

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

Харківська національна академія міського господарства

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МЕТОДИЧНІ ВКАЗІВКИ до практичних занять

з дисципліни “ДІЛОВА ІНОЗЕМНА МОВА”

(англійська мова) для організації роботи студентів 1-2 курсів денної форми

навчання напряму підготовки **6.040106 – “ЕКОЛОГІЯ, ОХОРОНА**

НАВКОЛИШНЬОГО СЕРЕДОВИЩА ТА ЗБАЛАНСОВАНЕ

ПРИРОДОКОРИСТУВАННЯ”



Харків – ХНАМГ – 2010

Методичні вказівки до практичних занять з дисципліни **“Ділова іноземна мова”** (англійська мова) для організації роботи студентів 1-2 курсів денної форми навчання напряму підготовки **6.040106 – “Екологія, охорона навколишнього середовища та збалансоване природокористування”**./
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INTRODUCTION

These **instructions** have been specially designed to provide essential practice for students specializing in **Ecology, Environmental Protection and Balanced Exploitation of Natural Resources**.

The course consists of **8 texts** and **exercises in Modern English Grammar**. Each text is followed by a number of questions.

The specific benefits of this method of presentation are as follows:

1. It provides the reader with a quick, efficient, and effective means of grasping the essential subject matter.
2. It keeps the reader *active* in the learning process and increases comprehension level.

These instructions can be used for classroom practice, to check language and to offer a diagnostic for the students' language development.

When teachers use texts for reading, they are often too concerned with what was written at the expense of *how*. Reading in any language is an affective as well as a cognitive process. The teacher's role is not that of corrector or judge, but rather that of enabler. The teacher assists with language, error, but should not replace the student's perceptions with his or her own.

The teacher who brings these instructions into the study is not depriving the students of language practice, but is, instead, providing a richer context for such practice.

To facilitate the students' work, a comprehensive list of references has been appended.

All the students can be directed to **the Wordlist**.

Part A

The Reading Comprehension Section

You will read this text and you are to choose the one best answer A, B, C, or D to each question.

TEXT 1

Read and translate the text using a dictionary

Keywords: Mars, canal, outer, astronomer, theory, soil, experiment, man-made, life, storm, water, quantity, spacecraft, volcano, mile, diameter, circle, planet

Of the six outer planets, **Mars**, commonly called **the Red Planet**, is the closest to Earth. Mars, 4,200 miles in diameter and 55% of the size of Earth, is 34,600,000 miles from Earth, and 141,000,000 miles from the Sun. It takes this planet, along with its two moons, Phobos and Deimos, 1.88 years to circle the Sun, compared to 365 days for the Earth.

For many years, Mars had been thought of as the planet with the man-made canals, supposedly discovered by an Italian astronomer, Schiaparelli, in 1877. With the United States spacecraft Viking I's landing on Mars in 1976, the man-made canal theory was proven to be only a myth.

Viking I, after landing on the soil of Mars, performed many scientific experiments and took numerous pictures. The pictures showed that the red colour of the planet is due to the reddish, rocky Martian soil. No biological life was found, though it had been speculated by many scientists. The Viking also monitored many weather changes including violent dust storms. Some water vapour, polar ice and permafrost (frost below the surface) were found, indicating that at one time there were significant quantities of water on this distant planet. Evidence collected by the spacecraft shows some present volcanic action, though the volcanoes are believed to be dormant, if not extinct.

1. Which of the following is *not* true?

- (A) Mars has two moons.
- (B) It takes longer for Mars to circle the Sun than it takes Earth.
- (C) Martian soil is rocky.
- (D) Mars is larger than Earth.
2. Man-made canals were supposedly discovered by
- (A) Viking I.
- (B) Schiaparelli.
- (C) Phobos.
- (D) Martian.
3. Mars has been nicknamed
- (A) Viking I.
- (B) the Red Planet.
- (C) Deimos.
- (D) Martian.
4. The Viking I exploration accomplished all of the following *except*
- (A) performing scientific experiments.
- (B) collecting information showing volcanic action.
- (C) monitoring weather conditions.
- (D) discovering large quantities of polar ice and permafrost.
5. For many years, Mars had been thought of as the planet with
- (A) the man-made canals.
- (B) natural canals.
- (C) the river basin.
- (D) irrigation canals.

Part B

EXERCISES IN MODERN ENGLISH GRAMMAR

THE NOUN

NUMBER

1. Give the plural of:

- a) planet, city, piano, photo, volcano, biro, calf, cliff, wharf, proof, chief, stitch, knife, belief, life, shelf, berry, valley, donkey, mile, year, myth, storm, moon, change, quantity, canal, quality, water;
- b) foot, ox, man, woman, mouth, mouse, child, tooth, sheep, ship, goose, moose, deer, louse, swine, cheese, hair;
- c) crisis, phenomenon, datum, nucleus, basis, apparatus, corps, criterion, series, means, analysis, formula, thesis, antenna;
- d) fellow-worker, court-martial, looker-on, commander-in-chief, passer-by, merry-go-round, sister-in-law, forget-me-not.

2. Put the nouns in brackets in the correct number.

More than one (day); twenty-one (day); one and a half (mile); one (mile) and a half; one or two (metre); 0.5 (metre); three (foot); by the (dozen); four (dozen) buttons; in the (day) of Shakespeare.

CASE

3. Replace the *of*-phrase by the noun in the Possessive Case.

1. The house of Mr Rochester.
2. A distance of one mile.
3. The crew of the ship.
4. An interval of three hours.
5. The rays of the Sun.
6. The oil deposits of the world.
7. The top layer of the earth
8. The question of the teacher.
9. The lectures of the professor.
10. The population of England.
11. The success of the company.
12. The speech of the Minister of Foreign Affairs.
13. The time of Peter the Great.
14. A meeting of students.
15. The rights of women.

Part A

The Reading Comprehension Section

You will read this text and you are to choose the one best answer A, B, C, or D to each question.

