МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА
И ПРОДОВОЛЬСТВИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

ГЛАВНОЕ УПРАВЛЕНИЕ ОБРАЗОВАНИЯ,
НАУКИ И КАДРОВОЙ ПОЛИТИКИ

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«БЕЛОРУССКАЯ ГОСУДАРСТВЕННАЯ
ОРДЕНОВ ОКТЯБРЬСКОЙ РЕВОЛЮЦИИ
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СЕЛЬСКОХОЗЯЙСТВЕННАЯ АКАДЕМИЯ»

О. В. Прокопова

АНГЛИЙСКИЙ ЯЗЫК

ENGLISH FOR AGRARIAN STUDENTS

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

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Автор:
старший преподаватель *О. В. Прокопова*

Рецензенты:
кандидат педагогических наук, доцент *В. Г. Бричикова*
(УО «Минский государственный лингвистический университет);
преподаватель иностранного языка *Е. В. Верютина*
(ЧУО «Гродненский колледж бизнеса и права)

Прокопова, О. В.

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Учебно-методическое пособие включает четыре раздела: «Семья», «Образование», «Люди и природа», «Сельское хозяйство». Материалы пособия обеспечивают студентов необходимым уровнем лексических навыков. Приведены тексты и упражнения для развития умения чтения и интерпретации прочитанного.

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

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ВВЕДЕНИЕ

Настоящее учебно-методическое пособие предназначено для студентов 1-го и 2-го курсов специальностей общего высшего образования УО БГСХА.

Цель учебно-методического пособия − расширить словарный запас студентов, обучить работе с текстом (понимание прочитанного, перевод и выполнение заданий к тексту), совершенствовать и систематизировать их знания и умения.

Учебно-методическое пособие включает четыре раздела: «Семья», «Образование», «Люди и природа», «Сельское хозяйство». Каждый раздел состоит из нескольких уроков. Тексты для уроков взяты из оригинального источника и адаптированы. Каждый урок состоит из тематического словаря, текста для чтения и упражнений, в которых усваивается лексика текста, развиваются умения чтения и интерпретации прочитанного, а также уделяется внимание повторению правил грамматики. Пособие также содержит дополнительные тексты для чтения по каждому разделу.

В конце пособия приведен общий расширенный алфавитный словарь, облегчающий работу студентов.

Разработанные задания могут использоваться как в аудитории под контролем преподавателя, так и для самостоятельной работы студентов.

Unit 1. FAMILY

Lesson 1. WHAT IS FAMILY?

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

Support [səˈpɔːt] – поддержка

Nearest and dearest [ˈnɪərɪst ənˈdɪərɪst] – родные и близкие; самые близкие и дорогие

Joy [dʒɔɪ] – радость

Sorrow [ˈsɒrəʊ] – печаль

Extended family [ɪkˈstendɪd ˈfæməlɪ] – большая семья; расширенная семья

Close relatives [kləʊz ˈrelətɪvz] – близкие родственники

Distant relaives [ˈdɪst(ə)nt ˈrelətɪvz] – дальние родственники

Nuclear family ['nju:klɪə 'fæmɪlɪ] – малая семья (семья, состоящая из родителей и детей)

Breadwinner [ˈbredwɪnə] – кормилец

Household [ˈhaʊshəʊld] – домашний очаг

Awkward [ˈɔːkwəd] – неловкий

Divorce [dɪˈvɔːs] – развод, расторжение брака

Neglected children [nɪˈglektɪd ˈtʃɪldrən] – безнадзорные дети

Abandoned children [əˈbænd(ə)nd ˈtʃɪldrən] – брошенные дети

Orphanage [ˈɔːf(ə)nɪdʒ] – приют, детский дом

Inevitable [ɪnˈevɪtəb(ə)l] – неизбежный

To overcome [əʊvəˈkʌm] – преодолевать

Exercise 2. Read the text.

WHAT IS FAMILY?

Family – so much this word means to everyone. Even though no family is ideal and immune to problems, it consists of our nearest and dearest. These are people who we can trust and rely on, who we can share our joys and sorrows with. Some of us are lucky to be born and raised in an extended family with lots of family members, close and distant relatives. Others come from nuclear families which are made up of parents and children. Basically, the size is not so important. It’s the relationship in the family that matters.

Earlier it was considered that “men make castles, women make homes.” Men were breadwinners while women were responsible for the household.

So it would be strange and even awkward if a husband helped his wife out with tidying up or cooking or something like that. But times have changed, so has the role of a woman. Women have got the right to work and build up their career. Moreover, it's really hard to combine work and family without a helping hand of family members. Sharing responsibilities and household chores should not be a problem in the family. Everyone must have his or her own duties that have to be fulfilled.

Unfortunately, family values and family itself are in danger nowadays. A great number of divorces are resulting in single-parent families. Many neglected children are likely to set foot on a risky path and develop addictions. More and more abandoned children get into orphanages each year. All this is the evidence of a family crisis.

That is why it is necessary to appreciate what we have. We may face difficulties in understanding, lack of support. We can lose our temper and feel angry with each other. It is inevitable. How can we cope with all these problems? Love is the answer. It can help us be more patient, respect each other, find a compromise and overcome hard moments.

Exercise 3. Answer the following questions.

1. What is your family for you?
2. Who is considered to be the breadwinner in the family today?
3. Is it possible to combine work and family without a helping hand?
4. From your point of view, why is it necessary to appreciate what we have?

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

1) Полагаться на; 2) доверять; 3) ответственные за домашнее хозяйство; 4) строить карьеру; 5) разделение обязанностей; 6) работа по дому; 7) семейные ценности; 8) найти компромисс; 9) большое количество разводов; 10) отношения в семье; 11) преодолевать трудные моменты; 12) уважать друг друга; 13) приобретать пагубные привычки; 14) неполные семьи; 15) детский дом; 16) отсутствие поддержки; 17) сталкиваться с трудностями; 18) брошенные дети.

Exercise 5. Say who these people are.

1. Your dad's wife is your _____.
2. Your mum's dad is your _____.
3. Your mum's husband is your _____.

4. Your parents' son is your _____.
5. Your parents' daughter is your _____.
6. Your parents' parents are your _____.
7. Your dad's sister is your _____.
8. Your mum's brother is your _____.
9. Your uncle's children are your _____.
10. Your sister's daughter is your _____.
11. Your brother's son is your _____.
12. Your grandfather's mother is your _____.
13. Your grandfather's wife is your _____.
14. Your mother and father are your _____.
15. Two babies born at the same time.
16. The mother of one's husband or wife.
17. The father of one's husband or wife.

Exercise 6. Match the words with their definitions.

1	family	a	the legal dissolution of a marriage by a court or other competent body
2	orphanage	b	a married man considered in relation to his spouse
3	divorce	c	a basic social unit consisting of parents and their children
4	breadwinner	d	a person's father or mother
5	parents	e	a married woman considered in relation to his spouse
6	nearest and dearest	f	a person who earns money to support their family, typically the sole one
7	husband	g	a place where children whose parents have died can live and be cared for
8	wife	h	The people with whom one has the closest relationships

Exercise 7. Match the antonyms.

1. husband	a. brother
2. father	b. divorce
3. nephew	c. granddad
4. uncle	d. wife
5. granny	e. niece
6. daughter	f. aunt
7. sister	g. mother
8. marriage	h. son

Exercise 8. Make the plural.

1. a woman –
2. a family –
3. a child –
4. a daughter –
5. a wife –
6. a problem –
7. a man –
8. a son –
9. a duty –
10. a relative –

Exercise 9. Match the words from column A with the words from column B.

	A		B
1	respect	a	a career
2	overcome	b	problems
3	build up	c	a compromise
4	share	d	hard moments
5	cope with	e	temper
6	find	f	each other
7	lose	g	work and family
8	combine	h	joys and sorrows

Exercise 10. Translate the following sentences into English.

1. Семья – так много значит это слово для каждого из нас.
2. Никакая семья не идеальна и не застрахована от проблем.
3. Отношения в семье имеют важное значение.
4. К сожалению, семейные ценности и сама семья находятся в опасности в настоящее время.
5. С каждым годом все больше брошенных детей оказываются в приютах.
6. Любовь к членам семьи может помочь нам быть более терпеливыми и уважать друг друга, найти компромисс и преодолеть трудные моменты.

Exercise 11. Families are changing. Today the family is different. What can you say about modern families?

Lesson 2. ABOUT MYSELF AND MY FAMILY

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

Respect [rɪˈspekt] – уважение
Tenderness [ˈtendənəs] – нежность
Warm-heartedness [wɔːmˈhɑːtɪdnəs] – сердечность
To bring up [brɪŋ ʌp] – воспитывать, растить
Reliable [rɪˈlaɪəb(ə)l] – надежный
Responsible [rɪˈspɒnsɪb(ə)l] – ответственный
Intelligent [ɪnˈtelɪdʒ(ə)nt] – умный
Cheerful [ˈtʃɪəfʊl] – веселый
To take photos [teɪk ˈfəʊtəʊz] – фотографировать
To take after [teɪk ˈɑːftə] – быть похожим на
Appearance [əˈpɪər(ə)ns] – внешность
Wise [waɪz] – мудрый
Proper [ˈprɒpə] – нужный, уместный, правильный
Sibling [ˈsɪblɪŋ] – родной брат или сестра
To get on [ˈget ɒn] – ладить
Misunderstanding [ˌmɪsʌndəˈstændɪŋ] – неправильное понимание; недоразумение
Tight-knit [ˌtaɪtˈnɪt] – сплоченный
To appreciate [əˈpriːʃɪeɪt] – ценить
To rely on [rəˈlaɪ ɒn] – полагаться на

Exercise 2. Read the text.

ABOUT MYSELF AND MY FAMILY

I believe that everything has its beginning in the family. Family is very important for every person, because it gives you a sense of stability and tradition, a feeling of having support and understanding. There is a wise saying “Blood is thicker than water”. From my point of view it means that your parents and other relatives will stick by you in times of need more than other people will.

I do think the family is very important as a unit in our society. Nothing else but family can be an emotional centre of people’s lives and a transmitter of culture. Understanding between all members of the family and consideration for others are very important in family relationships. Tenderness, warm-heartedness and respect must always be present in the

family to make it friendly. In my opinion, when a child is brought up in a friendly family, he or she will become a reliable and responsible person with a strong character and mind.

My name is Tanya. I come from a typical Belarusian family. There are four of us: my father, my mother, my brother and me.

I think I'd better start my story with my dad. His name is Vladimir. He is in his late forties. He's tall with dark hair and hazel eyes and of a strong built. He works as a lawyer. My father is a very intelligent man and he is fond of reading and watching scientific programmes. In some situations he is very serious but in general he is a cheerful person with a good sense of humour. He enjoys telling stories and taking photos. I think I take after my dad both in appearance and in character. My dad is a very wise person and he taught me many life lessons.

My mother's name is Tamara. She is 41. She has blue eyes and lovely fair hair. My mum is a very good-looking woman. She is an economist and works in a bank. She is very interested in her work and she is a professional. It has always impressed me how she can find enough time for both family and work. I can't say that my mother's life is easy as she has to keep the house and work but she manages to do everything in time. She is a strong and charming person and she does a good job of being a mother. In fact, she means a lot to me. She understands me in the way no other person would and she always finds proper words to comfort me. My mum is the example of patience, kindness and tolerance towards other people.

As I've already mentioned, I have one sibling, a brother. His name is Pavel. He is 3 years older than I am. He is a handsome young tall man with short fair hair and grey eyes. My brother is an easy-going person. He has a good sense of humour and is very popular with his friends at parties. He is active and energetic. He is fond of playing basketball. Pavel is a student. He wants to become a lawyer and follow in our father's footsteps. Talking about the relationship with my brother, I won't be honest enough if I say that it's perfect. In general, we get on well most of the time. But sometimes we don't see eye to eye on certain things and it can lead to misunderstanding and even rows. But if I'm in trouble I know that my brother will always support and stand up for me. And I will do the same.

As for me I'm 17. I have got lovely dark hair and hazel eyes. I'm quite sociable and easy to deal with. I have many friends with whom we spend much time together. I can also add that I'm energetic, rather intelligent, patient, calm and never lose my temper. I am a student of the Belarusian State University, Philological Department. I'm fond of reading books on

history and I'm keen on sports. I also like shaping, it helps me to keep fit. So, all in all, our family is happy and tight-knit.

We don't live with our extended family but we have many relatives: two grandmothers and grandfathers, aunts, uncles and cousins. All of them live in Belarus and we get together from time to time, mainly on our birthdays or other holidays. It's also our family tradition to spend summer holidays together either at the seaside or in the country, which I enjoy very much.

I really appreciate the relationship in my family. As I've already said the bonds of the family are always stronger than those between unrelated people. And I am happy to say that my home is a place where even the tea kettle sings from happiness. I can say that my parents trust me, give me freedom, rely on me and respect me. These things, in my opinion, make family relations warm and pleasant. When I have my own family, I want it to be the source of great emotional support for each other.

Exercise 3. Answer the following questions.

1. What is your family for you?
2. Why is it important to be brought up in a friendly family?
3. What is your name?
4. Do you have a small or an extended family?
5. What are your parents?
6. How old are your parents?
7. Whom do you take after in your family?
8. How many children are there in your family?
9. What relations do you have with your parents?
10. Do you have any other close relatives?
11. How often do you see them?
12. What things make family relations warm and pleasant?

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

1) Надежный и ответственный человек; 2) хорошее чувство юмора; 3) карие глаза; 4) ячейка общества; 5) большая семья; 6) время от времени; 7) мудрая поговорка; 8) юрист; 9) крепкое телосложение; 10) узы семьи; 11) эмоциональный центр; 12) выйти из себя; 13) сильный характер; 14) спокойный; 15) ценить отношения; 16) поддерживать форму; 17) воспитывать; 18) на берегу моря; 19) увлекаться спортом; 20) проводить летние каникулы вместе; 21) короткие светлые волосы; 22) бабушки и дедушки; 23) сходиться во взглядах; 24) много родственников; 25) источник большой эмоциональной поддержки; 26) семейная традиция.

Exercise 5. Complete these word-building tables.

	Noun	Adjective	Meaning
1		happy	
2	emotion		
3	energy		
4		patient	
5		kind	
6	tolerance		
7	charm		
8	responsibility		
9		tender	
10	friend		

Exercise 6. Match the synonyms.

1. parents	a. quiet
2. to bring up	b. smart
3. siblings	c. exterior
4. calm	d. goodness
5. handsome	e. to raise
6. intelligent	f. father
7. kindness	g. mum and dad
8. proper	h. mother
9. appearance	i. attractive
10. mum	j. right
11. dad	k. someone's brothers or sisters

Exercise 7. Match the words from column A with the words from column B.

A	B
1. find	a. scientific programmes
2. keep	b. photos
3. watch	c. summer holidays
4. play	d. the house
5. spend	e. stories
6. take	f. the piano
7. tell	g. proper words

Exercise 8. Fill in the gaps with the following prepositions: *on, in, at, of, to, from, with, after*.

1. I come _____ a typical Belarusian family.
2. The relationship _____ my brother is not perfect but in general we get _____ well most of the time.
3. My mum means a lot _____ me.
4. I appreciate the relationship _____ my family.
5. My father is fond _____ watching scientific programmes and reading.
6. I take _____ my dad both _____ appearance and _____ character.
7. My parents can rely _____ me.
8. We get together from time _____ time, mainly _____ our birthdays or other holidays.
9. We spend our summer holidays together either _____ the seaside or _____ the country.
10. My mum is very interested _____ her work.
11. My home is a place where even the tea kettle sings _____ happiness.
12. My dad is _____ his late forties.
13. My brother has a good sense of humour and is very popular _____ his friends at parties.

Exercise 9. Use these letters to make up the names of your family members.

a) taerpns –
b) rroebht –
c) enulc –
d) tuan –
e) nsuoic –
f) biigsnl –
g) aoerndgmrth –
h) earhft –
i) anrdgtfhrae –
j) hteorm –

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

1. Works / dad / my / electrician / an / as.
2. Together / spend / much / we / time.
3. Is / every / very / for / family / important / person.
4. Appearance / I / my / after / dad / in / take.
5. My / scientific / is / of / watching / fond / programmes / father.
6. Has / blue / my / and / fair / mum / hair / lovely / eyes.
7. Get / from / we / to / time / together / time.

8. Humour / my / has / sense / brother / good / a / of.
9. To / brother / lawyer / my / become / a / wants.
10. Lose / am / calm / never / and / my / I / temper.

Exercise 11. Make a list of words the narrator used to speak about her family members: copy and fill in the chart below.

	Appearance	**Personality**	**Interests and hobbies**
Dad			
Mum			
Pavel			
Tanya			

Exercise 12. Make a list of words and phrases from the chart you would use to speak about your family.

Exercise 13. Learn the following proverbs and sayings.

1	Every family has a black sheep.	В каждой семье есть своя черная овца / В семье не без урода.
2	Don't wash your dirty linen in public.	Не стирайте свое грязное белье на людях.
3	There is no place like home.	Нет места лучше дома.
4	Like father like son.	Каков отец, таков и сын.
5	Men make houses, women make homes.	Мужчины создают дома, а женщины – домашний очаг.
6	Blood is thicker than water.	Кровь гуще воды. / Голос крови не заглушить.
7	As the old cock crows, so does the young.	Как старый петух кукарекает, так делает и молодой. / Яблоко от яблони недалеко падает.

Exercise 14. Think of situations or short stories to illustrate each of the above proverbs and sayings.

Exercise 15. Translate the following sentences into English.

1. Все начинается в семье.
2. Семья дает вам ощущение стабильности и традиций, ощущение поддержки и понимания.
3. Семья очень важна как ячейка нашего общества.
4. Понимание между всеми членами семьи и забота о других очень важны в семейных отношениях.
5. Моему отцу за сорок.

6. Мой папа – очень мудрый человек, и он преподал мне много жизненных уроков.

7. Я похожа на своего отца и внешне, и по характеру.

8. Моя мама очень много значит для меня.

9. Меня всегда поражало, как моя мама может находить достаточно времени как для семьи, так и для работы.

10. Моя мама – пример терпения, доброты и терпимости по отношению к другим людям.

11. Мой брат хочет стать юристом и пойти по стопам нашего отца.

12. Я знаю, что мой брат всегда поддержит и заступится за меня.

13. Я действительно ценю отношения в моей семье.

14. Семейные узы всегда крепче, чем узы между неродственными людьми.

15. Мой дом – это место, где даже чайник поет от счастья.

16. Я хочу, чтобы моя семья была источником большой эмоциональной поддержки друг для друга.

Exercise 16. Using the material of the above story (Exercise 2), speak about your family.

Lesson 3. FAMILY TRADITIONS

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

Behaviour [bɪˈheɪvjə] – поведение
Custom [ˈkʌstəm] – обычай
View [vjuː] – взгляд
Generation [dʒenəˈreɪʃ(ə)n] – поколение
Spontaneously [spɒnˈteɪnɪəslɪ] – спонтанно
Close-knit [kləʊsˈnɪt] – сплоченный
Importance [ɪmˈpɔːt(ə)ns] – важность, значение
Significance [sɪgˈnɪfɪk(ə)ns] – значение, смысл
To enrich [ɪnˈrɪtʃ] – обогащать
Resistant [rɪˈzɪstənt] – устойчивый
To recollect [ˌrekəˈlekt] – вспомнить
To dedicate [ˈdedɪkeɪt] – посвятить
Household chores [ˈhaʊshəʊld ʧɔːz] – домашние обязанности
Opportunity [ɒpəˈtjuːnɪtɪ] – возможность
Event [ɪˈvent] – событие
To attend [əˈtend] – посещать
To achieve [əˈʧiːv] – достигать

Undoubtedly [ʌnˈdaʊtɪdlɪ] – несомненно
Significant [sɪgˈnɪfɪk(ə)nt] – значимый, важный
To strengthen [ˈstreŋθ(ə)n] – укреплять
To create [kriːˈeɪt] – создавать
Friendship [ˈfren(d)ʃɪp] – дружба

Exercise 2. Read the text.

FAMILY TRADITIONS

Nothing unites a family more as its traditions. They include different norms, ways of behaviour, customs and views. In some families these traditions are deep-rooted and passed from generation to generation. In others they arise spontaneously and then are kept alive year after year.

The role of family traditions can't be overestimated. They set one family apart from another and make it close-knit. They give its members sense of importance, stability and support. They are of special significance for children. Traditions form their personality, enrich their inner world and make them more resistant to the difficulties of the outside world. And, of course, they leave memories for the rest of their lives.

When kids grow older and look back on their childhood they recollect how they decorated the Christmas tree with their parents or visited grandparents on holidays. These memories bring them a feeling of happiness, joy, love. Family traditions also set a good example of family relations for children. They are likely to introduce them to their own families in the future.

Despite the variety of family traditions they can be divided into two groups: those which are typical of most families and those which are unique and are found within any concrete family.

The first group of traditions may include celebration of family holidays and birthdays. This is one of the brightest traditions. It is associated with

lots of fun, positive emotions, precious time spent in a family circle. It's the perfect chance to show your love and care, express your true feelings and dedicate yourself to your nearest and dearest.

Another typical family tradition is sharing household shores. Dividing responsibilities is an essential part of a family life. It develops the sense of discipline and order in kids, makes them more independent and organized. They realize their importance and learn to take care of the other members of the family.

The tradition of family meals also serves a very important purpose – it unifies the family. It goes without saying that communication is the key to understanding. Although we live as a family, each member is on a different track through life. Spending time together over meals lets people keep in touch with each other. It provides an opportunity to get together round the table and discuss the latest news, share experiences, interesting events, future plans.

Going out together is a good family tradition as well. It can be a picnic or camping, going to the cinema, theatre or circus, attending a concert or even having a trip abroad. The list of options is endless. The condition is one-keep together! This tradition will certainly add new colours to the family life and fill it with unforgettable moments and emotions.

The tradition of family rules contributes to a peaceful climate in a family. They help to achieve a balance between getting what family members want and respecting the needs of others. They also make children and teenagers feel safe and secure.

Family traditions undoubtedly play one of the most significant roles in a family life. They can differ from family to family, from country to country, but they have one common purpose to strengthen family ties and create an atmosphere of friendship, happiness and love.

Exercise 3. Answer the following questions.

1. What unites a family?
2. What role do family traditions play in each person's life?
3. Can family traditions be classified?
4. How do family traditions influence a person's life?
5. Do you have any traditions in your family? What are they?

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

1) Глубокие корни; 2) истинные чувства; 3) делиться опытом и интересными событиями; 4) нельзя недооценивать; 5) из поколения в поколение; 6) неотъемлемая часть семейной жизни; 7) драгоценное время; 8) бабушки и дедушки; 9) чувство безопасности и защищенности; 10) планы на будущее; 11) кемпинг; 12) семейные узы; 13) незабываемые моменты и эмоции; 14) родные и близкие; 15) само собой разумеется; 16) позитивные эмоции; 17) создать атмосферу дружбы, счастья и любви.

Exercise 5. Match the beginning of each sentence with its logical ending.

1	Nothing unites a family more …	a	sense of importance, stability and support.
2	The role of family traditions …	b	two groups: typical and unique.
3	Family traditions give its members …	c	is one of the brightest traditions.
4	Family traditions also set …	d	as its traditions.
5	Family traditions can be divided into …	e	one of the most significant roles in a family life.
6	Celebration of family holidays and birthdays …	f	can't be overestimated.
7	Spending time together over meals …	g	to a peaceful climate in a family.
8	The tradition of family rules contributes …	h	a good example of family relations for children.
9	Family traditions play …	i	lets people keep in touch with each other.

Exercise 6. Put the following words in the right column: *behavior, generation, bright, spontaneously, importance, precious, enrich, inner, childhood, recollect, unique, dedicate, friendship, strengthen, happiness, significant, peaceful, endless, event, likely, joy, celebration, decorate, unforgettable.*

NOUN	VERB	ADJECTIVE	ADVERB

Exercise 7. Read the text and fill in the blanks with the suitable words: *traditions, entertainment, pie, guests, celebrate, responsible, get, generation, family, invite.*

It's common knowledge that each (1) _____ is unique and it always has some (2) _____ of its own. For example, in our family there is a tradition to (3) _____ our relatives to (4)_____ all the important holidays together. Mum is usually (5) _____ for cooking and dad for (6) _____. No holiday is spent without mum's specialty – an apple (7) _____. The recipe is passed from (8) _____ to generation. It's really delicious and all the (9) _____ always praise it. I enjoy these times when all the members of our big family (10) _____ together. It's such great fun!

Exercise 8. Translate the following sentences into English.

1. Ничто так не объединяет семью, как традиции.
2. В некоторых семьях традиции имеют глубокие корни и передаются из поколения в поколение.
3. Семейные традиции имеют особое значение для детей так как они формируют их личность, обогащают внутренний мир и делают их более устойчивыми к трудностям внешнего мира.
4. Празднование семейных торжеств и дней рождения – это одна из самых ярких традиций.
5. Семейные походы, пикники, поход в кино или театр, поездка за границу могут добавить новых красок семейной жизни и наполнить ее незабываемыми моментами и эмоциями.
6. Традиция устанавливать правила помогает достичь баланса между тем, чего хотят члены семьи, и уважением к потребностям других.
7. Семейные традиции играют одну из важнейших ролей в семейной жизни.
8. Общей целью семейных традиций является укрепление семейных связей и создание атмосферы дружбы, счастья и любви.

Exercise 9. Speak about your favourite family tradition.

Lesson 4. TYPES OF FAMILIES

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

Society [səˈsaɪəti] – общество
Adopted [əˈdɒptɪd] – приемный, усыновленный, удочерённая
Advantage [ədˈvɑːntɪdʒ] – преимущество

Struggles [ˈstrʌgəlz] – трудности
Widowed [ˈwɪdəʊd] – овдовевший, вдовый
Divorced [dɪˈvɔːst] – разведенный
Pros and cons [prəʊz ənˈkɒnz] – за и против
To split up [splɪt ʌp] – расходиться
Goal [gəʊl] – цель
Childcare [ˈtʃaɪldˌkeə] – уход за детьми
To postpone [pəʊs(t)ˈpəʊn] – отложить
Childless [ˈtʃaɪldləs] – бездетный, не имеющий детей
To deal [diːl] – иметь дело
Tough [tʌf] – трудный, непростой, сложный
Stepparents [step peərənts] – приемные родители
Stepsiblings [sepˈsɪblɪŋz] – сводные братья и сестры
Grandchild [ˈgræn(d)tʃæɪld] – внук, внучка
Grandchildren [ˈgræntʃɪldrən] – внуки
Incapable [ɪnˈkeɪpəb(ə)l] – неспособный
Rebel [rɪˈbel] – бунтовать, взбунтоваться

Exercise 2. Read the text.

TYPES OF FAMILIES

Family structure has changed dramatically over the last 50 years. There are six specific family types identified by society today.

Nuclear Family. Nuclear families, also known as traditional families, consist of two parents (usually married) and their children. Nuclear families may have one or more children who are biological or adopted, but the main idea is that the parents are raising their kids together in the family home.

Nuclear families can be strong and successful, with both parents being great examples for their kids. These kids often have many advantages over other families with less, which can help them get ahead in life. However, like any family, nuclear families have their struggles to face. For example, if parents shut out grandparents and other extended family, chances are their support system will not be strong and getting through hard times can be challenging.

Single Parent Family. Single parent families consist of one parent with one or more kids. In these cases, the parent either never married, is widowed, or divorced. A mother or father raising kids alone is not that uncommon anymore, and like any other family type single parent homes have their pros and cons. Although fans of traditional families believe that children need both parents, we can see that some single parent families do well while others struggle.

Being a single parent raising kids can be hard. It can also be hard being a kid when your parents are split up or if you grew up only knowing one parent. In this situation, families need to make the best of what they have and rely on each other for love and support.

Extended Family. While most people in the U.S. would identify nuclear families as being the 'traditional' family type, in different cultures extended families are much more common and have been around for hundreds of years. Extended families are families with two or more adults who are related through blood or marriage, usually along with children.

Typically, extended families live together for social support and to achieve common goals. For example, parents may live with their children and their children's grandparents. This gives the family the ability to provide care for their elderly, and in turn, the grandparents may be able to help with childcare while the parents are at work.

In North America, extended families living together isn't that common, but it does happen occasionally. What's nice about extended families is how close they can be and how they give each other a lot of support. That doesn't mean that so many family members living together are always easy, though. There can be differences in opinion in extended families, and some people might live this way because they obligated, not because they want to.

