

Міністерство освіти і науки України
Мукачівський державний університет
Кафедра англійської мови, літератури з методиками навчання



Іноземна мова за професійним спрямуванням:
методичні вказівки до виконання самостійної та індивідуальної роботи
для здобувачів другого (магістерського) рівня вищої освіти
спеціальності 106 «Географія»

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Іноземна мова за професійним спрямуванням: методичні вказівки до виконання самостійної та індивідуальної роботи для здобувачів другого (магістерського) рівня вищої освіти спеціальності 106 «Географія» / Укладач Н.О. Герцовська.– Мукачево: МДУ, 2023. – 24с. (1,2 авт.арк).

Видання містить практичні завдання і вправи, що сприяють засвоєнню набутих знань, умінь і навичок з англійської мови, їх систематизації та узагальненню, перевірці якості їх засвоєння. Навчально-методичне видання містить передмову, завдання комплексного характеру для опрацювання тем дисципліни, завдання для самоперевірки, перелік питань для підсумкового контролю, форми та методи контролю та перелік рекомендованих джерел.

Призначене для використання здобувачами вищої освіти в процесі вивчення дисципліни «Іноземна мова за професійним спрямуванням», підготовки до практичних занять та виконання самостійної роботи. Методичні вказівки розроблені у відповідності до програми відповідної дисципліни.

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ПЕРЕДМОВА

Практикум з іноземної мови за професійним спрямуванням для здобувачів другого (магістерського) рівня вищої освіти спеціальності 106 Географія складений відповідно до тематичного наповнення робочої програми відповідної дисципліни.

Метою практикуму є допомогти здобувачам освіти вдосконалити знання з іноземної мови за допомогою логічно укладеного комплексу вправ та завдань, націлених на посилення іншомовної комунікативної компетентності здобувачів освіти.

У процесі вивчення дисципліни здобувачі освіти повинні оволодіти та вдосконалити різні види мовленнєвої діяльності – читанням (оглядовим, інформативним і глибинним) у роботі з літературою зі спеціальності, говорінням і аудіюванням в ситуаціях професійно-ділового та повсякденного спілкування з урахуванням соціокультурного та країнознавчого аспектів іноземної мови, а також оволодіння навичками письмового мовлення з фахової тематики.

Для досягнення мети поставлені такі основні завдання:

- вивчення основ сучасної іноземної мови у професійній діяльності; - вдосконалення лексико-граматичних навичок здобувачів освіти, в пергу чергу у професійній сфері; - підвищення рівня лінгвістичної й комунікативно-діяльнісної професійної підготовки.

Об'єктом навчальної дисципліни є професійна діяльність та сучасна іноземна мова, притаманна для сфери географії. Предметом навчальної дисципліни є практичний аспект застосування іноземної мови у сучасній професійній діяльності географів.

У результаті вивчення навчальної дисципліни здобувач освіти повинен: знати:

- мовний матеріал мови, що вивчається (лексика, граматики, структурні й мовні моделі) у професійному контексті на рівні, визначеному радою Європи як B2, у тому числі: граматичні структури, типові для усної й письмової професійноорієнтованої комунікації;

- базову нормативну граматику й складні граматичні конструкції в активному володінні та для пасивного сприйняття;

- загальноживану й професійну лексику;

- правила ділового етикету та міжкультурної комунікації;

- стилі спілкування, у тому числі типові для професійного спілкування;

- мовні особливості ділового спілкування, а також спілкування у мережі інтернет; вміти: користуватися іноземною мовою у професійній діяльності та у побутовому спілкуванні:

- розуміти зміст текстів професійно-орієнтованого характеру певного рівня складності;

- здійснювати пошук інформації за завданням, збирання, аналіз даних, необхідних для вирішення умовно-професійних завдань;

- працювати з іншомовними джерелами інформації;

- презентувати іншомовну інформацію професійного характеру у вигляді переказу або доповіді;

- сприймати на слух зміст навчальних аудіо матеріалів професійного спрямування;

- брати активну участь у дискусіях, в т.ч. на професійну тематику, обґрунтовувати власну точку зору;

- здійснювати ефективну професійну комунікацію з представниками інших культур.

У процесі викладання навчальної дисципліни основна увага приділяється оволодінню студентами професійними компетентностями, що наведені нижче.

На вивчення навчальної дисципліни відводиться 90 годин (3 кредити ECTS). Форма підсумкового контролю – залік.

ТЕМАТИЧНИЙ ПЛАН ДИСЦИПЛІНИ ЗМІСТОВИЙ МОДУЛЬ 1. Professional English for Geographers

Тема 1. The restless Earth. Grammar: Present tenses: present simple; present continuous; state verbs. Past tenses 1: past simple; past continuous; used to; would.

