

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА
И ПРОДОВОЛЬСТВИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

ГЛАВНОЕ УПРАВЛЕНИЕ ОБРАЗОВАНИЯ,
НАУКИ И КАДРОВОЙ ПОЛИТИКИ

Учреждение образования
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СЕЛЬСКОХОЗЯЙСТВЕННАЯ АКАДЕМИЯ»

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АНГЛИЙСКИЙ ЯЗЫК

AGRICULTURE

*Рекомендовано учебно-методическим объединением
в сфере высшего образования Республики Беларусь
по образованию в области сельского хозяйства
в качестве учебно-методического пособия
для студентов учреждений образования, обеспечивающих
получение общего высшего образования по специальностям
6-05-0811-03 Мелиорация и водное хозяйство,
6-05-0532-03 Землеустройство и кадастры,
6-05-0811-01 Производство продукции растительного происхождения,
6-05-0811-05 Защита растений и карантин,
6-05-0811-02 Производство продукции животного происхождения,
6-05-0831-01 Водные биоресурсы и аквакультура,
6-05-0811-04 Агробизнес*

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Учебно-методическое пособие составлено в соответствии с учебной программой по иностранному языку для учреждений образования, обеспечивающих получение общего высшего образования. Материал пособия поможет подготовить студентов к использованию английского языка в рамках изучения темы «Сельское хозяйство».

Для студентов учреждений образования, обеспечивающих получение общего высшего образования по специальностям 6-05-0811-03 Мелиорация и водное хозяйство, 6-05-0532-03 Землеустройство и кадастры, 6-05-0811-01 Производство продукции растительного происхождения, 6-05-0811-05 Защита растений и карантин, 6-05-0811-02 Производство продукции животного происхождения, 6-05-0831-01 Водные биоресурсы и аквакультура, 6-05-0811-04 Агробизнес.

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ВВЕДЕНИЕ

Учебно-методическое пособие предназначено для студентов учреждений образования, обеспечивающих получение общего высшего образования по специальностям 6-05-0811-03 Мелиорация и водное хозяйство, 6-05-0532-03 Землеустройство и кадастры, 6-05-0811-01 Производство продукции растительного происхождения, 6-05-0811-05 Защита растений и карантин, 6-05-0811-02 Производство продукции животного происхождения, 6-05-0831-01 Водные биоресурсы и аквакультура, 6-05-0811-04 Агробизнес.

Основная цель учебно-методического пособия – подготовить студентов к использованию английского языка в рамках изучения темы «Сельское хозяйство», расширить их словарный запас, обучить работе с текстом (понимание прочитанного, перевод и выполнение заданий к тексту), совершенствовать и систематизировать их знания и умения.

Учебно-методическое пособие имеет четкую логическую структуру и состоит из 9 разделов. Каждый раздел включает в себя: тематический словарь, текст для чтения и упражнения для активного усвоения лексического материала.

В конце учебно-методического пособия приведены дополнительные тексты для чтения и приложение в виде англо-русского словаря, облегчающего работу студентов.

Учебно-методическое пособие может использоваться студентами очной и заочной формы получения образования как на аудиторных занятиях, так и самостоятельно, вне аудитории.

UNIT 1

AGRICULTURE IN GENERAL

Exercise 1. Look through the following words before reading the text.

Alfalfa [æɪ'fælfə] – люцерна
Clover ['kləʊvə] – клевер
Game [geɪm] – дичь
Hog [hɒg] – свинья
Poultry ['pəʊltri] – домашняя птица
Cattle [kætl] – крупнорогатый скот
Cereal grains ['siəriəl 'greɪnz] – зерновые культуры
Millet ['mɪlɪt] – просо
Sorghum ['sɔ:gəm] – сорго
Root crops ['ru:t 'krɒps] – корнеплоды
Beets [bi:ts] – свекла
Pulses ['pʌlsɪz] – бобовые культуры
Beans [bi:nz] – бобы
Peas [pi:z] – горох
Oil-bearing crops ['ɔɪl'beərɪŋ 'krɒps] – масличные культуры
Soybeans ['sɔɪbi:nz] – соя
Sugarcane ['ʃʊgəkem] – сахарный тростник
Coconuts ['kəʊkənʌts] – кокосовые орехи
Cocoa beans ['kəʊkəʊbi:nz] – какао-бобы
Turkey ['tʜ:kɪ] – индейка
Bee [bi:] – пчела
Trout [traʊt] – форель
Shellfish ['ʃelfɪʃ] – моллюск
Mussel [mʌsl] – мидия
Oyster ['ɔɪstə] – устрица
Flax [flæks] – лен
Silkworms ['sɪlkwɔ:mz] – шелковичные черви
Natural rubber ['nætʃrəl 'rʌbə] – каучук
Hide [haɪd] – шкура
Yarn [jɑ:n] – пряжа
Castor oil ['kɑ:stə, ɔɪl] – касторовое масло
Linseed oil ['lɪnsɪd, ɔɪl] – льняное масло
Shrub [ʃrʌb] – кустарник
Mink [mɪŋk] – норка
Fur [fɜ:] – мех

Exercise 2. Read the text.

AGRICULTURE IN GENERAL

Agriculture is the world's most important industry. It provides us with almost all our food. It also supplies materials for two other basic human needs – clothing and shelter. In addition, agriculture provides materials used in making many industrial products, such as paints and medicines. About half the world's workers are employed in agriculture – far more than in any other industry.

Food is the most important farm products. But farms also provide many other products, from natural fibers to ornamental flowers and trees. Some crops are used only to feed livestock. These forage crops include alfalfa, clover and many grasses. Forage crops are important because they make commercial livestock production possible.

Farms provide almost all the world's food, including some fish and game. Most food products come from crops. The rest come from animals, especially cattle, hogs, poultry, sheep, and other livestock.

The world's farmers grow about 85 major food crops. They can be divided into eight groups. The main group is cereal grains. Grain is grown on half the world's cropland and supplies much of the nourishment in the human diet. The chief grains are barley, corn, millet, oats, rice, rye, sorghum, and wheat.

Various root crops make up the second most important group of food crops. Like cereal grains, root crops are grown throughout the world and are a basic food for many people. The leading root crops are potatoes, beets and sweet potatoes.



The six remaining groups of major food crops are: (1) pulses, which consist mainly of beans and peas; (2) fruits and vegetables; (3) oil-bearing crops, such as soybeans and coconuts; (4) sugar-bearing crops, especially sugarcane and sugar beets; (5) nuts; and (6) cocoa beans, coffee, and tea.

Cattle, chickens, goats, hogs, sheep, turkey, and other livestock are the main animals raised for food. Livestock are raised in every country and supply nearly all the world's meat, eggs, and milk. Farmers also raise other animals for food. For example, many farmers keep bees for honey. Farmers on fish farms raise freshwater food fish, such as carp and trout, and saltwater shellfish, such as mussels and oysters.

Natural fibers come from a variety of plants and animals raised on farms. Factories use the fibers to make fabrics, yarn, and other textile products. Cotton and flax together with some tropical plants are the chief plant fibers. Wool, the principal animal fiber, comes mainly from sheep but also from such animals as goats and members of the camel family. Silk fibers are obtained from the cocoons of silkworms. However the development of synthetic fibers has reduced the demand for natural fibers in some countries.

Many farms provide other raw materials for industry besides fibers. These materials include natural rubber; animals hides which are used to make leather; and such vegetable oils as castor oil and linseed oil. These oils are used in a variety of products, from paints to medicines. Many farmers raise tobacco. Others grow ornamental flowers, trees, and shrubs. A few farmers raise such animals as foxes and mink for their fur.

Exercise 3. Answer the questions to the text.

1. What does agriculture provide people with?
2. How many people are employed in agriculture?
3. What are the farm products besides food?
4. What are the main groups of food crops?
5. What kinds of animals are raised for food?
6. How are natural fibers obtained?
7. Why has the demand for natural fibers reduced?
8. What are the raw materials besides fibers?
9. Where are they used?

Exercise 4. Find in the text the English equivalents of the following words and phrases.

1) Сельское хозяйство; 2) наиболее важные сельскохозяйственные продукты; 3) пшеница; 4) заняты в сельском хозяйстве; 5) ячмень; 6) краски и лекарства; 7) домашний скот; 8) рожь; 9) натуральные и синтетические волокна; 10) декоративные цветы, деревья и кустарники; 11) на корм скоту; 12) кормовые культуры; 13) льняное масло; 14) основные потребности человека; 15) коммерческое животноводство; 16) пищевые культуры; 17) могут быть подразделены

на группы; 18) шкуры животных; 19) основные зерновые культуры; 20) выращиваются во всем мире; 21) множество различных растений и животных; 22) использовать волокна для изготовления тканей и пряжи; 23) тропические растения; 24) сырье; 25) питание в рационе человека; 26) шерсть; 27) уменьшить спрос на; 28) сахарная свекла.

Exercise 5. Say if the following statements are true or false.

1. Basic human needs include clothing, shelter and entertainment.
2. Forage crops are ornamental plants grown to decorate houses and gardens.
3. Most food products are of animal origin.
4. All major food crops can be divided into six groups.
5. Millet and sorghum don't belong to pulses.
6. Chickens, turkeys and hogs make up the group of livestock called poultry.
7. Mussels and oysters are not fish, but they are raised on fish farms.
8. Wool comes mainly from sheep, goats and members of the camel family.
9. The production of natural fibers is growing in the world.
10. Vegetable oils are used in various products.
11. Foxes and mink are raised for their hides.

Exercise 6. Find the synonyms to the following words and expressions.

- 1) A pig; 2) a breed; 3) to raise; 4) to have a job; 5) to get; 6) principal; 7) to form; 8) almost; 9) artificial; 10) a ration.

Exercise 7. Make up word combinations and translate them.

- | | |
|---------------|--------------|
| 1. linseed | a. fibers |
| 2. ornamental | b. grains |
| 3. synthetic | c. diet |
| 4. saltwater | d. crops |
| 5. root | e. products |
| 6. human | f. oil |
| 7. cereal | g. shellfish |
| 8. textile | h. flowers |

Exercise 8. Make the plural.

- 1) A fish; 2) a fox; 3) a hog; 4) a bee; 5) a sheep; 6) a goat; 7) an egg; 8) a factory; 9) a trout; 10) a mink; 11) a country; 12) a turkey; 13) an animal.

Exercise 9. Complete the sentences according to the text. Use the following words: *beans and peas, crops, honey, natural fibers, yarn, saltwater shellfish, grain, fur, hides, silk fibers.*

1. Various food products come from ____ and animals.
2. Animals ____ are used to make leather.
3. ____ supplies much of the nourishment in the human diet.
4. The group of pulses consists mainly of ____.
5. ____ are obtained from the cocoons of silkworms.
6. Foxes and mink are raised for their ____.
7. The development of synthetic fibers has reduced the demand for ____ in some countries.
8. The wool of this sheep breed is processed into the high quality ____.
9. Farmers raise ____, such as mussels and oysters on fish farms.
10. Many farmers keep bees for ____.

Exercise 10. Put the words in the right order to make up sentences.

1. Is / the / most / agriculture / important / world's / industry.
2. Farm / is / food / most / the / products / important.
3. Forage / make / crops / livestock / commercial / possible / production.
4. Grain / much / human / the / of / in / supplies / the / diet / nourishment.
5. Country / are / livestock / raised / every / in.
6. Farms / farmers / fish / raise / on / food / freshwater / fish.

Exercise 11. Match the words with their definitions.

1	cattle	a	a plant that is grown because its roots are eaten
2	agriculture	b	an area of land that is devoted primarily to agricultural processes
3	root crop	c	domestic fowl, such as chickens, turkeys, ducks, and geese
4	grains	d	the practice of science of farming, especially of growing crops
5	farm	e	edible dry seeds from plants called cereals
6	poultry	f	a group of animals that includes cows, buffalo, and bison, that are often kept for their milk and meat

Exercise 12. Translate the following sentences into English.

1. Сельское хозяйство обеспечивает материалы, используемые для производства многих промышленных товаров.
2. Около половины мировых рабочих заняты в сельском хозяйстве.
3. Кормовые культуры важны, потому что они делают возможным промышленное животноводство.

4. Основные продовольственные культуры можно разделить на восемь групп.

5. Фабрики используют волокна для производства тканей, пряжи и других текстильных изделий.

6. Шелковые волокна получают из коконов тутовых шелкопрядов.

7. Касторовое масло и льняное масло используются в различных продуктах.

Exercise 13. Fill in the chart using the text.