Childless Family. Childless families are families with two parents who cannot have or don't want kids. In the world of family types and dynamics, these families are often forgotten or left out (even though you can still have a family without children). In the past, growing up, getting married, and having children was the norm, but in today's world, more people are choosing to postpone having children or deciding not to have any.

These unique families include working couples who may have pets or enjoy taking on other people's kids (like nieces and nephew) for the day occasionally rather than having their own. They could also be adventurous couples who don't feel like kids would be a good fit for their lifestyle.

The decision of whether to have kids is a difficult and highly personal one. Having kids isn't for everyone, and some families do great without them. Still, it's important to remember that some childless families are not childless because they want to be.

Stepfamily. A stepfamily is when two separate families merge into one. This can go several different ways, like two divorced parents with one or more children blending families, or one divorced parent with kids marrying someone who has never been married and has no kids.

Like single-parent families, step-families are sometimes looked down upon by people who prefer the nuclear family dynamic, but they have become more common over the years. Like all these different family types, stepfamilies also have a unique set of strengths and weaknesses that they need to deal with.

Going from a nuclear or single parent family to a stepfamily can be a tough transition. It can be hard letting new people into your family dynamic, especially welcoming in a whole other family. Over time though, some children will come to accept their stepparents and stepsiblings as part of the family and form strong bonds.

Grandparent Family. The final family type and the least common of them all is the grandparent family. A grandparent family is when one or more grandparent is raising their grandchild or grandchildren.

This situation happens when the parents aren't around to take care of their kids or are incapable of properly taking care of their kids. For example, the parents might be in jail, too young, on drugs, or

(unfortunately) just not care. Thankfully, in these situations, the grandparents step up and act as parents to their grandchildren. A lot of times the situation isn't ideal, but they would rather take on the responsibility than see their grandchildren end up in a worse situation, like foster care.

It can be hard for grandparents to raise their grandchildren. In most cases, they probably thought they were done raising kids and might not have the health and energy to do so. Still, when needed, grandparents will step up and do what's needed. Depending on the relationship, children may become very close to their grandparents while others might take advantage or rebel.

Conclusion. No matter what family type you identify with, each one has its strengths and weaknesses or pros and cons. This is usually most clear to people who have experienced one or more changes in family type during their lifetime, so they can relate to how different each family dynamic can be.

Exercise 3. Answer the following questions.

1. How many types of families are there in society today?
2. What are nuclear families?
3. What is the main idea of raising children in a nuclear family?
4. Do you know any positive and negative features of single parent families?
5. What is an extended type of family?
6. Are extended families popular in North America?
7. What are childless families?
8. What is a stepfamily?
9. What type of family is the least common?
10. When do grandparents have to raise their grandchildren?
11. What type of family is your family?

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

1) Разведенные родители; 2) брак; 3) общество; 4) племянники и племянницы; 5) формировать прочные связи; 6) неспособны должным образом заботиться о детях; 7) уникальный набор сильных и слабых сторон; 8) брать на себя ответственность; 9) помочь продвинуться в жизни; 10) воспользоваться преимуществом; 11) воспитывать детей в одиночку; 12) пережить тяжелые времена; 13) полагаться друг на друга

в любви и поддержке; 14) достигать общих целей; 15) возможность заботиться о пожилых людях.

Exercise 5. Complete these word-building tables.

	Noun	**Adjective**	**Meaning**
1		different	
2	tradition		
3	success		
4		typical	
5	ability		
6		adventurous	
7	person		
8		responsible	
9		childless	
10		weak	
11	strength		

Exercise 6. Match the family types with their definitions.

1	grandparent family	a	a family that consists of two parents and children
2	stepfamily	b	a family that includes many relatives living together and working toward common goals
3	childless family	c	a family that consists of one parent raising one or more children on his own
4	extended family	d	a family that is formed on the remarriage of a divorced or widowed person and that includes one or more children
5	nuclear family	e	a family with grandchildren and no parents present in the intervening generation
6	single parent family	f	a family that consists of two partners living and working together without any children

Exercise 7. Translate the following sentences into English.

1. Сегодня общество выделяет шесть конкретных типов семьи.
2. Основная идея традиционной (малой) семьи заключается в том, что родители вместе воспитывают своих детей в семейном доме.
3. Неполная семья состоит из одного родителя с одним или несколькими детьми.
4. Обычно большие семьи живут вместе для социальной поддержки и для достижения общих целей.
5. В современном мире все больше людей предпочитают откладывать рождение детей или решают не иметь их.
6. Важно помнить, что некоторые бездетные семьи бездетны не потому, что они этого хотят.
7. Как и другие типы семей, приемные семьи также обладают уникальным набором сильных и слабых сторон, с которыми им приходится иметь дело.
8. Бабушкам и дедушкам бывает сложно воспитывать внуков.

Exercise 8. Think of a perfect family. Choose five things from the list, which you associate with a perfect family. Compare your list with other students'.

Friendship big united love happy comfort spend a lot of time together respect care understanding care pleasure support get on well feel secure

Exercise 9. Write what, in your opinion, the relationship will be in future families, and how people will spend time together to strengthen their bonds.

Unit 2. EDUCATION

Lesson 1. HIGHER EDUCATION IN GREAT BRITAIN

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

To take "A" level examinations in – сдавать экзамены продвинутого уровня по …

To accept students [əkˈsept ˈstjuːdnts] – принимать студентов

On the basis of "A" level results – на основе результатов экзаменов продвинутого уровня

To interview somebody [ˈɪntəvjuː ˈsʌmbədɪ] – провести собеседование с кем-либо

The Open University [ˈəʊpən juːnɪˈvɜːsɪtɪ] – открытый университет

Formal qualifications [ˈfɔːm(ə)l ˌkwɒlɪfɪˈkeɪʃənz] – формальные результаты

Part-time student [pɑːtˈtaɪm ˈstjuːdnt] – студент-заочник или вечерник

To follow a degree course – проходить курс, ведущий к получению степени

Institute of higher education – вуз

Undergraduate course [ʌndəˈgrædjʊət kɔːs] – курс для студентов

To take….years – занимать …. лет

Bachelor's degree [ˈbætʃələz dɪˈgriː] in Art or Science – степень бакалавра гуманитарных или естественных наук

Postgraduate degree [pəʊs(t)ˈgrædjʊət dɪˈgriː] – учёная степень (присуждается после обучения в аспирантуре или докторантуре)

Master of Philosophy [fɪˈlɒsəfɪ] – магистр гуманитарных наук

To be awarded for [əˈwɔːdɪd] – присуждаться за

The Council for National Academic Awards – Национальный Совет по присуждению учёных степеней

To take qualifications [ˌkwɒlɪfɪˈkeɪʃənz] – сдавать экзамены

Professional body [prəˈfeʃ(ə)n(ə)l ˈbɒdɪ] – профессиональный орган

To make a contribution [kɒntrɪˈbjuːʃ(ə)n] – зд.: возместить часть расходов

To introduce a system of loans – ввести систему займов

Exercise 2. Read the text.

HIGHER EDUCATION IN GREAT BRITAIN

The structure of higher education in Great Britain is very complex. There are four main types of higher educational institutions: universities, colleges of advanced technology, technical colleges and teacher-training colleges. A university consists of a large number of faculties: medicine, arts, philosophy, law, music, natural sciences, economics, engineering, agriculture, commerce, education and theology. The course of study at the university generally lasts 3–4 years (medicine and veterinary take 5 years). The academic year in Britain's universities, Polytechnics, Colleges

of education is divided into 3 terms, which usually run from the beginning of October to the middle of December, the middle of January to the end of March, from the middle of April to the end of June or the beginning of July.

There are forty-seven universities in Britain and thirty former polytechnics (now also universities), plus 350 colleges and institutes of higher education (some of which train teachers). For all British citizens a place at a university brings with it a grant from their local education authority. English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction and way of student life.

The best-known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol and Birmingham. Of all British universities Oxford is the oldest because its history goes back to the 12th century. Cambridge University was founded in the 13th century. Oxford and Cambridge are the best and most famous universities in Great Britain. Although both universities were founded more than eight centuries ago, the term *Oxbridge* is relatively recent. Oxford and Cambridge Universities are famous for their academic excellence and are very high standards of teaching.

After finishing secondary school or college, pupils can apply to a university, polytechnic, college of education or they can continue to study in a college of further education.

Pupils going on to higher education or professional training usually take “A” level examinations in two or three subjects. Universities accept students mainly on the basis of their “A” level results, although they may interview them as well. In 1971 the Open University was started, where these formal qualifications are not necessary. Nearly a quarter of all adult part-time students follow its degree courses on radio and television.

Undergraduate courses normally take three years of full-time study, although a number of subjects take longer, including medicine, architecture and foreign languages (where courses include a year abroad). They lead in most cases to a Bachelor's degree in Arts or Science. There are various postgraduate degrees, including Master of Philosophy. The last two are awarded for research in arts or sciences.

Degrees are awarded either by the institution itself, or by the Council for National Academic Awards, particularly in vocational areas. Students of law, architecture and some other professions can take qualifications awarded by their own professional bodies instead of degrees.

At present, students who have been accepted by universities or other institutions of higher education receive a grant from their local authority,

which covers the cost of the course, and may cover living expenses. Parents with higher incomes are expected to make a contribution. Until 1990 the grant did not have to be paid back, but now a system of loans has been introduced.

Exercise 3. Answer the following questions.

1. How many types of higher educational institutions are there in Great Britain?
2. How long does the course of study at the university generally last?
3. How many universities are there in Britain?
4. Do English universities differ from each other?
5. Where are the best-known universities located?
6. What are Oxford and Cambridge Universities famous for?
7. What is necessary to go on to higher education?
8. What types of higher educational establishments are there in the UK?
9. What courses of study are offered by higher educational establishments?
10. What is the procedure of awarding degrees?
11. What are the conditions of receiving grants?

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

1) Структура высшего образования; 2) продолжить образование в вузе; 3) архитектура; 4) основные типы высших учебных заведений; 5) профессиональная подготовка; 6) система займов; 7) взрослый студент; 8) бывший политехнический институт; 9) дневное обучение; 10) ученая степень; 11) исследования в области гуманитарных или естественных наук; 12) область профессионального обучения; 13) получать стипендию; 14) местный орган власти; 15) покрывать расходы на проживание; 16) философия; 17) степень бакалавра; 18) академическое превосходство и очень высокие стандарты преподавания; 19) учебный год; 20) теология (богословие); 21) семестр.

Exercise 5. Make up word combinations and translate them.

1. higher	a. authority
2. natural	b. training
3. local	c. technology
4. academic	d. languages
5. professional	e. education
6. foreign	f. expenses
7. living	g. year
8. advanced	h. sciences

Exercise 6. Complete the sentences according to the text. Use the following words: *course, student life, a grant, institutions, accept, degree, education, terms, faculties, results, academic.*

1. The structure of higher _____ in Great Britain is very complex.
2. There are four main types of higher educational _____.
3. A university consists of a large number of _____.
4. The _____ of study at the university generally lasts 3–4 years.
5. The _____ year in Britain's universities is divided into 3 _____.
6. English universities differ in date of foundation, size, history, tradition, general organization, methods of instruction and way of _____.
7. Universities _____ students mainly on the basis of their "A" level _____.
8. Undergraduate courses lead in most cases to a Bachelor's _____ in Arts or Science.
9. Students who have been accepted by universities receive _____ from their local authority.

Exercise 7. Fill in the table with the degrees of comparison of the following adjectives.

	Positive	**Comparative**	**Superlative**
1	high		
2	good		
3			the oldest
4			the most famous
5		longer	
6		further	

Exercise 8. Translate the sentences paying attention to the Passive Voice.

1. Parents with higher incomes **are expected** to make a contribution.
2. Degrees **are awarded** by the Council for National Academic Awards.
3. Students who **have been accepted** by universities or other institutions of higher education receive a grant from their local authority.
4. The academic year in Britain's universities, Polytechnics, Colleges of education **is divided** into 3 terms.
5. Oxford and Cambridge universities **were founded** more than eight centuries ago.
6. A system of loans **has been introduced** recently.

Exercise 9. Translate the following sentences from Russian into English.

1. В университеты принимают студентов в соответствии с результатами сдачи ими экзаменов продвинутого уровня.

2. В открытом университете не нужны формальные результаты; курс обучения предполагает получение степени.

3. В открытом университете учатся взрослые студенты-вечерники и заочники.

4. Вузы Великобритании подразделяются на следующие типы: университеты (в том числе бывшие политехнические институты), колледжи и институты дальнейшего образования.

5. Обучение на дневном отделении обычно длится три года и более.

6. Обучение студентов ведет к получению степени бакалавра гуманитарных или естественных наук.

7. Степень бакалавра присуждается за исследования в области гуманитарных или естественных наук.

8. Экзамены на присуждение степеней сдаются в вузе, Национальном Совете по учёным степеням или в профессиональных органах.

9. Студенты получают стипендии от местных органов власти, которые обязательно покрывают стоимость обучения и иногда – стоимость проживания.

10. Была введена система займов, и сейчас студент должен возвратить стипендию.

11. Университеты Оксбриджа известны качеством обучения.

Lesson 2. OXFORD UNIVERSITY

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

To origin [ˈɒrɪdʒɪn] – происходить

To trace [treɪs] – проследить

Initial [ɪˈnɪʃ(ə)l] – первоначальный

Theology [θɪˈɒlədʒɪ] – теология; богословие

Faculty of law [ˈfæk(ə)ltɪ əv lɔː] – юридический факультет

Collegiate [kəˈliːdʒ(ɪ)ət] – коллегиальный

Self-governing [ˌselfˈgʌv(ə)nɪŋ] – самоуправляющийся

Chapel [ˈtʃæp(ə)l] – часовня; церковь

Endowments [ɪnˈdaʊmənts] – фонды

Medieval [ˌmedɪˈiːv(ə)l] – средневековый

To require [rɪˈkwaɪə] – требовать

Fee [fiː] – плата

Matriculation [mətrɪkjʊˈleɪʃ(ə)n] – зачисление

To establish [ɪˈstæblɪʃ] – основывать; образовывать

The Bodleian Library [bɒdˈliːən ˈlaɪbrərɪ] – Бодлианская библиотека Оксфордского университета

The Ashmolean Museum [ðiˌæʃˈməʊliən mjuːˈzɪəm] – музей Эшмола (Эшмоловский музей искусства и археологии)

Exercise 2. Read the text.

OXFORD UNIVERSITY

Oxford University is the oldest one in England and is situated 100 kilometres of London in the city of Oxford.

The University's origins can be traced to the early 12th century. It was modelled after the University of Paris, with initial faculties of theology, law, medicine and liberal arts.

Oxford is a collegiate university. It consists of 27 colleges for men and 5 colleges for women. Colleges are self-governing institutions consisting of a head and fellows. Each has its own hall, chapel, library, and endowments.

The university has 16 faculties including medieval and modern European languages and literature, agricultural science, social studies and others.

The usual course for a bachelor's degree is 3 years, but in classics and chemistry it is four. Final honour examination takes place in June, at which time students are classified according to their achievements in school. No further examination is required for a master's degree, which is taken on the payment of the necessary fees seven years after matriculation.

Oxford houses the Bodleian Library and the Ashmolean Museum. The Oxford University Press, established in 1478, is one of the largest and most prestigious university publishers in the world.

Oxford has been associated with many of the greatest names in British history.

Exercise 3. Answer the following questions.

1. Where is Oxford University situated?
2. When was the University founded?
3. How many colleges does Oxford consist of?
4. What faculties are there at the University?
5. When do the students take the final examination?
6. When was the Oxford University Press established?

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

1) Созданный по образцу парижского университета; 2) 27 мужских колледжей и 5 женских колледжей; 3) средневековые и современные европейские языки; 4) самоуправляющиеся заведения; 5) обычный курс; 6) никаких дальнейших экзаменов не требуется; 7) степень бакалавра; 8) степень магистра; 9) необходимая плата; 10) после зачисления; 11) самое престижное университетское издательство в мире; 12) часовня; 13) величайшие имена; 14) учащиеся классифицируются в соответствии с их достижениями.

Exercise 5. Make up word combinations and translate them.

1. liberal	a. institutions
2. collegiate	b. languages
3. self-governing	c. names
4. European	d. studies
5. agricultural	e. arts
6. the greatest	f. university
7. social	g. science
8. the most prestigious	h. university

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

1. Oxford University is situated at a distance of one hundred miles from London.
2. Oxford University was founded in the 12th century.
3. The University was modelled after the University of Cambridge.
4. Oxford is a collegiate university that consists of 27 colleges for women and 5 colleges for men.
5. Each college has its own hall, chapel, library, and endowments.
6. The university has fifteen faculties.
7. Oxford houses the Bodleian Library, the Ashmolean Museum and the Oxford University Press.
8. The Oxford University Press was established in the 14th century.
9. The Oxford University Press is one of the most prestigious university publishers in the world.

Exercise 7. Translate the following sentences from Russian into English.

1. Оксфордский университет – старейший в Англии.
2. Колледжи являются самоуправляющимися учреждениями, состоящими из руководителя и преподавателей.
3. Обычный курс обучения на степень бакалавра составляет 3 года.

4. Для получения степени магистра никаких дополнительных экзаменов не требуется.

5. Оксфорд ассоциируется со многими величайшими именами в британской истории.

Lesson 3. CAMBRIDGE UNIVERSITY

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

To convict [kənˈvɪkt] – осуждать; признавать виновным

Scholar [ˈskɒlə] – ученый

To set up [ˈsetʌp] – основать

The jet engine [ˈdʒet ˈendʒɪn] – реактивный двигатель

The structure of human DNA [ˈstrʌktʃə əv ˈhjuːmən ˌdiː en ˈeɪ] – структура ДНК человека

C. S. Lewis – Клайв Стейплз Льюис (британский писатель, поэт)

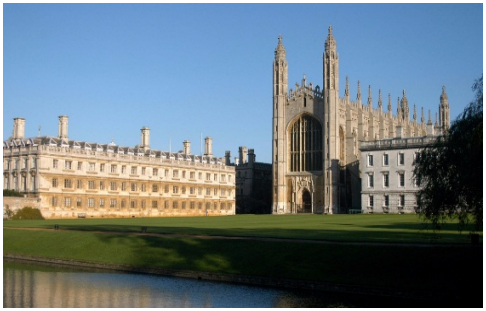
A. A. Milne – Алан Александр Милн (британский писатель, поэт)

Exercise 2. Read the text.

CAMBRIDGE UNIVERSITY

Cambridge is situated at a distance of seventy miles from London on the river Cam.

Cambridge University is one of the world's leading universities. It was



founded in 1209 by scholars from another English university, Oxford. Nobody is exactly sure why they moved to Cambridge. One record shows it happened when two Oxford scholars were arrested and then convicted of murdering a local woman. Other students protested their arrest by leaving the university and going to other towns. It was a group of these scholars that set up a university in Cambridge.

Originally only men were allowed to study at Cambridge. From 1869 women were permitted to study there, but they were not awarded degrees. Women at Cambridge were first awarded degrees in 1947.

Some of the most important discoveries in history have been made by people studying at Cambridge University. The jet engine was invented there. Scientists at Cambridge discovered the structure of human DNA. More than 80 winners of the Nobel Prize, and 15 of Britain's prime ministers, have been graduates of Cambridge University.

Many students from Cambridge University have become famous for becoming among the best in their fields of work. Authors C. S. Lewis, who wrote the Narnia books, and A. A. Milne, who wrote Winnie-the-Pooh, also studied at the university.

Cambridge is usually ranked among the top five universities in the world for its standard of research and teaching. Today, around 24,000 students study at Cambridge University.

Exercise 3. Answer the following questions.

1. Where is Cambridge University situated?
2. When was Cambridge University founded?
3. Who founded Cambridge University?
4. When were women permitted to study at Cambridge University?
5. What important discoveries were made at Cambridge?
6. What famous people studied at the university?
7. Why is Cambridge University considered one of the best in the world?
8. How many students are there at Cambridge University?

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

1) Нобелевская премия; 2) самые важные открытия; 3) ведущие университеты мира; 4) выпускники университета; 5) премьер-министры Великобритании; 6) реактивный двигатель; 7) основали университет; 8) структура ДНК человека; 9) ученые; 10) арестованы и осуждены за убийство местной женщины; 11) стандарт научных исследований и преподавания.

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

1. Cambridge University is situated in London on the river Thames.
2. Cambridge University was founded in the 13th century by scholars from another English university, Oxford.
3. Cambridge University is one of the world's leading universities.
4. Originally only women were allowed to study at Cambridge.
5. The structure of human DNA was discovered at Cambridge University.

6. Authors C. S. Lewis and A. A. Milne studied at Cambridge University.

7. More than 24,000 students study at Cambridge University today.

Exercise 6. Translate the sentences paying attention to the Passive Voice.

1. Cambridge **is situated** on the river Cam.
2. Cambridge University **was founded** in 1209.
3. Two Oxford scholars **were arrested** and **convicted** of murdering a local woman.
4. Only men **were allowed** to study at Cambridge.
5. Later women **were permitted** to study there.
6. Women **were not awarded** degrees.
7. Some discoveries **have been made** by people studying at the University.
8. The jet engine **was invented** there.
9. Cambridge University **is ranked** among the top five universities in the world.

Exercise 7. Make the plural.

A woman, a university, a man, a discovery, a student, a degree, a book.

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

	V1	V2	V3	Meaning
1		made		
2	be			быть
3		invented		
4	found			
5	discover			
6			shown	
7		studied		
8			become	
9		wrote		
10	move			
11	set up			

Exercise 9. Translate the following sentences from Russian into English.

1. Кембриджский университет является одним из ведущих университетов мира.
2. Кембриджский университет был основан в 13 веке.

3. Женщины в Кембридже впервые получили ученые степени в 1947 году.

4. Некоторые из наиболее важных открытий в истории были сделаны людьми, обучающимися в Кембриджском университете.

5. Более 80 лауреатов Нобелевской премии и 15 премьер-министров Великобритании были выпускниками Кембриджского университета.

6. Кембриджский университет входит в пятерку лучших университетов мира по уровню исследований и преподавания.

Lesson 4. HIGHER EDUCATION IN THE USA

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

Community college [kəˈmjuːnɪtɪ ˈkɒlɪdʒ] – местный колледж

Technical school [ˈteknɪk(ə)l skuːl] – техническое училище

Vocational school [və(ʊ)ˈkeɪʃ(ə)n(ə)l skuːl] – профессиональное училище

To have a special subject area – специализироваться в определённой области

College of liberal arts [ˈlɪb(ə)r(ə)l ɑːts] – колледж свободных искусств

Humanity [hjʊˈmænɪtɪ] – гуманитарный предмет

To teach [tiːʧ] – преподавать

To complete a course of study – закончить курс обучения

To get money from … a source – получать средства из … источника

Publicly funded university [ˈpʌblɪklɪ ˈfʌndɪd juːnɪˈvɜːsɪtɪ] – университет, финансируемый из общественных источников

Privately funded university [ˈpraɪvɪtlɪ ˈfʌndɪd juːnɪˈvɜːsɪtɪ] – университет, финансируемый из частных источников

Course in academic subjects [ækəˈdemɪk səbˈdʒekts] – академический курс

Non-academic subject [nɔn ækəˈdemɪk səbˈdʒekt] – неакадемический предмет

To have a high school diploma [dɪˈpləʊmə] – иметь диплом об окончании средней школы

Job training [dʒɒb training] – профессиональная подготовка, обучение профессии

To give training for work in an area – обеспечить подготовку к работе в области

Carpentry [ˈkɑːp(ə)ntrɪ] – плотничное дело, столярное дело

Exercise 2. Read the text.

HIGHER EDUCATION IN THE USA

In the United States, a student who has finished high school may want to continue in higher education. There are several ways to do it: universities, colleges, community colleges, and technical or vocational schools.

A university in the United States usually has several different colleges in it. Each has a special subject area. There may be a college of liberal arts where humanities, social sciences, natural sciences and mathematics are taught. There may be a college of education and a college of business. A program for undergraduates usually takes four years. University students get an undergraduate degree in the arts or sciences. If they complete a course of study they get Bachelor of Arts or Science degree. Students may leave the university at this time. They may also go on for a graduate or professional degree. The university always has programs for graduate and professional study in many subjects.

The university may get money from several different sources. A publicly funded university gets some money from the state government. A privately funded university gets money only from private sources or the university may be funded by a religious group.

College students usually spend four years at school, too. A college does not have graduate or professional programs. If a college student completes a course of study in arts or science, he or she gets Bachelor of Arts or Science degree. If college students want to continue for a graduate or professional degree, they must go to University. The college is usually funded in one of the three ways already described.

The program of study in the community college usually lasts two years. Not all of the subjects taught there are the usual school subjects. The community college may give courses in the regular academic subjects or subjects like dental technology, sewing and other non-academic subjects. Not all students of the community college have a high school diploma. They may then go to a college for two more years to get the Bachelor's degree. Community colleges are nearly always publicly funded.

The technical or vocational school has only job training, it has no academic program. Students may have a high school diploma, or not. Programs may take from six months to two years and more. The technical or vocational school gives training for work in areas such as electronics, carpentry and others.

Exercise 3. Answer the following questions.

1. What are the ways to continue in higher education in the USA?
2. What colleges does a university in the United States usually have?
3. What degrees are offered at universities?
4. What sources can a university get money from?
5. What programs and degrees are offered at a college?
6. What courses are given at a community college?
7. What program does technical or vocational school have?

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

1) Получить степень бакалавра гуманитарных или естественных наук; 2) высшее образование; 3) университет; 4) колледж; 5) продолжить образование в вузе; 6) общественная наука; 7) естественная наука; 8) программа для студентов; 9) продолжить обучение с целью получения степени магистра (или доктора) или профессиональной степени; 10) программы обучения для аспирантов и профессионального обучения; 11) получать деньги из частных источников; 12) предлагать программы обучения аспирантов и профессиональные программы; 13) средняя школа; 14) степень бакалавра; 15) плотничное дело.

Exercise 5. Make up word combinations and translate them.

1. high school	a. sciences
2. dental	b. sources
3. social	c. group
4. academic	d. diploma
5. vocational	e. subject
6. private	f. program
7. religious	g. school
8. non-academic	h. technology

Exercise 6. Match the words with their definitions.

1	a university	a	tertiary education leading to the award of an academic degree
2	a community college	b	academic disciplines that study human culture, such as literature, philosophy, and history
3	natural sciences	c	a person enrolled in a school or other educational institution
4	higher education	d	an institution of higher education and research which awards academic degrees in several academic disciplines
5	a student	e	an undergraduate academic degree awarded by colleges and universities upon completion of a course of study lasting three to six years
6	humanities	f	a type of undergraduate higher education institution, generally leading to an associate degree, certificate, or diploma
7	a bachelor's degree	g	academic disciplines which are made up of different branches, like physics, chemistry, or biology

Exercise 7. Put the words in the right order.

1. A / undergraduates / program / years / for / takes / usually / four.
2. The / from / may / university / get / different / several / money / sources.
3. College / years / school / usually / four / spend / at / students.
4. All / diploma / not / community / students / of / high / the / have / college / a / school.
5. The / has / school / job / technical / training / only.

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

1. Молодые люди, окончившие школу, могут продолжить образование в университете, колледже, техническом или профессиональном училище.
2. Колледжи университета специализируются в различных областях: гуманитарных, общественных и естественных науках, образовании или бизнесе.
3. Университет предлагает программу для студентов, аспирантов и профессиональные программы.

4. Если молодой человек заканчивает студенческий курс, он получает степень бакалавра гуманитарных или естественных наук.

5. Если студент продолжает обучение, он получает степень магистра или доктора, или профессиональную степень.

6. Университеты могут финансироваться из общественных или частных источников, а также религиозной общиной.

7. Если студент колледжа заканчивает курс обучения гуманитарным или естественным наукам, он получает степень бакалавра.

8. Местный колледж предлагает академические курсы и курсы неакademических предметов.

9. Технические и профессиональные училища предлагают подготовку в различных областях.

