МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА
И ПРОДОВОЛЬСТВИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

ГЛАВНОЕ УПРАВЛЕНИЕ ОБРАЗОВАНИЯ,
НАУКИ И КАДРОВОЙ ПОЛИТИКИ

Учреждение образования
«БЕЛОРУССКАЯ ГОСУДАРСТВЕННАЯ
ОРДЕНОВ ОКТЯБРЬСКОЙ РЕВОЛЮЦИИ
И ТРУДОВОГО КРАСНОГО ЗНАМЕНИ
СЕЛЬСКОХОЗЯЙСТВЕННАЯ АКАДЕМИЯ»

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АНГЛИЙСКИЙ ЯЗЫК

РАЗГОВОРНЫЕ ТЕМЫ

Рекомендовано учебно-методическим объединением
в сфере высшего образования Республики Беларусь
по образованию в области сельского хозяйства
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получение общего высшего образования по специальностям
6-05-0811-01 Производство продукции растительного
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6-05-0811-02 Производство продукции животного происхождения,
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6-05-0532-03 Землеустройство и кадастры,
6-05-0811-04 Агробизнес

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Приведены устные темы, предусмотренные учебной программой по английскому языку. Тексты сопровождаются вопросами и заданиями, направленными на обучение устной речи.

Для студентов учреждений образования, обеспечивающих получение общего высшего образования по специальностям 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, 6-05-0811-03 Мелиорация и водное хозяйство, 6-05-0532-03 Землеустройство и кадастры, 6-05-0811-04 Агробизнес.

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ВВЕДЕНИЕ

Настоящее учебно-методическое пособие по английскому языку «Разговорные темы» предназначено для студентов учреждений образования, обеспечивающих получение общего высшего образования по специальностям: 6-05-0811-02 Производство продукции животного происхождения; 6-05-0831-01 Водные биоресурсы и аквакультура; 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; 6-05-0811-04 Агробизнес и представляет собой дополнительный текстовый материал для подготовки одного из экзаменационных вопросов, предусмотренных базовой программой.

Данное пособие содержит ряд последовательно расположенных устных разговорных тем, в процессе изучения которых студенты смогут развивать и активизировать навыки устной речи. К каждой теме дается минимум лексики с переводом на русский язык. Закрепление этого минимума обеспечивается его постоянной повторяемостью в текстах, диалогах, упражнениях.

Поскольку вопросы и ответы являются одним из главных элементов в работе по развитию навыков устной речи, то в пособии отводится большое место именно вопросно-ответным заданиям.

Задания данного пособия могут быть использованы для работы в аудитории, в качестве домашнего задания и для контрольных работ.

Некоторые упражнения, ответы на вопросы, интервью, диалоги рекомендуются для парной работы.

Дополнительные тексты рассчитаны на закрепление пройденного материала или для развития навыка понимания на слух и предназначены для понимания и пересказа в аудитории.

Поскольку перевод с английского языка и обратный является одним из важных способов развития навыков устной речи, то следует ему уделить особое внимание на практических занятиях. Рекомендуется использовать данное пособие одновременно с прохождением соответствующей устной темы по основному учебнику.

UNIT 1

My Family

Topical Vocabulary

1) biography [baɪ'ɔgrəfɪ] − биография;
2) name − имя;
3) surname − фамилия;
4) nationality [ˌnæʃ(ə)'nælətɪ] − национальность;
5) age [eɪʤ] − возраст;
6) occupation [ˌɔkjə'peɪʃ(ə)n] − занятие, профессия;
7) to be married − быть женатым, быть замужем;
8) to be single − быть холостым, быть не замужем;
9) to leave (finish) school – закончить школу;
10) applicant ['æplɪk(ə)nt] − абитуриент;
11) first-year student – студент-первокурсник;
12) to get acquainted [ə'kweɪntɪd] − познакомиться;
13) to be born − родиться;
14) to come from − происходить, быть родом;
15) to enter the university – поступить в университет;
16) to fail in an exam − провалить (не сдать) экзамен;
17) to pass exams – сдать экзамены;
18) the extended family – патриархальная семья;
19) the nuclear ['nju:klɪə] family – традиционная семья;
20) the blended family – смешанная семья;
21) aunt [ɑ:nt] − тетя;
22) uncle ['ʌŋkl] − дядя;
23) niece [ni:s] − племянница;
24) nephew ['nefju:], [-vju:] − племянник;
25) grandparents − дедушка и бабушка;
26) granddaughter − внучка;
27) grandson − внук;
28) to be divorced – быть в разводе;
29) to be on pension – быть на пенсии;
30) husband ['hʌzbənd] − муж;
31) wife [waɪf] − жена;
32) cousin − двоюродный брат (сестра);
33) mother-in-law − свекровь, теща;

34) daughter-in-law ['dɔ:tə(r)ınlɔ:] − невестка;
35) son-in-law − зять;
36) father-in-law − свекор, тесть;
37) relatives ['relətıvz] (close, distant) − родственники (близкие, дальние)
38) child [ʧaıld] – ребенок
39) baby − грудной ребенок;
40) to consist of – состоять из;
41) to look like − выглядеть;
42) to share domestic duties – разделять домашние обязанности;
43) to get along with − ладить, уживаться;
44) sibling – брат или сестра (дети одних родителей).

Ex. 1. Read the text.

Text A

What is a family? I think it's a small society with its law, customs and traditions. As a fact any family has its head. Every family has its own budget and, of course, all members of the family have certain rights and duties. If there is mutual understanding in the family and if duties are fulfilled well, this society can be quite happy.

My family consists of five people: Mother, Father, my elder sister, my younger brother and me. We live in the ancient town of Polotsk in a new flat of three rooms, which we got last year. We like our town and our new flat.

My father's name is Vladimir. He is fifty and he is a surgeon. He works in the children's hospital. To tell the truth, it's difficult for me to see him very often even on weekends, as he is always very busy with his work. He is a loving father and often gives us presents. We love him very much, too. Father is the real head of our family. He also takes care of our health, especially when we spend holidays in the country. In summer we often go on tramps, wander through forests and occasionally go for a swim in the lake. He can play the guitar very well, but he can't afford it very often. I am always glad to see my father at home.

It's my mother who keeps the house. She knows what we need very well and tries to meet our needs. She is forty-six and she is a bookkeeper. Her hobby is knitting. We all wear sweaters made by her. She is also a loving mother, and I like to share my secrets with her.

My sister is a student of the Polotsk Polytechnic Institute. She is four years older than I am and is an undergraduate now. She is leaving the Institute next year and is going to become an economist. She thinks it's the most necessary profession for our country. She also has a hobby. Her hobby is playing chess. My sister can also play the piano very well. I often play chess with her and she sometimes plays the pieces of classical music by famous composers.

My brother is a schoolboy. He is in his fourth year at school now, so he is seven years younger than I am. I often play computer games with him, and he plays very well for his age. His hobby is hockey and he is going to become a professional player.

Ex. 2. Answer the questions.

1. What is your name? /Who are you? 2. Where and when were you born? 3. How old are you? 4. Are you Belarusian? 5. Where do you live? 6. When did you finish school? 7. How well did you do at school? 8. What were your favourite subjects? 9. How many members are there in your family? 10.What relations do you have in your family (parents, sisters, brothers, etc.)? 11. Have you got any grandparents? Where do they live? 12. Have you got any uncles or aunts? 13. Do you have any cousins? 14. Do you have any nieces or nephews? 15. Where does your family live? 16. Where do your parents work? 17.What are your brothers and sisters (if any)? 18. Who is the head of the family: the father or the mother? 19. Can any one of you play chess (the guitar, the piano, football)? 20. Does your family often spend holidays in the country? 21. Who usually does the housework (goes shopping)? 22. Do you have any relatives, who live abroad? 23. How often do you visit them? Do they often come to see you? 24. Why is it important to have a good family?

Ex. 3. Tell your partner what a happy family means to you.

Ex. 4. Tell about your childhood. The following questions may help you.

1. What is your position in the family (the only child, the eldest, the youngest, the second of four, etc.)? 2. Who was your favourite relative when you were a child? Why? 3. Which toy did you like most? 4. Who did you play with? 5. What did you hate eating? 6. What's your earliest memory of your life? 7. Describe your favourite photo from your childhood. 8. What was your favourite age? Why? 9. Do you agree that childhood is the happiest time in your life? Why? Why not?

Ex. 5. Read the text and answer the questions after it.

Text B

There are different kinds of families. Family size can be regulated by tradition, religion or by standard of living.

In old Russia, in many parts of Asia children had to help their parents by working in the fields with them.

Parents rely on their children to take care of them when they are elderly because they live in a poor society and have little chance to save for retirement.

And what society is considered to be poor? Where people consume most of what they produce and can't save money. In such conditions infant mortality is high, children don't survive infancy and so don't reach adulthood. Thus, the parents are forced to have 7, 8 or more children hoping that 3 or 4 of them may survive infancy and reach adulthood.But important improvements in health care have made longer life possible:

1. We have better ways to provide people with clean water and sanitary living conditions.

2. Better medical treatment has extended people's lives.So, all these improvements in health and a decline in infant mortality have led to a decline in the birth rate. Parents realize now that they don't need to have so many children just to insure that some will reach maturity.

Questions:

1. What factors determine the size of the family? 2. Why do parents rely on their children? 3. Why do some parents have many children? 4. What has extended lifespan? 5. Do you think that family size can be regulated?

Ex. 6. Look through the following text and note down the reasons why:

a) the author thinks it must be awful to be an only child;

b) the author supposes there are some advantages too;

c) the author thinks big families are better**.**

Text C

I Prefer a Big Family

I've got one brother – Roland. He's all right, I suppose, but I wish I had more brothers and sisters. I think it must be awful to be an only child. An

only child is often spoilt: they get everything they want from their parents all the time. And then sometimes they're a bit shy or at least not very sociable because they're not used to being with other people.

Well, I suppose there are some advantages, too. I mean, you get lots of attention and time from your parents and you don't have to share everything with the other children. But I think big families are better. A big family teaches the older children how to look after the younger ones and that's a good thing.

All the big families I know are always friendly and good fun. Of course, it's more expensive to look after a big family – so money can be a problem. Personally, I think the ideal family size is six. I'd like to have a sister and two brothers. That would be nice.

Roland's OK though. He's nineteen now – two years older than me. He's tall, slim with black wavy hair and brown eyes. Some of my friends say he's good-looking but I don't know about that. He's very quiet and rather serious. He reads a lot and likes fishing. Last year, he started helping in our local youth club. The younger children like him very much. He organized two summer trips for them.

The person in my family who I get on best with is my cousin Ellie.She's really great. She's a year older than me –18. She's got long, straight, fair hair. She's of a medium height and quite slim. She's very pretty, too. I stay with Ellie's family in the summer. We go cycling a lot round the countryside. We go dancing, too. Ellie likes the same kind of music as I do. She had to take her exams again last year and she passed them finally. Then she left school and she got a job in a bank. She's changed quite a bit since she started working at the bank. She's made a lot of new friends and she goes out a lot more in the evenings now.

Ex. 7. Choose the sentence that doesn't contradict the sentence from the text.

1. Some of my friends say he's good-looking but I don't know about that.

a) Roland's brother has never thought of his brother's appearance.

b) The author doesn't know what good-looking people look like.

c) The author doesn't find his brother good-looking.

2. She had to take her exams again last year and she passed them finally.

a) Ellie didn't take her exams only once.

b) Ellie wanted to take her exams again last year.

c) She passed exams twice.

Ex. 8. Fill in the missing parts of the sentences.

1. I think ____ family size is six.
2. He is ____now, ____ years, ____ than me.
3. He started ____ in our ____.
4. The person in my family who I____ is my cousin Ellie.
5. She's ____height and ____ slim.
6. She's changed _____.
7. She's ____a lot of friends and she ___ a lot ___.

Ex. 9. Write a paragraph about advantages and disadvantages of a big/small family.

Ex. 10. Fill in the gaps with the necessary information and speak about your family.

Our family is large (small, not very large). We are the family of seven (two, three, four, five, six): my mother, my father, my grandmother, my grandfather, my sister, my brother and I.

My mother's name is … . She is … years old. She is a teacher (a doctor, a worker, an engineer). She is a very nice, kind and clever woman.

My father's name is ... . He is ... years old. He is a worker (a teacher, an engineer, a doctor, a businessman). He is rather tall and strong. He is a man of strong character – and all of us love him very much.

My grandmother's name is ... . She is ... years old. She does not work now, she is a pensioner, but she has a lot of work to do about the house. All of us try to help her.

My grandfather's name is ... . He is... years old. He is a pensioner, too. My brother and sister are students (pupils). Their names are ... . They are older (younger) than me. We are a very good family. We love each other very much. In the evenings, when all the members of our family get together after work and study, we like to watch TV, to read books and newspapers, to talk about different things and to discuss all our problems together. When the weather is good we sometimes go for a walk. We have a small house in the country with a garden and a kitchen-garden. There is much work there and on week-ends we go there and work and have rest all together

Ex. 11. Discuss the following problems with a partner.

1. Work is the most important thing in life. 2. It isn't possible to continue happy family life with a successful career – for men or women. 3. Everyone should think carefully about having children – some people are not suited to be parents. 4. People should not be allowed to have more than two children. 5. Family life comes to an end if the mother works. 6. Men

and women should share equal responsibility for bringing up children. 7. The most important role that a woman can play is that of a mother. 8. A woman's place is in the home. 9. A marriage may be made in heaven, but the maintenance must be done on earth. 10. “Money can't buy me love”, that's what the “Beatles” sang back in the 60s. Do you think that anything has changed since then? Share your views on the problem of married life as you see it.

Ex. 12. Project work. Explore the lives of some very famous families. In your presentations try to specify if these family ties were strengthened by blood, by obligation, by necessity, by desire, by love.

UNIT 2

I'm a Student

Topical Vocabulary

1) to make the right [raɪt] choice – сделать правильный выбор;
2) to be lucky – быть счастливым, удачливым, иметь везение;
3) to accept [ək'sept] – принимать:
4) to split – делить;
5) to retell – пересказывать;
6) a shop – мастерская;
7) to equip [ɪ'kwɪp] – оборудовать;
8) rapport [ræ'pɔ:] – взаимопонимание, контакт;
9) curriculum [kə'rɪkjələm] – учебный план, программа;
10) identification [aɪˌdentɪfɪ'keɪʃ(ə)n] card – студенческий билет;
11) record book – зачетная книжка;
12) a period – учебная пара;
13) a hostel – общежитие;
14) to divide (into) – делить(на);
15) a term – семестр;
16) a credit – зачет;
17) to participate [pɑ:'tɪsɪpeɪt] – участвовать, принимать участие;
18) opportunities [ˌɔpə'tju:nətɪz] – возможности;
19) to surround [sə'raund] – окружать;
20) to make time for somebody – находить для кого-либо время;
21) to explore (the countryside) – исследовать (окрестности);
22) (sport) facilities [fə'sɪlətɪz] – возможности, (спортивное) оборудование;

23) to be selected – быть зачисленным;
24) to be admitted – быть принятым;
25) postgraduate – аспирантура;
26) tutor – преподаватель;
27) essay – сочинение;
28) spoken (oral) exams – устные экзамены;
29) written exams – письменные экзамены;
30) attendance – посещение;
31) multiple choice test – тест множественного выбора;
32) target agreement (upon admission) – целевой договор (при поступлении);
33) job placement (after graduation) – распределение (после окончания вуза);
34) paid make-up classes – платные отработки (пропущенных занятий);
35) (scheduled) dormitory duty – дежурство в общежитии (по графику).

Ex. 1. Read the text.

Text A

I study at the Belarusian State Agricultural Academy. I think I've made the right choice. It has an excellent reputation and I was very lucky to be accepted by it. Now I am a first-(second-) year student of the Agro technological Faculty. After the enrollment I got my identification card and record book.

The course is split into many subjects: chemistry, botany, mathematics, physicsand many others. At our Faculty we study one of the three foreign languages: English, French, and German. We read and translate texts, retell newspaper articles and do a lot of grammar exercises during the English classes. We have practical hours in special laboratories and shops. The laboratories are provided with the latest equipment.

I am surrounded by friendly people who always try to make time for me.The rapport with teachers is good. They always find time to help students with their projects.

According to the curriculum, there are usually three or four periods each day. The beginning is at 8 o'clock. Most students live in hostels not far from the Academy, and it takes them ten minutes to get there. The academic year is divided into two terms: from September to January andfrom February to

July. Students take credit tests and examinations at the end of each term. Those who pass examinations successfully receive monthly grants. We also take part in research work, carry out laboratory experiments, speak at the scientific students' conferences and participate in various discussions.

We have all opportunities to spend our free time here at the Academy. There are a lot of sport facilities where you can find something to your liking: one can play basketball, football and tennis at the stadiums or use the swimming pool and the gym. In my free time read books, mix with friends, surf the Internet. I can also visit the Botanical garden, ride a horse in the equestrian sports school, watch a concert in the Palace of culture, enjoy skating in the Ice Palace, have a rest at a café or pizzeria. At the weekends I visit my family in my hometown.

I like that the Academy is placed in a small town of Gorki and surrounded by fabulous scenery. It's a wonderful place in winter, and in summer we can swim in the lakes and explore the countryside. I'll leave the Academy with a good impression of Gorki and the rich experience of having met and studied with so many interesting people.

Ex. 2. Answer the questions.

1. Why did you decide to study at the Academy? 2. Do you think you were lucky to be accepted by the Academy? 3. How long does it take you to get to the Academy? 4. What year are you in? 5. What faculty do you study at? 6. What subjects do you study at the Academy? (What subjects is your curriculum split into?) 7. What are your favourite subjects? 8. Is the rapport with your teachers good? Are the teachers friendly and helping? 9. Whatopportunities and facilities doyou have for your studies? 10. Where can you read for your seminars? 11. When do you take examinations? 12. How do you spend your free time? 13. What leisure activities can you afford in Gorki? 14. What kind of people do you prefer to spend time with? 15. What advantages of the Academy can you name?

Ex. 3. Match the words.

a) Excellent, foreign, practical, special, academic, research, scientific, friendly, fabulous, rich.

b) Laboratories, work, conferences, people, scenery, hours, experience, reputation, year, languages.

Ex. 4. Complete the sentences using the active vocabulary:

1. I think I've made the right choice because the Academy has an____. 2. I was lucky ____by the Academy. 3. The curriculum is ___ into many subjects. 4. The ___ with teachers is good. 5. The academic year is ___into two terms. 6. I'm surrounded by ____ who always make ___. 7. At the

weekend I ___. 8. In winter Gorki is ___ . 9. In summer you can ___. 10. The sport facilities are ___.

Ex. 5. Reproduce the episodes using the plan below:

a) reasons for your decision to study at the Academy;
b) the subjects you study;
c) the rapport with the teachers;
d) the organisation of studies (the curriculum);
e) your free time and your friends;
f) the placement of the Academy;
g) your plans for the future.

Ex. 6. Discuss the following questions with a partner.

1. In what way does university work differ from school work? 2. How can you assess you progress in education? 3. What are the purposes of higher education? 4. What do you think are the best means of learning a foreign language? 5. What may be the ways of self-education? 6. Can you say that you have already developed good habits and methods of study? What are they? 7. Do you generally plan your work in advance? 8. How do you sort out priorities of your study? 9. What are the most time-consuming subjects in your opinion?

Ex. 7. Read the text and answer the question: "What is like being a student in Oxford?"

Text B

Student Life

Like all British universities, Oxford is a state university not a private one. Students are selected on the basis of their results in the national examinations or the special Oxford entrance examination. There are many applicants, and nobody can get a place by paying. Successful candidates are admitted to a specified college of the university that will be their home for the next three years, and for longer if they are admitted to study for a postgraduate degree. They will be mostly taught by tutors from their own college.

Teaching is pleasantly informal and personal; a typical undergraduate (apart from those in the natural sciences who spend all day in the laboratories) will spend an hour a week with his or her tutor perhaps in the company of one other student. Each of them will have written an essay for the tutor, which serves as the basis for discussion, arguments, the exposition

of ideas and academic methods. At the end of the hour students go away with a new essay title and a list of books that might be helpful in preparing for the essay.

Other kinds of teaching such as lectures and seminars are normally optional; popular lecturers can attract audiences from several faculties, while others may find themselves speaking to two or three loyal students, or maybe to no one at all. So, in theory, if you are good at reading, thinking, writing quickly, you can spend five days out of seven being idle: sleeping, taking part in sport, in student clubs, in acting and singing, in arguing, having parties. In practice, most students in Oxford are enthusiastic about academic life, and many of the more conscientious ones work for days on each essay, sometimes sitting up through the night with a wet towel round their heads.

At the end of three years, all students face a dreadful ordeal: "Finals". The victims are obliged to dress up for the occasion in black and white, an old-fashioned ritual that may help to calm the nerves. They crowd into the huge, bleak examination building and sit for three hours writing what they hope is beautiful prose on half-remembered or strangely forgotten subjects. In the afternoon they assemble for another three hours of writing. After four or five days of this torture they emerge, blinking into the sunlight and stagger off for the biggest party of them all.

Ex. 8. Match the phrases with their Russian equivalents.

1) privateuniversity	a) студент последнего курса
2) applicant	b) на основе результатов экзаменов
3) undergraduate	c) частный университет
4) optional	d) практические занятия
5) beidle	e) абитуриент
6) finals	f) по выбору
7) to calm the nerves	g) «госы»
8) on the basis of the examination results	h) лениться
9) entrance exams	i) вступительныеэкзамены
10) seminars	j) успокоиться

Ex. 9. Answer the questions.

1. How are students selected? 2. Are there many applicants? 3. Whom will the students be taught by? 4. What can you say about the quality of teaching? 5. What is an essay? 6. Is it necessary to attend all the lectures and seminars? 7. How do the students spend their free time? 8. How do the students take "finals"?

Ex. 10. Fill in the table and compare student life at Oxford and the Academy.

	Oxford	BSAA
1) how students are admitted		
2) teaching		
3) attendance of lectures and seminars		
4) free time		
5) finals		

Ex. 11. Role Play "Your attitude to examinations". First, read the text (it will help you to discuss the problem).

Text C

Modern examinations

Most teachers and students would probably agree that examinations – spoken or written – are unsatisfactory. Students dislike taking them, teachers dislike giving them and scoring students' answers. During examinations teachers and students are expected to act like machines, there is nothing very human about the examination process.

Success or failure in spoken examinations greatly depends upon the examiner's feelings at the time of the examination. If he is feeling tired or bored, the student may receive a lower mark than he should. Very often attendance is taken into account, too.From this standpoint written examinations give the student a fairer chance.

Two types of tests are commonly used nowadays. The first type is sometimes called an "objective" test (or multiple choice questions). To make it up the teacher writes a series of questions, each of which has only one correct answer. Along with each question the teacher writes the correct answer and also three statements that look like answers to the students who have not learned the material properly. The student must recognize the correct answer and circle it (or copy the letter/number on his examination paper).

For testing some kind of learning, however, such a test is not satisfactory: a lucky student may guess the correct answer without really knowing the material.

To get a clear picture of what the student knows, most teachers use "essay" tests, which require students to write long answers to broad general questions. One advantage of the essay test is that it reduces the element of luck. Another advantage is that it shows the examiner more about the student's ability to put facts together into a meaningful whole. Sometimes, though, essay tests have disadvantages. Some students are able to write rather good answers without really knowing much about the subject, while other students who actually know the material have trouble expressing their ideas in essay form.

As you see, written examinations also have their pros and cons. So what alterations and improvements can you suggest?

Ex. 12. Compare different forms of exams, discuss their pros and cons. Fill in the table below.

Forms of exams	**Pros**	**Cons**
written		
oral		
tests		
essays		

Ex. 13. Act out a 20-minute students' radio-debate devoted to the problem of examinations at schools and colleges.

a) Do you consider modern examinations to be fair and objective? What alterations and improvements can you suggest? (These are the questions which need to be answered as a result of the discussion.)

b) Split into three groups:

group 1 is in favour of written examinations (multiple choice questions and essay tests);

group 2 is convinced that the spoken examination gives the student a fairer chance;

group 3 is still in two minds (or has a different opinion altogether).

