**КАРТА МОДУЛЯ 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| МОВЛЕННЄВІ НАВИЧКИ | ЗНАТИ/ВМІТИ | Book 1 | Book 2 | Article |
| Reading | (reading and comprehension of texts in English, scientific articles; acquisition of the latest professional information through foreign sources; translation of non-adapted literature; to know basic vocabulary within the given topic, fundamental terminology from relevant topics (specialized vocabulary and terminology within modules). | “English for Bachelors in Ecology (для студентів-екологів)/ укл.: С.В. Суховецька, В.А. Шадура. Житомир, 2018. – 31 С.1). UNIT I. “What is the Environment?”, Task I. - VIII, p.5 – 8. | Acquaintance with our planet: навч. посібник / укл.: Свисюк О. В., Парнус К. І. ̶ Житомир, 2022. ̶ 184 с.1). UNIT 27. “Impact of Human Activity”. Ex. 1 – 4, 6, 7(1) p.150 – 154. | Individual work:The Environmental Engineer 1). CEEA-ACEG20; Paper 92. York University; June 19 – 22, 2022.Proceedings 2022 Canadian Engineering Education Association (CEEA-ACEG20) Conference. Perceptions of engineers’ environmental responsibility and professional engineering codes of ethics. Emma Jane Randall and David S. Strong. Queen’s UniversityRetrieved from: https://www.researchgate.net/publication/365308725\_Perceptions\_of\_Engineers'\_Environmental\_Responsibility\_and\_Professional\_Codes\_of\_Ethics |
| Speaking | engage in discussions, debates, and presentations on relevant topics. | 1). UNIT 1.Comment on quote by Dalai Lama. - p.5; Comment on Mind-map. - p.5. | Acquaintance with our planet: навч. посібник / укл.: Свисюк О. В., Парнус К. І. ̶ Житомир, 2022. ̶ 184 с.1). UNIT 27. “Impact of Human Activity”. Ex. 8 p.154. |  |
| Grammar | grammatical structures needed to express appropriate functions and notions flexibly and rules of Englishsyntax to understand and produce a wide range of texts in the area of Earth Science | English Grammar in Use. Raymond Murphy. – Cambridge University Press, 2019. – P. 307.1. The Present Simple Tense. (Unit 2, p.4 - Ex. 2.1 – 2.5).2. The Past Simple Tense. (Unit 5, p.10 - Ex. 5.1 – 5.5).3. The Future Simple Tense. (Unit 21, p.42, 21.1 – 21.4; Unit 22, p.44, Ex. 22.1 –2.5).4. Individual work: Questions, Auxiliary verbs (Units 48 – 51); Articles (Units 71 – 77); Plural form (Unit 78); Possessive case (Unit 71).5. The Present Continuous Tense. (Unit 1, p.2 - Ex. 1.1 – 1.5).6. The Past Continuous Tense. (Unit 6, p.12 - Ex. 6.1 – 6.4).7 The Present Perfect Tense. (Unit 13, p.26 - Ex. 13.1 – 13.4).8. The Past Perfect Tense. (Unit 15, p.30 - Ex. 15.1 – 15.5).9. The Future Perfect Tense. The Future Continuous Tense. (Unit 24, p.48 - Ex. 24.1 – 24.2). 10. Individual work: Numerals. Real condition (Unit 25, p.50 - Ex. 25.1 – 25.4). Irregular verbs (Appendix 1, p. 274).11. The Future-in-the-Past (<https://grammarway.com/ua/future-in-the-past>), Ex.: https://test-english.com/grammar-points/b2/future-in-the-past/12. Individual work: Pronouns (Units 81 – 82, p. 162 – 164); Adjectives, Adverbs (Units 97 – 100, p. 194 – 200); Degrees of comparison (Units 104 – 107, p. 208 – 214); |  |  |
| Writing | write summaries, reports, etc. with high degree of accuracy |  | Acquaintance with our planet: навч. посібник / укл.: Свисюк О. В., Парнус К. І. ̶ Житомир, 2022. ̶ 184 с.1). UNIT 27. “Impact of Human Activity”. Ex. 5, 7 (II) p.152 - 154. |  |
| Listening | comprehend information through listening related topicsunderstand main ideas and identify relevant information in extended discussions, debates, formal talks, lectures, conversations etc  | 1). 'Hothouse Earth' warning: BBC News Review:https://www.youtube.com/watch?v=OONr10MkRiA |  |  |