Farm animals	
Cereal grains	
Root crops	
Poultry	
Natural plant and animal fibers	
Freshwater food fish	
Food crops	
Industrial raw materials (besides fibers)	
Forage crops	

UNIT 2

HISTORY OF AGRICULTURE (Part 1)

Exercise 1. Look through the following words before reading the text.

Prehistoric [pri:'hɪ'stɔrɪk] – доисторический

Tribe [traɪb] – племя

Seed [si:d] – семя, зерно

Domestication [də'mestɪ'keɪʃ(ə)n] – одомашнивание, приручение

Irrigation [ˌɪrɪ'geɪʃ(ə)n] – орошение

Peninsula [pə'nɪnsələ] – полуостров

Plow (plough) [pl au] – плуг (n), пахать (v)

Crop rotation ['krɒp,rəʊ'teɪʃ(ə)n] – севооборот

Selective breeding [sɪ'lektɪv 'bri:dɪŋ] – селекционное разведение

Squash [skwɔʃ] – тыква

Seed drill ['si:d 'dri:l] – сеялка

Cotton gin ['kɒtn 'dʒɪn] – хлопкоочистительная машина

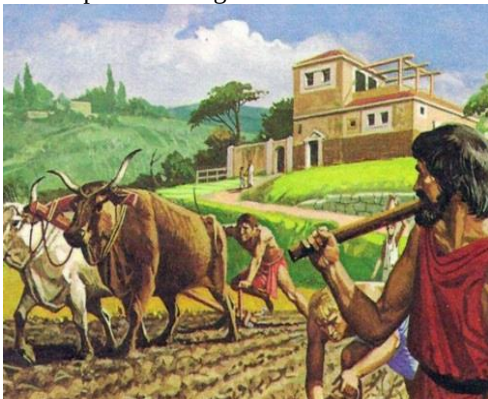
Harvester ['hɑ:vɪstə] – уборочная машина

Thresher ['θreʃə] – молотилка

Exercise 2. Read the text.

HISTORY OF AGRICULTURE (Part 1)

For hundreds of thousands of years, prehistoric people lived by hunting, fishing, and gathering wild plants. Then about 8000 B.C., people took the first steps toward agriculture. Some tribes discovered that plants could be



grown from seeds. They also learned that certain animals could be tamed and then raised in captivity. These two discoveries marked the beginning of the domestication of plants and animals. Scholars believe that domestication began in the Middle East and then spread to surrounding areas. People who farmed no longer had to travel in search of food. They could

thus build permanent settlements. Some of these settlements developed into the first cities. Some of the cities, in turn, produced the world's first civilizations.

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 A.D. 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.

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-purposes 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.

During the early 1700s, a great change in farming called the Agricultural Revolution began in the United Kingdom. By the mid-1800s, it had spread throughout much of Europe and North America. The Agricultural Revolution was brought about mainly by three developments. They were (1) improved crop-growing methods, e.g. a four-field rotation system; (2) advances in livestock breeding by means of developing new, better breeds; and (3) the invention of new farm equipment, such as seed drill, the cotton gin, the harvester, the thresher and the steel plow.

Exercise 3. Answer the questions to the text.

1. How did prehistoric people live for hundreds of thousands of years?
2. When did people take the first steps toward agriculture?
3. Which two discoveries marked the beginning of the domestication of plants and animals?
4. Where did domestication begin?
5. Where did the first great civilizations arise?
6. What system did European farmers invent during the Middle Ages?
7. What crops did Indian farmers grow in various parts of the Americas?
8. What did the Europeans bring with them to the regions they explored and settled?
9. What is the name of the historical period that began in the United Kingdom during the early 1700s?
10. What developments did the Agricultural Revolution bring?

Exercise 4. Find in the text the English equivalents of the following words and phrases.

- 1) Арахис; 2) сделали первые шаги; 3) кукуруза; 4) ученые;
- 5) плодородная почва; 6) в поисках пищи; 7) племена;
- 8) четырехпольная система севооборота; 9) главный источник силы;
- 10) использовали речную воду для орошения; 11) стальной плуг;
- 12) охота; 13) изобретение нового фермерского оборудования;
- 14) селекционное разведение растений и домашнего скота;
- 15) крупномасштабные ирригационные системы; 16) доисторические люди;
- 17) строили постоянные поселения; 18) сельскохозяйственная

революция; 19) какао-бобы; 20) европейцы; 21) табак; 22) растения; 23) могли быть приручены и выращены в неволе; 24) перец; 25) сельскохозяйственные инструменты и методы; 26) хлопкоочистительная машина.

Exercise 5. Name the main advances in agriculture development during each of the historical periods:

- the prehistoric times
- the first great civilizations
- the Roman Empire
- the Middle Ages
- the age of European voyages of discovery
- the Agricultural Revolution

Exercise 6. Say if the following statements are true or false.

1. People took the first steps toward agriculture about 5000 B.C.
2. The first great civilizations arose in two regions of the Middle East.
3. The Romans had developed systems of crop rotation by the A. D. 200s.
4. The selective breeding of plants and livestock began in Europe during Roman times.
5. Egyptian farmers invented a three-field system of crop rotation.
6. On most European farms horses gradually replaced oxen as the chief source of power during the Middle Ages.
7. The Indians first learned of cocoa beans, corn, peanuts, peppers, rubber trees and other crops and how best to grow them from Europeans.
8. The Europeans brought their seeds, livestock, and farming tools and methods to the regions they explored and settled.
9. The Agricultural Revolution began in the United States during the early 1700s.

Exercise 7. Make up word combinations and translate them.

- | | |
|-----------------|-------------|
| 1. fertile | a. drill |
| 2. selective | b. gin |
| 3. farming | c. plow |
| 4. river | d. plants |
| 5. prehistoric | e. soil |
| 6. steel | f. methods |
| 7. wild | g. water |
| 8. crop-growing | h. tools |
| 9. cotton | i. breeding |
| 10. seed | j. people |

Exercise 8. Fill in the table with the missing verb forms.

	V1	V2	V3	Meaning
1		took		
2			grown	
3	learn			
4		had		
5	discover			
6		began		
7			brought	
8	build			строить
9		arose		
10		was /were		
11	invent			

Exercise 9. Complete the sentences according to the text. Use the following words: *seeds, agriculture, rain, fertile soil, a plow, build, irrigation, large-scale, fishing, breeds.*

1. Prehistoric people lived by hunting, _____, and gathering wild plants.
2. Some tribes discovered that plants could be grown from _____.
3. People who farmed could _____ permanent settlements.
4. Both the Nile River Valley of Egypt and Mesopotamia had _____.
5. Neither the Nile River Valley of Egypt nor Mesopotamia received enough _____ for crops to grow.
6. Farmers used river water for _____.
7. Egyptian and Mesopotamian farmers developed the world's first _____ irrigation systems and invented _____ that oxen could pull.
8. During the Middle Ages many special-purposes livestock _____ were developed.
9. The European voyages of discovery greatly affected _____ throughout the world.

Exercise 10. Fill in the chart using the text.

Crops	Farm equipment	Farm animals	Farming methods

Exercise 11. Translate the following sentences into English.

1. Сотни тысяч лет доисторические люди жили охотой, рыбной ловлей и сбором дикорастущих растений.
2. Много лет назад люди узнали, что некоторых животных можно приручить, а затем выращивать в неволе.
3. Ученые считают, что одомашнивание началось на Ближнем Востоке, а затем распространилось на прилегающие территории.
4. Людям, которые занимались сельским хозяйством, больше не приходилось путешествовать в поисках еды.
5. Первые великие цивилизации возникли в двух регионах Ближнего Востока.
6. Селекционное разведение растений и домашнего скота началось в Европе во времена Римской империи.
7. В средние века европейские фермеры изобрели трехпольную систему севооборота.
8. Аграрная революция началась в Соединенном Королевстве в начале 1700-х годов, а затем распространилась по большей части Европы и Северной Америки.

UNIT 3

HISTORY OF AGRICULTURE (Part 2)

Exercise 1. Look through the following words before reading the text.

- Milking machine ['mɪlkiŋ məʃiːn] – доильный аппарат
Irrigation pump [ˌɪrɪˈgeɪʃ(ə)n 'pʌmp] – ирригационный насос
Feeding trough ['fiːdɪŋ 'trɒf] – кормушка
Insect pest ['ɪnsekt 'pest] – насекомое-вредитель
Wood ash ['wʊd 'æʃ] – древесная зола
Manure [mə'njuə] – навоз

Exercise 2. Read the text.

HISTORY OF AGRICULTURE (Part 2)

Since the 1800s, science and technology have helped make agriculture more and more productive in three main ways. They have (1) provided farmers with labour-saving technologies; (2) produced improved plant varieties and breeds of livestock; and (3) developed new agricultural chemicals.

Labour-saving technologies. Steam-powered tractors were developed



in the mid-1800s, but they were expensive and difficult to operate. The first all-purpose gasoline-powered tractors appeared in the 1920s. They gradually replaced work animals and steam-powered machines on almost all farms. In Japan and several European countries, most farms had electric

power service by the mid-1930s. Today, farmers use electric motors to run milking machines, irrigation pumps, and many other farm machines. Farmers also use electric power to operate electronic and automated equipment. This equipment includes devices that fill feeding troughs or collect and grade eggs automatically.

Many farmers use computers to aid in farm operations and to keep track of finances. Using the Internet, farmers may make use of data provided by agricultural colleges or other information centers.

Plant and livestock breeding. During the mid-1800s, an Austrian botanist and monk named Gregor Mendel discovered the principles of heredity. Mendel thus laid the groundwork for genetics – the science that explains how characteristics are inherited. The development of genetics has made it possible to breed plants and animals scientifically.

Since the early 1900s, plant breeders have developed a great number of hybrid crops that produced unusually high yields. The new varieties were intended mainly to help various poor nations, such as India and Mexico, increase their food supply. This effort proved so successful that it has been called the Green Revolution.

Livestock breeders have introduced many improved lines since the early 1900s. Nutrition specialists have developed better livestock feeds, and veterinarians have improved methods of health care. All these advances continue to make livestock more and more productive.

Agricultural chemicals. Almost since the beginning of agriculture, farmers have used various substances to enrich the soil and to kill insect pests. For example, they have used wood ash and manure as fertilizers since prehistoric times. Since the beginning of modern chemistry in the late 1700s, scientists have produced many kinds of synthetic chemicals for use in agriculture. These chemicals include (1) fertilizers; (2) insecticides; (3) herbicides, or weedkillers; and (4) chemicals to control plant and animal

diseases. All these chemicals have helped increase farm production greatly. However, improper or excessive use of these chemicals can be dangerous and cause damage to the environment. In many countries state laws limit such practices and prohibit the use of chemicals that have been proved harmful.

Exercise 3. Answer the questions to the text.

1. When did the first all-purpose gasoline-powered tractors appear?
2. Why do farmers use electric motors today?
3. What devices does electronic and automated equipment include?
4. Why do many farmers use computers?
5. Who discovered the principles of heredity?
6. What is genetics?
7. What kinds of synthetic chemicals are used in agriculture?
8. Can these chemicals be dangerous? Why?

Exercise 4. Say the same in English.

1) Химикаты; 2) обогащать почву; 3) удобрения; 4) более продуктивный; 5) принципы наследственности; 6) животноводы; 7) растениеводы; 8) отслеживать поток финансов; 9) автоматизированное оборудование; 10) специалисты по питанию; 11) нанести ущерб окружающей среде; 12) заложить основу для генетики; 13) собирать и сортировать яйца автоматически; 14) универсальный бензиновый трактор; 15) трудосберегающие технологии; 16) породы домашнего скота; 17) заполнять кормушки; 18) использовать данные; 19) лучшие корма для скота; 20) запретить использование химикатов; 21) ирригационный насос; 22) использовали древесную золу и навоз в качестве удобрений.

Exercise 5. Define which verb goes with which noun.

- | | |
|-------------|-----------------------|
| 1. collect | a. characteristics |
| 2. improve | b. plants and animals |
| 3. inherit | c. feeding troughs |
| 4. enrich | d. insect pests |
| 5. provide | e. electric motors |
| 6. control | f. eggs |
| 7. fill | g. production |
| 8. use | h. damage |
| 9. increase | i. poor nations |
| 10. cause | j. diseases |
| 11. kill | k. soil |
| 12. breed | l. data |
| 13. help | m. methods |

Exercise 6. Say if the following statements are true or false.