UNIT 3

Belarusian State Agricultural Academy

Topical Vocabulary

1) aptitude ['æptɪt(j)uːd] for research – склонность к научной работе;
2) to contribute to – способствовать, вносить вклад;
3) tutorial room – аудитория;
4) assembly hall – актовый зал;
5) at somebody's disposal – в чьем-либо распоряжении;
6) teaching is maintained – преподавание ведется;
7) assistant professor – доцент;
8) internal student – студент очного отделения;
9) external student – студент заочник;
10) hostel accommodation – место в общежитии;
11) extra-mural ['mjuər(ə)l] department – заочное отделение;
12) recreation hall – комната отдыха;
13) amateur ['æmətə] activities – художественная самодеятельность;
14) school of higher learning – высшее учебное заведение (вуз);
15) vocational practice – производственная практика;
16) "junior" colleges – младшие, или местные, двухгодичные колледжи, обучение в которых рассчитано на удовлетворение местных нужд в специалистах;
17) tuition [t(j)u'ɪʃ(ə)n] fee – плата за обучение;
18) freshman – студент первого курса;
19) sophomore ['sɔfəmɔː] – студент второго курса;
20) junior – студент третьего курса;
21) senior – студент четвертого курса;
22) technical institutes – технические институты, которые не присваивают степеней бакалавров; после двух или трехгодичного курса дают квалификацию техников;
23) fraternity [frə'tɜːnətɪ] (от *греч.* frater – a brother) – братство, община; (от *греч.*) студенческая организация;
24) sorority (от *греч.* soror – a sister) – (*амер.*) университетский, женский.

Ex. 1. Read the text.

Text A

The Belarusian State Agricultural Academy is one of the oldest higher agricultural establishments in the Republic of Belarus. It was founded as an agricultural school in 1840. Today the Belarusian State of the Orders of the October Revolution and the Order of the Labour Red Banner Agricultural Academy is the largest multidisciplinary agricultural institute of higher education among the countries of CIS and Europe.

About 1000 freshmen are enrolled every year in eight faculties: agro technological faculty, the faculty of biotechnology and aquaculture, land use planning faculty, farm mechanization faculty, land reclamation and construction faculty, economics faculty, business and law, bookkeeping faculty. Foreign students make up about 2–3 per cent of the total. The Academy comprises about 40 departments, an experimental farm, a pedigree cattle farm, experimental fields, repair shops and a printing house.

The Academy occupies sixteen study buildings, fourteen student hostels. Numerous tutorial rooms, lecture halls, an assembly hall, laboratories, a polyclinic, the Palace of Culture, a well-stocked library with a reading hall, a canteen are at students' disposal. Study and research laboratories are provided with modern equipment. There is also a computer centre. The Academic Town is buried in the greenery of gardens and parks. In the botanical garden and dendrology park more than 500 species of trees and bushes grow.

Teaching is maintained at a very high level. There are about 379 teachers at our Academy, among them there are 21 professors, 234 Doctors of Science, assistant professors, and Candidates of Science. They give lectures and practical instruction and carry out research work in different spheres of knowledge. More than eight thousand students study at the Academy. A lot of students getscholarships, most of them are provided with hostel accommodation. There is an extra-mural department at the Academy too. In 1998 the Higher School ofAgribusiness was set up to provide students with the second higher education.

The Academic year is divided into 2 terms: winter and summer. Terminal examinations are held in January and June. Final exams are held at the end of the course of studies. Students have morning and afternoon classes.

The period of study at the Academy lasts from 3 to 5 years. According to the Academic curriculum the period of studyis divided into: 1) one or two years of general study when students are taught different subjects of general nature; 2) two or three years of professional training when students learn special subjects, quite necessary for the given profession. Each year students take oral tests and examinations. If students pass them successfully, they are granted a monthly scholarship depending on their academic performance.

At the end of the third or fourth year undergraduates are sent for a few months to a factory, a research institute, some agricultural enterprises in order to get some practical skills in their future profession. Working there students start their work at a diploma paper. After the vocational practice students come back to the Academy and get consultations of their professors on some vague items and get ready to defend their diploma paper in the presence of the examiners' body.

The Academy provides students, future specialists, with a high standard of theoretical and practical knowledge. They acquire fundamental knowledge insocial science and special subjects. Those students who have aptitude for research take part in the work of Students' Scientific Society. But students not only study well, they rest merrily as well. They pay much attention to sports and they all go in for one kind of sport oranother. Thereis a sports complex with a winter swimming pool and a stadium. Those who arefond of poetry, singing or dancing take part in the amateuractivities. There are all opportunities for all-round development of future specialists.

The Academy has many contacts with foreign educational establishments and it also co-operates with research institutes abroad. The Academy actively collaborates with the leading universities of many countries in the world. Many delegations from China, Kazakhstan, Russia, Uzbekistan and other countries visit the Academy. Those whostudy at the Academy and who teach there also go abroad for establishing new contacts. The main task of the Academy is to train highly qualified specialists who will continue glorious traditions of the oldest agricultural higher school and contribute to the development of the agriculture of our republic.

Ex. 2. Answer the following questions.

1. What educational establishment do you study at? 2. How many freshmen are enrolled every year? 3. What department do you study at? 4. Does the Academy have a big library? 5. How many students study at the Academy? 6. Is there an extra-mural department at the Academy? 7. When are terminal examinations held? 8. When do the students of the Academy

have their practice? 9. Do you live in a hostel? 10. Do you take part in the amateur activities? 11. Is it a good thing to leave home at the age of 18? What are the advantages and disadvantages? 12. Does the Academy have contacts with other foreign educational establishments?? 13. What do you like and dislike about studies at the academy?

Ex. 3. Find in the text the English equivalents of the following expressions:

1) поступать в; 2) составлять; 3) высшее учебное заведение; 4) аудитория; 5) быть в распоряжении; 6) склонность к научной работе; 7) способствовать; 8) вести практические занятия; 9) место в общежитии; 10) производственная практика; 11) получать стипендию; 12) защищать дипломный проект; 13) исследовательские институты; 14) высоко квалифицированные специалисты; 15) сотрудничать.

Ex. 4. Complete the sentences with the correct form of the verb in brackets:

1 The Academy (to occupy) sixteen study buildings.

2. Study laboratories (to provide) with modem equipment.

3. Undergraduates (to send) to some agricultural enterprises in order to get some practical skills in their future profession.

4. The academic year (to divide) into two terms.

5. The period of study (to last) from three to five years

Ex. 5. Give the beginning of the following sentences:

1. ..... in eight faculties.
2. .....2–3 percent of the total.
3. ..... at a very high level.
4. oral tests and examinations.
5. ..... for a few months to a factory or an agricultural enterprise.
6. ..... in social science and special subjects.
7. .....with foreign educational establishments.

Ex. 6. Speak about the Academy using the following plan:

a) the foundation;
b) the departments and the equipment of the Academy;
c) the standard of teaching,
d) the organisation of studies;
e) the students' practice;
f) the students' rest;
g) contacts with foreign educational establishments.

Text B

From the history of the Academy

The Belarusian State Agricultural Academy was founded on April 24, 1836. It was opened on August 15, 1840. Its first name was Gory-Goretskaya agricultural school. This school consisted of two ranks. It trained managers and managers' assistants for state and private estates. For the first time in the world the Academy in Gorki started to train managers for agriculture.

In 1848 the highest rank of agricultural school was reorganized into an agricultural institute with four years of schooling. It was the first agricultural institute in Russia with the right of University.

An agricultural secondary specialized school with six years of schooling was created instead of the lowest rank providing a secondary special education. In 1858 land-surveying classes were opened. They trained landsurveyors. An educational farm of the Academy for practical training of students was built. It also trained skilled agricultural workers.

For the first time in the world an agricultural scientific-educational centre “higher educational institution – secondary specialized educational establishment – professional school” was founded in Gorki with a multilevel system of education.

The graduates of Gory-Goretskaya agricultural school had great influence on agricultural science. A.V. Sovetov, the first doctor of agronomy in Russia, I. A. Stebut and others were among them.

During the years of existence of Gory-Goretskaya agricultural school the first in the world training and experimental field was organized, the first in the world combine harvester was built, the first in Russia tile drainage was laid.

The results of scientific research were published in the "Recordings of Gory-Goretskaya agricultural school". These were the first scientific agricultural papers in Russia.

Because of participation of the students and teachers in the uprising (1863–1864) the school was closed. An agricultural and trade school, and surveying classes worked on its basis in 1864–1919.

In 1919 the agricultural higher school in Gorki was reopened and in 1925 Belarusian Institute of Agriculture (founded in Minsk in 1922) was added and Belarusian Agricultural Academy was established.

During pre-war years 3493 students graduated from the academy and became specialists. F. A. Surganov, a former Chairman of the Presidium of the Belarusian Supreme Soviet, Academicians of the Belarusian Academy of Sciences S. G. Scoropanov, S. I. Nasarov, I. S. Nagarsky, K. M. Solntsev, Academicians of the Belarussian Academy of Sciences A. G. Medvedev, A. S. Vecher, I. D. Yurkevich and others were among them.

According to the decree of the Presidium of the Supreme Soviet from December 17, 1940, the Academy was awarded with the Order of the Red Banner of Labour for "success in training highly skilled specialists of agriculture".

During the Great Patriotic War the academy was not evacuated and it didn't function. Many teachers and workers of the Academy fought actively on the fronts of the Great Patriotic War and were awarded with orders and medals. Two former students – B. E. Lobanok and N.T. Sushanov – were awarded with the title of the Hero of the Soviet Union. On December 1, 1945 the Academy renewed its activities.

In post-war years further development of the Academy went on under rectors N. N. Kovtsevich, V. I. Shempel, I. F. Garkusha, K. M. Solntsev, V. E. Bormotov, S. I. Nazarov, V. A. Sharshunov. New departments appeared, some new study buildings, hostels and dwellings were built.

Since 1962 the Academy started training foreign specialists.

According to the decree of the Presidium of the Supreme Soviet of the USSR from January 9, 1976 the Academy was awarded with the second order – the Order of the October Revolution for "great achievement in training highly skilled specialists for agriculture and for the development of agricultural science".

In connection with the 155 anniversary the staff of the Academy was awarded with "Memorable badge", which the President of the Republic of Belarus A. G. Lukashenko presented to the graduates of the Academy.

Ex. 7. Answer the following questions.

1. When was the Belarusian State Agricultural Academy founded and opened? 2. What was its first name? 3. What specialists did it first train? 4. What classes were opened in 1858? 5. Name the graduates of the academy who had great influence on agricultural science. 6. Why was the school closed in 1864? 7. When was it re-opened? 8. What was the Academy awarded with the Order of the Red Banner of Labor for? 9. Did the Academy function during the Great Patriotic War? 10. Does the Academy train foreign specialists? 11. When was the Academy awarded with the second order?

Ex. 8. Project Work. Using the Internet database prepare reports about famous graduates of the Academy who had great influence on agricultural science.

Ex. 9. You are going to read the text about the system of higher education in the USA. In the United States of America there are two major divisions in the system of education – public and private schools, colleges and Universities. Do such divisions exist in your system of education? Can you give any examples of private educational establishments in your country?

Text C

There is no national system of higher education in the United States. Instead, there are about 3,300 separate institutions ranging from two-year junior colleges and technical institutes to universities. They may be small or large, rural or urban, private or public, religious or secular, highly selective or open to all.

Basically, American higher education developed its own pattern by the adaptation of two traditions: the collegiate tradition of England and the university tradition of the Continent.

The first universities were developed by private charitable organizations, many of which were religious bodies. The private universities are still very important. Of the nation's nearly 1,900 four-year institutions of higher learning, 1,200 are privately controlled.

All higher educational establishments charge fees. It costs a lot of money to study there. Today three out of every four American families expect to send their children to college. How many actually do so? One out of four. Most of the rest simply can't afford it. The unhappy truth is that, like almost everything else, a college education is getting more expensive every year. Grants are rare, that is why two out of three college students take part-time jobs during the school year, during summer vacations, or both to pay for their studies.

The American college is an institution which has no counterpart in Europe. It offers courses of instruction over a four-year period, grants a Bachelor's degree and prepares the student for a job. As part of a university a college leads to a master's or doctor's degree. There are also many Junior Colleges to which students may be admitted at the end of their high school career, providing only the first two years of university work. They usually offer courses related to local industry, agriculture or crafts.

Obviously, with a total of 156 universities and more than two thousand colleges, there must be great differences in quality and reputation among them. The main universities are: California University, Catholic University of America, Cornell University, Harvard University, Johns Hopkins University, Columbia University, Stanford University, Chicago University, Wisconsin University, Yale University. The best-known of all is Harvard, Massachusetts, which was founded in 1636. There is much in common between Harvard and Yale, Connecticut, and together they occupy a position in American university life rather like Oxbridge in England.

The methods of instruction in the universities are lectures, discussions and work in laboratory. The academic year is usually of nine months duration, or two semesters of four and a half months each.

Students are classified as freshmen, sophomores, juniors, and seniors. A peculiar feature of American college and university life is numerous students' unions, fraternities and sororities. The Greek alphabet is generally used in their names.

A great deal of cultural and recreational life at a university is created by different kinds of students' clubs.

Ex. 10. Complete the sentences according to the contents of the text.

1. American higher education developed its own pattern by the adaptation of two traditions, those of_____. 2. American colleges and the universities are either public or private, that is supported by public funds or____. 3. The American college is an institution which_____. 5._____occupy in American university life rather like Oxbridge in England. 6. A peculiar feature of an American college and university life is_____.

Ex. 11. Answer the questions.

1. Is there a national system of higher education in the USA? 2. What types of higher educational establishments are there in the USA? 3. Is college education expensive? 4. What do you know about colleges in American universities? 5. Name the main American universities. 6. What are the methods of instruction in the universities? 7. How are students classified? 8. What organizations create cultural and recreational life at a university?

UNIT 4

The United Kingdom of Great Britain and Northern Ireland

Topical Vocabulary

1) to be situated ['sɪtjueɪtɪd] – быть расположенным;
2) to separate – отделять(ся);
3) to rank – занимать какое-либо место;
4) to remain – оставаться;
5) densely-populated – густо населенный;
6) relatively – относительно;
7) to establish – установить;
8) to provide – обеспечивать, снабжать;
9) the European Community – Европейский союз;
10) to maintain – поддерживать;
11) the Commonwealth – Содружество;
12) engaged – занятый, заинтересованный;
13) influence – влияние;
14) forecast – прогноз;
15) rainfall – осадки;
16) average – средний;
17) whirlwind ['wɜːlwɪnd] – вихрь, ураган;
18) drought [draut] – засуха;
19) to blossom – цвести;
20) fireplace – камин;
21) central heating – центральное отопление;
22) elm – вяз;
23) ash – ясень;
24) beech – бук;
25) moor – торфянистая местность;
26) heather – вереск;
27) mammal – млекопитающее;
28) extinction – вымирание (рода);
29) otter – выдра;
30) threat – угроза;
31) seal – тюлень;
32) pollution – загрязнение.

Ex. 1. Read and retell the text.

Text A

Great Britain is a small, highly developed country with a population over 60 million. It includes three countries: England, Wales, Scotland. The United Kingdom of Great Britain and Northern Ireland was formed in 1921.

The country is situated on the British Isles which lie to the West of the continent of Europe. The area totals some 242,500 sq. km. Britain is just under 1,000 km long from the south coast of England to the extreme north of Scotland, and just under 500 km across in the widest part. Great Britain is separated from Europe by the North Sea and the English Channel. In 1993 the new Tunnel underneath the English Channel was opened between Dover (England) and Calais (France). The length of the Tunnel is 30 miles.

With some 66 million people, Britain ranks the twenty-first in the world in term of population. Britain is a relatively densely populated country. England has the highest population density of the four lands and Scotland the lowest.

Great Britain is a constitutional monarchy headed by the King Karl III. Buckingham Palace is the official residence of His Majesty the King. But it is the Prime Minister and the Houses of Parliament that actually rule the country.

Britain's democratic system of government is long established and has provided considerable political stability. Close links are maintained with many other countries, notably within the Commonwealth, which links 50 independent nations.

Britain became the world's first industrialised country in the late eighteenth and early nineteenth centuries. Wealth was based on manufacture of iron and steel, heavy machinery and textiles, shipbuilding and trade.

Climate and Nature

The climate in Great Britain is generally mild, temperate and humid due to the influence of the Gulf Stream. The south-western winds carry the warmth and moisture into Britain. British people say: "Other countries have a climate, in England we have weather". The weather in Britain changes very quickly.

Rainfall is more or less even throughout the year. In the mountains there is heavier rainfall than in the plains of the south and east. The driest

period is from March to June and the wettest months are from October to January. The average range of temperature (from winter to summer) is from 15 to 23 degrees above zero. During a normal summer the temperature sometimes rises above 30 degrees in the south. Winter temperatures below 10 degrees are rare. It seldom snows heavily in winter, the frost is rare. January and February are usually the coldest months, July and August the warmest. Still the wind may bring winter cold in spring or summer days. Sometimes it brings the whirlwinds or hurricanes. Droughts are rare.

This humid and mild climate is good for plants. The trees and flowers begin to blossom early in spring.

Britain was originally a land of vast forests. Today only about 6 percent of the total land area remains wooded. Extensive forests remain in eastern and northern Scotland and in south-eastern and western England. Oak, elm, ash, and beech are the commonest trees in England, while Scotland has much pine and birch. The Highlands with thin soil are largely moor land with heather and grasses. In the cultivated areas that make up most of Britain there are many wild flowers, flowering plants and grasses.

The fauna or animal life of Britain is much like that of north-western Europe, to which it was once joined. Many larger mammals such as bear, wolf have been hunted to extinction, others are now protected by law. There are many foxes. Otters are common along rivers and streams, and seals live along much of the coast. Hedgehogs, hares, rabbits, rats and mice are numerous. Deer live in some of the forests in the Highlands of Scotland and England.

Some 230 kinds of birds live in Britain. The most numerous are blackbirds, sparrow and starling. Robin Redbreast is the national bird of Britain. There are many threats to wildlife and ecological balance around the coast. The biggest threat to the coastline is pollution.

Ex. 2. Answer the questions.

1. Is Great Britain a small or large country in terms of its population? 2. Where is the country situated? 3. When was the United Kingdom of Great Britain and Northern Ireland formed? 4. Which part of Great Britain has the highest population density? The lowest? 5. What is the political system of Great Britain? 6. Why is the climate in Britain generally mild and temperate? 7. What do British people say about weather and climate in their country? 8. Is the humid and mild climate of Great Britain good for plants and flowers? 9. Are winters frosty? 10. Does it often snow in winter? 11. Why is it natural for British people to use the comparison as changeable

as the weather? 12. What are the warmest and the coldest months? 13. Was Great Britain originally a land of vast forests? 14. Where do extensive forests remain? 15. What trees grow in Great Britain? 16. What animals are numerous in Great Britain? 17. How many kinds of birds live in Great Britain? 18. What is the national bird of Great Britain? 19. Does the country have any ecological problems?

Ex. 3. Find the English equivalents for:

1) быть расположенным; 2) высокоразвитый; 3) оставаться относительно стабильным; 4) южное побережье; 5) плотность населения; 6) конституционная монархия; 6) Его Величество Король; 7) демократическая система правления; 8) политическая стабильность; 9) независимые страны; 10) прогноз погоды; 11) более или менее равномерный; 12) средний диапазон температур; 13) торфянистая местность; 14) обрабатывать площади.

Ex. 4. Complete: the sentences with the correct form of the verb in the brackets.

1. England (to be situated) on the British Isles. 2. Great Britain (to separate) from Europe by the North Sea and the English Channel. 3. Britain's democratic system of government (to establish) long ago. 4. Close links (to maintain) with many other countries. 5. Wealth (to base) on the manufacture of iron and steel, shipbuilding and trade. 6. A weather forecast (to publish) every day. 7. Sometimes electric blankets or hot water bottles (to use). 8. Many large mammals (to hunt) to extinction.

Ex. 5. Match the synonyms.

1) to be situated	a) extensive
2) fauna	b) interested
3) average	c) during
4) whirlwind	d) mean
5) manufacture	e) forest
6) engaged	f) animal life
7) rainfall	g) to be located
8) vast	h) hurricane
9) wood	i) precipitation
10) through	j) production

Ex. 6. Read the following text for further information.

Text B

Great Britain

The country occupies the British Isles in the Atlantic ocean, this is the largest archipelago of Europe. It is named Great Britain after the name of the largest archipelago island. Sometimes that country is also called England after the name of its main historical part. The Kingdom structure includes four historical areas: England, Scotland, Wales and Northern Ireland. It is possible to say that they are four independent countries with particular culture and traditions. Although the official language of Great Britain is the English language, other national languages such as Scottish, Irish and Welsh are spoken in every historical region.

Before Great Britain had numerous colonies: India, Canada, Australia, New Zealand, some countries of Africa and the East belonged to England. Nowadays almost all the colonies won their independence.

Great Britain, in spite of the fact that it takes rather a small territory, is one of the most advanced countries of the world, it is one of the first industrial countries. It is not surprising that the Englishmen were the first to build large factories and to make machine tools. For example, the inventors of a steam locomotive and a steam machine were born in England, they were D. Stefenson and D. Watt. Great Britain is one of the largest suppliers of industrial production at the world market; also it is a big capital exporter.

Mechanical engineering, production of the industrial equipment, agriculture, chemical and petrochemical production are the most advanced branches of the national economy. The cattle breeding prevails in the agricultural field. Barley, wheat, sugar beet, potatoes are generally cultivated. Vegetable growing and fruit growing are advanced too.

England is the largest and the most densely populated part of Great Britain. The greater part of the population of the country lives there. Main factories and plants work round the clock in old English cities such as Birmingham, Manchester, Liverpool. Automobiles, planes, ships are produced there. Fishery, an important industry, is rather developed due to the geographical position of England. There are many rivers in England, the most important is certainly the Thames. In the south of England several ancient settlements and remains of ancient monuments were discovered.

Stonehenge is one of those monuments, it consists of huge stones, which were used for astronomical observations and determination of a season.

Scotland is a land of mountains, lakes, beautiful valleys. It is the northern part of Great Britain and the most sparsely populated. Most people associate Scotland with such national things, as a kilt, bagpipe, a national instrument of this region. Edinburgh is the capital of Scotland, it is associated with names of Byron, Conan Doyle, Stevenson and others. This city is also famous for its International musical and theatrical festival, which is carried out here annually since 1947. But Scotland is also a country of factories and ports as well. Computers, several plastic items, precision instruments and other goods are manufactured there. The Scottish city Aberdeen is the "petroleum capital" of the country.

Northern Ireland is a land of fields, pastures and gardens, it is the smallest part of Great Britain, which has been a British colony for 7 centuries. Only in 1949 Ireland was proclaimed an independent state. Three economic directions are widely represented in Northern Ireland: agriculture, textile industry and shipbuilding.

Wales is the most mountainous part of Great Britain. Coal is extracted here, there are chemical and oil refining enterprises, factories of steel production, plants of non-ferrous metallurgy. Vegetables, potatoes are cultivated in village areas of Wales, sheep breeding is advanced there too. In coastal areas the local inhabitants fish. Nevertheless, the living standard is the lowest in this part of Great Britain, the rate of unemployment is the highest. Cardiff is the largest city of Wales, it is the capital of the country. It is an important industrial centre and a large port. The inhabitants of Wales, especially in the country, take a great interest in folklore music.

Ex. 7. Answer the following questions:

1. Where is the United Kingdom situated?
2. What countries does the United Kingdom unite?
3. What languages do the British speak?
4. What is the political system of Great Britain?
5. What is the largest city of Great Britain?
6. What political party is in power nowadays in Great Britain?
7. Is Great Britain a highly developed industrial country?
8. What goods does its industry produce?
9. Does the United Kingdom possess many colonies nowadays?
10. What outstanding personalities were born in Great Britain?