TEXT 2

Read and translate the text using a dictionary

Keywords: tool, weapon, hatchet, **Stone, Paleolithic, Mesolithic, Neolithic, Age,** heating, cooking, shelter, cave, bow, arrow, permanent, crude, domesticating

The Stone Age was a period of history which began in approximately 2 million BC and lasted until 3000 BC. Its name was derived from the stone tools and weapons that modern scientists found. This period was divided into **the Paleolithic, Mesolithic, and Neolithic Ages**. During the first period, (2 million to 8000 BC) the fist hatchet and use of fire for heating and cooking were developed. As a result of **the Ice Age**, which evolved about 1 million years into the Paleolithic Age, people were forced to seek shelter in caves, wear clothing, and develop new tools.

During the Mesolithic Age (8000 to 6000 BC) people made crude pottery and the first fish hooks, took dogs hunting, and developed a bow and arrow, which was used until the fourteenth century AD.

The Neolithic Age (6000 to 3000 BC) saw humankind domesticating sheep, goats, pigs, and cattle, being less nomadic than in previous eras, establishing permanent settlements, and creating governments.

1. Into how many periods was the Stone Age divided?

- (A) 2
- (B) 3
- (C) 4
- (D) 5

2. Its name was derived from

- (A) power tools.
- (B) the stone tools and weapons that modern scientists found.
- (C) web-based tools.
- (D) decision-making tools.

3. Which of the following was developed earliest?

- (A) the fish hook
- (B) the fist hatchet
- (C) the bow and arrow
- (D) pottery

4. Which of the following developments is *not* related to the conditions of the Ice Age?

- (A) farming
- (B) clothing
- (C) living indoors
- (D) using fire

5. Which period lasted longest?

- (A) Paleolithic
- (B) Ice Age
- (C) Mesolithic
- (D) Neolithic

6. Which of the following periods saw people develop a more communal form of living?

- (A) Paleolithic
- (B) Ice Age
- (C) Mesolithic
- (D) Neolithic

7. The author states that the Stone Age was so named because

- (A) it was very durable.
- (B) the tools and weapons were made of stone.
- (C) there was little vegetation.

(D) the people lived in caves.

Part B

EXERCISES IN MODERN ENGLISH GRAMMAR

THE ARTICLE

1. Insert the appropriate articles, *some* or *any* where necessary. Change the number of the nouns, making all other necessary changes.

1. ... drug-store in the USA and Canada is ... shop where one can get not only ... medicines but also ... drinks and snacks.

2. ... days passed, but there weren't ... signs of ... change coming.

3. "Shall I treat you to ... apple or ... pineapple?" "I always prefer ... pineapples to ... apples."

4. The other day I spoke to ... geologists who told me that ... new deposit of diamonds had been found in Yakutia.

5. Every morning he would come to ... top of ... hill to drink in the beauty of ... pastures of which he felt himself ... owner.

6. I expect to get ... letter from them in two weeks.

2. Insert articles if necessary.

1. We want ... place where we can live in peace and freedom.

2. ... echo of her footsteps died away.

3. ... room 313 is on the second floor.

4. The yacht, ... large and luxurious craft, lay at anchor in the bay.

5. ... man, who had preceded her to the entrance, opened the door.

6. He was evidently ... man who had never in his life had the slightest doubt as to his abilities.

7. We had made ... first step, but it should be regarded only as ... first step, as ... beginning.

8. ... cover of ... book attracts ... attention of ... people at once.

9. The clouds were lying so closely below the plane that nothing could be seen of ... earth.

10. Quite ... new world opened before him.

11. The night was so dark that the sailors could distinguish neither ... sky nor ... sea.

Part A

The Reading Comprehension Section

You will read this text and you are to choose the one best answer A, B, C, or D to each question.

TEXT 3

Read and translate the text using a dictionary

Keywords: profound, health, human illnesses, cancer, colon, diet, carcinogenic, nitrates, nitrites, additive, label, processed food, penicillin, beef, poultry, drug, medicinal purpose, cultures

The food we eat seems to have profound effects on our health. Although science has made enormous steps in making food more fit to eat, it has, at the same time, made much food unfit to eat. Some research has shown that perhaps eighty per cent of all human illnesses are related to diet and forty per cent of cancer is related to the diet as well, especially cancer of the colon. Different cultures are more prone to contract certain illnesses because of the food that is characteristic in these cultures. That food is related to illness is not a new discovery. In 1945, government researchers realized that nitrates and nitrites, commonly used to preserve colour in meat, and other food additives, caused cancer. Yet, these carcinogenic additives remain in our food, and it becomes more difficult all the time to know which things on the packaging labels of processed food are helpful or harmful. The additives which we eat are not all so direct. Farmers often give penicillin to beef and poultry, and because of this, penicillin has been found in the milk of treated cows. Sometimes similar drugs are administered to animals not for medicinal purposes, but for financial reasons. The farmers are simply trying to fatten the animals in order to obtain a higher price on the

market. Although the Food and Drug Administration (FDA) has tried repeatedly to control these procedures, the practices continue.

1. How has science done a disservice to mankind?

- (A) Because of science, disease caused by contaminated food has been virtually eradicated.
- (B) It has caused a lack of information concerning the value of food.
- (C) As a result of scientific intervention, some potentially harmful substances have been added to our food.
- (D) The scientists have preserved the colour of meat, but not of vegetables.

2. What are nitrates used for?

- (A) They preserve flavour in packaged food.
- (B) They preserve the colour of meat.
- (C) They are the objects of research.
- (D) They cause the animals to become fatter.

3. What does FDA mean?

- (A) Food Direct Additives
- (B) Final Difficult Analysis
- (C) Food and Drug Administration
- (D) Federal Dairy Additives

4. The word '*carcinogenic*' means most nearly the same as

- (A) trouble-making.
- (B) colour-retaining.
- (C) money-making.
- (D) cancer-causing.