1. Gasoline-powered tractors replaced steam-powered tractors in the 20th century.
2. Most farms in Europe had electric power service by the early 1920s.
3. Today electric motors are widely used on the farms.
4. Gregor Mendel invented the first automatic milking machine.
5. Geneticists work on breeding new crops and animals.
6. The Green Revolution was the exploration of new farming areas in India and Mexico.
7. Veterinarians are the specialists who develop livestock feeds.
8. Today there are various types of chemicals used on the farms.
9. There is no limit in using all kinds of agricultural chemicals, as they are friendly to the environment.

Exercise 7. Complete the sentences according to the text. Use the following words: *devices, tractors, productive, automatically, principles, to run, equipment, genetics, fertilizers, wood ash, agriculture, farms, specialists, chemicals, all-purpose, groundwork.*

1. Science and technology have helped make _____ more and more _____ since the 1800s.
2. Steam-powered _____ were developed in the mid-1800s.
3. The first _____ gasoline-powered tractors replaced work animals and steam-powered machines on almost all _____.
4. Farmers use electric motors _____ many farm machines.
5. Farmers also use electric power to operate electronic and automated _____.
6. Electronic and automated equipment includes _____ that fill feeding troughs or collect and grade eggs _____.
7. During the mid-1800s, Gregor Mendel discovered the _____ of heredity and laid the _____ for genetics.
8. _____ explains how characteristics are inherited.
9. Since the early 1900s, nutrition _____ have developed better livestock feeds.
10. Since prehistoric times farmers have used _____ and manure as _____.
11. Synthetic _____ such as fertilizers, insecticides, herbicides and chemicals to control plant and animal diseases are used in agriculture.

Exercise 8. Complete the following table with the appropriate verb or noun form.

	Verb	Noun	Meaning
1		variety	
2	to operate		
3	to develop		
4		equipment	
5		information	
6	to discover		
7		fertilizer	
8	to produce		

Exercise 9. Fill in the table with the degrees of comparison of the following adjectives.

	Positive	Comparative	Superlative
1		more productive	
2	dangerous		
3			the most expensive
4	new		
5		better	
6	difficult		
7		higher	
8			the earliest
9	modern		

Exercise 10. Translate the following sentences from Russian into English.

1. Развитие генетики сделало возможным научное разведение растений и животных.

2. Во многих странах государственные законы ограничивают практику и запрещают использование химикатов, которые оказались вредными.

3. Наука предоставила фермерам трудосберегающие технологии, позволила получить улучшенные сорта растений и породы домашнего скота, разработала новые сельскохозяйственные химикаты.

4. Многие фермеры используют компьютеры для помощи в работе ферм и отслеживания финансов.

5. Тракторы с паровым двигателем были дорогими и сложными в эксплуатации.

UNIT 4

THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

Exercise 1. Look through the following words before reading the text.

Island ['aɪlənd] – остров

Area ['eəriə] – площадь, пространство

Surface ['sɜ:fɪs] – поверхность

To vary ['veəri] – различаться, отличаться, изменяться, варьировать

Mountainous ['maʊntɪnəs] – гористый

Mild [maɪld] – умеренный, мягкий

To inhabit [ɪn'hæbɪt] – обитать, жить, населять

Feature ['fi:tʃə] – особенность, черта, признак, свойство

Exceed [ɪk'si:d] – превышать, превосходить

Supply [sə'plaɪ] – снабжать, поставлять

Rest (the rest) [rest] – остаток, остальное (-ные)

Humid ['hju:mɪd] – сырой, влажный

Plant [plɑ:nt] – растение, саженец, сажать, засаживать

Influence ['ɪnfluəns] – влияние, действие

Machinery [mə'ʃɪ:n(ə)rɪ] – механизм, машинное оборудование

Monarchy ['mɒnəki] – монархия

Chamber ['tʃeɪmbə] – комната, палата (парламента)

County ['kaʊnti] – графство

Exercise 2. Read the text.

THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

The United Kingdom of Great Britain and Northern Ireland is the official name of the state. It is situated on the British Isles, the largest of them are Great Britain and Ireland. The area of Great Britain is 93000 square miles (242000 sq. km). The population lives most in town and cities. The United Kingdom is inhabited by the English, the Scots, the Welsh the Irish.

The United Kingdom consists of four countries: England, Scotland, Wales and Northern Ireland. Their capitals are London, Edinburgh, Cardiff and Belfast. The British Isles are washed by the Atlantic Ocean, the North Sea, the Strait of Dover, the English Channel and the Irish Sea.

The surface of Great Britain varies greatly. The northern and the western part of the country is mountainous and is called the Highlands. All the rest is called the Lowlands. The mountains are not very high. The highest mountain is Ben Nevis in Scotland (1.343 m).

There are many rivers on the British Isles. The Severn is the longest of them. The Thames is the deepest river in the country. London, the capital of Great Britain, stands on the river.

The climate of the British Isles is mild due to the influence of the Gulf Stream. Britain has much rain in all seasons. The British climate has three main features: it is mild, humid and changeable. This type of climate is good for plants. Winters are mild, summers are cool. The temperature seldom exceeds 32 °C or falls below – 10 °C.

Great Britain is a highly industrialized country. Great Britain is known as one of the world's largest producers and exporters of iron and steel products, machinery and electronics, chemicals and textile, aircraft and navigation equipment. One of the chief industries of the country is shipbuilding. There are many large industrial centres in Great Britain: Glasgow, Newcastle, Lancashire, Sheffield.

Great Britain is a country with a highly developed agriculture. British farmers grow wheat and other grain crops, all kinds of vegetables and fruit. They supply milk and products for the population.

Great Britain is a constitutional monarchy. The Queen's power is limited by the Parliament. There are two Chambers in the British Parliament: the House of Lords and the House of Commons. There are two main political parties in Great Britain – the Conservative Party and the Labour Party. Administratively the United Kingdom is divided into 72 counties and 80 city-counties.

Great Britain is a country with old cultural traditions and customs. Artistic and cultural life in Britain is rather rich. The most famous educational centers are Oxford and Cambridge Universities.

Exercise 3. Answer the questions to the text.

1. What is the official name of Great Britain?
2. Where is Great Britain situated?
3. What countries does the United Kingdom consist of?
4. Does the surface of Great Britain vary?
5. What are the most important rivers of Great Britain?
6. Speak about the climate of the British Isles.
7. What are the most important industrial centers of Great Britain?
8. What do British farmers grow?
9. What do you know about the British Parliament?
10. Name the most famous educational centers in Great Britain.

Exercise 4. Find in the text the English equivalents of the following words and phrases.

1) Судостроение; 2) один из крупнейших мировых производителей и экспортеров; 3) зерновые культуры; 4) официальное название государства; 5) авиационное и навигационное оборудование; 6) крупные промышленные центры; 7) старые культурные традиции и обычаи; 8) самые известные образовательные центры; 9) конституционная монархия; 10) палата Лордов; 11) палата общин; 12) власть королевы; 13) население; 14) высокогорья и низменности.

Exercise 5. Supply the prepositions.

1. Great Britain is situated _____ the British Isles.
2. The United Kingdom is inhabited _____ the English, the Scots, the Welsh the Irish.
3. The United Kingdom consists _____ 4 countries: England, Scotland, Wales and Northern Ireland.
4. The British Isles are washed _____ the Atlantic Ocean.
5. London lies _____ the Thames.
6. British farmers supply many agricultural products _____ the population.
7. The United Kingdom is divided _____ 72 counties and 80 city-counties.
8. The Queen's power is limited _____ the Parliament.
9. Great Britain is a country _____ old cultural traditions.

Exercise 6. Match the beginning of each sentence with its logical ending.

1.	The United Kingdom is situated ...	a.	4 nations and only the people of England call themselves English.
2.	Situated off the north-west of Europe the British Isles ...	b.	for its fogs.
3.	The United Kingdom includes ...	c.	the Welsh people are famous for their good voices.
4.	All over the world Britain is famous ...	d.	the hilly or mountainous regions in the north of the country.
5.	Wales is often called the "land of songs because ...	e.	on two large islands called the British Isles.
6.	The Highlands are ...	f.	3 parts: the West End, the East End and the City.
7.	London is divided into ...	g.	one of old university towns of England
8.	Cambridge is ...	h.	once formed part of this continent.

Exercise 7. Fill in the table with the missing information.

COUNTRY	LANGUAGE	NATIONALITY
England		
	Scotch	
		Irishman
Wales		

Exercise 8. Translate the following sentences from Russian into English.

1. Соединенное Королевство Великобритании и Северной Ирландии расположено на Британских островах.
2. Большая часть населения проживает в городах.
3. Поверхность Великобритании сильно различается.
4. Климат Британских островов мягкий из-за влияния Гольфстрима.
5. Великобритания – высокоразвитая индустриальная страна.
6. Одной из основных отраслей промышленности страны является судостроение.
7. Великобритания – страна с высокоразвитым сельским хозяйством.
8. Великобритания является конституционной монархией.
9. В Великобритании существуют две основные политические партии – Консервативная и Лейбористская.
10. Наиболее известными образовательными центрами являются Оксфордский и Кембриджский университеты.

Exercise 9. Read the text and find the answer to the question: What does the word "jack" mean in the name of the British national flag?

THE UNION JACK

This is the popular name given to the flag of the United Kingdom. Usually it is called the Union Flag and it consists of the flags of the countries united under one Sovereign.

It all began in 1603, when Scotland was joined to England and Wales. The Scottish flag, St. Andrew's Cross, blue with a white cross from corner to corner was joined to the English flag, St. George's Cross, white with a red cross.

Later, in 1801, the Irish flag of St. Patrick's Cross was added, white with a red cross. In this way the British people got the Union Flag, which is red white and blue. King James the First ordered the British flag to be flown on

the main mast of all British ships. Here the flag was flown at the front of the ships, on what was called the bowsprit. The end of the bowsprit was called the Jack Star and so we get the name of Union Jack. By the way, “Jack” is an old word for a “sailor”.

UNIT 5

BRITISH AGRICULTURE

Exercise 1. Look through the following words before reading the text.

Efficient [ɪ'fɪʃ(ə)nt] – эффективный

To import [ɪm'pɔ:t] – импортировать, ввозить

Equipment [ɪ'kwɪpmənt] – оборудование

Pastoral ['pɑ:st(ə)r(ə)l] – пастбищный

Arable ['ærəbl] – пахотные

Source [sɔ:s] – источник

Gooseberry ['guzb(ə)rɪ] – крыжовник

Strawberry ['strɔ:b(ə)rɪ] – клубника, земляника

Raspberry ['ra:zb(ə)rɪ] – малина

Quantity ['kwɒntɪtɪ] – количество

To compete [kəm'pi:t] – конкурировать

Hectare ['hekteə] – гектар

Exercise 2. Read the text.

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 41 million acres. Soils vary from the poor ones of highland Britain to the rich fertile soils in the eastern and south-eastern parts of England.

Britain is self-sufficient in milk, eggs, to a very great extent in meat, potatoes, wheat. However, it needs to import butter, cheese, sugar and some other agricultural products.

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. Britain is an exporter of pedigree cattle, sheep, pigs and horses. About 60 % of farms are developed mainly

for dairying or beef cattle and sheep raising. 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. Dairy farming is distributed all over the country but is characteristic of the West of England.

Pig breeding is carried on in most areas but is particularly important in southern England, northeastern 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. Wheat growing is confined mainly to England. Barley and oats are grown in the same areas together with sugar beet. Rye is grown in small quantities for use as cattle fodder. More than half the crop is harvested mechanically.

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.

Private woods make up 56 % of the total forests area in Great Britain.

Woodlands cover an estimated 2,2 million hectares.

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

Exercise 3. Answer the questions to the text.

1. Is British agriculture efficient?
2. What is the total agricultural acreage of Great Britain?
3. How do soils vary?
4. What is Britain self-sufficient in?
5. What does Britain need to import?
6. How many farms are there in Britain today?
7. What kind of farms are they?
8. How many types of farming are there in Britain? What are they?
9. Where are sheep and cattle reared?
10. What is of the first importance in the structure of British agriculture?
11. Where are arable farms situated?
12. What are the main grain crops in Great Britain?
13. What kinds of fruit does Great Britain produce?
14. What is the main tendency in agricultural development of the country today?
15. What is Britain's second major source of food?

Exercise 4. Say the same in English.

1) Ферма среднего размера; 2) производство молока;
3) самодостаточный; 4) вересковые пустоши; 5) разные виды фруктов;
6) молочное животноводство; 7) племенной (породистый) скот;
8) пахотные фермы; 9) овцеводство; 10) выращивание пшеницы;
11) свиноводство; 12) в небольших количествах; 13) мясной скот;
14) основной источник еды; 15) основные зерновые культуры;
16) яблоки и груши; 17) современные технологии и исследования;
18) основная тенденция; 19) общая площадь сельскохозяйственных угодий.