**КАРТА МОДУЛЯ 2**

|  |
| --- |
| Organization of Ecological Education |
| МОВЛЕННЄВІ НАВИЧКИ | ЗНАТИ/ВМІТИ | ПІДРУЧНИК 1 | ПІДРУЧНИК 1 | Article | ПІДРУЧНИК 1 | ПІДРУЧНИК 1 |
| Reading | (reading and comprehension of texts in English; acquisition of the latest professional information through foreign sources; translation of non-adapted literature; to know basic vocabulary within the given topic, fundamental terminology from relevant topics (specialized vocabulary and terminology within modules); | “English for Bachelors in Ecology (для студентів-екологів)/ укл.: С.В. Суховецька, В.А. Шадура. Житомир, 2018. – 31 С. | Individual work:The Earth.Acquaintance with our planet: навч. посібник / укл.: Свисюк О. В., Парнус К. І. ̶ Житомир, 2022. ̶ 184 с.“The Earth: Fast Facts”, p.5-6. | 1). November 2021. Scientific Reports (open access, multidisciplinary journal from the Nature Portfolio publishing original research from across all areas of the natural sciences, medicine and engineering, with a focus on providing efficient, objective and constructive peer review).Environmental optima for an ecosystem engineer: a multidisciplinary trait-based approach. Amelia Curd. Aurélien. Boyé. Celine. Cordier. Celine. Cordier. Stanislas Dubois.Retrieved from: https://www.researchgate.net/publication/356556975\_Environmental\_optima\_for\_an\_ecosystem\_engineer\_a\_multidisciplinary\_trait-based\_approach#fullTextFileContent | Впр. \_ ст. | Впр. \_ ст. |
| Speaking | engage in discussions, debates, and presentations on relevant topics. | 1). “Organization of ecological education”, Task – p. 31. | “The Earth: Fast Facts”, p.5-6.Speak on the structure of Earth. |  | Впр. \_ ст. | Впр. \_ ст. |
| Grammar | grammatical structures needed to express appropriate functions and notions flexibly and rules of Englishsyntax to understand and produce a wide range of texts in the area of Earth Science | 1. Passive Simple. (Unit 41, p.82 - Ex. 41.1 – 41.4).2. Passive Continuous. (Unit 42, p.84 - Ex. 42.1 – 42.4).3. Passive Perfect. (Unit 42, p.84 - Ex. 42.1 – 42.4).4. Розділи для самостійного вивчення: Past participle, Pronouns. (Unit 81 - 85).5. The Present Perfect Continuous Tense. (Unit 9, p.18 - Ex. 9.1 – 9.4).6. The Past Perfect Continuous Tense. (Unit 16, p.32 - Ex. 16.1 – 16.3).7. Indirect Speech. (Unit 46, p.92 - Ex. 46.1 – 46.2).8. Indirect Questions. (Unit 49, p.98 - Ex. 49.1 – 49.3).10. Розділи для самостійного вивчення: Indirect Command. (Unit 47, p.94 - Ex. 47.1 – 47.3).11. Sequence of Tenses. (<https://grammarway.com/ua/sequence-of-tenses>). Ex.: https://test-english.com/grammar-points/b1/review-verb-tenses-b1/12. Розділи для самостійного вивчення: The Past Perfect Tense (Unit 15, p.32 - Ex. 15.1 – 15.3). |  |  | Впр. \_ ст. | Впр. \_ ст. |
| Writing | write summaries, reports, etc. with high degree of accuracy |  |  | Write the summary of the article: Environmental optima for an ecosystem engineer: a multidisciplinary trait-based approach. Amelia Curd. Aurélien. Boyé. Celine. Cordier. Celine. Cordier. Stanislas Dubois.Retrieved from: https://www.researchgate.net/publication/356556975\_Environmental\_optima\_for\_an\_ecosystem\_engineer\_a\_multidisciplinary\_trait-based\_approach#fullTextFileContent. | Впр. \_ ст. | Впр. \_ ст. |
| Listening | comprehend information through listening related topicsunderstand main ideas and identify relevant information in extended discussions, debates, formal talks, lectures, conversations etc., | 1). Understanding Climate Change - How Greenhouse Gases Warm the Earth<https://www.youtube.com/watch?v=FkwnVZf5vWw>2). Controlling the weather:https://www.youtube.com/watch?v=l1DLZhZXsw0 |  |  | Впр. \_ ст. | Впр. \_ ст. |

