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РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ

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АНГЛИЙСКИЙ ЯЗЫК

Методические указания и контрольные задания
для студентов бакалавриата 1 курса заочной формы обучения
факультета охотоведения
06.03.01 Биология; 35.03.01 Лесное дело; 35.03.08 Водные биоресурсы и
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Английский язык: методические указания и контрольные задания для студентов бакалавриата 1 курса заочной формы обучения факультета охотоведения 06.03.01 Биология; 35.03.01 Лесное дело; 35.03.08 Водные биоресурсы и аквакультура / Иркут. гос. аграр. ун-т ; сост. Т. В. Амосова. – Молодежный : Изд-во ИрГАУ, 2021. – 45 с. – Текст: электронный.

Методические указания и контрольные задания предназначены для студентов заочной формы обучения I курса факультета охотоведения, изучающих английский язык, содержат два контрольных задания (пять вариантов в каждом контрольном задании), указания по оформлению контрольных работ, тексты для самостоятельного чтения. Методические указания и контрольные задания ориентированы на подготовку студентов к аудиторной и самостоятельной работе.

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МЕТОДИЧЕСКИЕ УКАЗАНИЯ

Основной целью обучения студентов английскому языку в неязыковом вузе на заочном отделении является формирование умения самостоятельно читать литературу профессионально-ориентированной направленности с целью извлечения информации из иноязычных источников.

Особенностью изучения иностранного языка в заочной системе обучения является то, что большая часть языкового материала должна прорабатываться самостоятельно. На аудиторские занятия отводится не менее 20 часов, на самостоятельную работу – 124 часа учебного времени (из общего количества 144 часа).

По окончании первого года обучения студенты заочной формы обучения (06.03.01/ 35.03.01/ 35.03.08) выполняют две контрольные работы (контрольное задание № 1 и контрольное задание № 2), письменно переводят **все тексты** из раздела «Тексты для самостоятельной работы», студенты направления подготовки 06.03.01 Биология сдают зачёт, студенты направления подготовки 35.03.01 Лесное дело и 35.03.08 Водные биоресурсы и аквакультура сдают зачет и экзамен.

ВЫПОЛНЕНИЕ КОНТРОЛЬНЫХ ЗАДАНИЙ И ОФОРМЛЕНИЕ КОНТРОЛЬНЫХ РАБОТ

1. Количество контрольных заданий, выполняемых вами на каждом курсе, устанавливается учебным планом университета.
2. Каждое контрольное задание в данном методическом указании предлагается в пяти вариантах. Вам необходимо выбрать вариант, в соответствии с последними цифрами студенческого шифра: студенты, шифр которых оканчивается на 1 или 2, выполняют вариант № 1; на 3 или 4 – № 2; на 5 или 6 – № 3; на 7 или 8 – № 4; на 9 или 0 – № 5; выполнить задание из раздела «Тексты для самостоятельной работы». Все тексты данного раздела необходимо перевести на русский язык письменно.
3. **Контрольные работы выполняются в формате Word.** Обязательно заполняется титульный лист, на котором необходимо указать Вашу фамилию, имя и отчество, факультет, курс, направление подготовки, номер контрольного задания, вариант контрольной работы и шифр (номер зачетной книжки).
4. Контрольные работы должны быть выполнены в той последовательности, в которой они даны в настоящем пособии.
5. В данном контрольном задании выделяются один или два абзаца для проверки умения читать без словаря, понимать основную мысль, изложенную в абзаце. После текста дается контрольный вопрос, с помощью которого проверяется, насколько правильно и точно вы поняли мысль, изложенную в абзаце (или абзацах).
6. Если контрольная работа выполнена без соблюдения указаний или не полностью, она возвращается без проверки.

Для выполнения контрольного задания студентам рекомендуется использовать следующую литературу:

1. Новосёлова И.З. Учебник английского языка для сельскохозяйственных и лесотехнических вузов. – М.: Высшая школа, 1984.
2. Англо-русский словарь. Сост. А.А. Акопян, А.Д. Травкина, С.С. Хватова. – М.: Мартин, 2001.
3. Романов, А. А. Основы английской грамматики для бакалавров: словарь / А. А. Романов, О. В. Новоселова, Е. В. Малышева. — Тверь: Тверская ГСХА, 2020. — 116 с. — Текст: электронный // Лань: электронно-библиотечная система. — URL: <https://e.lanbook.com/book/146956>

КОНТРОЛЬНЫЕ ЗАДАНИЯ

КОНТРОЛЬНОЕ ЗАДАНИЕ № 1

Для того чтобы выполнить контрольную работу № 1, необходимо усвоить следующие грамматические темы:

1. **Имя существительное.** Множественное число имен существительных. Артикли. Выражение падежных отношений с помощью предлогов и окончания – s. Существительное в функции определения.
2. **Имя прилагательное.** Степени сравнения прилагательных и наречий.
3. **Числительные.**
4. **Местоимения:** личные, притяжательные, вопросительные, неопределенные, отрицательные.
5. **Глагол.** Спряжения глаголов **to be, to have (got)**.оборот **there is/are**. Повелительное наклонение и его отрицательная форма. Модальные глаголы. Формы настоящего (**Present**), прошедшего (**Past**) и будущего (**Future**) времени групп **Indefinite (Simple), Continuous, Perfect** в действительном залоге изъявительного наклонения.

ВАРИАНТ 1

I. Перепишите следующие предложения. Определите по грамматическим признакам, какой частью речи являются слова, оформленные окончанием – s, какую функцию это окончание выполняет, т.е. служит ли оно:

- а) показателем 3-го лица единственного числа глагола в Present Indefinite;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа имени существительного.

Переведите предложения на русский язык.

1. Scientists use Mendeleev's Periodic Table in their scientific work.
2. Zoology studies animal life.
3. The seas and rivers are full of fish, which we eat.
4. Nobody went to last week's meeting.
5. Aquatic ecosystems perform many important environmental functions.

II. Перепишите следующие предложения и переведите их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным.

1. Air pollution is the result of man's use of chemicals.
2. The forest area of the world is about 1,127 million hectares.
3. Big cities have a problem with air pollution.

III. Перепишите следующие предложения, содержащие разные формы сравнения, и переведите их на русский язык.

1. The largest park and the most popular of the London parks is Hyde Park.
2. Wolves are more dangerous in winter.
3. The giraffe's neck is longer than the tiger's.
4. Lions are cleverer than tigers.
5. This year the level of water is two times higher than last year.

IV. Перепишите и письменно переведите предложения на русский язык, обращая внимание на перевод местоимений.

1. There is no life without water.
2. Some fishes inhabit fresh-water rivers and lakes.
3. Somebody knocked at the door.
4. They have no English books on zoology.

V. Заполните пропуски нужной формой глагола to be или to have (got). Предложения переведите.

1. I... a first-year student of the Agricultural Academy.
2. They... biologists.
3. She... a large family.
4. His brother... a doctor.
5. I... a big house in a village.
6. Many cities ... air filled with a pollution called “smog”.

VI. Перепишите предложения, подчеркните модальные глаголы. Переведите предложения, учитывая значения модальных глаголов.

1. It may rain today.
2. Measures must be taken against waste of water and pollution of water.
3. The largest giant salamander may reach a length of 1 m 80 cm and a weight of 45 kg.
4. Small species of frog whose body is only 2, 5 cm long, can jump 90 cm.
5. You should go to the library.

VII. В разделе а) раскройте скобки, поставив глагол в нужное время. В каждом предложении раздела б) определите видовременную форму и залог глагола-сказуемого. Все предложения переведите на русский язык.

a)

1. Yellowstone (to become) world’s first national park in 1872.
2. Many species of animals (to live) free of danger from man in national park.
3. Scientists predict that by the year 2025 the population (to rise) 8.5 billion.

b)

1. One form of air pollution is acid rains.
2. The first national park was set up in the USA.
3. African elephants are disappearing fast.

VIII. Прочтите и переведите текст. Перепишите и письменно переведите 1, 2, 3, 4, 5 и 6 абзацы текста.

ZOOLOGY — A STUDY OF ANIMAL LIFE

1. The Animal Kingdom. Its Variety. Animals are found all over the world: from the frost-bound Arctic countries to the hot tropical areas, on mountain peaks and in the depths of the sea. Quite a number live in the same geographical zone as you do.

2. Everyone knows the domestic animals and has heard about bears and wolves, and has seen birds, lizards and frogs; everyone has eaten fish and some of you have even gone fishing. Insects, worms and snails are also animals. Some animals, like bacteria and one-celled algae, can be seen only under a microscope.

3. The animal kingdom is more varied than that of the plants. There are some 500,000 different species of plants and 1,500,000 different species of animals, i. e., three times as many.

