



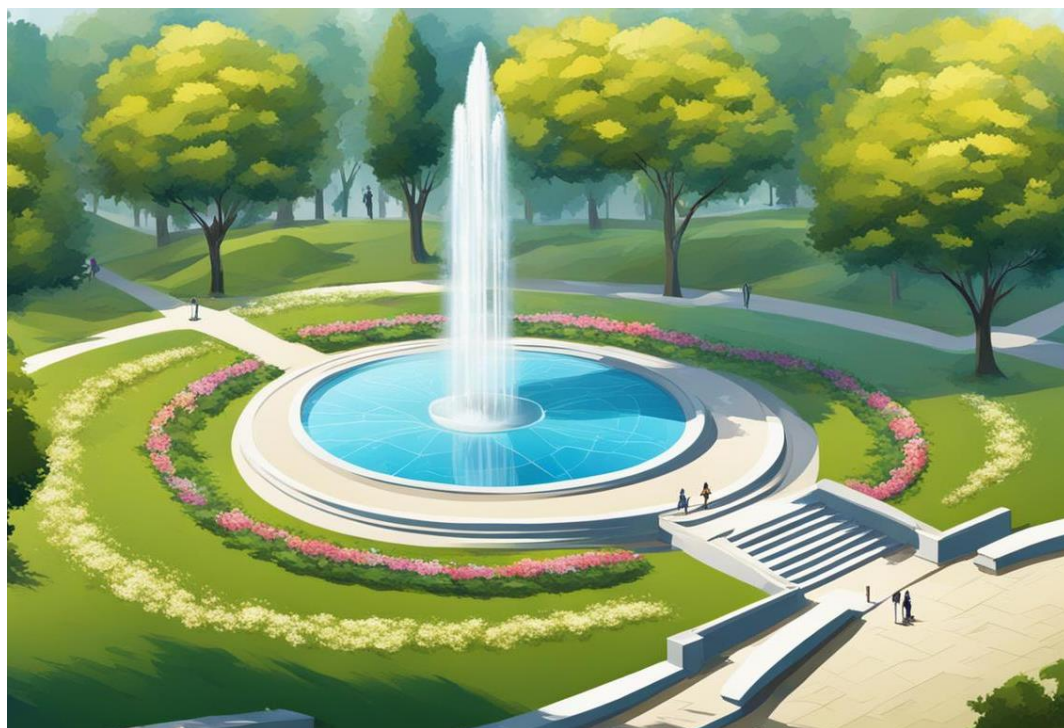
МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА  
РОССИЙСКОЙ ФЕДЕРАЦИИ

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УНИВЕРСИТЕТ – МСХА имени К.А. ТИМИРЯЗЕВА

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# **АНГЛИЙСКИЙ ЯЗЫК В ЛАНДШАФТНОЙ АРХИТЕКТУРЕ**

*Учебное пособие*



Москва  
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Цель пособия – формирование у обучающихся практических умений и навыков, необходимых для чтения специализированной литературы, устного и письменного общения в сфере профессиональной коммуникации на английском языке.

В издании, подготовленном в соответствии с Федеральным государственным образовательным стандартом, учтены особенности преподавания иностранного языка в неязыковых вузах.

Учебное пособие рассчитано на 64 часа аудиторной работы.

Предназначено для бакалавров, обучающихся по ФГОС ВО по направлениям 35.03.10 «Ландшафтная архитектура», 35.03.05 «Садоводство».

Рекомендовано к изданию учебно-методической комиссией Института садоводства и ландшафтной архитектуры (протокол № 1/1 от 26 сентября 2024 г.)

**Vigna-Taglianti J., Komanova A.Yu., Sidorova E.N., Shirlina E.N.** English in Landscape Architecture: textbook / J. Vigna-Taglianti, A.Yu. Komanova, E.N. Sidorova, E.N. Shirlina; Russian State Agrarian University – Moscow Timiryazev Agricultural Academy. – Moscow: RSAU-MTAA, 2024. – 292 p.

The purpose of the manual is to form students' practical skills and abilities necessary for reading specialised literature, oral and written communication in the field of professional communication in English.

The publication, prepared in accordance with the Federal State Educational Standard, takes into account the peculiarities of teaching a foreign language in non-linguistic universities.

The textbook is designed for 64 hours of classroom work.

It is intended for bachelor students studying under the Federal State Educational Standard in the fields of study 35.03.10 “Landscape Architecture” and 35.03.05 “Horticulture”.

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# СОДЕРЖАНИЕ

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<b>ПРЕДИСЛОВИЕ.....</b>	<b>5</b>
<b>PART I – GENERAL ENGLISH .....</b>	<b>7</b>
Module 1 – Student Life.....	7
Unit 1.1 – Nice to Meet You .....	7
Unit 1.2 – Towns and Cities .....	17
Unit 1.3 – Daily Routines .....	29
Module 2 – Education .....	41
Unit 2.1 – Higher Education.....	41
Unit 2.2 – My University.....	53
Unit 2.3 – My Future Profession .....	66
Module 3 – The English-Speaking World .....	79
Unit 3.1 – The English Language .....	79
Unit 3.2 – The UK .....	91
Unit 3.3 – The USA .....	104
Module 4 – Plants and Agriculture .....	116
Unit 4.1 – Plants, Men and Life.....	116
Unit 4.2 – Plants and the Environment.....	127
Unit 4.3 – The History of Agriculture .....	139
<b>PART II – PROFESSIONAL ENGLISH .....</b>	<b>149</b>
Module 5 – Plant Biology and Physiology .....	149
Unit 5.1 – Plant Classification .....	149
Unit 5.2 – Plant Physiology .....	161
Unit 5.3 – Seeds and Sowing .....	172
Module 6 – Land and Water.....	184
Unit 6.1 – Soil.....	184
Unit 6.2 – Water .....	195
Unit 6.3 – Stones, Rocks and Gravel.....	206
Module 7 – Gardening.....	218
Unit 7.1 – History of Gardening .....	218
Unit 7.2 – Traditional Gardens .....	230
Unit 7.3 – Types of Gardens.....	242
Module 8 – Landscape Architecture and Design .....	255
Unit 8.1 – Landscaping.....	255
Unit 8.2 – Hardscape and Softscape .....	266

Unit 8.3 – Designing with Plants.....	278
<b>EXTRAS .....</b>	<b>289</b>
English Sounds .....	289
Regular Verbs.....	291
Irregular Verbs .....	293
<b>БИБЛИОГРАФИЧЕСКИЙ СПИСОК .....</b>	<b>296</b>



# ПРЕДИСЛОВИЕ

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Цель данного учебного пособия – подготовить студентов к чтению оригинальной литературы по специальности, а также развить и закрепить навыки аудирования, говорения и письма в сфере профессиональной коммуникации.

Настоящее издание предназначено для работы на занятиях со студентами бакалавриата, обучающимися по направлениям подготовки 35.03.10 «Ландшафтная архитектура», 35.03.05 «Садоводство». Пособие состоит из двух главных частей, каждая из которых делится на 4 тематических блока (*modules*); первая часть «General English» предназначена для изучения в I семестре, содержит темы общего характера – студенческая жизнь, высшее образование, страноведение англоязычных стран, сельское хозяйство в общих чертах. Вторая часть «Professional English» предназначена для изучения во II семестре, содержит темы специализированного характера – биология растений, почвоведение и водопользование, садоводство, ландшафтный дизайн и ландшафтная архитектура. Тематические блоки в свою очередь делятся на отдельные занятия (*units*), общее количество которых составляет 24 занятия.

Каждое занятие содержит широкий спектр теоретического материала и упражнений:

- введение (*lead-in*) направлено на выявление остаточных знаний обучающихся касательно темы занятия, а также на развитие способности говорения в диалогической форме;
- словарный минимум (*active vocabulary*) представлен ключевыми словами и словосочетаниями по теме занятия с фонетической транскрипцией и переводом на русский язык;
- чтение (*reading*) содержит текст, соответствующий теме занятия, а также несколько послетекстовых заданий на проверку понимания прочитанного;
- грамматика (*grammar focus*) отражает грамматические темы для повторения и/или изучения с доступным объяснением на русском языке, а также ряд упражнений для практического применения изученных правил;
- в 1-ой части учебника произношение (*pronunciation*) направлено на закрепление навыков правильного произношения или корректировку неправильного произношения звуков, представляющих собой особую трудность для русскоговорящих;
- во 2-ой части учебника словообразование (*word formation*) ориентирует студентов на освоение основных процессов словообразования английского языка;
- расширение словарного запаса (*vocabulary booster*) содержит дополнительные слова и словосочетания по теме занятия, которые необходимо выучить для выполнения последующих заданий;

- аудирование (*listening*) оснащено различными видами заданий по теме занятия из оригинальных источников (подкасты, видеоблоги, видеоуроки, обучающие платформы);
- языковая практика (*language practice*) включает упражнения, направленные на развитие различных языковых навыков, в т.ч. письмо, чтение, перевод и реферирование текстов, перевод с русского на английский язык и наоборот.

Каждая часть обеспечена рядом упражнений, отвечающих современным стандартам обучения иностранному языку.

Учебное пособие заканчивается приложением (*extra*), которое состоит из:

- звуковой ряд английского языка с примерами;
- образец спряжения правильных глаголов в действительном и страдательном залоге;
- список неправильных глаголов.

# PART I – GENERAL ENGLISH

## Module 1 – Student Life

### Unit 1.1 – Nice to Meet You



#### ➤ LEAD-IN

*Exercise 1. In pairs, ask each other the following questions.*

- What's your name?
- How old are you?
- How many people are there in your family?
- Do you have any pets?
- How do you spend your free time?

*Exercise 2. Tell your course-mates about your partner.*

#### ➤ ACTIVE VOCABULARY

*Exercise 3. Memorise the following words and phrases paying attention to their pronunciation.*

**abroad** [ə'brɔ:d] – за границей

**(to) be interested** ['ɪntrestɪd] –  
интересоваться

**bright** [braɪt] – яркий

**brother** ['brʌðə] – брат

**cartoon** [kɑ:'tu:n] – мультфильм

**cheerful** ['tʃiəfʊl] – жизнерадостный

**childhood** ['tʃaɪldhʊd] – детство

**(to) collect** [kə'lekt] – собирать,  
коллекционировать

**collection** [kə'leɪʃn] – коллекция

**creative** [kri'eɪtɪv] – творческий

**delicate** ['delɪkət] – нежный

**(to) enrol** [ɪn'reɪl] – поступать

**fact** [fækt] – факт

**family** ['fæməli] – семья

**flower** ['flaʊə] – цветок

**gardening** ['gɑ:d'nɪŋ] – садоводство

**(to) get on with** [get ɒn wɪð] – ладить

**insect** ['ɪnsekt] – насекомое

**interesting** ['ɪntrestɪŋ] – интересный

**landscape** ['lændskeɪp] – ландшафт, пейзаж

**lazy** ['leɪzɪ] – ленивый  
**member** ['membə] – член  
**mug** [mʌg] – кружка  
**opportunity** [ɒpə'tʃu:nəti] – шанс,  
возможность  
**parent** ['peərənt] – родитель

**plant** [plɑ:nt] – растение  
**protagonist** [prə'tæɡənɪst] – главный герой  
**sibling** ['sɪblɪŋ] – родной брат или сестра  
**sister** ['sɪstə] – сестра  
**thriving** ['θraɪvɪŋ] – процветающий  
**(to) visit** ['vɪzɪt] – посещать, навещать

## ➤ READING

### About Me

Hello! My name is Paula and I am 20 years old. I am a **cheerful, creative** person, though sometimes I can be a little lazy, too.

I was born in Birmingham on 12<sup>th</sup> January, 2002<sup>1</sup>. I had a very **simple** and **happy** childhood with my family. There are five people in it: my parents, my two siblings, and I. My big brother, Mark, is 25 and my little sister, Mary, is 17. We really get on well together, though sometimes we may have a little quarrel<sup>2</sup>. Another important member of our family is our pet cat, Simba. We named him after the protagonist of my favourite cartoon of all time, *The Lion King*.

Ever since I was a little child<sup>3</sup>, I have always been **interested** in gardening and nature in general. That's why I enrolled the University of Sheffield, which is one of the best in England for studying Landscape Architecture. I love my future profession because it gives me the opportunity to look at large scale areas and try to improve them.

In my free time, I really like going to the cinema, playing the piano, and drawing. I draw all sorts of things<sup>4</sup>, but I especially like drawing **small** insects, **delicate** plants and **bright** flowers, and of course **thriving** landscapes!

An **interesting** fact about me is that I have a collection of mugs. I buy a new one in every city that I visit, either in Great Britain or abroad. So far, I have collected 22 mugs!

---

<sup>1</sup> читается *the twelfth of January, twenty oh two*; <sup>2</sup> (to) have a quarrel = ссориться; <sup>3</sup> ever since I was a little child = с самого детства; <sup>4</sup> all sorts of things = всякое разное.