Ex. 8. Speak about Great Britain using a plan:

1) the location of the country;
2) the structure of the UK;
3) state power;
4) economy;
5) climate;
6) landscape;
7) flora and fauna;
8) England;
9) Scotland;
10) Northern Ireland;
11) Wales.

Text C

The Four Nations

People often refer to Britain as “England”. This makes people who live in Wales, Scotland and Northern Ireland angry. England is only one of four nations who live on the British Isles. The correct title for the whole state is the United Kingdom of Great Britain and Northern Ireland. At one time the four countries were different from each other in many ways. Today many of these differences have disappeared, but each nation has its own symbols and emblems.

For example, they each have a flag. England flies the red and white flag Saint George, its patron saint. Scotland's flag is the saltire cross of Saint Andrew. Ireland's flag also has a diagonal cross, this time in red and white.

The flag of Wales is distinctive with its red dragon.

Each country has its own patron saint, and these saints each have a patronal saint's day. In England the flag of Saint George is flown from public buildings on the 23 of April. The Irish Guards, part of the British Army, are presented with a small bunch of shamrock to wear on the 17 March. In Wales children go to school on Saint David's Day in national costumes, people wear buttonholes of daffodils or leeks, and songs in the Welsh language are sung. Saint Andrew's Day is at the end of the year, and provides a good excuse for a party with Scottish songs and dancing.

Each nation has its own colour, and its main importance is that the national sports teams wear it. Wales is very proud of its rugby team, and they wear red jerseys. The green of Ireland's sportsmen reflects their shamrock

emblem. Although the rose of England is red they do not have this as their colour. Scotland's colour reflects their flag.

The surnames instantly identify a person's nationality. For example, 'Mac' or 'Mc' as a prefix is probably the name of a Scotsman. The prefix 'O' is unmistakably Irish. Davis, Williams, Prince Lloyd and Rees are probably Welsh. In both England and Scotland Smith is the most common surname.

Ex. 9. Answer the questions.

1. In 1970 the BBC showed a program about the history of the British Empire. They described it as "England's" history. They received thousands of angry phone calls about this. Who do you think the angry callers were? Why were they angry? Why did the BBC apologize? 2. The Union flag is a combination of three of the national flags. Which three? 3. What symbols are used as emblems of your nationality?

Ex. 10. Complete the following table using the information from the text.

Identifying symbols of the four nations

	England	**Wales**	**Scotland**	**Ireland**
Flag				
Plant				
Colour				
Patron Saint				
Saint's Day				

Ex. 11. Project Work. Find the additional information and tell about the history of Great Britain.

UNIT 5

London

Topical Vocabulary

1) to consist [tə kənˈsɪst] – состоять;
2) to extend [tə ɪkˈstend] – простираться;
3) goods [gʊdz] – товар, товары;
4) in commemoration of [ɪn kəˌmemə'reɪʃ(ə)n əv] – в память о;
5) to allow [tə əˈlaʊ] – позволять;
6) must [mʌst] – необходимость;

7) to bury [tə ˈ ˈberɪ] – хоронить;
8) touching [ˈtʌtʃɪŋ] – трогательный;
9) grief [gri:f] – горе;
10) grave [greɪv] – могила;
11) warrior [ˈwɔ:riər] – воин;
12) luxury [ˈlʌkʃ(ə)rɪ] – роскошь;
13) to include [tə ɪnˈklu:d] – включать;
14) to depend [tə dɪˈpend] – зависеть;
15) to surround [tə səˈraʊnd] – окружать;
16) permission [pərˈmɪʃən] – разрешение;
17) to raise [tə reɪz] – воздвигать;
18) to witness [tə ˈwɪtnəs] – быть свидетелем;
19) execution [ˌeksɪˈkju:ʃ(ə)n] – казнь;
20) imprisonment [ɪmˈprɪzənmənt] – заключение (в тюрьме);
21) to bestow [tə bɪˈstoʊ] – давать, даровать.

Ex. 1. Read the text.

Text A

Modern London is not one city that has steadily become larger through the centuries; it is a number of cities, towns, and villages that have, during the past centuries, grown together to make one vast urban area.

London is situated upon both banks of the River Thames, it is the largest city in Britain and one of the largest in the world. Its population is over 8 million people.

London dominates the life of Britain. It is the chief port of the country and the most important commercial, manufacturing and cultural centre. There is little heavy industry in London, but there is a wide range of light industry.

London consists of three parts: the City of London, the West End and the East End.

The City extends over an area of about 2,6 square kilometres in the heart of London. About 400,000 people work in the City but less than 9,000 live here. It is the financial centre of the UK with many banks, offices and Stock Exchange, but the City is also a market for goods of almost every kind, from all parts of the world.

The West End can be called the centre of London. Here are the historical palaces as well as the famous parks. Hyde Park with its Speaker's Corner is also here. Among other parks are Kensington Gardens, St. James's Park. In the West End there is Buckingham Palace, which is the Royal residence, and the Palace of Westminster which is the seat of Parliament.

Trafalgar square is named in memory of Nelson's great victory. In the middle stands the famous Nelson Column with the Statue of Nelson 170 feet high so as to allow him a view of the sea. The column stands in the geographical centre of the city.

One of the 'musts' of the sightseer are the Houses of Parliament, facing the Thames, on one side, and the Parliament Square and Westminster Abbey, on the other. The House of Commons sits to the side of the Clock Tower (Big Ben), the House of Lords – to the Victoria Tower side.

Westminster Abbey is the crowning and burial place of British monarchs. It has its world famous Poet's Corner with memorials to Chaucer, Milton, Shakespeare, the Bronte sisters, Tennyson, Longfellow, Wordworth, Burns, Dickens, Thackeray, Hardy, Kipling and other leading writers. Only a few, however, are actually buried there.

Here too is that touching symbol of a nation's grief, the Grave of the Unknown Warrior.

The name "West End" came to be associated with wealth, luxury, and goods of high quality. It is the area of the largest department stores, cinemas and hotels. There are about 40 theatres, several concert halls, many museums including the British, and the best art galleries.

It is in the West End where the University of London is centered with Bloomsburry as London's student quarter.

The Port of London is to the east of the City. Here today are kilometres and kilometres of docks, and the great industrial areas that depend upon shipping. This is the East End of London, unattractive in appearance, but very important to the country's commerce.

The best-known streets of London are Whitehall with important government offices, Downing street, the London residence of Prime Minister and the place where the Cabinet meets. Fleet street where most newspapers have their offices, Harley Street where the highest-paid doctors live, and some others.

Piccadilly Circus is a fine street where, on special occasions, such as a Coronation or on New Year's Eve, as many as 50,000 people gather there.

Charing Cross is one of the oldest spots in London. Once there was a small village in that place. The villages were charring wood, making charcoal of it. Nowadays a Charing Cross Road is known by its bookshops where one can buy books in different languages and of new and old editions.

Soho is the district where one can see people of different types, hear them speaking different languages. It is famous for its various restaurants.

In recent times London has grown so large, that the Government has decided that it must spread no farther. It is now surrounded by a "green belt" –

a belt of agricultural and wooded land on which new buildings may be put up only with the permission of the planning authorities.

Ex. 2. Answer the questions.

1. Is London the largest city in Britain? 2. What is its population? 3. Is there much heavy industry in London? Light industry? 4. What parts does London consist of? 5. What area does the City occupy? 6. How many people work and live in the City? 7. Why is the City called "the financial centre" of the UK? 8. How can the West End be called? What places of interest are situated in the West End? 9. What is the name "West End" associated with? 10. What is the most famous park in London? 11. Why is Trafalgar Square named so? 12. Where were British monarchs crowned? 13. Why is Buckingham Palace so interesting for tourists? 14. What is the financial centre of Great Britain? 15. Is the East End of London attractive in appearance? 16. Who lives there? 17. What famous museums would you like to visit in London? 18. What is the symbol of London and Great Britain? 19. If you found yourself in London what would you like to visit first? 20. What are the best known streets of London?

Ex. 3. Match the words.

1) historical	a) parks
2) crowning	b) area
3) famous	c) centre
4) planning	d) place
5) unattractive	e) symbol
6) vast	f) palaces
7) student	g) land
8) wooded	h) authorities
9) important	i) appearance
10) touching	j) quarter

Ex. 4. Match the antonyms.

1) to allow	a) light
2) wealth	b) beautiful
3) wide	c) famous
4) urban	cl) joy
5) heavy	e) to ban
6) grief	f) defeat
7) unknown	g) poverty
8) unattractive	h) to contract
9) to spread	i) rural
10) victory	j) narrow

Ex. 5. Complete the sentences.

1. London ___upon both banks of the River Thames.
2. There is little___ in London, but there is a wide range of ___ in it.
3. The City ___over an area of about 2.6 square kilometres in the heart of London.
4. Trafalgar Square is so-named in ___of Nelson's great victory.
5. Westminster Abbey is the ___ place of British monarchs.
6. The name “West End”_____with wealth, luxury, and goods of high quality.
7. The University of London____ in the West End.
8. The East End of London is _____ in appearance, but very _____ to the country's commerce.
9. The Government has decided that London must ___ no farther.

Ex. 6. Tell about London using a plan:

1) the location of the city;
2) population;
3) the City;
4) the West End;
5) the East End;
6) the most famous places of interest;
7) the best-known streets and their history.

Text B

The Tower of London

The Tower of London bears the official title of “His Majesty's Royal Palace and Fortress of the Tower of London”. The name “Tower of London” has long been used for the whole of the great fortress and palace founded by William the Conqueror. William raised the Tower to defend the city, placing it at the south-east corner of the city. The strategic position gives the Tower control of the River Thames and London Bridge as well as the city itself. Since then it has, in turn, been used as a fortress, palace and prison – it witnessed murders, executions, and years of solitary imprisonment. It is one of England's finest castles and as one of the strongest fortresses in the land, is the guardian of the Crown Jewels. It also houses Britain's finest collection of arms and armour and many other displays depicting nine colourful centuries of British history.

The two young princes Edward and Richard were the sons of King Edward IV. When the King died in 1483 the elder of two brothers, Edward, became King Edward V. But two months later Gloucester, who was the princes' uncle and "protector" sent the boys to the Tower of London. This was in July. No one saw the two princes alive again. The same month Gloucester became King Richard III.

In 1674 some workmen found a chest containing the skeletons of two children under a staircase in the Tower of London. The remains were reinterred in the "Innocents' Corner" at Westminster Abbey by the command of Charles II. Most historians think that they were the bones of the two young princes, Edward and Richard. Historians also believe that the boys died of suffocation and that their uncle Richard gave an order to murder them because he wanted to be King. That's why some people call the Tower "the Bloody Tower", a name possibly bestowed based on this incident.

Ex. 7. Answer the questions:

1. Who was the princes' father? 2. How old was Edward when he became King? 3. Who was the princes' "protector"? 4. When did the princes disappear? 5. What did some workmen find in 1674? 6. Where did the workmen find them? 7. How do historians think the princes died?

Ex. 8. Correct the statements:

1. Richard III was a good king. 2. He sent the princes to Westminster Abbey. 3. Richard III was the princes' father. 4. Workmen found the skeletons in a garden. 5. Historians believe the two princes died naturally.

Text C

Buckingham palace

There are two addresses in London that the whole world knows. One is 10 Downing Street, where the Prime Minister lives. The other is Buckingham Palace. This famous place, first built in 1703, is in the very centre of London.

It is two places, not one. It is a family house where children grow up. It is also the place where presidents, kings and politicians go to meet the King.

Buckingham Palace is like a small town, with a police station, two post offices, a hospital, a bar, two sports clubs, a disco, a cinema, and a swimming pool. There are 775 rooms. These include 19 State rooms, 52 Royal and guest bedrooms, 188 staff bedrooms, 92 officers and 78 bathrooms. Two men work full-time to look after the 300 clocks. About 700 people work in the Palace.

More than 50,000 people visit the Palace each year as guests to State Banquets, lunches, dinners, receptions and Garden parties. His Majesty also holds weekly audiences with the Prime Minister and receives newly-appointed foreign Ambassadors at Buckingham Palace.

Ex. 9. Answer the questions.

1. "Buckingham Palace is two places, not one." Why?
2. Why is it like a small town?
3. Are there a lot of clocks?
4. How many rooms are there in the palace?
5. When was the palace built?

Ex. 10. Check your knowledge of English-speaking countries. Sometimes more than one answer is possible.

1) The main parts of Great Britain are:
a) Cambridge; b) Wales; c) Scotland; d) Glasgow; e) England.
2) The longest river is:
a) the Thames; b) the Clyde; c) the Severn.
3) The English Channel separates Great Britain from:
a) Sweden; b) France; c) the Netherlands.
4) The main nationalities are:
a) the Scots; b) the French; c) the English; d) the Welsh.
5) The capital of Wales is:
a) Manchester; b) Cardiff; c) Birmingham.
6) The Union Jack is a(n):
a) mountain; b) street; c) flag; d) island.
7) The oldest British universities are situated in:
a) London; b) Cambridge; c) Harvard; d) Oxford.
8) Where is the coal-mining region situated?
a) Scotland; b) South Wales; c) Northern Ireland.
9) The current British monarch is:
a) Prince Charles; b) Queen Elisabeth II;
c) King Karl III; d) Queen Victoria.
10) The main political parties are:
a) Republican; b) Conservative; c) Democratic; d) Labour.
11) The kilt is a:
a) musical instrument; b) short skirt; c) hat.
12) Guy Fawkes was a:
a) prime-minister; b) conspirator; c) general.
13) What is Piccadilly Circus?
a) a square; b) a disco; c) a circus.

14) Who is the most popular hero of English ballads?
a) Peter Pan; b) Lemuel Gulliver; c) Robin Hood; d) Tom Sawyer.
15) The Tower of London now is a:
a) royal palace ; b) museum; c) state prison.
16) What lake in Scotland is said to be the home of a “monster”?
a) Loch Lomond; b) Loch Ness; c) Loch Erie.
17) What city does the 0° meridian pass through?
a) Nottingham; b) Sheffield; c) Greenwich.
18) The highest mountains is:
a) Snowdon; b) Ben Nevis; c) McKinley.
19) Stonehenge was a:
a) theatre; b) town; c) place for religious rituals.
20) What is the chairperson of the House of Lords called?
a) Lord Protector; b) Lord Chancellor; c) Lord Mayor.
21) The chairperson of the House of Lords sits on a:
a) divan; b) big box; c) woolsack.
22) What was the first famous British pop-group from Liverpool?
a) the Beatles; b) Deep Purple; c) Queen.
23) Shakespeare's birthplace is:
a) London; b) Stratford-on-Avon; c) Edinburgh
24) What part is called the “City of London”?
a) the oldest; b) the richest; c) the poorest.
25) The poem "My heart's in the Highlands" was written by:
a) Longfellow; b) Aesop; c) Burns.

UNIT 6

British Agriculture

Topical Vocabulary

1) densely populated [ˈdensli ˈpɒpjʊleɪtɪd] – густонаселенный;
2) to remain [tə rɪˈmeɪn] – оставаться;
3) to supply [tə səˈplaɪ] – снабжать, обеспечивать;
4) to employ [tə ɪmˈplɔɪ] – использовать;
5) research [tə ɪmˈplɔɪ] – научные исследования;
6) the rest [ðə rest] – остальной;
7) to belong to [tə bɪˈlɔŋ tu] – принадлежать;
8) landowner (landlord) [ˈlænd ˌoʊnər] – землевладелец;

9) the Crown [ðə kraʊn] – королевская власть;

10) the Church [ðə tʃɜːrtʃ] – церковь;

11) productive forces [prəˈdʌktɪv fɔːsɪz] – производительные силы;

12) output [ˈaʊtpʊt] – выпуск продукции;

13) medium-sized farms[ˈmiːdiəm saɪzd] – хозяйства средних размеров;

14) they account for [ðeɪ əˈkaʊnt fɔ] – на их долю приходится;

15) remainder [rɪˈmeɪndə] – остаток;

16) to own [tə oʊn] – владеть;

17) estate [ɪˈsteɪt] – поместье;

18) to derive income [tə dɪˈraɪv ˈɪnkʌm] – получать доход;

19) to rent [tə rent] – сдавать в аренду, брать в аренду;

20) owner-farmer [ˈəʊnə-ˈfɑːmə] – фермер, ведущий хозяйство на своей земле;

21) sale – продажа;

22) tenant-farmer – фермер-арендатор;

23) labourer ['leɪb(ə)rə] – (неквалифицированный) рабочий;

24) temperate – умеренный;

25) even distribution – равномерное распределение;

26) favour – благоприятствовать;

27) pastoral farming – пастбищное хозяйство;

28) arable farming [ˈærəblˈfɑːmɪŋ] – зерновое хозяйство, полеводство;

29) to take the lead – занимать ведущее место;

30) prevalent – распространенный;

31) cereals – зерновые хлеба;

32) turnip [ˈtɜːnɪp] – турнепс, репа;

33) swede (turnip) – брюква;

34) kale – листовая капуста;

35) dairy farming – молочное животноводство;

36) due to tough competition [djuː tuː tʌf ˌkɒmpəˈtɪʃn] – из-за сильной конкуренции;

37) to decrease – уменьшаться;

38) requirements [rɪˈkwaɪəmənts] (needs) – потребности;

39) is self-sufficient (in) [ɪz ˌselfsəˈfɪʃnt] – сама себя обеспечивает (чем-то);

40) home-produced food – пища внутреннего производства;

41) wage – заработная плата;

42) to expand – расширяться;

43) to demand – требовать;
44) accessibility [əkˌsesəˈbɪləti] – доступность;
45) margain – край, грань;
46) moorland – местность, поросшая вереском;
47) to roam – пасти, выпасать;
48) horticulture [ˈhɔːtɪkʌlʧə] – садоводство, огородничество;
49) nearness – близость, соседство;
50) casual labour – непостоянная работа;
51) fodder crops – кормовые культуры.

Ex. 1. Read the text.

Text A

Britain is a densely populated industrialised country. But agriculture remains one of its largest and most important industries. It supplies nearly a half of the country's food, employs about 1 per cent of the working population. British agriculture is efficient, for it is based on modern technology and research. Nearly 71 per cent of the land area is used for agriculture, the rest being mountain and forest or put to other uses. The large part of the land belongs to big landowners. Among the largest landowners are the Crown and the Church. The main productive forces in Britain's agriculture are full- or part-time labourers. Large farms produce about half of the total agricultural output. Medium-sized farms account for some 40 per cent, and very small farms produce the remainder.

The rural population of Britain can be divided into 4 groups.

1. Landlords or landed aristocracy. They own large estates and derive income from rents.

2. Owner-farmers. They own farms and land and make their living by the sale of agricultural produce.

3. Tenant farmers. They rent farms from landlords and make their living in the same way as owner-farmers.

4. Labourers. They neither own nor rent any land, but work for wages for farmers.

Geographically Great Britain consists of Highland Britain and Lowland Britain. There are 12 million hectares under crops and grass. The soil in many parts of Britain is thin and poor. Lowland Britain is a rich area with fertile soil. The cool temperate climate and comparatively even distribution of rainfall favour the development of agriculture.

There are three main types of farming: pastoral, arable, mixed. Arable farming takes the lead in the eastern parts of England and Scotland, whereas in the rest of the country pastoral and mixed farming are prevalent.

Small farms dominate in the country. Most farms are less than 50 acres each. The types of farms are different in different soil and climatic areas. In the eastern part of Britain, where most farms are arable, the farmers grow different crops.

Arable crops include: 1) cereals: wheat, barley, oats, and also 2) tuber and root crops: potatoes, sugar beet, and 3) fodder crops: turnip, swede (turnip) and kale and etc.

In the western part of the country most farms are dairy. Farmers breed cattle, sheep, pigs. Small farms are usually mixed farms, on which farmers both grow crops and keep farm animals. However, due to tough competition, the number of small farms is decreasing.

Britain produces nearly two-thirds of the total to meet its food requirements. Britain today is self-sufficient in milk, eggs, potatoes, barley and oats. Also a large proportion of meat and vegetables is home-produced. Britain usually imports meat, butter, cheese, sugar, wheat, tea, fruit, tobacco and some other agricultural products.

Ex. 2. Answer the questions.

1. What is the role of agriculture in the life of the country? 2. What part of the land area is used for agriculture? 3. Speak about the size of farms and their share in the total agricultural output. 4. What are the main groups into which rural population of Britain can be divided? Characterise each of them. 5. What parts does Great Britain geographically consist of? 6. What can you say about the soils in Great Britain? 7. What favours the development of agriculture? 8. What are the main types of farming? 9. What type of farms prevails in the country? 10. What cereals are grown in Britain? 11. What other crops are cultivated in this country? 12. Why is the number of small farms decreasing? 13. How well is the country supplied with agricultural produce? 14. What products does Great Britain import?

Ex. 3. Complete the sentences:

1. Britain is a (густонаселенная) country. 2. The larger part of the land belongs to (землевладельцам). 3. The main productive forces in Britain's agriculture are (сельскохозяйственные работники, занятые полный или неполный рабочий день). 4. Medium-sized farms account for 40% of total agricultural (выпуск продукции). 5. Landlords (получают доход) from rents. 6. Owner-farmers make their living from the (продажи) of agricultural produce. 7. (Фермеры-арендаторы) rent the farms from landlords. 8. The cool (умеренный) climate and the even distribution of

rainfall (благоприятствуют) the development of agriculture. 9. The main types of farming are (пастбищные, пахотные и смешанные). 10. Small farms (преобладают) in the country. 11. Arable crops include (хлебные злаки). 12. In the western part of the country most farms are (молочного направления). 13. (Из-за сильной конкуренции) the number of small farms is decreasing. 14. Britain today is (сама себя обеспечивает) in many products.

Ex. 4. Put questions to the following sentences.

1. Agriculture remains one of the most important industries. 2. British agriculture is efficient, for it is based on modern technology and research. 3. The larger part of the land area belongs to large landowners. 4. Large farms produce about a half of the total agricultural output. 5. Landlords derive income from rents. 6. The cool temperate climate favours the development of agriculture. 7. There are three main types of farming: pastoral, arable, mixed. 8. Most farms are less than 50 acres. 9. In the eastern part of Britain most farms are arable. 10. Arable crops include cereals: wheat, oats and barley. 11. Farmers breed cattle, sheep and pigs. 12. Due to tough competition, the number of small farms is decreasing. 13. Britain is self-sufficient in milk, eggs, potatoes, barley and oats. 14. Britain usually imports meat, wheat, butter, sugar and tea.

Ex. 5. Put the headlines into the right order as in the text and tell about British agriculture using your plan.

1. Types of farms.
2. Arable crops.
3. Role of agriculture.
4. Land area and landowners.
5. Farm output.
6. Size of farmlands, their output.
7. General characteristic of agricultural area.
8. Rural population.

Text B

Agriculture

The United Kingdom has about 191,000 farms. They average about 203 acres (82 hectares) in size. About two-thirds of Britain's farmers own the farms on which they live. The rest rent their farms. About half the people who operate or work on farms do so on a part-time basis.

Many British farmers practice mixed farming – that is, they raise a variety of crops and animals. Methods of mixed farming vary from farm to farm. In the rough highlands of Scotland, Wales, and western England, grass grows much better than farm crops. There, farmers use most of their land for grazing. The land in southern and extern England is drier and flatter, and it is more easily cultivated. Farmers in eastern England use most of their land for raising crops.

Britain's most important crops are barley, potatoes, rapeseed, sugar beets, and wheat. Farmers in southern and eastern England grow almost all the country's rapeseed, sugar beet and wheat and most of its barley. Potatoes are grown throughout the United Kingdom. Farmers in southern England grow most of Britain's fruits and garden vegetables. One of the most productive regions is the county of Kent in southern England. It is called the Garden of England and is famous for the beautiful blossoms of its apple and cherry orchards in springtime. Farmers in Kent also grow hops, which are used in making beer.