5. Which of the following statements is *not* true?

- (A) Drugs are always given to animals for medical reasons.
- (B) Some of the additives in our food are added to the food itself and some are given to the living animals.
- (C) Researchers have known about the potential hazards of food additives for over thirty-five years.

(D) Food may cause forty per cent of cancer in the world.

Part B

EXERCISES IN MODERN ENGLISH GRAMMAR

THE PRONOUN

1. Insert personal pronouns.

1. Australia is not rich in oil, and ... mainly imports it.
2. The USA is selling it to ... in large quantities.
3. Australia is one of the five continents, but ... is much smaller than the other four.
4. You can take the horse to the water, but you cannot make ... drink.
5. "Do you like your car?" "Oh, ... has never let me down yet."
6. Do you hear a baby crying? Something must have hurt

2. Insert the proper *self*-pronoun.

1. I tried to make ... agreeable.
2. He thinks too much of
3. Sit down and make ... at home.
4. I am sure they will succeed in the aim they put before
5. Can anyone of you take it upon ... ?
6. I remember I was much in the same position as
7. Everybody had too much work to permit ... a rest.
8. Where have you been keeping ... all the time?
9. He is a loyalty
10. How can one advise another how to act unless one knows that other as well as one knows ... ?

3. Insert *this, that, these, or those*.

1. All ... is very interesting.
2. ... will do.
3. None of ... present expressed any surprise on hearing
4. Try one of
5. ... are the computers of the latest type.

6. Natural rubber is of higher quality than ... produced artificially.

4. Supply *some* or *no*.

1. I have ... friends living in England.

2. There is ... water left in the glass.

3. He found ... new expressions in the book.

4. We have heard ... news that might interest you.

5. The hall was full, so she could find ... vacant seat.

6. They told me ... strange story.

7. ... flowers can be found far up north.

Part A

The Reading Comprehension Section

You will read this text and you are to choose the one best answer A, B, C, or D to each question.

TEXT 4

Read and translate the text using a dictionary

Keywords: termite, ant, insect, colony, male, female, soldier, wing, wingless, soft, jaw, leg, inside, cell, body walls, hard heads, communal habits, physically, reproductive, particular

When buying a house, you must be sure to have it checked for termites. A termite is much like an ant in its communal habits, although physically the two insects are distinct.

Like those of ants, termite colonies consist of different classes, each with its own particular job. The most perfectly formed termites, both male and female, make up the reproductive class. They have eyes, hard body walls, and fully developed wings. A pair of reproductive termites founds the colony. When new reproductive termites

develop, they leave to form another colony. They use their wings only this one time and then break them off.

The worker termites are small, blind, and wingless, with soft bodies. They make up the majority of the colony and do all the work. Soldiers are also wingless and blind but are larger than the workers and have hard heads and strong jaws and legs. They defend the colony and are cared for by the workers.

The male and female of the reproductive class remain inside a closed-in cell where the female lays thousands of eggs. The workers place the eggs in cells and care for them.

1. How are termites like ants?

- (A) They live in communities, and each class has a specific duty.
- (B) Their bodies are the same shape.
- (C) They live in cold countries.
- (D) The females' reproductive capacities are the same.

2. Which of the following is *not* true?

- (A) All termites have eyes.
- (B) Some termites cannot fly.
- (C) Workers are smaller than soldiers.
- (D) Termites do not fly often.

3. Which of the following statements is probably true?

- (A) Thousands of termites may move together to develop a new colony.
- (B) The male and female reproductives do not venture outdoors except to form a new colony.
- (C) There are more soldiers than workers.
- (D) A worker could easily kill a soldier.

4. The word '*termites*' means most nearly

- (A) small white insects that eat and destroy wood from trees and buildings.
- (B) small green insects that eat and destroy wood from trees and buildings.
- (C) small red insects that eat and destroy wood from trees and buildings.
- (D) small black insects that eat and destroy wood from trees and buildings.

Part B

EXERCISES IN MODERN ENGLISH GRAMMAR

THE VERB

TENSE

1. Replace the infinitives in brackets by the Present Perfect, the Present Simple or the Past Simple. Translate into Russian.

1. They (to work) hard at that problem for a whole year, but when they (to fail), the failure (not to discourage) them and they (to start) working anew.
2. This is the house where he (to live).
3. Once in a week I (to write) letters home, but I (not to write) one this week, so my next letter must be particularly long.
4. No wonder he (to look) tired after the strain under which he (to be) lately.
5. "Where (to be) your senior student of year?" "She (to go) to the library."
6. I regularly (to see) him every morning at the tram-stop, but I (not to see) him these two or three days.
7. "It (to be) cold in winter in Moscow, as a rule?" "Yes, generally it (to be), but this winter (to be) exceptionally warm."
8. Many thousands of years ago Cyprus (to be) famous for its copper. Our word "copper" (to originate) from the old word "cuperas", which (to come) from Cyprus.
9. "You ever (to be) to England?" "Yes, I (to visit) it once when a youth. Since then I (not to be) here."
10. "You always (to draw) books from our library?" "Yes, as a rule, I (to draw). Last year I (to go) to another library but I (not to find) it as good as this one. I (to draw) books from here for some ten months already."
11. "You (to have dinner) already?" "No, not yet. The waitress (to take) my order 15 minutes ago and (not to bring) me anything yet."
12. The Egyptian civilization (to be) the oldest which (to leave) us art. It (to begin) about five thousand years ago. The story of Egyptian art (to cover) three thousand years and (to include) the art of different periods.
13. Changes (to take place) continually in the properties of bodies around us.