Тема 2. Natural resources. Grammar: Present perfect: present perfect simple; present perfect continuous. Past tenses 2: past perfect simple

Тема 3. Population. Grammar: Future 1. Plans, intentions, predictions: present continuous; going to; will. Future 2: present simple; be about to; future continuous; future perfect.

Тема 4. Weather and climate. Grammar: Countable and uncountable nouns; quantity expressions (many, much, a lot of, some, any, a few, few, no). Referring to nouns: articles; other determiners (demonstratives, possessives, inclusives: each, every, both, all, etc.)

Тема 5. Urbanization and sustainable development. Grammar: Modal verbs.

Тема 6. Scientific work at the university. Grammar: Pronouns and referencing: personal, possessive and reflexive pronouns; avoiding repetition. Adjectives and adverbs: describing things; adding information about manner, place, time, frequency and intensity.

Тема 7. Writing essays. Grammar: Comparing things: comparative and superlative adjectives and adverbs; other ways of comparing. The noun phrase: noun + prepositional phrase; noun + participle clause; noun + to-infinitive clause.

Тема 8. Presenting an essay. Revision. Module test.

ТЕМА 1. The Restless Earth (4 год)

1. *Discuss in pairs or small groups.*

What crucial events in the Earth's history can you name? Do you know when they happened?

2. *Here is a description of the events in which the geological history is compared to human life. Notice when the events happened in the different time scale.*

A simplified history of the Earth

We can depict Mother Earth as a lady of 46, if her 'years' are megacenturies. The first seven of those years are wholly lost to the biographer, but the deeds of her later childhood are to be seen in old rocks in Greenland and South Africa. ... Most of what we recognize on Earth, including all substantial animal life, is the product of the past six years of the lady's life. Her continents were quite bare of life until she was getting on for 42 and flowering plants did not appear until she was 45, just one year ago. At that time, the great reptiles, including the dinosaurs, were her pets and the break-up of the last supercontinent was in progress. The dinosaurs passed away eight months ago and the upstart of mammals replaced them. In the middle of last week, in Africa, some men-like apes turned into ape-like men and, at the weekend, Mother Earth began shivering with the latest series of ice ages. Just over four hours ago Homo sapiens started chasing the other animals and in the last hour it has invented agriculture and settled down. Just one minute has passed, out of Mother Earth's 46 'years', since man began his industrial revolution, three human lifetimes ago. During that time he has multiplied his numbers and skills prodigiously and ransacked the planet for metal and fuel.

3. *Vocabulary. Match the verbs from the text with their synonyms:*

increase in number

change into

start a stable way of life

shake with cold, tremble

take the place of, substitute

follow in order to catch

come into existence

know or identify

die out

search through

describe

create something new

4. *Summary of plate tectonics Read the text and put the missing words in the gaps. There are more words than gaps, you will not need three of them.*

Located sideways creates divided zones consists
 categories boundaries moved summarizes composed

The lithosphere (the earth's crust and the rigid upper part of the mantle) is _____(1) into seven large and several smaller plates. The plates, which are rigid, float on the underlying semimolten mantle (the asthenosphere) and are _____(2) by convection currents. There are two types of plate: continental and oceanic. However, these terms do not refer to actual continents and oceans but to different types of crust or rock. Continental crust is _____(3) of older, lighter rock of granitic type. Oceanic crust _____(4) of much younger and denser rock of basaltic composition. As a result of convection currents generated by heat from the centre of the earth, plates may move towards, away from, or _____(5) along adjacent plates. It is at plate _____(6) where earthquake, volcanic and mountain-building zones are _____(7). The table _____(8) the major landforms resulting from different types of plate movement.

5. *Put the verbs in the right forms.*

1. (you / see) that movie many times? 2. Peter was in London last Friday. He (arrive) from the airport at 8:00, (check) into the hotel at 9:00, and (meet) the others at 10:00. 3. (you/ still watch) TV? 4. The weather is terrible. It (rain) for days. 5. I (study) English in England in summer 2010. 6. We saw an accident when we (cross) the street. 7. Sorry but you(stand) on my foot. 8. The department(locate) here since 2012. 9. How many projects(you / do) in your present role? 10. For many years analysts(develop) new ways to improve learning strategies. 11. As yet, a solution(not find), although three attempts(make). 12. In the last two years we(investigate) new ways to do this.

Тема 2. Natural Resources (4 год)

1. *Read the text and make a summary.*

Natural resources are the things that exist freely in nature human beings use for survival. These things include the water, land, forests, animals, rocks, fossil fuels, and minerals inside the Earth. Human beings did not create natural resources. They have always been a part of the Earth before humans appeared.

