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Методические указания по выполнению самостоятельной работы для
обучающихся всех направлений подготовки

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Данные методические указания включают контрольные задания, состоящие из пяти вариантов.

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ВВЕДЕНИЕ

Настоящие методические указания содержат задания и рекомендации по выполнению самостоятельной работы для обучающихся всех направлений подготовки. Цель самостоятельной работы обучающихся – совершенствование знаний в области грамматики изучаемого языка, а также развитие навыков чтения профессиональных текстов на английском языке.

Особенностью изучения иностранного языка является необходимость прорабатывать теоретический материал и выполнять задания самостоятельно.

Вариант 1

I. Перепишите следующие предложения. Определите какой частью речи являются слова, оформленные окончанием - s и какую функцию это окончание выполняет, то есть служит ли оно:

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

Переведите предложения на русский язык.

1. Man begins to study plants many hundred years ago.
2. Ann's father works as a driver.
3. We can find Shakespeare's plays in many libraries of our town.
4. The students' academic year begins in October.
5. All farmers of this country have comfortable apartments.

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

1. There are many elements which are essential for normal plant growth and development.
2. The breaking down of water molecules into ions is known as ionization.
3. The harmful soil organisms do much damage to the young plants.
4. Veterinarians are the specialists who develop livestock breeds.
5. We were to find ways to reduce air and water pollution.

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

1. The Baltic Sea is colder than the Black Sea.
2. I think football is less dangerous than boxing.
3. Kate is as lazy as her brother.
4. In the Eastern part of Britain most farms are arable.
5. The hotter is the weather in autumn the better is the harvest of vegetables.

IV. Перепишите и переведите предложения, обращая внимание на местоимения.

1. I quite agree with him.
2. What has happened?
3. Did you go anywhere yesterday?
4. I went to the post office and bought some stamps and envelops.
5. You can get these books at any library.

V. Перепишите следующие предложения; подчеркните в каждом из них модальные глаголы или их эквиваленты. Переведите предложения на русский язык.

1. He must be in a library now.
2. He may be busy.
3. We shall be allowed to stay at home.
4. Who is to take care of the children?
5. She can translate this article without dictionary.

VI. Перепишите следующие предложения; подчеркните в каждом из них глагол-сказуемое и определите его видовременную форму.

1. Plants grow everywhere in the world.
2. We had studied the material before we began to work in the laboratory.
3. They were reading journals on an interesting problem of genetics.
4. New robots will appear for work on fields.
5. Most cultivated plants originated from the wild ones.

VII. Перепишите следующие предложения и поставьте к ним общие вопросы. Переведите предложения в вопросительной форме.

1. They had finished the construction of this stadium.
2. He will come tomorrow.
3. My best friends live in our town.
4. We answered all the questions.

VIII. Перепишите следующие предложения и поставьте к ним специальные вопросы.

1. He will return from Kiev in June. (when?)
2. She translated these articles last week (what? when?)
3. He bought some books. (how many?)

IX. Перепишите и письменно переведите текст на русский язык.

HISTORY OF AGRICULTURE

The first great civilizations arose in two regions of the Middle East. One region was the Nile River Valley of Egypt. The other was Mesopotamia. Both regions had fertile soil, but neither received enough rain for crops to grow. Farmers discovered, however, that they could raise crops during most of the year if they used river water for irrigation. By about 3000 B.C. Egyptian and Mesopotamian farmers had developed the world's first large-scale irrigation systems and had invented a plow that oxen could pull.

The Roman Empire began as a country of small farms on the Italian peninsula before 500 B.C. By the 200s the Romans had developed new farming methods, e.g. systems of crop rotation. The selective breeding of plants and livestock began in Europe during Roman times, too.

During the Middle Ages European farmers invented a three-field system of crop rotation during the Middle Ages. In many areas it replaced the Roman two-field system. On most European farms horses gradually replaced oxen as the chief source of power. Many special-purpose livestock breeds were developed.

The European voyages of discovery that began in the 1400s greatly affected agriculture throughout the world. In various parts of the Americas, Indian farmers grew cocoa beans, corn, peanuts, peppers, rubber trees, squash, sweet potatoes, tobacco, and tomatoes. Europeans first learned of these crops, and how best to grow them, from the Indians. The Europeans, in turn, brought their seeds, livestock, and farming tools and methods to the regions they explored and settled.

