
29. How important do you think it is to preserve historical sites? Why?
30. Do you think we learn lessons from history? Give an example of when we did or when we didn't.
31. Can you think of any high-profile people who have been assassinated? Do you know why?
32. Can you think of any countries which have gained independence in the last two or three decades? How well has it gone?
33. Have there been any crackdowns in your country / city recently? On what?
34. Why do people leak information? Can you give any real examples?
35. What is your attitude towards printed press? Do you think it is still relevant today? Do you know (or does anyone in your family) regularly read a printed newspaper or news magazine? If so, which one?
36. Do you ever read news online? What kind? Where? Do you think Bill Gates is right about printed newspapers being on the way out? Why do you think newspaper companies persist with print-based versions?
37. Which newspaper in your country do you think holds the most political influence?
38. Do you think censorship of the press can ever be a good thing? If yes, under what circumstances?
39. Do you know anyone who runs their own business? What kind? How big is it? How's it doing at the moment?
40. Do you like the idea of running your own business? Why? / Why not?
41. How much do you think companies influence politics? Is it a good or a bad thing?
42. What are the current trends in clothes and hairstyles? Do you like them? Why? / Why not?
43. Do you know anyone with quite a 'different' style? What's it like? Do you think they pull it off well?
44. Can you think of any garments or accessories which have been used to show status?
45. Do any trends now have a social significance or is it all just marketing? What groups of people can you think of that are defined by lifestyles or the clothes they wear?
46. Do you think technology has influenced any recent fashions? In what way?
47. Does your country have a national dress? What does it look like? What do you think of it?
48. How far do you agree with this statement – "A fashion is nothing but an induced epidemic".
49. How far do you agree with this statement – "There is no fashion for the old".
50. How far do you agree with this statement – "Nothing is as hideous as an obsolete fashion".

51. How far do you agree with this statement – “Fashion is what you adopt when you don’t know who you are”.

52. How far do you agree with this statement – “Fashion for the part is nothing but the ostentation of riches”.

53. How far do you agree with this statement – “Fashion is very important. It is life-enhancing and, like everything that gives pleasure, it is worth doing well”.

54. How far do you agree with this statement – “Fashion as we once knew it is over; people now wear exactly what they feel like wearing”.

55. How far do you agree with this statement – “As soon as fashion is universal, it is out of date”.

56. What health and safety regulations do you know about in these areas: schools, offices, construction sites, traffic? Are there any health and safety rules that you think go too far? Why? Are there any that you think should be tightened? Why?

57. What do you think the Internet penetration rate in your country is like?

58. Do you think it’s a good idea to treat kids for Internet addiction? Why? / Why not?

59. Tell about dangers and risks on the Internet. What do you think are the essential measurements everyone should take for the Internet safety?

60. Express your opinion on online dating. Do you think it is safe? What dangers and risks can occur? Are there any ways of making online dating safe and enjoyable?

### ЗРАЗОК БІЛЕТІВ ДЛЯ КОНТРОЛЯ ЗНАНЬ СТУДЕНТА

| НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ БІОРЕСУРСІВ І ПРИРОДОКОРИСТУВАННЯ<br>УКРАЇНИ  |  |   |                            |
|--|--|---|----------------------------|
| ОС «Бакалавр»<br>Спеціальність<br>«Філологія»  | Кафедра<br>іноземної<br>філології і<br>перекладу | ЕКЗАМЕНАЦІЙНИЙ<br>БІЛЕТ № 1<br>з дисципліни<br>«Практичний курс<br>англійської мови»<br>(IV курс) | Затверджую<br>Зав. кафедри |
| <b>I. Тестові завдання різних типів</b>  |  |   |                            |
| <p>1 Complete the sentence with the correct preposition. Look up the word in bold if you need help.<br/>They liaised _____ regularly the local council.</p> <p>2. Choose the correct word to complete the sentences.<br/>We have _____ an ad in the local newspaper to try to recruit new staff.<br/>a) lain b) placed c) stood</p> <p>3 Complete the sentence with the correct preposition. Look up the word in bold if you need help.<br/>He committed _____ himself finishing his degree course.</p> <p>4 Complete the sentence with the correct preposition. Look up the word in bold if you need help.<br/>It was painful watching him mourn _____ his daughter.</p> <p>5. Choose the correct word to complete the sentences.<br/>It’s sometimes hard to _____ your deadlines in a busy office like this.<br/>a) meet b) stay c) take</p> <p>6. Complete the sentence with the correct preposition. Look up the word in bold if you need help.<br/>We’ve got over 200 people _____ the payroll.</p> <p>7 Complete the sentence with the correct preposition. Look up the word in bold if you need help.<br/>He kept talking about the inevitability _____ death.</p> <p>8 Complete the sentence with the correct preposition. Look up the word in bold if you need help.<br/>Tim was very enthusiastic _____ starting swimming lessons.</p> <p>9. Choose the words in the unit that are both a verb and a noun.<br/>a) dismiss b) mourn c) labour d) condemn c) schedule e) invoice f) troubleshoot g) input</p> <p>10. Complete the phrase with the correct word from the list below.<br/><i>question wheels most ropes straw</i><br/>My co-workers showed me the _____ on my first day at work.</p> |  |   |                            |
| <b>Екзменаційні питання</b>  |  |   |                            |
| <b>II. Read, translate and summarize the text</b>  |  |   |                            |