Exercise 5. Choose the correct answer. Consult the text if necessary.

1. British Agriculture supplies nearly _____ of the country's food.

a) one-third

b) two-third

c) a half

2. Nearly _____ of the land is used for agriculture.

a) 30 %

b) 50 %

c) 80 %

3. Arable farms are mainly in the _____ part of the country.

a) southern

b) western

c) eastern

4. The main cereal crops in Great Britain are _____.

a) wheat, barley and oats

b) rye, millet and sorghum

c) buckwheat, millet and rye

5. Woodlands cover an estimated _____ million hectares.

a) 1,2

b) 2,2

c) 3,2

Exercise 6. Say if the following statements are true or false.

1. British agriculture is not efficient.

2. British agriculture is based on modern technology and research.

3. Nearly 60 % of the land is used for agriculture.

4. Great Britain imports agricultural products.

5. British farms are not large.

6. There are two main types of farming in Great Britain.

7. Meat production is more profitable than milk production.

8. Arable farms are mainly in the eastern part of the country.

9. Potatoes are grown only for fodder.

10. There are no private woods in Great Britain.

11. The fishing industry is well-developed in the country.

Exercise 7. Complete the sentences according to the text. Use the following words: *supplies, compete, rye, self-sufficient, cereal crops, food, source.*

1. Small traditional farms are gradually disappearing because they cannot _____ with big industrial farms.
2. Britain's second major _____ of food is the surrounding sea.
3. Britain is _____ in milk and eggs.
4. The fishing industry provides about 70 % of British fish _____.
5. Agriculture supplies nearly two-thirds of the country's _____.
6. The main _____ in Great Britain are wheat, barley and oats.
7. _____ is grown in small quantities for use as cattle fodder.

Exercise 8. Complete these word-building tables.

	Verbs	Adjectives	Nouns	Meaning
1	to mix			
2		rich		
3			distribution	
4		modern		
5	to breed			
6			structure	
7	to compete			

Exercise 9. Put the words in the right order to make up sentences.

1. One / agriculture / Britain's / of / most / is / industries / important.
2. Agriculture / is / British / on / modern / based / technology / research / and.
3. Large / farms / British / not / are.
4. Fruit / produces / Great Britain / kinds / different / of.
5. Tractors / modern / and / are / combines / British / used / farms / on.
6. Are / small / nowadays / farms / disappearing.

Exercise 10. Translate the following sentences into English.

1. Британское сельское хозяйство эффективно, поскольку основано на современных технологиях и исследованиях.
2. В Британии средняя площадь фермы составляет около 30–40 акров.
3. В Великобритании существует три основных типа земледелия: пастбищное, пахотное и смешанное.
4. Производство молока имеет первостепенное значение в структуре британского сельского хозяйства.
5. Свиноводство ведется в большинстве районов страны.

6. Пшеница выращивается в основном в Англии.
7. Частные леса составляют 56 процентов от общей площади лесов Великобритании.

8. Рыбная промышленность обеспечивает около 70 процентов британских рыбных запасов.

Exercise 11. Discuss in groups.

- The main aspects of British agriculture.
- The part of Great Britain which is called the “Garden of England”.

UNIT 6

THE REPUBLIC OF BELARUS

Exercise 1. Look through the following words before reading the text.

Amalgamation [əməlgə'meɪʃ(ə)n] – объединение

To border (on) ['bɔ:də] – граничить

Coal [kəʊl] – уголь

To constitute ['kɒnstɪtju:t] – составлять, образовывать

To cover ['kʌvə] – покрывать

Crop [krɒp] – сельхозкультура, урожай

Deposits [dɪ'pɒzɪts] – залежи, месторождения

Enterprise ['entəpraɪz] – предприятие

Fertilizer ['fɜ:təlaɪzə(r)] – удобрение

Flax [flæks] – лён

Iron ['aɪən] – железо

Non-ferrous [nɒn'ferəs] – цветной (о металле)

Plain [pleɪn] – равнина

Potash ['pɒtæʃ] – поташ, углекислый калий

To restore [rɪ'stɔ:] – восстанавливать

Wealth [welθ] – богатство

Exercise 2. Read the text.

THE REPUBLIC OF BELARUS

The Republic of Belarus is situated in Eastern Europe. It borders on Russia, Ukraine, Poland, Lithuania and Latvia. The republic consists of six regions: Minsk, Brest, Grodno, Gomel, Mogilev and Vitebsk. Minsk is the capital of Belarus. The territory of the Republic of Belarus is 207,600 square kilometres. The population is about 10 million. The Belarusians constitute 77 per cent of the population.

Belarus is a broad plain. One third of its territory is covered with forests. They have rich flora and fauna. There are 20,000 rivers in the country. The longest rivers are the Dnieper, the Nieman, the Western Dvina, the Pripyat and the Bug. There are 10,000 lakes in Belarus. The largest lake is the Naroch.

The climate of the country is moderately continental.

Belarus is rich in mineral deposits: potash, rock salt, coal, iron-ore, bauxite, non-ferrous and rare metals, etc.

The Republic of Belarus is a country with the heroic past and difficult present. It suffered greatly during World War II. It lost more than half of its national wealth. The fascists killed every fourth person living there. But despite all this, Belarus has rebuilt its cities and restored its economy.

Today Belarusian industry produces tractors, big lorries, automatic lines, computers, refrigerators, television sets, bicycles, watches, fertilizers and textiles. The biggest enterprises in the republic are the automobile plants in Minsk and Zhodino, the tractor plant in Minsk, the production amalgamation “Azot” in Grodno.

Agriculture specializes in milk and meat production. The main crops cultivated in the country are grain, potatoes, flax and vegetables.

Belarus is a country of well developed science and culture. There are 42 state higher educational establishments in the republic.

The Republic of Belarus is a sovereign independent state. According to the constitution, the head of the state is the President. Belarus is a member of the United Nations and other international organizations.

Exercise 3. Answer the questions to the text.

1. Where is the Republic of Belarus situated?
2. What countries does it border on?
3. What is its territory?
4. What is the population of the country?
5. What is the capital of Belarus?
6. Are there any mountains in the country?
7. Are there any large rivers and lakes in Belarus?
8. Belarus is rich in mineral deposits, isn't it?
9. What do you know about the republic's past?
10. What does Belarusian industry produce?
11. What are the main crops cultivated in Belarus?

Exercise 4. Find in the text the English equivalents of the following words and phrases.

1) Широкая равнина; 2) богатая флора и фауна; 3) умеренно континентальный климат; 4) каменная соль; 5) железная руда; 6) цветные и редкие металлы; 7) суверенное независимое государство; 8) глава государства; 9) крупнейшие предприятия в республике; 10) героическое прошлое; 11) производство молока и мяса; 12) в соответствии с конституцией.

Exercise 5. Complete the sentences according to the content of the text.

1. The Republic of Belarus is situated _____.
2. Belarus borders on _____.
3. The territory of the country is _____.
4. Belarusian forests have rich _____.
5. The climate of the country is _____.
6. Belarus is rich in _____.
7. The republic suffered greatly _____.
8. Belarusian industry produces _____.
9. Agriculture specializes in _____.
10. Today the Republic of Belarus is _____.

Exercise 6. Read the text and find the equivalents of the following phrases and expressions.

1) В начале каменного века; 2) восточно-славянские племена; 3) предки белорусов; 4) необходимость создания единого государства; 5) Киевская Русь; 6) родственные народы; 7) Великое княжество Литовское; 8) была присоединена; бедность и отсталость; 9) социальные и политические права; 10) была установлена Советская власть; 11) суверенное независимое государство; 12) Верховный Совет.

FROM THE HISTORY OF BELARUS

The territory of present day Belarus was first populated in the early Stone Age by Eastern Slavic tribes, the ancestors of the Belarusians - the Krivichi, Radimichi and Drigavichi. With the development of a class society the Eastern Slavic tribes began to unite into a single early-Russian nationality. There was need for a single state, and such a state appeared at the beginning of the 9th century. It was Kiev Russ – the home of three related nations – the Russians, the Ukrainians and the Belarusians.

In the 14th century Belarus was a part of the Great Principality of Lithuania. Then in the 18th century Belarus was annexed by Russia.

The life of the Belarusian people was hard. Belarus was synonymous with poverty and backwardness. Belarusian people had no social and political rights

On November 7, 1917 Soviet power was established in Belarus. In 1922 Belarus became one of the fifteen Soviet socialist republics.

Nowadays the Republic of Belarus has become a sovereign independent state. The Declaration of State Sovereignty was adopted by the Supreme Soviet on July 27, 1990.

Exercise 7. Match the beginning of each sentence with its logical ending.

1. The Krivichi, Radimichi and Drigavichi ...	a) ... there was need for a single state.
2. With the development of a class society ...	b) ... Kiev Russ appeared.
3. At the beginning of the 9th century ...	c) ... was annexed by Russia.
4. Kiev Russ united ...	d) ... Soviet power was established in Belarus.
5. In the 18th century Belarus ...	e) ... they had no social and political rights.
6. Belarusian people were poor and ...	f) ... a sovereign independent state.
7. On November 7, 1917...	g) ... the Russians, the Ukrainians and the Belarusians.
8. Now Belarus is ...	h) ... are the ancestors of the Belarusians.

Exercise 8. Read the text.

DO YOU KNOW THAT ...

The name “Belorussia” first appeared in official manuscripts in the 14th century. There are different hypotheses as to the origin of the name. One the hypotheses is that the name comes from the fact that in ancient times “to be white” meant “to be free”. In the 13th century while East-Slavonic lands were under the Tatar-Mongol yoke, the North-West of Ancient Russ free and that part was called Byelaya Russ at that time.

It is also known that the people of this part of the land were dressed in white. Their clothes were made of flax. They had fair hair and blue or grey

eyes. Some historians explain the origin of the name from this fact. Which do you believe?

By the way, do you know that for many centuries Byelorussia had been called Litva and the Byelorussians – the Litvins (Литвины). And even the Byelorussian language in the 19th century was rather often called Lithuanian-Russian.

This was the case because, as you know, for almost five hundred years Byelorussia was a part of the Great Principality of Lithuania and the Byelorussian language was the official language of this great state.

Exercise 9. Express your agreement or disagreement with the following statements. Provide a justification.

1. The territory of present day Belarus was first populated in the early Stone Age by Eastern Slavic tribes.
2. Kiev Russ appeared in the 14th century.
3. In the 18th century Belarus became a sovereign independent state.
4. Belarus suffered a lot during World War II.
5. Today there are a lot of big industrial enterprises in the republic.
6. The main crops cultivated in Belarus are corn and cotton.
7. Belarus is rich in mineral deposits.
8. The country has rich flora and fauna.

Exercise 10. Tell about Belarus according to the plan.

- The Republic of Belarus is a beautiful country with rich flora and fauna.
- Belarusian people suffered a lot in the course of their history.
- Belarus has restored its economy after World War II.
- Belarus is a country of well developed science and culture.

Exercise 11. Translate the following sentences from Russian into English.

1. Беларусь граничит с пятью странами.
2. Минск – столица Беларуси.
3. Климат страны умеренно континентальный.
4. Беларусь богата месторождениями полезных ископаемых.
5. Республика Беларусь – страна с героическим прошлым и простым настоящим.
6. Основными культурами, выращиваемыми в стране, являются зерновые, картофель, лен и овощи.
7. Республика Беларусь является суверенным независимым государством.
8. Декларация о государственном суверенитете была принята Верховным Советом 27 июля 1990 года.

UNIT 7

AGRICULTURE OF THE REPUBLIC OF BELARUS

Exercise 1. Learn the words.

- Foodstuffs ['fu:dstʌfs] – продовольствие, продукты питания
To employ [ɪm'plɔɪ] – предоставлять работу
Workforce ['wɜ:kfɔ:s] – рабочая сила
Arable ['ærəbl] – пахотные
To account for [ə'kaunt] – составлять
Meadow ['medəu] – луг
To belong to [br'lɔŋ] – принадлежать к
Unstable [ʌn'steɪbl] – неустойчивый
Fertility [fə'tɪlɪtɪ] – плодородие
Fertilizer ['fɜ:tɪlaɪzə] – удобрение
Explosion [ɪk'spləʊzən] – взрыв
To contaminate [kən'tæmɪneɪt] – загрязнять, заражать, портить
To be overmoistened [ˌəʊvə'mɔɪstɪʃənd] – быть переувлажненным, заболоченным
Marshy ['ma:ʃɪ] – болотистый
To be drained [dreɪnd] – осушаться
Fodder ['fɒdə] – корм
To dominate ['dɒmɪneɪt] – преобладать
Enterprise ['entəpraɪz] – предприятие
Transition [træn'zɪʃ(ə)n] – переход
Broiler chicken ['brɔɪlə 'tʃɪkɪn] – цыпленок-бройлер
Flax [flæks] – лен
To meet [mi:t] – удовлетворять, соответствовать
Lack [læk] – недостаток, отсутствие

Exercise 2. Read the text.