*Exercise 4. In which order is the following information given in the text?*

- |             |                       |
|-------------|-----------------------|
| ___ age     | ___ work / studies    |
| ___ pets    | ___ greeting          |
| ___ family  | ___ name              |
| ___ origin  | ___ personality       |
| ___ hobbies | ___ interesting facts |

*Exercise 5. Match the definitions with the words and phrases in bold.*

- wanting to learn more about smth
- needing careful treatment
- neither difficult nor complex

- d. full of colour or light
- e. happy and positive
- f. little in size or amount
- g. smth that keeps your attention
- h. feeling, showing, or causing pleasure
- i. growing well and successfully
- j. having original ideas or doing artistic work

*Exercise 6. Answer the following questions.*

- a. What is your name?
- b. How old are you?
- c. What kind of person are you?
- d. Where are you from?
- e. How many people are there in your family?
- f. Do you have any pets?
- g. Where are you studying?
- h. What is your specialty? Why did you choose it?
- i. What are your interests and hobbies?
- j. What is an interesting fact about you?

*Exercise 7. Write a text about yourself using your answers in exercise 6 as guidelines.*

➤ **GRAMMAR FOCUS**

**Personal Pronouns:** личные местоимения (*personal pronouns*) в английском языке имеют две различные формы – субъектную, которая в предложении выполняет функцию подлежащего (*subject*), и объектную, которая выполняет функцию прямого или косвенного дополнения (*object*) или же стоит после предлога.

person	singular		plural	
	subject form	object form	subject form	object form
1	<i>I</i>	<i>me</i>	<i>we</i>	<i>us</i>
2	<i>you</i>	<i>you</i>	<i>you</i>	<i>you</i>
3	<i>he</i>	<i>him</i>	<i>they</i>	<i>them</i>
	<i>she</i>	<i>her</i>		
	<i>it</i>	<i>it</i>		

**Translation Tip!** В отличие от русского языка, где неодушевлённые предметы могут быть любого рода («стол» – мужского рода, «книга» – женского, а «кресло» – среднего), в английском языке все неодушевлённые предметы являются существительными среднего рода, т.е., говоря о них, используют местоимение *it*. К тому же, местоимение *it* используется и для обозначения животных, если это не питомец говорящего (в данном случае мы используем *he / she*). При переводе поэтому следует обратить особое внимание именно на несоответствие категории грамматического рода!

**Possessive pronouns:** притяжательные местоимения (*possessive pronouns*) также имеют две формы – простую (*simple*) и абсолютную (*absolute*). Простая форма используется, когда местоимение стоит непосредственно перед существительным, к которому оно относится, а абсолютная – когда существительного нет. Например, *This is my bag*, но *This bag is mine*.

person	singular		plural	
	simple form	absolute form	simple form	absolute form
1	<i>my</i>	<i>mine</i>	<i>our</i>	<i>ours</i>
2	<i>your</i>	<i>yours</i>	<i>your</i>	<i>yours</i>
3	<i>his</i>	<i>his</i>	<i>their</i>	<i>theirs</i>
	<i>her</i>	<i>hers</i>		
	<i>its</i>	<i>its</i>		

*Exercise 8. Fill in the gaps with the correct personal pronoun.*

- e.g. This is my house. Do you like **it**?
- He doesn't like animals. He is afraid of \_\_\_\_.
  - She is so pretty! Look at \_\_\_\_.
  - I don't need this magazine. You can have \_\_\_\_.
  - Where are my shoes? I can't find \_\_\_\_.
  - Margaret is talking to you. Listen to \_\_\_\_.
  - This is my watch. \_\_\_\_ bought \_\_\_\_ yesterday.
  - I'll be back in a minute. Wait for \_\_\_\_.
  - We are very worried about you. Tell \_\_\_\_ what's happening.
  - James is a student. His parents are proud of \_\_\_\_.

*Exercise 9. Fill in the gaps with the correct possessive pronoun.*

- e.g. I don't know the time because I can't find **my** watch.
- What's the boy's name? – \_\_\_\_ name is Scott.
  - Debbie has got a cat. \_\_\_\_ cat is very lively.
  - We are at school. \_\_\_\_ school is very nice.
  - I'm from Leeds. Most of \_\_\_\_ friends are from Leeds, too.
  - The rabbit is white. \_\_\_\_ cage is in the garden.
  - Sandra and Jenny are friends. \_\_\_\_ school is in the city centre.
  - Emma has got a brother. \_\_\_\_ brother's name is Paul.
  - We cannot come on Saturday. It's \_\_\_\_ father's birthday.
  - Where is \_\_\_\_ pen? You can't write without it!

*Exercise 10. Fill in the gaps with the correct personal or possessive pronoun.*

- e.g. Has Jack left? He has forgotten **his** hat.
- Some of \_\_\_\_ didn't give the teacher their homework.
  - I love these earrings! My friend gave them to \_\_\_\_ for my birthday.
  - \_\_\_\_'s probably hungry. Can you give her something to eat?
  - When will we get \_\_\_\_ exam results?
  - Why is the cat making so much noise? Have you fed \_\_\_\_ yet?

f. If anyone phones me, tell them \_\_\_ 'll call them back.

g. It's not Daisy's. It's \_\_\_! My mum bought it for me.

**Auxiliaries:** глаголы *to be* и *to have* очень важны, поскольку они являются вспомогательными глаголами (*auxiliaries*), с помощью которых в английском языке образуются разные видовременные формы всех остальных глаголов. Однако, они довольно-таки часто встречаются и в качестве смысловых глаголов, при этом в настоящем времени они чаще всего на русский язык не переводятся.

**Present simple of *to be*:** глагол *to be* в настоящем времени имеет три формы – *am, is, are* – и спрягается следующим образом:

affirmative form	negative form	question form
<i>I am</i>	<i>I am not</i>	<i>am I?</i>
<i>you are</i>	<i>you are not</i>	<i>are you?</i>
<i>he/she/it is</i>	<i>he/she/it is not</i>	<i>is he/she/it?</i>
<i>we are</i>	<i>we are not</i>	<i>are we?</i>
<i>you are</i>	<i>you are not</i>	<i>are you?</i>
<i>they are</i>	<i>they are not</i>	<i>are they?</i>

**Translation Tip!** Если в русском языке в предложении нет никакого глагола, то скорее всего в английском языке должен присутствовать глагол *to be*. Чтобы проверить, нужен ли он, попробуйте добавить в русское предложение глагол «являться» или «находиться». Например, *Джеймс – студент* = *Джеймс является студентом* = *James is a student*; *Мэри в Лондоне* = *Мэри находится в Лондоне* = *Mary is in London*.

***There is and there are:*** глагол *to be* также входит в состав оборота *there is / there are*, который употребляется для обозначения наличия или отсутствия какого-либо предмета, лица или явления в определённом месте или в определённый промежуток времени. Форма *there is* используется с исчисляемыми существительными в единственном числе (с артиклем *a/an* или числительным *one*) или с неисчисляемым существительным (ср. занятие 1.2), а форма *there are* – с исчисляемым существительным во множественном числе.

affirmative form	negative form	question form
<i>there is</i>	<i>there is not</i>	<i>is there?</i>
<i>there are</i>	<i>there are not</i>	<i>are there?</i>

**Translation tip!** При переводе предложения с оборотом *there is / there are* на русский язык следует начать с конца предложения, т.е. с обстоятельства места или времени, при этом сам оборот, как правило, не переводится. Например, *There is a nice park in my hometown* = *В моём родном городе хороший парк*; *There are many flowers in the park* = *В парке много цветов*.

**Present simple of *to have got*:** глагол *to have* в основном значении «иметь, обладать» встречается также как *to have got*. Присутствие элемента *got* позволяет образовать отрицательные и вопросительные формы без вспомогательного глагола:

affirmative form	negative form	question form
<i>I have got</i>	<i>I have not got</i>	<i>have I got?</i>

<i>you have got</i>	<i>you have not got</i>	<i>have you got?</i>
<i>he/she/it has got</i>	<i>he/she/it has not got</i>	<i>has he/she/it got?</i>
<i>we have got</i>	<i>we have not got</i>	<i>have we got?</i>
<i>you have got</i>	<i>you have not got</i>	<i>have you got?</i>
<i>they have got</i>	<i>they have not got</i>	<i>have they got?</i>

**Present simple of *to have*:** глагол *to have* (без элемента *got*) является «стандартным» глаголом, поэтому не сокращается и образует отрицательную и вопросительную формы с помощью вспомогательного глагола *to do* (ср. занятие 1.3). Помимо базового значения «иметь, обладать», в этой форме глагол образует различные словосочетания, обозначающие действие или состояние, такие как *have breakfast* – «завтракать», *have a shower* – «принимать душ», *have a good time* – «веселиться» и др.

<b>affirmative form</b>	<b>negative form</b>	<b>question form</b>
<i>I have</i>	<i>I do not have</i>	<i>do I have?</i>
<i>you have</i>	<i>you do not have</i>	<i>do you have?</i>
<i>he/she/it has</i>	<i>he/she/it does not have</i>	<i>does he/she/it have?</i>
<i>we have</i>	<i>we do not have</i>	<i>do we have?</i>
<i>you have</i>	<i>you do not have</i>	<i>do you have?</i>
<i>they have</i>	<i>they do not have</i>	<i>do they have?</i>

**Translation Tip!** При переводе на русский язык глагола *to have / to have got* лучше использовать оборот *у меня, тебя, него... (есть)*, т.к. оно звучит более естественным, нежели соответствующие формы глагола *иметь*. Если же глагол *to have* образует с существительным словосочетание, обозначающее действие, то необходимо конкретизировать. Например, *I have breakfast* = *Я завтракаю*; *Paul is having a shower* = *Пол принимает душ*; *Today I had cereal for breakfast* = *Сегодня я поел хлопья на завтрак*.

*Exercise 11. Fill in the gaps with the present simple of to be.*

- e.g. English **is** an international language.
- I \_\_\_ interested in the history of agriculture.
  - My friends and I \_\_\_ always ready to help you.
  - You \_\_\_ so nervous. What has happened?
  - Mrs Collins \_\_\_ a very sensitive person, isn't she?
  - Economics \_\_\_ my favourite subject.
  - We \_\_\_ good friends with Mark.
  - My mother \_\_\_ 50 years old.

*Exercise 12. Rewrite the sentences using there is / there are.*

- e.g. The city has many monuments.  
**There are many monuments in the city.**
- Some flowering trees are in the yard.
  - The restaurant has got a new menu.
  - This family has two children.
  - A painting by Van Gogh is at the museum.
  - A car is near the house.




- f. A week has seven days.  
g. A lot of people are at the stadium.


*Exercise 13. Fill in the gaps with the present of to have / to have got (sometimes you can use both).*

- e.g. I **have / have got** many friends at university.  
a. My brother usually \_\_\_ lunch at school.  
b. We often \_\_\_ parties at the weekend.  
c. I can't tell you the time. I \_\_\_ (not) a watch.  
d. We \_\_\_ a business meeting at 7 o'clock.  
e. Mike \_\_\_ (not) coffee for breakfast, he \_\_\_ tea.  
f. We \_\_\_ four classes a day.  
g. \_\_\_ your little sister \_\_\_ many toys?

### ➤ PRONUNCIATION

[ɪ] and [i:] – данные гласные соответствуют русской «и», но первая из них – краткая, а вторая – долгая. Помимо противостояния по долготе – краткости они также отличаются по положению языка и губ при произношении.

		[ɪ]		[i:]		
	<b>i</b>	<i>insect</i>	[ˈɪnsekt]	<b>e</b>	<i>me</i>	[mi:]
		<i>music</i>	[ˈmjuzɪk]		<i>these</i>	[ði:z]
	<b>y</b>	<i>gym</i>	[dʒɪm]	<b>ee</b>	<i>tree</i>	[tri:]
		<i>poppy</i>	[ˈpɒpi]		<i>pea</i>	[pi:]
	<b>e</b>	<i>rocket</i>	[ˈrɒkɪt]	<b>ea</b>	<i>beach</i>	[bi:tʃ]
	<b>a</b>	<i>cabbage</i>	[ˈkæbɪdʒ]		<i>teacher</i>	[ˈti:tʃə]
	<b>u</b>	<i>business</i>	[ˈbɪznɪs]	<b>ey</b>	<i>key</i>	[ki:]
		<i>minute</i>	[ˈmɪnɪt]	<b>ie</b>	<i>piece</i>	[pi:s]
		<i>lettuce</i>	[ˈletɪs]		<i>achieve</i>	[əˈtʃi:v]
	<b>ai</b>	<i>fountain</i>	[ˈfaʊntɪn]	<b>eo</b>	<i>people</i>	[pi:pl]
	<b>o</b>	<i>women</i>	[ˈwɪmɪn]	<b>oe</b>	<i>phoenix</i>	[ˈfi:nɪks]



*Exercise 14. Read the following words containing [ɪ] and [i:].*

[ɪ] – pin, thin, think, give, live, English, India, lift.