Lesson 5. AMERICAN UNIVERSITIES AND COLLEGES

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

To require for admission – требовать при поступлении

Elementary schooling [elɪˈment(ə)rɪ ˈskuːlɪŋ] – начальное образование

Secondary schooling [ˈsek(ə)nd(ə)rɪ ˈskuːlɪŋ] – среднее образование

To be carried on [ˈkærɪd ɒn] – осуществляться

Graduation from a standard secondary school – окончание средней школы

Curriculum [kəˈrɪkjʊləm] – программа, учебный план

To be the central unit [ˈsentr(ə)l ˈjuːnɪt] – быть центральным звеном

Separate corporate entity [ˈseprət ˈkɔːp(ə)rət ˈentɪtɪ] – отдельная составная единица

To comprise [kəmˈpraɪz] – включать

Professional school [prəˈfeʃ(ə)n(ə)l school] – профессиональный колледж

Graduate [ˈgrædʒʊət] college (school) – аспирантура

Beyond the level of – выше уровня чего-либо

To offer instruction [ˈɒfə ɪnˈstrʌkʃ(ə)n] – давать образование

To be incorporated in a university – быть включенным в университет

To be separated from a university – быть независимым от университета

Junior college [ˈdʒuːnɪə ˈkɒlɪdʒ] – первая ступень колледжа

Institute of technology – технический институт

Degree-granting institution – учебное заведение присваивающее степень

To include [ɪnˈkluːd] – включать

To fall into the category of – попадать в категорию

Exercise 2. Read the text.

AMERICAN UNIVERSITIES AND COLLEGES

Higher education in the United States includes educational programs which usually require for admission 12 years of elementary and secondary schooling. It is carried on under a number of forms.

The most common type of higher education is the college. It requires for admission graduation from a standard secondary school; its four-year curriculum leads to the bachelor's degree in arts and sciences.

The American college is known by various titles such as the college of liberal arts, the college of arts and sciences, and the college of literature, science and arts. The college may be the central unit around which the university is organized, or it may be a separate corporate entity, independent from the University.

The university in the United States is an educational institution comprising a college of liberal arts and sciences, a professional school leading to a professional degree and a graduate college (school). A graduate college provides programs for study and research beyond the levels of the bachelor's and first professional degree.

The word *"university"*, however, is also used in a broader sense, for almost any type of educational institution offering instruction beyond the level of the secondary school.

Thus in the United States there is some confusion in the use of the terms *"college"* and *"university"*. Some institutions that are in fact colleges of liberal arts have been incorporated in the universities. Some institutions incorporated in colleges are in fact universities with graduate and professional schools.

In addition to colleges and universities there is a large number of professional schools, separate from universities. They provide preparation in one or more professional fields, such as law, music or theology. Junior colleges or professional schools do not offer the full four-year curriculum leading to a degree.

An institute of technology is a degree-granting institution that specializes in science and technology; some of them have graduate study. An institution offering programs of technological study only at the junior college level is known as a technical institution.

The colleges in the United States differ greatly in size — they may include from 100 to 5 000 students and more. Most of the larger institutions fall into the category of universities, the largest being University of California, State University of New York, New York University, Columbia University and others.

Exercise 3. Answer the following questions.

1. What do higher educational institutions in the USA require for admission?
2. What degree does a college lead to?
3. What sense is the word “college” used in?
4. What kind of educational institution is the University?
5. What sense is the word “university” used in?
6. What kind of preparation do professional schools provide?
7. What is an institute of technology?
8. What is the size of colleges and universities in America?

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

1) Образовательная программа; 2) степень бакалавра в области искусств и наук; 3) учебное заведение; 4) колледж свободных искусств и наук; 5) профессиональная степень; 6) для предоставления программы обучения и исследований; 7) для обеспечения подготовки в профессиональной области; 8) техническое учебное заведение; 9) учебный план; 10) первая ступень колледжа; 11) сильно различаются по размеру.

Exercise 5. Complete the sentences according to the text. Use the following words: *central unit, curriculum, professional, education, graduate college, students, research, confusion, degree, educational institution.*

1. The most common type of higher _____ is the college.
2. A _____ provides programs for study and _____.
3. The college may be the _____ around which the university is organized.
4. The word «university» is also used for almost any type of _____ offering instruction beyond the level of the secondary school.

5. In the United States there is some _____ in the use of the terms *“college”* and *“university”*.

6. There is a large number of professional schools which provide preparation in one or more _____ fields.

7. Junior colleges or professional schools do not offer the full four-year _____ leading to a _____.

8. The colleges in the United States may include from 100 to 5 000 _____ and more.

Exercise 6. Translate the words into Russian.

a) To confuse – confusion; to prepare – preparation; to educate – education; to admit – admission; to instruct – instruction; to add – addition; to graduate – graduation.

b) Profession – professional; education – educational; variety – various; center – central; technology – technological; independence – independent.

Exercise 7. Translate the following sentences from Russian into English.

1. Для поступления в университет или колледж в Америке необходимо закончить среднюю школу.

2. В США существует несколько типов вузов: колледж, университет, профессиональный колледж и др.

3. Университет обычно состоит из колледжа гуманитарных и естественных наук, профессионального отделения и аспирантуры.

4. После 4 лет в университете студент получает степень бакалавра гуманитарных или естественных наук.

5. Аспирантура предлагает программы выше уровня степени бакалавра и первой профессиональной степени.

6. Университет может иметь колледж в своём составе; колледж может входить в университет, или быть самостоятельной единицей.

7. Профессиональный колледж – это учебное заведение, существующее отдельно от университета.

8. Колледжи и университеты предлагают программы, после прохождения которых присваивается степень бакалавра.

9. Технологические институты также присваивают степени и часто предлагают курс аспирантуры.

Lesson 6. HARVARD UNIVERSITY

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

Massachusetts [ˌmasəˈtʃuːsɪts] – Массачусетс (штат США)

To name after [neɪm ˈɑːftə] – называть в честь кого-либо

Missionary [ˈmɪʃ(ə)n(ə)rɪ] – миссионер

Philanthropist [fɪˈlænθrəpɪst] – филантроп

To emerge [ɪˈmɜːdʒ] – выходить

Impressive [ɪmˈpresɪv] – впечатляющий

Architectural mix [ɑːkɪˈtektʃ(ə)r(ə)l mɪks] – смешение архитектурных стилей

Ivy-covered brick [ˈaɪvɪ ˈkʌvəd brɪk] – кирпичные стены, покрытые плющом

Concrete [ˈkɒŋkriːt] – бетон

Contemporary design [kənˈtemp(ə)r(ər)ɪ dɪˈzaɪn] – современный дизайн

Statesman [ˈsteɪtsmən] – государственный деятель

Undergraduate college [ʌndəˈgrædjʊət ˈkɒlɪdʒ] – колледж

Extension school [ɪkˈstenʃ(ə)n skuːl] – вечерний факультет

Tuition [tjuːˈɪʃ(ə)n] – обучение

Aid [eɪd] – помощь

Volume [ˈvɒljuːm] – издание

To subscribe [səbˈskraɪb] – подписываться

Notable [ˈnəʊtəb(ə)l] – выдающийся

To house [haʊz] – вмещать

Ancient [ˈeɪnʃ(ə)nt] – древний

Renaissance [rɪˈneɪs(ə)ns] – Возрождение (Ренессанс) – культурно-историческая эпоха)

Byzantine – Византийский

Washington, D. C. – Вашингтон, округ Колумбия

Exercise 2. Read the text.

HARVARD UNIVERSITY

Harvard University is one of the most famous universities in the United States and around the world. It is located in Cambridge (part of Boston), Massachusetts.

Harvard is the oldest university in the United States. Its influence, wealth, and rankings have made it one of the most prestigious universities in the world. It was founded in September in 1636. The University was named after the English missionary and philanthropist John Harvard.

From its classrooms six American presidents have emerged – from John Adams to John F. Kennedy – and an impressive group of statesmen, business leaders, and literary figures. Its campus in Cambridge, Massachusetts, just across the Charles River from Boston, provides a rich architectural mix that includes the ivy-covered brick of Puritan New England and the concrete and glass of contemporary design.

Today, the university includes Harvard and Radcliffe undergraduate colleges, 10 professional schools, the Graduate School of Arts and Sciences and an extension school. There are about 21,000 students from every state and 45 foreign countries in it; tuition is today about $50,000 a year, and 70% of those attending receive financial aid.

The university's library system is the largest in the world. It contains more than 10 million volumes and subscribes to 100,000 periodicals. There are three notable art museums which house works from ancient Egyptian to contemporary American. There is also the Botanical Museum, 40 acres of fields, an experimental forest located in New England, a center for the study of the Italian Renaissance in Italy, a center for Byzantine studies in Washington, D.C.

Exercise 3. Answer the following questions.

1. Where is Harvard University?
2. When was Harvard University founded?
3. What well-known persons were among Harvard University's students?
4. What institutions does it contain now?
5. How much is tuition at Harvard today?
6. What do you know about the university's library system?

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

1) Во всем мире; 2) впечатляющая группа государственных деятелей; 3) территория университета; 4) был назван в честь английского миссионера и филантропа; 5) периодические издания; 6) получать финансовую помощь; 7) крупнейшая в мире; 8) современный дизайн; 9) обучение; 10) вмещает работы; 11) центр обучения; 12) экспериментальный лес.

Exercise 5. Make up word combinations and translate them.

1. prestigious	a. figures
2. impressive	b. brick
3. business	c. group
4. literary	d. schools
5. architectural	e. design
6. ivy-covered	f. system
7. contemporary	g. aid
8. professional	h. art museums
9. foreign	i. university
10. financial	j. countries
11. library	k. mix
12. notable	l. leaders

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

1. Harvard University is located in Cambridge, Massachusetts.
2. The University was founded in September in 1656.
3. The University was named after John Adams.
4. An impressive group of statesmen, business leaders, and literary figures have emerged from its classrooms.
5. The university's library system is the largest in the world.

Exercise 7. Fill in the table with the degrees of comparison of the following adjectives.

	Positive	**Comparative**	**Superlative**
1	prestigious		
2	rich		
3		larger	
4			the most famous
5			the oldest

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

1. Гарвардский университет, который был основан в 1636 году, является старейшим и самым престижным университетом в США.
2. Университет расположен в Кембридже, штат Массачусетс, и представляет собой богатое разнообразие архитектурных стилей.
3. В университете учатся около 21,000 студентов из всех штатов и 45 зарубежных стран.
4. Университетская библиотека содержит более 10 миллионов изданий и подписывается на 100,000 периодических изданий.

Lesson 7. HIGHER EDUCATION IN BELARUS

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

Prestigious [preˈstɪdʒəs] – престижный
Affordability [əˌfɔːdəˈbɪləti] – доступность
Higher educational establishment [ˈhaɪə edjʊˈkeɪʃ(ə)nəl ɪˈstæblɪʃm(ə)nt] – высшее учебное заведение
Non-state [nɔn steɪt] – негосударственный
Sabbatical [səˈbætɪk(ə)l] – годичный отпуск (преподавателю для научной работы)
Value [ˈvæljuː] – ценность
Senior lecturer [ˈsiːnɪə ˈlektʃ(ə)rə] – старший преподаватель
Chancellor [ˈtʃɑːns(ə)lə] – ректор университета
Dean [diːn] – декан
Requirement [rɪˈkwaɪəm(ə)nt] – требование
Applicant [ˈæplɪk(ə)nt] – абитуриент
Schedule [ˈʃedjuːl] – расписание

Exercise 2. Read the text.

HIGHER EDUCATION IN BELARUS

The higher education system in Belarus is seen as prestigious due to its high quality and affordability.

There are four main types of higher educational establishments to choose from, which can be either private or state

operated: classical university, profile university or academy, institute, higher college.

The Belarusian system of higher education consists of universities, academies, and institutes. It comprises 42 state and 9 non-state higher educational institutions with a total of 254,400 thousand students. Universities and academies offer graduate and post-graduate programs and are engaged in fundamental research. Whereas universities offer education in a wide variety of areas, academies have a narrower specialization. Institutes are also highly specialized and usually have no post-graduate programs. They can function as separate entities or as part of a university. Higher educational institutions offer full-time (day) and part-time (night and correspondence) programs.

The degree that has been traditionally conferred by Belarusian higher educational institutions is Certified Specialist. It usually requires five years of training, success in final state examinations, and the defense of a diploma paper. The study at medical institutions lasts longer and has a different set of requirements. The need to integrate into the world educational community has stimulated the introduction of two other degrees: Bachelor's, after four years of training, and Master's, after six years of instruction. The advanced scholarly degrees include Candidate of Sciences and Doctor of Science. The degree of Candidate is approximately equivalent to a Ph.D. and requires at least three years of post-graduate study, success in qualification examinations, and the defense of a dissertation. The Doctor's degree is highly prestigious and can be obtained after many years of teaching and independent research. A three-year sabbatical called “doktorantura” leads to the defense of a second dissertation of high theoretical and practical value. The defense is preceded by the publication of several dozen articles and at least one monograph. In 1999, about 54 percent of all faculty members in Belarus had advanced scholarly degrees.

Teachers of higher educational institutions are promoted to faculty positions through the process of competition. Applicants submit documents, which are expected to prove their professional competence and ability to engage in scholarly research. All the papers are reviewed by a special commission, which conducts an interview with the candidate. Since there is no tenure, all the faculty members have to go through this process every five years. The faculty positions are: assistant, senior lecturer, assistant professor (which usually requires a candidate's degree), and Professor (usually with a doctor's degree).

The scholarly ranks of assistant professor and Professor are conferred to faculty members who have worked in the corresponding position for at least a year and have a number of post-defense publications. A higher educational institution is headed by the Chancellor, elected by the Academic Council, which makes major decisions about educational policy, curricula, and staffing. The institution is divided into faculties, headed by Deans. All faculty members are organized according to their specialty into departments called chairs. Applicants to higher educational institutions must have completed secondary education. The admissions are highly selective: on the average, in 1996 there were 250 applications per 100 spots in full-time programs. Since some specialties are much more popular than others, the competition in the departments can be very intense. The prospective students have to take three entrance examinations. The obligatory subjects for all applicants are the Belarusian language or the Russian language. Other subjects, which have to be connected with the future specialty, are set up by the institution on the basis of the list, developed by the Ministry of Education, which includes: a foreign language, history of Belarus, new world history, humankind and society, geography, physics, information science, mathematics, chemistry, biology, and other subjects. The applicants who score the highest are admitted to free studies and are even paid a small monthly stipend.

Previously, higher education was free for all students. Now a certain percentage of students at state universities (those who passed the examinations but did not win the competition) pay tuition fees.

All the enrolled students are divided into permanent groups of 25 to 30 people. They stay together as a group throughout the period of their studies, which allows them to develop close friendships. The schedule is made for the whole group. The structure of the curricula largely depends on standards developed on the state level. This is done in order to ensure the quality of education in the whole Republic. The main categories included in the curricula are general, general professional, and specialized subjects. The share of electives is comparatively small. The academic year begins on September 1 and is divided into two semesters.

Students are graded both for their current work and examinations taken at the end of each semester. The grades used for evaluation are "excellent, good, satisfactory, and unsatisfactory." In case of a failure, students are allowed to retake the examination three times, the last time before a panel of professors. If they fail, they are expelled from the university. Excellent students receive an increase to their stipend. The course of study culminates in a state profile exam and the defense of a diploma paper. Those students who graduate with an excellent result are awarded a diploma with honours.

Under the new socioeconomic conditions, higher education is increasingly charged with the task of restructuring the curricula, diversifying the educational process, and adapting it to the requirements of the market economy. The enrollment figures are steadily growing, mostly because of the emergence of private institutions, as well as paid programs within existing universities. The most popular and competitive programs are in management, economics, law, and foreign languages.

Exercise 3. Answer the following questions.

1. Why is the higher education system in Belarus seen as prestigious?
2. How many types of higher educational establishments are there in Belarus?
3. What educational institutions does the Belarusian higher education system consist of?
4. How many state and non-state higher educational institutions are there in Belarus?
5. What programs do higher educational institutions offer?
6. How long does the period of study at Belarusian higher educational institutions last?
7. Who is a higher educational institution headed by?
8. Who is the Chancellor elected by?
9. Who are faculties headed by?
10. Is higher education in Belarus free of charge?
11. What does the structure of the curricula depend on?
12. When does the academic year begin?
13. How many semesters is the academic year divided into?
14. What do students take at the end of each semester?
15. Why are students awarded a diploma with honours?

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

1) Более узкая специализация; 2) новые социально-экономические условия; 3) развивать близкие дружеские отношения; 4) система

высшего образования; 5) высокое качество и доступность; 6) структура учебных программ; 7) основные типы высших учебных заведений; 8) защита диссертации; 9) фундаментальные исследования; 10) старший преподаватель; 11) законченное среднее образование; 12) оплатить обучение; 13) учебный процесс; 14) рыночная экономика; 15) ректор университета; 16) защита дипломной работы; 17) декан; 18) вступительные экзамены; 19) высшие ученые степени; 20) диплом с отличием; 21) образовательная политика; 22) публикация нескольких десятков статей.

Exercise 5. Translate the following words and word combinations in brackets into English.

1. The higher education system in Belarus is prestigious (благодаря ее высокому качеству).
2. Higher educational establishments can be (частные или государственные).
3. They can function (как отдельные единицы или как часть университета).
4. The advanced scholarly degrees include (степени кандидата наук и доктора наук).
5. The faculty positions are: (ассистент, старший преподаватель, доцент и профессор).
6. The academic year begins in September 1 and (делится на два семестра).

Exercise 6. Combine the words with the help of the preposition *of*. Use the text. Translate these word combinations.

1	the requirements	of	a	education
2	the structure		b	a diploma paper
3	the emergence		c	higher educational establishments
4	the quality		d	higher education
5	the course		e	several dozen articles
6	main types		f	private institutions
7	Doctor		g	each term
8	the publication		h	the market economy
9	the system		i	Science
10	at the end		j	study
11	the defense		k	the curricula

Exercise 7. Join the two halves of the sentences.

1	Students are graded both for their current work and examinations …	a	which makes major decisions about educational policy, curricula, and staffing.
2	All faculty members are organized according to …	b	full-time and part-time programs.
3	A higher educational institution is headed by the Chancellor, elected by the Academic Council, …	c	as prestigious due to its high quality and affordability.
4	The Doctor's degree is highly prestigious and …	d	their specialty into departments called chairs.
5	Higher educational institutions offer …	e	must have completed secondary education.
6	The higher education system in Belarus is seen …	f	taken at the end of each semester.
7	Applicants to higher educational institutions …	g	can be obtained after many years of teaching and independent research.

Exercise 8. Give the three forms of the following verbs. Translate the verbs.

	V1	V2	V3	Meaning
1	to begin			
2	to see			
3	to make			
4	to take			
5	to do			
6	to divide			
7	to pay			
8	to obtain			
9	to win			
10	to work			

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

	Positive	Comparative	Superlative
1	popular		
2	new		
3		narrower	
4			the highest
5	close		
6		longer	
7			the smallest
8	wide		

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

1. Система высшего образования в Беларуси считается престижной благодаря своему высокому качеству и доступности.
2. В Беларуси существует четыре основных типа высших учебных заведений.
3. Университеты и академии предлагают программы магистратуры и послевузовского образования и занимаются фундаментальными исследованиями.
4. Университеты предлагают образование по самым разным направлениям, академии имеют более узкую специализацию.
5. Институты также узкоспециализированы и обычно не имеют программ последипломного образования.
6. Степень доктора очень престижна и может быть получена после многих лет преподавания и независимых исследований.
7. Высшее учебное заведение возглавляет ректор.
8. Структура учебных программ во многом зависит от стандартов, разработанных на государственном уровне.
9. Учебный год начинается 1 сентября и делится на два семестра.
10. Тем студентам, которые заканчивают обучение с отличным результатом, вручается диплом с отличием.

Lesson 8. BELARUSIAN STATE UNIVERSITY

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

To found [faʊnd] – основывать
To admit [ədˈmɪt] – принимать
To comprise [kəmˈpraɪz] – состоять, включать
Initially [ɪˈnɪʃ(ə)lɪ] – изначально

To establish [ɪˈstæblɪʃ] – создавать, основывать

The pre-war period [priːˈwɔː period] – довоенный период

To provide [prəˈvaɪd] – предоставлять, обеспечивать

Part-time education [pɑːtˈtaɪm edʒʊˈkeɪʃ(ə)n] – заочное обучение

The Nazi invaders [ˈnɑːtsɪ ɪnˈveɪdəz] – немецко-фашистские захватчики

In the post-war [pəʊst wɔː] years – в послевоенные годы

To restore [rɪˈstɔː] – восстанавливать

To turn into [tɜːn ˈɪntə] – превращать

Curriculum [kəˈrɪkjʊləm] – учебный план

To give attention [gɪv əˈtenʃ(ə)n] – уделять внимание

Scholarship [ˈskɒləʃɪp] – стипендия

The Order of the Red Banner of Labour – орден Трудового Красного Знамени

Contribution [kɒntrɪˈbjuːʃ(ə)n] – вклад

To cooperate [kɒntrɪˈbjuːʃ(ə)n] – сотрудничать

The International University Association [ɪntəˈnæʃ(ə)n(ə)l juːnɪˈvɜːsɪtɪ əsəʊʃɪˈeɪʃ(ə)n] – международная ассоциация университетов

To expand [ɪkˈspænd] – расширять

Exercise 2. Read the text.

BELARUSIAN STATE UNIVERSITY

The Belarusian State University is one of the oldest institutions of higher education in Belarus. It was founded in 1921 and 1,390 students were admitted that year. Initially, the university comprised three faculties: Workers, Medicine, and Humanities. In 1922, the Pedagogical Faculty was established. By 1930, the university consisted of six faculties: Workers, Medicine, Pedagogical, National Economy, Law and Soviet Development, and Chemical Technology.

The republic's first higher school rapidly grew and developed and in the pre-war period a number of independent higher schools for medicines, pedagogics, and national economy appeared on the basis of the University. In 1941 the university consisted of six faculties: Chemistry, Physics and Mathematics, Biology, History, Geography, and Languages. There was also a Work Faculty that provided part-time education to full-time employees of factories and plants.

During the Great Patriotic War the University was razed to the ground by the Nazi invaders.

In the post-war years the University was quickly restored and in a short period of time it turned into one of the largest institutions of higher education of the country.

At present the University has 15 faculties: the Faculty of Biology, the

Faculty of Geography and Geoinformatics, the Faculty of Journalism, the Faculty of History, the Faculty of Mechanics and Mathematics, the Faculty of Physics, the Faculty of International Relations, the Faculty of Applied Mathematics and Informatics, the Faculty of Philology, the Faculty of Radiophysics and Computer Technologies, the Faculty of Sociocultural Communications, the Faculty of Philosophy and Social Sciences, the Faculty of Chemistry, the Faculty of Economics, the Faculty of Law, which train specialists of various professions and specializations. It has day, evening and correspondence departments where thousands of students study. There are more than 20,000 students at the University. They attend lectures and seminars. All the students study foreign languages. Students' practical work is given much attention to.

The students of the teachers' training faculties give lessons at secondary schools and work as leaders in children's summer camps.

The university course lasts four or five years. An academic year is divided into two terms each ending in an examination session. Those who pass the exams successfully get a scholarship.

The students who have advanced knowledge in foreign languages work on a special curriculum and receive a special diploma which gives them the right to use a foreign language in their future work.

In 1967 the Belarusian State University was awarded the Order of the Red Banner of Labour for its contribution to the development of science and academic training.

The University is a member of the International University Association and actively cooperates with the Universities of Sofia, Lyublyana, Warsaw and Krakow, Viena, Berlin and others. These Universities constantly expand the exchange of students, post-graduates and scientists.

Every year hundreds of young specialists begin working in different branches of national economy, science, education, in mass media, prosecutor's offices and courts.

Exercise 3. Answer the following questions.

1. When was the Belarusian State University founded?
2. How many faculties were there at the University in 1921?
3. How many faculties did the university consist of in 1941?
4. What happened to the university during the Great Patriotic War?
5. How many faculties are there at the University nowadays?
6. How many students study at the University?
7. What do students attend during their period of studies?
8. Do the students study foreign languages?
9. How many terms is an academic year divided into?
10. What do students get if they pass the exams successfully?
11. What was the university awarded for its contribution to the development of science and academic training in 1967?
12. Where do hundreds of young specialists start working after graduation?

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

1) В послевоенные годы; 2) активно сотрудничает; 3) немецко-фашистские захватчики; 4) углубленное знание иностранных языков; 5) учебный год; 6) развитие науки; 7) сотни молодых специалистов; 8) обмен студентами; 9) прикладная математика; 10) стипендия; 11) аспирант; 12) средства массовой информации; 13) фабрики и заводы; 14) заочное обучение; 15) факультет социокультурных коммуникаций; 16) экзаменационная сессия; 17) сдавать экзамены успешно; 18) факультет международных отношений; 19) прокуратура и суды; 20) практическая работа студентов; 21) специальная учебная программа; 22) был разрушен до основания.

Exercise 5. Match the synonyms.

1. to establish	a. every
2. to begin	b. quickly
3. term	c. scholar
4. faculty	d. to found
5. rapidly	e. semester
6. various	f. department
7. each	g. to start
8. scientist	h. different

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

1. The Belarusian State University was established in 1921.
2. Initially, the university comprised six faculties.
3. In the post-war years the University was slowly restored.
4. Today, the University has 16 faculties.
5. More than 20 thousand students study at the University.
6. Foreign languages are studied at the University.
7. Students' practical work is given little attention to.
8. The university course lasts four or five years.
9. An academic year is divided into three terms.
10. The students can receive a special diploma if they have advanced knowledge in foreign languages work on a special curriculum.
11. The University actively cooperates with European Universities and others.

Exercise 7. Translate the words into Russian.

Successful – successfully; quick – quickly; initial – initially; active – actively; constant – constantly; rapid – rapidly.

Exercise 8. Translate the word combinations in brackets into English.

1. 1,390 students (были приняты) to its three faculties in 1921.
2. The republic's first higher school (быстро) grew and developed.
3. The University (был разрушен до основания) by the Nazi invaders.
4. In the post – war years the University (был быстро восстановлен).
5. Students' practical work (уделяется большое внимание).
6. The students of the teachers' training faculties work as leaders (в детских летних лагерях).
7. An academic year (делится на два семестра).
8. Students have (хорошие знания) in foreign languages.
9. In 1967 the Belarusian State University (был награжден) the Order of the Red Banner of Labour.
10. The Universities (расширяют обмен) of students.
11. Every year young specialists (начинают работать в разных отраслях национальной экономики).

Exercise 9. Complete the following table with the appropriate verb or noun form.

	Verb	Noun	Meaning
1	to examine		
2		leader	
3	to know		
4		attendance	
5	to educate		
6	to train		
7		foundation	
8		expansion	
9	to develop		
10	to contribute		

Exercise 10. Complete the sentences according to the text. Use the following words: *knowledge, scientists, training, contribution, expand, examination, pass, academic, specialists, scholarship, seminars, foreign, terms, faculties, was founded, national, diploma, attend, curriculum.*

1. The Belarusian State University _____ in 1921 and had only three faculties that year.
2. There are 15 _____ at the University.
3. The students of the University _____ lectures and _____.
4. All the students study _____ languages.
5. An _____ year is divided into two _____ each ending in an _____ session.
6. Those students who _____ the exams successfully get a _____.
7. The students who have advanced _____ in foreign languages work on a special _____ and receive a special _____.
8. The Belarusian State University was awarded the Order of the Red Banner of Labour for its _____ to the development of science and academic _____ in 1967.
9. The Universities of Sofia, Lyublyana, Warsaw and Krakow, Viena, Berlin and others constantly _____ the exchange of students, post-graduates and _____.
10. Every year hundreds of young _____ begin working in different branches of _____ economy.

Lesson 9. BELARUSIAN STATE AGRICULTURAL ACADEMY

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

To found [faund] – основывать
To enroll [ɪnˈrəʊl] – зачислять
To contribute [kənˈtrɪbjuːt] – способствовать, вносить вклад
Repair shops [rɪˈpeə ʃɒps] – ремонтные мастерские
Printing house [ˈprɪntɪŋ haʊs] – типография
Study buildings [ˈstʌdɪ ˈbɪldɪŋz] – учебные корпуса
Tutorial room [tjuːˈtɔːrɪəl ruːm] – аудитория
Assembly hall [əˈsemblɪ hɔːl] – актовый зал
Assistant professor [əˈsɪst(ə)nt prəˈfesə] – доцент
Hostel accommodation [ˈhɒst(ə)l əkɒməˈdeɪʃ(ə)n] – место в общежитии
Extra-mural department [ˈekstrəˈmjʊərəl dɪˈpɑːtm(ə)nt] – заочное отделение
Recreation hall [ˌrekrɪˈeɪʃ(ə)n hɔːl] – комната отдыха
Amateur activities [ˈæmətə ækˈtɪvətɪz] – художественная самодеятельность
Vocational practice [və(ʊ)ˈkeɪʃ(ə)n(ə)l ˈpræktɪs] – производственная практика

Exercise 2. Read the text.