14. Now I (to understand) the meaning of this word, but still I (not to know) how to use it.

2. Replace the infinitives in brackets by the Future-in-the-Past or the Past Simple.

1. She (to know) that the fishermen (to return) home late and (to leave) them supper on the kitchen table.

2. He (to know) that in a day or two his friend (to come) and (to apologize) for his rudeness.

3. I (to want) to ask him what (to be) the matter with him, but I (to know) beforehand what answer he (to give).

4. She (to warn) me that at first it (to be) very difficult for me to get along with her people.

5. I (to wonder) if I (to be able) to solve such a problem alone without any outside help.

6. He (to think) that if he (to push) the door hard the lock (to give) way.

Part A

The Reading Comprehension Section

You will read this text and you are to choose the one best answer A, B, C, or D to each question.

TEXT 5

Read and translate the text using a dictionary

Keywords: tapeworm, parasite, intestines, sucker, human, animal, absorb, wall, body, segment, hermaphroditic, male, female, uterus, embryo, excretory, intermediate, undercooked, beef, symptom, abdominal, anaemia, weakness

A tapeworm is a parasite that lives in the intestines of humans and animals. Some tapeworms attach themselves to the intestinal wall by means of suckers in their heads.

Others flow freely in the intestines and absorb food through the walls of their bodies.

A tapeworm consists of numerous segments. When a new segment forms, older ones move to the back of the animal. Each segment contains hermaphroditic sexual organs (that is, organs of male and female). The uterus of each segment fills with eggs, which develop into embryos. Generally, when the egg is ready to hatch, the segment breaks off and is eliminated through the host's excretory system. These embryos continue their development only if ingested by an intermediate host.

One may be infected by tapeworms by eating undercooked beef, pork, or fish. Symptoms include irregular appetite, abdominal discomfort, anaemia, weakness, and nervousness.

1. Which of the following statements can we assume from the passage is *not* true?

- (A) An embryo will cease to develop if not ingested by a host.
- (B) A tapeworm will continue to live even when segments break off.
- (C) The segment farthest back on the tail is the oldest.
- (D) Tapeworms always float freely in the digestive system.

2. A hermaphrodite is

- (A) a tapeworm.
- (B) a segment containing an embryo.
- (C) a being that contains male and female sexual organs.
- (D) an animal made of segments.

3. Which of the following is probably *not* a symptom of tapeworm infestation?

- (A) unusual eating habits
- (B) excitability
- (C) deficiency of red blood cells
- (D) euphoria

4. Which of the following statements is true?

- (A) A tapeworm uterus contains one egg.
- (B) Overcooked beef is a cause of tapeworms.
- (C) A male tapeworm must always be ingested before reproduction will occur.
- (D) Tapeworms vary in their method of ingesting food.

5. What would be the best title for this reading passage?

- (A) Parasites
- (B) Reproduction of the Tapeworm
- (C) The Tapeworm, a Harmful Parasite
- (D) Segmented Parasites

Part B

EXERCISES IN MODERN ENGLISH GRAMMAR

The Continuous Tense Forms

1. Replace the infinitives in brackets by the Present Simple or the Present Continuous where necessary.

1. Stop smoking! The room (to be) full of smoke which (to come) from your pipe. Usually nobody (to smoke) in here as people can't stand it.
2. You (to ask) too much of me. I (to be) quite powerless to help you.
3. "You (to hear) the speaker well?" "Yes, I (to hear) him clearly. I (to listen) very attentively, but still I (not to understand) what he (to drive) at."
4. You (to go) in my direction? I can give you a lift.
5. I (to look) at the barometer and (to see) that it (to fall).

2. Join the following pairs of statements with *if*, *when* or *while*.

1. You will be packing our things. I shall be making arrangements over the telephone.
2. You will ring up at 3 o'clock. I am afraid I shall be having a long-distance call and the line will be engaged.
3. The German students will be having their oral test. The English students will be writing their examination paper.
4. You will see that lake. The train is approaching the station.
5. The ward doctors will be examining their patients. The professor will make his daily round.

3. Change the following sentences into indirect speech.

1. The professor asked his assistant, "What are you doing in the laboratory at such a late hour?" The assistant answered, "I am carrying out an experiment."

2. He said, entering the room, “Are you having a rest? I don’t want to disturb you, but I have a very interesting article here which I am dying to read to you.”

Part A

The Reading Comprehension Section

You will read this text and you are to choose the one best answer A, B, C, or D to each question.

TEXT 6

Read and translate the text using a dictionary

Keywords: lichen, flowerless, alga, fungus, photosynthesis, nutritional element, heterotrophic, absorb, store, water, symbiosis, environmental, polar ice caps, tropical zones, dry, wet, humanity, autotrophic, plant, unique, provide, process, organism, dissimilar, adverse, coastal, complex

Lichen is a unique group of complex, flowerless plants growing on rocks and trees. There are thousands of kinds of these plants, which come in a wide variety of colours. They are composed of algae and fungi which unite to satisfy the needs of the lichen.

The autotrophic green algae produce all their own food through a process called photosynthesis and provide the lichen with nutritional elements. On the other hand, the heterotrophic fungus, which depends on other elements to provide its food, not only absorbs and stores water for the plant, but also helps protect it. This union by which two dissimilar organisms live together is called “symbiosis”.

This sharing enables lichen to resist the most adverse environmental conditions found on Earth. It can be found in some very unlikely places such as the polar ice caps as well as in tropical zones, in dry areas as well as in wet ones, on mountain peaks and along coastal areas.

The lichen's strong resistance to its hostile environment and its ability to live in harmony with such environment is one example that humanity should consider in trying to solve its own problems.

1. Which of the following is *not* true?

- (A) Lichen is not a simple plant.
- (B) The lichen habitat is limited to the polar ice caps.
- (C) Lichen can resist a hostile environment.
- (D) Heterotrophic plants depend on other elements to supply their food.

2. What can be said about autotrophic plants and heterotrophic plants?

- (A) They produce their food in the same manner.
- (B) Heterotrophic plants produce their own food.
- (C) Autotrophic plants need other elements to supply their food.
- (D) Their methods of food production are completely different.