[i:] – seed, read, easy, field, leaves, speak, meat, wheat.

[ɪ] vs. [i:] – ship / sheep, sit / seat, lid / lead, did / deed, this / these, is / ease.

*Exercise 15. Determine whether the words contain [ɪ] or [i:].*

Eat, sit, chips, seat, fish, tea, bean, pick, bin, sheep, big, pig, tin, feel, dean, beat, seat, hit, lick, fill, peel, ship, easy, meat.

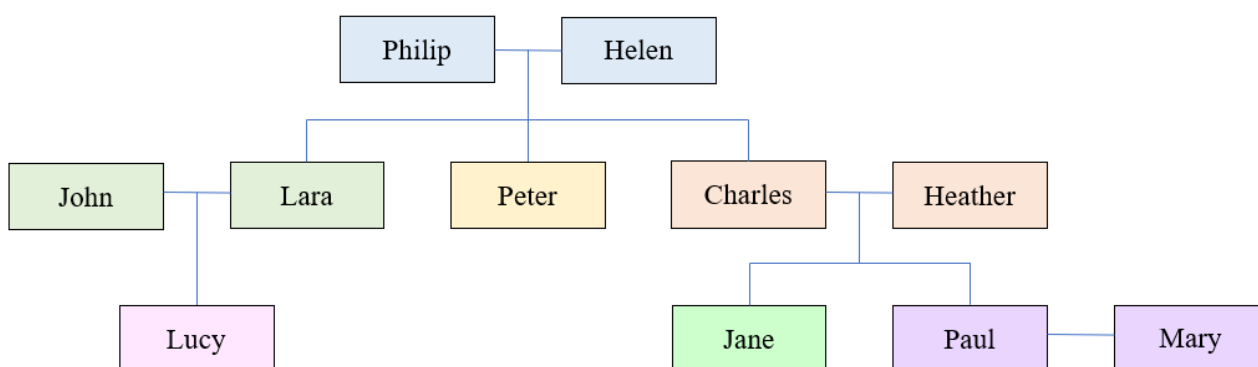
### ➤ VOCABULARY BOOSTER

*Exercise 16. Read the definitions of the following adjectives and divide them into two groups: good personality traits and bad personality traits.*

- a. **chatty** – s.o. who talks a lot
- b. **clever** – good at learning things
- c. **friendly** – s.o. who is nice to other people
- d. **hard-working** – s.o. who puts a lot of effort and care into work
- e. **honest** – s.o. who always tells the truth
- f. **lazy** – an inactive person who doesn't like working
- g. **polite** – s.o. who has good manners
- h. **selfish** – s.o. who only thinks about themselves
- i. **shy** – quiet and a little nervous with other people
- j. **vain** – s.o. who cares too much about their looks

*Exercise 17. Looking at the family tree, fill in the gaps using the following words.*

husband – uncle – siblings – nieces – parents – son – wife – ~~aunt~~ – sister-in-law  
nephew – grandparents – daughter – brother-in-law – cousin



e.g. Lara is Jane's **aunt**.

- a. Peter has got two \_\_\_\_: Lara and Charles.
- b. Paul is Mary's \_\_\_\_, thus Jane is her \_\_\_\_.
- c. Peter has got two \_\_\_\_ – Lucy and Jane – and one \_\_\_\_ – Paul.
- d. Lucy's \_\_\_\_ are John and Lara.
- e. Peter's \_\_\_\_, John, is Jane and Paul's \_\_\_\_.
- f. Charles and Heather have got two children: a \_\_\_\_ and a \_\_\_\_.
- g. Helen is Philip's \_\_\_\_.
- h. Lucy is Jane and Paul's \_\_\_\_.
- i. Philip and Helen are Lucy's \_\_\_\_.

### ➤ LISTENING



#### Meeting Other Students

<https://learnenglish.britishcouncil.org/skills/listening/a1-listening/meeting-other-students>

*Exercise 18. Who do the sentences refer to?*

	<b>Cara</b>	<b>Robert</b>	<b>Selim</b>
a. His/her mother is from Scotland.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. He/she is from Manchester.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. He/she is from London.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. He/she studies history and maths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. He/she studies history and French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. He/she studies history and German.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Exercise 19. Number the sentences in the order you hear them.*

- a. I grew up near London. \_\_\_\_\_
- b. Nice to meet you! \_\_\_\_\_
- c. Do you live in Scotland? \_\_\_\_\_
- d. Where are you from? \_\_\_\_\_
- e. I'm Cara. And you are? \_\_\_\_\_
- f. Are you both doing history on its own? \_\_\_\_\_

➤ **LANGUAGE PRACTICE**

*Exercise 20. Write a short biography of Paul and Rose by looking at the drawings. Use he/she.*

### PERSONAL DATA

NAME: Paul

AGE: 25 y. o.


RESIDENCE: Sheffield, UK

OCCUPATION: journalist


MARITAL STATUS: married to Alice

CHILDREN: 1 boy (Carl), 2 girls (Ann & Louise)

INTERESTS: water polo, hiking, chess



### IMPERIAL COLLEGE LONDON



Student ID: 472869 Course: 2

Full Name: Rose Bernard

Date of Birth: 14 Jan. 2003

Education: Ecology and Environmental Biology (BSc)

Extracurricular Activities: swimming team, students' gardening association

In case of emergency contact:  
Mrs Mary Bernard (mother), Mr John Bernard (father)

*Exercise 21. Translate into English.*

- a. Знание иностранного языка очень важно.
- b. У меня нет денег.
- c. Сколько студентов в вашей группе?
- d. Есть ли в библиотеке книги по английскому?
- e. Мои родители обедают всегда на работе.
- f. В моей комнате нет телевизора.
- g. У Марка две сестры – Лиза и Энн.
- h. Они студенты нашего университета.

*Exercise 22. Choose the correct options, then write a short text about your family.*

### **My Family**

My family is not very big, there *is / are* five of us: my mum, dad, brother, sister, and I. My father is 53 years old, *he / she* works as an agronomist at a local farm. My mother *is / has* 49, she teaches Biology at school. My *brother / sister* is just 15, she still goes to school.

My brother is 31 and *he's / it's* already married. He works as an economist, while his wife *am / is* a housewife. They live in a small house with *their / theirs* children – a boy and a girl – and my sister-in-law's parents. They are retired and help *them / their* daughter look after the children.

## Unit 1.2 – Towns and Cities



### ➤ LEAD-IN

*Exercise 1. In pairs, ask each other the following questions.*

- Where are you from?
- Is it a town or a city?
- Is your hometown old or relatively new?
- Which places are popular?
- What's your favourite place in your hometown?

*Exercise 2. Tell your course-mates about your partner.*

### ➤ ACTIVE VOCABULARY

*Exercise 3. Memorise the following words and phrases paying attention to their pronunciation.*

**administrative** [əd'mɪnɪstrətɪv] –  
административный

(to) **admire** [əd'maɪə] – любоваться

**along** [ə'lɒŋ] – по, вдоль

**community** [kə'mju:nəti] – сообщество,  
община

**cuisine** [kwi:'zi:n] – (национальная) кухня

(to) **design** [di'zain] – проектировать

**different** ['dɪfərənt] – различный, разный

**diverse** [daɪ'vɜ:s] – разнообразный

(to) **enjoy** [ɪn'dʒɔɪ] – наслаждаться

(to) **found** [faʊnd] – основывать

**gang** [gæŋ] – банда, группировка

**heathland** ['hi:θlənd] – пустошь

**industrial** [ɪn'dʌstriəl] – промышленный

**located** [ləʊ'keɪtɪd] – расположенный

**manufacturing** [mænʃə'fæktʃərɪŋ] –  
производственный

**marsh** [mɑ:ʃ] – болото

**prominent** ['prɒmɪnənt] – значимый

**quarter** ['kwɔ:tə] – квартал

**recreational** [rekrɪ'eɪʃənəl] –  
развлекательный

**spectacular** [spek'tækjələ] – зрелищный

**trade** [treɪd] – торговля

**TV series** [ti:'vi:'siəri:z] – сериал

**urban** ['z:bən] – городской

**wetland** ['wetlənd] – водно-болотное  
угодье

**wood** [wʊd] – лес

➤ **READING**

**My Hometown**

As you already know, I was born and raised in Birmingham, a large city in the centre of England. Birmingham is the **administrative**, recreational, and cultural centre of the West Midlands<sup>1</sup>; it's also Great Britain's second largest city, located at about 170 km northwest of London.

Birmingham was founded in the 6<sup>th</sup> century by the Anglo-Saxons and grew into an important market town in the Middle Ages. The city became a **prominent** industrial centre during the Industrial Revolution and was called "the first **manufacturing** town in the world" or "the city of a thousand trades". Nowadays, the city is often associated with the TV series *Peaky Blinders*<sup>2</sup>, which tells the story of an **urban** youth gang after the First World War.

We like calling our city Brum, and we call ourselves Brummies. I really like my hometown because it is one of the most culturally **diverse** cities in the UK. Walking along the streets of our city, you can learn something new about different cultures and traditions. You can try Chinese **cuisine** in the Chinese **quarter**, while in the so-called Balti Triangle<sup>3</sup> you can find restaurants, jewellers, dress-makers and sweet shops from all over Asia, especially India. On St. Patrick's Day the local Irish community organises a **spectacular** festival, second only to Dublin's parade.

Birmingham is a green city with a lot of beautiful parks and open spaces. Sutton Park is one of the biggest urban parks in the UK with seven lakes and a mix of different **landscapes** such as heathlands, wetlands, marshes, and woods. My favourite park, however, is the Botanical Garden near the city centre, designed in 1829 by John Loudon<sup>4</sup>. In this garden you can **admire** plants from all over the world, learn interesting things about them, and just enjoy the wonderful views.

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<sup>1</sup> *West Midlands* = Западный Мидленд; <sup>2</sup> в русском переводе «Острые козырьки»; <sup>3</sup> *Balti Triangle* = Бэлцкий треугольник; <sup>4</sup> читается ['laʊdən].

*Exercise 4. Choose a fitting subtitle for each paragraph. There is an extra one you won't need.*

- |                   |                                |
|-------------------|--------------------------------|
| a. Natural areas  | d. History of Birmingham       |
| b. Location       | e. A multicultural environment |
| c. Local holidays |                                |

*Exercise 5. Match the definitions with the words and phrases in bold.*

- including different types of people or things
- look at smth with pleasure
- of or in a city
- very exciting to look at
- an area of a town or city

- f. related to local government
- g. a style of cooking, especially in a particular country
- h. producing goods in large numbers
- i. the shape and view of a particular area
- j. very well-known and important

*Exercise 6. Answer the following questions.*

- a. Where are you from?
- b. Where is your hometown located?
- c. When was it founded and by whom?
- d. List two or three important moments in the history of your hometown.
- e. Which interesting places can you visit?
- f. Do you have any special holidays or traditions?
- g. Is your hometown green?
- h. Do you have a favourite park?
- i. What's special about it?
- j. What can you do there?

*Exercise 7. Write a text about your hometown using your answers in exercise 6 as guidelines.*

### ➤ GRAMMAR FOCUS

**Countable and uncountable nouns:** существительные в английском языке делятся на две основные подгруппы: исчисляемые (*countable nouns*) и неисчисляемые (*uncountable nouns*). В первую группу входят все существительные, обозначающие предметы, которые можно сосчитать, а во вторую – вещества, абстрактные понятия, жидкости и порошки, т.е. то, что не может делиться на отдельные элементы, что не можем посчитать. В связи с этим, множественное число в английском языке образуется только из исчисляемых существительных, а неисчисляемые употребляют всегда только в единственном числе.