4. Animals live in very different kinds of places, or, as we say, have different “natural homes” (habitats). Fish live in water; polar bears prefer the shores of the Arctic Ocean and its ice-floes, while brown bears like forests. Susliks, which are never found in forests, are very plentiful on the steppes. Earthworms live in the soil and burrow their way to the surface only after rain. Some animals are parasites that live in the bodies of other animals, for instance, the intestinal worms.

5. Animals play big part in man’s life. Ages ago, primitive people hunted them for meat and hides to make clothing and footwear. Some of the animals were gradually tamed and domesticated. At present, they provide us with meat and dairy products as well as raw materials for making our clothes and footwear.

6. Many of the wild animals are also of use to man. The seas and rivers are full of fish, which we eat; in the wood, there are fur-bearing animals whose pelts are very valuable; useful birds live everywhere, constantly destroying insects harmful to orchard and crops.

7. To protect useful animals, to take proper care of domestic animals, and to combat harmful animals, it is necessary to know all about their habits and constitutions. This is exactly what zoology as a science is interested in. Zoology studies animal life.

IX. Прочтите 7-й абзац текста и ответьте на вопрос:

1. What is zoology as a science interested in?

ВАРИАНТ 2

I. Перепишите следующие предложения. Определите по грамматическим признакам, какой частью речи являются слова, оформленные окончанием – s, какую функцию это окончание выполняет, т.е. служит ли оно:

- а) показателем 3-го лица единственного числа глагола в Present Indefinite;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа имени существительного.

Переведите предложения на русский язык.

1. Water means life both for plants and animals.
2. Reptiles include such animals as lizards, snakes, crocodiles, tortoises.
3. My friend's father is a biologist.
4. I received the letter in yesterday's post.
5. Wetlands are the interface between dry or terrestrial habitats and aquatic environments including streams, lakes and seas.

II. Перепишите следующие предложения и переведите их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным.

1. London is one of the largest river ports.
2. Paper and rubber industries are developed in New Zealand.
3. I live in a new three-room apartment.

III. Перепишите следующие предложения, содержащие разные формы сравнения, и переведите их на русский язык.

1. Amoeba is one of the simplest members of the animal kingdom.
2. The largest ecosystem of all is our planet that is known as an ecosphere or biosphere.
3. The days become shorter and the nights become longer.
4. There are more than 2500 species of fishes in the world.
5. Milk is the most useful product for all mammals.

IV. Перепишите и письменно переведите предложения на русский язык, обращая внимание на перевод местоимений.

1. I met her and her sister.
2. She is a friend of mine.
3. Nobody knows anything about it.
4. Some anaconda species are up to 10, 5 to 12 meters in length.

V. Заполните пропуски нужной формой глагола to be или to have (got). Предложения переведите

1. There... many big and small rivers, green forests, high mountains, lakes and seas in Russia.
2. They... good friends.
3. She... one sister and two brothers.
4. My brothers... students of the Irkutsk Agricultural Academy.
5. I... a student of Moscow University.
6. Water ... the natural resource we all know very well.

VI. Перепишите предложения, подчеркните модальные глаголы. Переведите предложения, учитывая значения модальных глаголов.

1. We must protect our environment.
2. We have to improve methods of irrigation in order to use water more efficiently.
3. I can do this work today.
4. Fish and sea animals may disappear.
5. We have to control atmospheric and water pollution.

VII. В разделе а) раскройте скобки, поставив глагол в нужное время. В каждом предложении раздела б) определите видовременную форму и залог глагола-сказуемого. Все предложения переведите на русский язык

- a)
1. Life (to began) in the ocean more than 3.5 billion years ago.
 2. Yellowstone Park (to have) many areas with hot springs and geysers or hot water fountain.
 3. My sister (to become) a biologist in two years.
- b)
1. He is working in the park now.
 2. Now, radiation has become one of the main problems.
 3. Many people died from radiation some years ago in Chernobyl.

VIII. Прочтите и переведите текст. Перепишите и письменно переведите 1, 2, 3, 4 и 5 абзацы текста.

CROCODILES

1. The crocodiles, a group of reptiles, spend the greater part of their lives in water. The Nile Crocodile, which inhabits the rivers and lakes of tropical Africa, is one of these.

2. This animal grows 6–8 meters long and resembles a lizard in appearance. It has a long body terminating in an equally long tail and two pairs of short legs. The tail is not round, however, but corn-pressed on either side. With the hind

limbs, which have membranes between the toes, it forms an efficient swimming organ. On land, crocodiles are rather clumsy.

3. Other modifications that make for the ease of living in water are present in a number of its organs. The eyes and nostrils lie on the dorsal side of the head and protrude somewhat. By keeping close to the surface and exhibiting part of its head, the crocodile can breathe and observe the surroundings without having to show the rest of its body.

4. The crocodile eats only flesh. It hunts fish and birds, and is known to attack mammals as they come to the banks of rivers to drink. It drags the larger animals into the water and tears them apart. Smaller animals and birds are swallowed in one piece. Crocodiles have a bad reputation for attacking people. Therefore, it is dangerous to bathe in rivers in which they live.

5. Reproduction takes place on land. The female buries her several dozens of eggs in the sand on river banks. The eggs are white, oval, are large as those of a goose, and enclosed in a hard limy shell. Unlike the eggs of lizards and snakes, they contain not only yolk but also albumen. Embryos are incubated by the heat of the sun. The eggs hatch into little crocodiles, 20—25 cm. long, which immediately enter the water.

6. The crocodile is a typical representative of its class. Its body is covered with a horny armour; it breathes air; it reproduces by laying eggs. This makes it obvious that its ancestors lived on land and were subsequently re-adapted to an aquatic existence.

Apart from Africa, crocodiles are found in tropical countries of Asia and America.

IX. Прочтите 6-й абзац текста и ответьте на вопрос:

1. Why do we say that the ancestors of the crocodile lived on land?

ВАРИАНТ 3

I. Перепишите следующие предложения. Определите по грамматическим признакам, какой частью речи являются слова, оформленные окончанием – s, какую функцию это окончание выполняет, т.е. служит ли оно:

- а) показателем 3-го лица единственного числа глагола в Present Indefinite;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа имени существительного.

Переведите предложения на русский язык.

1. The amoeba grows until it reaches the maximum size and then it divides into two.
2. The frogs, newts and salamanders are amphibians.
3. Animals play a big part in man's life.
4. The ticket inspector looked at my friend's ticket.
5. Wetlands are the most productive natural ecosystems because of the proximity of water and soil.

II. Перепишите следующие предложения и переведите их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным.

1. Animal tissue, like plant tissue, is made up of cells.
2. I am a first-year student of the Academy.
3. Stomach cells help digest your food.

III. Перепишите следующие предложения, содержащие разные формы сравнения, и переведите их на русский язык.

1. July is the hottest month of the year.
2. There are more bacteria in the ground than on the mountains.
3. The biggest drawback of the project is its \$600 million price.
4. It is known that giant tortoises live longer than any other vertebrate animals.
5. The most dangerous snake in the world is king cobra of India and China.

IV. Перепишите и письменно переведите предложения на русский язык, обращая внимание на перевод местоимений.

1. Human beings kill many crocodiles for their skin.
2. Most snakes lay eggs and they usually find safe spots for them.
3. Some sea fish enter fresh water to breed, for instance salmon.
4. Most trees in tropical forests lose only a few leaves.

V. Заполните пропуски нужной формой глагола to be или to have (got). Предложения переведите.

1. A year... four seasons and twelve months.
2. There... many fields and meadows in England.
3. London... a population of about 8 million people.
4. The dingo ... one of Australia's wild animals.
5. The seas... in danger.
6. Plants and animals ... organic nature.

VI. Перепишите предложения, подчеркните модальные глаголы. Переведите предложения, учитывая значения модальных глаголов.

1. You can see the kangaroo in Australia.
2. There are many kinds of transport in our big cities that is why we must pay attention to the protection of our nature.
3. I can drive a car well.
4. You may go home.
5. Soil plays an important role in the life of the world and mankind, but it cannot reproduce itself.

VII. В разделе а) раскройте скобки, поставив глагол в нужное время. В каждом предложении раздела б) определите видовременную форму и залог глагола-сказуемого. Все предложения переведите на русский язык.

a)

1. Millions of years ago, reptiles (to be) the dominant form animal life in sea, on land, and even in the air.
2. My sister (to live) in Irkutsk.
3. We (to have) much work last summer.

b)

1. The scientist has visited our fur farm.
2. Specialists have estimated that the living turtle weighed about 6000 pounds.
3. The protection of natural resources and wildlife is becoming a political programme in every country.