3. Which of the following conclusions could be made about lichen?

- (A) It is found worldwide and is a complex plant made up of algae and fungi.
- (B) It is found worldwide and is a simple plant, symbiotic in nature.
- (C) It is found worldwide and is a compound plant made up entirely of algae.
- (D) Although found worldwide, lichen is found mostly as a simple plant form in the tropics.

4. Which of the following directly relates to algae?

- (A) It offers protection to lichen.
- (B) It supplies water for lichen.
- (C) It supplies its own food.
- (D) It is dependent on other plants for its food supply.

Part B

EXERCISES IN MODERN ENGLISH GRAMMAR

The Perfect Continuous Tense Forms

1. Replace the infinitives in brackets by the Present Perfect or the Present Perfect Continuous.

1. "You ever (to act) as an interpreter?" "Yes, that is what I (to do) for the last five months."
2. I (to try) to get into contact with them for a long time, but now I (to give) it up as hopeless.
3. The workers (to work) very hard these two weeks, they (to be busy) with the interior decoration of the house.
4. You (to be) of great help to us since you (to be) with us.

2. Replace the infinitives in brackets by the Present Simple, the Present Continuous, the Present Perfect, or the Present Perfect Continuous.

1. He (to solve) the cross-word puzzle for half an hour and he (to say) he (to be) about to finish it as he (to think) over the last word.
2. Here you (to be) at last! I (to wait) for you for twenty minutes. You (not to be) ashamed?
3. She (to speak) over the telephone long enough, it (to be) time for her to stop talking.
4. Since you (to keep) late hours this week you (to look) tired and worn out.
5. It (to snow) steadily the whole week and it still (to snow). If it (to go) on like this nobody will be able to reach the camp.
6. At last you (to open) the door! I (to ring) for an hour at least, it (to seem) to me.
7. My watch (to keep) good time ever since the first repair.
8. They (to discuss) these questions ever since I (to be) here and they (not to come) to any definite conclusion yet.
9. The secretary (to miss) several words as she (to talk) all the time.
10. The lecturer (to mention) this name several times but I cannot remember it.
11. He (to work) at the language all the time and (to make) great progress. His phonetics (to be) perfect, only a slight accent (to remain).
12. For four years he (to work) at his subject.
13. She (to leave) for Moscow tonight.
14. He (to keep) his promises.

Part A

The Reading Comprehension Section

You will read this text and you are to choose the one best answer A, B, C, or D to each question.

TEXT 7

Read and translate the text using a dictionary

Keywords: botanist, sample, exaggeration, chemical reagents, hypochlorite, P-Phenol diamines, atmospheric pollution, vehemently, species, lichenology, taxonomy

Finnish-born botanist William Nylander taught at the University of Helsinki for a number of years and later moved to Paris, where he lived until his death at the end of the nineteenth century. During the second half of the last century, he became a prominent figure in the field of lichenology.

Botanists from all over the world sent samples to his laboratory to be analyzed and classified. It can be said without exaggeration that four out of five lichen samples bear his name.

He was the first to realize the importance of using chemical reagents in the taxonomy of lichen. He selected the most common reagents used by the chemists of his time. Lichenologists all over the world still use these reagents, including tincture of iodine and hypochlorite, in their laboratories. During the first half of the twentieth century, a Japanese named Arahina added only one chemical product – P-Phenol diamines.

Nylander was also responsible for discovering that the atmosphere of big cities hindered the lichen's development and caused it to disappear. Now it is used to detect atmospheric pollution.

Nevertheless, he considered lichen to be a simple plant and vehemently opposed the widely accepted modern theories that lichen is a compound species formed by two discordant elements: algae and fungi.

1. Internationally renowned scientists sent lichen samples to Nylander because
 - (A) he considered them to be simple plants.
 - (B) he used reagents to determine their use.
 - (C) he analyzed and classified them.
 - (D) he collected and preserved them.
2. Which of the following is *not* true?
 - (A) Nylander accepted his colleagues' theories on the composition of lichen.
 - (B) Eighty per cent of lichen samples bear Nylander's name.
 - (C) Today lichen is used to detect atmospheric pollution.
 - (D) Most botanists consider lichen to be a compound species.
3. All of the following are true about Nylander *except*
 - (A) he was the first to use chemical reagents in the taxonomy of lichen.
 - (B) he believed that lichen was a simple plant.
 - (C) he was an esteemed lichenologist.
 - (D) he taught botany at the University of Paris.
4. According to accepted nineteenth-century theories, which two elements form the composition of lichen?
 - (A) iodine and chemical reagents
 - (B) algae and fungi
 - (C) hypochlorite and iodine
 - (D) chemical reagents and atmospheric chemicals
5. How could William Nylander best be described?
 - (A) inefficient
 - (B) domineering
 - (C) ingenious
 - (D) anxious
6. He became a prominent figure in the field of
 - (A) lichenology.
 - (B) phonology.
 - (C) psychology.

(D) philology.

Part B

EXERCISES IN MODERN ENGLISH GRAMMAR

VOICE

The Passive Voice

1. Give the corresponding passive construction.

1. We looked through all the advertisements very attentively.
2. The gardener gathered all the dry leaves and set fire to them.
3. You can rely upon your dean's experience.
4. Why didn't the speaker dwell longer upon this question?
5. You should send the sick man to hospital. They will look after him much better there.
6. He was very glad that nobody took notice of his late arrival.
7. He was a brilliant speaker, and, whenever he spoke, the audience listened to him with great attention.
8. Why did they laugh at him?
9. Nobody ever referred to that incident again.

2. Put questions to the parts of the sentences given in bold type.

1. The document has been signed by **the President** of the Board.
2. The poem was written by an unknown **author**.
3. A new railway line is being constructed **across the desert**.
4. The flowers will be planted **next week**.
5. The plant had been run **by the head engineer** for a fortnight before a new director was appointed.
6. **By the middle of the nineteenth century** about sixty different elements had been discovered.
7. He was offered **this job** himself.
8. **A new turbine** was given a full load.
9. He was told **by the teacher** to come near and sit down.