England's chief agricultural products include barley, cattle, chickens and eggs, fruits, milk, potatoes, sheep, sugar beets, and wheat. England's shallow coastal waters provide excellent fishing. Cod, haddock, and mackerel are the principal fishes caught in English waters.

Northern Ireland is a region of low mountains, deep valleys, and fertile lowlands. The land is lowest near the center and rises to its greatest heights near the north and south coasts. The chief natural resources are rich fields and pastures, and most of the land is used for crop farming or grazing. Cattle, chickens, eggs, hogs, milk, potatoes, and sheep are among Northern Ireland's most important agricultural products. Much barley and hay are grown for animal feed. Other farm products include butter, cheese, mushrooms, and turnips. Orchards in district of Armagh produce apples, pears, and plums. The fishing fleet of Northern Ireland brings in large catches of cod, herring, mackerel, shrimp, and whiting, mainly from the Irish Sea. Salmon and trout are netted in the Rivers Foyle and Bann.

About three-fourth of **Scotland**'s land is used for farming. Most of the land consists of rough grazings, rangelands that farmers use for grazing livestock. Scottish farmers developed many famous breeds of beef and dairy cattle, including Ayrshire, Aberdeen-Angus, Galloway, and Highland.

They also developed the Clydesdale workhorse; the Shetland pony; and a sheepdog, the collie.

Livestock products, such as meat, milk, and wool, account for about three-fourths of Scotland's farm production. In the northeast, farmers

produce much beef. Milk ranks as a major product in the southwest, which is traditionally associated with Ayrshire cattle. Farmers raise Scottish Black-face sheep on the rangelands of the Highlands and of southern Scotland.

Less than one-fifth of Scotland's land is suitable for growing crops. Farmers mainly plant grain, including barley, oats, and wheat. Much of the barley is used for brewing and distilling. Most of the remainder becomes livestock feed. Potatoes are also an important crop. Families own and operate most of the farms in Scotland.

Fishing is an important activity in coastal towns. Important catches include haddock, cod, mackerel, herring, lobsters, and prawns. Aberdeen and Peterhead, on the east coast of Scotland, are among the leading fishing ports in Europe. Salmon are caught in the Tay and other rivers, and are raised on fish farms.

Wales. The Cambrian Mountains cover most of Wales. These mountains are especially rugged and beautiful in the north and are more rounded in central Wales. Southern Wales is largely a plateau deeply cut by river valleys. Most of the people live on the narrow coastal plains or in the deep, green river valleys. These are the best areas for crop farming and raising dairy cattle. The rest of the land is too steep for raising crops and is used mostly for grazing sheep and some beef cattle. Livestock production ranks as the leading agricultural activity in Wales. Farmers raise beef and dairy cattle in the lowlands, and southwest Wales is the center of the Welsh dairy industry. Farmers in the uplands raise sheep for meat and wool. The main crops grown in Wales include barley, oats, and potatoes.

Ex. 6. Find the English equivalents for:

1) владеть фермой; 2) разводить сельскохозяйственных животных; 3) травы; 4) пастбища; 5) ячмень; 6) рапс; 7) пшеница; 8) хмель; 9) треска; 10) пикша; 11) сено; 12) грибы; 13) груши; 14) сливы; 15) сельдь; 16) креветки; 17) мерланг; 18) лосось; 19) форель; 20) породы мясного и молочного скота.

Ex. 7. Answer the questions.

1. How many farms does the UK have? 2. What is the average size of the farm? 3. Do the British farmers own the farms on which they live? 4. What kind of farming do many British farmers practice? 5. Do the methods of mixed farming differ from each other? 6. What do farmers in the highlands of Scotland, Wales and western England use most of their land for? Why? 7. What do farmers in eastern England use most of their land for? 8. What are Britain's most important crops? 9. What crops do farmers

in southern and eastern England grow? 10. Why is Kent known as the Garden of England? 11. What are England's chief agricultural products? 12. What principal fishes are caught in English waters? 13. Is soil fertile in Northern Ireland? 14. What is most of the land used for? 15. What are the most important agricultural products of Northern Ireland? 16. What crops are grown for animal feed? 17. Are there any orchards in the Northern Ireland? 18. What fishes does the fishing fleet of the Northern Ireland bring? 19. What is most of the land in Scotland used for? 20. What products account for three-fourths of Scotland's farm production? 21. What grain crops do Scottish farmers mainly plant? 22. What is much of the barley used for? 23. Is fishing an important activity in Scotland? 24. What is the leading agricultural activity in Wales? 25. What are the main crops grown in Wales?

Ex. 8. Work with a partner. Make a dialogue about types of British farming in different regions of Britain. Use the following word combinations.

In the west, in the east, poor soil, fertile soil, rich area, arable farms, to grow crops, dairy farms, to breed animals, temperate climate, mixed farms, rainfall, tough competition, to produce, milk, eggs, potatoes, barley, oats, fruit, sugar, wheat.

Ex. 9. Fill in the table and speak on the topic "British farming"

	England	Scotland	Northern Ireland	Wales
Crop growing				
Livestock breeding				
Fishing				
Chief agricultural products				

Text C

British Farming

It is important to realise the position which farming today occupies in the life of Britain. In the course of the great industrial expansion of the industrial revolution and after when Britain became engaged more and more in the task of supplying manufactured goods to an ever-expanding world market, home production of food came gradually to be neglected, almost forgotten by the growing number of town-dwellers. Sorely strained by the First World War, the Second World War changed Britain from a creditor

nation to a debtor nation forced to go out into the world and buy food and raw materials at competitive prices to be paid for by the exports no longer eagerly demanded by the world's markets.

In a broad sense British farming may be termed intensive as opposed to the extensive farming widely practised in newer lands, such as Canada, the United States, Australia and South America. In other words, the British farmer cultivates a comparatively small tract of land producing a variety of products – food crops and animal products.

There are very marked contrasts between one part of Britain and another in the type of farming. In the main, the reasons are to be found in the physical conditions of the land, in relief, soil and climate, though accessibility – especially to roads and markets – also plays a large part.

Hill sheep farms are usually found on the margins of mountain moorland – over several hundred acres of which the sheep roam except in winter and the farmhouse is often some distance from a public road and so difficult of access.

The keeping of cows for milk has become the major occupation of farmers over a large part of Lowland Britain. Whilst much of the east of England is plough land and the farmers sell wheat, barley, oats and sugar beet off the farm, most of them keep animals. Such intensive and specialised types of farming as market gardening, horticulture and fruit farming exist only where there is a combination of favourable physical factors and economic factors (such as nearness or access to markets, casual labour supplies when needed for harvesting).

Although there are large farms in Britain, most of the farms are small; one third of them less than 100 acres and a half between 100 and 500. Where land is very fertile farms tend to be smaller; in East Anglia, where the land is drier and less fertile, the farms are bigger. By any calculation the 100 acres farm is three or four times too small for efficiency. So there is a tendency to combine small farms into bigger holdings of the kind more suitable for mechanised farming.

Ex. 10. Give the English equivalents.

1) промышленная революция; 2) поставлять промышленные товары; 3) расширяющийся мировой рынок; 4) покупать пищевую продукцию; 5) обрабатывать сравнительно небольшое количество земли; 6) состояние земли; 7) рельеф, почва и климат; 8) пахотные земли, 9) пшеница, овес и сахарная свекла; 10) рыночное садоводство; 11) плодородная земля.

Ex. 11. Complete the sentences.

1. ___ British farming __. 2. British farmer producers varieties of products __ and ___. 3. ___to roads and markets plays a large part. 4. ___are usually found on the margins of mountain moorland where the sheep ___. 5. ___is the major occupation of farmers in Lowland Britain. 6. Much of the east of England is ___. 7. The farmers sell ___. 8. Farmers keep ___. 9. ___ and ___ exist only where there is a combination of favourable physical factors. 10. Where land is ___ farms are smaller.

Ex. 12. Match the words and translate the word combinations.

1) industrial	a) materials
2) home	b) occupation
3) raw	c) gardening
3) intensive	d) revolution
4) food	e) crops
5) major	f) farming
6) mountain	g) production
7) market	h) land
8) fruit	i) moorland
9) fertile	j) farming

Ex. 13. Answer the questions.

1. How did British farming change since the Second World War? 2. Why may British farming be termed intensive? 3. In which countries is extensive farming practised? 4. What contrasts in the type of farming are there between one part of Britain and the other? 5. Where are hill ship farms usually found? 6. What is the major occupation of farmers in Lowland Britain? 7. What crops do farmers sell? 8. What is the average size of farms in Britain?

Ex. 14. Choose the right word (according to the information of the text).

1. British farming is (extensive, intensive) in comparison with (extensive, intensive) farming in Canada. 2. The keeping of (pigs, cows) is the major occupation of farmers over a large part of (lowland, highland) Britain. 3. Much of the east of England is (plough land, deserted). 4. Most of the farms are (small, medium). 5. Where land is (unfertile, fertile) farms tend to be smaller. 6. In East Anglia where the land is (drier, wetter) the farms are (bigger, smaller).

UNIT 7

The Republic of Belarus

Topical Vocabulary

1) East European Plain – Восточно-европейская равнина;
2) to border on – граничить с;
3) flat − равнинный, плоский;
4) precipitation − осадки;
5) deciduous woods [dɪˈsɪʤuəs wʊdz] − лиственные леса;
6) coniferous woods – хвойные леса;
7) marshy lowlands [ˈmɑːʃi ˈləʊləndz] − болотистые равнины;
8) hill − холм, возвышенность;
9) elevation − возвышенность, высота;
10) aurochs ['ɔːrɔks] − зубры;
11) urban ['ɜːb(ə)n] − городской;
12) peat − торф;
13) ferrous ore [ɔː] − железная руда;
14) raw materials − сырье;
15) petroleum [pəˈtrəʊliəm] − нефть;
16) combustible slates − горючие сланцы;
17) dolomite − доломит;
18) potassium salt [pəˈtæsiəm sɒlt] − калийные соли;
19) halite − каменная соль;
21) refractory clay − огнеупорная глина;
22) cotton − хлопок;
23) legislative ['leʤɪslətɪv] − законодательный;
24) executive [ɪgˈzekjətɪv] – исполнительный;
25) judicial [ʤuːˈdɪʃ(ə)l] − юридический;
26) to vest − давать право;
27) court [kɔːt] − суд;
28) to contribute to − вносить вклад, способствовать.

Ex. 1. Read the text.

Text A

The Republic of Belarus

The Republic of Belarus is located in the centre of Europe, on the cross-roads of trade ways between West and East, North and South, in the west of the East European Plain. The larger part of the territory of Belarus represents lowlands with heights ranging from 80 up to 345 metres above sea level. The republic's area is 207,600 square kilometres. It is just one fifth smaller than Great Britain in size, but it is larger than Denmark, Belgium and Greece taken together.

The country borders on Russia in the north and in the east, on the Ukraine in the southeast, on Poland in the west and on Lithuania and Latvia in the north-west. Minsk is the capital of the Republic of Belarus.

The flat character of the territory, the damp, moderate continental climate (the temperature in January averages 4–9 °C, and in July – +18 degrees °C), with annual precipitation of 550–700 mm; numerous rivers and lakes, mixed deciduous and coniferous woods (40% of the territory of the republic are covered with woods) create favourable conditions for habitation of population, managing agriculture and building industrial enterprises.

Broad plains and marshy lowlands occupy nearly three quarters of the territory. They are called Belarusian Polesye. There are also some hills and elevations. They can be found in the northern and central parts of the country.

There are a lot of rivers and streams and more than 10,000 lakes in the republic. The largest rivers are the Dnieper, the Western Dvina, the Pripiat and the Neman, while the largest lake is Narach.

Forests and bushes cover more than a quarter of the area. The most famous is Belavezhskaya Puscha. Rare aurochses live there. They survived from glacial times.

The total population of the republic is about 9.5 million people. The basic ethnic groups are Belarusians, Russians, Poles, Ukrainians, Jews and others. More than 78% of the population is urban. The state languages are Belarusian and Russian. The most widespread languages of business use are Russian, English and German.

The Republic of Belarus consists of six regions with centres in the cities of Minsk, Brest, Vitebsk, Gomel, Grodno, Mogilyov, which are further divided into 118 rural districts, 115 towns and over 27 thousand townships and villages. In the capital of the Republic of Belarus, the city of Minsk, 1.9 million people live.

The mineral resources of the country are: peat, oil, underground fresh and mineral waters, building materials and ores, that can be used for the production of fertilizers. Those raw materials make up practically all of its mineral wealth. There are deposits of petroleum, combustible slates, coal and brown coal, ferrous and non-ferrous ore, dolomites, potassium salts and halites, phosphorites on the lands of the republic. The reserves of peat, fire-resistant and refractory clay, loam and sand for the manufacture of glass, various construction materials are great. There are also some mineral springs.

Agriculture, manufacturing industry and commerce are the most developed branches of the economy. Agriculture is the main occupation of the greater part of the population. It fully satisfies the need of the country for basic agricultural products, such as milk, meat, potatoes, vegetables, fruit and eggs.

The most developed branches of manufacturing industry are machine-building, instrument-making, radio-electronics, wood-working, oil-refining and a number of chemical, light, construction and food industries.

Belarus has to import oil, gas, coal, metal, chemicals and cotton. Together with grain, sugar, vegetable oil, fish products, citrics, tea, coffee and wine they are the main items of Belarusian imports.

Our country exports heavy lorries, tractors, motorcycles, bicycles, TV and radio-sets, data processing equipment and gas stoves, refrigerators and furniture, carpets and knitted goods, chemical fibres and fertilizers, agricultural products. Belarus has good trade relations with Russia, the Ukraine, Bulgaria, Austria, Germany and Poland. Close co-operation with countries of Europe, North America, Asia and Africa has allowed it to considerably increase its foreign trade. Today the production of Belarusian enterprises is also known in Latin America, Australia, New Zealand.

Belarus is a presidential republic. State power in the Republic of Belarus is formed and realized through three main branches − legislative, executive and judicial.

The highest executive power is vested in a President elected for a five-year term. The Parliament is a representative and legislative body of the Republic of Belarus. The executive power is performed by a Council of

Ministers headed by a premier. The Prime Minister is appointed by the President. The judicial power in the republic is performed by courts.

International economic and cultural activity of Belarus today are becoming more and more intensive. It contributes to the world peace, friendship and co-operation among nations.

Ex. 2. Find the English equivalents for:

1) быть расположенным; 2) болотистые низменности; 3) умеренный климат; 4) смешанные хвойные и лиственные леса; 5) благоприятные условия для жизни населения; 6) обширные равнины; 7) занятия сельским хозяйством; 8) холмы и возвышенность; 9) многочисленные реки и озера; 10) городское население; 11) полезные ископаемые; 12) торф, нефть, железная руда; 13) уголь, известняк, огнеупорная глина, песок; 14) минеральные источники; 15) самая развитая отрасль экономики; 16) основные сельскохозяйственные продукты; 17) законодательная и исполнительная власть; 18) международная экономическая и культурная деятельность.

Ex. 3. Match the synonyms.

1) to be located	a) rainfall
2) woods	b) elevations
3) to meet the needs	c) the most important
4) precipitation	d) different
5) hills	e) to be situated
6) main	f) well-known
7) production	g) to satisfy the needs
8) various	h) manufacturing
9) famous	i) forests

Ex. 4. Match the antonyms.

1) heavy industry	a) southern
2) to export	b) non-ferrous
3) northern	c) to decrease
4) urban	d) smaller
5) larger	e) light industry
6) lowlands	f) rural
7) ferrous	g) hills
8) to increase	h) to import

Ex. 5. Complete the sentences.

1. Belarus borders on ___. 2. Belarus is located ___. 3. The climate of the republic is ___. 4. The total population of the republic is ___. 5. The basic ethnic groups are ___. 6. The mineral resources of the country

are ___. 7. The most developed branches of the economy are ___ . 8. The most developed branches of manufacturing ___ 9. Belarus imports ___ . 10. Belarus exports ___. 11. State power of the Republic is released through three main branches ___.

Ex. 6. Answer the questions.

1. Where is the republic of Belarus located? 2. What countries does it border on? 3. How many parts does it consist of? 4. What territory does it occupy? 5. Is it a large country? What is its landscape? 6. What do you know about its climate? 7. How many people live there? 8. What is its capital? 9. What are your country's natural resources? 10. What can you say about its economy? 11. What products does Belarus export? 12. What products does Belarus import? 13. What countries does Belarus have trade relations with? 14. How is state power realized? 15. What do you know about the history of the Republic?

Ex. 7. Tell about your country using a plan:

1) the location of the country;
2) landscape;
3) climate;
4) population;
5) economy;
6) state power.

Text B

Minsk − the Capital of the Republic of Belarus

More than 2000 years ago on the banks of the Nemiga and Svisloch rivers came into existence the city of Minsk or Mensk as it was called before. The name of the city is believed to be associated with the river Menka that flowed into the lake Ptych not far from the city. But the legends say that the city derives its name from the word “mena” as in the ancient times there was a barter market on the right bank of the river Svisloch. Mensk was first mentioned in a chronicle in 1067. In the 12th century Mensk became the centre of the independent principality. In the 13th century the principality of Mensk became part of the Great Duchy of Lithuania.

The14th–15th centuries were very important in the life of Mensk, and its inhabitants. It was the period when the Belarusian nation was formed with its national language and culture. In the middle of the 16th century the Lithuanian Princes united with the Polish Kingdom and formed a joined

State – Rzecz Pospolita. It was at that period when Mensk was renamed into Minsk. Till the 18th century the Belarusian people were placed in bondage to Polish feudal lords who exploited them cruelly.

In the 18th century (1793) Belarus was annexed by Russia. It was turned into a province with Minsk as its centre. In 1812 the Napoleon troops burnt the city. In the 20th century the foreign invaders not once occupied the Belarusian capital: in 1918 it was occupied by Germany; in 1919–1920 by Poland.

During the World War II our capital was almost completely destroyed by the fascist invaders. We can say that in the post-war years it was rebuilt anew.

At present Minsk is the capital of the Republic of Belarus which is an independent state with its own state symbols, Parliament and President. It's a big growing city with the population of about 2 million. It occupies an area of 200 square kilometres.

Every visitor admires the city with its beautiful buildings, wide streets and avenues, green parks and fine monuments. Minsk is also a big traffic centre with a large network of roads, railways, airlines and three Metro lines with 36 stations.

It goes without saying that Minsk is an industrial centre of Belarus. There are hundreds of plants and factories in the city which produce various goods. Tractors and lorries, motorcycles and bicycles, TV-sets and watches, refrigerators and computers, textile and footwear are manufactured here. Our Belarus tractors and MAZ trucks enjoy a high reputation both in our country and abroad.

Minsk is also known as a city of science and students. There are many state and commercial institutions which train specialists in different fields of economy and social life.

The cultural life of the Belarusian capital is varied and very interesting. In Minsk there are many museums and exhibitions, a number of theatres and concert halls, a circus and dozens of cinemas, libraries and clubs. The leading theatres here are the Opera and Ballet Theatre, the Yanka Kupala State Academic Theatre and the Gorky Russian Drama Theatre which are extremely popular with the public.

Minsk is a Hero-City. It was honoured with the title in 1974 for the courage and heroism displayed by its residents during the World War II.

The inhabitants of Minsk and all the Belarusians love their capital. It is attractive in every season of the year.

Ex. 8. Answer the questions.

1. How old is Minsk? 2. What is the past of the capital of the Republic of Belarus? 3. Where is Minsk located? 4. The Belarusian capital suffered a lot during the Great Patriotic War, didn't it? 5. What goods are manufactured by the industrial enterprises of Minsk? 6. What countries does the city co-operate with? 7. What are the main sights of Minsk? 8. Do you like to go to the theatres of Minsk? 9. Which of them is the most popular with the public?

Ex. 9. Read the text and be ready to tell about your native town. The questions after the text will help you.

Text C

My Native Town

My native town is in Mogilyov region and it is a district centre. It is called Gorky. The town, true to its name, is located on five hills. I was born and have grown in this town, I went to school there, and my parents live there. I have many friends in that place. I like my native town, because it is very beautiful and rather quiet. Gorky is a still town, life there is measured and slow.

For the first time Gorky was mentioned in the chronicles in the middle of the 16th century. This town was widely known as a craft centre, in which there were more than twenty different professions. In 1840 agricultural school was opened there which was transformed into an institute later.

During the Second World War the town suffered greatly, as well as other Belarusian towns. June 26, 1944 is considered to be a holiday for our citizens, when the town was liberated from the fascist invaders during the operation "Bagration". In memory of that event a monument was installed at the bus station.

The town is constantly growing and developing, there are new micro districts, new buildings are erected. There is a joint-stock company “Prema” (the industrial enterprise in the engineering industry), an integrated plant of building materials, a bakery and a dairy factory, and other enterprises in our town. Produce made in Gorky is in demand all through our republic and also abroad.

The Belarusian State Agricultural Academy is certainly our town's pride. Thousands of students are taught there. The Academy represents an original campus in the town. Several study buildings, hostels, a canteen, a sports

complex with a winter swimming pool and a stadium, a well-stocked library are situated there. "The Ritual Square" is located in the centre of the academic campus. Freshers have the ceremony of ordaining to students there.

There are also five schools of general education, art, sports and equestrian schools in our town.

Gorky is a town of parks and squares. A nature monument of republican significance is located there, this is a dendrology park. Its collection totals more than one hundred names of trees and shrubs. There is also a botanical garden with magnificent rosarium in our town, in which about two hundred varieties of roses are represented. But nobody will deny that the favourite place of rest is three small lakes surrounded by birch groves.

Ex. 10. Answer the following questions:

1. When was your native town founded?
2. Do you know the history of your native town?
3. Is your native town ancient?
4. Are there many industrial enterprises in your native town? What do they produce?
5. What entertainments are there in your native town?
6. Is there a river or a lake near your native town?
7. What can you say about the ecological situation of your town?
8. Are there any monuments, museums in your town?
9. Are you proud of your town?

Ex. 11. Prepare a report about your native town (village). Tell about its history, monuments, main streets (who they are named after and why), schools and higher educational establishments, cultural life, population, plants and factories.

UNIT 8

Agriculture of the Republic of Belarus

Topical Vocabulary

1) gross national product – валовой национальный продукт;
2) enterprise – предприятие;
3) private farm – частная ферма;
4) joint-stock company [ʤɔɪnt-stɒk ˈkʌmpənɪ] – акционерная компания;

5) limited company – компания с ограниченной ответственностью;

6) average annual precipitation [ævərɪdʒ ˈænjuəl prɪˌsɪpɪˈteɪʃən] – среднегодовое количество осадков;

7) to plough [tu: plaʊ] – пахать;

8) sward-podzolic – дерново-подзолистые;

9) fertility – плодородие;

10) to expose to – подвергать;

11) erosion – эрозия;

12) to exclude – исключать;

13) fiber flax – лён-сырец;

14) winter rye – озимая рожь;

15) spring wheat – яровая пшеница;

16) oats – овес;

17) barley – ячмень;

18) demand for – спрос на;

19) foodstuffs – продукты;

20) to process – перерабатывать;

21) to store – хранить;

22) poultry – домашняя птица;

23) hennery – птицеферма;

24) competitive – конкурентоспособный;

25) to be engaged in [tu: bi: ɪnˈgeɪdʒd ɪn] – заниматься чем-либо;

26) to be employed – заниматься.

Ex. 1. Read the text.

Text A

Agriculture is an important sector of the Belarusian economy that is responsible for the country's food security and export potential. The economic and social development of our Republic is connected with the development of agriculture. Agriculture produces more than 6.8% of the gross national product of the republic. A large part of agricultural production is made by large agricultural enterprises: joint-stock companies, limited companies, private farms, agricultural trading enterprises. The sector comprised almost 1,500 agricultural enterprises and 3,400 farms. More than 246,000 people are employed in agriculture.

