МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное образовательное учреждение

высшего образования

«Забайкальский государственный университет»

(ФГБОУ ВО «ЗабГУ»)

Факультет историко-филологический

Кафедра иностранных языков

**УЧЕБНЫЕ МАТЕРИАЛЫ**

**для студентов заочной формы обучения**

по Иностранный язык

наименование дисциплины (модуля)

для направления подготовки (специальности)

**44.03.01 Педагогическое образование
профиль «Биологическое образование»**

код и наименование направления подготовки (специальности)

Общая трудоемкость дисциплины (модуля) составляет 4/1 зачетных единиц, 180 часов.

|  |  |
| --- | --- |
| Виды занятий |  |
| 1семестр | 2семестр | Всего часов |
| Общая трудоемкость  | 72 | 72 |  |
| Аудиторные занятия, в т.ч.: |  |  |  |
| лекционные (ЛК) |  |  |  |
| практические (семинарские) (ПЗ, СЗ) | 10 | 10 |  |
| лабораторные (ЛР) |  |  |  |
| Самостоятельная работа студентов (СРС) | 62 | 62 |  |
| Форма текущего контроля в семестре\* | зачет | экзамен36 |  |
| Курсовая работа (курсовой проект) (КР, КП) |  |  | 180 |

 **Краткое содержание курса**

|  |  |
| --- | --- |
| № п/п | Перечень изучаемых тем, разделов дисциплины (модуля). |
|  | Тема: Биология – наука о жизни (Biology - the study of life).Грамматика: Present SimpleЛексика: по указанной теме. |
|  | Темы: - Чем занимаются биологи (What do biologists do?). - Известные биологи и их открытия (Famous biologists and their discoveries).Лексика: по указанной теме. |

**1 семестр**

**Форма текущего контроля**

**Exercise 1 Discuss in groups.**

1. Are all things around us living?

2. What non-living things do you know?

3. How can we classify living things?

4. Are you interested in plants or animals?

**Exercise 2 Practise in reading and give Russian equivalents of the following words and word combinations. Write the words in phonetic transcription.**

Biology, science, algae, elephant, wonder, virus, characteristic of life, living thing, animals and plants, visible, invisible, world of bacteria, cell, living creature, environment, metabolic process, survival, stimuli, adaptation, mountainous area, to experience difficulty, increase in heart rate, somatic change, reversible, genotypic, genetic, resistance, pesticide.

**Exercise 3 Match the words with their definitions.**

|  |  |
| --- | --- |
| 1. biology | A. a living creature such as a dog, lion, or rabbit, rather than a bird, fish, insect, or human being |
| 2. living thing | B. a kind of germ that can cause disease |
| 3. algae | C. relating to genes or heredity |
| 4. characteristic | D. a living organism of the kind exemplified by trees, shrubs, herbs, grasses typically growing in a permanent site, absorbing water and inorganic substances through its roots |
| 5. animal | E. a thing or event that evokes a specific functional reaction in an organ or tissue |
| 6. plant | F. life form |
| 7. virus | G. the science which is concerned with the study of living things |
| 8. stimulus (stimuli) | H. a distinguishing quality, attribute, or trait |
| 9. somatic | I. a type of plant with no stems or leaves that grows in water or on damp surfaces |
| 10. genetic | J. relating to the body, especially as distinct from the mind |

**Exercise 4 Read and translate the text.**

**Biology - the study of life**

What is biology? Biology means the study of life and it is the science which investigates all living things. For as long as people have looked at the world around them, they have studied biology. From the very small algae to the very large elephant, life has a certain wonder about it. With that in mind, how do we know if something is living? Is a virus alive or dead? What are the characteristics of life? These are all very important questions with equally important answers.

Living things include both the visible world of animals and plants, as well as the invisible world of bacteria. On a basic level, we can say that life is ordered. Organisms have an enormously complex organization. We’re all familiar with the intricate systems of the basic unit of life, the cell.

 Life can also “work”. No, not the daily employment variety, but living creatures can take in energy from the environment. This energy, in the form of food, is transformed to maintain metabolic processes and for survival.