**Plural nouns:** по общему правилу, множественное число (*plural*) исчисляемых существительных образуется в английском языке путём прибавления окончания *-s*. Оно произносится как [s] после глухих согласных, а как [z] – после звонких согласных и гласных. Если существительное оканчивается на *-o*, *-s*, *-x*, *-ch*, *-tch*, *-sh*, *-z*, то к нему прибавляется окончание *-es*, которое произносится как [ɪz] (после *-o* – как [z]).

singular form	plural form	sound	singular form	plural form	sound
<i>week</i>	<i>weeks</i>	[s]	<i>potato</i>	<i>potatoes</i>	[z]
<i>lip</i>	<i>lips</i>	[s]	<i>class</i>	<i>classes</i>	[ɪz]
<i>head</i>	<i>heads</i>	[z]	<i>box</i>	<i>boxes</i>	[ɪz]
<i>boy</i>	<i>boys</i>	[z]	<i>watch</i>	<i>watches</i>	[ɪz]

<i>bush</i>	<i>bushes</i>	[ɪʒ]
<i>quiz</i>	<i>quizzes</i>	[ɪʒ]

**Exceptions:** в таблице представлены исключения к данным правилам.

features	singular form	plural form
если <i>-ch</i> читается [k] > <b>-s</b>	<i>stomach</i> <i>monarch</i>	<i>stomachs</i> <i>monarchs</i>
<i>-f, -fe</i> > <i>v</i> + <b>-es</b>	<i>wolf</i> <i>wife</i>	<i>wolves</i> <i>wives</i>
<b>НО:</b>	<i>gulf</i> <i>belief</i> <i>chief</i> <i>roof</i> <i>safe</i> <i>handkerchief</i>	<i>gulfs</i> <i>beliefs</i> <i>chiefs</i> <i>roofs</i> <i>safes</i> <i>handkerchiefs</i>
согласная + <i>y</i> > <i>i</i> + <b>-es</b>	<i>country</i> <i>study</i>	<i>countries</i> <i>studies</i>
гласная + <i>y</i> > <b>-s</b>	<i>day</i> <i>toy</i>	<i>days</i> <i>toys</i>
не меняются	<i>sheep</i> <i>deer</i> <i>fish</i> <i>swine</i> <i>series</i> <i>species</i>	<i>sheep</i> <i>deer</i> <i>fish</i> <i>swine</i> <i>series</i> <i>species</i>
неправильные существительные	<i>man</i> <i>woman</i> <i>tooth</i> <i>foot</i> <i>goose</i> <i>mouse</i> <i>louse</i> <i>child</i> <i>ox</i> <i>person</i>	<i>men</i> <i>women</i> <i>teeth</i> <i>feet</i> <i>geese</i> <i>mice</i> <i>lice</i> <i>children</i> <i>oxen</i> <i>people</i>

*Exercise 8. Rewrite the sentences using the plural not only of nouns, but also of verbs and pronouns.*

e.g. She is a pretty fourteen-year-old girl.

***They are pretty fourteen-year-old girls.***

- |                                    |                             |
|------------------------------------|-----------------------------|
| a. A goose is a bird.              | e. The play is interesting. |
| b. A puppy is a little dog.        | f. Give me the key.         |
| c. A bear is stronger than a wolf. | g. The ox is in the yard.   |
| d. There is a deer on the hill.    | h. He is a sportsman.       |

*Exercise 9. Fill in the gaps with the plural of the following nouns.*

goose – sheep – deer – leaf – shelf – ~~tooth~~ – thief – dish – man – foot



- e.g. The baby is getting several new *teeth*.
- I need more \_\_\_ for my books.
  - Let me help you wash the \_\_\_.
  - Julie doesn't like \_\_\_ with a beard and moustache.
  - The police are looking for three \_\_\_.
  - The Burtons have fifty \_\_\_ and two hundred \_\_\_ on their farm.
  - After walking all day my \_\_\_ really hurt.
  - The \_\_\_ are eating the \_\_\_ off the trees.

**Possessive case:** в английском языке для обозначения принадлежности можно использовать либо предлог *of*, либо притяжательный (т.е. родительный) падеж (*possessive case*). Однако, следует отметить, что второй вариант возможен только с ограниченным количеством существительных: это в основном имена собственные или существительные, обозначающие людей и животных, а также города, страны, группы людей, промежутки времени и расстояния. Во всех остальных случаях возможен только вариант с предлогом *of*.

phrase with <i>of</i>	possessive case
<i>the house of Paul</i>	<i>Paul's house</i>
<i>the life of a student</i>	<i>a student's life</i>
<i>the toys of the dog</i>	<i>the dog's toys</i>
<i>the best restaurant in London</i>	<i>London's best restaurant</i>
<i>the economy of Great Britain</i>	<i>Great Britain's economy</i>
<i>a trip of two days</i>	<i>a two days' trip</i>
<i>a walk of a mile</i>	<i>a mile's walk</i>

Притяжательный падеж образуется по следующим правилам:

- Существительные в единственном числе, а также существительные во множественном числе без окончания *-s*, прибавляют окончание *'s*.
- Существительные во множественном числе с окончанием *-s*, прибавляют окончание *'* (т.е. только апостроф).
- Если имя собственное оканчивается на *-s*, то допустимы оба варианта написания окончания (*'s* и *'*), при этом независимо от варианта окончания читается [ɪz].

phrase with <i>of</i>	possessive case
<i>the book of the boy</i>	<i>the boy's book</i>
<i>the cat of the children</i>	<i>the children's cat</i>
<i>the house of the boys</i>	<i>the boys' house</i>
<i>the school of the girls</i>	<i>the girls' school</i>
<i>the parents of James</i>	<i>James's parents</i> or <i>James' parents</i>
<i>the novels of Dickens</i>	<i>Dickens's novels</i> or <i>Dickens' novels</i>

*Exercise 10. Rewrite the sentences using the possessive case. Translate them into Russian.*

- e.g. The name of my friend is Paul.  
*My friend's name is Paul. – Моего друга зовут Пол.*
- We are looking forward to the visit of Max.
  - Yesterday she put away the books of her son.
  - The life of a student can be very busy.
  - We have a break of ten minutes between classes.
  - I am not very interested in the history of Great Britain.

*Exercise 11. Fill in the gaps according to the prompts using either the possessive case or a phrase with of.*

- e.g. What is **this man's name**? (the name / this man)
- What is \_\_\_? (the address / Mike)
  - \_\_\_ is yellow. (the colour / the wall)
  - For me summer is \_\_\_\_. (the best time / the year)
  - When is \_\_\_? (the birthday / your mother)
  - Look at the number at \_\_\_\_. (the bottom / the page)
  - What is \_\_\_? (the job / this man)
  - \_\_\_ is near the market. (the house / my parents)
  - I need \_\_\_\_. (the help / my friend)
  - The post-office is at \_\_\_\_. (the end / the street)

**Articles:** в английском языке существуют два артикля: неопределённый артикль (*indefinite article*) *a/an* и определённый артикль (*definite article*) *the*.

**Indefinite article:** неопределённый артикль *a/an* происходит от числительного *one* (один) и, соответственно, классифицирует человека, животного или предмет как одного представителя класса предметов, т.е. *a book* – это *одна из некоторых книг* (из всех книг, существующих в мире; из книг, присутствующих в каком-либо помещении; и т.д.). Данный артикль можно употреблять только с исчисляемым существительными в единственном числе, при этом форма *a* стоит перед согласной, а *an* – перед гласной. В таблице представлены правила его использования.

use	examples
для обозначения любого человека, животного или предмета из какой-то группы или категории	<i>He works in a hotel</i> (в одном из множества существующих отелей) <i>I have read an interesting book</i> (одну из множества интересных книг)
при первом упоминании чего-либо в тексте или разговоре	<i>I have a car. The car is blue.</i>
в значении <i>один</i>	<i>In the room there is a bed</i> (только одна).
после глагола <i>to be</i> в именных оборотах	<i>She is an English teacher.</i>

**Definite article:** определённый артикль *the* происходит от указательного местоимения *that* (тот) и, соответственно, указывает на конкретного человека, животного или предмет. Данный артикль модно употреблять с любыми существительными (исчисляемыми и неисчисляемыми) как в единственном, так и во множественном числе. Следует отметить, что он произносится как [ðə] перед согласной, а как [ði:] – перед гласной. В таблице представлены правила его использования.

use	examples
для обозначения конкретного человека, животного или предмета	<i>He is not <b>the</b> man that the police are looking for</i> (именно тот человек).
при повторном упоминании чего-либо в тексте или разговоре	<i>My granny lives in a village. <b>The</b> village is very small.</i>
когда речь идёт о единственном в своём роде предмете или явлении	<i><b>the</b> sun, <b>the</b> earth, <b>the</b> sky...</i>
перед порядковыми числительными	<i><b>the</b> first of April, <b>the</b> second day in a row...</i>
перед прилагательными в превосходной степени	<i><b>the</b> best cake I've ever tried, <b>the</b> most interesting fact about me...</i>
перед выражениями с предлогом <i>of</i>	<i><b>the</b> bank <u>of</u> England, <b>the</b> day <u>of</u> the exam...</i>
перед собирательными именами нации	<i><b>the</b> British, <b>the</b> Americans...</i>
перед фамилиями во множественном числе для обозначения всей семьи	<i><b>the</b> Smiths, <b>the</b> Petrovs...</i>
с названиями различных заведений, организаций, видов транспорта и т.д.	<i><b>the</b> Bolshoi Theatre, <b>the</b> British Museum, <b>the</b> United Nations, <b>the</b> New York Times, <b>the</b> Titanic...</i>

**Zero article:** помимо неопределённого и определённого артиклей, в английском языке принято говорить ещё о нулевом артикле (*zero article*) в тех случаях, когда артикль перед существительным отсутствует. В таблице представлены правила его использования.

use	examples
перед абстрактными существительными	<i>I like music. Love will save the world.</i>
перед именами собственными	<i>Paul, Jane, Ilya...</i>
перед неисчисляемым существительным, обозначающим какой-либо предмет в общих чертах	<i>Sugar is sweet. Alcohol is bad for your health.</i>
перед исчисляемыми существительными во множественном числе в тех случаях, когда в единственном числе употребляем неопределённый артикль	<i>Paul is <b>a</b> student. Mary and Paul are students.</i>
когда после существительного стоит количественное числительное	<i>room 309, page 65, platform 3...</i>
перед притяжательным, указательным, вопросительным или неопределённым местоимением	<i><u>my</u> friend Paul, <u>that</u> man over there, <u>which</u> pen, <u>some</u> books...</i>
перед <i>last</i> и <i>next</i>	<i>last week, last Friday, next month, next Saturday...</i>

**Articles with geographical names:** с географическими названиями, поскольку они считаются именами собственными, чаще всего встречается нулевой артикль. Однако, в некоторых случаях встречается определённый артикль.

zero article	definite article <i>the</i>
отдельные острова – <i>Cuba, Bali, Madagascar...</i>	архипелаги – <i>the Canary Islands, the British Isles...</i>
отдельные озёра – <i>Lake Geneva, Lake Baikal...</i>	группы озёр – <i>the Great Lakes, the Italian Lakes...</i>
отдельные горы – <i>Mount Everest, Mount Fuji...</i>	горные хребты – <i>the Alps, the Himalayas, the Urals...</i>
населённые пункты – <i>London, Rome, Paris...</i>	реки, моря, океаны – <i>the Amazon, the Northern Sea, the Atlantic Ocean...</i>
штаты, графства, округа, регионы и т.д. – <i>California, Dorset, Lancashire...</i>	пустыни – <i>the Sahara, the Namib...</i>
страны – <i>Great Britain, France, Russia...</i>	страны, если название во множественном числе – <i>the Netherlands, the Philippines...</i>
континенты – <i>Asia, North America, Antarctica...</i>	страны, если название состоит из нескольких слов (или их сокращения) – <i>the USA, the United Kingdom, the Republic of Ireland...</i>

*Exercise 12. Fill in the gaps with the correct article (including zero).*

Robert Burns was **the** son of \_\_\_ small farmer in Ayrshire<sup>1</sup>. He was born on \_\_\_ 25<sup>th</sup> of \_\_\_ January, 1759. His \_\_\_ parents were poor and Burns could get very little regular education.

He worked hard as \_\_\_ ploughboy<sup>2</sup>. He was \_\_\_ great reader, and always had \_\_\_ ballad book before him. He was fond of \_\_\_ songs of \_\_\_ Scotland and liked to sing them when he worked.

After \_\_\_ death of his father, Robert and his \_\_\_ brother and sister took over \_\_\_ farm together. While working in \_\_\_ fields, Burns composed many wonderful poems.

<sup>1</sup> *Ayrshire* ['eəʃɪə] = Айршир или Эршир (историческое графство в Шотландии); <sup>2</sup> *ploughboy* ['pləʊbɔɪ] = пахарь.

*Exercise 13. Fill in the gaps with the definite or zero article before geographical names.*

e.g. **The** Sahara is a great desert in  $\emptyset$  North Africa extending from **the** Atlantic Ocean to **the** Nile.

- \_\_\_ United Kingdom consists of \_\_\_ Great Britain and \_\_\_ Northern Ireland.
- \_\_\_ Lake Baikal is the deepest one in \_\_\_ world.
- Does \_\_\_ Danube flow in \_\_\_ Germany?
- The highest mountains in \_\_\_ world are \_\_\_ Himalayas.
- \_\_\_ Cardiff is the capital of \_\_\_ Wales.

f. Are \_\_\_ British Isles large?

➤ **PRONUNCIATION**

[ʌ] and [ɑ:] – данные гласные соответствуют русской «а», но первая из них – краткая, а вторая – долгая. Помимо противостояния по долготе – краткости они также отличаются по положению губ при произношении.