AGRICULTURE OF THE REPUBLIC OF BELARUS

Agriculture is one of the main branches of the Belarusian economy for it supplies the population with foodstuffs. Agriculture is also one of the most important activities in the republic for it employs more than 20 % of the workforce.

The area of Belarus is 207 600 km². Nearly 60 % of the total land area is cultivated. Arable lands account for about 30 % of the cultivated land area, and meadows and pastures account for 15 %.

Belarus belongs to the area of so-called unstable farming. A short growing season, the lack of fertile soils and other factors make farming difficult. The main plowed lands have low natural fertility. Much of the land can be productive only with fertilizer application. The 1986 explosion at the Chernobyl nuclear power station contaminated much of the soil in southern Belarus. It reduced the country's total area of arable land by more than 10 %.



40 % of the total territory is overmoistened. Marshy lowlands cover the southern region of Polesye in the basin of the Pripyat River. Many of the lowlands have been drained. They are used for producing fodder crops.

The Belarusian agrarian business is represented by large agricultural enterprises and cooperatives. In 1993 private farms began to appear. But the transition to private farms is slow. Large agricultural enterprises were transformed into smaller individual farms or agricultural cooperatives.

Most of the farms have mixed crop and livestock farming. The main species of livestock are cattle, pigs, sheep, goats and poultry. A powerful cattle breeding has been created in Belarus to manufacture milk and meat products. Broiler chickens are other major livestock. They are raised in special mass-production plants.

Many species of plants grow well especially grain crops (wheat, rye, barley and oats) and sugar beets. A large percentage of them is used to feed animals. Flax is also important. The republic is one of the main producers of flax in the world. The fact that potatoes are Belarusians 'second bread' is known far beyond the republic. No wonder: Belarus is the second producer of potatoes in Europe. Additional crops grown on Belarusian farms are cabbage, tomatoes, carrots, cucumbers, onions. Fruit crops include apples, cherries, pears, plums.

The increase in cattle breeding production and the demand for new products required a modernization of dairy and meat-processing companies. Belarus is considered to have low prices for foodstuffs among other countries in transition. Retail prices for foodstuffs in Belarus are much lower than those in Russia and other CIS countries.

Belarusian agriculture not only produces farm products to meet domestic needs. The republic is a traditional exporter of agricultural products. Among them are pork, beef, chicken, animal oil, cheese, eggs, flax, vegetables. Today Belarusian agricultural products are supplied to twenty-three countries. The Russian Federation is our main customer.

Exercise 3. Answer the questions to the text.

1. Is agriculture one of the main branches of the Belarusian economy?
2. How many people are employed in the agriculture of Belarus?
3. Does Belarus belong to the area of so-called unstable farming?
4. Are the natural conditions of the Republic favourable for agriculture?
5. When did the Chernobyl accident occur?
6. What are the consequences for the Republic?
7. What are the main species of livestock in Belarus?
8. What are the main grain crops in the Republic?
9. Why is Belarus often called a “potato country”?
10. Is our republic a traditional exporter of agricultural products?

Exercise 4. Say the same in English.

1) Пахотные земли; 2) огурцы; 3) рабочая сила; 4) одна из главных отраслей белорусской экономики; 5) экспортер сельскохозяйственной продукции; 6) зерновые культуры; 7) капуста; овцы; 8) свинина; крупные сельскохозяйственные предприятия; 9) кормовые культуры; 10) болотистые низины; 11) короткий вегетационный период; 12) лук; 13) отсутствие плодородной почвы; 14) внесение удобрений; 15) говядина; 16) сливы; 17) крупный рогатый скот; 18) площадь обрабатываемых земель; 19) луга и пастбища.

Exercise 5. Choose the correct answer.

1. The agricultural sector is dominated by _____.
 - a) state and private farms
 - b) private holdings
 - c) agricultural enterprises and cooperatives
2. What factors make farming difficult?
 - a) a short growing season
 - b) soils of low natural fertility
 - c) marshy lowlands and the contaminated area
 - d) all of the above
3. The 1986 explosion at the Chernobyl nuclear power station contaminated much of the soil in _____.
 - a) northern Belarus

b) southern Belarus

c) eastern Belarus

d) western Belarus

4. The transition to private farms is ____.

a) easy

b) efficient

c) slow

5. A great amount of goods produced by Belarusian agriculture is oriented towards ____.

a) the CIS countries' markets

b) Russia

c) neighboring countries

Exercise 6. Say if the following statements are true or false.

1. Belarus has a large amount of farmland.

2. Fodder crops are grown on the drained lowlands.

3. Livestock farming and crop farming are the main trends in the republic's agrarian sector.

4. Belarus is self-sufficient only in milk and meat products.

5. One-fifth of the republic's population is employed in agriculture.

6. It is known that potatoes are Belarusians 'second bread'.

Exercise 7. Complete the sentences according to the text. Use the following words: *farming, flax, producer, cooperatives, economy, agrarian, unstable, fertility, branches*.

1. Agriculture is one of the main ____ of the Belarusian ____.

2. Belarus belongs to the area of so-called ____ farming.

3. The main plowed lands have low natural ____.

4. The Belarusian ____ business is represented by large agricultural enterprises and ____.

5. Most of the farms have mixed crop and livestock ____.

6. The republic is one of the main producers of ____ in the world.

7. Belarus is the second ____ of potatoes in Europe.

Exercise 8. Put the words in the right order to make up sentences.

1. The / cereal / used / is / producing / land / for / grains.

2. Farms / were / some / cooperatives / transformed / into.

3. Supplies / agriculture / with / us / foodstuffs.

4. The / belongs / country / to / area / the / of / farming / unstable.

5. Total / the / land / of / arable / reduced / was / percent / by / 10 / area.

6. The / to / transition / slow / farms / is / private.

Exercise 9. Match the words with their definitions.

1	farmland	a	cattle, horses, poultry and similar animals kept for domestic use on a farm
2	livestock	b	land used or suitable for farming
3	meadow	c	the total number of workers employed by a company on a specific job
4	pasture	d	the top layer of the land surface that is composed of rock particles, humus, water and air
5	workforce	e	land covered with grass or herbage and suitable for grazing
6	soil	f	an area of grassland often used for hay or for grazing animals

Exercise 10. Make up word combinations and translate them.

- | | |
|--------------------|-------------------|
| 1. short | a. land |
| 2. nuclear | b. business |
| 3. arable | c. lowlands |
| 4. agricultural | d. soils |
| 5. agrarian | e. companies |
| 6. fertile | f. growing season |
| 7. fodder | g. farming |
| 8. meat-processing | h. products |
| 9. unstable | i. crops |
| 10. marshy | j. power station |

Exercise 11. Complete these word-building tables.

	Verbs	Adjectives	Nouns	Meaning
1	to grow			
2			economy	
3		productive		
4	to explode			
5		applicable		
6			use	
7	to cultivate			
8	to export			
9			industry	

Exercise 12. Translate the following sentences into English.

1. Сельское хозяйство является одной из главных отраслей белорусской экономики.
2. Наша республика – один из главных производителей льна в мире.
3. Сельское хозяйство обеспечивает нас продуктами питания.
4. Главные зерновые культуры в Беларуси – пшеница, рожь, ячмень и овес.
5. Сельское хозяйство Беларуси предоставляет работу более 20 % рабочей силы.

Exercise 13. Fill in the chart.

Country	Belarus	Great Britain
The Role of Agriculture		
Branches of Agriculture		
Size of the Farms		
Rate of the Development		
Main Crops		
Major Livestock		

Exercise 14. Discuss in groups.

- Agriculture is one of the main branches of the Belarusian economy.
- Belarusian agriculture in the 21st century: problems and prospects.
- Belarusian agriculture needs reforming.
- The difference between Belarusian and British agriculture.

UNIT 8**THE UNITED STATES OF AMERICA****Exercise 1. Look through the following words before reading the text.**

- District ['distrikt] – округ
 Plain [pleɪn] – равнина
 Branch [brɑ:n(t)] – отрасль, ветвь, рукав (реки)
 To form ['fɔ:m] – образовывать (ся), формировать
 Boundary ['baʊnd(ə)rɪ] – граница
 To make up ['meɪkʌp] – оставлять
 Fresh-water [freʃ 'wɔ:tə] – пресноводный
 Lead [li:d] – свинец
 Uranium [jʊ'reɪniəm] – уран
 Copper ['kɒpə] – медь, медный

To remain [rɪ'meɪn] – оставаться

Variation [veəri'eɪʃ(ə)n] – изменение, разница, колебание

To influence ['ɪnfluəns] – влиять, иметь влияние

Breadbasket ['bredbɑːskɪt] – житница, главный зерновой район

To migrate [maɪ'greɪt] – переселяться

Availability [ə'veɪlə'bɪlɪtɪ] – наличие

Lack [læk] – нехватка

To raise [reɪz] – выращивать, поднимать, повышать

Military ['mɪlɪt(ə)rɪ] – военный

Dominance ['dɒmɪnəns] – господство, влияние

Goods [gudz] – товары

Finance ['famaɪns] – финансовое дело

Insurance [ɪn'ʃʊərəns] – страхование, страховой

Manufacturer [ˌmænjʊ'fæktʃ(ə)rə] – изготовитель, производитель, промышленник

Industrial heart [ɪn'dʌstriəl ha:t] – промышленный центр

Economic activity [ˌiːkə'nɒmɪk æk'tɪvɪtɪ] – экономическая деятельность

Cotton ['kɒt(ə)n] – хлопок

Automobile industry [ˌɔːtəməbiːl 'ɪndəstri] – автомобильная промышленность

Profitable ['prɒfɪtəb(ə)l] – доходный, прибыльный

To mine [maɪn] – добывать

Entertainment [entə'teɪnm(ə)nt] – развлечения

To contain [kən'teɪn] – содержать в себе, вмещать

Exercise 2. Find and write down the geographical names in the text that correspond to the transcription below.

1. [æri'zəʊnə]

14. ['flɒrɪdə]

2. [ˌkɔːdɪ'ljeɪrə]

15. ['gʌlfəv 'meksɪkəʊ]

3. ['kɒlə'rɑːdəʊ]

16. [ha:'waɪ:]

4. [kə'lʌmbiə]

17. ['hjuːstən]

5. [dɪ'trɔɪt]

18. ['aɪəwə]

6. ['sɔːlt 'leɪk]

19. [lɒs 'ændʒɪliːz]

7. [ə'læskə]

20. ['wɒʃɪŋtən]

8. [ˌæpə'leɪtʃən 'maʊntɪnz]

21. [mɪ'zuəri]

9. [ˌɑːktɪk]

22. ['njuː 'jɔːk]

10. [ˌkælrɪ'fɔːnjə]

23. ['ɔːrɪgən]

11. ['kænədə]

24. ['riːəʊ 'grændɪ]

12. [ˌfɪ'kɑːgəʊ]

25. ['teksəs]

13. ['juːtɑː]

26. [ˌmɪsɪ'sɪpɪ]

Exercise 3. Read the text.

THE UNITED STATES OF AMERICA

The United States of America lies in the central part of the North American Continent between the two oceans: the Atlantic Ocean to the east and the Pacific Ocean to the west. It has an area of 9.4 million square kilometres and is the fourth largest country in the world. The population is over 260 million people.

The United States of America is a federal union of 50 states and one independent district, the District of Columbia (D.C.). It is a site for the Federal Capital, Washington.

The Rocky Mountains stretch from Mexico to the Arctic and divide the country into the East and the West. These mountains are rich in gold, lead, uranium, silver, copper. The East is occupied by the Appalachian Mountains, the Atlantic Plain, the Central Plain and the Great Plains. The Appalachian Mountains are extremely rich in coal and iron. The West is occupied by the Cordillera Mountains that contain many important metals, oil and natural gas.