Most of the natural resources are connected to each other in some way. For example, water is a natural resource, and there was a limited supply, then other resources such as animal and plants would be affected. Natural resources are consumed directly or indirectly. For example, when animals eat plants they are consuming a natural resource directly. However, the many trees of rain forest act as climate control, flood control, and storm protection. The trees of a forest can also be used as **raw materials** for making houses, furniture, paper, or other items.

Natural resources can be a solid, liquid, or gas. They can also be **organic**, coming from living things, or **inorganic**, coming from a non-living source. They can also be made out of metal or be non-metallic. All natural resources are also either renewable or non-renewable.

Renewable resources are always available and can be easily replaced or recovered. The examples of renewable resources include water, plants, animals, the sun, wind, and a few others. Most renewable resources may be replaced in a short period of time. For example, animals are renewable because they can reproduce young offspring replacing adult animals in a short period of time. If it takes too many years to replace a resource it is not considered to be renewable.

Organic renewable resources come from living things such as animals and trees. **Inorganic renewable** resources come from non-living things such as the water, sun, and wind.

Non-renewable resources cannot be easily replaced once they are destroyed. Examples of these resources include **fossil fuels** such as coal, petroleum, oil, and natural gas. Non-renewable resources may take thousands or millions of years to be replaced. Minerals, though form naturally, are also non-renewable because the rock cycle used in replacing the minerals will take thousands of years. There are also some animals that can be non-renewable if they are in danger of becoming extinct.

Non-renewable resources can also come from organic or inorganic sources.

Finally, there are metallic and non-metallic resources which are inorganic. **Metallic minerals** are those containing metal, are hard, shiny, and can be melted to form other products. Examples include copper, tin, and iron. **Non-metallic minerals** are softer and do not shine, which can include clay and coal.

Natural resources in the world are used for food and drink such as water, farm products, medicines, packaging, and much more. They are used for transportation including cars, trains, boats, airplanes, and others; as well as the fuel used to power them. Another large use of the Earth's natural resources is for housing, buildings, roads, and other construction. This use also includes the energy for the heating and cooling of homes and businesses.

In summary, natural resources are things existing freely in nature, and include renewable and non-renewable things. Some of the resources are organic, meaning they come from living things, such as animals and plants. Other resources are inorganic, coming from non-living things, such as wind, rocks, and fossil fuels. Natural resources can also contain metal or be non-metallic such as coal and clay. The uses for the Earth's natural resources are many, from the food a person eats to the energy used to remain comfortable in a home.

2. *Translate the highlighted words and expressions from the text. Use them in sentences of your own.*
3. *Answer the following questions:*
 1. Which of the following resources is inorganic and renewable?
 - a) Sun
 - b) Trees
 - c) Animals
 - d) Plants
 2. Which of the following best describes natural gas?
 - a) Organic, renewable
 - b) Inorganic, renewable
 - c) Inorganic, non-renewable
 - d) Organic, non-renewable
 3. All of the following are fossil fuels EXCEPT?
 - a) Coal
 - b) Petroleum
 - c) Oil
 - d) Wind

4. How long may it take for a non-renewable resource to be replaced?
 - a) They cannot be replaced
 - b) Thousands of years or longer
 - c) A short period of time
 - d) Fifty years
5. Which of the following best defines non-renewable resources?
 - a) Cannot be easily replaced once they are destroyed
 - b) Always available and easily replaced
 - c) Are only living things
 - d) Are only non-living things
6. Which of the following are users of the Earth's natural resources?
 - a) Transportation
 - b) Food and drink
 - c) Homes and buildings
 - d) All of the above

Тема 3. Population (4 год)

1. *Read the text and make up a summary of the text*

Our growing population

The world's population is more than three times larger than it was in the mid-twentieth century. The global human population reached 8.0 billion in mid-November 2022 from an estimated 2.5 billion people in 1950, adding 1 billion people since 2010 and 2 billion since 1998. The world's population is expected to increase by nearly 2 billion persons in the next 30 years, from the current 8 billion to 9.7 billion in 2050 and could peak at nearly 10.4 billion in the mid-2080s.

This dramatic growth has been driven largely by increasing numbers of people surviving to reproductive age, the gradual increase in human lifespan, increasing urbanization, and accelerating migration. Major changes in fertility rate have accompanied this growth. These trends will have far-reaching implications for generations to come.