BELARUSIAN STATE AGRICULTURAL ACADEMY

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.

About 1000 freshmen are enrolled every year in eight faculties: the Agrotechnological Faculty, the Faculty of Biotechnology and Aquaculture, the Land Use Planning Faculty, the Farm Mechanisation Faculty, the Land Reclamation and Construction Faculty, the Economics Faculty, the Faculty

of Business and Law and Bookkeeping Faculty. Foreign students make up about 2–3 per cent of the total. The Academy comprises 44 departments, an experimental farm, a pedigree cattle farm, experimental fields, repair shops and a printing house.

The Academy occupies sixteen study buildings. 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. The library of the Academy has a big collection of books, more than a million. There are many textbooks, a lot of books on different specialities and also Russian and foreign technical journals there. 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 800 teachers at our Academy, among them there are 28 professors, Doctors of Science, 239 assistant professors, Candidates of Science. They give lectures and practical instruction and carry out research work in different spheres of knowledge. More than ten thousand students study at the Academy. A lot of students get scholarships, most of them are provided with hostel accommodation. There is an extra-mural department at the Academy too. In 1998 the Higher School of Agribusiness 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 period of study is 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.

At the end of the third or 4th 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 in social 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 or another. There is a sports complex with a winter swimming pool and a stadium. Those who are, fond of poetry, singing or dancing take part in the amateur activities. There are all opportunities for all round development of future specialists.

The Academy has many contacts with foreign educational establishments and it also cooperates with research institutes abroad. The Academy actively collaborates with the leading universities of many countries in the world. Many delegations from the Netherlands, France, the USA, Germany, Poland and other countries visit the Academy. Those who study 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.

Exercise 3. 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. How many faculties are there at the Academy?
5. Does the Academy have a big library?
6. How many students study at the Academy?
7. Is there an extra-mural department at the Academy?
8. When are terminal examinations held?
9. When do the students of the Academy have their practice?

10. Are you a member of the Students' Scientific Society?

11. Do you take part in the amateur activities?

12. Is it a good thing to leave home at the age of 18? What are the advantages and disadvantages?

13. Does the Academy have contacts with other foreign educational establishments?

14. What do you like and dislike about studies at the academy?

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

1) Высшее учебное заведение; 2) ежемесячная стипендия; 3) быть в распоряжении; 4) склонность к научной работе; 5) вести практические занятия; 6) место в общежитии; 7) производственная практика; 8) аудитория; 9) преподавание ведется на очень высоком уровне; 10) исследовательская работа; 11) ремонтные мастерские; 12) защищать дипломную работу; 13) художественная самодеятельность; 14) учебный план; 15) доцент; 16) будущие специалисты; 17) теоретические и практические знания; 18) продолжить славные традиции; 19) учебные корпусы; 20) сельскохозяйственные предприятия; 21) хорошо укомплектованная библиотека; 22) животноводческая ферма; 23) высшая школа агробизнеса.

Exercise 5. Make up word combinations and translate them.

1. tutorial	a. house
2. assembly	b. department
3. printing	c. skills
4. computer	d. garden
5. modern	e. room
6. botanical	f. knowledge
7. dendrology	g. profession
8. extra-mural	h. universities
9. fundamental	i. practice
10. practical	j. centre
11. future	k. traditions
12. vocational	l. equipment
13. glorious	m. park
14. leading	n. hall

Exercise 6. Put the words in the right order.

1. The / in / was / an / Belarusian / founded / State / as / Academy / agricultural / Agricultural / school / 1840.

2. Buildings / study / the / occupies / Academy / sixteen.

3. The / collection / of / library / has / the / of / a / big / Academy / books.

4. Academy / thousand / than / at / students / ten / more / study / the.

5. A / get / lot / scholarships / students / of.

6. The / into / two / Academic / divided / terms / year / is.

7. Tests / year / and / students / oral / each / take / examinations.

8. The / provides / theoretical / of / high / with / a / and / practical / students / Academy / standard / knowledge.

9. Cooperates / research / the / abroad / Academy / with / institutes.

Exercise 7. Complete the sentences according to the text. Use the following words: *knowledge, faculties, tutorial rooms, teaching, establishments, foreign students, to train, library, education, modern, final exams, students' disposal, universities, classes.*

1. The Belarusian State Agricultural Academy is one of the oldest higher agricultural _____ in the Republic of Belarus.

2. About 1000 freshmen are enrolled every year in eight _____.

3. _____ make up about 2–3 per cent of the total.

4. Numerous _____, lecture halls, an assembly hall, laboratories, a polyclinic, the Palace of Culture, a well-stocked _____ with a reading hall, a canteen are at _____.

5. Study and research laboratories are provided with _____ equipment.

6. _____ is maintained at a very high level.

7. The Higher School of Agribusiness provides students with the second higher _____.

8. _____ are held at the end of the course of studies.

9. Students have morning and afternoon _____.

10. The Academy provides students, future specialists with a high standard of theoretical and practical _____.

11. The Academy actively collaborates with the leading _____ of many countries in the world.

12. The main task of the Academy is _____ highly qualified specialists.

Unit 3. PEOPLE AND NATURE

Lesson 1. PEOPLE AND PLANTS

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

To release [rɪˈliːs] – выделять, высвобождать
Raw materials [rɔː məˈtɪərɪəlz] – сырье
Marine plants [məˈriːn plɑːnts] – морские растения
To breed [briːd] – разводить, культивировать
To rely on [rəˈlaɪ ɒn] – полагаться на
Essential oils [ɪˈsenʃ(ə)l ɔɪlz] – эфирные масла
To extract [ɪkˈstrækt] – получать экстракт, экстрагировать
Fragrance [ˈfreɪgr(ə)ns] – аромат
To heal [hiːl] – излечивать
Life threatening [laɪf ˈθret(ə)nɪŋ] – опасный для жизни
Cancer [ˈkænsə] – раковое заболевание
Swamp [swɒmp] – болото, топь

Exercise 2. Read the text.

PEOPLE AND PLANTS

Without plants there would be no life on Earth. In addition to providing food crops, they also release oxygen into the air for people to breathe. Plants provide the raw materials for making clothes, perfumes, paper and rubber – even toothpaste and ice cream can contain extracts from marine plants.

Over the centuries, people have selected and bred plants for different purposes. Today just three plants – wheat, rice and corn – feed more than half the people in the world. Other sources of food include the underground parts of plants, such as potatoes, the fruits and nuts of trees, such as apples, oranges, coconuts. Popular drinks, such as coffee, tea, and cocoa are all made from parts of plants.

Although the modern perfume industry can make perfumes artificially, it still relies on essential oils extracted from flowers such as rose, lavender, jasmine, and orange for the purest fragrances.

In ancient times, plants played a vital role in healing, and many are still used by the modern pharmaceutical industry. In China, medical authorities recognize the medical properties of more than 5,800 plants. Research studies have proven the effectiveness of herbs for health problems from the common cold to life-threatening cancer.

The coal that is burned as fuel today began form about 300 million years ago in swamp forests. As plants died, they were buried in the swamps but did not rot away completely. Instead they stuck together to form layers of peat. Gradually the peat was compressed and heated to form coal.

Exercise 3. Answer the following questions.

1. What do we use plants for?
2. What are the plants that feed half the people of the planet?
3. What parts of plants do people use for food?
4. Would you name the flowers the modern perfume industry uses for the purest fragrances?
5. Do you know any plants used for medical purposes?
6. What plants do you use to keep yourself healthy?
7. What is the coal? How does it form?
8. Have you ever been to swamp forests?
9. What do you know about swamp forests?

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

1) Резина; 2) экстракты из морских растений; 3) современная фармакологическая промышленность; 4) лечебные свойства растений; 5) эффективность трав; 6) общая простуда; 7) популярные напитки; 8) погружаться в топь болот; 9) зубная паста; 10) культивировать растения; 11) пшеница; 12) чистейшие ароматы; 13) научные исследования; 14) перегнивать; 15) уголь; 16) кислород; 17) кокосовые орехи; 18) лечение; 19) слои торфа; 20 лаванда.

Exercise 5. Fill in the missing parts of the sentences according to the text.

1. There would be no life on Earth without _____.
2. Plants provide the _____ for making different things.
3. _____, such as coffee, tea, and cocoa are all made from _____.
4. The modern perfume industry can make perfumes _____.
5. In ancient times plants played _____ in healing.

6. Research studies have proven the _____ for health problems.

7. Gradually the _____ was compressed and heated to form _____.

Exercise 6. Put the verbs in brackets into the correct tense-form.

1. Over the centuries, people (to breed) plants for different purposes.

2. Today just three plants (to feed) more than half the people in the world.

3. The modern perfume industry still (to rely) on essential oils extracted from flowers.

4. Many plants (to use) by the modern pharmaceutical industry.

5. As plants died, they (to bury) in the swamps but did not rot away completely.

Exercise 7. Make up word combinations and translate them.

1. essential	a. industry
2. marine	b. fragrances
3. perfume	c. times
4. medical	d. oils
5. the purest	e. problems
6. health	f. forests
7. ancient	g. properties
8. swamp	h. plants

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

1. Растения являются сырьем для изготовления одежды, духов, бумаги и резины.

2. Веками люди выращивали и культивировали растения для различных целей.

3. Популярные напитки, такие, как кофе, чай и какао, получают из определенных частей растений.

4. Многие растения используются в современной фармакологической промышленности.

5. В Китае официально признано, что более 5800 растений обладают лечебными свойствами.

6. Научные исследования доказали эффективность растений при лечении различных болезней.

7. Когда растения погибали, они погружались в топь болот, но не перегнивали там полностью, а спрессовывались, образуя слои торфа.

Lesson 2. PEOPLE AND NATURE

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

Corresponding demand [ˌkɒrɪˈspɒndɪŋ dɪˈmɑːnd] – соответствующее требование

Impact [ˈɪmpækt] – влияние, воздействие

Acid rain [ˈæsɪd reɪn] – кислотный дождь

Forest [ˈfɒrɪst] – лес

Ozone layer [ˈəʊzəʊn layer] – озоновый слой

Habitat [ˈhæbɪtæt] – естественная среда

Species [ˈspiːʃiːz] – вид, разновидность

To adapt [əˈdæpt] – приспосабливаться

Water vapour [ˈwɔːtə ˈveɪpə] – водяной пар

To escape [ɪˈskeɪp] – исчезать

The outer atmosphere [ˈaʊtə ˈætməsfɪə] – внешний слой атмосферы

Glacier [ˈglasɪə] – ледник

Poisonous gas [ˈpɔɪzənəs gæs] – отравляющий газ

Vehicle exhausts [ˈviːɪk(ə)l ɪgˈzɔːsts] – выбросы транспортных средств

Moisture [ˈmɔɪstʃə] – влага

To reduce [rɪˈdjuːs] – уменьшать

Emission [ɪˈmɪʃ(ə)n] – выделение, распространение

Pollutant gas [pəˈl(j)uːt(ə)nt gæs] – загрязняющий газ

To penetrate [ˈpenɪtreɪt] – проникать

Chlorofluorocarbons [ˌklɔrəuˌflɔrəˈkɑːbənz] – хлорфторуглероды

To destroy [dɪˈstrɔɪ] – уничтожать, разрушать, истреблять, губить

Exercise 2. Read the text.

PEOPLE AND NATURE

The rapid rise in the human population and the corresponding demand for resources has had a dramatic impact on the natural world. While global warming, acid rain, and holes in the ozone layer affect the whole planet, other changes, such as habitat destruction and hunting, threaten individual species. Over millions of years, many species have adapted to natural changes, such as long-term variation in climate. However, it is more difficult for living things to adapt to the harmful materials released into the environment as a result of human activities.

World temperatures are currently rising every year. This so called global warming is caused by the buildup of gases and water vapour in the atmosphere. These gases form a layer that reflects the heat back to Earth, rather than allowing it to escape into the outer atmosphere. As the planet warms up, the water in the oceans will take up more space and water locked up in glaciers and the polar ice caps will start to melt. This could cause sea levels to rise and many habitats will disappear under water.

Acid rains fall when poisonous gases from power stations and vehicle exhausts mix with oxygen and moisture in the air. These gases become part of the water cycle and may be carried long way by the wind before they fall as acid rain, or snow. Acid rains poison or kill wildlife in lakes, rivers, and forests and damage the surrounding plant life. The problem could be controlled by reducing vehicle emissions and limiting the gases released from power stations.

A natural layer of ozone gas high in the atmosphere provides protection against the Sun's harmful rays. However, certain pollutant gases, including CFCs (chlorofluorocarbons) are now destroying the ozone. Since 1979, "holes" have appeared in the ozone layer – first over the Antarctic, then over the Arctic. Damaging ultraviolet rays from the Sun penetrate these "holes", slowing the growth of plants.

Exercise 3. Answer the following questions.

1. What are the consequences of human activity?
2. What is global warming? What is it caused by?
3. What makes sea levels rise? What are the consequences of this phenomenon?
4. What damage do acid rains cause? How could the problem be controlled?
5. What does a natural layer of ozone gas provide for living beings?
6. Where did "ozone holes" appear?

Exercise 4. Translate the following words and word combinations into English.

1) Атмосфера; 2) глобальное потепление; 3) дыры в озоновом слое; 4) обеспечить защиту; 5) результат человеческой деятельности;

6) живые существа; 7) круговорот воды; 8) долгосрочное изменение климата; 9) вредные лучи; 10) рост растений; 11) окружающая среда; 12) выбросы транспортных средств; 13) энергостанции; 14) отражать тепло обратно на землю; 15) полярные ледяные шапки; 16) кислотные дожди; 17) океаны; 18) ледники; 19) живая природа.

Exercise 5. Translate the words into Russian.

a) Active – activity; natural – nature; globe – global; harm – harmful; poison – poisonous.

b) To reflect – reflection; to emit – emission; to protect – protection; to moist – moisture; to grow – growth; destruct – destruction; to populate – population.

Exercise 6. Fill in the missing parts of the sentences according to the text.

1. Over millions of years, many species have adapted to natural changes, such as _____.
2. Global warming is caused by the buildup of gases and _____.
3. Acid rains poison or kill wildlife in lakes, rivers, and forests and _____.
4. A natural layer of ozone gas high in the atmosphere provides protection against _____.
5. Damaging ultraviolet rays from the Sun penetrate these “holes”, _____.

Exercise 7. Make up word combinations and translate them.

1. human	a. warming
2. natural	b. layer
3. global	c. cycle
4. acid	d. materials
5. ozone	e. world
6. harmful	f. gases
7. poisonous	g. radiation
8. water	h. population
9. ultraviolet	i. rain

Exercise 8. Match the words with their definitions.

1	acid rain	a	the mixture of gases that surrounds the Earth
2	atmosphere	b	the natural conditions, such as air, water, and land, in which people, animals, and plants live

3	climate	c	the natural home of a plant or animal
4	environment	d	a gas present in the air that is a simple substance, is without colour, taste or smell, and is necessary for all forms of life on Earth
5	glacier	e	the average weather conditions at a particular place over a period of years
6	habitat	f	water, or other liquids, in small quantities or in the form of steam or mist
7	moisture	g	rain containing harmful quantities of acid as a result of industrial pollution
8	oxygen	h	a mass of ice which moves very slowly down a mountain valley

Exercise 9. Translate the following sentences from Russian into English.

1. За миллионы лет многие живые существа приспособились к естественным изменениям климата.
2. Однако гораздо труднее для живых существ приспособиться к выбросам в окружающую среду вредных веществ, производимых человеком.
3. Температура земли с каждым годом постепенно повышается.
4. По мере того как планета будет нагреваться, уровень воды в океанах будет повышаться и вода, заключенная в ледниках и полярных снегах, начнет таять.
5. Отравляющие газы становятся частью природного круговорота воды, они могут довольно далеко переноситься ветрами и затем выпадают на землю в виде кислотного дождя или снега.
6. С 1979 года в озоновом слое Земли существуют «дыры», которые появились над Антарктидой, а затем над Арктикой.

Exercise 10. Make a summary of the text “People and Nature”. The plan for retelling the text will help you.

1. The title of the text.
2. The main idea of the text.
3. The contents of the text.
4. Your opinion of the text.

Lesson 3. HABITATS IN DANGER

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

Rival [ˈraɪv(ə)l] – конкурент, соперник
Survival [səˈvaɪv(ə)l] – выживание
Habitat [ˈhæbɪtæt] – естественная среда
Delicate balance [ˈdelɪkət ˈbæl(ə)ns] – хрупкий баланс
To dig up [dɪg ʌp] – раскапывать
Extinction [ɪkˈstɪŋ(k)ʃ(ə)n] – исчезновение, вымирание
Destruction [dɪˈstrʌkʃ(ə)n] – разрушение
To plow up [ˈplaʊ ʌp] – распахивать (земли)
Soil erosion [sɔɪl ɪˈrəʊʒ(ə)n] – почвенная эрозия
Flood [flʌd] – потоп, наводнение
Drought [draʊt] – засуха
Dam [dæm] – дамба, плотина, запруда
Irrigation [ɪrɪˈgeɪʃ(ə)n] – орошение
Silt [sɪlt] – ил, осадок, наносы
To enrich [ɪnˈrɪtʃ] – обогатить
Marsh [mɑːʃ] – болото, топь
Peat bog [piːt bɒg] – торфяное болото
Spawning ground [ˈspɔːnɪŋ ɡraʊnd] – место для размножения, нереста
Lobster [ˈlɒbstə] – рак, омар
Shrimp [ʃrɪmp] – креветка

Exercise 2. Read the text.

HABITATS IN DANGER

The Earth is a home to millions of different kinds of living things, which are linked in many ways. Together, they make up the complex world of nature. Some are rivals or enemies while others depend on each other for survival.

Wild plants and animals live in a particular set of surroundings, called their habitat. Nowadays people are in a hurry to change habitats to suit their own needs – to create farmlands or build cities, for example. The way people live threatens the delicate balance between living things and their habitats.

People create pollution that travels through the air and water from one habitat to another. They also destroy wildlife habitats by digging the ground up for mining, or by building roads through them.

A quarter of all the plants in the world are known to be in danger or threatened with extinction.

The most serious threat of plants is the destruction of their habitat. This includes cutting down rain forests, draining wetlands, and plowing up grasslands. As population increases, people demand more space. The trees are cut down for timber or make way for farms and mines, but forest clearance causes many long-term problems such as soil erosion, floods, and droughts. An area of a football field is cut down every second. If this continues, the rest of the rainforests could disappear within 40 years.

Many large-scale dams have been built around the world to generate electricity and control irrigation of crops. But dams drown valleys and prevent silt in the water from flooding over the land and enriching the soil. Crops have to be fed with expensive fertilizers instead of free, natural silt. Dams and irrigation canals also reduce the amount of silt that reaches the river's delta. Silt normally builds up in the delta and helps protect the shoreline.

Marshes, peat bogs, and other wetlands are important habitats. Coastal wetlands are spawning grounds for fish, lobsters, and shrimps. More than half of European wetlands have been drained for agriculture, flood control or tourism. Pollution from farms and towns also damages wetlands. Conservation laws, pollution control, and less intensive farming would help them recover.

Exercise 3. Answer the following questions.

1. What is a habitat?
2. Why does the way people live threaten the balance between living things and their habitats?
3. What is the most serious threat to plants?
4. What long-term problems does the forest clearance cause?
5. What are dams built for?
6. What is the side effect of a dam built in an area?
7. Why are marshes and peat bogs considered important habitats?
8. What measures could help recover wetlands?

Exercise 4. Translate the following words and word combinations into English.

1) Пахотные земли; 2) загрязнение; 3) серьезная угроза; 4) вырабатывать электричество; 5) удовлетворение потребностей; 6) находиться под угрозой исчезновения; 7) наводнение; 8) луга; 9) береговая линия; 10) засуха; 11) шахта; 12) живые существа; 13) контроль загрязнения; 14) осушение болотистых земель;

15) уменьшить количество ила; 16) исчезать; 17) зависеть друг от друга; 18) обогащение почвы; 19) строительство дорог; 20) почвенная эрозия; 21) дельта реки; 22) вырубка тропических лесов; 23) менее интенсивное ведение сельского хозяйства; 24) уничтожение среды обитания.

Exercise 5. Match the words with their definitions.

1	drought	a	a great overflow of water
2	extinction	b	animals and plants which live and grow in natural conditions
3	fertilizer	c	the state of being or becoming extinct
4	flood	d	a deep hole or system of holes under the ground from which coal, gold, tin, or other mineral substances are dug
5	marsh	e	a tropical forest with tall trees growing together and with a high rainfall
6	mine	f	a natural or chemical substance that is put on the land to make crops grow better
7	rainforest	g	a long period of dry weather when there is not enough water
8	wildlife	h	low land that is soft and wet

Exercise 6. Fill in the blanks with the suitable words from the following list: *fish, threat, silt, habitat, cut down, living things, protect, in danger, destruction, balance, pollution control, floods, soil.* Use the text.

1. Millions of different kinds of _____ make up the complex world of nature.
2. Wild plants and animals live in their _____.
3. The way people live threatens the delicate _____ between living things and their habitats.
4. Today a quarter of all the plants in the world are _____.
5. The most serious _____ of plants is the _____ of their habitat.
6. The trees are _____ for timber.
7. Forest clearance causes many long-term problems such as soil erosion, _____, and droughts.
8. Dams drown valleys and prevent _____ in the water from flooding over the land and enriching the _____.
9. Silt normally builds up in the delta and helps _____ the shoreline.
10. Coastal wetlands are spawning grounds for _____, lobsters, and shrimps.

11. Conservation laws, _____, and less intensive farming would help them recover.

Exercise 7. Complete the following table with the appropriate verb or noun form.

	Verb	Noun	Meaning
1	to pollute		
2		building	
3		destruction	
4	to populate		
5	to irrigate		
6	to threaten		
7		clearance	
8		prevention	

Exercise 8. Join the two halves of the sentences.

1	The Earth is …	a	people demand more space.
2	People destroy wildlife habitats …	b	to generate electricity and control irrigation of crops.
3	As population increases, …	c	instead of free, natural silt.
4	An area of a football field …	d	a home to millions of different kinds of living things.
5	Many large-scale dams have been built around the world …	e	also damages wetlands.
6	Crops have to be fed with expensive fertilizers …	f	are important habitats.
7	Dams and irrigation canals …	g	by digging the ground up for mining, or by building roads through them.
8	Marshes, peat bogs, and other wetlands …	h	is cut down every second.
9	Pollution from farms and towns …	i	also reduce the amount of silt that reaches the river's delta.

Exercise 9. Translate the following sentences from Russian into English.

1. Сегодня люди активно меняют естественную среду обитания живых существ для удовлетворения своих потребностей.

2. Образ жизни людей нарушает хрупкий баланс живых существ в их естественной среде.

3. Известно, что четверть мировой флоры находится на грани исчезновения.

4. Наиболее серьезной угрозой для растений является нарушение их естественной среды обитания.

5. Деревья рубят для получения древесины или расчистки места для ферм и рудников, однако вырубка лесов порождает немало будущих проблем, таких, как эрозия почвы, наводнения и засухи.

6. Посевы приходится подкармливать дорогими удобрениями вместо бесплатного природного ила.

7. Болота, торфяники и другие водно-болотные угодья являются важной средой обитания.

8. Прибрежные заболоченные места являются местом размножения и нереста рыб, раков и креветок.

9. Законы о сохранении этих земель, контроль загрязнения и менее интенсивное ведение сельского хозяйства могли бы способствовать их восстановлению.

Exercise 10. In many countries forests, fields and marshes are being destroyed. Is it a problem in your country? Find out if your country has a policy to protect the environment.

Lesson 4. THE HAZARDS OF HUMAN POLLUTION OF NATURE

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

Pollution [pəˈluːʃ(ə)n] – загрязнение
Certain [ˈsɜːt(ə)] – определенный
To breathe [briːð] – дышать
Pure water [pjʊə ˈwɔːtə] – чистая вода
Housing [haʊzɪŋ] – жилье
To shelter [ˈʃeltə] – укрывать, защищать, давать приют
Community [kəˈmjuːnɪtɪ] – сообщество
Burned gas [bɜːnd gæs] – отработанный газ, выхлопной газ
Harmful [ˈhɑːmfʊl] – вредный
Invisible [ɪnˈvɪzɪb(ə)l] – невидимый
To carry away [ˈkærɪ əˈweɪ] – относить в сторону
Current [ˈkʌr(ə)nt] – поток, течение
To settle over [ˈset(ə)l ˈəʊvə] – накрывать

Disease [dɪˈziːz] – болезнь
To affect [əˈfekt] – влиять, воздействовать
Lack [læk] – недостаток
To cut down [kʌt daʊn] – сокращать
To reduce [rɪˈdjuːs] – уменьшать
Efficient [ɪˈfɪʃ(ə)nt] – рациональный, эффективный

Exercise 2. Read the text.

THE HAZARDS OF HUMAN POLLUTION OF NATURE

1. Air pollution

We need certain things to stay alive and healthy. We need clean air to breathe and pure water to drink. We need also food that is safe to eat and housing to shelter us. But we can't get all these things by ourselves. We live in larger communities so we can solve our health problems only working together.

Polluted air is a community problem. Air becomes polluted in many ways. Cars, trucks, buses and airplanes are among the worst polluters. They send partly burned gases into the air. Air can be also polluted by smoke and gases from factories; some of the harmful gases that pour into the air are invisible. Dirt, smoke, and gases in the air may be carried away by wind and by air currents, or settle over as a blanket of smog.

Air pollution can cause, or make worse diseases. They usually affect older people. But everyone may feel uncomfortable and suffer from lack of energy when air isn't clean.

What do people do to cut down on air pollution?

Today, many factories use devices to reduce the smoke, dust, or harmful gases. Special kinds of gasoline for cars help reduce air pollution. More efficient engines can help too.

2. Sources of water pollution

Water pollution is caused by dumping wastes into lakes, rivers, and other bodies of water. Harmful wastes may also soak into the soil or drain or run off from fields that have been sprayed with pesticides. Pesticides are often used to kill insects and weeds in cities or on farms.

Polluted water can spread many diseases.

3. Disposing of solid waste

Every day people throw away amazing amounts of garbage and trash. What happens to these wastes after they are picked up by garbage trucks? Trucks take the garbage to out-of-the-way places called garbage dumps.

Sometimes the trash is burned, causing air pollution. But the more healthy way to get rid of the solid wastes is to spread them over the land and pack them down. After that a thick layer of earth can be put down over the garbage, and trees and grass can be planted.

Exercise 3. Answer the following questions.

1. What pollutes the air we breathe?
2. How can air pollution affect our health?
3. What can be done to help cut down on air pollution?
4. How does water get polluted?
5. What is wrong with dumping garbage in open dumps?
6. What are some healthy ways to get rid of solid wastes?
7. What can you say about environmental problems in your country?
8. Do you do anything to solve environment problems?

Exercise 4. Translate the following words and word combinations into English.

1) Пыль; 2) чистый воздух; 3) распределить слоем; 4) дым; 5) загрязнение воздуха; 6) отходы; 7) почва; 8) мусор и хлам; 9) решать проблемы; 10) вредные газы; 11) загрязненная вода; 12) пестициды; 13) оставаться живыми и здоровыми; 14) избавиться от твердых отходов; 15) частично отработанные газы.

Exercise 5. Translate the following sentences. State if the underlined words are nouns or verbs.

1. Serious measures should be taken against <u>waste</u> of fresh water.
2. Don't <u>waste</u> the time!
3. A great <u>damage</u> has been done to the republic's agriculture.
4. Several houses were <u>damaged</u> by the hurricane.
5. <u>Plants</u> are nature resources which man always used and uses now.
6. We <u>planted</u> trees and bushes in our new garden.
7. The disappearance of forest areas <u>harms</u> the environment.
8. If we think of the <u>harm</u> that the Chernobyl nuclear power station explosion has done it may be considered the greatest disaster of the 20th century.
9. There are many <u>forms</u> of pollution in our world today.
10. Information about the problems of pollution in many countries <u>formed</u> the basis of the report.