VIII. Прочтите и переведите текст. Перепишите и письменно переведите 1, 2, 3, 4, 5 и 7 абзацы текста.

THE OSTRICH OF AFRICA

1. The anatomy of the Ostrich of Africa is quite different. It belongs to the order of flightless birds but is able to run at great speed. The Ostrich of Africa is by far the largest of living birds. A fully grown specimen stands 2 m. 75 cm. high to the top of its head, and may weigh 75 kg. It lives in open country and feeds on

seeds, as well as insects and lizards. It can travel through the desert for several days without water.

2. It sometimes runs over very long distances in search of food and water. Ostriches depend on their fleetness for security. They can easily jump over obstacles; when alarmed they can run faster than a horse.

3. The wings are rudimentary and the ability to fly has long been lost. Ostriches use their wings only when running— as a steering mechanism when making sharp turns, or as sails, when there is a favourable wind.

4. The process of the lengthening of the legs was accompanied by the lengthening of the neck. If the neck were short, the Ostrich would be unable to pick up food from the ground. Its height, very keen sight and the fact that it lives on the plains make it possible for it to see an enemy a long way off.

5. The hen lays large eggs (twenty times the size of those of the domestic hen) in a hollow in the sand surrounded by a slight rampart of pebbles. The eggs are enclosed in hard shells.

6. During the day, the eggs are incubated by the hen: they are dusky— grey and hardly discernible against the sand. The male has glossy black plumage, with wing and tail-feathers of white; he is more conspicuous and takes care of the eggs at night.

7. Ostriches are hunted for their magnificent white feathers, and are bred on special farms. Their flesh and eggs are used as food.

Ostriches of Africa live in Askania-Nova, a steppe reservation in the Ukraine.

IX. Прочтите 6-й абзац текста и ответьте на вопрос:

1. How can you explain the fact that female Ostriches have a modest appearance while the male are very showy?

ВАРИАНТ 4

I. Перепишите следующие предложения. Определите по грамматическим признакам, какой частью речи являются слова, оформленные окончанием – s, какую функцию это окончание выполняет, т.е. служит ли оно:

- а) показателем 3-го лица единственного числа глагола в Present Indefinite;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа имени существительного.

Переведите предложения на русский язык.

1. There are more than 25000 species of fishes in the world.
2. Water performs important functions in plants and animals.
3. The giraffe's neck is longer than the tiger's.
4. I look after my sister's children.
5. Classes of organisms found in marine ecosystems include brown algae, dinoflagellates, corals, cephalopods, echinoderms, and sharks. Fish

II. Перепишите следующие предложения и переведите их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным.

1. Blood cells carry oxygen to different parts of the body.
2. Turtle eggs are good to eat and in some places they are even preferred to hen's eggs.
3. Some sea fish enter fresh water to breed, for instance salmon.

III. Перепишите следующие предложения, содержащие разные формы сравнения, и переведите их на русский язык.

1. London is one of the largest river ports.
2. Milk is necessary for mammals during the earliest stages of growth.
3. The most important organs of a plant are roots, stems, leaves, flowers, fruit and seeds.
4. Oceans cover more than 70% of the Earth's surface.
5. The year 1990 was the hottest ever recorded.

IV. Перепишите и письменно переведите предложения на русский язык, обращая внимание на перевод местоимений.

1. Some kinds of fish found along the coast of California lay their eggs on land.
2. Turtles that live in water bury themselves in the mud at the bottom.
3. There are no high mountains in England, no long rivers, and no large forests.

4. Our scientists try to forecast earthquakes, and then we can protect ourselves from them.

V. Заполните пропуски нужной формой глагола to be или to have (got). Предложения переведите.

1. There... many big and small rivers, green forests, high mountains, lakes and seas in Russia.
2. London... many parks and gardens.
3. Hyde Park... a royal park since 1536.
4. The kiwi... now the symbol of New Zealand people.
5. Australia... a population of about 18 million people.
6. No natural resource on our planet ... so many uses as water.

VI. Перепишите предложения, подчеркните модальные глаголы. Переведите предложения, учитывая значения модальных глаголов.

1. Amphibians can be of different sizes.
2. I think people must take care of our Motherland.
3. Many people like to pick up wild flowers that are why they may all disappear.
4. We have to control atmospheric and water pollution.
5. Natural balance must not be destroyed.

VII. В разделе а) раскройте скобки, поставив глагол в нужное время. В каждом предложении раздела б) определите видовременную форму и залог глагола-сказуемого. Все предложения переведите на русский язык.

a)

1. Trees (to be) one of man's best friends.
2. Tomorrow we (to have) a very interesting lecture on botany.
3. Last year he (to study) Chemistry and Biology.

b)

1. If we don't use chemicals in proper way we'll pollute our environment.
2. People are beginning to realize that environmental problems are not somebody else's.
3. It has not rained for 2 weeks.

VIII. Прочтите и переведите текст. Перепишите и письменно переведите 1, 2, 3, 4 абзацы текста.

HARES

1. Hares are hunted for their flesh and fur, which is cheaper than that of the squirrel. The White Hare lives in the woods. In summer, its colour is chest-nut-grey, gradually changing in the autumn and winter to white, except the tips of the

ears, which are always black. The white fur makes the animal hard to see in the snow.

2. Hares look very much like rabbits. They have the same sitting posture, but their hind legs are considerably longer. The ears are long and the tail is quite short. They move by making long leaps. The broad, thickly-furred soles of the foot make for ease of movement on soft snow. They eat vegetable matter including tree bark.

3. The doe (female hare) has two or three litters within one summer. Unlike rabbits, the young hares (leverets) are born in the open and have no nests for their protection. The leverets are more developed than young rabbits. They can see, the ears stand erect, and their bodies are coated with thick grey fur.

4. Soon after birth, having sucked their fill of the mother's milk (which has six times the fat content of cows milk), the leverets are placed in a "form" well hidden in the grass. There they lie quietly, protected by the colour of their fur and the almost complete absence of sweat glands. In some 3 or 4 days, when they become hungry, they leave the "form" and find their own mother, or some other doe, to suckle them. Teeth appear in about 8 or 9 days, and then the leverets are able to eat grass.

5. The Grey hare prefers warm, open places. It is rather larger than the White Hare and is different in colour. In winter, its back remains grey and only the two sides turn white. This colouring protects it only in areas without much snow.

Grey Hares can damage by gnawing the bark of fruit-trees.

IX. Прочтите 5-й абзац текста и ответьте на вопрос:

1. Why is it important for Hare to change colour in winter?

ВАРИАНТ 5

I. Перепишите следующие предложения. Определите по грамматическим признакам, какой частью речи являются слова, оформленные окончанием – s, какую функцию это окончание выполняет, т.е. служит ли оно:

- а) показателем 3-го лица единственного числа глагола в Present Indefinite;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа имени существительного.

Переведите предложения на русский язык.

1. Wolves hunt in different way from cats.
2. Water performs important functions in plants and animals.
3. Both man and beast hunt for turtles' eggs.
4. It's a four hours' drive to the airport.
5. Ecosystem means organisms living in a particular environment, such as a forest or a coral reef, and the physical parts of the environment that affect them.

II. Перепишите следующие предложения и переведите их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным.

1. Air pollution, smog, water pollution are the names of environmental problems.
2. Deserts have almost no plant life.
3. Most needleleaf forests grow in the north of our country.

III. Перепишите следующие предложения, содержащие разные формы сравнения, и переведите их на русский язык.

1. Some fishes as adults are less than an inch in length.
2. The most active parts of plants and animals contain 70 per cent or more of water.
3. Milk is necessary for mammals during the earliest stages of growth.
4. The largest fish is the whale shark.
5. Population is one of the most important factors affecting rainforest destruction today.

IV. Перепишите и письменно переведите предложения на русский язык, обращая внимание на перевод местоимений.

1. Some fishes build nests and even guard them.
2. Any tree will grow here well.

3. Our scientists try to forecast earthquakes, and then we can protect ourselves from them.
4. None of these animals and plants will survive without our active help.

V. Заполните пропуски нужной формой глагола to be или to have (got). Предложения переведите.

1. The body of the frog... no neck.
2. Crocodiles... a long-lived species.
3. Spiders... a poisonous bite with which they kill their victims.
4. Ostrich of Africa... the largest of living birds.
5. Zoology... an interesting science.
6. Our water needs ... great and they continue to grow.

VI. Перепишите предложения, подчеркните модальные глаголы. Переведите предложения, учитывая значения модальных глаголов.

1. Ostriches can travel through the desert for several days without water.
2. We must protect our planet littering, air pollution, water pollution, destruction of natural resources.
3. Turtles may be found in sea-water, on land and in fresh water
4. She has to do this work.
5. If we all make an effort to recycle, we can make the planet a cleaner place to live.