[ʌ]			[ɑ:]		
u	cut	[kʌt]	ar	farm	[fɑ:m]
	bus	[bʌs]		star	[stɑ:]
o	colour	['kʌlə]	a	tomato	[tə'mɑ:təʊ]
	honey	['hʌni]		banana	[bə'nɑ:nə]
	love	[lʌv]	al	half	[hɑ:f]
	some	[sʌm]		almond	[ɑ:mənd]
oe	does	[dʌz]	are	are	[ɑ:]
ou	young	[jʌŋ]	au	aunt	[ɑ:nt]
	cousin	['kʌzɪn]		laugh	[lɑ:f]
oo	blood	[blʌd]	ear	heart	[hɑ:t]
	flood	[flʌd]	er	clerk	[klɑ:k]

Exercise 14. Read the following words containing [ʌ] and [ɑ:].

[ʌ] – cut, number, summer, luck, son, love, come, country.

[ɑ:] – seed, read, easy, field, leaves, speak, meat, wheat.

[ʌ] vs. [ɑ:] – duck / dark, hut / heart, come / calm, cut / cart, bun / barn, tusk / task.

Exercise 15. Determine whether the words contain [ʌ] or [ɑ:].

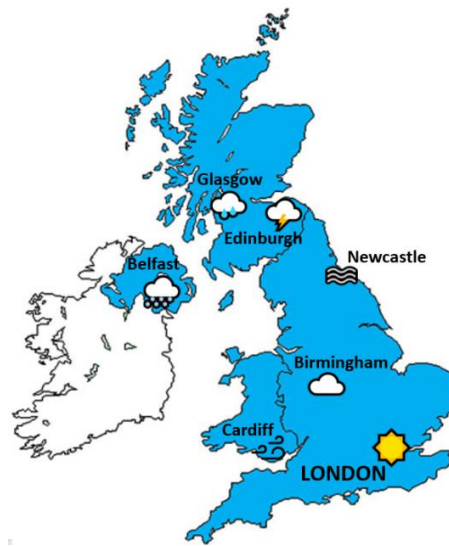
Bun, tart, garden, cups, grass, lunch, but, park, cut, run, but, bug, barn, hug, done, clerk, scarf.

➤ **VOCABULARY BOOSTER**

Exercise 16. Fill in the gaps with the following words according to the map.

sunny – snowy – windy – cloudy – foggy – rainy – stormy

Today we can see all types of weather around the UK. In London we're having a *sunny*, warm day, but in the north things are not so good. The Glaswegians have woken up to a sky full of \_\_\_ clouds, but in Edinburgh things might get even \_\_\_! A little better in Newcastle and Birmingham with \_\_\_ and \_\_\_ weather, respectively. Near the Irish Sea, in Cardiff, it is quite \_\_\_ today, so better stay at home. However, our friends in Belfast are having the worst day, as the weather is cold and \_\_\_.



*Exercise 17. Fill in the gaps with the following words and phrases.*

art gallery – bakery – hospital – crossing – gym – hotel – launderette – library – ~~cinema~~ – museum – park – pharmacy – post office – pavement – supermarket

e.g. Mark wants to see the new film by Quentin Tarantino, so we'll go to the *cinema*.

- I need to find some information for my report. Do you know a \_\_\_ nearby?
- In summer I spend a lot of time playing football in the \_\_\_ with my friends.
- We have run out of bread. Can you stop by the \_\_\_?
- John washes its clothes at the \_\_\_ twice a week.
- Could you please take some aspirin at the \_\_\_?
- At the \_\_\_ there's an interesting exhibition about Van Gogh.
- Paul is a very active person; he goes to the \_\_\_ every other day.
- I need to send a parcel. Where is the nearest \_\_\_?
- Be careful at the \_\_\_, drivers tend to speed on this street.
- My brother just left the \_\_\_ after surgery.
- If you come visit, I can book you a room at a four-star \_\_\_.
- When you come home, please stop by the \_\_\_ and buy some fruit and a bottle of milk.
- Don't walk on this side of the road – the \_\_\_ is too slippery because of ice.
- Do you like history? You should visit our local \_\_\_.

## ➤ LISTENING



### Scientists Warn of More Extreme Hot Weather

<https://breakingnewsenglish.com/2107/210709-extreme-heat-41.html>

*Exercise 18. Fill in the gaps with the correct article, then listen to check your answers.*

- \_\_\_ world will experience more extreme heat.

- b. Their figures indicated \_\_\_ high likelihood of \_\_\_ more extreme temperatures.
- c. It was \_\_\_ second warmest June on record for Europe.
- d. High temperature records were broken in Canada and \_\_\_ USA.
- e. \_\_\_ Canada’s recent “heat dome” weather event...
- f. The scientists warned of \_\_\_ warmer world...

*Exercise 19. Fill in the gaps with the following words, then listen to check your answers.*

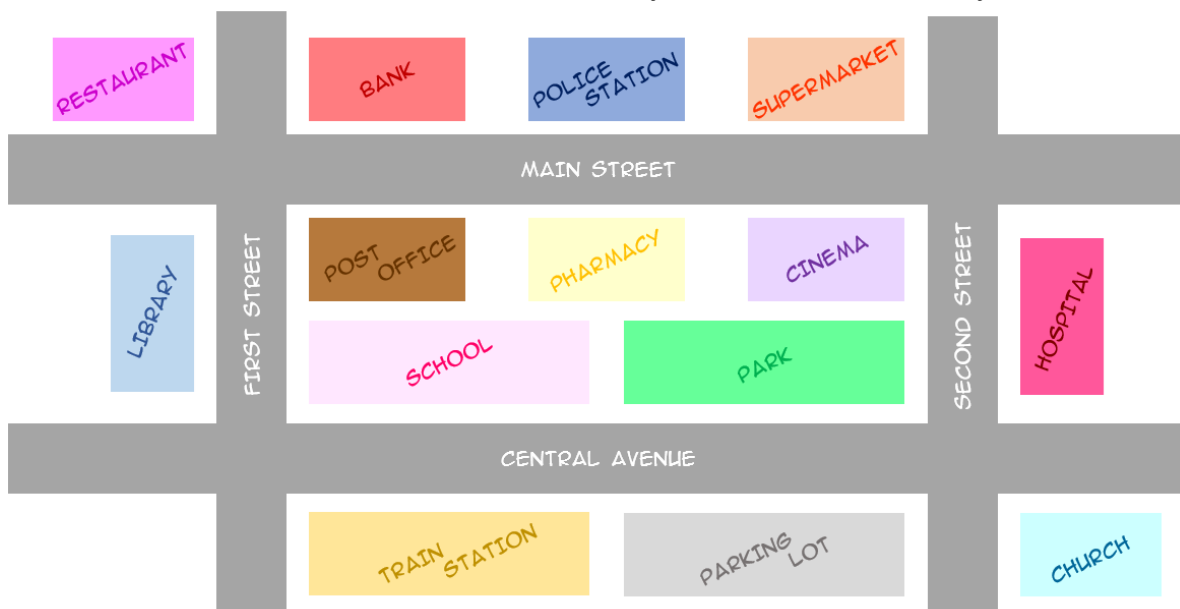
world – records – analysed – temperature – record – was – regions  
 extraordinarily – temperatures – meteorologists – a – warned

Scientists warn the \_\_\_ will have more extreme heat. Experts from the EU’s Earth Observation Programme \_\_\_ temperatures from satellites, weather stations and other databases. Their figures indicated \_\_\_ high likelihood of more extreme \_\_\_. Last month was the second warmest June on \_\_\_ for Europe. There were heatwaves over western North America. Many high \_\_\_ records were broken in Canada and the USA.

UK \_\_\_ said we have to get used to more record high temperatures. They said many \_\_\_ are experiencing heatwaves. They added that \_\_\_ are being broken by larger margins. They reported that Canada’s recent ‘heat dome’ weather event \_\_\_ an example ‘not just of extreme temperatures’, but ‘of \_\_\_ extreme temperatures.’ The scientists \_\_\_ of a warmer world with more droughts and heat-related deaths.

➤ **LANGUAGE PRACTICE**

*Exercise 20. Mark the sentences as true (T) or false (F). Correct the false ones.*



- a. The police station is between the bank and the supermarket.
- b. The train station is in Central Avenue.
- c. The bank is next to the post office.
- d. The library is in front of the hospital.



- e. The pharmacy is between the post office and the cinema.
- f. The police station is in Second Street.
- g. The park is next to the school.
- h. The church is opposite the parking lot.
- i. The school is behind the supermarket.

*Exercise 21. Translate into English.*

- a. В коллекции Майкла есть много интересных насекомых.
- b. Родители Тома – очень приятные люди.
- c. Дом Мэри рядом с прачечной.
- d. У его родителей большой дом напротив спортзала.
- e. На этой ферме есть овцы и коровы.
- f. У тёти Марка нет детей.
- g. Сегодня светит солнце, поэтому дети в парке.
- h. Погода в Москве – часто пасмурная.

*Exercise 22. Fill in the gaps with the following words, then write a short text about the weather in your hometown.*

but – fairly – temperature – short – rains – know – changeable – people  
winters – long – in a row – often – the weather – does

**Weather in Britain**

In Britain \_\_\_ is very \_\_\_: it \_\_\_ a lot, but the sun often shines too. \_\_\_ can be \_\_\_ cold, with an average \_\_\_ of 5°C in the south; there is often snow. Summers can be cool or warm, but the temperature \_\_\_ not usually go above 30°C. It is \_\_\_ cloudy, and there are rains for days or weeks \_\_\_. Days are \_\_\_ in summer and \_\_\_ in winter. There are sometimes fogs, \_\_\_ not so often as foreigners think. The British \_\_\_ never \_\_\_ what tomorrow's weather will be like.

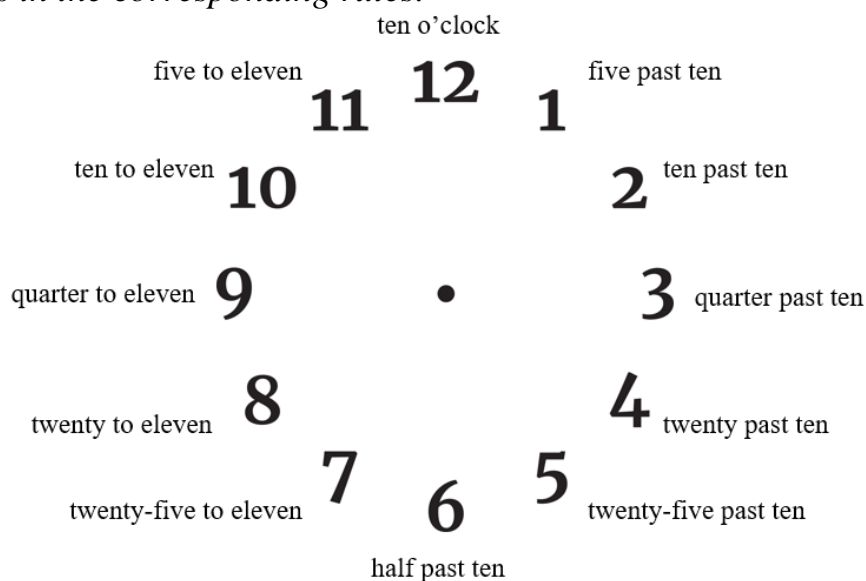


## Unit 1.3 – Daily Routines



### ➤ LEAD-IN

*Exercise 1. Look at the picture showing 5-minute intervals from 10.00 to 10.55 and fill in the gaps in the corresponding rules.*



- a. «Ровно» переводится как \_\_\_\_.
- b. С 1 до 30 минут используют предлог \_\_\_\_ (после) с указанием предыдущего часа.
- c. С 31 до 59 минут используют предлог \_\_\_\_ (до) с указанием следующего часа, при этом количество минут высчитывается из 60.
- d. 15 минут обозначают словом \_\_\_\_, которое переводится как «четверть».
- e. 30 минут обозначают словом \_\_\_\_, которое переводится как «половина».
- f. В английском языке 12-часовая система, соответственно 15 часов – это 3 часа дня. В письменной форме часто встречаются обозначения *am* (до полудня) и *pm* (после полудня), но в устной речи чаще всего используют выражения *in the morning* (утром), *in the afternoon* (днём), *in the evening*

(вечером), *at night* (ночью). Во многих случаях можно и не уточнять, ведь в какое время дня происходит действие или событие очевидно из контекста.

- g. «Полдень» переводится как *midday* или *noon*, а «полночь» – как *midnight*. Помимо этих вариантов можно ещё говорить просто *twelve o'clock*.  
h. Для обозначения «половины» помимо вариант *half past x* также встречается выражение *x thirty* (где *x* – предыдущий час).

### Exercise 2. Read aloud.

- Paul wakes up at 7:15.
- Mary usually has lunch at 12:40.
- The lunch break lasts from 12:30 to 01:00.
- English people usually have tea at 5:00 in the afternoon.
- John usually gets home at 7:45 in the evening.
- My friend goes to bed at 11:15 at night.