Day of Eight Billion

On 15 November 2022, the world's population reached 8 billion people, a milestone in human development. While it took the global population 12 years to grow from 7 to 8 billion, it will take approximately 15 years—until 2037—for it to reach 9 billion, a sign that the overall growth rate of the global population is slowing. Yet levels of fertility remain high in some countries. Countries with the highest fertility levels tend to be those with the lowest income per capita. Global population growth has therefore over time become increasingly concentrated among the world's poorest countries, most of which are in sub-Saharan Africa.

China and India: most populous countries

China (1.4 billion) and India (1.4 billion) remain the two most populous countries of the world, both with more than 1 billion people, each representing nearly 18 percent of the world's population, respectively. Around 2023, India is projected to overtake China as the world's most populous country,

while China's population is projected to decrease by 48 million, or around 2.7 per cent, between 2019 and 2050. (Sources: [World Population Prospects 2022](#) and [World Population Dashboard](#))

The world in 2100

The world population is projected to reach 8.5 billion in 2030, and to increase further to 9.7 billion in 2050 and 10.4 billion by 2100. As with any type of projection, there is a degree of uncertainty surrounding these latest population projections. These figures are based on the medium projection variant, which assumes a decline of fertility for countries where large families are still prevalent, as well as a slight increase of fertility in several countries with fewer than two children per woman on average. Survival prospects are also projected to improve in all countries.

Africa: fastest growing continent

More than half of global population growth between now and 2050 is expected to occur in Africa. Africa has the highest rate of population growth among major areas. The population of sub-Saharan Africa is projected to double by 2050. A rapid population increase in Africa is anticipated even if there is a substantial reduction of fertility levels in the near future. Regardless of the uncertainty surrounding future trends in fertility in Africa, the large number of young people currently on the continent, who will reach adulthood in the coming years and have children of their own, ensures that the region will play a central role in shaping the size and distribution of the world's population over the coming decades.

Shrinking population in Europe

In sharp contrast, the populations of 61 countries or areas in the world are expected to decrease by 2050, of which 26 may see a reduction of at least ten per cent. Several countries are expected to see their populations decline by more than 15 per cent by 2050, including Bosnia and Herzegovina, Bulgaria, Croatia, Hungary, Japan, Latvia, Lithuania, Republic of Moldova, Romania, Serbia, and Ukraine. Fertility in all European countries is now below the level required for full replacement of the population in the long run (around 2.1 children per woman), and in the majority of cases, fertility has been below the replacement level for several decades.

Factors influencing the population growth

Fertility rates

Future population growth is highly dependent on the path that future fertility will take. According to the [World Population Prospects \(2022 Revision\)](#), global fertility is projected to fall from 2.3 children per woman in 2021 to 2.1 in 2050.

Increasing longevity

Overall, significant gains in life expectancy have been achieved in recent years. Globally, life expectancy at birth is expected to rise from 72.8 years in 2019 to 77.2 years in 2050. While considerable progress has been made in closing the longevity differential between countries, large gaps remain. In 2021, life expectancy at birth in the least developed countries lags 7 years behind the global average, due largely to persistently high levels of child and maternal mortality, as well as violence, conflict and the continuing impact of the HIV epidemic.

International migration

[International migration](#) is a much smaller component of population change than births or deaths. However, in some countries and areas the impact of migration on population size is significant, namely in countries that send or receive large numbers of economic migrants and those affected by refugee flows. Between 2010 and 2021, seventeen countries or areas will see a net inflow of more than one million migrants, while ten countries will see a net outflow of similar magnitude.

United Nations role in population issues

The United Nations system has long been involved in addressing these complex and interrelated issues – notably, through the work of the UN Population Fund (UNFPA) and the UN Population Division of the Department of Economic and Social Affairs.

UN Population Division

The UN Population Division of the Department of Economic and Social Affairs pulls together information on such issues as international migration and development, urbanization, world population prospects and policies, and marriage and fertility statistics. It supports UN bodies such as the Commission on Population and Development, and supports implementation of the Programme of Action adopted by the 1994 International Conference on Population and Development (IPCD).

The Population Division prepares the official United Nations demographic estimates and projections for all countries and areas of the world, helps States build capacity to formulate population policies, and enhances coordination of related UN system activities through its participation in the Committee for the Coordination of Statistical Activities.

UN Population Fund

The UN Population Fund (UNFPA) started operations in 1969 to assume a leading role within the UN system in promoting population programmes, based on the human right of individuals and couples to freely determine the size of their families. At the International Conference on Population and Development (Cairo, 1994), its mandate was fleshed out in greater detail, to give more emphasis to the gender and human rights dimensions of population issues, and UNFPA was given the lead role in helping countries carry out the Conference's Programme of Action. UNFPA now works in the areas of sexual and reproductive health, human rights and gender equality, population and development and has programmes for youth.