 Life grows and develops. This means more than just getting larger in size. Living organisms also have the ability to rebuild and repair themselves when injured.

 Life can reproduce. Have you ever seen dirt reproduce? I don’t think so. Life can only come from other living creatures.

Life can respond. Think about the last time you accidentally stubbed your toe. Almost instantly, you flinched back in pain. Life is characterized by this response to stimuli.

 Finally, life can adapt and respond to the demands placed on it by the environment. There are three basic types of adaptations that can occur in higher organisms. Reversible changes occur as a response to changes in the environment. Let’s say you live near sea level and you travel to a mountainous area. You may begin to experience difficulty breathing and an increase in heart rate as a result of the change in increase in heart rate. These symptoms go away when you go back down to sea level.

Somatic changes occur as a result of prolonged changes in the environment. Using the previous example, if you were to stay in the mountainous area for a long time, you would notice that your heart rate would begin to slow down and you would begin to breathe normally. Somatic changes are also reversible.

The final type of adaptation is called genotypic (caused by mutation). These changes take place within the genetic makeup of the organism and are not reversible. An example would be the development of resistance to pesticides by insects and spiders.

In summary, life is organized, “works”, grows, reproduces, responds to stimuli and adapts. These characteristics form the basis of the study of biology.

**Exercise 5 Look through the text and find English equivalents for the following Russian words and phrases.**

Наука о жизни, изучать живые существа, водоросли, мир растений и животных, характеристики жизни, видимый, невидимый, бактерии, сложный, клетка, окружающая среда, пища, метаболический процесс, воспроизводить, реакция на раздражители, обратимые изменения, испытывать трудность, увеличение частоты сердцебиений, соматические изменения, генотипический, пестицид, сопротивляемость, насекомое, паук, таким образом.

**Exercise 6 Read the text again and decide if the following statements are true or false.**

1. Biology is the study of life which investigates only plants. T/F

2. Living things include the invisible world of animals and plants. T/F

3. Energy from the environment is transformed to maintain metabolic processes. T/F

4. Life can reproduce, adapt and respond. T/F

5. You may experience difficulty breathing when you go down to sea level.

6. Somatic changes are not reversible. T/F

7. Genotypic adaptation is caused by mutation. T/F

**Exercise 7 Insert suitable words from the text into these phrases.**

1. The study of … 2. … things 3. visible world of … and plants 4. basic …of life 5. living … 6. to … metabolic processes 7. response to … 8. sea … 9. increase in … rate 10. … changes 11. to experience … 12. … principles 13. the field of …

**Exercise 8 Complete the following sentences.**

1. Biology is the study of … that investigates …

2. Living things include the visible world of … and plants, as well as the invisible world of ….

3. The basic unit of life is …

4. Living creatures can take in energy from ….

5. Living organisms have the ability to … and … themselves.

6. Life is characterized by the response to …

7. … changes occur as a response to … in the environment.

8. Somatic changes occur as a result of … changes in the environment.

9. Genotypic changes are not ….

10. The development of resistance to pesticides by insects and spiders is an example of …

**Exercise 9 Give the singular form of the nouns.**

Phenomena, species, data, analyses, series, genera, bacteria, analyses, algae, stimuli, homeostases.

**Exercise 10 Do you know plants, animals and insects? Put the words into the correct column. Add more animals, plants and insects to each of the group.**

Butterfly, lion, frog, bee, camomile, birch, crocodile, snake, deer, dog rose, beetle, raspberry, violet, ant.

*Plants Animals Insects*

… … …

**Exercise 11 Answer the questions.**

1. What is biology? 2. What do living things include? 3. What is the basic unit of life? 4. What can life do? 5. How many basic types of adaptations can occur in higher organisms? 6. What are these types? 7. When do reversible changes occur? 8. When do somatic changes occur? 9. What is the final type of adaptation? 10. What characteristics form the basis of the study of biology?