Rio Tinto has found disturbing patterns of racism, sexism, harassment and sexual assault among its global workforce of 47,500, according to a new investigation. On Tuesday, the mining giant published the findings of an external review it commissioned last year after months of scrutiny about how workers were being treated. According to the report, which was overseen by Australia's former sex discrimination commissioner Elizabeth Broderick, "bullying and sexism are systemic across Rio Tinto worksites, with almost half of the people experiencing bullying." The workplace review focused on workers' experiences over the last five years. Twenty-one women reported actual or attempted rape or sexual assault, while almost a third of all women said they had experienced sexual harassment at work, the audit found. Meanwhile, racism was found to be "common across a number of areas," with a survey "indicating [that] people working in a country different to their birth experienced high rates of racism, and that 39.8% of men and 31.8% of women who identify as Aboriginal or Torres Strait Islander in Australia experienced racism." Rio Tinto employs people in 35 countries. The company said its workplace review involved more than 10,000 respondents to an online survey, interactive group and individual sessions, and a call for written entries. "I feel shame and enormous regret to have learned the extent to which bullying, sexual harassment and racism are happening at Rio Tinto," CEO Jakob Stausholm said in a statement. "The findings of this report are deeply disturbing to me and should be to everyone who reads them. I offer my heartfelt apology to every team member, past or present, who has suffered as a result of these behaviors. This is not the kind of company we want to be." Broderick, who is also a UN special rapporteur on discrimination against women, commended the company for "proactively commissioning this study." "There is clear recognition, however, that new approaches are needed to solve these issues," she added.

### **III. Express your opinion on the suggested topic.**

Describe what your first day at work / school was like.

## **7. Методи навчання**

**Пояснювально-ілюстративний метод.** Студенти здобувають знання, слухаючи розповідь, з навчальної або методичної літератури, через екранний посібник у "готовому" вигляді. Сприймаючи й осмислюючи факти, оцінки, висновки, вони залишаються в межах репродуктивного (відтворювального) мислення.

**Репродуктивний метод.** Ідеться про застосування вивченого на основі зразка або правила. Діяльність тих, кого навчають, є алгоритмічною, тобто відповідає інструкціям, розпорядженням, правилам - в аналогічних до представленого зразка ситуаціях.

**Метод проблемного викладення.** Використовуючи будь-які джерела й засоби, педагог, перш ніж викладати матеріал, ставить проблему, формулює пізнавальне завдання, а потім, розкриваючи систему доведень, порівнюючи різні підходи, показує спосіб розв'язання поставленого завдання. Студенти стають ніби свідками і співучасниками наукового пошуку.

**Частково-пошуковий, або евристичний метод.** Його суть - в організації активного пошуку розв'язання висунутих педагогом (чи самостійно сформульованих) пізнавальних завдань або під керівництвом педагога, або на основі евристичних програм і вказівок.

**Дослідницький метод.** Після аналізу матеріалу, постановки проблем і завдань та короткого усного або письмового інструктажу ті, кого навчають, самостійно вивчають літературу, джерела, ведуть спостереження й виміри та виконують інші пошукові дії. Ініціатива, самостійність, творчий пошук виявляються в дослідницькій діяльності найповніше.