On the issue of population, the United Nations has held three conferences, two special sessions of the General Assembly and a summit in 2019.

World Population Day is observed annually on 11 July. It marks the date, in 1987, when the world's population hit the 5 billion mark.

2. *Fill in with the correct form of will or going to:*

1. I am tired. _____ cook dinner today?
2. Are you free tomorrow?
- Sorry. _____ study for the exam.
3. She can't play with you. _____ have a shower.
4. What _____ do if you win the lottery?
5. I think _____ always love that woman.
6. _____ buy some food. Do you want to come with me?
7. Did you speak to Sara?
- Oh, no! _____ phone her right now.

8. Can I have a glass, please?
_____ drink some water.
9. Would you like to go to the cinema?
- No, sorry. _____ clean the house.
10. Where does that noise come from?
- I don't know. _____ have a look.
11. Have you got any plans for tomorrow?
- Yes, I _____ visit my grandparents.
12. Why is she learning Spanish?
- She _____ travel to Spain.
13. We are thirsty.
- Wait here. I _____ get some water.
14. Meat or fish?
- I _____ have some fish, please.
15. What do you want the keys for?
- I _____ close the door.
16. If you don't take a taxi,
you _____ arrive on time.
17. Why do you want so many oranges?
- I _____ make an orange juice.
18. Oh! I haven't got enough money to pay!
- Don't worry. I _____ lend you some.
19. We need one more player.
- _____ you play with us tomorrow?
20. Why are you switching on the TV?
- I _____ watch a football match.

Тема 4. Weather and climate (4 год)

Task 1. Choose the correct word.

e.g. In Ukraine the dry season / wet season is from June to July.

1. There aren't any plants in the semi-desert / desert.

2. There have been four years of below average wet season / rainfall.
3. The freezing / shower was so powerful that even umbrellas didn't help us.
4. We were both freezing / shower and welcomed the hot cocoa.
5. Last week began with a thunderstorm / dry season and showers.

Task 2. Complete the sentences with the correct words.

dry season semi desert freezing

1. During the _____ there isn't much water and there is a lot of sunlight.
2. We have visited a _____. It is dry but there are some plants there.
3. The cinema was _____. I wore another sweater but it was still cold.

Task 3. Read the text. Choose True or False.

The weather affects everyone, and everyone has something to say about the weather. This is especially true in a country like the UK that has very changeable weather. In the UK the weather from one day to the next can be completely different, or even from the morning to the afternoon. In the UK there are four seasons, spring, summer, autumn and winter, and the weather is different in each of them. However, there is not a sudden change between the seasons. The end of the winter season is the same as the start of the spring season. It takes several weeks for the weather to change enough for people to notice the difference. The summer is the season with the best weather. In general, it is hot and sunny with only a little rain sometimes. However, it can sometimes be cold and wet for one or two weeks at a time. British people like to spend a lot of time outside when it is nice in the summer. After the summer is the autumn. In this season the weather gets colder and there are stronger winds, also it will rain more. All the leaves will start to fall off the trees as it is cold. Frost might start to form on the ground towards the end of the autumn. Winter is the coldest season in the UK. The temperature will often be at zero degrees Celsius. This means that ice will often form on the ground overnight where there were puddles. This makes it difficult to walk sometimes. There might also be snow, but the UK does not get much snow, mainly just cold rain in the winter. Then when winter ends the spring starts. The temperature will start to get warmer and the winds will not be as strong. Weather in the UK e.g. In the UK weather doesn't change a lot.

1. The seasons don't change suddenly. True / False
2. Spring is a season with the best weather. True / False
3. In winter the temperature is often at zero degrees Celsius. True / False

4. Make up 10 questions on the text.

Тема 5. Urbanization and sustainable development (4 год)

1. Read and translate the text

Human populations have tended to increase over time. As more people were born, small groups of individuals found reasons to come together to form groups and, with the **advent** of agriculture, small sedentary communities. A small number of these settlements grew into what we now call cities. This kind of growth often corresponds with a shift from one way of organizing labor to another.

The world population has grown significantly, and our economies have become more industrialized over the past few hundred years, and as a result many more people have moved into cities. This process is known as **urbanization**. Even after cities **emerged**, however, a large majority of people lived and worked in rural areas. It was not until large-scale industrialization began in the eighteenth century that cities really began to boom. Nearly half of all people now live in urban areas. They are attracted by jobs in manufacturing and the professions, as well as by increased opportunities for education and entertainment.