VII. В разделе а) раскройте скобки, поставив глагол в нужное время. В каждом предложении раздела б) определите видовременную форму и залог глагола-сказуемого. Все предложения переведите на русский язык.

a)

1. There (to be) some artificial seas in our country.
2. The students of our Academy (to plant) many trees last year.
3. Tomorrow we (to have) an excursion in the Moscow Botanical garden.

b)

1. Scientists have described about 6,000 species of mammals.
2. The protection of natural resources and wildlife is becoming a political programme in every country.
3. The work will be finished tomorrow.

VIII. Прочтите и переведите текст. Перепишите и письменно переведите 1, 2, 3, 4 и 5 абзацы текста.

ORDER PROBOSCIDEA

1. There are only two members of this order: the Indian Elephant and the African Elephant. They are the largest of the world's land animals.

2. The Indian Elephant is on the average 3 m. high and weighs over 4 tons. Indian Elephants prefer to live in shady glades in tropical forests, where they roam with great agility.

3. The huge body of the Indian Elephant is supported on bulky, column-like legs terminating in small hoofed toes. The skin, which is very thick and almost hairless, is so strong that it is never scratched by the sharp edges of broken branches. Hair grows only on the tip of the tail and in a few places of the back.

4. Elephants exist on vegetable matter: on leaves, grass, and the twigs and bark of trees, etc. Food is consumed in enormous quantities. In the Moscow Zoo, for example, each member of the elephants' colony is daily provided with about 65 kg of hay, vegetables, bread, sugar and salt, and heaps of twigs. Tame elephants in India, which carry heavy loads, require even more.

5. Among the Indian Elephants, only the males have tusks, but among their African relatives, the females grow them as well. The tusks are of ivory. This is a solid substance used for making billiard balls, statuettes, brooches, etc.

6. Elephants do not reproduce rapidly. One female elephant at the Moscow Zoo had a calf in 1948 and another four years later. In captivity, they generally live up to 60—80 years.

In India, elephants are used for a great variety of tasks. One of these is carrying logs. Elephants easily learn to perform tricks.

IX. Прочтите 6-й абзац текста и ответьте на вопрос:

1. Do Elephants reproduce rapidly?

ТЕКСТЫ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Все тексты данного раздела необходимо перевести на русский язык письменно.

THE PROBLEMS OF ENVIRONMENT

One of the greatest problems of all modern cities is the environment pollution. Every year people consume more goods. Production of goods and services uses energy and natural resources (oil, gas, coal, wood, etc.). All these things are used faster than they can be replenished. Natural resources and energy are getting more expensive, and air and water are becoming seriously polluted. The problem of environmental pollution is well-known to most people. We have heard about it on television and radio, and have read in newspapers and magazines.

The worst environment pollution is caused by the manufacturers who put chemical wastes into rivers and seas. Another problem is air pollution. The air is polluted by traffic and smog from industrial enterprises.

The word smog comes from smoke and fog. Smog is a sort of fog with other substances mixed in it, which can be harmful, even deadly. Such diseases as eczema and asthma are linked to air pollution.

Materials like paper and glass can be reused, but unfortunately, many materials, especially plastics cannot be reused and cannot be absorbed by the earth again. Some plastics cannot even be destroyed. As a result of this people face the problem of preservation of our environment.

All these things are very serious and people must realize what will happen if they don't do everything possible to reduce man-made atmospheric pollutants and smog.

POLLUTION

People have designed and produced up-to-date machines and technologies to make their life easier and more comfortable. But all these activities result in air and water pollution.

One of the most important problems is the oceans. A lot of ships crossing the oceans and seas, especially those that carry oil, put their wastes into water, and the water becomes dirty. As a result, many birds and fish die because of polluted water, others are getting contaminated and people may get sick from eating them.

The second problem is air pollution. Cars and plants pollute the atmosphere with their wastes. They destroy the ozone layer, which protects us from the dangerous light of the Sun. They also destroy forests, which are dying from acid rains.

Now people begin to realize the danger of their activities. People are concerned about the air and the water used by everyone; they are also concerned

about the future of the planet because they understand that these activities affect the balance of nature.

In order to make our life not only easier but also better and healthier we must learn to protect the water, the air and the earth from pollution. Our planet belongs to our children and if we want our children to live in a healthier world, we must do everything to protect them from the catastrophe.

AIR POLLUTION

Air pollution is one of the major problems of today. Millions of people all over the world live in areas in which the air is not safe to breathe. As for Russia, it is estimated that Altai is the region with the largest per cent of harmful substances in the air. In most cases air pollution is caused by people.

One of the main sources of this type of pollution is industry. Numerous factories and plants release into the atmosphere a lot of waste such as poisonous chemicals and, what is worse, particles of heavy metals. This process not only produces harmful effects on the atmosphere, but influences man's health as well. People suffer from lung diseases more and more often or have headaches, breathing such polluted air.

Waste, created by people may occur in the form of gases or particles of solid and liquid matter which appear as a result of burning fossil fuels. Burning of garbage also contributes to the problem.

One more dramatic thing is an increasing number of cars and other means of transport as their fumes penetrate into the atmosphere and destroy the ozone layer which protects the Earth from the dangerous light of the Sun.

There is also a close connection between air and water pollution, the last one is called acid rain. It happens when sulphur and nitrogen compounds mix with moisture of the air and fall to Earth in rain or snow. After that acid water flows into rivers and lakes, which become so polluted that no fish or plants can survive.

Air is an integral part of the ecosystem which is absolutely essential for all the living beings to be alive, so it's really important to make it clean and to take care of it.

WATER

Water is the natural resources we all know very well. We know its many forms – rain, snow, ice, hail, vapour, fog. Yet, water is the natural resource we least understand.

How does water get into the clouds? What happens when it reaches the Earth? Why is there sometimes too much and other times too little of it? And, most important, is there enough water for all the plants, and all the animals, and all people?

Water covers nearly three fourths of the Earth, most being sea water. But sea water contains various salts, including those that are harmful to most land plants and animals. Still, it is from the salty seas and oceans that most of our fresh water comes – no longer salty and harmful. Water moves from clouds to land and back to the ocean in a never-ending cycle.

Of the total annual world precipitation over 70 per cent is lost to man immediately since it falls on the sea. From the remaining amount of water falling on the land, some water is lost as result of evaporation, some runs through the ground. It is estimated that the amount of water actually under control is only 0,3 cent of the total annual precipitation. That's a valuable part of precipitation, that's the part that is used for almost all human needs, and they as you know are rapidly growing.

By the year 2100 the problem of water supply is expected to be one of the most urgent problems. According to some specialists the world's fresh water resources, surface and subterranean, may become exhausted within 20-30 years.

The continuing growth of the cities, industrial development have greatly increased the amount and changed the composition of used water that flows away and accumulates in rivers, lakes and seas, thus creating a problem of water pollution. At present this problem faces all industrially advanced countries.

Russia is rich in both surface and ground water resources. Over a period of one year, the country receives more than 11,690 cubic kilometers of water in the form of rain and snow.

Russia has sufficient resources of fresh water to satisfy the growing needs of industry, agriculture and population. But it has been estimated that in the coming 15-20 years fresh water requirements in Russia will more than double.

However, Russia's water resources are not inexhaustible. In fact some areas of the country have insufficient fresh water. In some places there is also a considerable waste of fresh water which is often used for technological needs in industry.

ENERGY

Energy is the capacity to do work. Energy comes in many forms. Heat, light, electricity, magnetism, motion are various forms of energy.

The most common form of energy is the Sun's heat and light. We know the Sun's heat and light is a form of energy because it can do work. It can heat the ocean and evaporate it and lift astronomical quantities of water vapour high into the air.

Water vapour falls as rain to the Earth. Rain that falls on high ground flows back to the sea in the form of rivers. We know the moving water contains energy. Long ago, people began to use the energy of flowing water that comes from the energy of the sunlight.

The sunlight also heats the air. The air nearer the equator gets more heat than the air nearer the poles. The warm bodies of air rise, and the cold bodies of air fall, which causes winds all over the world. The winds contain energy. Long ago people started to use the energy of the wind that comes from the energy of the Sun.

There are some forms of energy that do not come from the Sun. There is heat inside the Earth. In some places, the hot regions appear quite near the surface of the Earth in the form of volcanoes, geysers and hot springs.

The most important forms of energy for man, however, are various kinds of chemical energy. Green plants grow in sunlight (provided they also have water and certain chemicals from the air and the soil). The green plants make use of the energy of sunlight and store it in their leaves in the form of certain substances. When these substances are slowly combined with oxygen from the air, a chemical reaction takes place that releases energy. It is on this "chemical energy" that the plant lives and grows.