**Exercise 12 Retell the text “Biology - the study of life”.**

**Grammar exercises**

**(Simple Tenses)**

**Прочитайте следующие предложения и выберите из предложенных после них вариантов нужную грамматическую форму:**

1. He ... English better now than before.

*a) spoke; b) will speak; c) speaks, d) speak.*

2. Now I’m busy, yesterday I ... some books at the library.

 *a) order, b) will order, c) ordered, d) orders.*

3. Students ... books and textbooks from these libraries.

 *a) borrow, b) borrows, c) will borrow, d )borrowed.*

4. This student ... to the USA next year.

 *a) will go, b) goes, c) go, d) went.*

5. They ... a seminar in Psychology next Friday.

 *a) don’t have, b) won’t have, c) didn’t have, d) doesn’t have.*

6. The 1944 Education Act ... free compulsory secondary education in Great Britain.

 *a) introduces, b) introduced, c) will introduce, d) introduce.*

7. College ... nicer and nicer. *a) get, b) got, c) will get, d) gets.*

8. We ... ice cream twice a week. *a) has, b) will have, c) had, d) have.*

9. I ... an awful mistake the first day. *a) made, b) will make, c) makes, d) make.*

10. ... of Michael Angelo?

a) did you know, b) do you know. c) does you know, d) will you know.

**2 семестр**

**Exercise 1 Practise in reading and give Russian equivalents of the following words and word combinations. Write the words in phonetic transcription.**

Biologist, focus, discipline, area, science, zoology, botany, molecular, cell, genetics, biological, generation, inheritance, foundation of biology, principle, cell theory, gene theory, evolution, homeostasis, thermodynamics, atom, molecule, ecosystem, biosphere, sub-disciplines, anatomy, cell biology, physiology, botanist, zoologist, bacteriologist, biochemist, protein, geneticist, environment, physiologist, ecologist, wildlife, health care, horticulture, agriculture, marine biology, to specialise in, medicine, lecturer, research worker.

**Exercise 2 Match the words with their definitions.**

|  |  |
| --- | --- |
| 1. zoology | A. a scientific discipline that studies physiological properties and structure of cells |
| 2. botany | B. the branch of science that deals with microorganisms |
| 3. microbiology  | C. the scientific study of the behaviour, structure, physiology, classification, and distribution of animals |
| 4. anatomy | D. the simplest unit of a chemical compound that can exist, consisting of two or more atoms held together by chemical bonds |
| 5. genetics | E. scientific worker |
| 6. physiology | F. the study of heredity and the variation of inherited characteristics |
| 7. cell biology | G. the study of the structure of the bodies of people or animals |
| 8. molecule | H. the smallest part of an animal or plant that is able to function independently |
| 9. cell | I. the scientific study of how people’s and animals’ bodies function, and of how plants function |
| 10. research worker | J. the scientific study of the physiology, structure, genetics, ecology, distribution, classification, and economic importance of plants |

**Exercise 3 Read and translate the text.**

**What do biology and biologists focus on?**

The field of biology is very broad in scope and can be divided into several disciplines. There are four main areas of biology. This science can be divided into zoology, the study of animal life, and botany, the study of plant life. Biology also includes molecular biology, the study of how the building blocks of living things, the cells, work. Another topic of interest in biology is genetics, how biological information is passed on from one generation to the next: that is, inheritance. In the most general sense, these areas are based on the type of organism studied.

Biologists should know about all of these four areas of study. Plants and animals do not live separately from each other; all living things are made up of cells and one of the things genetics tells us is how plants and animals adapt to the conditions around them. Biologists should also remember that the foundation of biology as it exists today is based on five basic principles. They are the cell theory, gene theory, evolution, homeostasis, and laws of thermodynamics. Biologists study every aspect of life at every level of its organization, from the atoms that make up biological molecules to the ecosystems that form the biosphere.

There is even a new area of biology called astrobiology, which is looking at the possibilities of life on other planets.

The main fields of study in biology can be broken down into several specialized sub-disciplines. Some of which include anatomy, cell biology, and physiology. Modern biology is an enormous subject that has many branches. Specialists in some branches include:

- botanists who study plants;

- zoologists who study animals;

- bacteriologists who study bacteria;

- molecular biologists and biochemists who reveal how DNA, proteins, and other molecules are involved in biological processes;

- geneticists who study genes and inheritance;

- cell biologists who study individual cells or groups of cells and investigate how cells interact with each other and their environment;

- physiologists who find out how organ systems work in a healthy body;

- ecologists who study interactions between organisms and their environment.