### ➤ ACTIVE VOCABULARY

Exercise 3. Memorise the following words and phrases paying attention to their pronunciation.

**bathroom** ['bɑ:θrʊm] – ванная

**bedroom** ['bedrʊm] – спальня

**board game** ['bɔ:d 'geɪm] – настольная игра

**(to) brush** [brʌʃ] – чистить (зубы)

**busy** ['bɪzɪ] – занятый

**canteen** [kæn'ti:n] – столовая

**(to) chat** [tʃæt] – болтать

**dinner** ['dɪnə] – ужин

**(to) do the dishes** [du: ðə 'dɪʃɪz] – мыть посуду

**dorm** [dɔ:m], сокр. от **dormitory** ['dɔ:mɪtɪrɪ] – общежитие

**elevenes** [ɪ'levənɪz] – второй завтрак

**extracurricular** [ekstrəkə'rɪkjələ] – внеаудиторный

**kitchen** ['kɪtʃn] – кухня

**library** ['laɪbrəri] – библиотека

**(to) listen** ['lɪsən] – слушать

**lunch** [lʌntʃ] – обед

**make-up** ['meɪkʌp] – макияж

**news** [nju:z] – новости

**research** ['ri:sə:tʃ] – исследование

**sandwich** ['sænwɪdʒ] – сэндвич, бутерброд

**smartphone** ['smɑ:tfəʊn] – смартфон

**social media** ['səʊʃl 'mi:diə] – соцсети

**stretching** ['stretʃɪŋ] – растягивание

**through** [θru:] – через

**weekday** ['wi:kdeɪ] – будний день

**whole** ['həʊl] – целый

### ➤ READING

#### A Typical Working Day

As you know, I am a second-year student at the University of Sheffield. As all students, I have a really **busy** lifestyle. Classes at university begin at eight thirty, so on weekdays I have to get up at half past seven. I open the window to get some fresh air<sup>1</sup>, then do a little **stretching** and go to the bathroom where I wash my face, take a shower and brush my teeth. I then go to the kitchen where I meet my friends from the **dorm**. On weekdays we don't have time enough for a full English breakfast<sup>2</sup>, but we

usually have some eggs and bacon, as well as beans on toast. Then, I go back to my bedroom, **get dressed** and do my make-up.

The dorm is not far from university so I leave home at quarter past eight. After a short walk through the park, when I usually listen to the latest news on my smartphone, I get to university and start my lessons. From quarter to eleven to eleven o'clock we have a short coffee break, or as we like to call it 'elevenses'. Then, at twelve thirty, we have lunch, which **lasts** for a whole hour. When the weather is good, we like to go outside and eat a sandwich with a fruit or something sweet in the park. Sometimes we go to the **canteen**, but the food is not that good to be honest<sup>3</sup>.

Classes usually finish by four in the afternoon, but sometimes I stay at university till late in the evening<sup>4</sup> because I have some **extracurricular** activity or because I go to the library to study or do some research. As a rule, I don't have much free time on weekdays.

I usually get back home at six o'clock in the evening. From time to time my friends and I go out for a walk and have dinner at a café or **pub**, but most often we cook something together in the dorm kitchen. After dinner we do the dishes, have a cup of tea and spend the evening together: we can watch a film, play **board games** or just chat for hours. Then at about eleven o'clock I get back to my room and get ready to sleep. After a quick check of my **social media**, I usually go to bed at about half past eleven or quarter to twelve.

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<sup>1</sup> (to) get some fresh air = подышать свежим воздухом; <sup>2</sup> full English breakfast = плотный английский завтрак (включает в себя яйца с беконом, сосиски на гриле, жареные грибы и помидоры, кровяную колбаску «чёрный пуддинг», жареный хлеб с фасолью в томатном соусе и конечно же чёрный чай с молоком); <sup>3</sup> (to) be honest = честно говоря; <sup>4</sup> till late in the evening = до позднего вечера.

*Exercise 4. Match the actions with the correct time according to the text, then make sentences as in the example.*

- |                        |                    |
|------------------------|--------------------|
| a. get up (5)          | 1) 18:00           |
| b. leave the dorm      | 2) 12:30           |
| c. classes begin       | 3) 10:45           |
| d. have a coffee break | 4) 8:30            |
| e. have lunch          | 5) <del>7:30</del> |
| f. classes finish      | 6) 16:00           |
| g. get home            | 7) 23:30           |
| h. go to bed           | 8) 8:15            |

e.g. *Paula gets up at half past seven.*

*Exercise 5. Match the definitions with the words and phrases in bold.*

- put clothes on
- having many things to do
- a large building where students live

- d. outside the regular course of studies
- e. websites and/or apps that allow users to create and share content
- f. a place where drinks and food can be bought and consumed, esp. in the UK and Ireland
- g. games in which pieces are moved in particular ways on a board marked with a pattern
- h. a restaurant provided by an organisation such as a college, factory, or company for its students or staff
- i. a form of physical exercise in which muscles are expanded and flexed
- j. continues for a period of time

*Exercise 6. Answer the following questions.*

- a. What time do you get up on weekdays?
- b. What time do you have breakfast? What do you eat/drink?
- c. What time do you leave home?
- d. How do you get to university? What time do your classes start?
- e. Do you have any breaks? When is lunch break and how long does it last?
- f. What time do your classes finish?
- g. Where do you go after university?
- h. What time do you usually get home?
- i. What time do you have dinner? What do you do after it?
- j. What time do you go to bed?

*Exercise 7. Write a text about your daily routines using your answers in exercise 6 as guidelines.*

### ➤ GRAMMAR FOCUS

**Time and tense:** для понимания системы форм английского глагола очень важным моментом является определение различия между понятиями «время» (*time*) и «видовременная форма» (*tense*). Часто люди, изучающие английский язык, не понимают, зачем английскому языку 12 времён, когда в русском языке их всего лишь три. Однако, это мнение не совсем правильно сформулировано, т.к. в нём путают именно эти два понятия. Как в английском языке, так и в русском и других языках, существуют только три времени – настоящее (*present*), прошедшее (*past*) и будущее (*future*). А 12 форм появляются только с учётом вида (*aspect*): в английском каждое время дополнительно спрягается по 4 разным видам: простой (*simple*), длительный (*continuous*), завершённый (*perfect*) и завершённо-длительный (*perfect continuous*), поэтому и получаются 12 различных видовременных форм. В русском языке, соответственно, существует не 3, а 5 видовременных форм, например *делаю, делал, сделал, буду делать и сделаю*.

Ключевой аспект для понимания видовременных форм – это именно вид, поскольку каждый из них характеризуется тремя элементами: вспомогательным глаголом, характерной формой смыслового глагола и основной смысловой нагрузкой. В следующей таблице представлены основные характеристики простого, длительного и завершённого видов:

aspect	auxiliary	verb form	basic meaning
<b>simple</b>	<i>to do</i>	basic form (V <sub>1</sub> )	повторение или постоянный характер (в настоящем); законченное действие (в прошедшем); прогноз, обещание (в будущем)
<b>continuous</b>	<i>to do</i>	<i>ing</i> -form (V <sub>ing</sub> )	продолжительность действия (во всех временах)
<b>perfect</b>	<i>to have</i>	past participle (V <sub>3</sub> )	незаконченное действие (в настоящем); законченное до определённого момента действие (во всех временах)

*Exercise 8. Define the aspect of the verbs.*

e.g. Are you having fun? – **continuous** (длительный)

- I have left the house.
- I love it.
- I was painting the fence at 6 o'clock.
- I will have painted the house by then.
- Has she taken any pill for her headache?
- The cost of living is going up.
- Did Paul go home early yesterday?

**Present simple:** время настоящее простое (*present simple*), как и все времена простого вида, характеризуется присутствием вспомогательного глагола *to do* и базовой формы глагола (V<sub>1</sub>). Данное время используется в основном для обозначения повторяющихся или постоянных действий.

Отличительной чертой настоящего простого является окончание **-s**, которое прибавляется к глаголу в третьем лице единственного числа и произносится [s] после глухих согласных, [z] – после звонких согласных и гласных.

Если глагол оканчивается на *-o*, *-s*, *-x*, *-ch*, *-tch*, *-sh*, *-z*, то к нему прибавляется окончание **-es**, которое произносится как [ɪz] (после *-o* – как [z]).

Если глагол оканчивается на согласную + *y*, то *y* меняется на *i* и прибавляется окончание **-es**. Если же он оканчивается на гласную + *y*, то прибавляется просто окончание **-s**.

basic form	third person	sound	basic form	third person	sound
<i>work</i>	<i>works</i>	[s]	<i>study</i>	<i>studies</i>	[z]
<i>stop</i>	<i>stops</i>	[s]	<i>carry</i>	<i>carries</i>	[z]
<i>lead</i>	<i>leads</i>	[z]	<i>play</i>	<i>plays</i>	[z]
<i>agree</i>	<i>agrees</i>	[z]	<i>enjoy</i>	<i>enjoys</i>	[z]

<i>watch</i>	<i>watches</i>	[ɪz]
<i>finish</i>	<i>finishes</i>	[ɪz]
<i>do</i>	<i>does</i>	[z]
<i>go</i>	<i>goes</i>	[z]

Отрицательная форма настоящего простого образуется с помощью вспомогательного глагола *to do*, в частности используя формы *do* и *does* (для 3 лица ед.ч.) + *not* + V<sub>1</sub> смыслового глагола. В вопросах сначала стоит *do* или *does*, затем подлежащее и только после него V<sub>1</sub> смыслового глагола. Например, посмотрим настоящее простое глагола *to work*:

affirmative form	negative form	question form
<i>I work</i>	<i>I do not work</i>	<i>do I work?</i>
<i>you work</i>	<i>you do not work</i>	<i>do you work?</i>
<i>he/she/it works</i>	<i>he/she/it does not work</i>	<i>does he/she/it work?</i>
<i>we work</i>	<i>we do not work</i>	<i>do we work?</i>
<i>you work</i>	<i>you do not work</i>	<i>do you work?</i>
<i>they work</i>	<i>they do not work</i>	<i>do they work?</i>

Настоящее простое используется для обозначения:

- регулярных или повторяющихся действий (например, привычки) – *I get up every day at 7 o'clock. Paul always has coffee for breakfast.*
- постоянных действий (например, законы природы) – *Water boils at 100°C. The sun rises in the east.*

*Exercise 9. Fill in the gaps using the present simple of the following verbs.*

**start – take – eat – think – sleep – go – like – drink – write – live**

- e.g. The TV series **starts** every day at 8 o'clock.
- The children \_\_\_ milk with their meals.
  - Cats usually \_\_\_ a lot.
  - Julie \_\_\_ a letter to her mother once a week.
  - Tom and Julie \_\_\_ in a big city in the centre of the country.
  - Tourists \_\_\_ to Egypt to see the pyramids.
  - Jimmy always \_\_\_ the bus to school.
  - We all know that children \_\_\_ sweets.
  - Anne \_\_\_ it's a good idea to learn English.
  - Helen wants to be healthy, so she \_\_\_ good food.

*Exercise 10. Answer the questions according to the prompts.*

- e.g. What does Judy do? – secretary  
*Judy is a secretary.*
- How old is she? – 18
  - How many days a week does she work? – five
  - What time does she get up? – 7:30
  - What does she eat for breakfast? – cornflakes

- e. What does she drink? – orange juice
- f. What time does she leave for work? – 8:15
- g. Where does she have lunch? – at the canteen
- h. What time does she get home? – 17:30
- i. Where does she go in the evening? – to the gym
- j. What time does she go to bed? – 23:00

*Exercise 11. Rewrite the sentences as negative sentences and questions.*

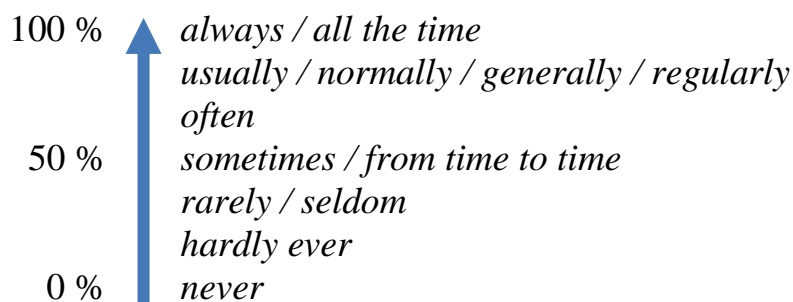
e.g. You know the answer.

*You **don't know** the answer.*

***Do you know** the answer?*

- a. He has breakfast at 8 o'clock.
- b. Some students wear uniforms.
- c. She cuts her husband's hair.
- d. She does her homework every day.
- e. They like working at the farm.
- f. I work as a pilot.
- g. We listen to the news during breakfast.
- h. You play the guitar very well.