Part A

The Reading Comprehension Section

You will read this text and you are to choose the one best answer A, B, C, or D to each question.

TEXT 8

Read and translate the text using a dictionary

Keywords: investigation, scientist, behaviour, predict, earthquake, occurrence, radius, epicentre, screech, yelp, perceive, environmental changes, mishap, devastating, evacuate, although, uncontrollably, level, strange

A recent investigation by scientists at the US Geological Survey shows that strange animal behaviour might help predict future earthquakes. Investigators found such occurrences in a ten-kilometre radius of the epicentre of a fairly recent quake. Some birds screeched and flew about wildly; dogs yelped and ran around uncontrollably.

Scientists believe that animals can perceive these environmental changes as early as several days before the mishap.

In 1976 after observing animal behaviour, the Chinese were able to predict a devastating quake. Although hundreds of thousands of people were killed, the government was able to evacuate millions of other people and thus keep the death toll at a lower level.

1. What prediction may be made by observing animal behaviour?

- (A) an impending earthquake
- (B) the number of people who will die
- (C) the ten-kilometre radius of the epicentre
- (D) environmental changes

2. Why can animals perceive these changes when humans cannot?

- (A) Animals are smarter than humans.
- (B) Animals have certain instincts that humans don't possess.

(C) By running around the house, they can feel the vibrations.

(D) Humans don't know where to look.

3. Which of the following is *not* true?

(A) Some animals may be able to sense an approaching earthquake.

(B) By observing animal behaviour scientists perhaps can predict earthquakes.

(C) The Chinese have successfully predicted an earthquake and saved many lives.

(D) All birds and dogs in a ten-kilometre radius of the epicentre went wild before the quake.

4. In this passage, the word '*evacuate*' most nearly means

(A) remove.

(B) exile.

(C) destroy.

(D) emaciate.

5. If scientists can accurately predict earthquakes, there will be

(A) fewer animals going crazy.

(B) a lower death rate.

(C) fewer people evacuated.

(D) fewer environmental changes.

Part B

EXERCISES IN MODERN ENGLISH GRAMMAR

THE INFINITIVE

1. State the form of the given infinitives.

to be mentioned; to have known; to have been dealt; to be shouting; to yelp; to flow; to smile; to have been doing; to be reading; to have been told; to be asked, to shut; to have said.

2. Supply forms according to the task.

a) Give the perfect form of the following infinitives (active voice):

to stay; to grow; to get; to have; to prefer; to continue; to see; to be; to cry; to sleep; to stop.

b) Give the continuous form of the following infinitives (perfect and non-perfect, active voice):

to go; to run; to arrive; to study; to cut; to live; to come; to copy; to dye; to tie; to listen.

c) Give the passive form of the following infinitives (perfect and non-perfect):

to write; to give; to prove; to buy; to look for; to bring; to attack; to forget; to take care of; to beat; to ring.

d) Give all the possible forms of the following infinitives:

to work; to lie; to carry; to choose; to stand; to show; to lay; to laugh; to smoke; to like; to break; to strive.

e) Supply all the missing forms of the following infinitives:

to be done; to have been talking; to have made; to be held; to have been tired; to be leaving; to be spoken of; to have risen; to have been spending; to be selling; to be raised.

3. a) Use the infinitive in the non-perfect form of the active or passive voice.

1. I hate (to bother) you, but the man is still waiting (to give) a definite answer.
2. He hated (to bother) with trifling matters when he had many more important questions (to decide).
3. She would never miss a chance (to show) her efficiency, she was so anxious (to like) and (to praise).
4. The idea was too complicated (to express) in just one paragraph.
5. It seemed it would take not less than a page (to put) it into words.
6. The book is likely (to publish) and (to appear) on sale pretty soon. It is sure (to sell) well and (to sell) out in no time.
7. What he took to writing for was not (to earn) a living but a name. All he wanted was (to read) and not (to forget).

b) Use the appropriate form of the infinitive.

1. He is supposed (to work) at the translation of the book for two years.
2. The book was believed (to lose) until the librarian happened (to find) it during the inventory. It turned out (to misplace).

3. The strength of the metal proved (to overestimate) by the designer. The engineer claimed (to warn) against its use for the purpose all along as he had been always sure it was likely (to deform) under great load.
4. Not (to answer) would have been a wrong step.
5. We don't seem (to acquaint), at least I can't remember ever (to meet) him.
6. The third key remained (to test).

4. Insert the particle *to* where necessary.

1. He would rather ... die than ... betray his friends.
2. Why not ... start out now? We cannot wait for the weather ... change.
3. Have you ever heard him ... complain of difficulties?
4. He was never heard ... complain of difficulties.
5. You'll be lonely to-morrow. You'd better ... come and ... dine with us.
6. Don't let us ... waste time. There are a hundred things ... be done.
7. I have never known him ... do such things.
8. We had better ... make haste.
9. You ought not ... sit up so late.
10. What made you ... think so?
11. He was made ... do his work independently.
12. I thought I would sooner ... get to the gallery alone, but I was obliged ... accept his company.
13. ... have gone through what you have gone through is the lot of very few.
14. I'll have him ... tell the truth.
15. Get them ... come as early as possible.
16. There is hardly anything ... do but ... work out an alternative plan.

5. Insert the infinitives given in brackets. Use prepositions if necessary.

1. I have a lot of things ... and many problems ... (to think, to consider).
2. How many classes have you got ... this week? (to attend).
3. There were usually hundreds of matters, big and small, ... (to attend).
4. He would never fail to find something ... even if there was little or nothing ... (to say, to speak).

WORDLIST

acid rain – Rain, containing harmful acids.

activity – Activity is a situation in which a lot of things are happening or being done.

additive – It is a substance that is added to food to improve its taste, appearance, etc.

aerobe – A bacterium requiring oxygen for life.

agriculture – Agriculture is farming and the methods that are used to raise and look after crops and animals.