 Biologists are employed in many fields including wildlife conservation and management, industry, health care, horticulture, agriculture, zoos, museums, information science, and marine and freshwater biology. For those who choose to specialise in genetics or molecular biology there are important career opportunities in medicine. In addition, many biologists are employed as teachers, lecturers, or research workers.

**Exercise 4 Look through the text and find English equivalents for the following Russian words and phrases.**

Разделы биологии, зоология, ботаника, молекулярная биология, клетка, генетика, наследственность, основываться на чем-л., состоять из клеток, приспосабливаться к условиям, клеточная теория, генная теория, эволюция, биологическая молекула, экосистема, биосфера, подраздел, анатомия, физиология, отрасль, ботаник, зоолог, бактериолог, ДНК, белок, генетик, цитолог, окружающая среда (окружение), физиолог, здоровый организм, эколог, охрана живой природы, здравоохранение, карьерные возможности, научный сотрудник (исследователь).

 **Exercise 5 Find English equivalents to the following word combinations from the text.**

|  |  |  |
| --- | --- | --- |
|  | **Russian term** |  **English equivalent** |
| 1. | биология основывается на пяти основных принципах |  |
| 2. | многие биологи работают учителями, преподавателями вузов или исследователями |  |
| 3. | наследственность |  |
| 4. | отрасль биологии |  |
| 5. | биологи, изучающие клетки |  |
| 6. | здоровый организм |  |
| 7. | ботаники изучают растения |  |
| 8. | зоологи изучают животных |  |
| 9. | взаимодействия между организмами и их окружением |  |
| 10.  | экосистемы, которые образуют биосферу |  |
| 11. | все живые организмы состоят из клеток |  |
| 12 | возможности жизни на других планетах |  |

**Exercise 6 Read the text again and decide if the following statements are *true* or *false*.**

1. There are three main areas of biology. T/F

2. Botany is the study of plant life. T/F

3. Molecular biology studies how the cells work. T/F

4. Genetics studies inheritance and also tells us how plants and animals adapt to the conditions around them. T/F

5. The foundation of biology is based on six basic principles. T/F

6. Homeostasis is one of the basic principles of biology. T/F

7. Astrobiology is an old area of biology. T/F

8. Anatomy is a specialized subdiscipline of biology. T/F

9. Bacteriologists study DNA and proteins. T/F

10. Biologists can be employed in wildlife conservation, health care, horticulture, agriculture, museums. T/F

**Exercise 7 Complete the sentences below with words from the box.**

|  |
| --- |
|  A. bacteria B. genetics C. molecular D. branches E. interactions F. sub-disciplines G. horticulture H. biology I. basic principles J. opportunities K. atoms L. molecular biology M. ecosystems N. medicine |

1. The study of how the cells work is ….

2. … is interested in inheritance.

3. The foundation of biology is based on five ….

4. Biologists study every aspect of life from the … to the ….

5. Biology includes several specialized ….

6. Bacteriologists study ….

7. Ecologists study … between organisms and their environment.

8. Biologists can be employed in ….

9. Biologists specialising in genetics or molecular biology can have career … in ….

10. Modern biology is an enormous subject that has many ….

**Exercise 8** **Fill in the missing words.**

|  |  |
| --- | --- |
|  **Area of science** | **Specialist** |
| biology | …… |
| …….. | physiologist |
| zoology | …… |
| pathology | …… |
| …… | geneticist |
| ecology | …… |
| …… | biochemist |
| ……. | cell biologist |
| ….. | bacteriologist |
| botany | …… |

**Exercise 9 Answer the questions.**

1. How many main areas of biology do you know? 2. What are they? 3. Why should biologists know about all of these four areas of study? 4. How many principles is biology based on? 5. What are these principles? 6. What is astrobiology? 7. What disciplines and sub-disciplines of biology do you know? 8. What sub-disciplines are you interested in? 9. What specialists study animals? 10. What specialists study DNA and proteins? 11. What do ecologists study? 12. Where are biologists employed? 13. Where would you like to be employed?