Urbanization is often discussed in reference to countries that are currently in the process of **industrializing** and urbanizing, but all industrialized nations have experienced urbanization at some point in their history. Moreover, urbanization is on the rise all over the globe.

One effect of this huge increase in people living in urban areas is the rise of the megacity, which is a city that has more than 10 million **inhabitants**. There are now cities with even more than that. Tokyo, Japan, for example, has nearly 40 million residents. Another effect of urbanization is urban sprawl. Urban sprawl is when the population of a city becomes dispersed over an increasingly large geographical area. This movement from higher **density** urban cores to lower density suburbs means that as cities expand, they often begin to take up significant tracts of land formerly used for agriculture. **Sprawl** also increases the need for travel infrastructure, such as roads, because people's homes are likely to be farther away from where they work and the **amenities** they enjoy.

As we move forward in the 21st century, the global population is likely to continue growing. Urban areas will continue to grow with the population. This continual growth presents complex **challenges** as we prepare for the cities of the future. How we choose to manage urbanization will have consequences for our world for many years to come.

2. Paraphrase the meaning of the words in bold. Use them in sentences of your own.

3. Find the meaning of the words. Consult the dictionary if necessary.

Bagasse
Biodegradable
Biodiversity
Biophilia
Carbon footprint
Carbon balanced print
Circular Economy
Composting
Conservation
Deforestation

Eco friendly
Energy-efficient
Greenwashing
LED
Linear Economy
Sustainability
Wishcycling
Zero waste

Тема 6. Scientific work at the university (4 год)

Learn about the types of scientific texts and answer the questions below

Essay is a small volume of journalistic work that expresses individual impressions and reflections on a particular issue.

Report is a short, sharp, concise document that is written for a particular purpose and audience. It is a factual paper and needs to be clear and well-structured.

Abstract a summary of the content of the book, an article that reveals the purpose, value, direction and allows conclusions about the expediency of their study.

Summary a short, clear description that gives the main facts or ideas about something.

Coursework is a self-study and research work with the elements of research, is carried out in order to consolidate, deepen, and generalize knowledge.

Bachelor's paper is a qualifying research work done by a student at the final stage of the study, with the aim of protecting and obtaining an academic bachelor's degree.

Master's work is qualifying research done by a student at the final stage of the study, for the purpose of public defense and obtaining an academic master's degree.

Dissertation is a document submitted in support of candidature for an academic degree or professional qualification presenting the author's research and findings.

Article is a publication containing a summary of the intermediate or final results of a research study that highlights a specific issue that combines analysis, structuring, formulation, and expressing opinions.

Theses are materials of the scientific report, published at the beginning of the scientific conference.

Monograph is a scientific work, which contains a full or in-depth study of a problem or subject belonging to one or more authors.

1. Which text is written for a particular audience?
2. Which text expresses individual impression on a particular issue?
3. Which text is a summary of the content of the book?
4. Which text is a qualifying research work done by a student at the final stage of the study
5. Which text a self-study and research work with the elements of research aimed at generalizing knowledge?
6. Which text presupposes public defense and obtaining an academic degree?
7. Which text is published at the beginning of the scientific conference?
8. Which text reflects the belonging to more than one authors?
9. Which text is a publication containing a summary of the intermediate or final results of a research?
10. Which text is a professional qualification presenting the author's research and findings?

Тема 7. Writing essays (4 год)

1. Read the text and learn about the types of essays

Types of essays

An essay is a focused piece of writing designed to inform or persuade. There are many different types of essay, but they are often defined in four categories: argumentative, expository, narrative, and descriptive essays.

Argumentative and expository essays are focused on conveying information and making clear points, while narrative and descriptive essays are about exercising creativity and writing in an interesting way. At university level, argumentative essays are the most common type.

Essay type	Skills tested	Example prompt
<u>Argumentative</u>	• Forming an opinion via research	Has the rise of the internet had a positive or negative impact on education?

Essay type	Skills tested	Example prompt
	<ul style="list-style-type: none"> • Building an evidence-based argument 	
<u>Expository</u>	<ul style="list-style-type: none"> • Knowledge of a topic • Communicating information clearly 	Explain how the invention of the printing press changed European society in the 15th century.
<u>Narrative</u>	<ul style="list-style-type: none"> • Creative language use • Presenting a compelling narrative 	Write about an experience where you learned something about yourself.
<u>Descriptive</u>	<ul style="list-style-type: none"> • Creative language use • Describing details 	Describe an object that has sensory sentimental value for you.

Argumentative essays

An argumentative essay presents an extended, evidence-based argument. It requires a strong thesis statement – a clearly defined stance on your topic. Your aim is to convince the reader of your thesis using evidence (such as quotations) and analysis.