Exercise 6. Fill in the missing parts of the sentences according to the text.

1. We need clean air _____ and pure water _____.
2. Cars, trucks, buses and airplanes send _____ into the air.

3. Some of the _____ that pour into the air are _____.

4. Everyone may feel _____ and suffer from _____ when air isn't clean.

5. _____ are often used to kill insects and weeds in cities or on farms.

6. People throw away amazing amounts of _____ every day.

7. Sometimes _____, causing air pollution.

Exercise 7. Match the words with their definitions.

1	pollution	a	the usually white, grey, or black gas produced by things burning
2	dirt	b	used, damaged, or unwanted matter
3	smoke	c	the action of polluting or the state of being polluted
4	pesticide	d	an unwanted wild plant, especially one which prevents crops or garden flowers from growing properly
5	soil	e	any unclean substance, such as mud or dust
6	waste	f	damage or wrong
7	weed	g	the top covering of the earth in which plants grow
8	harm	h	a chemical substance used to kill pests

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

1. Живя в обществе, мы можем решать проблемы сохранения своего здоровья только сообща.

2. Предприятия коптят и дымят, причем некоторые вредные газы, которые они выбрасывают в небо, могут оставаться невидимыми.

3. Отходы, которые сливают в реки, озера и другие водоемы, загрязняют воду.

4. Загрязненная вода может стать источником многих болезней.

5. Ежедневно люди выбрасывают поразительное количество мусора и хлама. Иногда этот хлам сжигается, загрязняя при этом воздух.

Lesson 5. WE NEED OUR PLANET CLEANER AND HEALTHIER

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

To become extinct [bɪˈkʌm ɪkˈstɪŋkt] – вымирать, исчезать

Wildlife [ˈwaɪl(d)laɪf] – живая природа

Environment [ɪnˈvaɪrənm(ə)nt] – окружающая среда
Acid rain [ˈæsɪd reɪn] – кислотный дождь
Chemicals [ˈkemɪkəlz] – химикаты
Fossil fuel [ˈfɒs(ə)l fjʊəl] – ископаемое топливо
Nuclear energy [ˈnjuːklɪə ˈenədʒɪ] – ядерная энергия
Solar energy [ˈsəʊlə ˈenədʒɪ] – солнечная энергия
Geothermal energy [dʒiːə(ʊ)ˈθɜːm(ə)l ˈenədʒɪ] – геотермальная энергия

Exercise 2. Read the text.

WE NEED OUR PLANET CLEANER AND HEALTHIER

The Earth is our home, but much of it is dirty and dying.

By the year 2030, scientists report that 25 % of all animals, birds, fish and insects may be extinct. Every year man cuts down more trees to provide paper, wood, medicines, mineral fuel. But it's not only trees and forests which are disappearing. Every rain forest also contains millions of animals, insects and flowers. These are destroyed, too. Is there any solution? Governments in rain forest countries need to plan and work together. They should protect certain areas and plant new forests.

Cars and factories are very dirty. They can also be dangerous for people, wildlife and environment. One of Europe's and North America's most serious pollution problems is "acid rain". This happens when factories send gases and chemicals into the air. There they mix, and the mixture is carried for hundreds of miles by the wind and finally falls back to Earth. This "acid rain" kills fish and trees. It slowly destroys everything. Industrial countries should control their level of pollution and try to reduce the acid rain effect.

Now 94 % of the world's energy comes from oil, gas and coal. But this "fossil fuel" won't last forever. There's only enough oil and gas for the next 50 years. Coal will last longer – perhaps about 300 years. And then? Well, one answer is nuclear energy. But today, after Chernobyl, many people think it's too dangerous. There are four solutions. They all use natural energy in the environment: wind energy, solar energy, wave energy (from the sea), and geothermal energy (from "hot" rocks under the ground). It's clean and natural, but there's another problem: they all are rather expensive.
Today, many scientists and world leaders realize that the Earth is in danger. It's really very simple. Either we stop killing the Earth or we kill ourselves. We need a cleaner, healthier planet. Millions of ordinary people – both young and old – understand this, too. Some of them belong to the so-called

“Green” or earth-friendly organizations in countries all over the world. Groups like “Green Peace” have already helped to stop the hunting of some animals, such as whales. What else can be done?

Exercise 3. Answer the following questions.

1. Why have 40 % of the world’s rain forests disappeared in the last 80 years?
2. What do the governments need to do?
3. What is “acid rain”?
4. How can we solve pollution problems like “acid rain”?
5. How much “fossil fuel” is left for further generations?
6. What kind of energy will replace coal, gas and oil in the future?
7. What do you know about “Green Peace”?

Exercise 4. Translate the following words and word combinations into English.

1) Киты; 2) вырубать леса; 3) минеральное топливо; 4) уровень загрязнения; 5) геотермальная энергия; 6) нефть; 7) естественная энергия окружающей среды; 8) решение проблемы; 9) древесина; 10) прекратить охоту; 11) насекомые; 12) энергия ветра.

Exercise 5. Complete the following table with the appropriate verb or noun form.

	Verb	**Noun**	**Meaning**
1	to destroy		
2		pollution	
3	to solve		
4		hunting	
5	to disappear		
6	to protect		
7		mixture	
8		leader	
9	to provide		

Exercise 6. Make up your own sentences using the following words and word combinations.

Nuclear energy; to solve problems; fossil fuels; wildlife; to be in danger; pollution; environment; acid rain.

Exercise 7. Fill in the table with the degrees of comparison of the following adjectives.

	Positive	Comparative	Superlative
1	dangerous		
2		cleaner	
3			the oldest
4		healthier	
5	young		
6		longer	
7			the most serious
8		more expensive	
9	simple		
10			the dirtiest

Exercise 8. Read and translate the following sentences, paying attention to the modal verbs.

1. By the year 2030, 25 % of all animals, birds, fish and insects **may** be extinct.
2. Governments in rain forest countries **should** protect certain areas and plant new forests.
3. Cars and factories **can** also be dangerous for people, wildlife and environment.
4. Industrial countries **should** control their level of pollution and try to reduce the acid rain effect.
5. What else **can** be done?

Exercise 9. Translate the following sentences from Russian into English.

1. Ежегодно человек вырубает все больше лесов для удовлетворения своих потребностей в бумаге, древесине, медикаментах и минеральном топливе.
2. Автомобили и работающие предприятия представляют собой угрозу для людей и живой природы. Одна из серьезнейших проблем загрязнения окружающей среды – это «кислотные дожди». Они медленно разрушают все вокруг.
3. Индустриальным странам следует контролировать уровень загрязнения и стремиться к его постоянному снижению.
4. Запасов газа и нефти осталось лет на 50. Угля хватит на более долгий срок, а что потом?

5. Сегодня, после трагедии Чернобыля, многие люди считают, что ядерная энергия опасна.

6. Есть четыре варианта решения этой проблемы. Все они связаны с использованием естественной энергии окружающей среды: энергии ветра, солнечной энергии, энергия воды и геотермальных источников.

Lesson 6. CLIMATE CRISIS

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

Hole [həʊl] – дыра

Ultraviolet radiation [ʌltrəˈvaɪələt ˌreɪdiˈeɪʃn] – ультрафиолетовая радиация

Fridge [frɪdʒ] – холодильник

Manufacture [mænjʊˈfæktʃə] – изготовление, производство

Heat [hiːt] – тепло

Petrol [ˈpetr(ə)l] – бензин

Wood [wʊd] – древесина

To reflect [rɪˈflekt] – отражать

Cloud [klaʊd] – облако

Exercise 2. Read the text.

CLIMATE CRISIS

1. Holes in the sky

The satellite photographs showed the hole in the ozone layer over Antarctica. The hole is pink and white on the computer photograph. The ozone layer stops some of the ultraviolet radiation from the sun. Ultraviolet radiation causes a suntan. Too much ultraviolet radiation causes sunburn and skin cancer.

CFCs in the atmosphere have caused the hole. Scientists first discovered the hole in 1982, and it is getting bigger. Thirty per cent of CFCs come from aerosol cans, thirty per cent from fridges and air-conditioning, and thirty-four per cent from the manufacture of some plastic products.

2. The greenhouse effect

Sunlight gives us heat. Some of the heat warms the atmosphere, and some of the heat escapes back into space.

During the last 100 years we have produced a huge amount of carbon dioxide. The carbon dioxide in the atmosphere works like the glass in a

greenhouse. It allows heat to get in, but it does not allow much heat to get out. So the atmosphere becomes warmer because less heat can escape.

Where does the carbon dioxide come from? People and animals breathe in oxygen and breathe out carbon dioxide. Trees take carbon dioxide from the air, and produce oxygen. We produce carbon dioxide when we burn coal, oil, petrol, gas or wood. In the last few years, people have burnt huge areas of rain forest. This means there are fewer trees, and, of course, more carbon dioxide!

3. A hotter Earth?

Some scientists think the greenhouse effect will make the world hotter. Areas near the coasts will be cloudier and wetter. There will be more storms. Inland areas will have a little more rain, but because the temperature will be higher, they will be drier. Sea levels will rise. They have already risen by 15 cm since 1880. Maybe they will rise another 30 cm before 2030. But clouds reflect sunlight back into space, and maybe more clouds will make the earth cooler again. Is the world's climate changing? We do not know.

Exercise 3. Answer the following questions.

1. What is the ozone layer for?
2. What does ultraviolet radiation cause?
3. When did scientists first discover the hole in the ozone layer?
4. Where do CFCs come from?
5. How does the carbon dioxide work in the atmosphere?
6. Will sea levels rise?
7. What could be done to improve the environment?

Exercise 4. Translate the following words and word combinations into English.

1) Парниковый эффект; 2) озоновый слой; 3) раковое заболевание кожи; 4) вдыхать кислород; 5) выдыхать углекислый газ; 6) солнечный ожог; 7) сжигать уголь; 8) тропический лес; 9) уровень моря; 10) отражать солнечный свет обратно.

Exercise 5. Put the verbs in brackets into the correct tense-form.

1. Scientists first (to discover) the hole in 1982.
2. Sunlight (to give) us heat.
3. We (to produce) a huge amount of carbon dioxide during the last 100 years.
4. We produce carbon dioxide when we (to burn) coal, oil, petrol, gas or wood.

5. Some scientists think the greenhouse effect (to make) the world hotter.

6. Sea levels already (to rise) by 15 cm since 1880.

7. Maybe sea levels (to rise) another 30 cm before 2030.

Exercise 6. Fill in the blanks with the suitable words from the following list: *new, puzzles, fish, humans, life, appeared, many, living things, population, inhabit, eruption, discoveries, volcanoes*.

It's interesting to know that…

1) Modern _____ have lived on Earth for about 300,000 years, but it took until 1960 for the _____ to reach 3 billion. However, in just 40 years, that figure has doubled – and by the year 2050 it is predicted that as _____ as 10 billion people may _____ the Earth.

2) Since _____ first appeared on Earth more than 3,5 billion years ago, many _____ have become extinct as a result of natural events. These have included the eruption of _____ as well as meteorite showers hitting the Earth. In 1980, the _____ of Mount St. Helens in Washington devastated nearby forests and killed 2 million birds, _____ and mammals.

3) Despite continuing research and _____, the natural world is still full of mysteries and unsolved _____. Scientists are still unsure why animal life suddenly flourished about 550 million years ago, more than 3 billion years after life itself _____. This relatively short period, called "Cambrian explosion" produced a vast range of _____ species in the world's seas.

Exercise 7. Translate the following sentences from Russian into English.

1. Впервые ученые обнаружили дыру в 1982 году, и она становится больше.

2. Деревья поглощают углекислый газ и выделяют кислород.

3. За последние несколько лет люди сожгли огромные площади тропического леса.

4. Облака отражают солнечный свет обратно в космос, и, вероятно, их большее количество охладит землю снова.

Exercise 8. Tell about the ecological situation in the place where you live.

Exercise 9. Working in pairs discuss the following problems.

1. Environmental protection is a universal concern of everyone.
2. Some people believe that the climate of the Earth is changing.
3. What do you think about it?

Lesson 7. NATURAL SOURCES OF ENERGY

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

Gentle flow [ˈdʒent(ə)l fləʊ] – медленный поток
Waterfall [ˈwɔːtəfɔːl] – водопад
Tide [taɪd] – прилив
Unlike [ʌnˈlaɪk] – в отличие от
To use up [ˈjuːz ʌp] – истратить, израсходовать
Constant supply [ˈkɒnst(ə)nt səˈplaɪ] – постоянный запас
Turbine [ˈtɜːbaɪn] – турбина
Efficient [ɪˈfɪʃ(ə)nt] – эффективный
Version [ˈvɜːʃ(ə)n] – вариант
To design [dɪˈzaɪn] – предназначать, задумать
Dam [dæm] – дамба, плотина
Reservoir [ˈrezəvwɑː] – водохранилище
Steel pipes [stiːl paɪps] – стальные трубы
Tidal power [ˈtaɪd(ə)l ˈpaʊə] – энергия прилива
To rush [rʌʃ] – устремляться
To be destructive [dɪˈstrʌktɪv] – иметь разрушительную силу
Gale [geɪl] – шторм, буря
To uproot [ʌpˈruːt] – вырывать с корнем
Yacht [jɒt] – яхта
Windmill [ˈwɪn(d)mɪl] – ветряная мельница
To grind [graɪnd] – молоть
To run out [rən ˈaʊt] – истощаться
Blade [bleɪd] – крыло, лопасть
To spin [spɪn] – вращаться
Exposed site [ɪkˈspəʊzd saɪt] – открытое пространство
Fuel-burning [fjʊəl ˈbɜːnɪŋ] – сжигающий топливо
Unpredictable [ʌnprɪˈdɪktəb(ə)l] – непредсказуемый
Suitable [ˈsuːtəb(ə)l] – подходящий, удобный
Efficiently [ɪˈfɪʃ(ə)ntlɪ] – эффективно
To run [rʌn] – функционировать, работать
To maintain [meɪnˈteɪn] – содержать в исправности
Wire [ˈwaɪə] – провод
Array of cells [əˈreɪ ɒv selz] – зд.: батарея элементов
Silicon [ˈsɪlɪk(ə)n] – кремний
Solar furnace [ˈsəʊlə ˈfɜːnɪs] – солнечный горн (солнечная печь)

Exercise 2. Read the text.

NATURAL SOURCES OF ENERGY

Water power

Water always flows from a higher point to a lower point. This movement of water can be used as a source of energy. It can be the gentle flow of a river, or water falling from a great height as in a waterfall. The never-ending movement of waves at sea and tides can also be used to provide energy. Unlike many other sources of energy, water does not get used up and there will always be a cheap and constant supply of moving water on the earth.

Electricity is generated when water drives a machine called a turbine which is connected to a dynamo. Turbines are more efficient versions of earlier water wheels. They are designed to take as much energy from the moving water as possible. Hydroelectric power stations are often built in hilly regions where there is a lot of rain. A lake or reservoir provides a store of water high above the generating station. The amount of power available depends on the height the waterfalls. A dam is often needed to increase the size of a natural lake. Water flows from the reservoir down to the turbines through strong steel pipes or tunnels.

Tidal power

Tides provide another source of moving water that can produce power. A dam is built across the mouth of a river in a place where the height between low and high tide is great. Water rushes through tunnels in the dam as the tide rises and flows out of them when the tide turns. Turbines are turned by this flow and electricity is generated.

Unfortunately, high tide comes at different times each day and providing electricity when it is most needed is difficult.

Wind power

The wind can be very destructive. Gales can uproot trees and lift tiles off roofs. But the wind can also be put to work. Sailing ships and yachts have sailed round the world on wind power alone. And windmills have used the power of the wind for grinding corn and pumping water. Today, aero generators are using the wind's energy to generate electricity. Unlike oil and gas, the wind is one source of energy which will never run out.

Most aero generators have a tall, slim tower with huge blades like an aircraft's propeller mounted on top. The blades can be over 40 m long. As they spin in the wind, they turn a generator which produces electricity. Aero generators are placed on exposed, windy sites often in large groups called wind farms. Unlike fuel-burning power stations, they do not pollute the atmosphere, but the force of the wind is unpredictable and few sites in the world are suitable.

Solar power

Light and heat from the sun pour down on the earth all the time. When we turn this energy into electricity or use it as heat, we call it solar power. On a sunny day, a square patch of earth facing the sun with sides 1 meter long gets up to 1,000 watts of power from the sun; enough to run one bar of an electric fire. In fact, the sun could supply all the power we need for the whole world if we could collect it and use it efficiently. The equipment needed to turn the sun's energy into useful power is expensive but it costs less to run and maintain than ordinary power station.

Energy from the sun has always been important to people. Over 2,000 years ago the Greeks and Romans were building their houses to face the sun. In 1714, Antoine Lavoisier, a French scientist, made a solar furnace which could melt metals. The first steam engine to work on solar power ran a printing press in Paris in 1880. By 1900 many houses in the hotter parts of the USA had solar water heaters. All these inventions used the heat from the sun. It was not until 1954 that the first practical solar cells turned sunlight directly into electricity.

Electricity is probably the most convenient type of power we use every day, and solar cells can turn sunlight directly into electricity. Solar cells are made from thin slices of pure silicon, a material which can be got from sand. The top of the slice is a slightly different kind of silicon from the bottom, and when light shines on it, an electric current will flow along a wire connecting the top to the bottom. A single solar cell produces only a tiny current, but an array of cells connected together makes a useful amount of power. Satellites in space use huge panels of solar cells to supply their electricity. In remote parts of some developing countries, solar cells provide

electricity to pump water for drinking and growing crops and to power refrigerators storing medicines.

Exercise 3. Answer the following questions.

1. In what way moving water can be used as a source of energy?
2. Where are hydroelectric power stations usually built?
3. Could you explain the principle of producing tidal power from tides?
4. In what ways do people use wind power?
5. What is the aero generator?
6. Could you name the advantages and disadvantages of natural sources of power?
7. What type of power is the most convenient, to your mind?
8. Can you give a few examples to prove the statement that energy from the sun has always been important to people?
9. When was the first steam engine working on solar power introduced?
10. What is the source of electricity for satellites in space?

Exercise 4. Translate the following words and word combinations into English.

1) Квадратный участок (земли); 2) устье реки; 3) вырабатывать электрический ток; 4) электрический камин; 5) источник энергии; 6) солнечный горн; 7) оборудование; 8) сила ветра; 9) паровой двигатель; 10) солнечный элемент; 11) поток воды; 12) пластина чистого кремния; 13) удаленное место; 14) не загрязнять атмосферу; 15) плавить металл.

Exercise 5. Fill in the blanks with the suitable words from the following list: *wind, electricity, energy, destructive, size, movement, panels, efficient, mouth, high*.

1. _____ from the sun has always been important to people.
2. A dam is built across the _____ of a river in a place where the height between low and _____ tide is great.
3. A dam is often needed to increase the _____ of a natural lake.
4. This _____ of water can be used as a source of energy.
5. Satellites in space use huge _____ of solar cells to supply their electricity.
6. Sailing ships and yachts have sailed round the world on _____ power alone.
7. Turbines are more _____ versions of earlier water wheels.
8. The wind can be very _____.
9. _____ is probably the most convenient type of power we use every day.

Exercise 6. Translate the following sentences from Russian into English.

1. В отличие от других источников энергии, вода неисчерпаема, и на земле всегда будет постоянный дешевый запас движущегося потока.
2. Когда поток воды вращает турбину, которая соединена с генератором, вырабатывается электрический ток.
3. Поперек устья реки, в том месте, где образуется большой перепад воды во время отлива и прилива, строится плотина.
4. К сожалению, время приливов неустойчиво, и поэтому достаточно сложно получать электроэнергию в нужное время.
5. В отличие от теплоэлектростанций, аэрогенераторы не загрязняют атмосферу, однако трудно предугадать силу ветра, и к тому же на земле не так много подходящих мест.
6. На самом деле, солнце могло бы полностью обеспечить нас необходимой энергией, если бы мы умели ее собирать и эффективно использовать.
7. Солнечные элементы превращают энергию солнца непосредственно в электрическую энергию. Их изготавливают из тонких пластин чистого кремния, который может быть получен из песка.
8. В одном солнечном элементе возникает небольшой ток, однако солнечная батарея может произвести электрический ток, пригодный для практического использования.

Lesson 8. IS NUCLEAR POWER A GOOD CHOICE?

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

Nucleus [ˈnjuːklɪəs] – ядро
To split [splɪt] – расщеплять
Nuclear fission [ˈnjuːklɪə ˈfɪʃ(ə)n] – ядерное деление
Explosion [ɪkˈspləʊʒ(ə)n] – взрыв
Uranium fuel [jʊˈreɪnɪəm fjʊəl] – урановое топливо
Core of a nuclear reactor – активная зона ядерного реактора
Control rods [kənˈtrəʊl rɒdz] – управляющие стержни
To absorb neutrons [əbˈzɔːb ˈnjuːtrɒnz] – поглощать нейтроны
Radioactive substance [ˌreɪdɪəʊˈæktɪv ˈsʌbst(ə)ns] – радиоактивное вещество
To get rid (of) [get rɪd] – избавиться (от)

Disastrous effect [dɪˈzɑːstrəs ɪˈfekt] – гибельное воздействие
To suffer [ˈsʌfə] – страдать
To adopt [əˈdɒpt] – зд.: выбирать

Exercise 2. Read the text.

IS NUCLEAR POWER A GOOD CHOICE?

Nuclear power provides us with electricity. It uses the energy stored in the nucleus in the center of atoms. In some very heavy atoms the nucleus can be split into two smaller parts. This process of nuclear fission releases an enormous amount of heat, which is used in nuclear power engineering.

The process of nuclear fission is very dangerous. So much energy is produced that there can be an explosion, and this is what happens in an atom bomb. In nuclear power station, fission is controlled so that energy is produced without explosions. The uranium fuel forms the core of a nuclear reactor. Special control rods can be raised or lowered into the uranium. These rods, made of cadmium or boron, absorb neutrons. This slows the reaction.

The fuel in a nuclear reactor is very radioactive. It produces a lot of dangerous radiation which is extremely harmful to all living things. Some of the radioactive substances produced by the reactor remain dangerous for thousands of years. Getting rid of this dangerous nuclear waste safely is a serious problem.

A nuclear reactor cannot explode like an atom bomb but an accident at a nuclear power station can have disastrous effects over a large area. In 1986 a major accident at Chernobyl nuclear power station in the then USSR released radioactive substances into the atmosphere. Winds carried them across Europe, and rains washed them down to earth. There was an increase in the amount of radiation, grass and crops became radioactive. People living near Chernobyl have suffered very much, and some have died.

Nuclear power could provide electricity for hundreds of thousands of years, but is it safe? Should we build more nuclear power stations and increase the chance of terrible accidents? The problem is that, without

nuclear power, it will be difficult to provide enough electricity for all future needs. Some people say that we have to accept the risks. Others say that the risks are too great: we should find other ways of generating electricity or adopt a simpler lifestyle that requires less electricity.

Exercise 3. Answer the following questions.

1. What do people use nuclear power for?
2. Why can the process of nuclear fission be dangerous?
3. What is the function of special control rods in a nuclear reactor?
4. How harmful was the accident at Chernobyl nuclear power station in 1986?
5. Do you think we should accept the risks to provide enough electricity for the future needs?
6. Is nuclear power a good choice?
7. Do you know any other sources of energy?

Exercise 4. Translate the following words and word combinations into English.

1) Ядерная энергия; 2) серьезная проблема; 3) способы производства электроэнергии; 4) радиация; 5) разрушительный эффект; 6) ядерный реактор; 7) живые существа; 8) радиоактивные вещества; 9) атомная бомба; 10) процесс ядерного деления; 11) опасные ядерные отходы.

Exercise 5. Read and translate the following sentences, paying attention to the passive voice.

1. The nucleus **can be split** into two smaller parts in some very heavy atoms.
2. So much energy **is produced** that there can be an explosion, and this is what happens in an atom bomb.
3. In nuclear power station, fission **is controlled** so that energy is produced without explosions.
4. Special control rods **can be raised** or lowered into the uranium.
5. An enormous amount of radioactive substances **was released** into the atmosphere in 1986.

Exercise 6. Match the words with their definitions.

1	nucleus	a	the power which is produced by various means (by a battery or generator), which is carried usually by wires, and which provides heat and light, drives machines
2	atom	b	something unpleasant or damaging, that happens unexpectedly or by chance

3	radiation	c	the central part of an atom, made up of neutrons, protons, and other elementary particles
4	electricity	d	the quality, harmful to living things, that some simple substances (elements) have of giving out force (energy) by the breaking up of atoms
5	accident	e	sudden serious misfortune causing great suffering and damage
6	disaster	f	the smallest piece of a simple substance (element) that can exist alone or combine with other substances

Exercise 7. Complete the following table with the appropriate noun or adjective form.

	Noun	**Adjective**	**Meaning**
1	harm		
2	radiation		
3			
4		nuclear	
5		disastrous	
6	danger		
7	explosion		
8	power		

Exercise 8. Join the two halves of the sentences.

1	Nuclear power provides …	a	is very dangerous.
2	This process of nuclear fission …	b	for hundreds of thousands of years.
3	The process of nuclear fission …	c	released radioactive substances into the atmosphere.
4	The fuel in a nuclear reactor …	d	us with electricity.
5	In 1986 a major accident at Chernobyl nuclear power station …	e	is very radioactive.
6	Nuclear power could provide electricity …	f	releases an enormous amount of heat.

Exercise 9. Read and translate the following sentences, paying attention to the modal verbs.

1. A nuclear reactor **cannot** explode like an atom bomb.
2. **Should** we build more nuclear power stations and increase the chance of terrible accidents?
3. Nuclear power **could** provide electricity for hundreds of thousands of years.
4. An accident at a nuclear power station **can** have disastrous effects over a large area.
5. Some people say that we **have** to accept the risks.
6. We **should** find other ways of generating electricity.

Exercise 10. Fill in the table with the degrees of comparison of the following adjectives.

	Positive	**Comparative**	**Superlative**
1	harmful		
2		smaller	
3	good		
4		more disastrous	
5			the most difficult
6	heavy		
7		more terrible	
8	great		
9			the most dangerous

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

1. В процессе ядерного деления высвобождается огромное количество тепла, которое используется в ядерной энергетике.
2. На атомных электростанциях процесс ядерного деления контролируется таким образом, чтобы выделение энергии не сопровождалось взрывом.
3. Некоторые радиоактивные вещества, образующиеся в реакторе, остаются опасными на протяжении тысяч лет.
4. Ядерный реактор не взрывается подобно атомной бомбе, однако авария на атомной станции может произвести разрушительный эффект на огромной территории.

5. Ядерная энергия является хорошим источником электричества на сотни тысяч лет, но вопрос в том, насколько это безопасный источник.

6. Не поискать ли нам другие способы производства электроэнергии, или же выбрать такой стиль жизни, который не требует большого ее потребления?

Exercise 12. Speak about the advantages and disadvantages of nuclear power.

Lesson 9. ENVIRONMENTAL PROTECTION

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

Environment [ɪnˈvaɪrənm(ə)nt] – окружающая среда
Timber [ˈtɪmbə] – лес
Pollution [pəˈluːʃ(ə)n] – загрязнение
Damage [ˈdæmɪdʒ] – вред
To arise from [əˈraɪz frɒm] – возникать вследствие чего-либо
Cotton growing [ˈkɒt(ə)n ˈgrəʊɪŋ] – выращивание хлопка
To be under threat [ˈʌndə θret] – быть под угрозой

Exercise 2. Read the text.

ENVIRONMENTAL PROTECTION

Economists have long thought of the environment as an unlimited source of resources. They have thought that the atmosphere, forests, rivers and seas are capable of absorbing all the rubbish the economy throws into them. In fact, the economy and the environment are closely related. The environment supplies the economy with all its resources, such as water, timber, minerals and oil. The environment has to absorb all its waste products.

Nevertheless, some economists have always argued that pollution damages the resources. For example, pumping waste gases from a power station does not get rid of them. The waste gases cause acid rain; this leads to forest damage and therefore reduces the resources of forestry industry.

There are many consequences of damaging the environment. One of them is acid rain. Another one is water shortage resulting from abuse of arable lands in agriculture. The third one is destroying the ozone layer of damage to water and soils. The fourth one is damage to wildlife: numerous species of animals and plants can disappear. Lastly, the most serious danger

arising from damaging the environment is the result of the above-mentioned consequences. This is the danger for the life and health of the man.