**Exercise 10 Retell the text “What do biology and biologists focus on?”**

**Exercise 11 Read and translate the text.**

**Louis Pasteur**

Pasteur (1822-1895) began his scientific career as a chemist, but it is because of his applications of germ theory to the prevention of disease that he became known as ‘The Father of Microbiology’.

Pasteur did not create germ theory, but he proved it to be correct. Once he had achieved this, he set about finding ways to prevent germs, the microorganisms present in the air, from infecting food and people.

He completed his famous experiment proving that microorganisms were present in the air while working for a wine company. He was trying to discover why wine sometimes went bad as it was being made. Once he had found the cause – microorganisms – he began to develop the process which carries his name – pasteurization. It was perfectly possible to kill all the microorganisms in food by boiling it, a process known as sterilization, but this damaged the taste and the quality of the food. Pasteur’s process killed not all, but most, of the microorganisms, with the result that the food needed to be kept cool and eaten or drunk within a limited time. Most importantly, the quality of the food was not harmed by the process. Much of the food we eat today is pasteurized.

His next achievement was to build on the discovery of the British scientist Edward Jenner. Many years earlier, Jenner had discovered a way of giving people resistance to the deadly disease smallpox, by injecting them with a similar disease that was found among cows. The process became known as vaccination. Pasteur applied germ theory to his work and looked at samples of blood taken from healthy and infected animals. He grew bacteria in his laboratory and used it to infect animals. By chance, some of these germs failed to grow well in his laboratory; these weak germs were then used to infect some chickens. Although the chickens suffered at first, they made a complete recovery and could not be infected again. In this way he discovered a way of increasing resistance to disease. Pasteur developed vaccines for many serious diseases including cholera and anthrax. At that time, these illnesses were certain death for anyone who caught them.

Pasteur’s discoveries revolutionized work on infectious diseases. Pasteur’s vaccines were different from Jenner`s in one important way. Jenner found a weak form of smallpox and transferred it to humans. Pasteur weakened the disease in a laboratory and immunized people with that weakened form. His success allowed a colleague to develop the first vaccine for rabies, which Pasteur used to save the life of a nine-year-old boy. By this act, Pasteur`s position as a hero was assured.

Thanks to the work of Pasteur, we now live longer, our food stays fresh longer and we are less likely to die of disease. Indeed, smallpox is no longer found anywhere in the world, due to a huge vaccination programme carried out in the 20th century. This could never have happened without the scientific achievements of The Father of Microbiology.

**Exercise 12 Choose the correct answer.**

1. Pasteur used his work on pasteurisation to ….

A. move his specialisation to microbiology.

В. find ways to protect food and people from infection.

С. make a theory of germs.

D. prevent microorganisms being in the air.

2. Pasteurisation …

A. kills only dangerous microorganisms.

В. works for a limited time.

С. doesn’t work with wine.

D. kills all the microorganisms.

3. Pasteur’s vaccinated animals ….

A. recovered from the disease.

В. died from the disease.

С. didn’t suffer from the disease.

D. didn’t catch the disease.

4. Pasteur became a hero when …

A. he invented pasteurisation.

В. a vaccine saved a boy’s life.

С. he discovered vaccines.

D. a colleague developed a rabies vaccine.

5. Because of Pasteur …

A. we eat less tasty food.

В. there are no germs anymore.

С. many serious diseases are rare.

D. we don’t need to keep food cool.

**Exercise 13 Answer the questions.**

1. Why did Pasteur become known as ‘The Father of Microbiology’? 2. Did Pasteur create germ theory? 3. What was his famous experiment? 4. What Pasteur’s achievement was built on the discovery of the British scientist Edward Jenner? 5. What did Pasteur’s discoveries revolutionize? 6. How have Pasteur’s scientific achievements influenced our life?

**Exercise 14 In groups, discuss the work of Louis Pasteur.**

Talk about:

- germ theory

– vaccination

- effects of his work today

**Exercise 15 Read and translate the text.**

**Gregor Mendel**

Gregor Mendel was born on 20th July, 1822, and died on 6th January, 1884. He was a biologist and botanist whose scientific research showed that inheritance proceeds according to certain scientific laws.