The chief drainage system of the United States is the Mississippi River System. The Mississippi is one of the world's great rivers. Together with the Missouri (its chief western branch) it flows some 6,400 kilometres to the Gulf of Mexico. The two greatest rivers of the Pacific side are the Colorado in the south and the Columbia, which flows to the north. The Rio Grande forms a natural boundary between Mexico and the United States.

The United States has thousands of lakes. The Great Lakes make up the greatest collection of fresh-water lakes in the world. Another group of lakes is to the west of the Rocky Mountains. The most famous lake is the Great Salt Lake. It contains six thousand million tons of salt.

The United States has practically all the climatic zones. The temperature changes little between winter and summer along the western coast. But along the northern part of this coast the coldest day of January may be 40-45 degrees. Alaska is a land of icebergs and polar bears. In Hawaii the temperature usually remains 24 degrees.

Economic, political and military dominance makes the USA the leader the western world. The USA is a fully-developed industrial country. The states are divided into six major economic regions.

The Northeast produces goods like steel, clothing and books. The economic activity of the region is connected with service. It includes

finance, banking, entertainment, insurance, government, education. New York is a world center of banking and entertainment. Washington D. C. has about half of its workers in government service. The Northeast is well known for its fishing industry. It is the home of the major computer manufacturers.

The Great Lakes region is the industrial heart of the United States. Chicago is the centre of a large steel-making area. Detroit is the major automobile manufacturing city in the USA. The region is also an important area for farming.

Agriculture is the major economic activity of the South. Cotton and tobacco are important crops for southern farmers. Florida is a popular tourist area and thousands come to this beautiful place for rest and entertainment. Three-fourth of the United States coal production comes from the South.

The Region of the Plains is the “American breadbasket”. Wheat is the main crop here. Nearly 96% of the land is arable. Iowa is the richest of the farming states. Oil is the most important natural resource. Many people migrate to Texas from other states because of its warm climate and the availability of service jobs. Houston is the national centre for space exploration, energy and medicine.

The Rocky Mountains region has the smallest population because of the lack of water. Many farmers raise livestock because it is more profitable. The region is rich in mineral and energy resources. Gold and silver were found here in the 19th century. Steel industry is developed in Arizona, Colorado and Utah where coal and iron ore are mined.

The Pacific region includes Alaska, California, Hawaii, Oregon and Washington. California is famous for its fish market, fruits and vegetables. Tourism plays a very important role in Hawaii. Alaska is famous for oil production. Los Angeles is known all over the world as a city of entertainment.

Exercise 4. Answer the questions to the text.

1. Where does the United States lie?
2. How is the United States divided administratively?
3. What does D. C. stand for?
4. What mountains are there in the United States?
5. What are they rich in?
6. What are the most important rivers in the USA?
7. Name the main groups of lakes. What are they famous for?
8. Prove that the climate of the USA varies greatly.
9. Name the US six major economic regions.

Exercise 5. Choose the correct variant.

1. The USA is a federation of ____
 - a) fifty-one states.
 - b) fifty states and the District of Columbia.
 - c) forty-one states and a group of islands known as Hawaii.
2. Washington is the name of ____
 - a) the capital of the USA.
 - b) one of the states situated in the north-west of the USA.
 - c) the capital and one of the states of the USA.
3. The Region of the Plains is called the “American breadbasket” because ____
 - a) it produces breadbaskets.
 - b) it produces much wheat.
 - c) nearly 96 % of the land is arable.
4. People go to Texas because ____
 - a) it is extremely rich in gold.
 - b) of the climate and the jobs they can find here.
 - c) it is the world capital of film production.

Exercise 6. Find in the text the English equivalents of the following words and phrases.

- 1) Главная дренажная система; 2) нефть и природный газ; 3) уголь;
- 4) экономическая деятельность; 5) автомобильная промышленность;
- 6) промышленный центр; 7) популярный туристический район;
- 8) железная руда; 9) пресноводные озера; 10) самый важный природный ресурс; 11) теплый климат; 12) вдоль западного побережья;
- 13) полностью развитая индустриальная страна; 14) основные экономические регионы; 15) американская житница.

Exercise 7. Make sentences. Use the model.

Model: The Mississippi (the river – to flow).

The Mississippi is the river which flows to the Gulf of Mexico.

1. Alaska (the state – to be situated).
2. The Rio Grande (the river – to form).
3. Mexico (the country – to be situated).
4. Chicago (the city – to be famous for)
5. Hawaii (the state – to be situated).
6. Texas (the state – to be rich in).
7. The Great Lakes (a group of lakes – to make up)

Exercise 8. Complete the sentences using the correct form of the words from exercise 1.

1. Bullets are made of _____.
2. Some lakes in the United States _____ salt and soda.
3. _____ of coal and iron ore makes steel industry one of the most important _____ in the region.
4. Florida is a beautiful place for rest and _____.
5. The most _____ activity in the Rocky Mountains region is the raising cattle.
6. The climate _____ the economic development of the country.
7. The USA _____ the economic, political and military leader of the western world.

Exercise 9. Fill in the necessary prepositions.

1. The country stretches for about 2,500 miles _____ north _____ south.
2. This part of the United States is occupied _____ the mountains.
3. The Missouri flows _____ the Gulf of Mexico.
4. The United States is located _____ the North American Continent.
5. A natural boundary _____ Mexico and the USA is formed by the Rio Grande.
6. The economy of the Northeast is connected _____ service.
7. Many people come to Florida _____ rest and entertainment.
8. Oil comes _____ the region of the Plains.
9. Because _____ the lack _____ water the farmers of the Rocky Mountains region raise livestock.
10. The richest _____ the farming states is Iowa.

Exercise 10. Use the words to make sentences.

1. The / the / and / Colorado / are / two / Columbia / rivers / of / the / greatest / side / the / Pacific.
2. River / boundary / the / Mexico / forms / a / between / natural / and / country / the.
3. World / Lakes / are / the / in / Great / the / collection / fresh-water / greatest / of / lakes / the.
4. Are / California / fishing / and / the / famous / Northeast / for / industry / their.
5. Water / the / of / region / lack / has / the / the / of / smallest / because / population.

Exercise 11. Make a table called “A fully-developed industrial country”. Include the names of the main economic regions, the main industries, and the names of the cities.

Regions	Industries and Economic Activities	Cities
the Northeast ...	service industry, ...	Washington D. C. ...

Exercise 12. Find the answer to the question “Who can become President of the USA?” in the text.

THE PRESIDENT OF THE UNITED STATES

Do you want to be president of the United State of America? Maybe you can apply for the job. Answer these three questions. Are you a U.S. citizen? Are you thirty-five years old or older? Have you been a resident of the United States for fourteen years or longer? Did you say “yes” to all three questions? Then you can take the first steps to the White House.

You become president for a term. A term is four years. You can only serve two terms. This means that you can only be president twice. This became law in 1951. Before that, the law was different. In fact, Franklin D. Roosevelt became president in 1933. He was president for twelve years. No one was president longer than he was. As president of the United States, you earn \$200,000 a year. You also get an extra \$50,000 for expenses, tax-free. You have your own limousine, jet, and housekeepers, all free. You also live rent free, in the White House in Washington, D. C. Moreover, you are head of the richest country in the world.

Presidents of the United State are very different people. Twenty-two were lawyers, four soldiers, four farmers, four teachers, two writers, two businessmen, one tailor, and one actor. Eight of them did not have a college education!

UNIT 9

USA AGRICULTURE

Exercise 1. Learn the words.

To clear [klɪə] – расчищать, очищать, убирать

To settle [setl] – поселиться, обосноваться

Settler ['setlə] – поселенец

To adopt [ə'dɒpt] – перенимать
To graze [greɪz] – пасти(сь)
To comprize [kəm'praɪz] – охватывать, включать, содержать
To improve [ɪm'pru:v] – улучшать(ся), совершенствовать(ся)
To cut [kʌt] – резать, снижать, уменьшать
Consumer [kən'sju:mə] – потребитель
To own [əʊn] – владеть
Owner ['əʊnə] – владелец
To hire ['haɪə] – нанимать, давать напрокат
To invest [ɪn'vest] – вкладывать, инвестировать деньги
To rent [rent] – сдавать, брать (в аренду), арендовать
Tenant ['tenənt] – арендатор
To pick [pɪk] – собирать, снимать (плоды)
Picking ['pɪkɪŋ] – сбор
Migrant workers ['maɪgrənt 'wɜ:kəz] – рабочие мигранты
To contribute [kən'trɪbjʊ:t] – способствовать, содействовать
To receive [rɪ'si:v] – получать
To require [rɪ'kwaɪə] – нуждаться, требовать

Exercise 2. Read the text.

USA AGRICULTURE

Nearly 400 years ago European colonists came to America. The colonists began to settle. They cleared the land and transformed forests into croplands and pastures. The settlers lived in a group of houses around a central field. Here grazed the village cattle.

In 1862 the government gave land away free. A settler had to clear it, build a house and live there for at least five years. There appeared family farms. Over time, farming methods and farming areas increased. Today the average farm in the USA comprises 187 ha (462 acres).

American farms became more efficient. Many farms adopted new technologies. Computers helped them to improve productivity and cut costs. In the 1990s, American farmers invested more than \$ 400 billion in land, livestock, building and equipment. American consumers pay less for their



food than the people of many other industrial countries. By the mid-1970s, a single farmer could grow enough food to feed himself, 45 other Americans and 8 foreigners.

Most of the farms in the USA are family farms. Corporations that are owned by families lead only 3 percent of them. People who have small pieces of land cannot invest in the modern equipment. Often they sell their land to other farmers. There are tenant farmers who rent this land for cash or give the owner a part of the crops they grow. Owners of large farms hire seasonal workers. Many of these seasonal workers travel from farm to farm. They stay only for the period of picking crops. They are known as migrant workers.

The Northeast region does not have large areas of good land. However, you can find dairy and poultry farms in several areas. Maine is famous for potatoes.

The Great Lakes region is also an important area for farming. Corn, wheat and dairy products are the most important agricultural items. Farmers often rotate soybeans – that is planting corn in a field one year and soybeans the next. The region has enough rainfall, which is very important for hay, grown to feed dairy cattle. Wisconsin is the most important dairy state in the region.



The South is famous for tobacco. The moist warm climate contributes to the extensive growth of tobacco in Virginia, North Carolina and South Carolina. Cotton is another important crop for southern farmers, especially in Arkansas and Mississippi. Peanuts are grown in Georgia. Soybeans is an important crop in Arkansas. Citrus fruits and vegetables are grown in Florida.

The Great Plains region is considered the “American breadbasket”. It yields great quantities of crops, especially wheat. Wheat is important in Kansas, Minnesota, Nebraska and the Dakotas. Iowa receives more rainfall than the states in the west, so corn is grown instead of wheat. It is the leading state in the USA in corn production. Texas leads the country in the number of cattle and sheep. Here vegetables and citrus fruit, wheat and cotton are grown too.

The Rocky Mountains region lacks water. So many farmers raise livestock. The cattle and sheep require a lot of land to graze. Many of the ranches are very large. Their sizes can be over 900 hectares.

California leads the Pacific region in farming. It is the leading grower of fruits and vegetables. The farms produce cattle, dairy products, cotton, grapes, tomatoes and citrus fruits. In Washington cherries and apples are major fruits. Farms in Hawaii grow sugarcane and pineapples.

Now USA agriculture is big business and is a part of the country's economy.

Agribusiness includes farmer cooperative, rural banks, shippers of farm products, firms that manufacture farm equipment, food-processing industries and many other businesses. American agriculture exports its crops to Europe, Asia, Africa, and Latin America. The United States produces half of the world's soybeans and corn for grain, and from 10 to 25 percent of the world's cotton, wheat, tobacco and vegetable oils.

Exercise 3. Answer the questions to the text.

1. When did European colonists come to America?
2. Did the settlers live in a group of houses?
3. When and how did family farms appear?
4. How do American farmers improve productivity?
5. What kind of farms is the most typical in the USA?
6. What are the main agricultural regions of the USA?
7. What crops are grown in the South?
8. Do all states in the USA grow the same crops? What does it depend on?
9. What is the leading region in growing wheat in the USA?
10. What is the leading state in corn production?
11. What state leads the country in growing fruits and vegetables?
12. Where are dairy farms situated?
13. Is agriculture a part of the US economy?

Exercise 4. Say if the following statements are true or false.

1. In the 13th century European colonists who came to America lived in a group of houses.
2. Most of the farms in the USA are family farms.
3. Seasonal workers are known as migrant workers.
4. The Great Lakes region is famous for tobacco.
5. Florida is considered the "American breadbasket".
6. Iowa is the leading state in the USA in corn production.
7. USA agriculture is a part of the country's economy.
8. American agriculture exports its crops only to Europe.