AIDS – Acquired Immune Deficiency Syndrome (a very serious disease that stops your body from defending itself against infections, and usually causes death).

alga (pl. algae) – Any of a numerous class of plants that grow in sea and fresh water.

ant – An ant is a small crawling insect that lives in large groups.

anaemia (anemia) – It is a medical condition in which there are too few red cells in your blood.

arable – Fit for ploughing and tillage.

area – An area is a particular part of a city, a country, or the world.

atmosphere – A planet's atmosphere is the layer of air or other gas around it.

barrier – A barrier is any fence or structure erected to bar passage.

balance – A state of equilibrium.

beef – Beef is the meat of a cow, bull, or ox.

calorie – A calorie is a unit of measurement for the energy value of food.

canal – A canal is a long, narrow stretch of water that has been made for boats to travel along or to bring water to a particular area.

cancer – Cancer is a serious disease in which cells in a person's body increase rapidly in an uncontrolled way, producing abnormal growth.

carbon – Carbon is a chemical element that diamonds and coal are made of. All living things contain carbon.

carbon dioxide – Carbon dioxide is a gas. Animals and people breathe out carbon dioxide.

carbonate – To carbonate means to charge (water) with carbon dioxide.

cave – It is a large natural hole in the side of a cliff or hill, or under the ground.

chaos – Chaos is a state of complete disorder and confusion.

chlorine – Chlorine is a strong-smelling gas that is used to disinfect water and to make cleaning products.

civilization – A civilization is a human society which has its own highly developed social organization, culture, and way of life which makes it distinct from other societies.

clam – A clam is a kind of shellfish.

coastal – Coastal means in the sea or on the land near a coast.

combustion – Combustion is the act of burning something or the process of burning.

colon – Your colon is the part of your intestine above your rectum.

community – A group of animal and plant species living together and having close interactions.

conservationist – A conservationist is someone who cares greatly about conservation.

consume – To consume an amount of fuel, energy, or time means to use it up.

control – To control a machine, process, or system means to make it work in the way that is required.

crab – A crab is a sea creature with a flat round body covered by a shell, and five pairs of legs with large claws on the front pair.

crust – The hard outer layer of the Earth.

deforest – Clear of forests.

demography – The science of vital statistics relating to deaths, births, etc.

deplete – Exhaust by drawing away, as resources, strength, vital powers.

desert – A desert is a large area of land where there is very little water or rain and very few plants.

destruction – Destruction is the act of destroying something.

diet – A diet is the food that a person or animal eats regularly.

disappear – If someone or something disappears, they go where you can no longer see them.

disease – A disease is an illness in living things that is caused by infection or by a fault inside them.

disrupt – To disrupt an activity or system means to prevent it from continuing normally.

drought – A drought is a long period of time during which no rain falls.

earthquake – An earthquake is a shaking of the ground caused by the movement of the Earth's crust.

ecologist – An ecologist is a person who studies the pattern and balance of relationships between plants, animals, people, and their environment.

Ecology – Ecology is the study of the relationships between plants, animals, people, and their environment, and the balances between these relationships.

ecosphere – The part of the universe habitable by living organisms.

ecosystem – An ecological community.

emission – When there is an emission of gas or radiation, it is released into the atmosphere.

encroach – If someone or something encroaches on an area of land, they gradually occupy more and more of it.

environment – The environment is the natural world of land, sea, air, plants, and animals that exists around towns and cities.

environmentalist – A person who works toward protecting the environment from destruction or pollution.

epicentre – Epicentre is the place on the surface of the Earth that is right above the point where an earthquake begins inside the Earth.

erosion – Erosion is the gradual destruction or removal of something.

eutrophication – The depletion of the oxygen in water by algae, caused by excess phosphates, nitrates.

extinct – A species of animals that is extinct no longer has any living members.

FAO – Food and Agriculture Organization of the United Nations.

farming – Farming is the activity of growing crops or raising animals on a farm.

FDA – Food and Drug Administration.

fishery – A fishery is an area of the sea where fish are caught in large quantities.

flood – If there is a flood, a large amount of water covers an area which is usually dry, for example when a river overflows.

fragile – Easily spoiled, harmed, or broken.

fungus (pl. fungi) – It is a simple type of plant that has no leaves or flowers and that grows on plants or other surfaces.

glacier – A glacier is a huge mass of ice which moves very slowly, often down a mountain valley.

global warming – The theory that the climate of the Earth is gradually becoming warmer as a result of the greenhouse effect.

globe – You can refer to the Earth as the globe.

grave danger – Danger that is “grave” is very serious and worrying.

greenhouse effect – The global heating effect that is caused when the atmosphere is more transparent to incoming short-wave solar radiation than it is to outgoing long-wave radiation.

GtC – Billion tons or gigatons of carbon.

habitat – The habitat of an animal or plant is the natural environment in which it normally lives.

harm – To harm something means to damage it or make it less effective or successful.

hatchet – It is a small axe with a short handle.

healthy – Something that is healthy is good for you and likely to make you healthy.

herbicide – Herbicide is a selective weed killer.

hermaphrodite – This is a living thing that has both male and female sexual organs.

HHMI – Howard Hughes Medical Institute.

Ice Age – The Ice Age is one of the long periods of time, thousands of years ago, when ice covered many northern countries.

immunology – The scientific study of the prevention of disease and how the body reacts to disease.

industrial – You use “industrial” to describe things which relate to industry or are used in it.

insect – Any member of a class of tiny winged invertebrates.

insecticide – A substance to kill insects.

intestine – It is the long tube in your body through which food passes after it leaves your stomach.

irrigation – The artificial increase of water supply.