The territories of the former Soviet Union are suffering many environmental problems. Many of these problems have been caused by economic activities. Apart from the effect of the Chernobyl disaster, the worst problem is probably in the area around the Aral Sea. Cotton growing in the region has used huge quantities of water, and the sea's level has fallen by 14 yards. This destroyed fishing industry and led to a damage in soils, crops and wildlife. Many forests in the north of European Russia and the Far East are under threat. A system of dams on the Volga has caused damage to fish.

If we are unable to learn to use the environment carefully and protect it from damage caused by man's activities, very soon we'll have no world to live in.

Exercise 3. Answer the following questions.

1. What have many economists long thought of the environment?
2. Why do some economists think that pollution damages the resources?
3. What are the consequences of damaging the environment?
4. What environmental problems do the territories of the former Soviet Union suffer from?
5. What can happen if we don't learn to use the environment carefully?

Exercise 4. Translate the following words and word combinations into English.

1) Неисчерпаемый источник ресурсов; 2) поглощать; 3) быть тесно связанным; 4) быть вызванным экономической деятельностью; 5) защитить что-либо от повреждений; 6) сталкиваться с проблемой окружающей среды; 7) осторожно использовать окружающую среду; 8) виды животных и растений; 9) система плотин; 10) последствия Чернобыльской катастрофы; 11) обеспечивать экономику ресурсами; 12) отходы; 13) разрушение озонового слоя; 14) нанести вред ресурсам; 15) вред водам и почвам; 16) вред живой природе; 17) неправильное использование земель; 18) выбрасывать отработанные газы; 19) вызвать кислотный дождь; 20) быть результатом чего-либо; 21) нехватка воды; 22) последствие чего-либо; 23) привести к повреждениям; 24) сократить ресурсы чего-либо; 25) защита окружающей среды.

Exercise 5. Fill in the table with the missing verb forms.

	V1	V2	V3	Meaning
1		led		
2	have			
3			thought	
4		threw		
5	get			
6			grown	
7		fell		

Exercise 6. Fill in the blanks with the articles where it is necessary.

1. Many forests in _____ north of _____ European Russia and _____ Far East are under threat.
2. _____ worst problem is probably in the area around _____ Aral Sea.
3. _____ economists have long thought of _____ environment as _____ unlimited source of resources.
4. A system of dams on _____Volga has caused _____ damage to _____ fish.
5. Some _____economists have always argued that _____ pollution damages _____ resources.

Exercise 7. Translate the following sentences from Russian into English.

1. Окружающая среда – это не неиссякаемый источник ресурсов.
2. Окружающая среда не может поглощать все отходы, которые экономика выбрасывает.
3. Окружающая среда обеспечивает экономику ресурсами.
4. Загрязнение окружающей среды вызывает кислотный дождь.
5. Загрязнение окружающей среды сокращает ресурсы промышленности.
6. Неправильное использование земель ведет к сокращению водных ресурсов.
7. Выбросы отходов в воздух разрушают озоновый слой земли.
8. Выбросы отходов наносят вред земле, почве и дикой природе.
9. Среди проблем окружающей среды на территории бывшего СССР – последствия Чернобыльской катастрофы, проблема Аральского моря и другие.
10. Мы должны научиться бережно использовать окружающую среду.

Exercise 8.Prepare some fact-files about Nature and Ecology:

1. "Take care of the Earth and it will take care of you"

2. "The nation that destroys its soil destroys itself" (Franklin Roosevelt)

3. "Ecology has become the political substitute for the word Mother".

Lesson 10. POLLUTION

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

To invent [ɪnˈvent] – изобретать

To pollute [pəˈluːt] – загрязнять

To be concerned about [biː kənˈsɜːnd əˈbaʊt] – беспокоиться о чем-либо

To put trash into [pʊt træʃ ˈɪntə] – сбрасывать мусор в

To destroy [dɪˈstrɔɪ] – разрушать

Exercise 2. Read the text.

POLLUTION

Man has been trying to make his life easier for many centuries. In doing so, he invented machines and instruments. They have been working – and polluting the world we live in.

In this world around us, there are two things that do not belong to any one country: air and ocean water. In both the air and the water, there is much pollution. People are concerned about the air and the water used by everyone, and they are also concerned about the future of the Earth.

One of the most important pollution problems is in the oceans. Many ships sail in the ocean water – fishing ships, some ships carrying people, some carrying oil. If a ship loses some of the oil in the water, or trash from the ships is put into the ocean, the water becomes dirty. Many birds and fish die because of the polluted water. Many fish are dying in the sea, others are getting contaminated. Fishermen catch contaminated fish which may be sold in markets and people may get sick from eating them. Fish may also move to another part of the ocean. Lakes and rivers are getting polluted, too. Some beaches are considered dangerous for swimming.

The second important problem is air pollution. Cars and factories pollute the air we use. It also destroys the ozone layer which protects the Earth from the dangerous light of the Sun.

Another problem is that our forests are dying from acid rain. This, in turn, affects the balance of nature.

If we want our children to live in the same world we live in, or in better and healthier world, we must learn to protect the water, the air and the earth from pollution.

Exercise 3. Answer the following questions.

1. Why are people concerned about air and water?
2. What are the consequences of water pollution?
3. What are the consequences of air pollution?
4. What other kinds of pollution do you know?
5. What should people do if they want to live on the Earth?

Exercise 4. Translate the following words and word combinations into English.

1) Облегчить чью-либо жизнь; 2) защищать воду, воздух и землю от загрязнения; 3) на протяжении многих столетий; 4) рыбаки; 5) погибать из-за кислотных дождей; 6) изобретать машины и инструменты; 7) оказывать влияние на гармонию в природе; 8) разрушать озоновый слой; 9) загрязненная вода; 10) загрязнение воздуха; 11) быть отравленным; 12) пляжи.

Exercise 5. Supply the prepositions where necessary.

1. Man has been trying to make his life easier _____ many centuries.
2. There are two things that do not belong _____ any country.
3. One _____ the most important pollution problems is _____ the oceans.
4. The ozone layer protects the Earth _____ the dangerous light _____ the Sun.
5. Our forests are dying _____ acid rain.
6. Some beaches are considered dangerous _____ swimming.

Exercise 6. Fill in the blanks with the suitable words from the following list: *pollution, dangerous, acid rain, to protect, contaminated.*

1. In both the air and the water, there is much_____.
2. Many fish are dying in the sea, others are getting _____.
3. The ozone layer protects the Earth from the _____ light of the Sun.
4. Our forests are dying from _____.
5. We must learn _____ the water, the air and the earth from pollution.

Exercise 7. Translate the following sentences from Russian into English.

1. Чтобы облегчить свою жизнь, люди изобретали машины и инструменты.

2. Люди озабочены загрязнением воды и воздуха.

3. Суда, сбрасывая отходы в океан, загрязняют воду.

4. Рыба в загрязненной воде умирает или становится ядовитой.

5. Машины и фабрики загрязняют воздух и разрушают озоновый слой.

6. Кислотный дождь нарушает баланс в природе.

7. Люди должны научиться защищать землю и воздух от загрязнения.

Exercise 8. You are a famous scientist, a member of the Environment Protection Committee. You are asked about the problem of pollution. Your task is to give information about:

- **kinds of pollution**
- **causes of pollution**
- **results of pollution**
- **who suffers because of it**
- **possible solution.**

Unit 4. AGRICULTURE

Lesson 1. AGRICULTURE IN GENERAL

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

Alfalfa ['æl'fælfə] – люцерна
Clover ['kləuvə] – клевер
Game [geɪm] – дичь
Hog [hɔg] – свинья
Poultry ['pəultrɪ] – домашняя птица
Cattle [kætl] – крупнорогатый скот
Cereal grains ['sɪərɪəl 'greɪnz] – зерновые культуры
Millet ['mɪlɪt] – просо
Sorghum ['sɔ:gəm] – сорго
Root crops ['ru:t 'krɔps] – корнеплоды
Beets [bi:ts] – свекла
Pulses ['pʌlsɪz] – бобовые культуры
Beans [bi:nz] – бобы
Peas [pi:z] – горох
Oil-bearing crops ['ɔɪl'beərɪŋ 'krɔps] – масличные культуры
Soybeans ['sɔɪbi:nz] – соя

Sugarcane ['ʃugəkeɪn] – сахарный тростник
Coconuts ['kəukənʌts] – кокосовые орехи
Cocoa beans ['kəukəubi:nz] – какао-бобы
Turkey ['tɜ:kɪ] – индейка
Bee [bi:] – пчела
Trout [traut] – форель
Shellfish ['ʃelfɪʃ] – моллюск
Mussel [mʌsl] – мидия
Oyster ['ɔɪstə] – устрица
Flax [flæks] – лен
Silkworms ['sɪlkwə:mz] – шелковичные черви
Natural rubber ['nætʃrəl 'rʌbə] – каучук
Hide [haɪd] – шкура
Yarn [ja:n] – пряжа
Castor oil ['ka:stəˌɔɪl] – касторовое масло
Linseed oil ['lɪnsɪdˌɔɪl] – льняное масло
Shrub [ʃrʌb] – кустарник
Mink [mɪŋk] – норка
Fur [fɜ:] – мех

Exercise 2. Read the text.

AGRICULTURE IN GENERAL

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

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

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

The world's farmers grow about 85 major food crops. They can be divided into eight groups. The main group is cereal grains. Grain is grown

on half the world's cropland and supplies much of the nourishment in the human diet. The chief grains are barley, corn, millet, oats, rice, rye, sorghum, and wheat.

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

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

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

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

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

Exercise 3. Answer the questions to the text.

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

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

1) Сельское хозяйство; 2) наиболее важные сельскохозяйственные продукты; 3) пшеница; 4) заняты в сельском хозяйстве; 5) ячмень; 6) краски и лекарства; 7) домашний скот; 8) рожь; 9) натуральные и синтетические волокна; 10) декоративные цветы, деревья и кустарники; 11) на корм скоту; 12) кормовые культуры;13) льняное масло; 14) основные потребности человека; 15) коммерческое животноводство; 16) пищевые культуры; 17) могут быть подразделены на группы; 18) шкуры животных; 19) основные зерновые культуры; 20) выращиваются во всем мире; 21) множество различных растений и животных; 22) использовать волокна для изготовления тканей и пряжи; 23) тропические растения; 24) сырье; питание в рационе человека; шерсть; уменьшить спрос на; сахарная свекла.

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

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

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

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

Exercise 7. Make up word combinations and translate them.

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

Exercise 8. Make the plural.

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

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

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

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

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

Exercise 11. Match the words with their definitions.

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

Exercise 12. Translate the following sentences into English.

1. Сельское хозяйство обеспечивает материалы, используемые для производства многих промышленных товаров.
2. Около половины мировых рабочих заняты в сельском хозяйстве.
3. Кормовые культуры важны, потому что они делают возможным промышленное животноводство.
4. Основные продовольственные культуры можно разделить на восемь групп.
5. Фабрики используют волокна для производства тканей, пряжи и других текстильных изделий.
6. Шелковые волокна получают из коконов тутовых шелкопрядов.
7. Касторовое масло и льняное масло используются в различных продуктах.

Exercise 13. Fill in the chart using the text.

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

Lesson 2. HISTORY OF AGRICULTURE (Part 1)

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

Seed [si:d] – семя, зерно
Domestication [dəˌmestɪ'keɪʃ(ə)n] – одомашнивание, приручение
Irrigation [ˌɪrɪ'geɪʃ(ə)n] – орошение
Plow (plough) [plau] – плуг (n), пахать (v)
Crop rotation ['krɔpˌrəu'teɪʃ(ə)n] – севооборот
Selective breeding [sɪ'lektɪv 'bri:dɪŋ] – селекционное разведение
Squash [skwɔʃ] – тыква
Seed drill ['si:d 'dri:l] – сеялка
Cotton gin ['kɔtn 'ʤɪn] – хлопкоочистительная машина
Harvester ['ha:vɪstə] – уборочная машина
Thresher ['θreʃə] – молотилка

Exercise 2. Read the text.

HISTORY OF AGRICULTURE
(Part 1)

For hundreds of thousands of years, prehistoric people lived by hunting, fishing, and gathering wild plants. Then about 8000 B.C., people took the first steps toward agriculture. Some tribes discovered that plants could be grown from seeds. They also learned that certain animals could be tamed and then raised in captivity. These two discoveries marked the beginning of the domestication of plants and animals. Scholars believe that domestication began in the Middle East and then spread to surrounding areas. People who farmed no longer had to travel in search of food. They could thus build permanent settlements. Some of these settlements developed into

the first cities. Some of the cities, in turn, produced the world's first civilizations.

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

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

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

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

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

Exercise 3. Answer the questions to the text.

1. How did prehistoric people live for hundreds of thousands of years?
2. When did people take the first steps toward agriculture?
3. Which two discoveries marked the beginning of the domestication of plants and animals?
4. Where did domestication begin?
5. Where did the first great civilizations arise?

6. What system did European farmers invent during the Middle Ages?

7. What crops did Indian farmers grow in various parts of the Americas?

8. What did the Europeans bring with them to the regions they explored and settled?

9. What is the name of the historical period that began in the United Kingdom during the early 1700s?

10. What developments did the Agricultural Revolution bring?

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

1) Арахис; 2) сделали первые шаги; 3) кукуруза; 4) ученые; 5) плодородная почва; 6) в поисках пищи; 7) племена; 8) четырехпольная система севооборота; 9) главный источник силы; 10) использовали речную воду для орошения; 11) стальной плуг; 12) охота; 13) изобретение нового фермерского оборудования; 14) селекционное разведение растений и домашнего скота; 15) крупномасштабные ирригационные системы; 16) доисторические люди; 17) строили постоянные поселения; 18) сельскохозяйственная революция; 19) какао-бобы; 20) европейцы; 21) табак; 22) растения; 23) могли быть приручены и выращены в неволе; 24) перец; 25) сельскохозяйственные инструменты и методы; 26) хлопкоочистительная машина.

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

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

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

1. People took the first steps toward agriculture about 5000 B.C.

2. The first great civilizations arose in two regions of the Middle East.

3. The Romans had developed systems of crop rotation by the A. D. 200s.

4. The selective breeding of plants and livestock began in Europe during Roman times.

5. Egyptian farmers invented a three-field system of crop rotation.

6. On most European farms horses gradually replaced oxen as the chief source of power during the Middle Ages.

7. The Indians first learned of cocoa beans, corn, peanuts, peppers, rubber trees and other crops and how best to grow them from Europeans.

8. The Europeans brought their seeds, livestock, and farming tools and methods to the regions they explored and settled.

9. The Agricultural Revolution began in the United States during the early 1700s.

Exercise 7. Make up word combinations and translate them.

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

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

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

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

1. Prehistoric people lived by hunting, _____, and gathering wild plants.
2. Some tribes discovered that plants could be grown from _____.
3. People who farmed could _____ permanent settlements.
4. Both the Nile River Valley of Egypt and Mesopotamia had _____.

5. Neither the Nile River Valley of Egypt nor Mesopotamia received enough _____ for crops to grow.

6. Farmers used river water for _____.

7. Egyptian and Mesopotamian farmers developed the world's first _____ irrigation systems and invented _____ that oxen could pull.

8. During the Middle Ages many special-purposes livestock _____ were developed.

9. The European voyages of discovery greatly affected _____ throughout the world.

Exercise 10. Fill in the chart using the text.

Crops	Farm equipment	Farm animals	Farming methods

Exercise 11. Translate the following sentences into English.

1. Сотни тысяч лет доисторические люди жили охотой, рыбной ловлей и сбором дикорастущих растений.

2. Много лет назад люди узнали, что некоторых животных можно приручить, а затем выращивать в неволе.

3. Ученые считают, что одомашнивание началось на Ближнем Востоке, а затем распространилось на прилегающие территории.

4. Людям, которые занимались сельским хозяйством, больше не приходилось путешествовать в поисках еды.

5. Первые великие цивилизации возникли в двух регионах Ближнего Востока.

6. Селекционное разведение растений и домашнего скота началось в Европе во времена Римской империи.

7. В средние века европейские фермеры изобрели трехпольную систему севооборота.

8. Аграрная революция началась в Соединенном Королевстве в начале 1700-х годов, а затем распространилась по большей части Европы и Северной Америки.

Lesson 3. HISTORY OF AGRICULTURE (Part 2)

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

Milking machine ['mɪlkɪŋ mə'ʃi:n] – доильный аппарат

Irrigation pump [ˌɪrɪ'geɪʃ(ə)n 'pʌmp] – ирригационный насос
Feeding trough ['fi:dɪŋ 'trɔf] – кормушка
Insect pest ['ɪnsekt 'pest] – насекомое-вредитель
Wood ash ['wud 'æʃ] – древесная зола
Manure [mə'njuə] – навоз

Exercise 2. Read the text.

HISTORY OF AGRICULTURE
(Part 2)

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

Labour-saving technologies. Steam-powered tractors were developed in the mid-1800s, but they were expensive and difficult to operate. The first all-purpose gasoline-powered tractors appeared in the 1920s. They gradually replaced work animals and steam-powered machines on almost all farms. In Japan and several European countries, most farms had electric power service by the mid-1930s. Today, farmers use electric motors to run milking machines, irrigation pumps, and many other farm machines. Farmers also use electric power to operate electronic and automated equipment. This equipment includes devices that fill feeding troughs or collect and grade eggs automatically.

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

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

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

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

Agricultural chemicals. Almost since the beginning of agriculture, farmers have used various substances to enrich the soil and to kill insect pests. For example, they have used wood ash and manure as fertilizers since prehistoric times. Since the beginning of modern chemistry in the late 1700s, scientists have produced many kinds of synthetic chemicals for use in agriculture. These chemicals include (1) fertilizers; (2) insecticides; (3) herbicides, or weedkillers; and (4) chemicals to control plant and animal diseases. All these chemicals have helped increase farm production greatly. However, improper or excessive use of these chemicals can be dangerous and cause damage to the environment. In many countries state laws limit such practices and prohibit the use of chemicals that have been proved harmful.

Exercise 3. Answer the questions to the text.

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

Exercise 4. Say the same in English.

1) Химикаты; 2) обогащать почву; 3) удобрения; 4) более продуктивный; 5) принципы наследственности; 6) животноводы; 7) растениеводы; 8) отслеживать поток финансов; 9) автоматизированное оборудование; 10) специалисты по питанию; 11) нанести ущерб окружающей среде; 12) заложить основу для генетики; 13) собирать и сортировать яйца автоматически; 14) универсальный бензиновый трактор; 15) трудосберегающие технологии; 16) породы домашнего скота; 17) заполнять кормушки;

18) использовать данные; 19) лучшие корма для скота; 20) запретить использование химикатов; 21) ирригационный насос; 22) использовали древесную золу и навоз в качестве удобрений.

Exercise 5. Define which verb goes with which noun.

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

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

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

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

1. Science and technology have helped make _____ more and more _____ since the 1800s.
2. Steam-powered _____ were developed in the mid-1800s.
3. The first _____ gasoline-powered tractors replaced work animals and steam-powered machines on almost all _____.

4. Farmers use electric motors _____ many farm machines.

5. Farmers also use electric power to operate electronic and automated _____.

6. Electronic and automated equipment includes _____ that fill feeding troughs or collect and grade eggs _____.

7. During the mid-1800s, Gregor Mendel discovered the _____ of heredity and laid the _____ for genetics.

8. _____ explains how characteristics are inherited.

9. Since the early 1900s, nutrition _____ have developed better livestock feeds.

10. Since prehistoric times farmers have used _____ and manure as _____.

11. Synthetic _____ such as fertilizers, insecticides, herbicides and chemicals to control plant and animal diseases are used in agriculture.

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

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

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

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

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

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

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

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

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

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

Lesson 4. BRITISH AGRICULTURE

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

Efficient [ɪ'fɪʃ(ə)nt] – эффективный
To import [ɪm'pɔ:t] – импортировать, ввозить
Equipment [ɪ'kwɪpmənt] – оборудование
Pastoral ['pa:st(ə)r(ə)l] – пастбищный
Arable ['ærəbl] – пахотные
Source [sɔ:s] – источник
Gooseberry ['guzb(ə)rɪ] – крыжовник
Strawberry ['strɔ:b(ə)rɪ] – клубника, земляника
Raspberry ['ra:zb(ə)rɪ] – малина
Quantity ['kwɔntɪtɪ] – количество
To compete [kəm'pi:t] – конкурировать
Hectare ['hekteə] – гектар

Exercise 2. Read the text.

BRITISH AGRICULTURE

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

Nearly 80 % of the land is used for agriculture. The total agricultural acreage of Great Britain is about 41 million acres. Soils vary from the poor ones of highland Britain to the rich fertile soils in the eastern and south-eastern parts of England.

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

There are about 55 000 farms in Britain. They are not large. An average sized farm is about 30–40 acres. There are three main types of farming in Great Britain: pastoral, arable, mixed. Britain is an exporter of pedigree cattle, sheep, pigs and horses. About 60 % of farms are developed mainly for dairying or beef cattle and sheep raising. Sheep and cattle are reared in the hill and moorland areas of Scotland, Wales, Northern Ireland and south-western England. Milk production is of the first importance in the structure of British agriculture. Dairy farming is distributed all over the country but is characteristic of the West of England.

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

Arable farms are mainly in the eastern part of the country. The main cereal crops in Great Britain are wheat, barley and oats. Wheat growing is confined mainly to England. Barley and oats are grown in the same areas together with sugar beet. Rye is grown in small quantities for use as cattle fodder. More than half the crop is harvested mechanically.

Great Britain produces different kinds of fruit: apples, pears, cherries, gooseberries, strawberries, raspberries and others.

Potatoes are grown for sale, for fodder and for seed.

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

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

Woodlands cover an estimated 2,2 million hectares.

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

Exercise 3. Answer the questions to the text.

1. Is British agriculture efficient?
2. What is the total agricultural acreage of Great Britain?
3. How do soils vary?
4. What is Britain self-sufficient in?

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

Exercise 4. Say the same in English.

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

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

1. British Agriculture supplies nearly _____ of the country's food.
a) one-third
b) two-third
c) a half
2. Nearly _____ of the land is used for agriculture.
a) 30 %
b) 50 %
c) 80 %
3. Arable farms are mainly in the _____ part of the country.
a) southern
b) western
c) eastern
4. The main cereal crops in Great Britain are _____.
a) wheat, barley and oats
b) rye, millet and sorghum
c) buckwheat, millet and rye

5. Woodlands cover an estimated _____ million hectares.
a) 1,2
b) 2,2
c) 3,2

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

1. British agriculture is not efficient.
2. British agriculture is based on modern technology and research.
3. Nearly 60 % of the land is used for agriculture.
4. Great Britain imports agricultural products.
5. British farms are not large.
6. There are two main types of farming in Great Britain.
7. Meat production is more profitable than milk production.
8. Arable farms are mainly in the eastern part of the country.
9. Potatoes are grown only for fodder.
10. There are no private woods in Great Britain.
11. The fishing industry is well-developed in the country.

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

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

Exercise 8. Complete these word-building tables.

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

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

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

Exercise 10. Translate the following sentences into English.

1. Британское сельское хозяйство эффективно, поскольку основано на современных технологиях и исследованиях.
2. В Британии средняя площадь фермы составляет около 30–40 акров.
3. В Великобритании существует три основных типа земледелия: пастбищное, пахотное и смешанное.
4. Производство молока имеет первостепенное значение в структуре британского сельского хозяйства.
5. Свиноводство ведется в большинстве районов страны.
6. Пшеница выращивается в основном в Англии.
7. Частные леса составляют 56 процентов от общей площади лесов Великобритании.
8. Рыбная промышленность обеспечивает около 70 процентов британских рыбных запасов.

Exercise 11. Discuss in groups.

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

Lesson 5. AGRICULTURE OF THE REPUBLIC OF BELARUS

Exercise 1. Learn the words.

Foodstuffs ['fu:dstʌfs]– продовольствие, продукты питания
To employ [ɪm'plɔɪ] – предоставлять работу
Workforce ['wə:kfɔ:s] – рабочая сила
Arable ['ærəbl] – пахотные
To account for [ə'kaunt] – составлять
Meadow ['medəu] – луг
To belong to [bɪ'lɔŋ]– принадлежать к
Unstable [ʌn'steɪbl] – неустойчивый
Fertility [fə'tılıtı] – плодородие

Fertilizer ['fə:tılaızə] – удобрение
Explosion [ık'spləuʒən] – взрыв
To contaminate [kən'tæmıneıt] – загрязнять, заражать, портить
To be overmoistened [ˌəuvə'mɔıstʃənd] – быть переувлажненным, заболоченным
Marshy ['ma:ʃı] – болотистый
To be drained [dreınd] – осушаться
Fodder ['fɔdə] – корм
To dominate ['dɔmıneıt] – преобладать
Enterprise ['entəpraız] – предприятие
Transition [træn'zıʃ(ə)n] – переход
Broiler chicken ['brɔılə 'tʃıkın] – цыпленок-бройлер
Flax [flæks] – лен
To meet [mi:t] – удовлетворять, соответствовать
Lack [læk] – недостаток, отсутствие

Exercise 2. Read the text.

AGRICULTURE OF THE REPUBLIC OF BELARUS

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

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

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

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

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

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

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

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

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

Exercise 3. Answer the questions to the text.

1. Is agriculture one of the main branches of the Belarusian economy?
2. How many people are employed in the agriculture of Belarus?
3. Does Belarus belong to the area of so-called unstable farming?
4. Are the natural conditions of the Republic favourable for agriculture?
5. When did the Chernobyl accident occur?
6. What are the consequences for the Republic?
7. What are the main species of livestock in Belarus?

8. What are the main grain crops in the Republic?

9. Why is Belarus often called a “potato country”?

10. Is our republic a traditional exporter of agricultural products?

Exercise 4. Say the same in English.

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

Exercise 5. Choose the correct answer.

1. The agricultural sector is dominated by _____.

a) state and private farms

b) private holdings

c) agricultural enterprises and cooperatives

2. What factors make farming difficult?

a) a short growing season

b) soils of low natural fertility

c) marshy lowlands and the contaminated area

d) all of the above

3. The 1986 explosion at the Chernobyl nuclear power station contaminated much of the soil in _____.

a) northern Belarus

b) southern Belarus

c) eastern Belarus

d) western Belarus

4. The transition to private farms is _____.

a) easy

b) efficient

c) slow

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

a) the CIS countries' markets

b) Russia

c) neighboring countries

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

1. Belarus has a large amount of farmland.
2. Fodder crops are grown on the drained lowlands.
3. Livestock farming and crop farming are the main trends in the republic's agrarian sector.
4. Belarus is self-sufficient only in milk and meat products.
5. One-fifth of the republic's population is employed in agriculture.
6. It is known that potatoes are Belarusians 'second bread'.

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

1. Agriculture is one of the main _____ of the Belarusian _____.
2. Belarus belongs to the area of so-called _____ farming.
3. The main plowed lands have low natural _____.
4. The Belarusian _____ business is represented by large agricultural enterprises and _____.
5. Most of the farms have mixed crop and livestock _____.
6. The republic is one of the main producers of _____ in the world.
7. Belarus is the second _____ of potatoes in Europe.

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

1. The / cereal / used / is / producing / land / for / grains.
2. Farms / were / some / cooperatives / transformed / into.
3. Supplies / agriculture / with / us / foodstuffs.
4. The / belongs / country / to / area / the / of / farming / unstable.
5. Total / the / land / of / arable / reduced / was / percent / by / 10 / area.
6. The / to / transition / slow / farms / is / private.

Exercise 9. Match the words with their definitions.

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

Exercise 10. Make up word combinations and translate them.

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

Exercise 11. Complete these word-building tables.

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

Exercise 12. Translate the following sentences into English.

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

Exercise 13. Fill in the chart.

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

Exercise 14. Discuss in groups.

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

Lesson 6. USA AGRICULTURE

Exercise 1. Learn the words.

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

Exercise 2. Read the text.

USA AGRICULTURE

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

In 1862 the government gave land away free. A settler had to clear it, build a house and live there for at least five years. There appeared family farms. Over time, farming methods and farming areas increased. Today the average farm in the USA comprises 187 ha (462 acres). American farms became more efficient. Many farms adopted new technologies. Computers helped them to improve productivity and cut costs. In the 1990s, American farmers invested more than $ 400 billion in land, livestock, building and equipment. American consumers pay less for their food than the people of many other industrial countries. By the mid-1970s, a single farmer could grow enough food to feed himself, 45 other Americans and 8 foreigners.