The Republic of Belarus is situated in the northern temperate climatic zone; it has a temperate continental climate, but the prevalence of western and northern maritime air masses makes the climate transitional from mari-

time to continental. The average winter temperature is –15–20 °C, and the average summer temperature is +20…+25 °C. Average annual precipitation is about 600 mm. About 7 per cent of the working population lives in villages and rural settlements. They are employed in agriculture. But the number of those engaged in agriculture declines.

The agricultural area of Belarus, which is the sum of arable land, permanent crops, and permanent meadows and pasture, is estimated at 8.7 million hectares which is 42 per cent of the total area of the country. Most of the ploughed lands are sward-podzolic, with low natural fertility. That is why farmers must apply organic and mineral fertilisers to get high yields of crops. More than a million hectares of ploughed lands are exposed to erosion. As a result of theChernobyl disaster in 1986, 20% of farmlands were subjected to radioactive pollution and were excluded from agricultural use.

The main agricultural products of Belarus are meat, milk, potatoes, poultry meat, eggs, grain, fiber flax, sugar beets, etc. Winter rye, oats, winter and spring wheat, barley, sugar beet, vegetables are cultivated in Belarus too. Belarus is among the world's five leading flax linen manufacturers.

Belarus is self-sufficient in potatoes, milk and meat. Another important branch of agriculture is animal husbandry. Cattle, pigs and poultry are bred in Belarus. Per capita agricultural output in Belarus is on the level with the developed countries and in many aspects surpasses results of the CIS countries. The Belarusian food sector not only fully satisfies the domestic demand for food products, but also is one of the country's main sources of revenue in foreign currency.

The territorial distribution of dairy-meat farms and cattle complexes is more or less uniform. There are many big cattle breeding, pig fattening and poultry complexes in every region of our Republic. The poultry industry, due to the introduction of industrial technologies, is not inferior to that of manufacturers in advanced countries. Large henneries function around the industrial centers.

The basic purpose of the national agrarian policy is increasing its agricultural efficiency, forming a competitive agrarian market, supporting foodstuffs manufacturers' profits, maintaining a steady supply to the population of high-quality foodstuffs, the maximum utilisation of the export potential of the agrarian sector, and also re-structuring of agriculture.

Ex. 2. Give the English equivalents for the following Russian words and word combinations.

1) валовой национальный продукт; 2) сельскохозяйственные предприятия; 3) частные фермы; 4) акционерные компании; 5) компании с ограниченной ответственностью; 6) северная умеренная климатическая зона; 7) преобладание западных и северных морских воздушных, масс; 8) среднегодовое количество осадков; 9) деревни и поселки; 10) быть занятым в сельском хозяйстве; 11) пахотные земли; 12) дерново-подзолистые почвы; 13) низкое естественное плодородие; 14) вносить органические и минеральные удобрения; 15) получать высокий урожай; 16) быть подверженным эрозии; 17) радиоактивное загрязнение; 18) озимая рожь; 19) яровая пшеница; 20) лен-сырец; 21) зерновые; 22) спрос на определенные виды пищевой продукции; 23) хранение и переработка; 24) животноводство; 25) птицеферма.

Ex. 3. Complete the sentences.

1. The Republic of Belarus (находится) in the north temperate climatic zone. 2. Agriculture is one of the (самая развитая) industries of the economy. 3. Farmers must apply organic and mineral (удобрения) to get (высокие урожаи) of crops. 4. More than a million hectares of ploughed lands (подвержены воздействию) erosion. 5. The number of the (занятые) in agriculture declines.

Ex. 4. Put questions to the words in italics.

a) About seven percent of the working population lives in villages and rural settlements.

b) Most of the ploughed lands are sward-podzolic.

c) Many hectares of ploughed lands can't be used for food production due to the Chernobyl accident.

d) Sugar beet and vegetables are cultivated in Belarus too.

e) Belarus is self-sufficient in potatoes, milk and meat.

f) Large henneries function around industrial centers.

Ex. 5. Open the brackets using Present Indefinite Passive.

1. The economic and social development of our Republic (to connect) with agriculture. 2. A large part of agricultural products (to make) by agricultural enterprises. 3. More than a million hectares of ploughed lands (to expose) to erosion. 4. About 2 million people (to engage) in agriculture. 5. The grain sector (to present) by rye, wheat, oats. 6. Vegetables (to cultivate) in Belarus too. 7. A husbandry (to base) on industrial technologies. 8. As a result of Chernobyl disaster in 1986, 20% of farmland

(to subject) to radioactive pollution. 9. Cattle, pig and poultry (to breed) in Belarus.

Ex. 6. Open the brackets using Present Indefinite Active or Present Continuous Active.

1. Agriculture (to produce) more than 8% of the gross national product of Belarus. 2. Belarus (to have) a temperate continental climate. 3. About 2 million people (to live) in villages and rural settlements. 4. Most of the ploughed lands (to be) sward-podzolic. 5. Today the structure of the cultivated area of Belarus (to change). 6. Today grain crops (to develop) in the first place. 7. Large henneries (to function) around the industrial centres.

Ex. 7. Answer the questions.

1. What is the economic and social development of Belarus connected with? 2. What can you say about the climate of our Republic? 3. Why must farmers apply fertilisers? 4. Why have many hectares of land been excluded from land utilisation? 5. What are the main problems in agriculture of our Republic? 6. What are the main agricultural products in Belarus? 7. What products is Belarus self-sufficient in? 8. What domestic animals are bred in Belarus?

Ex. 8. Read text B and do the tasks that follow.

Text B

Agriculture is very important to Belarus, accounting for more than 6.8% of the country's GDP and providing a valuable source of foreign exchange via a healthy export market.

Belarus can be divided into three agricultural regions: north (flax, fodder, grasses, and cattle), central (potatoes and pigs), and south (pastureland and cattle). Cool temperate climate and dense soil are well suited for fodder crops, which support herds of cattle and pigs, and temperate-zone crops (wheat, barley, oats, buckwheat, potatoes, flax, and sugar beets).

42 percent of land area is used for agriculture, of which arable land occupies about 30 percent. The soils are mainly podsols and peats and large areas remain constantly water-logged. The soils, with the exception of those in the southern marshy region, are generally fertile, especially in the river valleys.

Most of the country has mixed crop and livestock farming, with a historic emphasis on flax growing. Potatoes, sugar beets, barley, wheat, rye, and corn (maize) are other important field crops; a large percentage of the

grains are used for animal feed. Cattle, poultry, and pigs are the main livestock. Considerable areas of the swampy lowlands have been drained since the late 19th century, with much of the reclaimed land being used for fodder crops. Dairy and truck farming are locally important in the vicinity of Minsk. Nearly two-fifths of Belarus is covered by forests, which are exploited for the production of wood and paper products.

The country's main agricultural products are potatoes (it is the world's eighth biggest producer) and cereals – with arable farming accounting for 55% of output, and livestock (cows, pigs and fowl) making up 45%. Among other products there are vegetables, fruits, meat and dairy products. Much of this is exported to neighboring states, with Russia being a major market.

The agricultural sector in Belarus, which employs about one-tenth of the labour force, is dominated by large agricultural enterprises. Private holdings were permitted for household use during the Soviet era, but, while their number increased dramatically following independence, they remained small in size. In the early 21st century a significant number of collective farms were sold to private or state-controlled companies.

The greatest problem facing agriculture and forestry in Belarus stems from the nuclear accident at Chernobyl in 1986. Most of the radioactive fallout was on Belarus and long-term radiation affects 18 percent of the most productive farmland and 20 percent of the forests. The marshy areas also retain high levels of radiation. Additional environmental problems derive from widespread overuse of agricultural chemicals and industrial pollution, although agricultural products are still exported to former Soviet republics after testing for radioactive contamination.

Ex. 9. Give the Russian equivalents to the following words and word combinations.

1) healthy export market; 2) three agricultural regions; 3) flax, fodder, grasses, and cattle; 4) pastureland; 5) herds of cattle and pigs; 6) temperate-zone crops; 7) wheat, barley, oats, buckwheat, potatoes, flax, sugar beets; 8) peats; 9) water-logged; 10) marshy region; 11) river valleys; 12) mixed crop and livestock farming; 13) field crops; 14) animal feed; 15) dairy and truck farming; 16) wood and paper products; 17) private holdings; 18) forestry; 19) environmental problems; 20) widespread overuse of agricultural chemicals.

Ex. 10. Match the sentence halves.

1) Belarus can be divided into	a) are other important field crops.
2) Most of the country has	b) locally important in the vicinity of Minsk.
3) Potatoes, sugar beets, barley, wheat, rye, and corn (maize)	c) forests, which are exploited for the production of wood and paper products.
4) Belarus' cool climate and dense soil are	d) large agricultural enterprises.
5) The soils are	e) well suited for fodder crops.
6) Dairy and truck farming are	f) widespread overuse of agricultural chemicals and industrial pollution.
7) Nearly two-fifths of Belarus is covered by	g) three agricultural regions.
8) The agricultural sector in Belarus is dominated by	h) radioactive contamination.
9) The greatest problem facing agriculture and forestry in Belarus is	i) mainly podsols and peats and large areas remain constantly water-logged.
10) Additional environmental problems derive from	j) mixed crop and livestock farming.

Ex. 11. Answer the questions.

1. What agricultural regions can Belarus be divided into? Characterize each one. 2. How many percent of land area is used for agriculture? 3. What types of soils are there in Belarus? Are they fertile? 4. What type of farming does most of the country have? 5. What are the most important field crops? 6. What are the country's main agricultural products? 7. What agricultural organizations is the agricultural sector in Belarus dominated by? 8. What are the greatest problemsfacing agriculture and forestry in Belarus?

Ex. 12. Look through the following article and find the answers to the questions:

1. What is the goal of organic farming?
2. Why don't state owned farms do organic farming?
3. Why aren't private farmers interested in organic farming?
4. Were there any organic farming projects in Belarus?
5. What are the benefits of organic farming?

Text C

Organic agriculture in Belarus. Does such thing exist?

A goal of organic farming is to preserve environment and to provide high quality food.

What is known about organic, or eco-farming in Belarus? Apparently, state owned farms are not ready to discuss organic farming. They are under pressure to deliver the government production targets for meat, dairy and cereals. Most of them are not even getting sufficient subsidies from the state to pay taxes, loan repayments and bills for electricity, fertilizers and fuel.

Private farmers and individuals could've perhaps been more interested in organic farming, simply because they like to eat high quality fruit and vegetables and wish to use their pieces of land, plots and gardens sustainably by preserving fertility of soil.

But in practice it is very complicated. In fact private farmers in Belarus are not allowed to own the land. According to the Belarus Land Code all agricultural lands are the state property. The only option for a private farmer is to rent the land.

Despite the restrictions there are dedicated enthusiasts of organic farming in Belarus. In 2006 a NGO called “Women for the Revival of the Narotchansky District” (Komarovo village, Minsk Region) began the initiative to develop organic farming in the Narochansky National Park. They ran a pilot organic project using about 20 ha of land to develop organic farming best practices and provide training in organic farming.

Another group of enthusiasts was led by scientists from the Grodno Agricultural University. They organized and run a small organic farm in the “Nadezhda” Rehabilitation Centre for Children from Chernobyl (Vilia district, Minsk Region). The several years' experience was summarized in the book by S. Tarasenko and A. Sviridov “Practice of organic farming in the Republic of Belarus”. The book provides details of organic farming approach, methodologies and standards. There is also an economic analysis in the book which confirms that the costs of the organic produce in “Nadezhda” farm is still a bit higher than the cost of similar produce from the nearby farms which do not do organic farming.

Scientists think that it is necessary to organize a National Organic Farming Round Table that will involve scientists, farmers and government agencies. Government involvement is the key to the development of organic agriculture in Belarus.

UNIT 9

Nature Protection

Ex. 1. Learn the words:

1) condition – условие;
2) wastes – отходы;
3) existence [ɪgˈzɪstəns] – существование;
4) to reduce – уменьшать;
5) to pollute – загрязнять;
6) harmful [ˈhɑːmfəl] – вредный;
7) to destroy – разрушать;
8) dangerous – опасный;
9) acid rains – кислотные дожди;
10) damage – вред;
11) wildlife – дикая природа;
12) to disappear [tuː ˌdɪsəˈpɪə] – исчезать;
13) rubbish [ˈrʌbɪʃ] – мусор;
14) to face the problem – сталкиваться с проблемой;
15) preservation – охрана;
16) environment – окружающая среда;
17) protection – защита;
18) processing – переработка;
19) to improve – улучшать;
20) purifying [ˈpjʊərɪfaɪɪŋ] – очистительный;
21) to broaden – расширять;
22) to cause [təˈkɔːz] – вызывать, причинять.

Ex. 2. Read and translate the text.

Environmental protection

Nowadays people don't care about conditions of the environment.

They think that the environment is an unlimited source of resources, that the atmosphere, forests, rivers and seas can absorb all wastes. Nature is a source of existence for people. Production of goods and services uses energy and natural resources. As a result, natural resources are becoming reduced, air and water are polluted, and the environment is unable to absorb all its wastes.

One of the most important problems is water pollution. A lot of ships crossing the oceans and seas, especially those that carry oil, put their wastes into water, and the water becomes dirty. As a result many birds and fish die because of polluted water. Besides, water pollution is caused by the manufacturers who put chemical wastes into rivers and seas.

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

One more problem is damage to wildlife. It is possible that some kinds of animals can disappear due to people's activities.

Improper farm management led to negative processes in agriculture, such as water and land pollution, soil erosion, degradation of natural landscapes, disappearance of plant and animal species, the problem of humus.

One of the serious ecological problems in Belarus is accumulation of waste. Different countries nowadays have the same important problem – the processing of rubbish. Materials like paper and glass can be reused. But, unfortunately, many materials, especially plastics cannot be reused and cannot be absorbed by the earth again. Some plastics cannot even be destroyed.

These are the consequences of the development of civilization. So people face the problem of preservation of our environment. The main aim of the environmental protection is to create favourable conditions for the man's life and his next generation. We should remove factories and plants from cities, use modern resource saving and non-waste technologies, modify purifying systems, protect and increase the greenery and broaden ecological education. These are the main practical measures which must be taken in order to improve the ecological situation.

Ex. 3. Give the English equivalents for:

1) окружающая среда; 2) неисчерпаемый источник ресурсов; 3) загрязнение воды; 4) перевозить нефть; 5) сбрасывать химические отходы в реки; 6) загрязнение воздуха; 7) разрушать озоновый слой; 8) кислотный дождь; 9) вред; 10) перерабатывать мусор; 11) охрана окружающей среды; 12) очистные сооружения; 13) переработка мусора; 14) безотходные технологии; 15) ресурсосберегающий; 16) экологическое образование.

Ex. 4. Translate the following sentences into English.

1. Окружающая среда не способна поглощать все отходы.
2. Природа – источник существования для людей.
3. Производство товаров и услуг потребляет энергию и природные ресурсы.
4. Одна из самых важных проблем – загрязнение воды.
5. Предприятия выбрасывают свои отходы в реки и атмосферу.
6. Автомобили и предприятия загрязняют атмосферу своими отходами, которые разрушают озоновый слой.
7. Леса погибают из-за кислотных дождей.
8. Некоторые виды животных могут исчезнуть из-за деятельности людей.
9. Еще одна проблема – это переработка мусора.
10. Люди сталкиваются с проблемой охраны окружающей среды.
11. Мы должны создать благоприятные условия для следующих поколений.

Ex. 5. Answer the questions.

1. What are the most important ecological problems?
2. Why are ecological problems often called global?
3. Why is the problem of nature protection very important now?
4. Why are acid rains so dangerous?
5. How has the world changed since you were a child?
6. What things can be recycled?
7. What is your community doing to help the environment?
8. What can government do to reduce pollution?

Ex. 6. Read the text and find out the answers in the text.

1. How much do you know about global warming?
2. What will happen if present trends of global warming continue?
3. How does the greenhouse effect work?

Earth SOS

In the 1960s Professor Bert Bolin predicted that the “global warming”, caused by an increase in the amount of carbon dioxide (CO_2) in the atmosphere, would lead to significant changes in the Earth’s climate.

At the time his predictions were regarded as science fiction. But most experts now agree that the amount of carbon dioxide in the atmosphere will double from 0.03% to 0.06% in the next 50 years and that temperatures worldwide will rise by 2 °Celsius. But how does the Greenhouse Effect

operate and why should such a tiny proportion of CO_2 have such a harmful effect?

When living creatures breathe out and when things are burned, CO_2 enters the atmosphere. All of this was absorbed by trees and plants, which converted it back into oxygen. But the balance of nature has been disturbed. In power stations, in factories and in cars, we are burning more and more fossil fuels (coal, oil and natural gas). 18 billion tons of CO_2 enter the atmosphere every year. And the destruction of forests means that there are fewer trees to convert the CO_2 into oxygen. So the amount of CO_2 in the atmosphere is increasing all the time.

As sunlight enters the atmosphere, the surface of the earth is warmed.

Some of this heat escapes back into space, but the rest is trapped by CO_2, which acts like the glass in a greenhouse, allowing sunshine and heat to pass in but not out again, so the temperature rises. As the temperature rises, the amount of water vapour in the air will increase and this will absorb more of the Earth's heat. The oceans will become warmer and store more heat, so that they increase the warming effect.

Scientists predict that the level of the sea will have risen by 2 to 1 metres by 2050. This will affect many low-lying areas of the world – millions of people today live less than one metre above sea level.

Some areas may actually benefit: the higher temperatures may allow a longer growing season, for example. But many areas may suffer: the southern states of the USA can have hotter summers and less rainfall, leading to worse conditions for agriculture, and the Mediterranean region may be much drier and hotter than now.

Many experts believe that the Greenhouse Effect will bring significant changes to the Earth's climate.

Ex. 7. In pairs, use the prompts below as any ideas of your own to talk about the causes and results of the ecological problems. Suggest solutions.

Causes: global warming, hunting, factories and cars release poisonous fumes, logging companies cut down trees, illegal fishing, dumping chemical wastes.

Results: sea level rising, animals in danger of extinction, acid rain, forests disappearing, less fish in the sea, poisonous chemicals get into the ground and into our water supply.

Solutions: stop using aerosols, create national parks and nature reserves, factories use cleaner methods of production, plant more trees, large fines for illegal fishing, dispose of chemical waste properly.

Useful language:

I think, I believe, I agree, in my opinion, also, in addition to that, as well as, furthermore, moreover.

Model:

SA: I think that the problem of erosion is caused by the warming of the earth's climate.

SB: Yes, that's true. As a result, sea levels are rising. What do you think should be done to prevent coastlines from eroding?

SA: Well, in my opinion, people should stop using aerosol sprays in order to stop the destruction of the ozone layer which leads to global warming.

SB: I agree. In addition to that, the government should find ways of preserving vegetation.

Ex. 8. Answer the questions.

1. What serious environment disasters have occurred in the news in recent years?
2. What is the effect of an oil spill on wildlife?
3. Who do you think should pay for the damage caused?
4. What creates acid rains and greenhouse effect?
5. What can you do to protect nature?
6. What kinds of pollution do you take seriously? Why?
7. Where does much of the world's fresh water lie?
8. Are nuclear power stations dangerous?
9. What is the fastest-spreading disease of civilization?
10. What should we do to save our planet?
11. Have there been any natural disasters in our country (earthquakes, flooding, severe thunder storms, etc.)? If so, what happened? What damage was caused?
12. Can you think of any ways in which pollution is affecting the environment?
13. What can be done about it?
14. Are you optimistic or pessimistic about the future? Why?

Ex. 9. Read the text about environmental issues in Belarus and answer the questions after it.

Environmental issues in Belarus

The cities of Belarus are heavily polluted, especially industrial centers such as Salihorsk and Navapolatsk, largely because of the development of heavy industries.

Chemical industry, petrochemical industry including oil refineries and machinery industry are the biggest polluters with extremely high emission of carbon and nitrogen oxides. Another significant issue in Belarus is industrial waste.

The most serious environmental problem in Belarus is the contamination after the 1986 explosion at the Chernobyl nuclear power plant in northern Ukraine, 16 km south of the Belarusian border. More than 60 percent of the high-level radioactive fallout of cesium, strontium, and plutonium that was spewed into the atmosphere landed in Belarus, affecting about one-fifth of its territory and more than 2 million people. The explosion initially posed its greatest threat in the air, as winds immediately carried the radioactive plume over Belarus. Long-lived radioisotopes then settled in the soil, posing a long-term danger to groundwater, livestock, and agriculture. More than 160,000 Belarusians were evacuated from their homes in the most heavily contaminated regions of Gomel, Mogilev and Brest.

Climate change.

Being locked between other European countries, with flat terrain suitable for agricultural use, Belarus is already suffering consequences of climate changes reflected on yield, river flow and average annual temperature rise. Today floods represent a great problem for the country. Sudden and premature dramatic seasonal changes (transition from winter to extremely warm spring, already in March) cause snow pack to melt and river overflow, flooding the surrounding terrain. Heavy storms occasionally occur, forcing evacuations, causing great damages on electric grids and great financial damage in general.

Belarus has vast forest areas such as pine, fir, and birch forests, and oak, elm, and white beech. Little of the country's woodland is protected, however, in total, 4.2 percent of Belarus's land area is protected. Biodiversity, soil pollution, and other related issues are areas of concern. Another area of concern is the number of threatened species. For example, wisents (зубры) were once plentiful in Belarus but are now endangered and protected by government decree. The government has ratified international environmental agreements pertaining to air pollution, biodiversity, environmental modification, and ozone layer protection.

1. Let’s talk about ecological problems of Belarus. What problems does the environment of our country face today?

2. Do you agree that after the Chernobyl accident Belarus has become the zone of the ecological disaster? Try to prove your point of view.

3. What are the most important ecological problems of Mogilev and region?

4. Imagine you are interviewing the head of your local executive council about measures in the field of nature protection. What questions would you ask him?

5. You have to prepare a project on ecological problems in your country. What recommendations will you give to your classmates to become more ecologically concerned?

6. Why did the Belarusian scientists alarm that the genetic fund of the Belarusian people is in great danger?

UNIT 10

My Specialty (Agribusiness)

Ex. 1. Learn the words:

1) labour market [ˈleɪbə ˈmɑːkɪt] – рынок труда;
2) operate [ˈɑpəreɪt] – работать, действовать;
3) to concern [tə kənˈsɜːn] – касаться;
4) accountant [əˈkaʊntənt] – бухгалтер-экономист;
5) needs and wants [nidz ənd wɑnts] – нужды и желания;
6) to be connected [tə bi kəˈnektɪd] – быть связанным;
7) cash flow [kæʃ floʊ] – движение наличных средств;
8) income [ˈɪnˌkʌm] – доход;
9) expenditure [ɪkˈspendɪʧə] – расход;
10) enterprise [ˈentəpraɪz] – предприятие;
11) profitability [ˌprɒfɪtəˈbɪlətɪ] – рентабельность;
12) chair [ʧeə] – кафедра;
13) diversified [daɪˈvɜːsɪfaɪd] – разнообразный;
14) graduate ['grædjuət] – выпускник;
15) sales manager [seɪlz ˈmænɪʤə] – коммерческий директор;
16) research center [rɪ'sɜːʧˈsentə] – исследовательский центр.

Ex. 2. Read and translate the text.

Today the profession of an economist is one of the most popular in the labour market. Economists are working in all areas of the economy. Business, organization, firm or company cannot operate without economists, accountants, managers, auditors. To be an economist is to know management, planning of production process, to use operational research and financial management. Economics is the science which is based upon

the facts of our everyday life. The science of economics is concerned with all our material needs and wants. Economists study the facts of the economy in which we live and try to explain how the system works.

Economists are required wherever necessary to plan, calculate and control the company business activity, cash flows, income and expenditure of funds, to analyze the results of the enterprise, to determine its profitability.

I am a first-year student of the Economics Department. Our faculty trains highly qualified specialists with deep knowledge in economics, organization and management of production, etc. The faculty is made up of five departments: organization of production in agro-industrial complex, economics and international economic relations, management, economic theory, mathematic modeling.