Plants are able to store more energy than they are using. Animals can eat the plants and change the plant chemicals into their own, which they then store in their own body. The energy of animals' muscles comes from the energy of sunlight. In the process about 80 to 90 per cent of the energy stored in the plants is lost, 10 to 20 per cent being stored in the animal. It takes about seven kilograms of plant life to support one kilogram of animal life.

There is always a balance or "equilibrium" between plant and animal life in nature. If animals eat more plants than can be replaced by plant growth, the amount of food for animals grows less. Some animals die and the plants grow better than usual, there being fewer animals to eat them.

The total amount of energy is constant. When energy is spent there is as much energy as before, though its form can be changed. All the transformations that are always taking place are only changes of energy from one form into another

without affecting the whole. This is the Law of Conservation of Energy discovered by M.V. Lomonosov, one of the greatest Russian scientists.

КОНТРОЛЬНОЕ ЗАДАНИЕ № 2

Для того, чтобы правильно выполнить задание №2, необходимо усвоить следующие разделы курса английского языка:

1. Видовременные формы глагола: а) активный залог формы Indefinite (Present, Past and Future); формы Continuous (Present, Past, Future); формы Perfect (Present, Past and Future); б) пассивный залог — формы Indefinite (Present, Past and Future).

Особенности перевода пассивных конструкций на русский язык.

2. Модальные глаголы: а) выражающие возможность: can (could), may и эквивалент глагола can — to be able; б) выражающие долженствование: must, его эквиваленты to have to, to be to, should.

3. Простые неличные формы глагола: Participle I (Present Participle), Participle II (Past Participle) в функциях определения и обстоятельства. Gerund – герундий, простые формы. Indefinite – инфинитив в функции: а) подлежащего; б) составной части сказуемого; в) определения; г) обстоятельства цели.

4. Функции глаголов to be, to have, to do.

5. Грамматические функции и значения слов that (who), one, it.

ВАРИАНТ 1

1. Перепишите следующие предложения, подчеркните в каждом из них глагол-сказуемое и определите его видовременную форму и залог. Переведите предложения на русский язык.

1. I will be waiting for you at 10 o'clock tomorrow.

2. When I woke up this morning, the sun was shining high in the sky.

3. Many factories still allow pollutants, such as toxic waste, to flow into our rivers.

4. He wanted to go to Moscow, as he had never been there.

5. Spilled oil damages the feathers of birds and the fur of animals, often it causes death.

6. On a global scale, the tropical rain forests have been called the world's most threatened ecosystem.

7. The first national parks were established centuries ago.

II. Перепишите следующие предложения; подчеркните Participle I и Participle II и установите функции каждого из них, т.е. укажите, является ли оно определением, обстоятельством или частью глагола-сказуемого. Переведите предложения на русский язык.

1. Every animal has its place and role in nature, including the predator.

2. Protecting the environment from pollution, people improve the living conditions.

3. When given the book read the article about environment protection.

4. The work done by the young specialist gave good results.

5. The rising sun was hidden by the clouds.

III. Переведите следующие предложения; подчеркните в каждом из них модальный глагол или его эквивалент. Переведите предложения на русский язык.

1. We are to do this experiment today.

2. Some plants can live in desert region.

3. The natural environment of the national parks must be completely intact.

4. To survive, every species must modify its environment.

5. You should have asked permission before you took the book.

IV. Перепишите предложения и переведите их на русский язык, обращая внимание на разные значения глаголов to be, to have, to do.

1. The people all over the world do everything to protect their nature.

2. He had ten minutes before he had to leave for work.

3. Don't cut wild flowers.

4. They have got a nice house in the country.

5. The students are writing test now.

V. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на разные значения слов it, that, one.

1. We know that polluted air, land and water are harmful to plant, animals and people.

2. The territory of Moscow is larger than that of London.

3. Among the inhabitants of the Arctic regions, one can find the red wolf.

VI. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на герундий и его функцию.

1. He felt satisfaction in helping them.

2. There are different ways of solving this problem.

3. Protecting the environment from pollution is most important.

4. The captain is against loading goods on deck.

VII. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на функцию инфинитива.

1. To know how a plant grows, you must study botany.

2. Much moisture is necessary for plants to grow well.

3. It is better to prevent pollution of the atmosphere than to liquidate its effect.
4. In order to preserve nature we mustn't destroy the balance of the biosphere.
5. You have to be prepared to look after a car that will need a lot of maintenance.

VIII. Прочитайте и переведите текст. Перепишите и письменно переведите 1, 2, 3, 5, 6, 7 абзацы

RODENTIA (GNAWING MAMMALS)

1. The Order Rodentia is comprised of a large group of small mammals, which includes rabbits, squirrels, hares, susliks, rats, and mice. Rodents are found all over the world where there is vegetation to live on. Some, are useful, others are not.

2. Squirrel. The most useful rodent is the Squirrel, a slender beautiful animal hunted for its fur. It has a bushy tail and long brush-pointed ears.

3. In summer, the squirrel is chest-nut-red, to match the bark of the coniferous trees where it lives. In autumn, when it moults it changes colour, and is covered with thicker fur of different shades of grey, which makes it almost unnoticeable among the snow-covered branches and twigs. The winter pelt of the squirrel is used to make warm, soft and beautiful fur.

4. Squirrels keep to wooded districts and live in trees, leaping from branch to branch and even from tree to tree with extraordinary agility, assisted by their longer hind legs. The tail serves both as a rudder and as parachute supporting the body in the air.

5. Squirrels eat pine and spruce seeds. When the harvest of cones is poor they leave that area and may travel considerable distances in search of a more favourable environment. They also eat cedar and other nuts, acorns, and mushrooms.

6. The teeth resemble those of a rabbit. They are characterized by long, sharp incisors, which crush nuts easily, and molars, which they use to grind food. There are no canines—a feature typical of all rodents. The incisors and grinding teeth are divided by a toothless gap. However, the smaller incisors, which are found in the rabbit's mouth behind the big ones, are absent.

7. Nests are built as a shelter from bad weather, and in which to raise the young. They are usually made in hollows in trees or else in higher branches (from twigs and moss). Squirrels do not hibernate because they store enough food for winter.

IX. Прочтите 4 абзац текста и ответьте на вопрос:

1. Why do we say that squirrels are adapted to live in trees?

ВАРИАНТ 2

1. Перепишите следующие предложения, подчеркните в каждом из них глагол-сказуемое и определите его видовременную форму и залог. Переведите предложения на русский язык.

1. Many valuable animal species have become almost extinct because of economic activities of man.
2. When he met me I was walking to the Academy and had little time to talk to him.
3. He wanted to go to Minsk, as he had never been there.
4. People who live near airports often suffer from noise pollution.
5. Many conservationists are working hard to save animals which are under threat.
6. On a global scale, the tropical rain forests have been called the world's most threatened ecosystem.
7. Reservations are established to protect valuable species of animals.

II. Перепишите следующие предложения; подчеркните Participle I и Participle II и установите функции каждого из них, т.е. укажите, является ли оно определением, обстоятельством или частью глагола-сказуемого. Переведите предложения на русский язык.

1. Look at the trees growing in the garden.
2. Working at this problem, they had to read many journals on biology.
3. When given the book read the article about environment protection.
4. The work done by the young specialist gave good results.
5. Reading this book, I did not use a dictionary.

III. Переведите следующие предложения; подчеркните в каждом из них модальный глагол или его эквивалент. Переведите предложения на русский язык.

1. We are to do this work today.
2. Most snakes can swallow objects several times the diameter of their head.
3. We have to use water more efficiently.
4. The natural environment of the national parks must be intact.
5. You should have asked permission before you took the book.

IV. Перепишите предложения и переведите их на русский язык, обращая внимание на разные значения глаголов to be, to have, to do.

1. Do you agree with me?
2. He had twenty minutes before he had to leave for work.

3. Sable hunting is an interesting and difficult art.
4. She has a large family.
5. The students are planting trees now.

V. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на разные значения слов it, that, one.

1. Belovezhskaya Pushcha is a sanctuary that looks wonderfully beautiful in spring and in summer.
2. It is unfortunate that so many people are either afraid of reptiles or are repulsed by them.
3. Nature conservation must be regarded as one of the most important problems facing mankind.

VI. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на герундий и его функцию.

1. They intended going to Odessa in summer.
2. There are different ways of solving this problem.
3. Moving water from clouds to land is a never-ending cycle.
4. Reading books is my favorite occupation.

VII. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на функцию инфинитива.

1. To know how a plant grows, you must study botany.
2. Much moisture is necessary for plants to grow well.
3. When we use natural resources, we should be careful not to destroy the balance of the biosphere.
4. To preserve animal population it is necessary to strictly obey laws on nature conservation.
5. I can't tell you much about the book because you're supposed to be reading it.