Вариант 2

I. Перепишите следующие предложения. Определите, какой частью речи являются слова, оформленные окончанием - s и какую функцию это окончание выполняет, то есть служит ли оно:

- а) показателем третьего лица единственного числа глагола в **Present Simple**;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа имени существительного

Переведите предложения на русский язык.

1. The students begin to study biology in the second year.
2. Young people become students at seventeen.
3. My elder brother Peter's son lives in Bulgaria.
4. The sailors carried out the captain's order at once.
5. My son does not know how to open the door because he is only three years old.

I. Перепишите следующие предложения и переведите их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным (см. образец выполнения к упр. 2)

1. Farm machinery changed the life and work on our farm.
2. It is important for India to increase food grain production, as its population is constantly growing.
3. There are some computer centres in our academy.
4. Field crops may be variously classified.
5. Milk production is of the first importance in structure of British agriculture.

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

1. He speaks Italian better than English.
2. Your farm is not so big as our farm.
3. David is one inch taller than his mother.
4. The better the climate, the higher the crop yields.
5. It was the worst episode in his life.

IV. Перепишите и переведите предложения, обращая внимание на местоимения.

1. He showed the picture to her but not to me.
2. Whose dictionary is that?
3. Nobody knows about it.
4. He didn't say anything about it in his last letter.
5. Which month is the coldest in Moscow?

V. Перепишите следующие предложения; подчеркните в каждом из них модальные глаголы или их эквиваленты. Переведите предложения на русский язык.

1. Factories must not discharge their smoke into atmosphere and make it dirty.
2. Man will not be able to live without growing plants for himself and for feeding farm animals.
3. I have not written the composition. I shall have to write it on Sunday.
4. Don't ring him up. He must be sleeping.
5. He might do it yesterday.

VI. Перепишите следующие предложения; подчеркните в каждом из них глагол-сказуемое и определите его видовременную форму (см. образец выполнения к упр. 6).

1. This crop rotation includes a grain crop, a legume and a cultivated crop.
2. Some trees reach the height of 300 feet.
3. The scientist has visited our institute many times.
4. You will read this novel with great interest.
5. He has not been asking us about it.

VII. Перепишите следующие предложения и поставьте к ним общие вопросы. Переведите предложения в вопросительной форме.

1. It will be raining in a minute.
2. She helps her mother in the evening.
3. They translated many texts.
4. They use crop rotation on their farms.

VIII. Перепишите следующие предложения и поставьте к ним специальные вопросы. Переведите предложения в вопросительной форме.

1. It is hot in summer (when?)
2. They were talking about new film (who? what?)
3. He can skate very well (how?)

IX. Перепишите и письменно переведите текст на русский язык.

WORLD EDUCATION MISSING THE MARK

Most of the world's richest nations are breaking their promises to provide funding for primary education for the world's poorest children. Eight Millennium Development Goals were established by rich countries five years ago; the provision of education in developing countries was one of these. The Global Campaign for Education (GCE) has written "school report cards" on the 22 donor countries and most score badly. The GCE report, "Missing the Mark: A School Report on rich countries' contribution to Universal Primary Education by 2015", reveals that 100 million children are receiving no education because of broken promises. "Put simply...[rich] countries are preventing children in poor countries from going to school," said GCE spokesperson Rasheda Chowdhury.

The GCE graded the quantity and quality of education aid programmes. The USA and Austria are the only two countries that received an "F" grade; Norway and Holland are top of the class with "A's". The USA's report card remarks: "George

is making strides to increase basic education funding, although he is not yet living up to his potential." The GCE document decries as "scandalous" the pledged but unreleased \$3 billion needed to keep on track: "For about the cost of four Stealth bombers, we could get 100 million more children into school." It concludes that when these "children are deprived of education, it is not just a huge number of lives that we are throwing away. We are also throwing away...the best chance we have to put an end to world poverty, and secure a more peaceful and stable future for us all."