To become a good specialist in economic matters and business one must know many sciences, such as business economics, finance and credits, statistics, history of economic theory and philosophy, mathematics, as well as economic management, marketing. At the Academy we are taught various general and special subjects, such as Macroeconomics, Microeconomics, Management, Accounting, Money and Banking, Economic Theory, Statistics, Computer Science. Economics is my favorite subject among all the other subjects. Economics has a strong connection with our daily life. It is a very important subject because it helps me to expand my understanding of the world. And it is closely connected with some subjects like business studies, politics which I am also interested in.

The profession of an economist is quite diversified. The graduates of the faculty work at the educational institutions, various research centers and laboratories, in industry, agriculture, business, banks. They work as economists, managers, as executive managers, sales managers, accountants.

I think that my specialty is a good way to make a successful career. So, I'll do everything to become a good economist and I'm sure I'll never regret my decision to follow this career.

Ex. 3. Give the English equivalents for:

1) самая популярная профессия на рынке труда; 2) отрасли экономики; 3) бухгалтер-экономист; 4) планирование производственного процесса; 5) материальные нужды; 6) коммерческая деятельность; 7) движение наличных средств; 8) доходы и расходы; 9) определять рентабельность предприятия; 10) выпускник; 11) образовательное учреждение; 12) исполнительный директор; 13) коммерческий директор; 14) сделать успешную карьеру.

Ex. 4. Complete the sentences.

1. Today the profession of an economist is one of the most popular in the labour market because _____.
2. Economists are working in _____.
3. To be an economist is to know _____.
4. Economics is based upon _____.
5. Economists study _____.
6. To become a good specialist one must know _____.
7. The graduates of the faculty work at _____.
8. I think that my specialty is a good way to make successful career because _____.

Ex. 5. Answer the questions.

1. Is your future profession popular? Why?/Why not?
2. Where can economists work?
3. What is necessary to know to be an economist?
4. What departments are there at your faculty?
5. What general and special subjects do you study?
6. Do you have favourite subjects? Which ones?
7. Where do the graduates of the faculty work?
8. Where would you like to work after graduation?
9. Why have your chosen this specialty?
10. Who influenced your choice?

Ex. 6. Think what personality traits will be important in your future profession. Give your reasons. Consult the dictionary if necessary.

Ex. 7. Study the following job criteria:

1) job security;
2) full appreciation for work done;
3) promotion and growth;
4) discipline;
5) interesting and meaningful work;
6) good wages;
7) management loyalty to workers;
8) good working conditions;
9) sympathetic understanding of personal problems.

Rank the job criteria from 1 to 9 in the order of their importance:

a) from a worker's point of view;
b) from a manager's point of view;
c) from your own personal point of view.

In pairs compare your ranking and discuss the results.

Ex. 8. Translate into English.

Специальность «экономист». Что это?

Профессия «экономист» – одна из самых востребованных на рынке труда. Экономисты работают во всех областях народного хозяйства. Ни одно предприятие, организация, фирма или компания не могут работать без экономистов, бухгалтеров, менеджеров, финансистов.

Экономисты требуются везде, где необходимо планировать, рассчитывать и контролировать хозяйственную деятельность предприятия, финансовые потоки, доход и расход средств, анализировать результаты работы предприятия, определять её рентабельность и перспективы.

Экономисты могут работать на различных должностях, таких как менеджер, бухгалтер, топ-менеджер, финансист, риск-менеджер, аудитор и других. Профессия экономиста является очень важной в нашей стране.

UNIT 11

My Specialty (Accounting)

Ex. 1. Learn the words:

1) accounting [əˈkaʊntɪŋ] – учет, отчетность;
2) accountant [əˈkaʊntənt] – бухгалтер-экономист;
3) finance [ˈfaɪnæns] – финансы, доходы;
4) amount [əˈmaʊnt] – количество;
5) to monitor [tə ˈmɒnɪtə] – контролировать, проверять;
6) to summarize [tə ˈsʌməraɪz] – суммировать, резюмировать, подводить итог;
7) transaction [trænˈzækʃən] – дело, сделка;
8) income [ˈɪnˌkʌm] – доход;
9) revenue [ˈrevənjuː] – годовой доход, доходные статьи;
10) expenditure [ɪkˈspendɪtʃə] – расход;
11) outgoing [ˈaʊtˌgoʊɪŋ] – расход, издержки;
12) statement [ˈsteɪtmənt] – официальный отсеет, бюллетень;
13) balance sheet [ˈbælənss ʃiːt] – балансовый отчет;
14) income statement [ˈɪnˌkʌm ˈsteɪtmənt] – отчет о прибылях и убытках;

15) to acquire funds [tuː əˈkwaɪə fʌndz] – приобретать средства;

16) cash flow analysis – [kæʃ floʊ əˈnæləsɪs] анализ финансовых потоков;

17) assets [ˈæsets] – активы;

18) tax [tæks] – налог, пошлина;

19) computation [ˌkɒmpjuˈteɪʃən] – вычисление, выкладка, расчет.

Ex. 2. Read and translate the text.

I'm a first-year student of the Belarusian State Agricultural Academy. Our Academy trains specialists for many branches of agriculture.

I study at the faculty of accounting. It trains experts in specialty: accounting, analysis and audit. I'm going to be an accountant.

What is Accounting? Accounting is the process of identifying, collecting, measuring and reporting information on business activity.

The accounting process follows accounting principles and rules. Regardless the type of business or the amount of money involved common procedures for handling and presenting financial information are used. Incoming money (revenues) and outgoing money (expenditures) are carefully monitored. Transactions are summarized in financial statements which reflect the major financial activities of an organization. Two common financial statements are the balance sheet and the income statement. The balance sheet shows the financial position of a company at one point in time. The income statement shows the financial performance of a company over a period of time.

What is Finance? Finance is the function in a business that is responsible for acquiring funds for a firm and managing funds within a firm (for example, preparing budgets, doing cash flow analysis) and planning for the expenditures of funds on such assets as plant, equipment and machinery. Most organizations have a manager in charge of financial operations. His duties are: planning, budgeting, obtaining funds, controlling funds (funds management), collecting funds (credit management), auditing, managing taxes and advising top management on financial matters.

People who specialize in the field of accounting are known as accountants. To become a highly-specialized accountant one must be a diligent student. We study many general and special subjects. Among the special subjects, the following may be named: Accountancy, Statistics, Management, Marketing, Finance, Budget, etc. When graduating from the Academy we can work as accountants at different accounting offices, departments, banks, etc. We can also work for private companies and individuals and provide accounting services such as auditing and tax computation.

Ex. 3. Give the English equivalents for:

1) отрасли сельского хозяйства; 2) факультет бухгалтерского учета; 3) коммерческая деятельность; 4) следовать принципам и правилам бухучета; 5) количество денег, доходы; 6) расходы, сделки, финансовые отчеты; 7) балансовый отчет; 8) отчет о прибылях и убытках; 9) ответственность за; 10) приобретение фондов; 11) анализ движения денежных средств; 12) планирование расходов; 13) высококвалифицированный специалист; 14) начисление налогов; 15) специализироваться в области бухучета.

Ex. 4. Complete the sentences.

1. I'm a first-year student of the ____.
2. The faculty trains ____.
3. The students study general and special subjects such as ____.
4. Accounting is the process of ____.
5. Finance is the function in a business that is responsible for ____.
6. The financial manager's duties are ____.
7. The graduates of our faculty work at ____.

Ex. 5. Answer the questions.

1. What specialists are trained at your faculty?
2. What's your future specialty?
3. Why do you want to become an accountant?
4. What subjects do you study at the Academy?
5. What do you know about accounting?
6. What principles does the accounting process follow?
7. What procedures are used in the accounting process?
8. Where are transactions summarized?
9. What are the main financial statements?
10. What is finance?
11. What are the financial manager's duties?
12. Where can you work after graduation from the Academy?
13. Why have your chosen this specialty?

Ex. 6. Think what personality traits will be important in your future profession. Give your reasons. Consult the dictionary if necessary.

Ex. 7. Tick the type of work you would prefer and give your reasons.

Model: I would prefer being my own boss rather than working under somebody's supervision because I want to be independent and make my own decisions.

▪ being your own boss; ▪ working with people; ▪ working alone; ▪ working in a town; ▪ working alternative week; ▪ working in an office; ▪ being self-employed; ▪ sitting at the desk; ▪ wearing a uniform; ▪ early retirement; ▪ working long hours;	▪ working under somebody's supervision; ▪ working with things; ▪ working in a team; ▪ working in the country; ▪ working every day, in shifts, in schedule; ▪ working in a factory, somewhere else; ▪ being employed by somebody; ▪ not sitting at a desk; ▪ not wearing a uniform; ▪ retiring after 65; ▪ having much time for yourself

Ex. 8. Read the text and answer the question: "What is the difference between a bookkeeper and an accountant?"

Bookkeeping means keeping basic financial records, tracking and providing information used by a business. Accounting is the process of producing financial statements for a business like income statement and balance sheet.

Generally, a bookkeeper is a person without a college degree in accounting who performs much of the data entry tasks. This includes recording routine money transactions, entering the bills from vendors, paying bills, processing payroll data, preparing sales invoices, mailing statements to customers, etc. Bookkeepers produce the reports that keep management up to date on the financial condition of their company.

The accountant is likely to have a college degree with a major in accounting and takes over where the bookkeeper leaves off.

Accountants are responsible for the design and management of the financial systems that bookkeepers use. They prepare monthly financial statements and tax returns at year end. Accountants may also prepare budgets for management and loan proposals for bankers; and perform cost analysis for the company's products or services.

UNIT 12

My Specialty (Law)

Ex. 1. Learn the words.

1) lawyer [ˈlɔɪə] – юрист;
2) to punish [tə ˈpʌnɪʃ] – наказывать;
3) crime [kraɪm] – преступление;
4) stealing [ˈstiːlɪŋ] – кража;
5) murder [ˈmɜːdə] – убийство;
6) violation [ˌvaɪəˈleɪʃən] – нарушение;
7) to prevent [tə prɪˈvent] – предотвращать;
8) to protect [tə prəˈtekt] – защищать;
9) investigator [ɪnˈvestɪgeɪtə] – следователь;
10) judge [dʒʌdʒ] – судья;
11) defense counsel [dɪˈfens ˈkaʊnsl] – защитник;
12) legal counselor [ˈliːgəl ˈkaʊnslə] – юрист, адвокат;
13) legality [lɪˈgæltɪ] – законность, легальность;
14) agreement [əˈgriːmənt] – соглашение;
15) legislation [ˌledʒɪsˈleɪʃən] – законодательство;
16) notary [ˈnoʊtərɪ] – нотариус;
17) marriage settlement [ˈmærɪdʒ ˈsetəlmənt] – акт распоряжения имуществом по случаю заключения брака;
18) will[wɪl] – завещание;
19) bar [bɑː] – коллегия адвокатов;
20) court [kɔːt] – суд;
21) public prosecutor [ˈpʌblɪk ˈprɒsɪkjuːtə] – прокурор.

Ex. 2. Read and translate the text.

My Specialty (Law)

I am a first-year student of the Business and Law Faculty. I think that the profession of a lawyer is one of the most important. Lawyers have to solve many problems that still exist in our society. The duty of lawyers is not only to punish people for various crimes: hooliganism, stealing, murder, traffic violation and so on but they must do their best to prevent crimes. The lawyers protect the rights and legal interests of citizens, institutions and organizations.

The profession of a lawyer is quite diversified. The graduates of our faculty can work as investigators, judges, defense counsels, legal consultants. In national economy lawyers are entrusted the control on the legality of orders and instructions issued by governing body: they participate in drawing up different agreements and contracts, which are concluded with other enterprises; lawyers also inform workers on the current legislation and give help in legal matters, conduct their cases in courts. In addition to this professional group there are non-professional legal counselors who give advice on various legal problems and are often employed by business firms. In almost all civil law countries there are notaries, who have exclusive rights to deal with such office work as marriage settlements and wills.

All lawyers in our country are incorporated either in the national or regional (territorial) bar. Members of the bar work at legal advisory offices, which function in every town administrative district.

To become a good lawyer one must know much. So at the Academy we are taught general and special subjects: Labor Law, Constitutional and Administrative Law, Civil Law, Criminal Law, etc. We write a lot of scientific papers and analyze special legal literature. Future lawyers should have special skills as writers, speakers, and leaders.

The legal profession is very popular and highly paid today and good lawyers are of great demand in our country.

I have decided to connect my future with law because I think that lawyer's profession will always be very popular and promising.

I hope I'll be able to find a job in accordance with the knowledge I get: in court, office of Public Prosecutor, notary, other juridical bodies and also in legal service of national economy.

Ex. 3. Find the English equivalents:

1) одна из самых важных профессий; 2) защищать права и интересы граждан; 3) следователь; 4) судья; 5) защитник; 6) адвокат; 7) заключать контракт; 8) помощь в юридических вопросах; 9) юридическая консультация; 10) современное законодательство; 11) коллегия адвокатов; 12) работать в суде; 13) прокуратура; 14) нотариус; 15) акт распоряжения имуществом по случаю заключения брака; 16) завещание.

Ex. 4. Answer the questions.

1. What faculty do you study at?

2. Is it true to say that a career in law is very popular? Why do you think so?

3. Where can the graduates of the faculty work?
4. What is necessary to become a good lawyer?
5. What subjects do you study?
6. What is your favorite subject?
7. What subject do you consider to be the most relevant to your future profession?
8. Why have you chosen this specialty?
9. Where would you like to work after graduation?

Ex. 5. Point out the most important factors in choosing your job. Put them in order of importance and explain your choice:

flexible hours;
interesting and not boring work;
high security of employment;
good pension scheme;
responsibility of your own;
the chance of promotion;
good career prospects;
good working conditions;
friendly colleagues and considerable management;
other factors – what?

Ex. 6. Translate the following sentences into Russian.

1. Сегодня профессия юриста является одной из самых престижных в нашем обществе. 2. Задачей юриста является не только наказание людей за различные преступления, но и предупреждение правонарушений. 3. Юристы защищают права и интересы граждан и организаций. 4. Выпускники факультета могут работать в суде, прокуратуре, юридической консультации, милиции. 5. Все юристы в Республике Беларусь объединены в республиканские или региональные (территориальные) адвокатуры. 6. Я надеюсь, что я смогу найти работу, соответствующую полученным знаниям.

Ex. 7. Do you know what types of legal profession are there in Great Britain? Read the text and do the tasks that follow.

Types of legal profession in Britain

Solicitors. There are about 50,000 solicitors, a number which is rapidly increasing, and they make up the largest branch of the legal profession in England and Wales. They are found in every town, where they deal with all the day-to-day work of preparing legal documents for buying and selling

houses, making wills, etc. Solicitors also work on court cases for their clients, prepare cases for barristers to present in the higher courts, and may represent their client in a Magistrates court.

Barristers. There are about 5,000 barristers who defend or prosecute in the higher courts. Although solicitors and barristers work together on cases, barristers specialize in representing clients in court and the training and career structures for the two types of lawyer are quite separate. In court, barristers wear wigs and gowns in keeping with the extreme formality of the proceedings. The highest level of barristers have the title KC (King's Council).

Judges. There are a few hundred judges, trained as barristers, who preside in more serious cases. There is no separate training for judges.

Jury. A jury consists of twelve people ("juriors"), who are ordinary people chosen at random from the Electoral Register (the list of people who can vote in elections). The jury listens to the evidence given in court in certain criminal cases and decides whether the defendant is guilty or innocent. If the person is found guilty, the punishment is passed by the presiding judge. Juries are rarely used in civil cases.

Magistrates. There are about 30,000 magistrates (Justices of the Peace or JPs), who judge cases in the lower courts. They are usually unpaid and have no formal legal qualifications, but they are respectable people who are given some training.

Coroners. Coroners have medical or legal training (or both), and inquire into violent or unnatural deaths.

Clerks of the court. Clerks look after administrative and legal matters in the courtroom.

Ex. 8. Guess the profession by its definition:

a) an officer acting as a judge in the lower courts;

b) a public official with authority to hear and decide cases in a court;

c) a group of people who swear to give a true decision on issues in a court;

d) an official who investigates the cause of any death thought to be violent or unnatural causes;

e) a lawyer who has the right to speak and argue in higher courts;

f) a lawyer who prepares legal documents, advises clients on legal matters and speaks for them in lower courts.

Ex. 9. Are the sentences true or false?

1. There are about 50,000 solicitors, a number of which is not increasing.
2. Solicitors prepare cases for barristers to present in the higher courts.

3. Sometimes solicitors and barristers work together on cases.

4. There is a separate training for judges.

5. There are about 30,000 magistrates, who judge cases in the higher courts.

Ex. 10. Answer the questions.

1. What is the difference between solicitors and barristers ?
2. What is the highest level of barristers?
3. Who is “a juror”?
4. What do coroners do?

UNIT 13

My Specialty (Biotechnology and Aquaculture)

Ex. 1. Learn the words and word combinations.

1) feeding [ˈfiːdɪŋ] – кормление;
2) cattle [ˈkætəl] – крупно-рогатый скот;
3) breeding [ˈbriːdɪŋ] – разведение;
4) smalls [smɔːlz] – мелкий скот (овцы, свиньи, телята);
5) domestic [dəˈmestɪk] – домашний;
6) pork – свинина;
7) gammon [ˈgæmən] – окорок;
8) skin [skɪn] – шкура;
9) illness [ˈɪlnəs] – болезнь;
10) injury – ушиб, рана;
11) artificial insemination [ˌɑːtɪˈfɪʃəl ɪnˌsemɪˈneɪʃən] – искусственное осеменение;
12) waste [weɪst] – *зд.* помет;
13) stock [stɒk] – скот, стадо, поголовье;
14) processing plant [ˈprəʊsesɪŋ plænt] – перерабатывающий завод;
15) classical swine fever [ˈklæsɪkəl swaɪn ˈfiːvə] – европейская чума свиней;
16) foot and mouth disease [fʊt ənd maʊθ dɪˈziːz] – ящур;
17) African swine fever [ˈæfrɪkən swaɪn ˈfiːvə] – африканская чума свиней;
18) poultry [ˈpoʊltrɪ] – домашняя птица;
19) chickens [ˈtʃɪkɪnz] – куры;
20) turkeys [ˈtɜːkiːz] – индюшки;
21) ducks [dʌks] – утки;

22) geese [gi:z] – гуси;
23) hatch [hætʃ] – нести яйца, выводить цыплят;
24) pest – вредитель;
25) flock [flɒk] – стая;
26) to be susceptible to [tə bi: sə'septəbəl tu:] – быть подверженным;
27) fowl typhoid [faʊl 'taɪfɔɪd] – тиф птиц;
28) fowl cholera [faʊl 'kɒlərə] – холера птиц;
29) bluecomb ['blu:koʊm] – синий гребень (возбудитель-вирус);
30) hennery ['henərɪ] – птицеферма;
31) crucian carp ['kru:ʃən kɑ:p] – обыкновенный карась;
32) bream [brɪ:m] – лещ;
33) roach [roʊtʃ] – плотва;
34) white and black carp – белый и черный амур;
35) silver carp ['sɪlvə kɑ:p] – белый толстолобик;
36) bighead carp ['bɪghed kɑ:p] – пестрый толстолобик;
37) pike [paɪk] – щука;
38) perch [pɜ:ʧ] – окунь;
39) trout [traʊt] – форель;
40) sturgeon ['stɜ:dʒən] – осетр;
41) Siberian sturgeon [saɪ'bɪərɪən 'stɜ:dʒən] – сибирский осетр;
42) paddlefish ['pædəlfɪʃ] – веслонос;
43) eel [i:l] – угорь;
44) crayfish ['kreɪfɪʃ] – рак;
45) behavior [bɪ'heɪvjə] – поведение;
46) propagation [ˌprɒpə'geɪʃn] – размножение.

Ex. 2. Read and translate the text.

I study at the Belarusian State Agricultural Academy. My Academy is one of the oldest higher agricultural schools in our country. I am a student of the Faculty of Biotechnology and Aquaculture. I study a lot of subjects which are very interesting and necessary for my future specialty. There are six departments at our faculty: 1) zoo-hygiene, ecology and microbiology, 2) ichthyology and fish breeding, 3) feeding and breeding of agricultural animals, 4) cattle breeding and processing of animal husbandry produce, pig breeding and smalls breeding, 5) biotechnology and veterinary science.

The students study such subjects as: feeding of farm animals, breeding of farm animals, genetics, cattle-breeding, etc. We are taught how to feed all kinds of farm animals for any purposes. We study the influence of different feeds on the productivity of the farm animals. Future specialists study how

to combine different kinds and amounts of feeds properly. Our students study how to improve breeds of animals through breeding selection.

The faculty trains experts in the following specialties: zoo-technique, biotechnology and animal breeding, poultry breeding, industrial pork production, farm and industrial fish breeding.

Pig farming is the raising and breeding of domestic pigs. Pigs are raised principally as food (e.g. pork, bacon, gammon) and sometimes for their skin.

Pork production is one of the important fields of agriculture in Belarus. Pork production takes the leading place in the meat market of Belarus. At present the majority of pork is produced on large industrial pig farms (complexes) with complete production cycle, located in different regions of Belarus.

Zootechnicians working on pig farms distribute food, make up diet plans, observe animals for signs of illness or injury, check for proper ventilation and temperature conditions, assist with problem births, perform artificial insemination or other breeding duties, keep records, and coordinate the disposal of waste. They also may be responsible for marketing animals and transporting stock to other farms or processing plants. They must care for the proper health of animals. Like people pigs can carry diseases and illnesses that are very harmful to their health. The most common of them are classical swine fever, foot and mouth disease, African swine fever.

Poultry farming is the raising of domesticated birds such as chickens, turkeys, ducks, geese for the purpose of farming meat or eggs for food. Poultry are farmed in great numbers with chickens being the most numerous. It is one of the most rapidly growing branches of agriculture. There are many poultry farms in Belarus with modern equipment where the technological processes of feeding, drinking, ventilation and heating are automatically controlled by a computer. A smooth technological process allows to control the output of the product at all production stages, from the hatching egg to the shop board.

Zootechnicians working on poultry farms must care for poultry; maintain a hygienic environment; operate machinery and equipment; control pests. They also monitor the welfare of the birds, feed and drink them. The health of the flock is most important because poultry are quite susceptible to a number of diseases; some of the more common are fowl typhoid, fowl cholera, chronic respiratory disease, blue comb and many others. That's why this course includes both poultry management and production systems. Students study many specialized subjects such as

Anatomy, Physiology, Poultry production, Poultry Housing, Hygiene, Feeding Systems, Breeding and so on. After graduation they work on poultry farms, henneries, research laboratories, and many other enterprises of agro-industrial complex.

Today **fish breeding** is a very important branch of agriculture due to the growing demand for fish products for the population. Belarus has many rivers and lakes and favorable climatic conditions for fish breeding. The fish species raised in Belarus are very diverse: carp, crucian carp, bream, roach, white and black carp, silver and bighead carp, pike, perch, trout, sturgeon, Siberian sturgeon and paddlefish.

There are fish breeding farms and fish processing factories in our country.

Fish breeders not only breed pike, carp, trout, sturgeon, as well as eel and crayfish. They improve and create new high-productive breeds, lines and crosses; develop new intensive, resource-saving and pollution-free technologies of fish farming in the artificial and natural reservoirs; new methods and drugs for prophylaxis and treatment of fish diseases.

Students of this specialty study fish species, the peculiarities of their behavior and propagation, methods of their breeding. The experts in this specialty will find work on fish-breeding farms, fish-processing factories, as well as at the research laboratories in the institutes.

I like my future specialty and find it very useful for society because animal health ensures efficient production of wholesome animal products.

I'll work hard to become a highly qualified specialist.

Ex. 3. Fill in the blanks with the following words: *to take care of; feeding; to breed; fattening; animal husbandry; productivity.*

1. … supplies us with meat, milk and eggs.
2. We … sheep, hogs, cattle and poultry on our farm.
3. They … the young animals.
4. Farmers grow different grasses, grain crops and root crops for … and … livestock.
5. The influence of different feeds on the … of livestock is great.