**КАРТА МОДУЛЯ 3**

|  |
| --- |
| What's Happening |
| МОВЛЕННЄВІ НАВИЧКИ | ЗНАТИ/ВМІТИ | ПІДРУЧНИК 1 | ПІДРУЧНИК 1 | Article | ПІДРУЧНИК 1 | ПІДРУЧНИК 1 |
| Reading | (reading and comprehension of texts in English; acquisition of the latest professional information through foreign sources; translation of non-adapted literature; to know basic vocabulary within the given topic, fundamental terminology from relevant topics (specialized vocabulary and terminology within modules); | “English for Bachelors in Ecology (для студентів-екологів)/ укл.: С.В. Суховецька, В.А. Шадура. Житомир, 2018. – 31 С.1). UNIT II. “What's happening” Tasks. I – VI, p. 9 - 12. | Acquaintance with our planet: навч. посібник / укл.: Свисюк О. В., Парнус К. І. ̶ Житомир, 2022. ̶ 184 с.Individual work: Ecosystems.1). UNIT 14 “Threats to Land” – Ex.1, 2, 4, 6, p.86 -89. | International Journal ofEnvironmental Research. June 2023.and Public Health. A New Model of Learning: Environmental Health in a GlobalWorld. William N. Rom, Aishwarya Rao , Lori Hoepner and Chris Dickey. <https://www.mdpi.com/journal/ijerph>Retrieved from: https://www.researchgate.net/publication/371661152\_A\_New\_Model\_of\_Learning\_Environmental\_Health\_in\_a\_Global\_World | Впр. \_ ст. | Впр. \_ ст. |
| Speaking | engage in discussions, debates, and presentations on relevant topics. | UNIT II. “What's happening”.1). Find more facts on what is happening with our Environment; share your findings with the groupmates.2). Be ready to speak about the environmental problems in Ukraine. | 1). UNIT 14 “Threats to Land” – Ex.3, p. 87; Ex. 7, p.89. |  | Впр. \_ ст. | Впр. \_ ст. |
| Grammar | grammatical structures needed to express appropriate functions and notions flexibly and rules of Englishsyntax to understand and produce a wide range of texts in the area of Earth Science | English Grammar in Use. Raymond Murphy. – Cambridge University Press, 2019. – P. 307.1. Simple Tenses (Unit 2, p 4 - 5; Unit 5, p.10 – 1; Units 19 – 23, p. 38 – 46.2. Continuous Tenses (Units 3, p. 6, Unit 6, p. 12).3. Perfect Tenses (Unit 7, p.14; Unit 9, p. 18; Unit 15, p.30; Unit 16, p.32.4. Conditionals (I,II and wish(Unit 37, p.74; Unit 38, p.76).5. Some, Any, No, Every (Unit 84 - 85, p. 168 - 170).6. Conditionals (III) (Unit 39, p. 78).7. Indirect Commands.(Unit 47, p.94 - Ex. 47.1 – 47.3).8. Розділи для самостійного вивчення: Much, Many, (a) little, (a) few. (Unit 86. p. 172, Ex. 86.1 – 86.5).9. Modals: Can, May, Must. (Unit 26 - 30. p. 52 - 60, all ex-s).10. Розділи для самостійного вивчення: Infititive (Units 53 – 57, p. 106 – 114). |  |  | Впр. \_ ст. | Впр. \_ ст. |
| Writing | write summaries, reports, etc. with high degree of accuracy |  | Acquaintance with our planet: навч. посібник / укл.: Свисюк О. В., Парнус К. І. ̶ Житомир, 2022. ̶ 184 с.1). UNIT 14 “Threats to Land” – Ex.5, p. 87. | Write the summary of the article: A New Model of Learning: Environmental Health in a GlobalWorld. William N. Rom, Aishwarya Rao , Lori Hoepner and Chris Dickey. https://www.mdpi.com/journal/ijerphRetrieved from: https://www.researchgate.net/publication/371661152\_A\_New\_Model\_of\_Learning\_Environmental\_Health\_in\_a\_Global\_World | Впр. \_ ст. | Впр. \_ ст. |
| Listening | comprehend information through listening related topicsunderstand main ideas and identify relevant information in extended discussions, debates, formal talks, lectures, conversations etc.  | 1). Vegetation Management: What It Is and Why It Works (<https://www.youtube.com/watch?v=bd45kecdSms>)2). 6 Minute English.Changing the Earth's climate https://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-2112163). Plants fighting pollution (https://www.youtube.com/watch?v=lC\_lCOxR5e0) |  |  | Впр. \_ ст. | Впр. \_ ст. |