IUCN – The World Conservation Union.

keep from – To keep someone or something from doing a particular thing means to prevent them from doing it.

kill – When someone or something kills a person, animal or plant, they cause the person, animal, or plant to die.

kind – If you talk about a particular kind of thing, you are talking about one of the classes or sorts of that thing.

land – Land is an area of ground with few or no buildings on it.

latitude – The latitude of a place is its distance to the North or South of the Equator.

lichen (U) – It is a grey, green, or yellow plant that spreads over the surface of stones and trees.

limestone – Limestone is a white-coloured rock which is used for building and making cement.

mammals – Mammals are particular types of animals.

man – 1. A mammal of the genus *Homo*;

2. A person; a human being;

3. The human race; mankind.

man-made – Something that is “man-made” is made by people, rather than formed naturally.

management – Act of managing.

Mars – Mars is the small red planet that is fourth in order from the Sun and is nearest the Earth.

MDGs – Millennium Development Goals.

Mha – Million hectares.

melt – When something melts or when you melt it, it changes from a solid to a liquid because it has been heated.

meteorite – A meteorite is a large piece of rock or metal from space that has landed on the Earth.

mishap – It is a small accident or mistake that does not have very serious results.

monitor – A monitor is a machine that is used to check or record things.

mortality – Mortality is the fact that all people must die.

MtC – Metric tonne of carbon.

Neolithic Age – The Neolithic Age is relating to the last period of the Stone Age, about 10,000 years ago, when people began to live together in small groups and make stone tools and weapons.

nitrate – A chemical compound of nitric acid, used as a fertilizer.

nitric acid – A corrosive compound of nitrogen, used in making dyes, explosives, plastics, etc.

nitrogen – A colourless, odourless, gaseous element, No. 7, symbol **N**, forming four-fifths of the volume of the Earth’s atmosphere.

number – The sum of an aggregation of persons or things.

nutritious – Food that is “nutritious” contains substances which help your body to be healthy.

occurrence – An occurrence is something that happens.

ocean – The ocean is the body of salt water covering three-fourths of the Earth's surface.

odour – An odour is a smell, especially a strong one.

oxide – A compound of oxygen with another element.

oxygen – A gaseous element, No. 8, symbol **O**, colourless, odourless, and essential to all life.

ozone – An ionized form of oxygen.

PAGE – Pilot Analysis of Global Ecosystems.

Paleolithic Age – The Paleolithic Age is relating to the Stone Age (= the period of time thousands of years ago when people used stone tools and weapons).

parasite – This is a plant or animal that lives on or in another plant or animal and gets food from it.

penicillin – It is a type of medicine that is used to treat infections caused by bacteria.

plankton – The microscopic animals and plants that drift freely in natural bodies of water and on which most marine life feeds.

pole – The Earth's poles are the two opposite ends of its axis.

pollute – To pollute the water, air, or atmosphere means to make it dirty and dangerous to live in or to use.

protein – Protein is a substance found, for example, in meat, eggs, and milk. You need protein in order to grow and be healthy.

quantity – A quantity is an amount that you can measure or count.

radiation – Radiation is very small particles of a radioactive substance that can cause illness and death.

rainforest – A rainforest is a thick forest of tall trees which is found in tropical areas where there is a lot of rain.

retreat – The act of withdrawing.

sandy dunes – Hills of sand heaped up by the wind.

search for food – If you search for food, you look carefully for it.

shellfish – A shellfish is a small creature that lives in the sea and has a shell.

shoreline – The line where water and shore meet.

shrimp – A shrimp is a small shellfish with a long tail and many legs.

snail – A snail is a small animal with a long, slimy body and a spiral-shaped shell.

soil – Soil is the top layer of earth, which plants can grow in.

Solar energy – The energy which can be produced from the Sun's rays or the effects of the Sun's rays or gravity.

species – A species is a class of animals or plants whose members have the same main characteristics and are able to breed with each other.

starfish – A starfish is a flat, star-shaped creature with five arms that lives in the sea.

Stone Age – The Stone Age is a very early time in human history.

stratosphere – The region of the Earth's atmosphere six to sixty miles above sea level.

sunlight – Light from the Sun.

survive – Continue to live.

tapeworm – It is a long flat *worm* that lives in the bowels of humans and other animals and can make them ill.

termite (pl. termites) – Termites are small white insects that eat and destroy wood from trees and buildings. Termites live in hot countries in nests made of earth.

thaw – The thaw is a period of warmer weather, usually at the end of winter, when the snow and ice melt.

toxin – A poisonous product of microorganisms.

trace – A very small quantity of something.

tree – A large perennial plant with a single permanent woody trunk.

tumour – A tumour is a mass of diseased or abnormal cells that has grown in a person's or animal's body.

tundra – A level, treeless plain of Arctic regions.

unprecedented – Having no precedent.

vanish – If something vanishes, it disappears suddenly.

vegetation – Vegetation is plant life in general.

volcano – A volcano is a mountain which hot melted rock, gas, steam, and ash sometimes burst out of, coming from inside the earth.

vulnerable – Someone who is ‘vulnerable’ is weak and easily hurt physically or emotionally.

waste – Waste is also material which has been used and is no longer wanted, for example because the valuable or useful part of it has been taken out.

water – Water is the clear, thin liquid that has no colour and no taste when it is pure.

watershed – A ridge off which water flows or drains.

WCMC – World Conservation Monitoring Centre.

wild – Animals living in the wild are living in their natural surroundings and are not being looked after by people.

Wingspread Declaration – It is the declaration of a meeting of non-governmental experts held in Wingspread, WI, in January 1998. See <http://www.sehn.org/state.html> visited 6 June 2006.

worm – A worm is a small animal with a long thin body, no bones, and no legs, which lives in the soil.

WRI – World Resources Institute.

yelp – It is a short sharp high cry which a person or an animal makes because they are excited, in pain, surprised, etc.

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НАВЧАЛЬНЕ ВИДАННЯ

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Методичні вказівки до практичних занять з дисципліни “**Ділова іноземна мова**” (англійська мова) для організації роботи студентів 1-2 курсів денної форми навчання напряму підготовки **6.040106** – “**Екологія, охорона навколишнього середовища та збалансоване природокористування**”.

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