VIII. Прочитайте и переведите текст. Перепишите и письменно переведите 1, 2, 4, 5, 6, 7 абзацы

REINDEER

1. These animals are found wild and have also been domesticated. They are especially adapted for living in the tundra, with its swamps, scanty vegetation and long, rigorous winter. A reindeer is a big animal with long legs. It is capable of travelling at great speed. The reindeer can run with ease over the snow in winter and the marshes in summer.

2. The head is crowned with large bony antlers, branching and solid, which are shed every year and grow afresh in a few months. All deer have antlers. At first, they have a “velvet” covering of skin which later shrivels and peels off. With the exception of the reindeer, females do not have antlers.

3. The body is covered with thick fur. The new fur, which grows after shedding the old coat in autumn, proves an excellent protection against the severe northern cold because it retains much air.

4. In the tundra, vegetation is not abundant, but the reindeer “do not complain”. In summer, they eat the leaves of low-growing bushes and grass, and in winter, their diet is limited to reindeer lichen. They find lichen when they clear away the snow with their strong hoots. The reindeer is a ruminant. Its digestive organs are similar to those of a cow.

5. One (rarely two) fawn is born every year, and is developed enough to be able to run after its mother a few hours after birth.

6. Domesticated reindeer are invaluable in the tundra. People rely on them for food (milk and meat), clothing, footwear, and transport. Reindeer breeding is an important branch of Russian economy in northern regions.

7. The domesticated breeds differ little from their wild relatives, but they have thicker and longer fur and weaker antlers. Both breeds live in the open and have to forage for food throughout the four seasons of the year. However, herds of domestic reindeer are protected from enemies and driven to better pastures. Of course, they are also kept under veterinary observation.

IX. Прочтите 3 абзац текста и ответьте на вопрос:

1. Why is a coat made of reindeer fur so warm?

ВАРИАНТ 3

1. Перепишите следующие предложения, подчеркните в каждом из них глагол-сказуемое и определите его видовременную форму и залог. Переведите предложения на русский язык.

1. I will be waiting for you at 9 o'clock next Friday.
2. She was sitting there doing nothing.
3. He wanted to go to London, as he had never been there.
4. Industrial enterprises emit tons of harmful substances.
5. The physical environment includes light and heat or solar radiation, moisture, wind, oxygen, carbon dioxide, nutrients in soil, water, and atmosphere.
6. The table is made of wood.
7. Many wild animals are hunted for their pelts.

II. Перепишите следующие предложения; подчеркните Participle I и Participle II и установите функции каждого из них, т.е. укажите, является ли оно определением, обстоятельством или частью глагола- сказуемого. Переведите предложения на русский язык.

1. The working man is his brother.
2. Being in Moscow, he visited us.
3. When given the book read the article about environment protection.
4. The work done by the young specialist gave good results.
5. Reptiles lay large eggs protected by calcareous shells.

III. Переведите следующие предложения; подчеркните в каждом из них модальный глагол или его эквивалент. Переведите предложения на русский язык.

1. We must preserve natural resources.
2. Some plants can live in desert region.
3. One may know the age of a tree by its annual rings.
4. We have to take measures against waste of water and pollution of water.
5. You should control the temperature of mixture.

IV. Перепишите предложения и переведите их на русский язык, обращая внимание на разные значения глаголов to be, to have, to do.

1. It is true, that some reptiles are dangerous, but most of them do more good than harm.
2. He had ten minutes before he had to leave for work.
3. Our plant is to increase the output of consumer goods.
4. They have got a nice house in the country.
5. The students are working now.

V. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на разные значения слов it, that, one

1. It is clear that she will do it.
2. This season was a good one.
3. The sable is one of the most valuable furs bearing species of the taiga.

VI. Перепишите следующие предложения в переведите их на русский язык, обращая внимание на герундий и его функцию.

1. He entered the room without noticing her.
2. There are different ways of solving this problem.
3. I am fond of fishing.

4. Moving water from clouds to land is a never-ending cycle.

VII. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на функцию инфинитива.

1. Measures to protect and to control biological resources have already produced results.
2. Much moisture is necessary for plants to grow well.
3. To hunt some valuable species one must get a special hunting license.
4. To survive, every species must modify its environment.
5. We always have to consider the evidence if we want to know what reality is like.

VIII. Прочитайте и переведите текст. Перепишите и письменно переведите 1, 2, 3, 4,6 абзацы

WILD BOAR

1. The Wild Boar, which is actually a wild pig, is still found in thick forests and reedy places. Its body, which is rather long, rests on short legs. The head is pointed towards the snout. These features help the animal to run with ease through the densest thickets.

2. The skin is thick and covered with bristle-like hair, which never gets entangled in branches, and never gets wet. However, such a “coat” is a poor protection against cold. The temperature of the body is kept even by a thick layer of fat right beneath the skin.

3. There is plenty of food for Wild Boars in the forest. Unlike other hoofed mammals, they eat everything: grass, acorns, roots, insects and insect grubs, and mice. They find part of their food on the surface, but also root up the ground with their long snouts, which have a small round, cartilaginous coin-shaped tip. The head is heavy and supported by powerful neck muscles.

4. The teeth are adapted for dealing with all kinds of food. They use their big tusks to get out roots of plants found in the earth. In the males, these are long, formidable, curved, project beyond the mouth, and are used for defence and attack. The incisors are rather large and bent forward, and serve to bite off food or pick it up from the ground. The cheek teeth are serrated and can grind vegetable and animal matter.

5. The stomach is simple. Food is not regurgitated back into the mouth. The Wild Boar belongs to even-toed hoofed, non-ruminants.

6. The sow gives birth to a litter of 4—6 young a year.

The domestic pigs of today have descended from Wild Boars.

IX. Прочтите 5 абзац текста и ответьте на вопрос:

1. How is it different from ruminant?

ВАРИАНТ 4

1. Перепишите следующие предложения, подчеркните в каждом из них глагол-сказуемое и определите его видовременную форму и залог. Переведите предложения на русский язык.

1. Our country has saved a number of valuable commercial species which were near extinction.
2. Next Monday we shall be working only five hours.
3. He wanted to go to the Far East, as he had never been there.
4. The term "ecology" was introduced by the German biologist Ernst Heinrich Haeckel in 1866.
5. The interactions of organisms with biotic and abiotic factors form an ecosystem.
6. The mountains are covered with wood.
7. In winter, birds should be taken care of and fed.

II. Перепишите следующие предложения; подчеркните Participle I и Participle II и установите функции каждого из них, т.е. укажите, является ли оно определением, обстоятельством или частью глагола-сказуемого. Переведите предложения на русский язык.

1. It is important to have laws regulating the hunting of animals.
2. Working at this problem, they had to read many journals on biology.
3. When given the book read the article about environment protection.
4. The work done by the young specialist gave good results.
5. Well-known all over the world the Russian book on biology was translated into English.

III. Переведите следующие предложения; подчеркните в каждом из них модальный глагол или его эквивалент. Переведите предложения на русский язык.

1. We are to do this experiment today.
2. Among the inhabitants of the Arctic region, one can find the red wolf.
3. One must remember that trees grow slower in cold weather.
4. How can one determine the age of a tree.
5. You should have asked permission before you came in.

IV. Перепишите предложения и переведите их на русский язык, обращая внимание на разные значения глаголов to be, to have, to do.

1. The frog feeds on insect and does much good by destroying garden pests.
2. He had ten minutes before he had to leave for work.

3. Our plant is to increase the output of consumer goods.
4. They have got a nice cottage in the country.
5. The problem of nature conservation is of special importance.

V. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на разные значения слов *it, that, one*.

1. We know that polluted air, land and water are harmful to plants, animals and people.
2. To preserve animal population it is necessary to strictly obey laws on nature conservation.
3. To hunt some valuable species one must get a special hunting license.

VI. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на герундий и его функцию.

1. He improved his report by changing the end.
2. There are different ways of solving this problem.
3. Moving water from clouds to land is a never-ending cycle.
4. Smoking is not allowed in this room.

VII. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на функцию инфинитива.

1. The people all over the world do everything to protect their nature.
2. Much moisture is necessary for plants to grow well.
3. The work to be done is difficult.
4. To solve ecological problems biologists, economists, geologist, foresters, engineers are coordinating their work.
5. There is a lot of work to be done.

VIII. Прочитайте и переведите текст. Перепишите и письменно переведите 1, 2, 4 абзацы

ORDER PRIMATES

1. The Order Primates, the highest order in the animal kingdom, includes the monkeys. Most monkeys live in the tropical Jungles of Africa, Asia and America. They include many species, but we shall study only two families—Long-tailed African Monkeys and Apes.