Mendel was a brilliant student and his family encouraged him to study, but they were very poor so Mendel entered a monastery in 1843. There he taught Mathematics, Physics and Greek to his school students. Eight years later, in 1851, the monastery sent him to the University of Vienna where he was able to continue his education. In 1853, he returned to the monastery and began teaching and researching again.

Mendel’s theories of heredity based on his work with pea plants are well known to students of Biology. But his findings were so different from the accepted views on heredity at the time that his work was ignored until long after his death. His paper, ‘Experiments in Plant Hybridisation’, in which he described how traits were inherited, has become one of the most influential publications in the history of science.

Mendel was the first person to trace the characteristics of successive generations of an organism. In Mendel’s day, a number of hypotheses had been suggested to explain heredity. The most popular one was the so-called blending theory. According to this theory, inherited traits blended from generation to generation. For instance, a red rose crossed with a white rose would, over time, produce a pink rose. Another theory put forward by Charles Darwin was called pangenesis. This stated that there were hereditary particles in our bodies, and that these particles were affected by our actions. The altered particles could be inherited by the next generation. These theories were disproved by Mendel.

The first thing he noticed when he began his experiments was that traits were inherited in certain numerical ratios. This observation led him to come up with the idea of the dominance of genes and he tested it in peas. For seven years he crossed thousands of plants to prove the Laws of Inheritance. From his experiments, Mendel developed the basic laws of heredity. Those laws are the following: traits do not combine, but are passed whole from generation to generation (which disproved the blending theory and Darwin’s theory); each member of the parental generation passes on only half of its hereditary information to each offspring (with certain traits dominant over others); and different offspring of the same parents receive different sets of hereditary information.

Mendel’s research formed the beginning of the modern science of genetics. Genetic theory has had a huge impact on our lives. Many diseases, for example haemophilia, are known to be inherited, and family histories can be traced to determine the probability of passing on a hereditary disease. Scientists can now design plants that are easier to grow, or which can produce more food. This practical side of the results of Mendel’s research is being used to improve the way we live.

**Exercise 16 Answer the questions.**

1. How did the blending theory explain heredity? 2. What did the pangenesis theory state? 3. What was the first thing that Mendel noticed when experimenting with peas? 4. How are characteristics passed on from generation to generation? 5. How does modern science change this? Why? 6. Do you have plants at home? What are they? 7. What do you know about selection of plants? 8. Have you ever conducted an experiment?

**Exercise 17 Find information about any famous biologist and his discoveries and make a presentation.**

***Recommended websites*:**

http://www.macroevolution.net/famous-biologists.html#.VQqHQRq6C\_Z

http://www.biography.com/people/groups/scientists-biologists

*In your presentation, use the following phrases:*

The title of my paper is ….

I would like to give a talk on ... .

I am going to talk today about...

The purpose of my presentation is to introduce ...

**Форма промежуточного контроля**

**Зачет**

Вопросы (задания) к зачету по дисциплине:

1. Демонстрация умений монологического высказывания по изученным темам и участие в диалогическом общении в пределах изучаемых тем (в том числе участие в ролевых играх, в моделировании выступления на конференции с тезисами по специальности, в обсуждении различных тем и вопросов).
2. Выполнение грамматических и лексических тестов.
3. Выполнение письменных заданий (составление аннотаций, заполнение бланков, анкет, формуляров, написание писем различного характера, резюме и т.п.).
4. Демонстрация умений чтения и извлечения информации без словаря/ со словарем в зависимости от целей чтения.
5. Демонстрация умений аудирования в зависимости от целей и условий слушания.
6. Предъявление индивидуальных заданий (чтение и перевод текстов и проч.)
7. Представление презентаций по индивидуальным заданиям.

**Экзамен**

Образец экзаменационного билета

**БИЛЕТ №\_\_\_**

Профиль\_\_\_\_\_\_\_\_\_\_ направление\_\_\_\_\_\_\_\_\_ – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Дисциплина\_\_\_\_\_**Иностранный язык**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Вопросы:

1. Найдите спецтекст по теме……………………………..