Argumentative essays test your ability to research and present your own position on a topic. This is the most common type of essay at college level—most papers you write will involve some kind of argumentation.

The essay is divided into an introduction, body, and conclusion:

- The introduction provides your topic and thesis statement
- The body presents your evidence and arguments
- The conclusion summarizes your argument and emphasizes its importance

The example below is a paragraph from the body of an argumentative essay about the effects of the internet on education. Mouse over it to learn more.

Expository essays

An expository essay provides a clear, focused explanation of a topic. It doesn't require an original argument, just a balanced and well-organized view of the topic.

Expository essays test your familiarity with a topic and your ability to organize and convey information. They are commonly assigned at high school or in exam questions at college level.

The introduction of an expository essay states your topic and provides some general background, the body presents the details, and the conclusion summarizes the information presented.

A typical body paragraph from an expository essay about the invention of the printing press is shown below. Mouse over it to learn more.

Narrative essays

A narrative essay is one that tells a story. This is usually a story about a personal experience you had, but it may also be an imaginative exploration of something you have not experienced.

Narrative essays test your ability to build up a narrative in an engaging, well-structured way. They are much more personal and creative than other kinds of academic writing. Writing a personal statement for an application requires the same skills as a narrative essay.

A narrative essay isn't strictly divided into introduction, body, and conclusion, but it should still begin by setting up the narrative and finish by expressing the point of the story—what you learned from your experience, or why it made an impression on you.

Prompt “Write about an experience where you learned something about yourself.”

Descriptive essays

A descriptive essay provides a detailed sensory description of something. Like narrative essays, they allow you to be more creative than most academic writing, but they are more tightly focused than narrative essays. You might describe a specific place or object, rather than telling a whole story.

Descriptive essays test your ability to use language creatively, making striking word choices to convey a memorable picture of what you're describing.

A descriptive essay can be quite loosely structured, though it should usually begin by introducing the object of your description and end by drawing an overall picture of it. The important thing is to use careful word choices and figurative language to create an original description of your object.

Prompt “Describe a place you love to spend time in”.

2. Write an essay reflecting the topic of your professional interests.

Tema 8. Presenting an essay. Revision. Module test.

1. Present your essay, look through the questions below for better presentation.

How do I know what type of essay to write?

At high school and in composition classes at university, you'll often be told to write a specific type of essay, but you might also just be given prompts.

Look for keywords in these prompts that suggest a certain approach: The word "explain" suggests you should write an expository essay, while the word "describe" implies a descriptive essay. An argumentative essay might be prompted with the word "assess" or "argue."

What type of essay is most common at university?

The vast majority of essays written at university are some sort of argumentative essay. Almost all academic writing involves building up an argument, though other types of essay might be assigned in composition classes.

Essays can present arguments about all kinds of different topics. For example:

- In a literary analysis essay, you might make an argument for a specific interpretation of a text
- In a history essay, you might present an argument for the importance of a particular event
- In a politics essay, you might argue for the validity of a certain political theory

What's the difference between an expository essay and an argumentative essay?

An argumentative essay tends to be a longer essay involving independent research, and aims to make an original argument about a topic. Its thesis statement makes a contentious claim that must be supported in an objective, evidence-based way.

An expository essay also aims to be objective, but it doesn't have to make an original argument. Rather, it aims to explain something (e.g., a process or idea) in a clear, concise way. Expository essays are often shorter assignments and rely less on research.

What's the difference between a narrative essay and a descriptive essay?

The key difference is that a narrative essay is designed to tell a complete story, while a descriptive essay is meant to convey an intense description of a particular place, object, or concept.

Narrative and descriptive essays both allow you to write more personally and creatively than other kinds of essays, and similar writing skills can apply to both.

ПЕРЕЛІК ПИТАНЬ ДЛЯ ПІДСУМКОВОГО КОНТРОЛЮ

I. Speak on the topics:

1. The restless Earth.
2. Natural resources.
3. Population.
4. Weather and climate.
5. Urbanization and sustainable development.

II. Check your knowledge of grammatical topics:

- Present simple;
- Present continuous;
- State verbs.
- Past simple;
- Past continuous;
- Used to; would.
- Present perfect:
- Present perfect continuous.
- Future 1. Plans, intentions, predictions: present continuous; going to; will.
- Future 2: present simple; be about to; future continuous; future perfect.
- Countable and uncountable nouns;
- Articles;
- Modal verbs.
- Personal, possessive and reflexive pronouns;
- Adjectives and adverbs: describing things; adding information about manner, place, time, frequency and intensity.
- Comparative and superlative adjectives and adverbs;
- The noun phrase: noun + prepositional phrase; noun + participle clause; noun + to-infinitive clause.