Exercise 5. Say the same in English.

1) Ведущий производитель фруктов и овощей; 2) сахарный тростник; 3) пищевая промышленность; 4) нанять сезонных рабочих; 5) потребители; 6) превращали леса в пахотные земли и пастбища; 7) современное оборудование; 8) производить кукурузу на зерно; 9) требуют много земли для выпаса; 10) цитрусовые фрукты; 11) регион Скалистых гор; 12) растительные масла; 13) стали более эффективные; 14) период сбора урожая; 15) ведущий штат по производству кукурузы; 16) фермеры-арендаторы; 17) методы ведения сельского хозяйства; 18) деревенский скот; 19) влажный теплый климат; 20) сено.

Exercise 6. Name the main agricultural regions of the USA. Complete the following sentences using the text. Fill in the gaps with the names of the regions. Translate into Russian.

1. _____ is famous for soybeans and tobacco.
2. Wheat is the most important crop in _____.
3. Cotton is another important crop in _____.
4. Wisconsin is the main dairy state in _____.
5. Iowa is the leading state in _____ in corn production.
6. Many farmers in _____ raise livestock.
7. California leads _____ in farming.
8. In several areas of _____ you can find dairy and poultry farms.

Exercise 7. What states lead the country in growing crops? Make up short dialogues using the Models.

Model A: – What is the leading state in growing corn in the USA?

– The leading state in growing corn in the USA is Iowa.

Model B: – What state leads the country in growing corn?

– Iowa leads the country in growing corn.

Exercise 8. Use these letters to write the names of the crops grown in the USA.

- a) sapelp –
- b) otcocba –
- c) scehierr –
- d) sperga –
- e) rcaangeus –
- f) tncoot –
- g) ssonyabe –
- h) spielnepap –
- i) nocr –
- j) aweht –

Exercise 9. Complete the sentences using the following words: *cleared, higher, produces, to graze, producer, receives, to make, cut, uses, croplands.*

1. New technologies will help us _____ costs.
2. The first American settlers _____ the land and transformed forests into _____ and pastures.
3. The leading _____ of tobacco is the South region.
4. _____ productivity of farm animals _____ the owner of the farm _____ new technologies.
5. The Great Plains region _____ many crops such as wheat, corn, cotton and many others.
6. Iowa _____ more rainfall than the states in the west.
7. The cattle and sheep require a lot of land _____.

Exercise 10. Make questions for the answers.

1. _____? – Migrant workers are people who work on different farms only for the period of picking crops.
2. _____? – The Great Plains region is the “American breadbasket” because it is the leading grower of wheat in the USA.
3. _____? – Crop growing depends on climate.
4. _____? – Yes, most of the farms in the USA are family farms.
5. _____? – Tenant farmers rent a piece of land and give the owner a part of the crops they grow.
6. _____? – The USA exports its crops to Europe, Asia, Africa and Latin America.

Exercise 11. Put the words in the right order to make up sentences.

1. Farm / what / average / is / an / the / of / size?
2. The / growing / region / crops / does / lands / not / good / have / for.
3. USA / most / family / the / of / farms / in / are / farms / the.
4. Tenant / crops / farmers / picking / workers / hire / period / seasonal / the / for / of.
5. Region / dairy / Mountains / farms / Rocky / are / the / situated / the / in.
6. The / cotton / and / South / is / tobacco / for / famous.
7. Hawaii / sugarcane / grow / and / farms / pineapples / in.

Exercise 12. Make up word combinations and translate them.

- | | |
|--------------------|---------------|
| 1. modern | a. farmers |
| 2. seasonal | b. climate |
| 3. tenant | c. industries |
| 4. warm | d. equipment |
| 5. extensive | e. fruits |
| 6. citrus | f. cattle |
| 7. food-processing | g. workers |
| 8. dairy | h. farms |
| 9. poultry | i. growth |

Exercise 13. Match the words with their definitions.

1	breadbasket	a	a worker who is employed for a particular period of the year
2	tenant farmer	b	people or companies who ship cargo as a business
3	seasonal worker	c	a major cereal-producing region
4	settlers	d	cows raised mainly for their milk
5	shippers	e	an area of land on which crops are grown
6	cropland	f	people who go to live in a new country
7	dairy cattle	g	a person who farms rented land

Exercise 14. Translate the following sentences into English.

1. Колонисты превратили леса в пахотные земли и пастбища.
2. Сегодня средняя ферма в США составляет 187 га.
3. Фермеры-арендаторы берут в аренду участок земли и отдают владельцу часть выращиваемого ими урожая.
4. Владельцы крупных хозяйств нанимают сезонных рабочих только на время сбора урожая.
5. Регион Великих равнин считается «американской житницей», потому что он является ведущим производителем пшеницы в США.
6. Влажный теплый климат способствует экстенсивному росту табака в Южном регионе.
7. Техас лидирует в стране по количеству крупного рогатого скота и овец.
8. Калифорния – ведущий производитель фруктов и овощей.
9. Многие фермеры выращивают скот в районе Скалистых гор.
10. Сейчас сельское хозяйство США – это большой бизнес и часть экономики страны.
11. США экспортируют свою продукцию в Европу, Азию, Африку и Латинскую Америку.

Exercise 15. Be ready to speak about on one of the topics:

- A short history of American agriculture.
- Agriculture is one of the biggest and most productive enterprises in the USA.
- The six agricultural regions.

SUPPLEMENTARY READING

TEXT 1

WHAT IS AGRICULTURE?

Agriculture is a human activity and an important branch of economy. Economic growth of any country depends on the development of agriculture which supplies people with food and clothing and industry with raw materials.

The word *agriculture* means the cultivation of fields and growing crops. But this is the old meaning of this word. Now it also means the use of land to breed animals. At present, there are two main branches of agriculture. They are crop growing and animal husbandry.

We do not know when people began to grow crops. It was many thousand years ago. Now crop growing and animal husbandry are highly developed branches of agriculture.

The soil is the basis of agriculture. Enough food for all the people can be grown if there is sufficient good soil for crops to produce high yields.

Life is impossible without plants. They play a highly important role in everyday life of people. Plants that are grown by farmers are known as farm crops. They are used for many different purposes. Most of them are used directly as food for people, some are consumed by farm animals, others are used in industry and medicine.

There are two ways to grow enough food plants. They are the increase in area of arable land and the intensification of agricultural production in the areas already used for cropping. At present, the second way is more important because there is not enough experience to reclaim tropical and subtropical lands.

In order to increase crop yields and animal products our collective and state farms apply widely intensive technologies.

TEXT 2

INTENSIVE TECHNOLOGIES IN AGRICULTURE

There are two ways of increasing the yield of farm crops. They are the cultivation of new lands and the increase in yields per hectare. In the recent past the first way was more popular. At present more agricultural products are obtained by intensification of agricultural production.

Intensification is based on mechanization, electrification and chemization, which are the main sources of progress in agriculture. Most of agricultural processes in crop production and animal husbandry are mechanized now. They are the preparation of the soil, planting and harvesting crops, feeding farm animals and cleaning livestock buildings. Chemization of agriculture is increased by higher production and use of mineral fertilizers and other chemicals. They increase crop yields and quality.

Some other important intensive technologies are the development of better high-yielding varieties of crops, the application of most effective cultural practices, the breeding of better farm animals and the control of weeds, insects and diseases.

All intensification factors, such as full mechanization, high application of fertilizers and extensive use of herbicides must be used in such a way as not to disturb the biological equilibrium of the soil.

TEXT 3

TWO BRANCHES OF AGRICULTURE

There are two main branches of agricultural production – crop production and animal husbandry.

Crop production is the practice of growing and harvesting crops. The most important crops grown by man are grain crops, vegetables and grasses. In order to obtain high yields crops are grown under favourable soil and climatic conditions.

Animal husbandry is a branch of agriculture including the breeding of farm animals and their use. Dairy and beef cattle, hogs, sheep, and poultry are widely bred throughout the world. Farm animals are highly important sources of food for man. They are kept for the production of such nutritious products as meat, milk and eggs.

Many crops grown by man are used in feeding livestock. At the same time manure produced by farm animals is an important source for the maintenance of soil fertility. Most of the nutrients taken by plants from the soil are thus returned. Applying manure, farmers improve the physical condition of the soil.

Thus, crop production and animal husbandry are closely connected with each other.

TEXT 4

HOW SCIENCES CONTRIBUTE TO AGRICULTURE

One science may help, make, or contribute to another science. What sciences contribute to agriculture?

Botany contributes to agriculture, for botany is the science of plants, and plants are important in agriculture.

Bacteriology, the science dealing with bacteria, contributes to agriculture. Many diseases of plants and animals are caused by bacteria and fungi. It is probable that we would have no crops or animals without our knowledge of controlling plant diseases and animal diseases.

Zoology, the science of animals, contributes to agriculture, as does entomology, which treats of insects. Man could not control insects unless he knew their nature and habits, their food, their life history, their enemies. This respects a vast amount of knowledge gained and proved. The modern farmer knows how to control most of the harmful insects.

In our study of how plants make their food, we touch on chemistry, the science that treats of the composition of things and the changes that take place in them.

Physics has told us most of what we know that has helped us to develop machines and power for use in farming.

Geography, the science of the earth and its life, contributes to agriculture. So does economics, the science that treats of the production, distribution, and consumption of things.

Through the science of breeding, dairy cattle have been developed for high production of milk, and beef cattle for production of beef. Likewise, there is improvement in other kinds of livestock. Science has made it possible for us to know how to feed any kind of farm animal for any purpose.

Without knowledge of soils and fertilizers, which we have gained and proved, agriculture would be poor indeed. Without science, we would not know that we should grow legumes in order to take nitrogen from the air, nor would we know how to fertilize intelligently. We are making much progress in learning how to control soil erosion.

Forest farming is today recognized as an important part of agriculture. Modern scientific principles of forestry are being widely applied. We know how trees live and grow, what their enemies are. Much knowledge is being gained and proved about the relation of forests to climate, stream flow and erosion, and about various problems of management. Also, new uses are being found for the products of the forest.

TEXT 5

CATTLE BREEDING IN GREAT BRITAIN

The climate of the British Isles is ideal for cattle. Therefore, they are found practically in all areas, particularly in the Midlands and south-west of England, the Lowlands of Yorkshire and the coastal areas of Scotland, Wales, the Lake District and Northern Ireland. In contrast, sheep are concentrated in uplands of Scotland, Wales, northern and south-western England and Northern Ireland.

Since British agriculture is highly specialized, cattle serve different purposes in different districts. There are two kinds of cattle: dairy cattle and beef cattle. The need for daily deliveries of fresh milk has given rise to particular concentration of dairy cattle on lowlands close to densely populated areas. Beef cattle are more widely distributed throughout the British Isles than dairy cattle, and rearing extends into upland regions far from urban areas.

Sheep no longer play such an important part in British agriculture as they did in the past, when there was a steady export of wool to the continent of Europe. Nowadays they are in general numerous only on land which is unsuitable for other types of farming. Although lamb production is the main source of income for sheep farmers, wool is also important.

Most farmers keep pigs and poultry. Pig production occurs in most areas but it is particularly important in northern and eastern England. There exists a high degree of specialization. Poultry farms are chiefly concerned with the supply of eggs to local markets and the production of poultry meat. Britain remains self-sufficient in both.

TEXT 6

FLAX

Flax is one of the oldest cultivated crops. Flaxseeds that have been found in Syria and Turkey indicate that the plant might have been grown as early as 7000 B. C. The Egyptians began cultivating flax about 5000 B. C. By about 1000 B. C., the cultivation of flax had spread to Western Europe. In the A. D. 700, the areas that are now Belgium and France became leading producers of fine linen.

Flax is a plant raised for its fiber and seed. The fiber is made into linen fabric and a variety of other products, including rope, thread, and high-

quality paper. The seeds contain linseed oil, which is used primarily in the production of paints and varnishes.

There are about 230 species of flax. Only one species, *Linum usitatissimum* (лен обыкновенный), is grown commercially. Different varieties of this species are grown for fiber and for seed.

Flaxseeds consist of about 40 percent oil and 60 percent water and solid matter. One bushel of seeds produces about 9.5 liters of linseed oil. The meal that remains after processing is used as a high-protein feed for livestock. People also use ground flaxseed to make breads and other foods.