Ex. 4. Give the English equivalents for the following words and word combinations.

1) зоогигиена; 2) кормление сельскохозяйственных животных; 3) разведение крупно-рогатого скота; 4) мясной рынок; 5) переработка животноводческой продукции; 6) разведение мелкого скота; 7) влияние кормов на продуктивность животных; 8) свиноводство; 9) свинина; 10) окорок; 11) шкура; 12) распределять корм;

13) составлять рацион; 14) признаки заболевания; 15) вести учет; 16) перевозить скот; 17) здоровье животных; 18) вредный для здоровья; 19) чума свиней; 20) ящур; 21) птицеводство; 22) куры; 23) индюшки; 24) утки; 25) гуси; 26) быстро растущая отрасль сельского хозяйства; 27) птицеферма; 28) контролировать выпуск продукции; 29) бороться с вредителями; 30) следить за здоровьем птиц; 31) стая; 32) быть подверженным заболеваниям; 33) птицефермы; 34) исследовательские лаборатории; 35) рыбоводство; 36) растущий спрос на рыбную продукцию; 37) реки и озера; 38) благоприятные климатические условия; 39) карась; 40) лещ; 41) плотва; 42) белый и черный амур; 43) белый толстолобик; 44) пестрый толстолобик; 45) щука; 46) окунь; 47) форель; 48) осетр; 49) угорь; 50) рак; 51) поведение; 52) размножение; 53) улучшать и создавать новые породы; 54) искусственные и естественные водоемы; 55) виды рыб; 56) особенности их поведения и размножения.

Ex. 5. Complete the sentences.

1. I study a lot of subjects such as _____.
2. There are six departments at our faculty: _____.
3. We are taught how to _____.
4. Pig farming is _____.
5. Pigs are raised for _____.
6. Zootechnicians working on pig farms _____.
7. The most common pig diseases are _____.
8. Poultry farming is _____.
9. Zootechnicians working on poultry farms must _____.
10. Students study many specialized subjects such as _____.
11. After graduation they work on _____.
12. Fish breeding is _____.
13. The fish species raised in Belarus are very diverse: _____.
14. Zootechnicians breed _____.
15. Students of this specialty study _____.
16. The experts in this specialty will find work _____.
17. I like my future specialty because _____.

Ex. 6. Answer the questions.

1. What faculty do you study at?
2. What specialties are there at your faculty?
3. What is your specialty?
4. What departments are there at your faculty?
5. What subjects do the students study?

Pig breeding

6. What is pig farming?
7. What are pigs raised for?
8. What are the duties of the zootechnicians working on pig farms?
9. What are the most common pig diseases?

Poultry breeding

10. What is poultry farming?
11. What domesticated birds can you name?
12. What are the duties of the zootechnicians working on poultry farms?
13. What are the most common poultry diseases?
14. What specialized subjects do the students study?
15. Where can the students work after graduation?

Fish breeding

16. What is fish breeding?
17. What are the fish species raised in Belarus?
18. What are the duties of the zootechnicians working on fish farms?
19. What do the students of this specialty study?
20. Where can the students work after graduation?

Ex. 7. Read some interesting facts about pigs.

Pigs prefer to sleep nose to nose. They dream, much as humans do.

Pigs, like humans, enjoy listening to music, playing with soccer balls, and getting massages.

Newborn piglets learn to run to their mothers' voices and to recognize their own names. Mother pigs sing to their young while nursing.

Pigs are more intelligent than dogs.

Adult pigs can run at speeds of up to 11 miles an hour.

Pigs do not “eat like pigs”. They prefer to eat slowly and savor their food.

Pigs are clean animals. They are careful not to soil the area where they sleep or eat.

Pigs don't “sweat like pigs”; they are actually unable to sweat. They like to bathe in water or mud to keep cool, and they actually prefer water to mud. One woman developed a shower for her pigs, and they learned to turn it on and off by themselves.

Ex. 8. Here is a part of the interview with Warren Smith, an assistant broiler manager at Up Hampton Farm, Herefordshire. Match the answers with the questions.

Young manager's experience

1) How did you get into it?
2) What do you like most about the job?
3) And the worst bit?
4) How do you view the remuneration package?
5) Can you see yourself doing anything else?
6) Where do you see yourself in five to 10 years' time?

a) I'd like to have more of an overseeing role, being the manager of a few farms in a wider area.

b) The performance of the birds and trying to get the best results I can. Unlike cattle and sheep, with poultry you can see the results of your efforts in a short space of time.

c) I think it's excellent. It pays better than other jobs in agriculture. It also came with accommodation, though when I got married we bought a house off the farm.

d) Only other jobs in the poultry sector, for example running a broiler breeder unit or managing a bigger poultry farm.

e) I started coming to this (mixed) farm when I was 12, and then did weekend and holiday jobs before starting full-time. I still do a bit of everything, but enjoy it most when I'm with the chickens.

f) Sometimes the hours are unsociable, but that's farming.

Ex. 9. Look through the article and answer the questions:

1) What is the title of the article?
2) What is it about?
3) Why is this farm unique?
4) When was this project launched?
5) How many eels does the farm have?
6) Where do they buy the larvae?
7) Does Belarus have experience of breeding eel?

Unique eel fish farm in Miory District

The Aktam Fish farm in Miory District, Vitebsk Oblast, is the only aqua farm in Belarus that breeds eel larvae (личинки угря*)* and eel.

The project was launched in the spring of 2013. The Belarusian enterprises produced the technological equipment for water treatment and for creating the optimal conditions for the fish.

The fish farm currently has about 1,300 eels which will soon be flown to water bodies and 17 kg of eel larvae that will reach the optimal parameters by the summer of next year, said fish breeding expert Lyudmila Snapkovskaya. “We spawn eel larvae to stock the natural water reservoirs of Belarus. We buy the larvae in Europe. We have two shipments already delivered. Belarus has no experience of breeding eel. We work on the basis of the recommendations of experts, and learn a lot in the process,” Lyudmila Snapkovskaya said.

UNIT 14

My Specialty (Agro technology)

Ex. 1. Learn the words and word combinations:

1) plant breeding [plɑːnt ˈbriːdɪŋ] – разведение растений, селекция, растениеводство;

3) seed production [siːd prəˈdʌkʃən] – семеноводство;

4) plant growing [plɑːnt ˈgrouɪŋ] – разведение растений, растениеводство;

5) fodder production [ˈfɒdə prəˈdʌkʃən] – кормопроизводство;

6) storing [ˈstɔːrɪŋ] – хранение;

7) processing [ˈprəʊsesɪŋ] – переработка;

8) soil – почва;

9) nutritional value [njuːˈtrɪʃənl ˈvæljuː] – питательная ценность;

10) crop – сельскохозяйственная культура;

11) soil science [sɔɪl ˈsaɪəns] – почвоведение;

12) crop production – растениеводство;

13) weeds [wiːdz] – сорняки;

14) to sow [tə soʊ] – сеять;

15) to harvest [tə ˈhɑːvɪst] – убирать урожай;

16) property [ˈprɒpətɪ] – свойство;

17) to apply fertilizers [tə əˈplaɪ ˈfɜːtɪlaɪzəz] – вносить удобрения;

18) grain [greɪn] – зерно;

18) research institutes – исследовательские институты.

Ex. 2. Read and translate the following text.

I study at the Belarusian State Agricultural Academy. It is one of the oldest higher agricultural institutes of our country. I am a student of the Agro technological Faculty. This faculty was formed as a result of merging two faculties: agronomy and agro ecology. The agronomy faculty, the oldest

one in the BSAA, was formed in 1925. But the training of specialists in agronomy began in Gorki much earlier. Yet in 1848–1849, there was the first graduation of agronomists with the diploma of Gory-Gorki agricultural institute.

Our faculty trains experts in the following specialties: “Agronomy” and “Plant breeding and seed production”. There are six departments at the faculty: plant-growing, farming, selection and genetics, fodder production, plant-growing produce storing and processing, botany and plant physiology.

Agronomists are scientists who look for ways to increase soil productivity. They also work to improve the quality of seed and the nutritional value of crops. Agronomists are concerned with the principles and practice of soil management and field crop production.

An agronomist is a master of fields. To be an agronomist means to like soil and plants and to get good knowledge and experience in this sphere of agricultural science. That's why students have lectures and practical hours in soil science, crop production, selection, forage production, seed growing, biotechnology.

Future agronomists learn how to cultivate soil, control weeds, sow and harvest crops at the proper time. We study the science of soil formation, its constitution and general properties of soil and its origin.

We are taught the application of organic and mineral fertilizers, the methods and the time when fertilizers must be applied to the soil.

We also study modern methods of selection. The knowledge of plant breeding will help agronomists to develop new varieties of crops.

Students of our faculty study the science of crops and their growing. To know plant growing well we must study botany, plant physiology and other subjects.

Modern agronomists must know how to increase the yields of grain and other crops. It is one of the most important tasks in agriculture.

After graduation we can find work in the agriculture industry: on farms, farm management services firms, food processing companies or research institutes.

I like my future specialty and find it very useful. I'll work hard to become a good specialist.

Ex. 3. Find the English equivalents for:

1) растениеводство; 2) семеноводство; 3) кормопроизводство; 4) кафедра; 5) хранение и переработка продукции растениеводства; 6) повысить производительность почвы; 7) улучшить качество семян; 8) питательная ценность культур; 9) опыт в сфере сельского хозяйства;

10) почвоведение; 11) обрабатывать почву; 12) бороться с сорняками; 13) сеять; 14) убирать урожай; 15) состав и свойства почвы; 16) внесение органических и минеральных удобрений; 17) повысить урожай зерновых; 18) пищеперерабатывающие компании.

Ex. 4. Answer the following questions.

1. What faculty do you study at?
2. What year are you in?
3. When was the faculty established?
4. What specialties are there at your faculty?
5. What departments are there at the faculty?
6. What does it mean to be an agronomist?
7. What subjects do you study?
8. What is necessary to know to become a good specialist?
9. Where can you work after graduation?
10. Do you like your future specialty?

Ex. 5. Fill in the blanks with the correct words from the text and complete the sentences.

1. I am a student of _____.
2. The Agro technological Faculty trains _____.
3. There are many _____ at our faculty.
4. The students study _____.
5. Soil science is the science of _____.
6. Future agronomists learn how _____.
7. Modern agronomists must know _____.
8. I like my future specialty because _____.

Ex. 6. Give synonyms for the following words:

to found, to till, to breed, artificial (fertilizers), to seed, crop.

Ex. 7. Fill in the blanks with prepositions.

1. There are various departments ... our faculty.
2. ... the department of botany we study botany, the science of plants.
3. I study ... the Belarusian State Agricultural Academy.
4. Soil science is the science ... soil formation and its origin.
5. On graduating ... the academy we will work on farms.
6. To increase the yields of crops farmers must sow and harvest crops … the proper time.

Ex. 8. Put questions to the underlined words.

1. Agricultural chemistry is one of the most important subjects.
2. We study at the Agro technological Faculty.
3. On graduating from the university we will work on different farms.

4. At the end of the course of study we receive a degree of trained agronomists.

5. Crops must be harvested at the proper time.

6. We study soil science, agricultural chemistry, plant growing.

Ex. 9. Translate into English.

1. Кафедры растениеводства, селекции и генетики, кормопроизводства – основные кафедры на нашем факультете.

2. Агроном должен знать, как правильно возделывать почву и вносить удобрения.

3. Правильное применение органических и минеральных удобрений повышает урожай.

4. Современные методы селекции помогают создавать новые сорта культур.

5. На кафедре ботаники мы изучаем науку о растениях.

6. Агроном должен сеять и собирать урожай в надлежащее время.

Ex. 10. Read the text and answer the questions:

1) What is agronomy?

2) What does agronomy study?

3) What related disciplines are also important for agronomists?

4) What is an agronomist?

What is agronomy?

Every day, everyone is affected by agronomy. The food you eat, the coffee you drink, the natural fibers of the clothing you wear – all are products of agronomy and the work of agronomists.

Agronomy is a science that looks at agriculture from an integrated perspective. In agronomy, it's important to understand the properties of the soil and how the soil interacts with the growing crop; what nutrients (fertilizers) the crop needs and when and how to apply these nutrients; the ways that crops grow and develop; how climate and other environmental factors affect the crop at all stages; and how best to control weeds, insects, fungi, and other crop pests; how to grow crops effectively and profitably while conserving natural resources and protecting the environment.

In short, growing crops requires collaborations among many, many fields, including the traditional soil, plant, and weed sciences, as well as related disciplines such as ecology, entomology, climatology, and economics.

What is an agronomist?

Agronomists are plant and soil scientists who develop innovative farm practices and technologies that not only boost crop yields but also control pests and weeds and protect the environment. Agronomists are also professional practitioners, educators, and advisers who work directly with farmers, companies, and others in the community to implement the latest methods and tools for growing crops profitably and sustainably.

Ex. 11. Learn the words and word combinations:

1) soil science – почвоведение;
2) plant protection – защита растений;
3) fruit and vegetable growing – плодоовощеводство;
4) horticulture [ˈhɔːrtɪˌkʌltʃə] – овощеводство;
5) rotation [roʊˈteɪʃən] – чередование, севооборот;
6) application of fertilizers – внесение удобрений;
7) fertility – плодородие;
8) pest [pest] – сельскохозяйственный вредитель;
9) disease [dɪˈziːz] – заболевание;
10) weed – [wiːd] сорняк;
11) nematode [ˈnɛmətəʊd] – нематода;
12) tick [tɪk] – клещ;
13) rodent [ˈroʊdənt] – грызун;
14) slug [slʌg] – слизень;
15) berries [ˈberiz] – ягоды;
16) fiber [ˈfaɪbə] – клетчатка;
17) treat seeds [triːt siːdz] – обрабатывать семена;
18) irrigation [ˌɪrɪˈgeɪʃən] – орошение;
19) aggravation [ˌægrəˈveɪʃən] – ухудшение;
20) research [rɪˈsɜːtʃ] – исследование;
21) orchard [ˈɔːʧəd] – фруктовый сад;
22) greenhouse [ˈgriːnhaʊs] – теплица, парник;
23) hothouse [ˈhɒthaʊs] – оранжерея, теплица;
24) nursery [ˈnɜːsərɪ] – питомник.

Ex. 12. Read and translate the text.

I am a first-year student of agro technological department. Our faculty was formed for training specialists in agricultural production.

The faculty stresses ecological issues in its curriculum and trains specialists in the following specialties: “Agro chemistry and soil science”, “Plant protection and quarantine”, “Fruit and vegetable growing”.

There are seven chairs at the faculty: agro chemistry, soil science, plant protection, horticulture, agricultural biotechnology and ecology, agricultural radiology, chemistry.

Agro chemistry is the science about plants feeding, rotation of feeding elements in farming and rational application of fertilizers to improve the quality of crops and soil fertility. The main object of soil science is the soil in an ecological system. Students following this course study many subjects: chemistry, biochemistry, agro physics, soil science, soil geography, soil cartography, and soil resources of Belarus. Students master modern methods of chemical analysis of agricultural produce and other environmental objects. They learn functions of the soil in an ecological system, wide variety of soils, their geographical distribution, soil structure and properties, peculiarities of agricultural use of different soils. They also get knowledge and skills in improving soil fertility.

Plant protection is the science of pests, diseases and weeds, methods and terms of their controlling. Quarantine of plants is the system of state measures to prevent import and distribution of very dangerous pests, diseases and weeds.

Students of this specialty get fundamental knowledge on special subjects: harmful nematodes, ticks, rodents and slugs; integrated plant protection; plant quarantine; phytopathology; chemical means of plant protection and many others. The study of these subjects includes such issues as nature protection and environmentally friendly methods of control of harmful organisms in crops.

One of the aspects of large and important work of maintaining people's health is wider use of plants including berries and vegetables. Fruits and vegetables are critical to promote good health. In fact, fruits and vegetables should be the foundation of a healthy diet as they are rich in essential vitamins, minerals, fiber, and disease-fighting phytochemicals. Because of this, eating plenty of fruits and vegetables every day can help reduce the risk of many diseases.

Students following the course **"Fruit and vegetable growing"** study such special subjects as: fruit growing, selection of fruits and vegetables, vegetable growing, storage and processing of fruits and vegetables, horticulture. They learn how to prepare soil, treat seeds, avoid diseases and discourage pests, control weeds, apply fertilizers. They also must know different methods of irrigation.

In the course of studies students have practical work. There are all opportunities to put their knowledge into practice. The faculty has at its

disposal experimental fields, orchards, greenhouses. Students have their practice on different agricultural enterprises, scientific institutions, experimental stations, agrochemical laboratories, large industrial enterprises.

Graduates of the agro-ecological faculty are in great demand in the production industry and can work successfully in many spheres of our country's economy. They work in agro-industrial complex, research laboratories, agro-chemical, radiological and ecological laboratories, in stations of chemization and plant protection; they work in hothouses, nurseries, agro-firms, in processing and other firms of agro-industrial complex.

Ex. 13. Find the English equivalents for:

1) учебный план; 2) агрохимия и почвоведение; 3) защита растений и карантин; 4) плодоовощеводство; 5) оборот питательных веществ; 6) внесение удобрений; 7) повысить плодородие почвы; 8) получать знания и навыки; 9) сельскохозяйственный вредитель; 10) заболевания растений; 11) сорняки; 12) охрана окружающей среды; 13) сельскохозяйственная культура; 14) хранение и переработка овощей и фруктов; 15) подготовить почву; 16) обрабатывать семена; 17) отношения между организмом и окружающей средой; 18) применять знания на практике; 19) фруктовые сады; 20) теплицы; 21) оранжереи; 22) питомники.

Ex. 14. Complete the sentences.

1. I am a first-year student of _____.
2. The faculty trains specialists in the following specialties: _____.
3. There are seven chairs at the faculty: _____.
4. Agrochemistry is the science about _____.
5. The main object of soil science is _____.
6. Students study many subjects: _____.
7. Plant protection is the science of _____.
8. Fruits and vegetables are critical to promote good health because _____.
9. Students of our faculty learn how to _____.
10. The faculty has at its disposal _____.
11. Graduates of the agro-ecological faculty can work _____.

Ex. 15. Answer the questions.

1. What specialties are there at your department?
2. What opportunities for training future specialists are there at your faculty?

3. What course do you follow?

4. What subjects do the students study?

5. What subjects do you consider to be the most important for your specialty?

6. Why is practical work necessary for the students?

7. Where can the graduates of your faculty work after graduation?

8. Where would you like to work after graduation?

UNIT 15

My Specialty (Land-use planning)

Ex. 1. Learn the words and word combinations:

1) surveying [səˈveɪɪŋ] – геологическое изыскание, съемка;

2) valuing [ˈvæljuːɪŋ] – оценка;

3) land management – землеустройство;

4) land manager – землеустроитель;

5) land tenure [lænd ˈtenjʊə] – землевладение;

6) residential areas [ˌrezɪˈdenʃəl ˈeərɪəz] – жилые районы;

7) reconnaissance [rɪˈkɒnɪsəns] – разведка, изыскание;

8) survey [ˈsɜːveɪ] – съемка;

9) surveyor [səˈveɪə] – топограф, съемщик;

10) map [mæp] – карта;

11) parcel [ˈpɑːrsl] – земельный участок;

12) up-to-date [ˌʌp tə ˈdeɪt] – современный;

13) restriction [rɪˈstrɪkʃən] – ограничение;

14) responsibility [rɪˌspɒnsəˈbɪlətɪ] – обязанность;

15) improvement(s) [ɪmˈpruːvmənt(s)] – улучшение, удобства;

16) to enable [tə ɪˈneɪbl] – санкционировать, делать возможным;

17) to encompass [tə ɪnˈkʌmpəs] – заключать, осуществлять;

18) leasehold ['liːshəuld] – лизгольд (покупка недвижимости на правах аренды);

19) easement [ˈiːzmənt] – сервитут (право ограниченного пользования чужим земельным участком);

20) mortgage [ˈmɔːgɪdʒ] – ипотека;

21) realty agency [ˈriːəlti ˈeɪdʒənsɪ] – агентство по недвижимости;

22) tax inspection – налоговая инспекция;

23) designing research – проектно-исследовательский;

24) development plan – план разработки;

25) allotment [əˈlɒtmənt] – участок в аренду;

26) fertility [fəˈtɪlətɪ] – плодородие;

27) value [ˈvæljuː] – ценность;

28) land bank – земельный банк (банк долгосрочного земельного кредита).

Ex. 2. Read and translate the text.

I study at the Belarusian State Agricultural Academy. I'm a first-year student of Land Use Planning faculty. Our faculty was formed in 1924. However, its history started in 1859, when land surveying and valuing classes were opened.

The faculty trains engineers in the following specialties: "Land management", "Land cadastre" and "Geodetic support of cadastre and land management".

There are three departments at our faculty: land use planning, land cadastre and land law, geodesy and photogrammetry.

Land is the main natural resource in our country. It is very important to use it rationally, so that not to bring harm to the environment and to make land highly productive.

Land manager is to solve many land tenure problems in cities and villages, industrial, agricultural and residential areas. Large scale construction is going on all over Belarus. Any construction is governed by official plans based on careful area reconnaissance and survey carried out by specialists under the guidance of surveyors. Map making and land cadastre making are difficult but very essential tasks to be fulfilled by land managers.

A cadastre is normally a parcel based on up-to-date land information system. It contains a record of interests in land (e.g. rights, restrictions and responsibilities). It usually includes a description of land parcels linked to other records describing the nature of the interests. The cadastre often describes the value of the parcel and its improvements. The cadastre enables sustainable development and environmental protection.

The Land cadastre encompasses such information as land resource capacity, land tenure, land ownership and different land uses. The cadastre may record different forms of land tenure such as ownership, leasehold, easements, mortgages.

Engineers in land use may be responsible for cadastral surveying and mapping; cadastral information recording; land valuation; land use planning; resolving land disputes and supply of cadastral information.

Many technical subjects will help us to become good highly qualified specialists. Among them are: geology, geodesy, hydraulics, soil study, land law, land ecology, land cadastre making, map making and others. Computers are widely used in our work. Engineers of my specialty are of great need in the country.

Having graduated from the academy young specialists can work in territorial administration departments for land resources and land use, in realty agencies, tax inspections, land banks, ecology centers, city planning departments, designing research institutes and other organizations dealing with land use. Land managers can help any organization or individual person to make a development plan of land allotment area before the construction starts taking into consideration land fertility, ecology and economic value.

I like my specialty and I'll do my best to become a good specialist.

Ex. 3. Translate the following word chains with the word "land".

Land Use Planning faculty, land surveying, land management, land cadastre, land manager, land tenure problems, land cadastre making, land parcels, land resource capacity, land tenure, land ownership, land use, land valuation; land use planning, land disputes, land law, land ecology, land banks, land allotment, land fertility.

Ex. 4. Give the English equivalents for:

1) землеустройство; 2) основной естественный ресурс; 3) земельное право; 4) землеустроитель; 5) причинять вред окружающей среде; 6) геологическое изыскание; 7) землевладение, съемка; 8) топограф; 9) карта; 10) ограничения и обязанности; 11) земельный участок; 12) устойчивое развитие; 13) делать возможным; 14) лизгольд; 15) ипотека; 16) агентство по недвижимости; 17) налоговая инспекция; 18) проектно-исследовательский институт; 19) план разработки; 20) участок в аренду; 21) плодородие почвы; 22) экономическая ценность.

Ex. 5. Fill in the gaps using the words: *land tenure, rights, information, parcel, iterative, responsible.*

1. A … can be an area of land with a particular type of land use.
2. A surveyor is … for recording cadastral … .
3. Land use planning is an … process.
4. The Cadastre records different forms of … .
5. The State guarantees equal … and protection for citizens.

Ex. 6. Complete the sentences.