2. Long-tailed African Monkeys. The particular characteristics of monkeys are clearly shown in the Long-tailed African Monkeys.

3. They live in tropical forests, close to rivers and lakes. They spend most of their lives in the trees moving with great agility on all four limbs from one branch to another. The “thumbs” are opposed to the “fingers” (as in a man’s hand).

4. It is not without reason that monkeys are sometimes said to have four arms. Their agility is exciting to observe. On the ground they walk on all fours, on the soles of their feet and the palms of their hands. The fingers and toes have nails, like a man’s. The body is covered with fur, except for patches of hard, bare skin on the buttocks. The tail is long.

5. Food consists of fruit, young sprouts, birds’ eggs, and insects. They use their hands to place it in their mouths, and store some of the food they find in their cheek pouches, to eat at their leisure. Long-tailed African Monkeys have the same kind and number of teeth as man, except for the canines, which are a little bigger.

6. They live in troops, each with its own leader. They are very destructive to maize and plantation crops, invading them in great parties and spoiling more than they can eat. Living in troops offers advantages in providing food and repulsing enemy attacks.

7. They can easily be taught many amusing tricks. They readily develop conditioned reflexes. These capabilities are connected with highly-developed cortex of the frontal hemispheres of brain where numerous convolutions can be observed.

They usually give birth to a single baby. “Twins” are rare.

IX. Прочтите 6-й абзац текста и ответьте на вопрос:

1. What can you write about monkeys’ mode of life?

ВАРИАНТ 5

1. Перепишите следующие предложения, подчеркните в каждом из них глагол-сказуемое и определите его видовременную форму и залог. Переведите предложения на русский язык.

1. Since the earliest day, furs have played an important part in the economy of Canada.
2. What was he doing at that moment?
3. He wanted to go to Paris, as he had never been there.
4. Plankton contains photosynthetic organisms that break down carbon dioxide.
5. The term «ecosystem» was coined in 1935 by the British ecologist Sir Arthur George Tansley, who described natural systems in "constant interchange" among their living and nonliving parts.
6. Special reservation have been established, where game-shooting is banned.
7. The Barguzin reserve was established in Baikal area in 1919.

II. Перепишите следующие предложения; подчеркните Participle I и Participle II и установите функции каждого из них, т.е. укажите, является ли оно определением, обстоятельством или частью глагола- сказуемого. Переведите предложения на русский язык.

1. Reading this book, I did not use a dictionary.
2. Lake Baikal, known to be the deepest in the world.
3. When given the book read the article about environment protection.
4. The work done by the young specialist gave good results.
5. The working man is his father.

III. Переведите следующие предложения; подчеркните в каждом из них модальный глагол или его эквивалент. Переведите предложения на русский язык.

1. We are to do this experiment today.
2. Amphibian can be of different sizes.
3. In winter, birds should be taken care of and fed.
4. The turtle is able to protrude its head some distance to investigate the outside world.
5. To hunt some valuable species one must get a special hunting license.

IV. Перепишите предложения и переведите их на русский язык, обращая внимание на разные значения глаголов to be, to have, to do.

1. An amoeba does everything-eats, grows, moves with just one cell.
2. He had ten minutes before he had to leave for work.
3. She is a second-year student.
4. They have got a nice house in the country.
5. The students are writing test now.

V. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на разные значения слов it, that, one.

1. More than 300 rivers discharge their water into Lake Baikal and only one river flows out of it.
2. The territory of Moscow is larger than that of London.
3. The problem of reforestation is an important one.

VI. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на герундий и его функцию.

1. She felt satisfaction in helping him.
2. There are different ways of solving this problem.

3. I am fond of resting in the forest.
4. After obtaining good results he reported on his work.

VII. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на функцию инфинитива.

1. In winter, it is advisable to establish feeding places for birds and animals in gardens, parks and forests.
2. The dog was the first to feel danger.
3. To become good biologist one has to know biology well.
4. To solve this complex problem cooperation of specialists in different spheres is needed.
5. I have a lot of work to do.

VIII. Прочитайте и переведите текст. Перепишите и письменно переведите 1, 2, 3, 4, 6 абзацы

SNAKES

1. In comparison with most vertebrates, snakes have amazing capabilities. Having no legs they can crawl rapidly, swim, and many can even climb trees. Most snakes can swallow objects several times the diameter of their head.

2. Most snakes lay eggs and they usually find safe spots for them. The eggs are longer in relation to their diameter than hens' eggs, and usually smaller.

3. The most dangerous snake in the world is considered to be the king cobra of India and China. Some specialists even say the king cobra is also the most lethal wild animal in existence. This conclusion is based upon the large size of the snake, the potency of its venom, and the fact that these snakes are often extremely aggressive. People bitten by a king cobra die in less than an hour.

4. There are about 2400 different species of snakes and of this number, only some 200 are dangerously poisonous to man. In most areas, the kinds of poisonous snakes are a very small percentage of the snake population.

5. One of the most striking methods of defence that snakes have developed is found in a few cobras. They actually spit their venom at their enemies. If the venom gets into the eyes, it causes intense pain, and if it is not washed out, temporary or even permanent, blindness may result.

6. The two chief competitors for the title of the world's largest snake are the anaconda of tropical South America and the python of the Far East. Some anaconda species are up to 10, 5 to 12 metres in length, while pythons may grow up to 10 to 10, 5 metres. There is very little information about the weight of anacondas over 6 metres in length. But most specialists agree that these snakes are considerably heavier than pythons of the same length. A 6-metre anaconda was found to weight 107 kilograms, but it was later found that this snake has "cheated": she later gave birth to 72 youngsters!

IX. Прочтите 5 абзац текста и ответьте на вопрос:

1. Is the venom of cobras dangerous?

ТЕКСТЫ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Все тексты данного раздела необходимо перевести на русский язык письменно.

BIOLOGY

Biology is the science of living things. The word «biology» comes from two Greek words: bio – «life» and logos – «discourse» or «study». Biology includes all the facts and principles which have been derived from a scientific study of living things. The special study of plants, called Botany, and of animals, called Zoology, are the two great subdivisions of the science of biology. Plants and animals are called organisms, so biology may also be defined as the science of organisms.

Life exists in many places on the earth, often in spite of very difficult conditions. In the Arctic regions, the temperature may fall to 60 degrees below zero, while in deserts it may climb to over 120 degrees. Some animals live under the immense pressure of the deep seas, and others live near the tops of the highest mountains. But no matter where they exist, all living things must have certain necessary conditions. Let us see what these are: living things need oxygen, living things must have the right amount of pressure, living things must have water, living things need the proper temperature, and living things must have food.

Most people think that plants are not alive in the same sense that animals are, or that there is some fundamental difference between plant and animal life. But this is not so. Plants and animals have much in common. Their more important points of resemblance are:

1) The living substance of plants and animals is organized into protoplasm. Protoplasm is the basic material of all living systems and its general properties are fundamentally the same in each system both in plants and animals.

2) The living matter is organized in both plants and animals into microscopic units called cells.

3) Certain vital processes take place in plant bodies in the same manner as in animal bodies. These processes are respiration, digestion, assimilation, growth and reproduction.

4) Both animals and plants cannot live without water, air, food, light and moderate amount of heat. They both are of different shapes, sizes and colours. In fact, the differences are not so many as the likenesses although they are more apparent, for only three are important, namely: plants are not conscious, they are unable to move about, and they make their own food.

ANIMALS AND PLANTS

No one knows how many different kinds of plants and animals there are. Some scientists estimate the number at three million. Many of them provide us with Food, clothing, shelter and medicines. Some, including several kinds of insects, pierce our skin and feed on the blood.

Others, both plants and animals, even live and grow inside our bodies. In this way they may cause disease. You can see why scientists study living things with great care. Our lives may depend on; how much we have learned about the living things around us.

Because there are so many, different kinds of plants and animals, the task of the biologists is not an easy one. Up to the present time it was named and described more than 840,000 kinds of animals and 345,000 kinds of plants. To keep track of this great number of living things a system of classification has been set up. Plants and animals are sorted into groups according to the way they are built.

For example, the tiger, the leopard, and the lion will be all grouped together. All of them belong to the cat family. All the members of the cat family, in turn, belong to a larger group that includes such meat-eating animals as the dog, the bear. They have teeth that are built for tearing and cutting flesh. Their sharp claws help them to capture and eat their prey. In this way, all plants and animals were classified by their structure. All living plants and animals were divided into two kingdoms: the animal kingdom and the plant kingdom.

Among the smallest and simplest living things there are some that are difficult to classify. There are tiny plant-like cells that can swim about actively in the water. In some cases, the classification of these is still in doubt.