Вариант 3

I. Перепишите следующие предложения. Определите какой частью речи являются слова, оформленные окончанием -s и какую функцию это окончание выполняет, то есть служит ли оно:

- а) показателем 3-го лица единственного числа глагола в **Present Simple**;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа имени существительного (см. образец выполнения к упр. 1).

Переведите предложения на русский язык.

1. American agriculture exports its crops to Europe, Asia, Africa and Latin America.
2. I do not know the director's decision yet.
3. He repairs the fishermen's boats.
4. My friend likes to write letters.
5. Nick's mother speaks Russian.

II. Перепишите следующие предложения и переведите их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным (см. образец к упр.2).

1. There are various factors that make up soil fertility and moisture conditions, plant food and soil structure.
2. Grains, fruits and vegetables are food obtained by man directly from the soil.
3. There are spring and winter varieties of wheat.
4. The leading root crops are carrots, beets and sweet potatoes.
5. The first great civilization arose in two regions of the Middle East. Our region was the Nile River Valley of Egypt.

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

1. A car is faster than a train.
2. He was the eldest in the family.
3. He spent most of his money on books.
4. The tallest trees in the world grow in California.
5. The nearer the spring the longer the days.

IV. Перепишите и переведите предложения, обращая внимание на местоимения.

1. Children, where are you?
2. Nobody was at home when I came back.
3. If you have any books on this subject, bring them to me, please.
4. Who lives in this room?
5. Are there any books on this shelf?

V. Перепишите предложения; подчеркните в каждом из них модальные глаголы или их эквиваленты. Переведите предложения на русский язык.

1. It must be very difficult to learn German.
2. Why did you have to stay at home yesterday? – Because my parents were not at home and I had to look after my little sister.
3. They will be able to fulfill this work.
4. It stopped raining and mother told us that we might go out to play in the yard.
5. All agronomists are to study environmental factors affecting the plant growing

VI. Перепишите следующие предложения; подчеркните в каждом из них глагол-сказуемое и определите его видовременную форму (см.образец выполнения к упр.6). Переведите предложения на русский язык.

1. The postman brings us the newspapers in the morning.

2. When I entered the room he was reading.
3. He had been reading the book for two hours when I came.
4. Where is Mike? He is sitting in his room and writing a letter.
5. Man began to study plants many hundred years ago.

VII. Перепишите следующие предложения и поставьте к ним общие вопросы. Переведите предложения в вопросительной форме.

1. There are many mushrooms and berries in the wood in autumn.
2. They will be ready in 5 minutes.
3. They have been waiting for you for a long time.
4. He sat down to have a rest.
5. She could not do it.

VIII. Перепишите следующие предложения и поставьте к ним специальные вопросы. Переведите предложения в вопросительной форме.

1. His sister will stay in Omsk several days (Where?)
2. He waters the flowers in his garden every day. (What? When?)
3. There are 25 students in our group. (How many?)

IX. Перепишите и письменно переведите текст на русский язык.

WE MAYBE ABLE TO LEARN VOCABULARY WHILE SLEEPING

A new study shows that we could learn vocabulary while we are sleeping. This is great news for students struggling to learn a new language. It is also good for anyone who is trying to expand their knowledge of words. Researchers from the University of Bern in Switzerland have shown that it is possible to learn new information while we are sleeping deeply, and then recall this information when we need it after we wake up. This new information includes foreign language vocabulary.

The researchers conducted tests on whether or not a person can remember new words and their translations while they were asleep. They said our sleeping brain is much more aware of the outside world than we thought. Researcher Marc Züst said, "Language areas of the brain and the hippocampus – the brain's essential

memory hub – were activated" after a person woke up. He said these areas of the brain allow us to remember vocabulary during deep sleep.

The researchers said that during deep sleep, our brain cells are active for a short period of time – about half a second. The cells then enter into a period of inactivity – again, about half a second. The active state is called "up-state" and the inactive state is called "down-state." The "up-state" period is the time when our brain could learn new vocabulary. The researchers say more research is needed to be 100 per cent sure that we can learn vocabulary while asleep

Вариант 4

I. Перепишите следующие предложения. Определите какой частью речи являются слова оформленные окончанием - s и какую функцию это окончание выполняет, то есть служит ли оно:

- а) показателем 3-го лица единственного числа глагола в **Present Simple**;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа имени существительного (см.образец выполнения к упр. 1).