World production of fiber flax amounts to about 700 000 tons annually. China is, by far, the leading country in fiber flax production. Other leading growers include Belarus, France, the Netherlands, and Russia. The United States and Canada do not raise fiber flax. World flaxseed production totals about 100 million bushels yearly. Leading flaxseed-producing countries include Canada, China, India, the United Kingdom, and the United States.

TEXT 7

GROWING AND PROCESSING FIBER FLAX

Fiber flax grows best in cool, moist climates with rainy summers. It is planted in spring after the danger of frost has passed. Fiber flax is generally grown in rotation with other crops. Rotation helps reduce the effects of diseases.

Fiber flax is harvested three to four months after planting. If the plants are harvested too early, the fibers will be fine and silky, but weak. If the plants become too ripe, the fibers will be stiff and rough and difficult to spin into yarn. Farmers harvest fiber flax with a machine that pulls the stalks from the ground. On some farms, workers harvest flax by hand.

After the plants have been harvested, the flax stems are soaked in water. This process, which is called retting (вымачивание), rots the stalk and exposes the fibers that lie under the woody part of the stem. There are two methods of retting – dew-retting and water-retting. In dew-retting, farmers spread the flax in the field and allow the dew to rot the plants for several weeks. During the dew-retting process, the stems are turned several times and the seeds are removed. In water-retting, the seeds are removed first and the stems are then soaked in large tanks of warm water for four to eight days.

After retting, the flax stems are dried and sent through a machine that breaks them into small pieces called shives (космá). Next, in a process

called scotching (*трепание стебле волокнистых растений*), the machine separates the shives from the fibers by beating the stems with a whirling paddle or blade. In the next step, called hackling (*ческа льна*), the tow (short) and line (long) fibers are straightened and separated from each other by combing. After combing, the fibers are baled (*упаковываются в тюки*) and sent to mills for processing. The seeds that were removed from the plants are processed for oil.

TEXT 8

AGRICULTURE AND ENVIRONMENT

Agriculture and environment are closely connected with each other. Crop yields and animal productivity depend on soil and climatic conditions of the region in which they are grown. When environmental conditions are favorable, crops grow and develop well and produce high yields.

At present agriculture is not so dependent on the environment as in the past. Man can improve the conditions under which crops are grown. The conditions can be improved by using irrigation and drainage, by applying fertilizers and different chemicals such as herbicides and insecticides and by some other practices.

The environmental factors do not only affect agriculture, but they are also affected by the agricultural activity.

There are four main ways in which agriculture affects our environment. The first way is soil erosion. It is a natural process but it can be greatly increased when improper methods of farming are used. The second way is wastes of intensive keeping of livestock and poultry. These wastes pollute waterways. The third way is improper use of fertilizers. Mineral fertilizers and chemicals used by farmers accumulate in the soil and in plants and may become harmful for people. The last way of agricultural pollution of the environment is the use of different chemicals such as insecticides, herbicides and others. These chemicals affect both the soil and air.

ENGLISH-RUSSIAN VOCABULARY

A

account for [ə'kaunt] – составлять
A.D. (Anno Domini) – нашей эры
adopt [ə'dɒpt] – перенимать
agriculture ['ægrɪ,kʌltʃə] – сельское хозяйство
agricultural [ˌægrɪ'kʌltʃərəl] – сельскохозяйственный
alfalfa [æl'fælfə] – люцерна
application [æplɪ'keɪʃ(ə)n] – внесение (удобрений и ядохимикатов)
arable ['ærəbl] – пахотные

B

barley ['ba:lɪ] – ячмень
B.C. (before Christ) – до нашей эры
beets [bi:ts] – свекла
beans [bi:nz] – бобы
bee [bi:] – пчела
belong to [br'lɔŋ] – принадлежать к
branch [bra:ntʃ] – отрасль
breed [bri:d] – порода (n), разводить (v)
broiler chicken ['brɔɪlə 'tʃɪkɪn] – цыпленок-бройлер

C

castor oil ['ka:stə,ɔɪl] – касторовое масло
cattle [kætl] – крупно-рогатый скот
cereal grains ['sɪəriəl 'greɪnz] – зерновые культуры
clear [kliə] – расчищать, очищать, убирать
clover ['kləʊvə] – клевер
cocoa beans ['kəʊkəʊbi:nz] – какао-бобы
coconuts ['kəʊkənʌts] – кокосовые орехи
compete [kəm'pi:t] – конкурировать
comprise [kəm'praɪz] – охватывать, включать, содержать
consumer [kən'sju:mə] – потребитель
contaminate [kən'tæmɪneɪt] – загрязнять, заражать, портить
contribute [kən'trɪbjʊ:t] – способствовать, содействовать
cotton gin ['kɒtn 'dʒɪn] – хлопкоочистительная машина
cropland ['krɒp,lænd] – пахотная земля
crop rotation [krɒp ,rəʊ'teɪʃ(ə)n] – севооборот
cut [kʌt] – резать, снижать, уменьшать

D

dairy ['dæəri] – молочный

diet [daɪət] – рацион питания

domestication [dəˌmestɪ'keɪʃ(ə)n] – одомашнивание, приручение

dominate ['dɒmɪneɪt] – преобладать

be drained [dreɪnd] – осушаться

E

efficient [ɪ'fɪʃ(ə)nt] – эффективный

egg [eg] – яйцо

employ [ɪm'plɔɪ] – предоставлять работу

enterprise ['entəpraɪz] – предприятие

equipment [ɪ'kwɪpmənt] – оборудование

explosion [ɪk'spləʊzən] – взрыв

F

fabric ['fæbrɪk] – ткань

farm [fa:m] – ферма (n), сельскохозяйственный (adj), заниматься сельским хозяйством (v)

farmer ['fa:mə] – фермер

farming ['fa:mɪŋ] – фермерство, занятие сельским хозяйством

feed [fi:d] – корм (n), кормить (v)

feeding trough ['fi:dɪŋ 'trɒf] – кормушка

fertile ['fɜ:taɪl] – плодородный

fertility [fɜ:'tɪlɪtɪ] – плодородие

fertilizer ['fɜ:tɪlaɪzə] – удобрение

fibre ['faɪbə] – волокно

flax [flæks] – лен

fodder ['fɒdə] – корм

foodstuffs ['fu:dstʌfs] – продовольствие, продукты питания

forage ['fɔrɪdʒ] – корм, фураж

fur [fɜ:] – мех

G

game [geɪm] – дичь

goat [gəʊt] – коза

gooseberry ['guzb(ə)rɪ] – крыжовник

grass [grɑ:s] – трава

graze [greɪz] – пасти(сь)

grow [grəʊ] – расти, выращивать, произрастать

Н

hay [heɪ] – сено

harvester ['hɑ:vɪstə] – уборочная машина

hectare ['hekteə] – гектар

herbicide ['hɜ:bɪsaɪd] – гербицид, средство от сорняков

hide [haɪd] – шкура

hire ['haɪə] – нанимать, давать напрокат

hog [hɒg] – свинья

honey ['hʌni] – мед

horticulture ['hɔ:tɪkʌltʃə] – садоводство, огородничество

horse [hɔ:s] – лошадь

И

import [ɪm'pɔ:t] – импортировать, ввозить

improve [ɪm'pru:v] – улучшать(ся), совершенствовать(ся)

industry ['ɪndəstri] – промышленность, производство

inherit [ɪn'herɪt] – передаваться по наследству

insect pest ['ɪnsekt 'pest] – насекомое-вредитель

insecticide [ɪn'sektɪsaɪd] – инсектицид

invent [ɪn'vent] – изобретать, придумывать

invest [ɪn'vest] – вкладывать, инвестировать деньги

irrigation [ˌɪrɪ'geɪʃ(ə)n] – орошение

irrigation pump [ˌɪrɪ'geɪʃ(ə)n 'pʌmp] – ирригационный насос

К

kind [kaɪnd] – сорт, разновидность, вид

Л

lack [læk] – недостаток, отсутствие

large-scale ['lɑ:dʒskeɪl] – крупномасштабный, массовый

linseed oil ['lɪnsɪd ɔɪl] – льняное масло

livestock ['laɪvstɒk] – домашний скот

livestock breeder ['laɪvstɒk 'bri:də] – животновод

М

make up ['meɪkʌp] – составлять

manure [mə'njuə] – навоз

marshy ['mɑ:ʃɪ] – болотистый

meadow ['medəu] – луг

meet [mi:t] – удовлетворять, соответствовать
migrant workers ['maɪgrənt 'wɜ:kəz] – рабочие мигранты
milking machine ['mɪlkiŋ mə'ʃi:n] – доильный аппарат
millet ['mɪlt] – просо
mink [mɪŋk] – норка
moorland ['mɔ:lənd] – вересковая пустошь; местность, поросшая
вереском
mussel [mʌsl] – мидия

N

natural rubber ['nætʃrəl 'rʌbə] – каучук
nitrogen ['naɪtrədʒ(ə)n] – азот, азотный
nourishment ['nʌrɪʃmənt] – питание, питательные вещества

O

oats [əʊts] – овес
oil [ɔɪl] – растительное масло
oil-bearing crops ['ɔɪl'beərɪŋ 'krɒps] – масличные культуры
ornamental [ɔ:nə'mentl] – декоративный
be overmoistened [ˌəʊvə'mɔɪstʃənd] – быть переувлажненным,
заболоченным
own [əʊn] – владеть
owner ['əʊnə] – владелец
oyster ['ɔɪstə] – устрица
oxen ['ɒksn] – волы, рогатый скот

P

pastoral ['pɑ:st(ə)r(ə)l] – пастбищный
peas [pi:z] – горох
pedigree cattle ['pedɪgri: kætɪl] – племенной (породистый) скот
peninsula [prɪ'nɪnsjʊlə] – полуостров
pepper ['pepə] – перец
pick [pɪk] – собирать, снимать (плоды)
picking ['pɪkiŋ] – сбор
plant [plɑ:nt] – растение (n), сажать (v)
plow (plough) [plau] – плуг (n), пахать (v)
potato [pə'tetəʊ] – картофель
poultry ['pəʊltri] – домашняя птица
production [prə'dʌkʃ(ə)n] – производство, продукция
pulses ['pʌlsɪz] – бобовые культуры

Q

quantity ['kwɒntɪtɪ] – количество

R

raise [reɪz] – выращивать

raspberry ['rɑ:zb(ə)rɪ] – малина

raw material ['rɔ:, mə'tɪəriəl] – сырье

receive [rɪ'si:v] – получать

rent [rent] – сдавать, брать (в аренду), арендовать

require [rɪ'kwaɪə] – нуждаться, требовать

rice [raɪs] – рис

root crops ['ru:t 'krɒps] – корнеплоды

rye [raɪ] – рожь

S

seed [si:d] – семя, зерно

seed drill ['si:d 'dri:l] – сеялка

selective breeding [sɪ'lektɪv 'bri:diŋ] – селекционное разведение

settle [setl] – поселиться, обосноваться

settlement ['set(ə)lm(ə)nt] – поселение, колония, деревня

settler ['setlə] – поселенец

silkworms ['sɪkwɜ:mz] – шелковичные черви

sheep [ʃi:p] – овца (овцы)

shellfish ['ʃelfɪʃ] – моллюск

shrub [ʃrʌb] – кустарник

soil [sɔɪl] – почва

sorghum ['sɔ:gəm] – сорго

source [sɔ:s] – источник

soybeans ['sɔɪbi:nz] – соя

squash [skwɔʃ] – тыква

strawberry ['strɔ:b(ə)rɪ] – клубника, земляника

sugarcane ['ʃugəkeɪn] – сахарный тростник

sugar-bearing crops ['ʃugə'beərɪŋ 'krɒps] – сахаросодержащие культуры

supply [sə'plai] – снабжать, поставлять, доставлять

sweet potato ['swi:t.pə'teɪtəu] – сладкий картофель, батат

T

tame [teɪm] – приручать

tenant ['tenənt] – арендатор
thresher ['θrefə] – молотилка
transition [træn'ziʃ(ə)n] – переход
trout [traut] – форель
turkey ['tʒ:ki] – индейка

U

unstable [ʌn'steɪbl] – неустойчивый

V

valley ['væli] – долина
variety [və'raɪəti] – 1) разнообразие, множество; 2) вид, сорт
vegetable ['vedʒtəbl] – овощ

W

weedkiller ['wi:dkɪlə] – гербицид, средство от сорняков
wheat [wi:t] – пшеница
wood ash ['wud 'æʃ] – древесная зола
wool [wul] – шерсть
workforce ['wɜ:kfɔ:s] – рабочая сила

XY

yarn [ja:n] – пряжа

Z

БИБЛИОГРАФИЧЕСКИЙ СПИСОК

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