The animal kingdom, as we have seen, includes many thousands of different animals. Scientists classify them further as follows:

Animal kingdom:

A. Invertebrates (Animals without backbones)

1. One-celled animals,
2. Sponges,
3. Cup animals (jelly-fishes and corals),
4. Spiny-skinned animals (starfishes and their relatives),
5. Worms,
6. Mollusks (oysters, snails, squids),
7. Jointed-legged animals (lobsters, spiders, insects);

B. Vertebrates (Animals with backbones)

1. Fishes.
2. Amphibians (frogs, toads, salamanders),
3. Reptiles (snakes, lizards and turtles),
4. Birds,
5. Mammals.

The plant kingdom includes tiny one-celled plants that can be seen only with a powerful microscope and the great redwood and sequoia trees of the Pacific coast, the oldest and the largest living things on earth.

Down through the ages, man has relied upon plants for many of his needs. The beauty of plants enriches our lives. Most important of all is the fact that the other living things in our world could not exist very long without their plant neighbours.

Some plants have no roots, stems or leaves. Some of them consist of only one cell. Others, like the giant seaweeds may be more-than 100 feet long. They are divided into two main groups. The algae have green chlorophyll. They can make their own food. The fungi have no chlorophyll. They must get their food from other plants and animals.

LINNEAN SYSTEM OF CLASSIFICATION

Carolus Linneus was born in Sweden in a small wooden house painted red with a roof of live turf. It was like many other houses in the village. But the house had a garden around it, so that Linneus used to say later that it was a good place for a naturalist to be born.

All the boy's teachers at school thought him stupid. But one of his father's friends observed that Carl took an unusual interest in plants and that he could identify a great many. He suggested sending Carl to study natural history. His father could give him only about forty dollars for his education, but it was thought that he could work his way. So he set off for the University of Lund. After a year he transferred to the University of Uppsala, since Uppsala had a very fine course of botany. His professor there soon grew very fond of him and saw a great promise in his work. After Linneus had finished his studies at the University with his professor's encouragement he made application to the Royal Society of Sweden to send him on a scientific expedition to Lapland, The Royal Society agreed to the commission. So on May 12, 1732 Linneus set out on foot on the road leading north. He travelled mostly on foot over bad roads and through wild country for nearly a thousand miles. When he got back to Uppsala he gave a careful account of the things he had seen. The main thing among them was his new system of classification for plants and animals which he had worked out on his journey. Three years later this system was published under the title «Systema Naturae». This system has brought: order out of confusion. It was the system of nomenclature that has been used ever since.

According to Linneus system, every plant and every animal was given a double Latin name. The first word whose initial letter was capitalized would indicate to what «genus» or general class it belonged, the second word indicates a particular species. The naming of plants and animals in this way was a fascinating task. Linneus announced that everything in nature should be classified. So science as orderly classified knowledge was coming into its own. The first edition of «Systema Naturae» was published in 1735 It contained only twelve pages, but its

influence was enormous. Linneus is therefore considered the founder of taxonomy – the study of the classification. All the known animal species were, grouped into six classes: mammals, birds, reptiles, fishes, insects and worms. The shortcomings were patched up easily enough later on. This form of binominal nomenclature has given the biologist an international language for life forms that has eliminated incalculable amounts of confusion. He even supplied the human species with an official name; one that it has retained ever since – homo sapiens.

THE MICROSCOPE

Even the ancients had known that curved mirrors and hollow glass spheres filled with water had a magnifying effect. In the opening decades of the XVII century men began to experiment with lenses in order to increase this magnification as far as possible. In this, they were inspired by the great success of that other lensed instrument, the telescope, first put to astronomical use by Galileo in 1609.

Gradually, enlarging instruments or microscopes from Greek words meaning «to view the small» came into use. For the first time, the science of biology was broadened and extended by device that carried the human sense of vision beyond the limit. It enables naturalists to describe small creatures with detail that would have been impossible without it, and it enabled anatomists to find structures that could not otherwise have been seen.

The first man, who made and used microscope was Anthony van Leeuwenhoek. He was not a professional scientist. In fact, he was a janitor in the city hall in Delft, Holland. He made more than 200 different microscopes, most of which had only one carefully polished lens. With his homemade lenses, he explored all sorts of things and discovered a world never before seen by the eyes of man. He examined milk, water, insects, the thin tail of a tadpole, and many other objects. His discoveries of bacteria, blood capillaries, blood cells, and sperm cells made him famous. In 1675, he wrote the first description of the microscopic animals that live in water. Leeuwenhoek's microscopes were simple. But his great patience and keen powers of observation brought to light many new facts about living things.

THE MODERN MICROSCOPE. The microscopes of today are far more complicated than those of Leeuwenhoek's time. They are called compound microscopes because they contain more than one lens. At the top there is an eyepiece which has two lenses in it. Then there is a long tube with more lenses at the bottom. These are called objectives. You can choose different magnifying powers by swinging different objectives into position. The usual high school microscope has a choice of two powers. With the low power, you can magnify an object about 100 times. The high-power objective with the usual eyepiece can enlarge things up to 500 times.

If you wish to examine an object under the microscope you must pass a beam of light through it. As the light passes through the lenses, it is bent in such a way that a magnified image appears. For this reason, anything you wish to see

must be very thin. If it is too thick, the light will not go through it. Most microscopes have a mirror at the base. This can be moved in any direction. It reflects light up through the object and the lenses. The object, mounted on a piece of glass, is placed on a flat platform called the stage. Then the microscope is adjusted by moving the tube up or down. This places the objective at the correct height above the object. Unless you focus carefully in this way, you cannot get a clear picture.

THE ELECTRON MICROSCOPE. There is a limit to the magnifying power of the compound microscope. The very best of them can enlarge an object up to 4000 times. In recent years a new type of microscope has been invented that does not use light. Instead, beams of electrons are passed through the object and a picture is made on film. The electron microscope can give us an image 25,000 times larger than the object. This development illustrates an important principle of science: when a new instrument is invented, it may speed up discoveries in the laboratory. Already, the electron microscope has made it possible to see things never dreamed of by Leeuwenhoek. We may be sure that in the future-it will continue to reveal many new secrets of nature.

CHARLES DARWIN

Charles Darwin was born in Shrewsbury, England. In those days schools did not teach science as they do today. Twelve-year old Darwin, who wanted to spend his time out of doors collecting plants and watching animals, had to stay inside and learn how to write poetry. He was very bad, at it – so bad, in fact, that his father once wrote him angrily – «You care for nothing, but shooting dogs and rat catching and you will be a disgrace to yourself and all our family».

Charles's father then decided that he should be a doctor and sent him to a medical school. But it soon became obvious that young Darwin was not at all interested in medicine. So his father tried to make a clergyman out of him and sent him to the University of Cambridge. Still Darwin couldn't make himself care for anything but hunting and natural history. As soon as he graduated, one of Darwin's professors, a scientist, who understood him better than his father urged him to apply for the job of naturalist aboard of the H. M. S. Beagle. The ship was to make a voyage around the world, surveying trade routes and looking for ways to improve trade for British merchants in the far-off corners of the earth. The captain was willing to give up part of his own cabin to any young man who would go without pay as naturalist. Today no one remembers how much the Beagle helped British merchants. The information the trip yielded about trade was far less important than the knowledge that was to change people's way of thinking. It was during his trip on the Beagle that Darwin first began to develop his theory of evolution. Everywhere he sailed he collected facts about rocks, plants and animals. The more facts he gathered from different parts of the world, the more he became convinced that things he observed in nature could not be explained by the old idea that each species had been separately created.

The more he wandered and observed, the more he began to realize there was only one other possible answer to the puzzle. If all these species of plants and animals had developed from common ancestors, then it was easy to understand their similarities and differences. At some time, Darwin thought, the common ancestors of both the island and mainland species must have travelled from the mainland to the islands. Later, all the species in both places, through slow changes, became different from each other.

After the Beagle returned to England, Darwin began his first notebook on the origin of species. During the next twenty years he filled notebook after notebook with still more facts that he and others discovered about the world of living things. These facts all led to one conclusion, that all living things are descended from common ancestors.

Darwin proved the truth of evolution, the descent with change of one species from another. Where others before him have failed, Darwin succeeded in convincing the world that he was right about evolution. He succeeded for two reasons. He collected an enormous number of facts and put them together so that they told the whole story. And he not only declared that evolution occurred but he also explained how it worked and what caused it. This he called the theory of natural selection.

Nearly a hundred years have passed since Darwin's great book, «The Origin of Species by Means of Natural Selection», was published. People have found out new facts about evolution, and especially about inheritance. These facts have made more precise our ideas of how natural selection works. This does not mean the theory was wrong. On the contrary, a true theory is alive; like everything else in the world it changes and grows. Only a dead, useless theory stays the same down to the last detail.

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