Форми і методи контролю

При вивченні курсу «Іноземна мова за професійним спрямуванням» для активізації навчально-пізнавальної діяльності здобувачів освіти, науково-педагогічним працівником можуть використовуватися такі форми навчання як практичні заняття, самостійна робота студента із використанням таких методів: комунікативні методи, інтерактивні методи, ігрові методи, метод моделювання, вправи, пояснювально-ілюстративний метод (інформаційно-рецептивний), репродуктивний метод, тренувальний, сугестопедійний.

Форми оцінювання: екзамен, фронтальне опитування, контрольна робота, доповіді, експрес-опитування, тестування знань, лабораторна робота, усне опитування, презентація, ситуативні завдання, самоконтроль.

Методи поточного контролю – це оцінювання навчальних досягнень студента протягом навчального семестру за національною чотирибальною шкалою усіх видів аудиторної роботи (практичні заняття, самостійна робота). Поточний контроль відображає поточні навчальні досягнення студента в освоєнні програмного матеріалу дисципліни і спрямований на необхідне корегування самостійної та індивідуальної роботи студента. Сюди входить: методи усного контролю – бесіда, розповідь студента, роз'яснення. Основою усного контролю слугує монологічна відповідь студента (у підсумковому контролі це більш повний, системний виклад) або запитально-відповідна форма – бесіда, у якій викладач ставить запитання і чекає відповіді студента. Усний контроль, як поточний, проводиться на кожному занятті в індивідуальній, фронтальній або комбінованій формі, можуть застосовуватися дидактичні картки, ігри, технічні засоби.

Проміжний контроль – контроль, який проводиться з метою виявлення і попередження неуспішності студентів. Проведення проміжного контролю ініціюється проректором з науково-педагогічної роботи чи деканом відповідного факультету. Проміжний контроль виставляється на підставі: поточної успішності. Проміжний контроль виставляється за національною шкалою. Результати проміжного контролю виставляються викладачем у «Журналі обліку роботи викладача» та у «Журналі обліку роботи академічної групи» але не враховуються у загальному розподілі балів і не включаються до жодного виду робіт із коефіцієнтом.

Контрольний захід (Модульна контрольна робота) забезпечує глибоку і всебічну перевірку засвоєння, оскільки вимагає комплексу знань і умінь студента. Тестові завдання складені таким чином, що передбачають тільки одну правильну відповідь. Для розв'язання тестів студенту необхідно володіти програмовим матеріалом.

У відповідності до вимог об'єктивна оцінка рівня знань з боку викладача оцінюється наступним чином:

- під час написання контрольної роботи з дисципліни «Іноземна мова за професійним спрямуванням» кожен студент отримує завдання, що містить 40 тестових завдань. На написання контрольної роботи відводиться 45 хвилин. Форма проведення: письмова (комп'ютерна). Оцінку «відмінно» отримує студент за 36-40 правильних відповідей; «добре» - за 30-35 правильних відповідей, «задовільна» - за 20-30 правильних відповідей, менше 20 правильних відповідей – оцінка «незадовільно».

Критерії оцінювання знань студентів при складанні заліку

Присутність студента на заліку є обов'язковою. Форма проведення заліку комбінована і відображається у робочій програмі навчальної дисципліни. Залік з навчальної дисципліни

виставляється викладачем за результатами поточного контролю та контрольного заходу (модульної контрольної роботи), помноженого на ваговий коефіцієнт. Залік виставляється викладачем автоматично за умови, якщо студент виконав усі види навчальної роботи, які визначені робочою програмою навчальної дисципліни і його середньозважений бал знаходиться у межах 2,51...5,00. Підсумкова оцінка з дисципліни диференціюється за національною шкалою («зараховано, «не зараховано»), 100-бальною та шкалою ECTS.

Для студентів заочної форми навчання підсумковий контроль проводиться в період заліково-екзаменаційної сесії за обов'язкової присутності студента. Для складання заліку студентами заочної форми навчання викладачем розробляються білети, які складаються з трьох теоретичних та тестового різнорівневого завдання. Кожне питання білету оцінюється за національною шкалою і визначається як середньоарифметичне всіх складових відповіді на заліку. Підсумкова оцінка з дисципліни диференціюється за національною шкалою («зараховано, «не зараховано»), 100-бальною та шкалою ECTS.

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Навчально-методичне видання

Іноземна мова за професійним спрямуванням:
методичні вказівки до виконання самостійної та індивідуальної роботи
для здобувачів другого (магістерського) рівня вищої освіти
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