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

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

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

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

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

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

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

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

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

Exercise 3. Answer the questions to the text.

1. When did European colonists come to America?
2. Did the settlers live in a group of houses?
3. When and how did family farms appear?
4. How do American farmers improve productivity?
5. What kind of farms is the most typical in the USA?
6. What are the main agricultural regions of the USA?
7. What crops are grown in the South?
8. Do all states in the USA grow the same crops? What does it depend on?

9. What is the leading region in growing wheat in the USA?

10. What is the leading state in corn production?

11. What state leads the country in growing fruits and vegetables?

12. Where are dairy farms situated?

13. Is agriculture a part of the US economy?

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

1. In the 13th century European colonists who came to America lived in a group of houses.

2. Most of the farms in the USA are family farms.

3. Seasonal workers are known as migrant workers.

4. The Great Lakes region is famous for tobacco.

5. Florida is considered the "American breadbasket".

6. Iowa is the leading state in the USA in corn production.

7. USA agriculture is a part of the country's economy.

8. American agriculture exports its crops only to Europe.

Exercise 5. Say the same in English.

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

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

1. _____ is famous for soybeans and tobacco.

2. Wheat is the most important crop in _____.

3. Cotton is another important crop in _____.

4. Wisconsin is the main dairy state in _____.

5. Iowa is the leading state in _____ in corn production.

6. Many farmers in _____ raise livestock.

7. California leads _____ in farming.

8. In several areas of _____ you can find dairy and poultry farms.

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

Model A: − What is the leading state in growing corn in the USA?
− The leading state in growing corn in the USA is Iowa.

Model B: − What state leads the country in growing corn?
− Iowa leads the country in growing corn.

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

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

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

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

Exercise 10. Make questions for the answers.

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

6. _____? – The USA exports its crops to Europe, Asia, Africa and Latin America.

Exercise 11. Make up word combinations and translate them.

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

Exercise 12. Put the words in the right order to make up sentences.

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

Exercise 13. Match the words with their definitions.

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

Exercise 14. Translate the following sentences into English.

1. Колонисты превратили леса в пахотные земли и пастбища.
2. Сегодня средняя ферма в США составляет 187 га.
3. Фермеры-арендаторы берут в аренду участок земли и отдают владельцу часть выращиваемого ими урожая.

4. Владельцы крупных хозяйств нанимают сезонных рабочих только на время сбора урожая.

5. Регион Великих равнин считается «американской житницей», потому что он является ведущим производителем пшеницы в США.

6. Влажный теплый климат способствует экстенсивному росту табака в Южном регионе.

7. Техас лидирует в стране по количеству крупного рогатого скота и овец.

8. Калифорния – ведущий производитель фруктов и овощей.

9. Многие фермеры выращивают скот в районе Скалистых гор.

10. Сейчас сельское хозяйство США – это большой бизнес и часть экономики страны.

11. США экспортируют свою продукцию в Европу, Азию, Африку и Латинскую Америку.

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

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

SUPPLEMENTARY READING

Text 1

FAMILY HISTORY

My father was English, my mother was Scottish, and I visited Scotland recently with the desire to discover what I could about my Scottish ancestors. My grandmother's name was Renton. Her husband, my grandfather, spent most of his working life in India. After he died, he came back to Scotland and settled down with her sisters in an old house in a village called Gullance. As a small boy, I was taken to visit her there.

I knew that my great-grandfather, my grandmother's father, had written a book about his experiences as a young minister in Canada, so I went to the National Library in Edinburgh to find out if they had a copy. However, the visit was a disappointment. There were a number of Rentons in the catalogue. But I could find no reference to my great-grandfather's book.

I also knew that after my great-grandfather had returned to Scotland from Canada, he had spent twenty years or more as Minister of the

Presbyterian Church at North Berwick and my mother had told me that he had six daughters, five of whom had never married.

On a beautiful sunny Saturday morning I drove from Edinburgh to North Berwick. I found somewhere to park and asked the way to the church. My mother had told me of the minister's house and the minister's meadow, a small field, where my grandfather kept a few cows, and where my grandmother and her five sisters had played as little girls. But this was seventy year ago.

The street was narrow and busy with Saturday afternoon shoppers. I walked along and suddenly there it was in front of me. St. Andrew's Church. The main doors were locked, so I made my way to the back, found a small door that was open, let myself in and looked round the church. The sunshine flooded through the windows and shone upon the brass memorial plaques on the walls. But I looked in vain for the name Rentons. Then it struck me that Renton was my grandmother's married name. Before that her name was… was … Sprott. Of course. No wonder I hadn't been able to find my great-grandfather's book in the library. I looked again and soon I found a plaque "In memory of the Rev. George Washington Sprott, Minister of this kirk…"

Behind the church, at the top of a small hill, the minister's house still stood and between the house and the church lay the small meadow where my grandmother used to play among the cows. There were no cows there now, but in one corner, standing in the shade of a tree, was a hot, grey bored-looking donkey.

The following Monday I returned to the National Library in Edinburgh and there I found my great-grandfather's book. *"Reflections on the life of a Young Minister in Canada"*, by the Rev. G.W. Sprott. It was dedicated to "My children and their children's children".

Text 2

WHAT IS A GOOD FAMILY?

Building a successful family is like building a house. Both need a plan. The best way to be organised as a family is to talk about family matters. By doing this, families enjoy a special closeness and stability. Choosing to spend time with your family sends a message more a powerful than words.

How much time should families spend together? That varies from family to family. Families with young children usually spend most of their time

together because young children need a great deal of physical care and guidance. Families with teenagers may spend less time together because teens naturally want to spend more time with their friends. Healthy families keep a good balance between 'too much' and 'not enough' time together. They spend enough time to satisfy all family members.

Nothing unites a family more than its traditions that include different norms, ways of behavior, customs and views. In united families these traditions are deep-rooted and passed from generation to generation.

Strong families take time to be together and talk to one another. They share their hopes and dreams, feelings and concerns over common meals. Members of successful families feel they really belong to their family. They celebrate their victories and help each other learn from their mistakes. They do their household chores together and go to the theatre. At the same time, strong families adapt relationships and family rules when needs arise. Since no family knows what tomorrow will bring, being adaptive is a good trait for family members to develop.

Recent studies affirm the importance of love in families. Research shows that expressions of affection towards children reduce behaviour problems and help children's development. Strong families notice and share positive aspects of each member. They notice the talents, skills and achievements, special qualities and characteristics that make the other person unique. They find ways to be positive even when another family member makes a mistake and make an effort to develop closeness and show love at home.

Text 3

THE ONLY CHILD

I was one of the six children. I have two younger brothers and three elder sisters. My father was not a wealthy man and we lived in a three-bedroomed house, so conditions at home were always quite cramped and there was little privacy. Yet I consider that I was extremely fortunate. The house was on the outskirts of a small town. Meadows, woods, and even a friendly stream lay within walking distance of our home. My mother and father were far too busy to occupy themselves with my affairs, so the greater part of my upbringing was left to my sisters. If I am now a comparatively calm and placid person, able to cope tolerably well with those problems that life presents us with, it is, I firmly believe, due to the fact that I was allowed to grow up without too much fuss being made of me.

The most dreadful fate that I can imagine would be that of growing up as an only child. All mothers and fathers experiment on their unfortunate firstborn. They read the latest baby books, they attend clinics and courses of lectures. They listen to the advice of maiden aunts.

They debate the exact moment to present him or her with solid food. What they find extremely difficult to do is to allow their child to grow up at his own pace, to make his own mistakes and quietly learn from them.

As soon as the second baby is on the way, the first escapes from this period of close attention. He begins to get away with things. He discovers that even if he does eat sandwiches with dirty hands, or unripe apples that have fallen from the tree, he may not be sick in the night. He acquires a sense of proportion regarding his own importance.

But what happens to the only child? Never, or at least not until it is far too late to do anything about it, does he or she escape from the minute examination of his every action. It is a miracle if he does not grow up a nervous person constantly worrying about his health, a wholly self-centered being, who shivers at the sight of his own reflection in the mirror.

Text 4

OUR PARENTS AND OUR QUALITIES

An important new report says that a child's chances of success in life depend on their parents. The way parents bring up their child builds up that child's character. And having the right character is important for opportunities for future happiness.

According to the report, there are specific personal qualities that parents should work hard to develop in their children so that they can have a good start in life. One of these qualities is the ability to concentrate on a task and stay with it until it is finished. Another quality is the ability to see things from other people's point of view and understand their needs and feelings. It is the main skill that allows individuals to communicate with each other.

Self-discipline is another important quality. This is something that most children have difficulty learning. Young children often want their desires satisfied immediately. Children don't easily accept "no" for an answer and they will sometimes have a fight in order to get what they want. When this this happens, the parents are under a lot of pressure. There is a strong desire to give the child what he or she wants. But according to the report, this is this is the wrong thing to do.

The problem is that children will grow up believing that they can have everything they want immediately. This can lead to serious problems because they never learn to plan for the future and think in the long term. When they are adults, they may buy too many things because they can't control how much money they spend. They may have poor health because they only eat or drink what they like instead of what is healthy.

For the best chances of success, then, children need to learn how to have self-discipline. They also need to be motivated to work hard at tasks and finish them. Of course, a child's character is influenced by lots of different things. Some of these are beyond their or their parents' control and can make a big difference to a child's chances of success in life.

Text 5

A SHOCKING DISCOVERY

"Researching family history is a true passion rather than just a hobby for many people", says Julie Mason. "It is wonderfully exciting when you learn more about the ancestors."

Julie began researching her family's past in order to find out her roots. She says: "When you discover your roots, it gives you understanding who you are." John Paul Thompson has a different reason for wanting to research his family's history. "After my father died I found myself with photo albums full of old photographs with no labels. I wanted to find out more about the other."

Some of the things that people discover about their families can be very surprising. When Jean Sandwell researched her family history, she had a very big shock. She found out that she had been adopted as a baby. After she had accepted this situation, Jean tried to find out her real parents. "I discovered that my mother emigrated to Australia in 1966, "says Jean. "In 1982 I went to Australia to meet her. It was a very emotional experience for both of us.

So what is the best way to start researching your family history? "Interview all your family members before it is too late," says Julie Mason. "Make a basic family tree of your close family and step by step make it bigger. Of course, it is not easy to have accurate information from relatives about things that happened in the distant past. It is quite normal for different family members give different versions of the same events. It is very important to check everything.

Public records in local libraries and in national archives are also important to the family historian. Old newspaper reports are often kept on in local libraries. Sometimes, researching your family history can be lonely work. Remember that you can find a lot of help on the internet.

Of course, it is not easy to trace your family history a long way back and you must be very patient. Believe me, in the future, your children, and their children may be very grateful to you for recording it.

Text 6

CAN CHEATING BE STOPPED?

More and more students at school and university are using the Internet to cheating their coursework. In Britain, about 25 % of students copy material from the internet when they write their homework. In the USA there is a similar problem. One report showed that about 54 % of students copy from the internet when they prepare for the lessons.

Of course, students rightly use the internet to help them research a topic when they are doing coursework or writing an essay. But some of them also copy and include material from the internet into their own essays without indicating that they are using someone else's work. For example, a student who has to write an essay on Shakespeare can find lots of different essays on particular plays and themes in Shakespeare and copy one of them. So they no longer have to read books in libraries, take notes and plan their own essay.

The internet has certainly helped students to avoid the hard work of writing an original essay, but it is not the only reason why cheating is increasing. In recent years, students' attitudes to school and university have changed. In the past, students had a more idealistic attitude towards a university education. University broadened their minds. Nowadays, a lot of students are more practical in their attitude. They are only interested in passing the exams. They want a degree only to help them get a good job.

Teachers and examiners want to stop cheating in school and university, but they do not agree about how to solve the problem. Some teachers think a student's final grade shouldn't depend on his/her coursework. They think that it is better to have traditional (time-limited) written exams that are held in an examination room.

Another way to stop cheating is to have an oral exam at the end of the course. If students cannot answer questions about their coursework, this

could indicate that they have cheated. At the same time, the oral exam would give the examiner a better idea of students' real knowledge of the subject.

Text 7

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?

Text 8

IT'S GREAT TO BE A STUDENT

It's great to be a student. Many colleges and universities offer great opportunities for studying and for social life. Some students even choose to study abroad. There are several reasons why students' life is exciting. First of all, students learn what they need for their future profession. It's even better if the student really enjoys the direction he or she chose. Secondly, being a student doesn't mean to work and study all the time. They get plenty of free time for their hobbies and favourite pastimes. Thirdly, students' social life is very interesting. When students decide to study in foreign colleges, it's also rather exciting. They get to meet lots of new people from other countries. They can practice and improve their language skills.

To study at a college students usually have to pay additional fee. College life is amazing in many ways. First of all, there are many interesting lections and training sessions. Secondly, students find all sorts of entertainment there. For example, the ones who like sport join the local sports teams. For many people college years are the best in life. Almost everyone has good memories of student life. It is even more interesting to be a student if you live in a dormitory. After the sessions they can play the guitar and sing songs. The ones, who like dancing, go to local discos. Others get together simply to chat and discuss the topics they've learned. Students' life is never boring. It is always full of excitement and interesting experiences.

Text 9

YALE UNIVERSITY

Yale University is a private research university in New Haven, Connecticut, and a member of the Ivy League. Founded in 1701 in the

Colony of Connecticut, the university is the third-oldest institution of higher education in the United States. Yale has produced many notable alumni, including five U.S. presidents, nineteen U.S. Supreme Court Justices, and several foreign heads of state.

Yale College was transformed beginning in the 1930s through the establishment of residential college, 12 of which now exist (but with two more planned). Almost all tenured professors teach undergraduate courses, more than 2,000 of which are offered annually.

This article is devoted to the colleges within the Yale University. Thus, the system of colleges is presented by the 12 residential colleges. The system of colleges was instituted by the graduate of the Yale University Edward. E. Harkness.

Nowadays, each college has the following arrangement: Dean, Master, Affiliated faculty, Resident Fellows. Each college is featured with the distinctive architecture. College provides its own seminars and social events. The students of each college are engaged with the different college and overseas programs, as all the colleges have great connections with the other educational institutions, both native and foreign ones.

The following residential colleges are presented within the structure of the Yale University: Berkeley College, Branford Colleges, Calhoun College, Devenport College, Ezra Stiles College, Jonathan Edward's College, Morse College, Pierson College, Saybrook College, Silliman College, Timothy Dwight College, Trumbull College. The names of colleges are given to them in the honor of the alumni studied in the Yale University, or important figures of the history of Yale University.

In 1998, the era of the renovations has become to all the colleges within the Yale University, and in the majority of buildings, it has been already completed. Nowadays, all the colleges are provided with all the modern facilities and conveniences.

Text 10

PRINCETON UNIVERSITY

Princeton University was founded in 1746 as the College of New Jersey. Princeton was British North America's fourth college. First located in Elizabeth, then in Newark, the College moved to Princeton in 1756. The College was housed in Nassau Hall, newly built on land donated by Nathaniel and Rebeckah FitzRandolph. Nassau Hall contained the entire College for nearly half a century. The College was officially renamed Princeton University in 1896; five years later in 1900 the Graduate School was established.

Fully coeducational since 1969, Princeton now enrolls approximately 6,400 students (4,535 undergraduates and 1,866 graduate students). The ratio of full-time students to faculty members (in full-time equivalents) is eight to one.

Today Princeton's main campus in Princeton Borough and Princeton Township consists of more than 5.5 million square feet of space in 160 buildings on 600 acres. The University's lames Forrestal Campus in Plainsboro consists of one million square feet of space in four complexes on 340 acres.

As Mercer County's largest private employer and one of the largest in the Mercer/Middlesex/Somerset County region, with approximately 4,830 permanent employees – including more than 1,000 faculty members, the University plays a major role in the educational, cultural, and economic life of the region.

Text 11

THE ACUTE PROBLEMS OF ECOLOGY

Our ancestors considered the Earth’s resources to be boundless and endless. We have no right to blame our ancestors for their ecological ignorance: they fought to live.

Even in the 19th century when the word "ecology" was born people continued to use nature as consumers, considering Man to be "lord and king" of nature and not the child.

In the 20th century with the rapid growth of science and technology human achievements in conquering nature became so great that man's economic activities began to produce an increasingly negative effect on the biosphere.

People are striving to reach an immediate objective, their consumer attitude to nature in disregard of natural laws break natural balance. According to the International Union for the Protection of Nature 76 species of animals and some hundred species of plants have disappeared from the planet in the course of the last 60 years. 132 mammal and 26 bird species face extinction not so much due to hunting as due to the pollution of the biosphere.

The destruction of nature gradually led to the loss of the most essential element of existence, a healthy biological habitat. Environmental pollution increases the cases of disease, raises the cost of medical services and reduces the life-span of a man. By now the pollution and poisoning of the soil, water and air have reached a critical level.

Environmental pollution has become a significant obstacle to economic growth. The discharge of dust and gas into the atmosphere returns to the Earth in the form of "acid rain" and affects crop, the quality of forests and the amount of fish. To this we can add the rise of chemicals, radioactivity, noise and other types of pollution.

Text 12

HOW MUCH ENERGY DO WE USE?

Everyone needs energy just to keep alive. However, we also use a lot of energy running machines to help us in our work and play. Almost all homes in Europe, North America, Australia, and other industrialized countries have a supply of electricity for lightning and heating and run the TVs, washing machines and other electrical machines. Pipes usually bring a supply of gas as well as for cooking and heating. We also have cars which get their energy from petrol. In many developing countries people are much poorer and use a lot less energy.

Thousands of years ago people had only the sun's energy and their own energy. They burnt wood for heat, and animals provided energy to carry things and work on the farms. Then they learnt to use energy in rivers to turn water wheels, and the energy in wind to drive windmills and sailing ships. About 200 years ago they began to burn fossil fuels.

Most of the energy we use today comes from the fossil fuels: coal, oil and gas. But these will not last long because they are not being replaced. Also, burning them is slowly harming the atmosphere. Engineers are now looking for other ways of supplying energy. Modern windmills are being built in groups to produce electricity from the wind. In some places, the sea water flowing to and fro with the tides will also turn turbines, and even waves on the sea can produce electricity. The sun's energy can be collected by solar panels which heat water, or by solar cells which produce electricity when light falls on them. Geothermal energy comes from the hot rocks inside the earth which can heat water and make electricity. All these methods can supply our energy and they do not harm the atmosphere. But people go on using fossil fuels because they are still the cheapest and most convenient way to get energy.

Text 13

MAJOR ENVIRONMENTAL THREATS

It established three categories of risk for threats that humans pose to the environment. Relatively high-risk problems of this nature included the global warming that many scientists predict will result from an increase in heat-trapping atmospheric gases produced by human activity; depletion of the ozone shield that protects Earth from the Sun's harmful ultraviolet radiation, and destruction and alteration of natural habitats and the extinction of species, with an accompanying loss of biological diversity.

A middle rank included herbicides and pesticides, pollution of surface waters, acid precipitation and airborne toxic substances. Relatively low risk was assigned to oil spills, escape of radioactive materials, acid runoff to surface waters and pollution of groundwater.

Risks in this area of ecological threats were assigned largely on the basis of how many people a problem affects, how wide a geographical area is involved, and how serious and long-lasting the harm might be, according to Dr. William Cooper, a zoologist and aquatic ecologist at Michigan State University who headed the board's panel on ecological risks.

On that basis, oil spills, for example, ranked low because their effects on coastal areas are relatively short-term and local. The public doesn't perceive it that way," Dr. Cooper said, "but those ecosystems bounce back real fast." By contrast, he said, the loss of natural habitats and the disappearance of species are top risks because they affect the economic welfare of future generations worldwide and because the loss is "virtually irreversible". Similarly, ozone depletion and global warming were placed in the top rank because they are worldwide problems and because their effects are potentially catastrophic and reversible only over decades.

Text 14

GREENPEACE

Against all odds, Greenpeace has brought the plight of the natural world to the attention of caring people. Terrible abuses to the environment often carried out in remote places or far out to sea have been headlined on television and in the press.

Greenpeace began with the protest voyage into a nuclear test zone. The test was disrupted. Today, the site at Amchitka in the Aleutian Islands is a bird sanctuary.

Then Greenpeace sent its tiny inflatable boats to protect the whales. They took up the position between the harpoons and the fleeing whales. Today, commercial whaling is banned.

On the ice floes of Newfoundland, Greenpeace volunteers placed their bodies between the gaffs of the seal hunters and the helpless seal pups. The hunt was subsequently called off.

In the North Atlantic, Greenpeace drove its inflatable underneath falling barrels of radioactive waste. Now nuclear waste dumping at the sea has been stopped.

In the North Sea, Greenpeace swimmers turned back dump ships carrying chemical wastes. New laws to protect the North Sea have been promised.

Peaceful direct action by Greenpeace has invoked the power of public opinion which in turn has forced changes in the law to protect wildlife and to stop the pollution of the natural world.

Text 15

ANIMALS NEED HELP

People have lived on our planet for many years. They lived and live on different continents, in different countries. People depend on their planet, on the sun, on animals and plants around them. People must take care of Earth. Our ecology becomes worse and worse with every new day. Many species of animals and birds are disappearing nowadays. People destruct wildlife, cut down trees to make furniture. They forget that people can't live without trees and plants, because they fill air with oxygen. And, of course, great problems are population and animals' destruction.

The main reason of pollution is rubbish. Most of our rubbish goes to big holes in the ground, called 'dumps'. But dumps are very dangerous for our life because they are full of rats, which can carry infections away from dumps. Another way to get rid of rubbish is to burn it. But the fires make poisons, which go into the air and pollute it.

Pollution isn't the only actual problem. Every day a big number of animals disappear. People kill animals for different aims: e.g. people hunt whales for their meat and oil, elephants for their tusks, crocodiles for their leather and so on. And also animals are used for medical experiments. Modern life is bad for animals, birds and fish. The air isn't fresh and the water isn't pure. They don't have good meal and facilities for the life. You can find their names in the Red Book.

Of course, people can't stay indifferent to these problems. There are a lot of special organizations, which try to save our nature. The most known are: the Royal Society for the prevention of cruelty to animals (The RSPCA), the World Wildlife Fund (WWF) and Greenpeace.

The RSPCA tries to protect animals from bad use. It operates big nation campaigns aimed at lost pets, circus animals.

The WWF rescued several species of animals, mammals as well as birds. These organizations also helped to create more than 250 National parks.

Greenpeace began its work 20 years ago from saving whales. And now Greenpeace is a world-famous organization, which saves plants, animals and people. These organization, want to rescue animals, to help them to survive and to save jungle rain forests, which are in danger of destruction. And they also help animals because many of them have already gone as they have nowhere to live. Their homes, the trees, have disappeared.

We must save wild animals. And we must find the right way to save land, people and animals. We must take care of nature, because we are part of it.

Text 16

ECOLOGICAL PROBLEMS

There are a lot of ecological problems. The most serious ecological problems are: noise from cars and buses; destruction of wildlife and countryside beauty; shortage of natural resources; the growth of population; pollution in its many forms.

Water is everywhere, but there is no ocean or sea which is not used as a dump. Many rivers and lakes are poisoned too. Fish and reptiles can’t live in them. People can't drink this water. So we have to clean the water environment.

Another problem is air pollution. Air pollution influences the health of people. For example: ultraviolet radiation from the sun can cause skin cancer. Normally the ozone layer in the atmosphere protects us from such radiation, but if there are holes in the ozone layer ultraviolet radiation can get to the earth. Many scientists think that these holes are the result of air pollution.

Also we have a problem with nuclear pollution. Nuclear pollution cannot be seen but its effect can be terrible. To make air clear again we need good filters at nuclear power stations, at factories, in cars and buses.

Another problem is growth of population. They don't have enough places to live. They need more water, more food. So it is the reason of the shortage of the natural resources. It is very difficult to solve this problem.

Also one of the most serious problems is greenhouse effect. It works like this: sunlight gives us heat. Some of the heat warms the atmosphere and some of the heat goes back into space. Nowadays the heat can't go into space. That's why winter and summer temperatures in many places have become higher. If the temperature continues growing up the snow on the mountains and ice will melt, so the most of the earth will be under water.

So every person has to understand how important it is to solve these problems that endanger people's life.

Text 17

WHAT IS AGRICULTURE?

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

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

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

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

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

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

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

Text 18

INTENSIVE TECHNOLOGIES IN AGRICULTURE

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

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

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

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

Text 19

TWO BRANCHES OF AGRICULTURE

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

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

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

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

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

Text 20

HOW SCIENCES CONTRIBUTE TO AGRICULTURE

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

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

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

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

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

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

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

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

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

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

Text 21

CATTLE BREEDING IN GREAT BRITAIN

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

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

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

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

Text 22

FLAX

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

Flax is a plant raised for its fiber and seed. The fiber is made into linen fabric and a variety of other products, including rope, thread, and high-quality paper. The seeds contain linseed oil, which is used primarily in the production of paints and varnishes.

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

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

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

Text 23

GROWING AND PROCESSING FIBER FLAX

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

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

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

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

Text 24

AGRICULTURE AND ENVIRONMENT

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

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

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

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

ENGLISH-RUSSIAN VOCABULARY

A

Abandoned children [əˈbænd(ə)nd ˈtʃɪldrən] – брошенные дети
Absorb [əbˈzɔːb] – всасывать, впитывать; поглощать; абсорбировать
Accept [əkˈsept] – принимать
Account for [ə'kaunt] – составлять
Achieve [əˈtʃiːv] – достигать
Acid rain [ˈæsɪd reɪn] – кислотный дождь
A.D. (Anno Domini) – нашей эры
Adapt [əˈdæpt] – приспосабливаться
Admit [ədˈmɪt] – принимать
Adopt [ə'dɔpt] – перенимать; усыновлять
Adopted [əˈdɒptɪd] – приемный, усыновленный
Advantage [ədˈvɑːntɪdʒ] – преимущество
Affect [əˈfekt] – влиять, воздействовать
Affordability [əˌfɔːdəˈbɪlətɪ] – доступность
Agriculture [ˈægrɪkʌltʃə] – сельское хозяйство
Agricultural [ægrɪˈkʌltʃərəl] – сельскохозяйственный
Aid [eɪd] – помощь
Alfalfa [æl'fælfə] – люцерна
Ancestor [ˈænsestə] – предок; прародитель
Ancient [ˈænsestə] – древний
Animal [ˈænɪm(ə)l] – животное
Appearance [əˈpɪər(ə)ns] – внешность
Applicant [ˈæplɪk(ə)nt] – абитуриент
Application [æplɪ'keɪʃ(ə)n] – внесение (удобрений и ядохимикатов)
Appreciate [əˈpriːʃɪeɪt] – ценить
Arable ['ærəbl] – пахотные
Archive [ˈɑːkaɪv] – архив
Atmosphere [ˈætməsfɪə] – атмосфера
Attend [əˈtend] – посещать
Aunt [ɑːnt] – тетя
Award [əˈwɔːd] – присуждаться, присвоить, награждать
Awkward [ˈɔːkwəd] – неловкий

B

Bachelor’s degree [ˈbætʃələz dɪˈgriː] – степень бакалавра
Balance [ˈbæl(ə)ns] – баланс
Barley ['baːlɪ] – ячмень
B.C. (before Christ) – до нашей эры
Beets [biːts] – свекла
Beans [biːnz] – бобы
Bee [biː] – пчела
Behaviour [bɪˈheɪvjə] – поведение
Belong to [bɪ'lɔŋ] – принадлежать к
Bird [bɜːd] – птица
Blade [bleɪd] – крыло, лопасть
Bog [bɒg] – болото, трясина
Branch [braːntʃ] – отрасль
Breadwinner [ˈbredwɪnə] – кормилец
Breathe [briːð] – дышать
Breed [briːd] – порода (n), разводить (v)
Bring up [brɪŋ ʌp] – воспитывать
Broiler chicken ['brɔɪlə 'ʧɪkɪn] – цыпленок-бройлер
Brother [ˈbrʌðə] – брат
Burned gas [bɜːnd gæs] – отработанный газ, выхлопной газ
Bushel [ˈbuʃəl] – бушель (36,3 л.)