Переведите предложения на русский язык.

6. My brother's room is light and comfortable.
7. I don't know all details of those episodes.
8. Both his sons are students of the Moscow University.
9. He likes to read Lermontov's poems.
10. Have you asked the doctor's opinion?

II. Перепишите следующие предложения и переведите их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным (см. образец выполнения к vпр. 2).

1. What are the main reasons and results of air pollution?
2. The former USSR and some other countries are examples of countries where government decisions are dominant.
3. The water cycle is an endless process of water being exchanged amount clouds, land and ocean.
4. Plant Protection, Soil Science, Plant Phisiology, Rice Growing are very important subjects for agriculture specialty.
5. Today population growth and industrialization throughout the world continue to increase the demand for water.

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

1. The more experiments we make in our laboratory the better results we get.
2. My sister speaks English worse than I do.
3. The rivers in America are much bigger than those in England.
4. Today is much colder than yesterday.
5. The stronger and healthier the plants the better seeds they develop.

IV. Перепишите и переведите предложения, обращая внимание на местоимения.

1. I have read about it.
2. Nothing special happened yesterday.
3. What is the price for wheat and barley?
4. Some of the first year students have already taken their examination on this subject.
5. He lives in that white house.

V. Перепишите следующие предложения; подчеркните в каждом из них модальные глаголы или их эквиваленты. Переведите предложения на русский язык.

1. We can't wait for them any longer, we must bring them up and find out what has happened.
2. I had to do a lot of homework yesterday.
3. He was waiting for his friend at the station.
4. I was sure you could translate this text.
5. They must be talking about our trip.

VI. Перепишите следующие предложения; подчеркните в каждом из них глагол - сказуемое и определите его видовременную форму (см. образец выполнения к упр. 6). Переведите предложения на русский язык.

1. He has been doing his lessons since 2 o'clock.
2. We have completed this project already.
3. Well - planned rotations increase yields because of their conserving and improving the soil.
4. Now I am translating a very difficult article.
5. Every spring he plants a lot of flowers in his garden.

VII. Перепишите следующие предложения и поставьте к ним общие вопросы. Переведите предложения в вопросительной форме.

1. Mother is washing plates and cups in the kitchen.
2. This farmer grows beets and carrots every year.

3. He will come today or tomorrow.
4. I wrote two letters yesterday.

VIII. Перепишите следующие предложения и поставьте к ним специальные вопросы. Переведите предложения в вопросительной форме.

5. The farmers introduced fertilizers in autumn, (what? where?)
6. My mother graduated from our academy (who?)
7. My father plowed our seedbed in spring (when?)

IX. Перепишите и письменно переведите текст на русский язык.

HOTTER WEATHER LOWERS EXAM RESULTS

Hotter weather leads to lower exam results, according to a new study from Harvard University, the University of California and Georgia State University. What's more, hot weather may reduce learning in both the short term and long term. Researchers reported that hot weather on test days and higher than average temperatures throughout the school year resulted in poorer grades.

The study is the first major research into the effect of heat on students in the USA. Researchers analyzed how test scores from 10 million American students were impacted by the weather. They showed that an average temperature increase of just 0,55 in a one per cent decrease in learning. The research is in a paper called "Heat and Learning" and was published last month by the USA's National Bureau of Economic Research. One of the more concerning conclusions contained in the study is that global warming may affect learning and the income-earning potential of students around the world.

The researchers predicted that if global temperatures continued to rise, the average American student could lose \$25,000 in income over their lifetime because of lower exam results. Using air conditioning in classrooms could circumvent this. The researchers also found that hotter weather was, "particularly damaging...for low income and minority students" across the USA.

Вариант 5

I. Перепишите следующие предложения. Определите, какой частью речи являются слова, оформленные окончанием -s и какую функцию это окончание выполняет, то есть служит ли оно:

- а) показателем 3-го лица единственного числа глагола в **Present Simple**;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа имени существительного (см. образец выполнения к упр. 1).