**Adverbs of frequency:** чаще всего, временными маркерами настоящего простого служат наречия частотности (*adverbs of frequency*) и другие выражения, отвечающие на вопрос *How often ...?* (как часто). Наречия и другие выражения частотности можно различать по степени частоты, с которой совершается действие, согласно следующей схеме:



Как правило, наречия частотности стоят между подлежащим и сказуемым, за исключением предложений с глаголом *to be*, где они обычно стоят после глагола.

*Sara **always** goes out on Saturday evening.*

*They **often** meet their friends and have a drink together.*

*Our friends are **never** on time, so it doesn't matter if we're late.*

*It's **often** difficult to find a parking spot.*

Другие выражения частотности включают обороты с местоимением *every* (каждый) и обороты типа *once / twice / three times + a + период времени*. Как правило, они стоят в конце предложения.

*Mary goes swimming every Saturday.*  
*John and Mark play tennis twice a week.*

*Exercise 12. Write sentences about Tom's habits according to the table.*

	always	usually	often	sometimes	never
a. drink fizzy drinks	×				
b. buy fast food		×			
c. play tennis				×	
d. eat sweets		×			
e. watch TV in the evenings	×				
f. save money					×
g. listen to music in the morning		×			
h. play computer games			×		

e.g. *Tom always drinks fizzy drinks.*

*Exercise 13. Put the words in the correct order to form sentences.*

e.g. weekend. / often / the / She / works / on

*She often works at the weekend.*

- the / occasionally / We / go / cinema. / to
- They / go / holidays. / the Dominican Republic / on / to / usually
- never / my / rude / I / parents. / am / to
- always / the / children / morning. / eat / My / breakfast / in
- mother / Saturday. / Mary / on / rings / usually / her
- listen / music? / you / to / often / reggaeton / do / How
- because / eats / food / unhealthy. / is / seldom / He / it / fast

## ➤ PRONUNCIATION







[ɒ] and [ɔ:] – данные гласные соответствуют русской «о», но первая из них – краткая, а вторая – долгая. Помимо противостояния по долготе – краткости они также отличаются по положению языка и губ при произношении.







[ɒ]			[ɔ:]		
<b>o</b>	<i>orange</i>	[ˈɒrɪndʒ]	<b>or</b>	<i>corn</i>	[kɔ:n]
	<i>stop</i>	[stɒp]	<b>ore</b>	<i>shore</i>	[ʃɔ:]
	<i>gone</i>	[gɒn]	<b>our</b>	<i>four</i>	[fɔ:]
<b>a</b>	<i>wash</i>	[wɒʃ]	<b>oor</b>	<i>door</i>	[dɔ:]
	<i>swan</i>	[swɒn]	<b>ar</b>	<i>warm</i>	[wɔ:m]
	<i>quantity</i>	[ˈkwɒntəti]	<b>oar</b>	<i>board</i>	[bɔ:d]
	<i>quality</i>	[ˈkwɒləti]	<b>ure</b>	<i>sure</i>	[ʃɔ:]
<b>au</b>	<i>because</i>	[biˈkɒz]	<b>al</b>	<i>walk</i>	[wɔ:k]

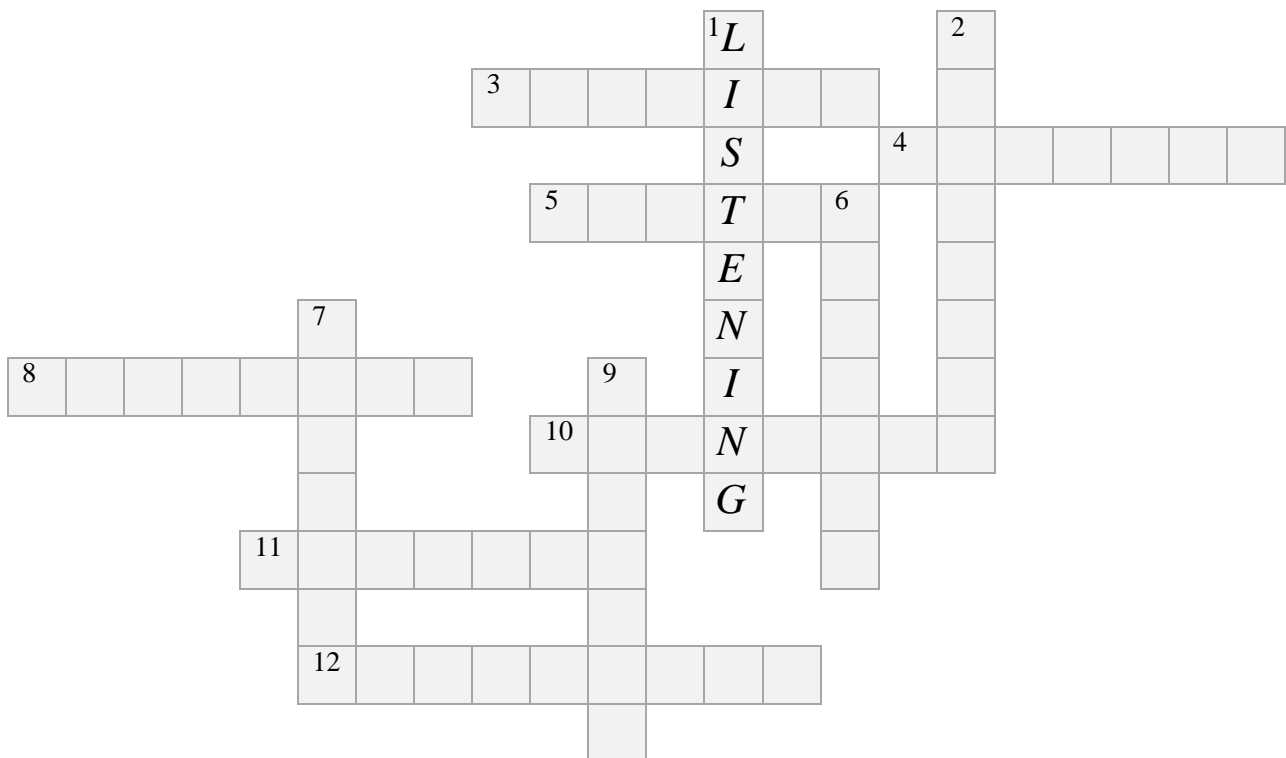




Exercise 17. Solve the crossword, then write sentences using the verbs love, like, dislike, and hate.

1.  **listening** to music
2.  going s\_\_\_\_
3.  c\_\_\_\_
4.  c\_\_\_\_
5.  playing the g\_\_\_\_
6.  r\_\_\_\_ books

7.  d\_\_\_\_
8.  playing f\_\_\_\_
9.  h\_\_\_\_ out with my friends
10.  p\_\_\_\_
11.  f\_\_\_\_
12.  g\_\_\_\_



➤ LISTENING



**My Favourite Sport**

<https://www.ello.org/english/Mixer051/T063-Sports.htm>

Exercise 18. Match each person with their favourite sport. One sport must be used twice!

- |             |              |
|-------------|--------------|
| a. Adrienne | 1. badminton |
| b. Mark     | 2. swimming  |
| c. Lisa     | 3. football  |

- d. Peter
- e. Skip
- f. Phil
- 4. martial arts
- 5. skiing

Exercise 19. Choose the correct option.

- a. Swimming is a sport that Adrienne likes to *do* / *watch*.
- b. Mark likes to watch *football* / *all sports*.
- c. Lisa thinks hockey is *sexy* / *boring*.
- d. Peter doesn't like to *talk about sports* / *to play badminton*.
- e. Skip doesn't try sumo because he's too *scared* / *small*.
- f. When Phil was in England he *played* / *watched* football.

➤ LANGUAGE PRACTICE

Exercise 20. Write a short text about Laurie's typical Thursday routine by looking at the drawings. Use I.

**May 12 Thursday**

09:00 check e-mails  
 10:00 - 11:00 weekly meeting with the boss  
 12:30 lunch with Lucy  
 13:45 Skype call with clients  
 16:30 leave work early  
 17:00 drop Sue and Mike at the pool (until 18:30)

*no coffee break today!*

*dinner with mum and dad every Monday and Thursday 20:30*

*WORK*

CITYBUS MONDAY to FR							
ROUTE 3 EASTBOUND							
Westlands	8:25	9:10	10:10	11:10	12:10	1	
Jackson	8:29	9:14	10:14	11:14	12:14	1	
Elliot	8:33	9:18	10:18	11:18	12:18	1	
Hambidge	8:37	9:22	10:22	11:22	12:22	1	
Post Office	8:42	9:27	10:27	11:27	12:27	1	

ROUTE 4 CIRCULAR							
Westlands	7:55	8:35	9:00	9:30	10:30		
Eyre Ave	7:59	8:37	9:03	9:33	10:33		
Harris Scarfes	8:01	8:40	9:06	9:36	10:36		
Westlands	8:05	8:45	9:10	9:40	10:40		

ROUTE 5 CIRCULAR							
Westlands	8:15	8:25	9:10	10:10	11:10		
Bastyan	8:19	8:29	9:14	10:14	11:14		
Risby	8:20	8:30	9:15	10:15	11:15	12:15	
Westlands	8:25	8:35	9:20	10:20	11:20	12:20	1:20 2:20 3:40

On Thursdays I usually wake up at quarter past seven...

Exercise 21. Translate into English.

- a. Когда у меня есть свободное время, я читаю книгу или гуляю со своими друзьями.
- b. Они часто навешают вас?
- c. Марк и Пол играют в футбол каждую субботу.
- d. Она всегда встаёт в полседьмого.
- e. Мы не ходим в кафе каждое утро.
- f. Как часто он ходит в театр? – Раз в месяц.
- g. Зимой я люблю играть в хоккей.

h. У нас обеденный перерыв с 13:00 до 14:45.

*Exercise 22. Find eight mistakes in the text and correct them, then write a short text about your hobby.*

### **My Hobby**

My hobby is swimming. I go to the swimming-pool five times per week. a. *a*

My swimming instructor is experienced and friendly, but he are also strict. He teach us to swim well and to be careful in water. b. \_\_\_\_

Lessons lasts 45 minutes, but I usually train for an hour and a half. c. \_\_\_\_

My favourite swimming styles are crawl and backstroke. d. \_\_\_\_

I practice a lot to improve my swimming skills so I want to achieve good results. Last month I participated to a swimming competition and won first prize. e. \_\_\_\_

Swimming is my favourite sport: it is interesting and pleasant, and it helps me keep fit. I also like to swim in the sea and diving for seashells. f. \_\_\_\_

g. \_\_\_\_

h. \_\_\_\_

# Module 2 – Education

## Unit 2.1 – Higher Education



### ➤ LEAD-IN

*Exercise 1. In pairs, ask each other the following questions.*

- Do you like studying?
- Which are your favourite subjects?
- Why did you choose this university?
- Do you get a scholarship?
- Do you do any extracurricular activities?

*Exercise 2. Tell your course-mates about your partner.*

### ➤ ACTIVE VOCABULARY

*Exercise 3. Memorise the following words and phrases paying attention to their pronunciation.*

**ability** [ə'biləti] – способность, возможность

**(to) ace** [eis] – сдать на отлично

**(to) achieve** [ə'tʃi:v] – достигать

**aspiration** [æspɪ'reɪʃn] – стремление

**(to) attend** [ə'tend] – посещать, ходить

**background** ['bækgraʊnd] – (жизненный)  
опыт

**budget** ['bʌdʒɪt] – бюджет

**(to) calculate** ['kælkjəleɪt] – рассчитывать

**career** [kə'riə] – карьера

**choice** [tʃɔɪs] – выбор

**(to) cover** ['kʌvə] – покрывать

**crucial** ['kru:ʃl] – ключевой

**decision** [dɪ'sɪʒn] – решение

**distance** ['dɪstəns] – расстояние

**environment** [ɪn'vaɪrnmənt] – среда

**(to) evaluate** [ɪ'væljuəɪt] – оценивать

**(to) find out** [faɪnd aʊt] – находить

**(to) fit** [fɪt] – подходить

**(to) get homesick** [get 'həʊmsɪk] – скучать по  
дому

**grade** [greɪd] – оценка

**(to) graduate** ['grædʒʊət] – окончить (вуз)

**laid-back** [ˌleɪd'bæk] – расслабленный

**location** [ləʊ'keɪʃn] – местоположение

**(to) look for** [lʊk fɔ:] – искать

**personality** [pɜ:sən'æləti] – личность,  
характер

**scholarship** ['skɒləʃɪp] – стипендия  
**shortlist** ['ʃɔ:tlist] – список кандидатов  
**suitable** ['su:təbəl] – подходящий

**pros and cons** [preʊz / kɒns] – плюсы и минусы  
**therefore** ['ðeəfɔ:] – следовательно  
**top** [tɒp] – лучший  
**tuition fees** [tʃu:'ɪʃn ,fi:z] – плата за обучение

## ➤ READING

### Choosing the Right University

Choosing which university best fits your interests and academic background is an important decision. In the UK alone, there are hundreds of choices and therefore a good idea is to make a shortlist of universities and evaluate all the pros and cons: the narrower the list, the better<sup>1</sup>. Some factors are more important than others, but your **motivation** and aspiration, your personality, your location, and your budget are surely crucial if you want to be **successful**.