1. The history of our faculty started in 1859, when _____.
2. The faculty trains engineers in the following specialties:_____.
3. There are three chairs at our faculty: _____.
4. It is very important to use land rationally, so that _____.
5. Land manager is to solve _____.
6. A cadastre is _____.
7. The Land cadastre encompasses such information as _____.
8. Engineers in land use may be responsible for _____.
9. We study many subjects: _____.
10. Having graduated from the academy young specialists can work in __ .

Ex. 7. Answer the questions.

1. Where do you study?
2. When was your faculty formed?
3. What departments are there at you faculty?
4. What is your future specialty?
5. What kinds of problems do land managers solve?
6. Is the specialty of land manager in demand in your region?
7. What is a Cadastre?
8. What forms of land tenure may the Cadastre record?
9. What does the Cadastre enable?
10. What subjects will help you to become a good specialist?
11. Where can the graduates work?
12. Where would you like to work after you graduate from the institute?

Ex. 8. Discuss the following with a partner.

1. Is career-making a vital thing for you? If given a choice what areas would you pick for your future successful career?
2. Identify and speak about the most important factors in choosing a career in modem society.
3. You are to give a talk on professions which are prestigious in Belarus today and popular with young people. What will you say?
4. Would you rather have a dull but well-paid job or an exciting but poorly paid one? Explain your choice.
5. Some jobs are more suitable for men and others for women. Do you think this is still true? Give your reasons.
6. You have been invited for an interview to get a job. What will you tell the interviewer to make him get interested in you? What will you like to find out about the job?

UNIT 16

My Specialty (Farm Mechanization)

Ex. 1. Learn the words and word combinations:

1) repair [rɪ'peə] – ремонт;
2) fuel – топливо;
3) to pull – тянуть, тащить;
4) implements – орудия;
5) to till – обрабатывать;
6) to plant – сажать;
7) soil – почва;
8) to loose – рыхлить;
9) weeds – сорняки;
10) plow – плуг;
11) chisel – чизель-культиватор;
12) depth [depθ] – глубина;
13) to retain moisture – сохранить влагу;
14) seeder ['si:də] – сеялка, посевной агрегат;
15) planter – сеялка, сажальная машина;
16) crop – сельскохозяйственная культура;
17) drill – рядовая сеялка;
18) transplanter – рассадопосадочная машина;
19) seedling – рассада, сеянец;
20) to spread fertilizer ['fɜ:tɪlaɪzə] – разбрасывать удобрения;
21) to harvest – убирать урожай;
22) wheat – пшеница;
23) rye – рожь;
24) oats [əuts] – овес;
25) barley – ячмень;
26) hay baler – сенопресс, пресс-подборщик сена;
27) grass – трава;
28) alfalfa [æl'fælfə] – люцерна;
29) resistance of materials – сопротивление материалов;
30) engine – двигатель;
31) machine testing range – полигон;
32) irrigation equipment [ɪ'kwɪpmənt] – оборудование для орошения;
33) earth moving machinery – землеройные машины;
34) pump [pʌmp] – насос;

35) gear – механизмы, инструменты;
36) wheel loader – колесный одноковшовый погрузчик;
37) motor grader – самоходный грейдер;
38) crawler – гусеничный трактор;
39) bulldozer – бульдозер;
40) crawler loader – погрузчик на гусеничном ходу;
41) wheel tractor scraper – колесный тракторный скрепер;
42) grader – грейдер, грейдерный погрузчик;
43) dump truck – самосвал;
44) road – дорога;
45) site – участок, территория;
46) welder – сварщик;
47) driller ['drılə] – сверловщик.

Ex. 2. Read and translate the text.

I am a first-year student of Farm Mechanization Faculty. Our Faculty was formed in 1947. At present, the faculty trains experts in three specialties: "Technical provision of agricultural production process", "Technical provision of melioration and water supply work", "Material-technical provision of agro-industrial complex".

The faculty has 11 departments: physics; theoretical mechanics and engineering graphics; technology of metals; tractors and cars; agricultural machines; melioration and construction machines; technical maintenance and repair of machines; mechanization and practical training; mechanization of animal husbandry and electrification of agricultural production; technology and organization of mechanized works in plant-growing; life and work safety. The faculty also has study driving range and experimental workshops.

Engineering is one of the most ancient occupations in history. Without engineering our present-day civilization never could have evolved.

Agricultural engineering incorporates many science disciplines and technology practices to the efficient production and processing of food, feed, fiber and fuels. Various machines are used in agriculture now. Many agricultural processes are being mechanized too.

Tractors do the majority of work on a modern farm. They are used to pull implements – machines that till the ground, plant seed, and perform other tasks.

Tillage implements prepare the soil for planting by loosening the soil and killing weeds. The best-known is the plow with disks used to turn over the soil, and chisels used to gain the depth needed to retain moisture.

The most common type of seeder is called a planter. Some crops are planted by drills. Transplanters automate the task of transplanting seedlings to the field.

After planting, other implements can be used to cultivate weeds from between rows, or to spread fertilizer and pesticides. Combines harvest such crops as wheat, rye, oats, barley. Hay balers can be used to tightly package grass or alfalfa into a storable form for the winter months.

Students of the specialty “Technical provision of melioration and water supply work” are specialized mainly in irrigation equipment and earth moving machinery.

Modern irrigation relies on machinery. Engines, pumps and other specialized gear provide water quickly and in high volumes to large areas of land. Similar types of equipment can be used to deliver fertilizers and pesticides.

Earth moving equipment is used to execute earthmoving tasks. Some of the most commonly used machines are wheel loader, motor grader, crawler, bulldozer, crawler loader, wheel tractor scraper, grader, dump truck.

Students are taught to design meliorative systems, roads and bridges, make roadway and site improvement projects, drainage improvements and municipal projects. They must know how to carry out technical maintenance and repair of hydromeliorative systems, constructions and machinery.

They study such special subjects as mechanization of agricultural farms, theory of machines and mechanisms, resistance of materials, engines and their parts and others. Students have practical classes at the machine testing range, where they are taught to drive a car, a tractor and a combine harvester.

During the time of studies at the faculty, students get not only fundamental knowledge in the field of general technical and special disciplines, but also get necessary qualification in related professions: of driver, mechanical engineer, welder, driller etc.

The graduates usually work as engineers on farms and enterprises, construction sites, teachers of higher schools and research workers.

I consider my specialty the most important one in agricultural production and I’ll do my best to become a good specialist.

Ex. 3. Give the English equivalents for:

1) сельскохозяйственные машины; 2) мелиоративные и строительные машины; 3) землеройные машины; 4) эксплуатация и ремонт машин; 5) полигон; 6) мастерские; 7) топливо; 8) обрабатывать почву; 9) плуг; 10) сеялка; 11) сельскохозяйственная культура; 12) рассадопосадочная

машина; 13) разбрасывать удобрения; 14) убирать урожай; 15) сенопресс; 16) сопротивление материалов; 17) двигатель; 18) оборудование для орошения; 19) насос; 20) колесный погрузчик; 21) самоходный грейдер; 22) гусеничный трактор; 23) бульдозер; 24) самосвал; 25) проектировать; 26) мелиоративные системы; 27) дороги и мосты; 28) эксплуатация и ремонт гидромелиоративных систем и сооружений; 29) работать инженером на предприятии.

Ex. 4. Complete the sentences.

1. I am a first-year student of _____.
2. The faculty trains experts in three specialties_____.
3. There are 11 departments at the faculty: _____.
4. Various machines are used in agriculture now: _____.
5. Tractors are used _____.
6. Tillage implements prepare _____.
7. Irrigation machinery includes: _____.
8. Earth moving equipment is used _____.
9. Students study such special subjects as _____.
10. The graduates usually work as _____.

Ex. 5. Answer the questions.

1. What faculty do you study at?
2. When was the faculty formed?
3. What specialties are there at the faculty?
4. What chairs does the faculty have?
5. What agricultural machinery can you name?
6. What irrigation machinery do you know?
7. What earth moving machinery is used to execute earthmoving tasks?
8. What subjects do the students study?
9. What related professions can you get?
10. Where can the graduates of the faculty work?
11. Where would you like to work after graduation?

Ex. 6. Complete the text with the missing words from the box and answer the questions.

Four-wheel-drive tractors, horsepower, internal-combustion engines, diesel fuel, bulldozers, agriculture, construction, crawler tractors.

Tractor, high-power, low-speed traction vehicle designed for use off the road. Tractors are used in _____, _____, road building, etc., in the form of_____, scrapers, and diggers.

Most modern tractors are powered by _____running on gasoline or _____. The engine may be from about 12 to 120 _____or more.

_____ run on two continuous tracks.

These tractors provide better adhesion and lower ground pressure than the wheeled tractors do. Crawler tractors may be used on heavy, sticky soil or on very light soil. _____ can be used under many soil conditions.

Questions:

1. Where are tractors used?
2. What are tractors powered by?
3. What kind of tractors are there?

Ex. 7. Discuss the following with a partner.

What do you think about your future job?

1. Is your future profession:

a) full time / part time;
b) temporary/ seasonal;
c) prestigious;
d) challenging;
e) caring;
f) influencing;
g) managerial?

2. Does you future profession require:

a) good qualification;
b) rich imagination;
c) attractive appearance;
d) fine sense of humour;
e) quick mind;
f) self-discipline;
g) great responsibility;
h) tolerance;
i) special skills (administrative, organizational, etc.).

You may start like this: “I think that my future profession is prestigious because ...

I am sure that my future profession requires a quick mind because ...

Ex. 8. Read the text and answer the question: “Why does James Marriott want to be an engineer?

Why I want to be an engineer?

My name is James Marriott, and I am enrolled in the Bachelor of Engineering (Honours) course at Canterbury University. I want to study engineering because my abilities and interests suit the profession.

I have always had an interest in numbers and the world around me, which has led to a passion for science and mathematics at school, particularly physics and calculus. I like solving physics and mathematics problems.

Looking at career options, engineering was a natural choice for me. It allows me to combine physics and mathematics, my two main academic strengths and interests.

I want to be an engineer because it makes life more interesting.

The work of an engineer has a direct and real impact.

Engineering is a useful, flexible profession in great demand.

I want to be a professional engineer because it allows me to apply my interests to the real world.

That is why I want to be a professional engineer.

Why do you want to be an engineer? Write several sentences on the topic.

Ex. 9. Speak on the topic "My future specialty".

UNIT 17

My Specialty (Land Reclamation and Civil Engineering)

Ex. 1. Learn the words and word combinations:

1) melioration-construction faculty – мелиоративно-строительный факультет;
2) land reclamation – мелиорация земель;
3) water management – водное хозяйство;
4) rural development – сельское строительство;
5) area planning – обустройство территорий;
6) reclamation engineer – инженер-мелиоратор;
7) irrigation [ˌɪrɪ'geɪʃ(ə)n] – орошение;
8) drainage – осушение;
9) dry – сухой;
10) wet – влажный;
11) arid – засушливый;
12) rainfall – осадки;
13) drought-resistant – засухоустойчивый;
14) sprinkler irrigation – орошение дождеванием;
15) underground ['ʌndəgraund] waters – подземные воды;
16) dam – дамба;

17) highway – шоссе;
18) bridge – мост;
19) building – здание, конструкция;
20) to construct – строить;
21) to repair – ремонтировать;
22) engineering survey – инженерное изыскание;
23) sewerage ['s(j)uːərɪʤ] – канализационная система;
24) road – дорога;
25) settlement – поселок;
26) map – карта;
27) drawing – чертеж;
28) blueprint – план, проект;
29) to calculate load – рассчитывать нагрузку;
30) requirements – строительные нормы;
31) liquid flow rate – расход жидкости;
32) material stress – точка натяжения материала;
33) to withstand stress – выдерживать нагрузку;
34) impediment [ɪm'pedɪmənt] – преграда, затруднение.

Ex. 2. Read and translate the text.

I am a first-year student of the Melioration-construction faculty. It is one of the oldest faculties of the Academy. It was founded in 1919. The faculty trains experts in two specialties: “Land reclamation and water management” and “Rural development and area planning”.

The faculty has four chairs: melioration and water supply; construction and operation of hydromelioration systems; agricultural construction and territories' maintance.

There are all opportunities for the training of future engineers at the faculty. There are large and spacious lecture halls, laboratories provided with modern equipment, and many research (scientific) circles. Among the professors there are well-known specialists who contributed much to the development of agricultural science.

The purpose of a **reclamation engineer** is to increase the productiveness of agricultural soils. Irrigation and drainage are the most common practices of reclaiming the lands that may be too dry or too wet. Irrigation is an important practice in arid regions where the annual rainfall is very low. All crops need water very much; some of them are drought-resistant, others are less drought-resistant. Plants with a long growing season – sugar beet, potatoes and especially grasses – require more water than cereals. Irrigation is especially useful for orchards. Drainage removes

the free water, which excludes air and inhibits the growth and activity of plant roots. Drained soils are more easily and sooner worked out. Drainage ensures a longer growing season and earlier ripening. Drainage provides a good balance of water and air in the soil. A future specialist should know different methods of irrigation. For example, the high degree of water efficiency is the main advantage of sprinkler irrigation over other methods of irrigation. Sprinkler systems have additional advantages such as fertilizer application, frost protection and temperature control. Rivers, lakes and underground waters are successfully used for irrigation purposes. Large irrigation systems, canals, dams, water reservoirs are built to provide successful irrigation of respective areas. So I want to become a reclamation engineer and work in our republic, to improve the soils of our farms and to increase the supply of our population with food products.

Construction engineering concerns the planning and management of the construction of structures such as highways, bridges, buildings, dams, and reservoirs. The purpose of a construction engineer is to construct and repair buildings and structures, engineering systems; to improve areas. They make engineering surveys, work out technical and financial documentation, carry out scientific and experimental work.

Construction engineers build structures that are used by people every day so they have to be safe and be able to withstand the elements. To complete the job properly construction engineers must have the knowledge of many different aspects. Those aspects include engineering, technology, design, math, construction, transportation, public safety.

There are many skills needed to be a construction engineer. Critical thinking, problem solving, monitoring, and decision making are all very important in construction engineering. Construction engineers have to be able to think about all aspects of a problem and listen to other's ideas so that they can learn everything about a project before it begins. After they have begun a project they must solve the problems that they encounter using math and science. They also have to monitor the workers on the job site for safety and to make sure that the project is on time and done correctly. Whenever a problem occurs it is up to the construction engineer to make the decision on how to fix it.

Construction engineer is a real man's profession. It is very interesting, responsible and highly paid, because it is demanded. Skilled construction workers are always needed.

The graduates of our department build and exploit hydro-melioration systems and systems of sewerage, roads, bridges, even settlements. They work on farms, construction sites, in project organizations.

I'll do my best to become a good specialist.

Ex. 3. Find the English equivalents for:

1) студент мелиоративно-строительного факультета; 2) сельское строительство; 3) обустройство территорий; 4) инженер мелиоративных работ; 5) орошение; 6) осушение; 7) засушливые регионы; 8) осадки; 9) вегетационный период; 10) засухоустойчивые культуры; 11) различные методы орошения; 12) реки; 13) озера; 14) подземные воды; 15) улучшать; 16) сельскохозяйственные земли; 17) инженер-строитель; 18) шоссе; 19) мосты; 20) здания; 21) дамбы; 22) инженерное изыскание; 23) строить и эксплуатировать гидромелиоративные системы; 24) канализационные системы; 25) дороги; 26) мосты; 27) поселки.

Ex. 4. Complete the sentences.

1. I am a first-year student of _____.
2. Our faculty trains experts in two specialties: _____.
3. The faculty has four chairs: _____.
4. There are all opportunities for the training of future engineers at the faculty: _____.
5. The purpose of a reclamation engineer is to _____.
6. _____ are the most common practices of reclaiming the lands.
7. _____ are successfully used for irrigation purposes.
8. _____ are built to provide successful irrigation of respective areas.
9. Construction engineering concerns _____.
10. The purpose of a construction engineer is to _____.
11. There are many skills needed to be a construction engineer: _____.
12. The graduates of our faculty _____.

Ex. 5. Answer the questions.

1. What faculty do you study at?
2. When was the faculty formed?
3. What specialties are there at the faculty?
4. What departments does the faculty have?
5. What is the purpose of a reclamation engineer?
6. Why is irrigation so important?
7. What is drainage and why do we need it?
8. What irrigation constructions can you name?
9. What does construction engineering concern?
10. What is the purpose of a construction engineer?
11. What skills are necessary to become a construction engineer?
12. Where can the graduates of the faculty work?
13. Where would you like to work after graduation?

Ex. 6. Read the text and answer the questions.

1. Whom does construction industry provide jobs to?
2. Construction engineers follow the plans of architects, don't they?
3. How do construction engineers make sure the structure has been built correctly?
4. What is a main part of construction engineers' job description?
5. What do construction engineers have to use computer software for?
6. When do construction engineers have to conduct surveying the land?
7. What must construction engineers do with impediments that happen to be in the way of where the structure will be built?
8. Why do construction engineers have to test the soils and materials used?
9. What do construction engineers have to provide to the managers?

Career

Construction is the largest industry in the United States. It provides jobs to millions ranging in all types of education. Construction engineers follow the plans of architects and sometimes design the actual structure. After the structure has been designed the engineers make sure it has been built correctly by testing and overseeing the construction.

Tasks. Construction engineers have a lot of responsibilities in their job. Certain tasks have to be completed every day in order to get the job done correctly. Analyzing reports is a main part of their job description. They must analyze maps, drawings, blueprints, aerial photography and other topographical information. Construction engineers also have to use computer software to design hydraulic systems and structures while following construction codes. They have to calculate load and grade requirements, liquid flow rates and material stress points to ensure that the structure can withstand stress. Keeping a safe workplace is key to having a successful construction company. It is the construction engineer's job to make sure that everything is conducted correctly. In addition to safety, the construction engineer has to make sure that the site stays clean and sanitary. Surveying the land before construction begins is also a job of the construction engineer. They have to make sure that there are no impediments in the way of where the structure will be built and if there are any they must move them. They also must estimate costs and keep the project under budget. Construction engineers have to test the soils and materials used for adequate strength. Finally, construction engineers have to

provide construction information, including repairs and cost changes, to the managers.

Ex. 7. Find the following words and word combinations in the text:

обеспечивать работой, проектировать полноразмерное сооружение, конкретные задания, описание работы, аэрофотосъемка, делать эскизы гидросистем, строительные нормы, требования по нагрузке и маркировке, расход жидкости, точка натяжения материала, обследование участка, в пределах бюджета, проверять на достаточную прочность, ремонтные работы, обеспечивать строительство объекта.

Ex. 8. Continue the sentence:

1. Construction industry provides jobs to …
a) millions having higher education only;
b) millions of people having no education at all;
c) millions having different types of education.
2. Construction engineers follow the plans of architects and …
a) sometimes make the site clean and sanitary;
b) oversee the construction;
c) decide what the size of the walls must be.
3. The main part of construction engineers' job description is …
a) making aerial photography;
b) analyzing reports;
c) using computer software.
4. To have a successful construction company means …
a) to follow construction codes;
b) to calculate load and grade requirements correctly;
c) to keep a safe workplace.
5. Construction engineers also must estimate costs …
a) to keep a safe workplace;
b) to keep the site clean and sanitary;
c) to keep the project under budget.

Ex. 9. Say which job you would prefer and why:

1) providing good living, but rather boring and routine;
2) which involves working indoors;
3) which would be intellectual;
4) a job involving a foreign language and living abroad;
5) which involves working out of doors;
6) which would be physical or manual;
7) a job involving no language at all;
8) part time job/ full time job.

UNIT 18

Practical training

Ex. 1. Learn the words and word combinations:

1) practical training – практическое обучение;
2) skills and competencies – навыки и компетенции;
3) curriculum [kə'rɪkjələm] – учебный план;
4) opportunity [ˌɔpə'tjuːnətɪ] – возможность;
5) to put knowledge into practice – применять знания на практике;
6) essential [ɪ'sen(t)ʃ(ə)l] – существенный, необходимый;
7) to have at one's disposal – иметь в чьем-либо распоряжении;
8) undergraduate – студент последнего курса;
9) insight ['ɪnˌsaɪt] – *зд.* способности;
10) to do research [rɪ'sɜːʧ] – проводить исследование;
11) traineeship – прохождение практики;
12) vague items – неясные моменты;
13) to gain in-depth knowledge ['nɔlɪʤ] – приобретать глубокие знания.

Ex. 2. Read and translate the text.

Practical training plays a vital role in building the required skills and competencies that's why completion of specified training requirements is an essential part to become a good specialist.

Practical periods and practical exercises are very important in the curriculum of the Academy. Students are given an ample opportunity to put their knowledge into practice. Practical experience is essential as it is the first step on the road to a successful career in modern agriculture. The proportion of time spent on practical exercises is relatively high. The Academy has at its disposal fully equipped laboratories, an animal farm, experimental fields and greenhouses where students have to do practical work.

At the end of the course of studies undergraduates are sent for a few months to farms or agricultural enterprises in order to get practical skills in their future profession. They learn to put theoretical knowledge, insight and skills into practice by doing research. As a rule, this traineeship is in line with the specialization they have chosen.

Working there students start their work at a diploma paper. When the time of vocational practice is over students come back to the Academy. Here they get consultations of their professors on some vague items and get ready to defend their diploma paper in the presence of the examiners' body.

Vocational practice is the perfect opportunity to gain in-depth knowledge of that sector of the agricultural industry that has their particular interest, and it may be the first stepping stone on the path to a successful career.

I think that practice is one of the most important moments in the process of studies because it helps you to become a highly qualified specialist.

Ex. 3. Find the English for:

1) практическое обучение; 2) навыки и компетенции; 3) учебный план; 4) применять знания на практике; 5) успешная карьера; 6) студенты последнего курса; 7) прохождение практики; 8) учебно-производственная практика; 9) проводить исследования; 10) защищать дипломную работу; 11) получить глубокие знания.

Ex. 4. Complete the sentences.

1. Practical training is very important because _____.
2. Students are given an ample opportunity _____.
3. The Academy has at its disposal _____.
4. At the end of the course of studies undergraduates _____.
5. As a rule, this traineeship is in line with _____.
6. When the time of vocational practice is over _____.
7. Vocational practice is the perfect opportunity _____.

Ex. 5. Answer the questions.

1. Why is practical training essential?
2. What opportunity are the students given?
3. Where do undergraduates have their practice?
4. Is this traineeship in line with their specialization?
5. Why do you think vocational practice is important?

Ex. 6. Make up a short story about your practice using the following phrases.

I would like to share my experience of … practice.
In our course of studies there are … periods of practice.
Our practice usually starts … .
Our practice lasts for … .
Students work … .
They have to do … .
During practice students need to learn how to … .
They need to use … .
Students make … .
Students with pleasure take part in … .
Our practice finishes … .
Knowledge is of no value unless you put it into practice.
I think that practical experience is very useful and important for a future specialist.

APPENDIX

My Future Profession

1. Is there a great variety of jobs in our country?
2. Is it easy to choose a profession?
3. What professions can you get at the Academy?
4. What do you want to be?
5. When did you decide to become a lawyer (economist, accountant, etc.)?
6. Who helped you to make your choice?
7. What were your favorite subjects at school?
8. Do you know much about your future profession?
9. What qualities must a good specialist possess?
10. Do you know about the difficulties of your future profession? If yes, what are they?
11. Are your parents satisfied with your choice?
12. What are your parents? Do they like their professions?
13. What are the advantages (disadvantages) of your future profession?
14. Do you follow your family tradition in choosing your future profession?
15. What influences your choice of profession and why?
16. What subjects are somehow connected with your future profession?
17. What job do you want to have in future?
18. What is your idea of a good job?
19. What is more important for you in the job: interest or money?
20. Do you like mental or physical work more?
21. Is the profession of an economist (engineer, agronomist, etc.) very prestigious? Why?
22. What professions are the most popular in our country?
23. Should an economist (engineer, agronomist, etc.) know foreign languages?
24. Why have you chosen this very faculty?
25. Do you think you'll have to change your mind after you graduate from the Academy?

БИБЛИОГРАФИЧЕСКИЙ СПИСОК

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