C

Cancer [ˈkænsə] – раковое заболевание
Carbon dioxide [ˈkɑːb(ə)n daɪˈɒksaɪd] – углекислый газ
Carpentry [ˈkɑːp(ə)ntrɪ] – плотничное дело, столярное дело
Carry away [ˈkærɪ əˈweɪ] – относить в сторону
Castle [ˈkɑːs(ə)l] – за́мок
Castor oil ['kaːstəˌɔɪl] – касторовое масло
Cattle [kætl] – крупнорогатый скот
Celebrate [ˈselɪbreɪt] – праздновать
Cereal grains ['sɪərɪəl 'greɪnz] – зерновые культуры
Certain [ˈsɜːt(ə)n] – определенный
Chancellor [ˈʧɑːns(ə)lə] – ректор университета
Change [ʧeɪn(d)ʒ] – менять (v), изменение (n)
Chapel [ˈʧæp(ə)l] – часовня, церковь

Cheerful [ˈtʃɪəfʊl] – бодрый, неунывающий, веселый
Child [tʃaɪld] – ребенок, дитя, младенец
Childcare [ˈtʃaɪldˌkeə] – уход за детьми
Childless [ˈtʃaɪldləs] – бездетный, не имеющий детей
Children [ˈtʃɪldrən] – дети
Chlorofluorocarbons (CFCs) [ˌklɔrəuˌflɔrəˈkɑːbənz] – хлорфторуглероды
Clear [klɪə] – расчищать, очищать, убирать
Climate [ˈklaɪmət] – климат
Close-knit [kləʊsˈnɪt] – сплоченный, связанный тесными узами
Closeness [ˈkləʊsnəs] – близость
Close relatives [kləʊz ˈrelətɪvz] – близкие родственники
Cloud [klaʊd] – облако, туча
Clover ['kləuvə] – клевер
Coal [kəʊl] – уголь
Cocoa beans ['kəukəu bi:nz] – какао-бобы
Coconuts ['kəukənʌts] – кокосовые орехи
College [ˈkɒlɪdʒ] – колледж
Collegiate [kəˈliːdʒ(ɪ)ət] – коллегиальный
Community [kəˈmjuːnɪtɪ] – сообщество
Compete [kəm'pi:t] – конкурировать
Comprize (comprise) [kəm'praɪz] – охватывать, включать, состоять, содержать
Compromise [ˈkɒmprəmaɪz] – компромисс
Consider [kənˈsɪdə] – считать
Consumer [kən'sju:mə] – потребитель
Contaminate [kən'tæmɪneɪt] – загрязнять, заражать, портить
Contribute [kən'trɪbju:t] – способствовать, содействовать
Convict [kənˈvɪkt] – осуждать; признавать виновным
Cooking [ˈkʊkɪŋ] – приготовление еды
Cooperate [kəʊˈɒpəreɪt] – сотрудничать
Concrete [ˈkɒŋkriːt] – бетон
Constant [ˈkɒnst(ə)nt] – постоянный, непрерывный
Contribution [kɒntrɪˈbjuːʃ(ə)n] – вклад
Cope with [kəʊp] – справиться с
Corresponding demand [ˌkɒrɪˈspɒndɪŋ dɪˈmɑːnd] – соответствующее требование
Cotton gin ['kɔtn 'ʤɪn] – хлопкоочистительная машина
Cousin [ˈkʌz(ə)n] – двоюродный брат, кузен, двоюродная сестра
Create [kriːˈeɪt] – создавать

Cropland ['krɔpˌlænd] – пахотная земля
Crop rotation [krɔp ˌrəu'teɪʃ(ə)n] – севооборот
Current [ˈkʌr(ə)nt] – поток, течение
Curriculum [kəˈrɪkjʊləm] – программа, учебный план, курс обучения
Custom [ˈkʌstəm] – обычай
Cut [kʌt] – резать, снижать, уменьшать
Cut down [kʌt daʊn] – сокращать

D

Dad [dæd] – папа
Dairy ['dæərɪ] – молочный
Dam [dæm] – дамба, плотина, запруда
Daughter [ˈdɔːtə] – дочь
Deal with [diːl] – иметь дело с
Dean [diːn] – декан
Decorate [ˈdekəreɪt] – украшать
Dedicate [ˈdedɪkeɪt] – посвятить
Degree [dɪˈgriː] – степень
Delicate [ˈdelɪkət] – хрупкий
Destruction [dɪˈstrʌkʃ(ə)n] – разрушение
Destructive [dɪˈstrʌktɪv] – разрушительный, разрушающий
Diet [daɪət] – рацион питания
Dig up [dɪg ʌp] – раскапывать
Disappointment [dɪsəˈpɔɪntm(ə)nt] – разочарование, огорчение, досада
Disastrous [dɪˈzɑːstrəs] – гибельный, разрушительный
Disease [dɪˈziːz] – болезнь
Distant relatives [ˈdɪst(ə)nt ˈrelətɪvz] – дальние родственники
Divorce [dɪˈvɔːs] – развод, расторжение брака
Divorced [dɪˈvɔːst] – разведенный
DNA [ˌdiː en ˈeɪ] – ДНК
Domestication [dəˌmestɪ'keɪʃ(ə)n] – одомашнивание, приручение
Dominate ['dɔmɪneɪt] – преобладать
Drained [dreɪnd] – осушенный
Drought [draʊt] – засуха
Duty [ˈdjuːtɪ] – обязанность

E

Each other [iːtʃ ˈʌðə] – друг друга
Education [edʒʊˈkeɪʃ(ə)n] – образование
Efficient [ɪˈfɪʃ(ə)nt] – рациональный, эффективный
Egg [eg] – яйцо
Emerge [ɪˈmɜːdʒ] – выходить
Emission [ɪˈmɪʃ(ə)n] – выделение, распространение
Employ [ɪm'plɔɪ] – предоставлять работу
Energy [ˈenədʒɪ] – энергия; сила
Engine [ˈendʒɪn] – двигатель
Enrich [ɪnˈrɪtʃ] – обогащать
Enterprise ['entəpraɪz] – предприяти
Environment [ɪnˈvaɪrənm(ə)nt] – окружающая среда
Equipment [ɪ'kwɪpmənt] – оборудование
Erosion [ɪˈrəʊʒ(ə)n] – эрозия
Escape [ɪˈskeɪp] – исчезать
Essential oils [ɪˈsenʃ(ə)l ɔɪlz] – эфирные масла
Establish [ɪˈstæblɪʃ] – создавать, основывать, образовывать
Event [ɪˈvent] – событие
Expand [ɪkˈspænd] – расширять
Explosion [ɪk'spləuʒən] – взрыв
Extended family [ɪkˈstendɪd ˈfæməlɪ] – большая семья, расширенная семья
Extinction [ɪkˈstɪŋ(k)ʃ(ə)n] – исчезновение, вымирание
Extract [ɪkˈstrækt] – получать экстракт, экстрагировать

F

Fabric ['fæbrɪk] – ткань
Face [feɪs] – сталкиваться
Faculty [ˈfæk(ə)ltɪ] – факультет
Family [ˈfæməlɪ] – семья
Farm [fa:m] – ферма (n), сельскохозяйственный (adj), заниматься сельским хозяйством (v)
Farmer ['fa:mə] – фермер
Farming ['fa:mɪŋ] – фермерство, занятие сельским хозяйством
Father [ˈfɑːðə] – папа, отец
Father-in-law [ˈfɑːðə ɪn lɔː] – свекор, тесть
Fee [fi:] – плата

Feed [fi:d] – корм (n), кормить (v)
Feeding trough ['fi:dɪŋ 'trɔf] – кормушка
Fertile ['fə:taɪl] – плодородный
Fertility [fə'tɪlɪtɪ] – плодородие
Fertilizer ['fə:tɪlaɪzə] – удобрение
Fibre ['faɪbə] – волокно
Flax [flæks] – лен
Flood [flʌd] – потоп, наводнение
Flow [fləʊ] – поток
Fodder ['fɔdə] – корм
Foodstuffs ['fu:dstʌfs] – продовольствие, продукты питания
Forage ['fɔrɪʤ] – корм, фураж
Forest [ˈfɒrɪst] – лес
Fossil fuel [ˈfɒs(ə)l fjʊəl] – ископаемое топливо
Found [faʊnd] – основывать, создавать
Fragrance [ˈfreɪgr(ə)ns] – аромат
Friendship [ˈfren(d)ʃɪp] – дружба
Fur [fɜ:] – мех

G

Gale [geɪl] – шторм, буря, штормовой ветер, сильный ветер
Game [geɪm] – дичь
Generation [dʒenəˈreɪʃ(ə)n] – поколение
Geothermal [dʒi:ə(ʊ)ˈθɜ:m(ə)l] – геотермальный
Get rid of [get rid ɔv] – избавиться от
Glacier [ˈglasɪə] – ледник
Global warming [ˈgləʊb(ə)l ˈwɔ:mɪŋ] – глобальное потепление
Get on [ˈget ɒn] – ладить
Goal [gəʊl] – цель
Goat [gəut] – коза
Gooseberry ['guzb(ə)rɪ] – крыжовник
Graduation [grædʒʊˈeɪʃ(ə)n] – окончание учебного заведения
Grandchild [ˈgræn(d)ʧæɪld] – внук
Grandchildren [ˈgrænʧɪldrən] – внуки
Granddad (grandad) [ˈgrændæd] – дедушка, дед
Grandfather [ˈgræn(d)fɑ:ðə] – дед, дедушка
Grandmother [ˈgræn(d)mʌðə] – бабушка
Grandparents [ˈgrænpeərənts] – дедушка и бабушка
Granny [ˈgrænɪ] – бабушка

Grass [grɑːs] – трава
Grateful [ˈgreɪtfʊl] – благодарный
Graze [greɪz] – пасти(сь)
Great-grandfather [ˈgreɪtˈgrændˌfɑːðə] – прадедушка
Great-grandmother [ˈgreɪtˈgrændˌmʌðə] – прабабушка
Greenhouse effect [ˈgriːnhaʊs ɪˈfekt] – парниковый эффект
Grind [graɪnd] – молоть
Grow [grəu] – расти, выращивать, произрастать

H

Habitat [ˈhæbɪtæt] – естественная среда
Harmful [ˈhɑːmfʊl] – вредный
Hay [heɪ] – сено
Harvester ['haːvɪstə] – уборочная машина
Heal [hiːl] – излечивать, вылечивать, исцелять
Healing [ˈhiːlɪŋ] – лечение, излечивание, исцеление
Heat [hiːt] – тепло
Hectare ['hekteə] – гектар
Herbicide ['həːbɪsaɪd] – гербицид, средство от сорняков
Hide [haɪd] – шкура
Hire ['haɪə] – нанимать, давать напрокат
Hog [hɔg] – свинья
Hole [həʊl] – дыра, яма
Honey ['hʌnɪ] – мед
Horticulture ['hɔːtɪkʌltʃə] – садоводство, огородничество
Horse [hɔːs] – лошадь
House [haʊz] – вмещать, содержать (v)
Household [ˈhaʊshəʊld] – домашний очаг
Household chores [ˈhaʊshəʊld tʃɔːz] – домашние обязанности
Housing [haʊzɪŋ] – жилье
Humanity [hjʊˈmænɪtɪ] – гуманитарный предмет
Husband [ˈhʌzbənd] – муж

I

Impact [ˈɪmpækt] – влияние, воздействие (n);
[ɪmˈpækt] – оказывать воздействие (v)
Import [ɪm'pɔːt] – импортировать, ввозить
Importance [ɪmˈpɔːt(ə)ns] – важность, значение

Important [ɪmˈpɔːt(ə)nt] – важный
Impressive [ɪmˈpresɪv] – впечатляющий
Improve [ɪm'pruːv] – улучшать(ся), совершенствовать(ся)
Incapable [ɪnˈkeɪpəb(ə)l] – неспособный, неумелый, некомпетентный
Include [ɪnˈkluːd] – включать
Industry ['ɪndəstrɪ] – промышленность, производство
Inevitable [ɪnˈevɪtəb(ə)l] – неизбежный, неминуемый
Inherite [ɪn'herɪt] – передаваться по наследству
Initial [ɪˈnɪʃ(ə)l] – первоначальный
Initially [ɪˈnɪʃ(ə)lɪ] – изначально, с самого начала, вначале
Insect pest ['ɪnsekt 'pest] – насекомое-вредитель
Insecticide [ɪn'sektɪsaɪd] – инсектицид
Intelligent [ɪnˈtelɪdʒ(ə)nt] – умный, разумный
Invent [ɪn'vent] – изобретать, придумывать
Invest [ɪn'vest] – вкладывать, инвестировать деньги
Invisible [ɪnˈvɪzɪb(ə)l] – невидимый
Irrigation [ˌɪrɪ'geɪʃ(ə)n] – орошение
Irrigation pump [ˌɪrɪ'geɪʃ(ə)n 'pʌmp] – ирригационный насос

J

Jet [ˈdʒet] – реактивный
Joy [dʒɔɪ] – радость

K

Kind [kaɪnd] – сорт, разновидность, вид; добрый
Kirk [kɜːk] – церковь

L

Lack [læk] – недостаток, отсутствие
Layer [ˈleɪə] – слой
Large-scale ['laːʤskeɪl] – крупномасштабный, массовый
Lecturer [ˈlektʃ(ə)rə] – преподаватель, лектор
Level [ˈlev(ə)l] – уровень
Linseed oil ['lɪnsɪdˌɔɪl] – льняное масло
Livestock ['laɪvstɔk] – домашний скот
Livestock breeder ['laɪvstɔk 'briːdə] – животновод
Lobster [ˈlɒbstə] – омар, рак
Local [ˈləʊk(ə)l] – местный

M

Maintain [meɪnˈteɪn] – содержать в исправности; обслуживать
Make up ['meɪkˌʌp] – составлять; состоять из
Mammal [ˈmæm(ə)l] – млекопитающее
Man (men) [mæn (men)] – мужчина, человек (мужчины, люди)
Manufacture [mænjʊˈfæktʃə] – производство, изготовление
Manure [mə'njuə] – навоз
Marine [məˈriːn] – морской
Marriage [ˈmærɪdʒ] – брак
Marsh [mɑːʃ] – болото, топь
Marshy ['maːʃɪ] – болотистый
Matriculation [mətrɪkjʊˈleɪʃ(ə)n] – зачисление в высшее учебное заведение
Meadow ['medəu] – луг
Medieval [ˌmedɪˈiːv(ə)l] – средневековый
Meet [mi:t] – удовлетворять, соответствовать
Memorial plaque [məˈmɔːriəl ˈplæk] – памятная табличка
Migrant workers ['maɪgrənt 'wə:kəz] – рабочие мигранты
Milking machine ['mɪlkɪŋ mə'ʃi:n] – доильный аппарат
Millet ['mɪlɪt] – просо
Minister [ˈmɪnɪstə] – священник
Mink [mɪŋk] – норка
Missionary [ˈmɪʃ(ə)n(ə)rɪ] – миссионер
Misunderstanding [ˌmɪsʌndəˈstændɪŋ] – неправильное понимание, недоразумение
Moisture [ˈmɔɪstʃə] – влага
Moorland ['mɔ:lənd] – вересковая пустошь; местность, поросшая вереском
Mother [ˈmʌðə] – мама, мать
Mother-in-law [ˈmʌðərɪnlɔː] – свекровь, теща
Mum [mʌm] – мама
Mussel [mʌsl] – мидия

N

Name after [neɪm ˈɑːftə] – называть в честь кого-либо
Natural rubber ['nætʃrəl 'rʌbə] – каучук
Nearest and dearest [ˈnɪərɪst ənˈdɪərɪst] – родные и близкие; самые близкие и дорогие
Neglected children [nɪˈglektɪd ˈtʃɪldrən] – безнадзорные дети
Nephew [ˈnefjuː] – племянник

Niece [niːs] – племянница
Nitrogen ['naɪtrədʒ(ə)n] – азот, азотный
Notable [ˈnəʊtəb(ə)l] – выдающийся
Nourishment ['nʌrɪʃmənt] – питание, питательные вещества
Nuclear [ˈnjuːklɪə] – ядерный, атомный
Nuclear family [ˈnjuːklɪə ˈfæməlɪ] – малая семья (семья, состоящая из родителей и детей)

O

Oats [əuts] – овес
Oil [ɔɪl] – растительное масло
Oil-bearing crops ['ɔɪl ˌbeərɪŋ 'krɔps] – масличные культуры
Opportunity [ɒpəˈtjuːnɪtɪ] – возможность
Ornamental [ɔːnə'mentl] – декоративный
Origin [ˈɒrɪdʒɪn] – происходить (v), происхождение (n)
Orphanage [ˈɔːf(ə)nɪdʒ] – детский дом; приют
Outer [ˈaʊtə] – внешний
Overcome [əʊvəˈkʌm] – преодолевать
Overmoistened [ˌəuvə'mɔɪstʃənd] – переувлажненный, заболоченный
Own [əun] – владеть
Owner ['əunə] – владелец
Oyster ['ɔɪstə] – устрица
Oxen ['ɔksn] – волы, рогатый скот
Oxygen [ˈɒksɪdʒ(ə)n] – кислород
Ozone layer [ˈəʊzəʊn ˈleɪə] – озоновый слой

P

Parents [ˈpeərənts] – родители
Pastoral ['pa:st(ə)r(ə)l] – пастбищный
Patient [ˈpeɪʃ(ə)nt] – терпеливый
Peas [pi:z] – горох
Peat [piːt] – торф
Pedigree cattle ['pedɪgri: kætl] – племенной (породистый) скот
Penetrate [ˈpenɪtreɪt] – проникать
Peninsula [pɪ'nɪnsjulə] – полуостров
Pepper ['pepə] – перец
Philanthropist [fɪˈlænθrəpɪst] – филантроп
Pick [pɪk] – собирать, снимать (плоды)
Picking ['pɪkɪŋ] – сбор
Plant [pla:nt] – растение (n), сажать (v)

Plow (plough) [ˈplaʊ] – плуг (n), пахать (v)
Plow up [ˈplaʊ ʌp] – распахивать (земли)
Poacher [ˈpəʊʧə] – браконьер
Poisonous gas [ˈpɔɪzənəs gæs] – отравляющий газ
Pollutant gas [pəˈl(j)uːt(ə)nt gæs] – загрязняющий газ
Pollution [pəˈluːʃ(ə)n] – загрязнение
Pollute [pəˈluːt] – загрязнять
Postpone [pəʊs(t)ˈpəʊn] – отложить
Post-war [pəʊst wɔː] – послевоенный
Potato [pə'teɪtəu] – картофель
Poultry ['pəultrɪ] – домашняя птица
Prestigious [preˈstɪdʒəs] – престижный
Pre-war [priːˈwɔː] – довоенный
Printing house [ˈprɪntɪŋ haʊs] – типография
Production [prə'dʌkʃ(ə)n] – производство, продукция
Proper [ˈprɒpə] – нужный, уместный, правильный
Pros and cons [prəʊz ənˈkɒnz] – за и против
Protect [prəˈtekt] – защищать, охранять
Protection [prəˈtekʃ(ə)n] – защита, охрана
Provide [prəˈvaɪd] – предоставлять, обеспечивать
Pulses ['pʌlsɪz] – бобовые культуры
Pure [pjʊə] – чистый

Q

Quality [ˈkwɒlɪtɪ] – качество
Quantity ['kwɔntɪtɪ] – количество

R

Radiation [ˌreɪdiˈeɪʃn] – излучение, радиация
Raise [reɪz] – выращивать; воспитывать
Raspberry ['ra:zb(ə)rɪ] – малина
Raw material ['rɔːˌmə'tɪərɪəl] – сырье
Rebel [rɪˈbel] – бунтовать, взбунтоваться
Receive [rɪ'si:v] – получать
Recollect [ˌrekəˈlekt] – вспомнить
Reduce [rɪˈdjuːs] – уменьшать
Reference [ˈref(ə)r(ə)ns] – упоминание, ссылка

Reflect [rɪˈflekt] – отражать
Relationship [rɪˈleɪʃ(ə)nʃɪp] – отношение
Relative [ˈrelətɪv] – родственник
Release [rɪˈliːs] – выделять, высвобождать
Reliable [rɪˈlaɪəb(ə)l] – надежный
Rely on [rəˈlaɪ ɒn] – полагаться на
Rent [rent] – сдавать, брать (в аренду), арендовать
Repair shops [rɪˈpeə ʃɒps] – ремонтные мастерские
Require [rɪ'kwaɪə] – нуждаться, требовать
Requirement [rɪˈkwaɪəm(ə)nt] – требование
Reservoir [ˈrezəvwɑː] – водохранилище
Respect [rɪˈspekt] – уважение (n), уважать, почитать (v)
Resistant [rɪˈzɪstənt] – устойчивый
Responsible [rɪˈspɒnsɪb(ə)l] – ответственный
Restore [rɪˈstɔː] – восстанавливать
Rice [raɪs] – рис
Right [raɪt] – право (n), верный, правильный (v)
Risky [ˈrɪskɪ] – рискованный
Rival [ˈraɪv(ə)l] – конкурент, соперник
Rod [rɒd] – стержень
Root [ruːt] – корень
Root crops ['ruːt 'krɔps] – корнеплоды
Run [rʌn] – функционировать, работать, управлять
Run out [rən ˈaʊt] – истощать(ся)
Rush [rʌʃ] – устремляться
Rye [raɪ] – рожь

S

Schedule [ˈʃedjuːl / ˈskedʒuːl] – расписание
Scholar [ˈskɒlə] – ученый
Scholarship [ˈskɒləʃɪp] – стипендия
Seed [siːd] – семя, зерно
Seed drill ['siːd 'driːl] – сеялка
Selective breeding [sɪ'lektɪv 'briːdɪŋ] – селекционное разведение
Self-governing [ˌselfˈgʌv(ə)nɪŋ] – самоуправляющийся
Senior lecturer [ˈsiːnɪə ˈlektʃ(ə)rə] – старший преподаватель
Set up [ˈsetʌp] – основать

Settle [setl] – поселиться, обосноваться
Settle over [setl ˈəʊvə] – накрывать
Settlement ['set(ə)lm(ə)nt] – поселение, колония, деревня
Settler ['setlə] – поселенец
Share [ʃeə] – делить(ся), разделять
Sheep [ʃi:p] – овца (овцы)
Shellfish ['ʃelfɪʃ] – моллюск
Shelter [ˈʃeltə] – жилище, кров (n), укрывать, давать приют (v)
Shrimp [ʃrɪmp] – креветка
Shrub [ʃrʌb] – кустарник
Sibling [ˈsɪblɪŋ] – родной брат или сестра
Significance [sɪgˈnɪfɪk(ə)ns] – значение
Significant [sɪgˈnɪfɪk(ə)nt] – значимый
Silkworms ['sɪlkwə:mz] – шелковичные черви
Silt [sɪlt] – ил, осадок, наносы
Sister [ˈsɪstə] – сестра
Size [saɪz] – размер
Society [səˈsaɪəti] – общество
Soil [sɔɪl] – почва
Solar [ˈsəʊlə] – солнечный
Sorghum ['sɔ:gəm] – сорго
Sorrow [ˈsɒrəʊ] – печаль
Source [sɔ:s] – источник
Soybeans ['sɔɪbi:nz] – соя
Spawning ground [ˈspɔ:nɪŋ ɡraʊnd] – место для размножения, нереста
Species [ˈspi:ʃi:z] – вид, разновидность
Spin [spɪn] – вращать(ся), крутить(ся)
Split up [splɪt ʌp] – расходиться
Spontaneously [spɒnˈteɪnɪəslɪ] – спонтанно
Spouse [spaʊz] – супруг, супруга
Squash [skwɔʃ] – тыква
Statesman [ˈsteɪtsmən] – государственный деятель
Stepparents [ˈstep peərənts] – приемные родители
Stepsiblings [ˈstep ˈsɪblɪŋz] – сводные братья и сестры
Stability [stəˈbɪlɪtɪ] – стабильность
Steam [sti:m] – пар
Strange [streɪn(d)ʒ] – странный
Strawberry ['strɔ:b(ə)rɪ] – клубника, земляника

Strengthen [ˈstreŋθ(ə)n] – укреплять
Struggles [ˈstrʌgəlz] – трудности
Student [ˈstjuːd(ə)nt] – студент, учащийся
Study buildings [ˈstʌdɪ ˈbɪldɪŋz] – учебные корпуса
Subject [ˈsʌbdʒɪkt] – предмет, дисциплина
Subscribe [səbˈskraɪb] – подписывать(ся)
Substance [ˈsʌbst(ə)ns] – вещество, субстанция
Successful [səkˈsesfʊl] – успешный
Sugarcane ['ʃugəkeɪn] – сахарный тростник
Sugar-bearing crops ['ʃugə'beərɪŋ 'krɔps] – сахаросодержащие культуры
Suitable [ˈsuːtəb(ə)l] – подходящий, удобный
Support [səˈpɔːt] – поддержка
Supply [sə'plaɪ] – снабжать, поставлять, доставлять (v), запас (n)
Survival [səˈvaɪv(ə)l] – выживание
Swamp [swɒmp] – болото, топь
Sweet potato ['swiːtˌpə'teɪtəu] – сладкий картофель, батат

T

Take after [teɪk ˈɑːftə] – быть похожим на
Take photos [teɪk ˈfəʊtəʊz] – фотографировать
Tame [teɪm] – приручать
Teach [tiːtʃ] – преподавать, обучать, преподавать
Tenant ['tenənt] – арендатор
Tenderness [ˈtendənəs] – нежность
Theology [θɪˈɒlədʒɪ] – теология; богословие
Thresher ['θreʃə] – молотилка
Tidal power [ˈtaɪd(ə)l ˈpaʊə] – энергия прилива
Tide [taɪd] – морской прилив и отлив
Tidying up [ˈtaɪdɪɪŋ ʌp] – уборка
Tight-knit [ˌtaɪtˈnɪt] – сплоченный
Tough [tʌf] – трудный, непростой, сложный
Trace [treɪs|] – проследить
Trait [treɪt] – черта, особенность, свойство
Transition [træn'zɪʃ(ə)n] – переход
Trout [traut] – форель
Trust [trʌst] – доверять
Tuition [tjuːˈɪʃ(ə)n] – обучение
Turbine [ˈtɜːbaɪn] – турбина

Turkey ['tɜːkɪ] – индейка
Turn into [ˈtɜːn ˌɪntə] – превращать
Twins [twɪnz] – близнецы

U

Ultraviolet [ʌltrəˈvaɪələt] – ультрафиолетовый
Uncle [ˈʌŋk(ə)l] – дядя
Undoubtedly [ʌnˈdaʊtɪdlɪ] – несомненно
Unique [juːˈniːk] – уникальный
University [juːnɪˈvɜːsɪtɪ] – университет
Unlike [ʌnˈlaɪk] – в отличие от
Unpredictable [ʌnprɪˈdɪktəb(ə)l] – непредсказуемый
Unstable [ʌn'steɪbl] – неустойчивый
Upbringing [ˈʌpbrɪŋɪŋ] – воспитание
Uproot [ʌpˈruːt] – вырывать с корнем, корчевать
Use up [ˈjuːz ʌp] – использовать, израсходовать, истратить

V

Valley ['vælɪ] – долина
Value [ˈvæljuː] – ценность
Variety [və'raɪətɪ] – разнообразие, множество; вид, сорт
Vegetable ['veʤtəbl] – овощ
View [vjuː] – взгляд
Volume [ˈvɒljuːm] – издание

W

Warm-heartedness [wɔːmˈhɑːtɪdnəs] – сердечность
Water [ˈwɔːtə] – вода
Water vapour [ˈwɔːtə ˈveɪpə] – водяной пар
Waterfall [ˈwɔːtəfɔːl] – водопад
Weedkiller ['wiːdkɪlə] – гербицид, средство от сорняков
Wheat [wiːt] – пшеница
Widowed [ˈwɪdəʊd] – овдовевший
Wife [waɪf] – жена, супруга
Wildlife [ˈwaɪl(d)laɪf] – живая природа
Windmill [ˈwɪn(d)mɪl] – ветряная мельница
Wire [ˈwaɪə] – провод

Wise [waɪz] – мудрый
Wood [wʊd] – древесина; дерево; лесоматериал
Wood ash ['wud 'æʃ] – древесная зола
Wool [wul] – шерсть
Workforce ['wɜ:kfɔ:s] – рабочая сила
Y

Yacht [jɒt] – яхта
Yarn [ja:n] – пряжа
Young [jʌŋ] – молодой, юный, младший

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