Ознакомьтесь с его содержанием без словаря. Будьте готовы к беседе по тексту на изучаемом языке. Кратко передайте основное содержание текста и выразите свое отношение к полученной информации.

1. Письменно переведите со словарем на русский язык указанный фрагмент текста.
2. Прочтите диалог и скажите, какие из приведенных после диалога речевых клише можно было бы использовать в качестве адекватной реплики в данной ситуации общения.

**Учебно-методическое и информационное обеспечение дисциплины (модуля)**

**Основная литература:**

1. Алфимова Г.В., Еремина В.М., Жавкина Е.Б., Токуренова Б.Н. Discover an Amazing World around [Текст]: учеб. пособие / Забакал. гос. ун-т. – Чита: ЗабГУ, 2017.- 139 с. Всего: 10, из них: Аб.ин.лит.-10.
2. **English for Science Students** [Текст]**:** учеб. пособие / Н. Ю. **Гусевская,** В. М. **Еремина. -** Чита: ЗабГГПУ, 2009. - 172 с. - ISBN 978585158478-7: 95-00. Всего: 2, из них: Аб.ин.лит.-2
3. Практический курс английского языка [Текст] = English: Your Way : учеб. пособие / Б. Ф. Ломаев, Г. П. Томских, А. Э. Михина. - Чита: Экспресс - изд-во, 2011. - 300 с.: ил. - ISBN 978-5-9566-0299-7: 350-00. Всего: 53, из них: Аб.ин.лит.-50, Аб.эконом.лит.-1, Ч.з. пед.лит.-2
4. Английский язык для **биологов**. Naturally speaking (b1-b2): учебное пособие для академического бакалавриата / Л. Н. Шевырдяева. — 2-е изд., испр. и доп. — М.: Издательство Юрайт, 2018. — 218 с. — (Серия : Бакалавр. Академический курс). — ISBN 978-5-534-06410-0. <https://biblio-online.ru/viewer/9372826B-0254-4AF9-9960-13A1AB753FF1>
5. Английский язык. Употребление времен в английском языке с упражнениями и ключами [Электронный ресурс] / В.В. Осечкин. - М. : ВЛАДОС, 2007. - (Every conversation) - <http://www.studentlibrary.ru/book/ISBN9785691016677.html>

**Дополнительная литература:**

1. Английский язык для экологов и биотехнологов [Текст]: учебное пособие для студентов, обучающихся по специальностям 240901 - "Биотехнология" и 280202 - "Инженерная защита окружающей среды" / С. В. Бобылёва, Д. Н. Жаткин. - М.: Флинта: Наука, 2008. - 191 с. - ISBN 978-5-9765-0247-5. - ISBN978-5-02-034722-9: 84 р. Всего: 20, из них: Аб.ин.лит.-20
2. Английский язык для студентов-биологов [Текст] / Саинова Дильбер Замалеевна. - Москва: МГУ, 1985. - 196 с. - 0-50. Всего: 13, из них: Аб.ин.лит.-13
3. Английский язык для биологов [Текст] : учеб. пособие / Макарова Елена Федоровна. - Москва: МГУ, 1979. - 140 с. Всего: 10, из них: Аб.ин.лит.-10
4. Деловой английский язык. Introduction into professional english [Электронный ресурс]: учебник и практикум для академического бакалавриата / И. В. Якушева, О. А. Демченкова. — 3-е изд., испр. и доп. — М. : Издательство Юрайт, 2018. — 221 с. — (Серия : Бакалавр. Академический курс). — ISBN 978-5-534-03705-0. <https://biblio-online.ru/viewer/7889CA96-AACF-4398-98BA-921FDF10BE90#page/1>
5. Деловой английский язык [Электронный ресурс]: учебник и практикум для академического бакалавриата / М. М. Филиппова. — 2-е изд., испр. и доп. — М. : Издательство Юрайт, 2016. — 353 с. — (Серия : Бакалавр. Академический курс). — ISBN 978-5-9916-7109-5. <https://biblio-online.ru/viewer/F5E5FB6C-2FB1-4F9B-BC67-53ADD0DCB6B3#/>

Ведущий преподаватель Жавкина Е.Б.

Заведующий кафедрой Каплина С.Е.