Переведи те предложения на русский язык.

1. My brother's wife is a teacher of biology at school.
2. Squares have four sides.

3. My brother's working day begins at 9 o'clock.
4. My friend Peter's watch is broken.
5. The USA produces half of the world's corn for grain.

II. Перепишите следующие предложения и переведите их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным (см. образец выполнения к упр.2)

1. The students of our group have to work at construction sites in Siberia in summer.
2. The gasoline engine appeared at the beginning of the 20th century.
3. The grain crops take large quantities of nitrogen, phosphorus and potassium from the soil.
4. Every year world industry pollutes the atmosphere with dust and other harmful substances.
5. It is necessary to finish the construction of the new irrigation canal by the end of July.

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

1. The more we cultivate the soil the higher are the yields.
2. Most of the books have been published in Moscow.
3. My mother is the busiest member in our family.
4. The kitchen in my flat is as large as the bedroom.
5. Better late than never.

IV. Перепишите и переведите предложения, обращая внимание на местоимения.

1. He showed her the picture.
2. Whose book did you take?
3. Will anybody help me?
4. Come to see me at any time.
5. Which language do you know better English or German?

V. Перепишите следующие предложения, подчеркните в каждом из них модальные глаголы или их эквиваленты. Переведите предложения на русский язык.

1. It must be very warm in April.
2. We could not meet them at the station.
3. This child must spend more time out in the open air.

4. He had to stay at home because he did not feel well.
5. I am sure you are able to translate this article.

VI. Перепишите следующие предложения, подчеркните в каждом из них глагол - сказуемое и определите его видовременную форму (см. образец выполнения к упр. 6). Переведите предложения на русский язык.

1. Cotton requires higher temperature for its growth than wheat.
2. The mechanics have already shown us new machinery.
3. I took the book which he had been reading.
4. My friend's father was helping his son because he knows English well.
5. The fuel that warms our houses comes indirectly from the soil.

VII. Перепишите следующие предложения и поставьте к ним общие вопросы. Переведите предложения в вопросительной форме.

1. He was waiting for you at 6 o'clock.
2. He has been playing his tape - recorder since morning.
3. She worked at this plant last year.
4. She plays tennis very well.

VIII. Перепишите следующие предложения и поставьте к ним специальные вопросы. Переведите предложения в вопросительной форме.

5. They planted many trees in our schoolyard (who? where?)
6. Pushkin was born in 1799 (when?)
7. She runs very quickly (how?)

IX. Перепишите и письменно переведите текст на русский язык.

BRITISH AGRICULTURE

Agriculture, one of Britain's most important industries, supplies nearly two-thirds of the country's food. British agriculture is efficient, for it is based on modern technology and research.

Nearly 80 % of the land is used for agriculture. The total agricultural acreage of Great Britain is about 45.000.000 acres. Soils vary from the poor ones of highland Britain to the rich fertile soils in the eastern and southeastern parts of England.

There are about 55 000 farms in Britain. They are not large. An average sized farm is about 30-40 acres. There are three main types of farming in Great Britain: pastoral, arable, mixed. 60 % of farms are developed mainly to dairying or beef cattle and sheep. Sheep and cattle are reared in the hill and moorland areas of Scotland, Wales, Northern Ireland and south-western England. Milk production is of the first importance in the structure of British agriculture.

Pig breeding is carried on in most areas but is particularly important in southern England, north-east Scotland and Northern Ireland.

Arable farms are mainly in the eastern part of the country. The main cereal crops in Great Britain are wheat, barley and oats. Rye is grown in small quantities for use as cattle fodder.

Great Britain produces different kinds of fruit: apples, pears, cherries, gooseberries, strawberries, raspberries and others. Potatoes are grown for sale, for fodder and for seed.

Modern machines: tractors, combines and other equipment are used on British farms. But today the main tendency in British agriculture is that small traditional farms are gradually disappearing because they cannot compete with big industrial farms.

Britain's second major source of food is the surrounding sea. The fishing industry provides about 70 % of British fish supplies.

СПИСОК РЕКОМЕНДУЕМОЙ ЛИТЕРАТУРЫ

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