**КАРТА МОДУЛЯ 4**

|  |
| --- |
| Mining and the Environment. Environmental Geology |
| МОВЛЕННЄВІ НАВИЧКИ | ЗНАТИ/ВМІТИ | ПІДРУЧНИК 1 | ПІДРУЧНИК 1 | Article | ПІДРУЧНИК 1 | ПІДРУЧНИК 1 |
| Reading | (reading and comprehension of texts in English; acquisition of the latest professional information through foreign sources; translation of non-adapted literature; to know basic vocabulary within the given topic, fundamental terminology from relevant topics (specialized vocabulary and terminology within modules); | “English for Bachelors in Ecology (для студентів-екологів)/ укл.: С.В. Суховецька, В.А. Шадура. Житомир, 2018. – 31 С.1). UNIT III “Mining and the Environment”. Environmental Geology. – p.13 (Text); Tasks I - IV, VII, p. 13 – 14.2) UNIT IV “Environmental Geology”. Ex. I – IX, p. 16 – 21.Individual work:“Environmental Damages of Mining”, p. 31 – 33. |  | How to update your wardrobe easily and sustainably:https://www.bbc.com/culture/article/20231114-how-to-update-your-wardrobe-easily-and-sustainably | Впр. \_ ст. | Впр. \_ ст. |
| Speaking | engage in discussions, debates, and presentations on relevant topics. | 1). UNIT III “Mining and the Environment”. Environmental Geology. Tasks VI, VIII, p. 14 - 15.2). UNIT IV “Environmental Geology”. Ex. VII, p. 21.3). Final discussion “My Future Profession”. |  |  | Впр. \_ ст. | Впр. \_ ст. |
| Grammar | grammatical structures needed to express appropriate functions and notions flexibly and rules of Englishsyntax to understand and produce a wide range of texts in the area of Earth Science | English Grammar in Use. Raymond Murphy. – Cambridge University Press, 2019. – P. 307.1. Conditionals: Unit 37, p.74 – 37.1 – 37.4; Unit 38, p.76 – Ex. 38.1 – 38.4Unit 39, p. 78 – Ex. 39.1 – 39.4; Unit 40, p.80 – Ex. 40.1 – 40.5).2. Розділи для самостійного вивчення: Gerund. (Units 52, 55 – 57).3. Modals: Can, May, Must. (Unit 26 - 36. p. 52 - 68, all ex-s).4. Розділи для самостійного вивчення: Unit 44, p.88; Unit 66, p.132. |  |  | Впр. \_ ст. | Впр. \_ ст. |
| Writing | write summaries, reports, etc. with high degree of accuracy | 1). Ex. 7-8, p.14 – 15 (Write conference review). | 1). UNIT 14 “Threats to Land” – Ex.5, p. 87. |  | Впр. \_ ст. | Впр. \_ ст. |
| Listening | comprehend information through listening related topicsunderstand main ideas and identify relevant information in extended discussions, debates, formal talks, lectures, conversations etc.  | Acquaintance with our planet: навч. посібник / укл.: Свисюк О. В., Парнус К. І. ̶ Житомир, 2022. ̶ 184 с.1). Ex. 9, p.96.Watch the video and be ready to speak about the problem of deforestation in Ukraine.<https://www.youtube.com/watch?v=5TlzPoOxW40>2). Ex. 6, p. 100. Watch a video on soil degradation.https://www.youtube.com/watch?v=403sT9CGRl0 3). Ex. 6, p. 135.https://www.youtube.com/watch?v=CT99lgYRtBM&t=34s |  |  | Впр. \_ ст. | Впр. \_ ст. |

|  |  |
| --- | --- |
|

|  |
| --- |
| **Reading - Analyzing Information : fcio g**Teacher Name: **tyj fyik** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Identifies opinions** | Student accurately locates at least 5 opinions in the article and gives a clear explanation of why these are opinions, rather than facts. | Student accurately locates at least 4 opinions in the article and gives a reasonable explanation of why these are opinions, rather than facts. | Student accurately locates at least 4 opinions in the article. Explanation is weak. | Student has difficulty locating opinions in an article. |
| **Summarization** | Student uses only 1-3 sentences to describe clearly what the article is about. | Student uses several sentences to accurately describe what the article is about. | Student summarizes most of the article accurately, but has some slight misunderstanding. | Student has great difficulty summarizing the article. |
| **Identifies facts** | Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions. | Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions. | Student accurately locates 4 facts in the article. Explanation is weak. | Student has difficulty locating facts in an article. |
| **Relates Graphics to Text** | Student accurately explains how each graphic/diagram is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text. | Student accurately explains how each graphic/diagram is related to the text. | Student accurately explains how some of the diagrams are related to the text. | Student has difficulty relating graphics and diagrams to the text. |
| **Relates Graphics to Text** | Student accurately explains how each graphic/diagram is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text. | Student accurately explains how each graphic/diagram is related to the text. | Student accurately explains how some of the diagrams are related to the text. | Student has difficulty relating graphics and diagrams to the text. |
| **Identifies facts** | Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions. | Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions. | Student accurately locates 4 facts in the article. Explanation is weak. | Student has difficulty locating facts in an article. |