**Аналітичний метод** передбачає мисленнєвий або практичний розклад цілого на частини з метою вивчення їх суттєвих ознак. Але це лише початковий компонент пізнання.

**Дедуктивний метод**, навпаки, базується на вивченні навчального матеріалу від загального до окремого, одиничного.

**Активні методи навчання - диспут, дискусія, мозкова атака, рольові ігри.**

**Метод «мозкової атаки»** формує вміння зосереджувати увагу на якійсь вузькій меті. Використовуючи метод мозкової атаки, студенти працюють як "генератори ідей", при цьому вони не стримуються необхідністю обґрунтування своїх позицій та позбавлені критики, адже за цих умов немає "начальників" і "підлеглих", є лише експерти в кожній групі

студентів, які фіксують, оцінюють та вибирають кращі ідеї.

### 8. Форми контролю

Види: поточний, підсумковий.

Для контролю засвоєння навчального матеріалу у рамках аудиторної роботи проводиться усне опитування, перевіряється виконання самостійної роботи студентів, проводиться поточне тестування, написання модульної контрольної роботи після вивчення кожного модуля.

Форма контролю: екзамен.

Підсумковий контроль успішності студентів проводиться під час заліку чи екзамену відповідно до графіку проведення екзаменаційної сесії.

### 9. Розподіл балів, які отримують студенти

Оцінювання знань студента відбувається за 100-бальною шкалою і переводиться в національні оцінки згідно з табл. 1 «Положення про екзамени та заліки у НУБіП України» (наказ про уведення в дію від 03.03.2021 р. протокол № 7)

| Рейтинг студента, бали | Оцінка національна за результати складання |               |
|------------------------|--|---------------|
|                        | екзаменів                                  | заліків       |
| 90-100                 | Відмінно                                   | Зараховано    |
| 74-89                  | Добре                                      |               |
| 60-73                  | Задовільно                                 |               |
| 0-59                   | Незадовільно                               | Не зараховано |

Для визначення рейтингу студента (слухача) із засвоєння дисципліни  $R_{\text{дис}}$  (до 100 балів) одержаний рейтинг з атестації (до 30 балів) додається до рейтингу студента (слухача) з навчальної роботи  $R_{\text{нр}}$  (до 70 балів):  $R_{\text{дис}} = R_{\text{нр}} + R_{\text{ат}}$ .

### 10. Методичне забезпечення

1. Навчально-методичний комплекс з дисципліни.
2. Конспект лекцій.
3. Методичні вказівки для самостійної роботи студентів.
4. ЕНК на платформі elearn

### РЕКОМЕНДОВАНА ЛІТЕРАТУРА

#### I КУРС

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2. Lindsay Warwick. Roadmap. B1+ Workbook with digital online resources and app. Pearson Education Ltd. 2019. 96 p.
3. Черноватий Л.М. Практичний курс англійської мови. Частина 1 / Л.М. Черноватий, В.І. Карабан, та ін. : підручник для студентів молодших курсів вищих закладів освіти (філологічні спеціальності та спеціальність «Переклад»). – Вінниця: НОВА КНИГА, 2005. 432 с.

##### Допоміжна:

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2. Bohlke David, Yeates Eunice. Keynote Pre-intermediate. Workbook. National Geographic Learning, 2017. 112 p.
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## **II курс**

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3. Гольцова М., Фабрична Я., Черхава О., Practical Guide to Learning English for Second Year University Students Specialising in Philology and Translation Studies. Part II. Практичний курс англійської мови. Частина II: Навч. посібник / Фабрична Я., Гольцова М., Черхава О. – Київ: Видавничий центр КНЛУ, 2021. – 398 с.
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6. Черноватий Л.М. Практичний курс англійської мови. Частина 2 / Л.М. Черноватий, В.І. Карабан, та ін. : підручник для студентів другого курсу вищих закладів освіти (філологічні спеціальності та спеціальність «Переклад»). – Вінниця: НОВА КНИГА, 2005. 356 с.

## **III курс**

### **Основна:**

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3. Гольцова М., Фабрична Я., Черхава О., Practical Guide to Learning English for Second Year University Students Specialising in Philology and Translation Studies. Part II. Практичний курс англійської мови. Частина II: Навч. посібник / Фабрична Я., Гольцова М., Черхава О. – Київ: Видавничий центр КНЛУ, 2021. – 398 с.

### **Допоміжна:**

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## **IV курс**

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