People attend university for different reasons, so ask yourself what you want from your university and what you want to do after you graduate. Many people attend top universities because of the **prestige** without considering<sup>2</sup> their future career. If you are interested in a particular career, look for universities with a better **reputation** for your career choice than others. With a **degree** from such university, it will be easier for you to get your dream job and climb the career ladder<sup>3</sup> fast.

Your personality also plays an important role in your success as a university student. A “nerdy” student<sup>4</sup> usually has self-motivation to work hard in order to ace exams and achieve high grades. The best choice for such students is the academic environment of a top university such as Oxford or Cambridge. On the contrary, if you cannot study for hours and getting top grades is not your main **priority**, you better go to a university with a more laid-back academic environment.

Also think about the distance between your home and the university. If you get homesick easily, do not **consider** a university outside your hometown or which takes more than a day to travel by land or water. However, if distance is not a problem for you, think about studying **abroad**, especially at a university whose reputation is better than the universities in your home country.

Last but not least<sup>5</sup>, calculate your financial ability, which is to cover tuition fees and **cost of living**. Both vary across the country and different universities, so do some **research** and find out which one fits the bill<sup>6</sup> or can provide you a suitable scholarship.

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<sup>1</sup> *the narrower the list, the better* = чем список короче, тем лучше; <sup>2</sup> *without considering* = не учитывая; <sup>3</sup> *(to) climb the career ladder* = подняться по карьерной лестнице; <sup>4</sup> *a “nerdy” student* = студент-«ботаник»; <sup>5</sup> *last but not least* = последнее по счёту, но не по важности; <sup>6</sup> *(to) fit the bill* = устраивать, соответствовать требованиям.

*Exercise 4. Choose the correct answer according to the text.*

- a. Why do you need to choose the right university?

- Because it will make you happy.
- Because it has an impact on your success at university.
- Because life at university is difficult.
- b. Which university is best if you already have a career choice?
  - One with low tuition fees.
  - One that offers you a scholarship.
  - One that has good reputation in your future profession.
- c. What type of student is best suited to an academic environment?
  - A student who has self-motivation to study hard.
  - A smart student who does not need to study hard for exams.
  - A student who does not have a part-time job.
- d. Where should you study if you get homesick easily?
  - Abroad.
  - Outside your hometown.
  - At your local university.
- e. What can you do if you don't have enough money for tuition fees?
  - Work for a year to collect money.
  - Choose to study online.
  - Find a scholarship.

*Exercise 5. Match the definitions with the words and phrases in bold.*

- a. in a foreign country
- b. respect and admiration given to s.o. or smth
- c. the opinion that people have about s.o. or smth
- d. the qualification given to a student after graduating
- e. achieving the results you want or hope for
- f. enthusiasm for doing smth
- g. spend time thinking about a possibility
- h. the detailed study of a subject or topic
- i. smth that must be dealt with before other things
- j. the amount of money needed to cover basic expenses

*Exercise 6. Answer the following questions.*

- a. Why is it important to choose the right university?
- b. Which are the main factors to consider?
- c. How is university related to your future career?
- d. Which type of students fit better in a top university?
- e. Which students need a more laid-back environment?
- f. Why is location important in choosing a university?
- g. Why do some people choose to study abroad?
- h. Why do you need to consider your budget?
- i. What can students receive to finance their studies?
- j. How did you choose your university? Are you happy with your choice?



Exercise 7. Write a short text about which factors should be taken into account when choosing a university using your answers in exercise 6 as guidelines.

➤ **GRAMMAR FOCUS**

**Adjective degree:** как и в русском языке, у английских прилагательных и наречий бывают три различные степени сравнения: положительная (*positive degree*), сравнительная (*comparative degree*) и превосходная (*superlative degree*). Правила образования сравнительной и превосходной степеней зависят от формальных характеристик самого прилагательного.

rule	positive	comparative	superlative
односложные прилагательные <b>-er, -est</b>	<i>green</i>	<i>greener</i>	<i>the greenest</i>
	<i>warm</i>	<i>warmer</i>	<i>the warmest</i>
двусложные прилагательные с ударением на втором слоге <b>-er, -est</b>	<i>polite</i>	<i>politer</i>	<i>the politest</i>
двусложные прилагательные, оканчивающиеся на -y, -ow, -er <b>-er, -est</b>	<i>happy</i>	<i>happier</i>	<i>the happiest</i>
	<i>narrow</i>	<i>narrower</i>	<i>the narrowest</i>
	<i>clever</i>	<i>cleverer</i>	<i>the cleverest</i>
остальные двусложные прилагательные <b>more, the most</b> + прил.	<i>famous</i>	<i>more famous</i>	<i>the most famous</i>
многосложные прилагательные <b>more, the most</b> + прил.	<i>beautiful</i>	<i>more beautiful</i>	<i>the most beautiful</i>

Некоторые прилагательные являются неправильным, поэтому их степени сравнения следует выучить наизусть.

positive	comparative	superlative
<i>good</i>	<i>better</i>	<i>the best</i>
<i>bad</i>	<i>worse</i>	<i>the worst</i>
<i>much / many</i>	<i>more</i>	<i>the most</i>
<i>little</i>	<i>less</i>	<i>the least</i>

К тому же, прилагательные *old* и *far* имеют по две формы сравнительной и превосходной степени:

positive	comparative	superlative	meaning and examples
<i>old</i>	<i>older</i>	<i>the oldest</i>	обозначают возраст человека или предмета: <i>Your house is <b>older</b> than mine.</i> <i>Mary's house is <b>the oldest</b> in the neighbourhood.</i>
	<i>elder</i>	<i>the eldest</i>	обозначают старшинство в семье: <i>My <b>elder</b> brother lives in Paris, but <b>the eldest</b> lives in New York.</i>
<i>far</i>	<i>farther</i>	<i>the farthest</i>	обозначают <u>только</u> дальность, расстояние: <i>The bakery is <b>farther</b> down the street.</i> <i>Uruguay is <b>the farthest</b> country I've ever visited.</i>



	<i>further</i>	<i>the furthest</i>	<p>обозначают дальность, расстояние, а также имеют значение «дальнейший, позднейший, дополнительный»:</p> <p><i>The bakery is <b>further</b> down the street.</i></p> <p><i>Uruguay is <b>the furthest</b> country I've ever visited.</i></p> <p><i>For <b>further</b> information see page 20.</i></p>
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*Exercise 8. Fill in the gaps with the correct degree of the given adjectives.*

e.g. Winter is **the coldest** (cold) season of the year.

- Moscow is \_\_\_ (large) than St. Petersburg.
- Cats seem \_\_\_ (intelligent) than dogs.
- Which is \_\_\_ (long) day of the year?
- Your English is \_\_\_ (good) now.
- What is \_\_\_ (short) month of the year?
- It was \_\_\_ (bad) film I've ever seen.
- She's got \_\_\_ (little) money than you.
- Can you show me \_\_\_ (good) restaurant in town?
- I think Chinese is \_\_\_ (difficult) than Spanish.

*Exercise 9. Fill in the gaps with the correct degree of the following adjectives according to the data in the table.*

**big** – high – low – ~~populated~~ – few – short – long – important – crowded

e.g. The USA are **bigger** and **more populated** than the UK.

- There are \_\_\_ people in the UK than in the USA.
- London is \_\_\_ city in the UK and is much \_\_\_ than Washington DC.
- Ben Nevis is \_\_\_ mountain in the UK, but it is \_\_\_ than Mt McKinley in the USA.
- The Severn is \_\_\_ than the Mississippi, but it's still \_\_\_ river in the UK.

	UK	USA
<i>Size (sq km)</i>	244,820	9,629,091
<i>Population (mln)</i>	67.33	331.9
<i>Capital</i>	London (8.98 mln)	Washington DC (712,800)
<i>Mountain</i>	Ben Nevis (1,343 m)	Mt McKinley (6,194 m)
<i>River</i>	Severn (290 km)	Mississippi (3,780 km)

**Demonstrative pronouns:** указательные местоимения (*demonstrative pronouns*) имеют различные формы в зависимости от двух параметров – близость или отдалённость предмета (в пространстве или во времени) и грамматическое число.

	near = близко	far = далеко
<b>singular</b>	<i>this</i> [ðɪs]	<i>that</i> [ðæt]
<b>plural</b>	<i>these</i> [ði:z]	<i>those</i> [ðəʊz]

Другие указательные местоимения включают:

- a) *one* (мн. ч. *ones*) используется как заменитель существительных во избежание повторения – *This book is more interesting than that **one** (= than that book). This pen is the **one** (= the pen) that I lost yesterday.*
- b) *such* используется как заменитель прилагательных – *I don't like **such** weather. It's easy to teach **such** students.*

*Exercise 10. Fill in the gaps with the correct determinative pronoun (this, that, these, those).*

- e.g. Look at **this** newspaper here.
- a. \_\_\_ are my grandparents, and \_\_\_ people over there are my friend's grandparents.
- b. \_\_\_ building over there is the Chrysler Building.
- c. \_\_\_ photos here are much better than \_\_\_ photos we saw yesterday.
- d. Please, take \_\_\_ book from the shelf there and give it to Jane.
- e. \_\_\_ bricks over there are for your chimney.
- f. Can you pass me \_\_\_ book beside you, please?
- g. I don't think \_\_\_ shoes here will fit you.

*Exercise 11. Rewrite the sentences using one / ones to avoid repetition.*

- e.g. This bag is too old. I need a new bag.  
*This bag is too old. I need a new **one**.*
- a. Small pineapples are sweeter than big pineapples.
- b. The new smartphones are much faster than the old smartphones.
- c. Which is your car, the black car or the white car?
- d. If you buy two bottles of water, you get a third bottle for free.
- e. These dresses are expensive. Are there any cheap dresses?
- f. Jack has three pens – a red pen and two green pens.
- g. I would like to have a cupcake – the red cupcake looks great.

**Reflexive pronouns:** возвратные местоимения (*reflexive pronouns*) образуются путём прибавления суффиксов **-self** (ед.ч.) и **-selves** (мн.ч.) к притяжательным местоимениям *my, your, our* и личным местоимениям *him, her, it, them*.

person	singular		plural	
	personal	reflexive	personal	reflexive
1	<i>I</i>	<i>myself</i>	<i>we</i>	<i>ourselves</i>
2	<i>you</i>	<i>yourself</i>	<i>you</i>	<i>yourselves</i>
3	<i>he</i>	<i>himself</i>	<i>they</i>	<i>themselves</i>
	<i>she</i>	<i>herself</i>		
	<i>it</i>	<i>itself</i>		

Данные местоимения используются в прямом смысле для обозначения перехода действия на само действующее лицо. Однако, с такими глаголами, как *to wash* (мыть, мыться), *to dress* (одевать, одеваться), *to shave* (брить, бриться), *to bathe* (купать, купаться), *to hide* (прятать, прятаться), *to focus* (сосредоточиться) и другие, возвратные местоимения не используются.

*She fell down and hurt **herself**.*

*Be careful with the scissors, you might cut **yourself**.*

*Henry **shaves** every other day.*

*You need to **focus** if you want to pass the exam.*

Возвратные местоимения также используются для обозначения действий, совершённых без посторонней помощи, и соответствуют русским местоимениям *сам, сама, само, сами*. Часто в английском перед ним стоит предлог *by*.

*She wants to go there **herself**.*

*My father fixed the car engine **by himself**.*

К данной категории местоимений также относятся выражения *each other* и *one another*, которые соответствуют русскому местоименному выражению «друг друга».

*We always help **each other / one another**.*

*Exercise 12. Fill in the gaps using the following verbs and the correct reflexive pronoun (if needed).*

blame – burn – enjoy – ~~introduce~~ – hurt – feel – focus – relax – wash – shave

e.g. When you meet new people, you should first **introduce yourself**.

- John fell down, but fortunately he didn't \_\_\_\_.
- Now that your husband fully recovered you must \_\_\_\_ relieved.
- The children have gone to the beach. I'm sure they will \_\_\_\_.
- It isn't his fault. He really shouldn't \_\_\_\_.
- You're always in a hurry. Why don't you sit down and \_\_\_\_?
- He tried to study, but he couldn't \_\_\_\_.
- The iron is very hot. Be careful! Don't \_\_\_\_.
- There was no water, so we couldn't \_\_\_\_.
- Today I overslept, so I didn't have time to \_\_\_\_.

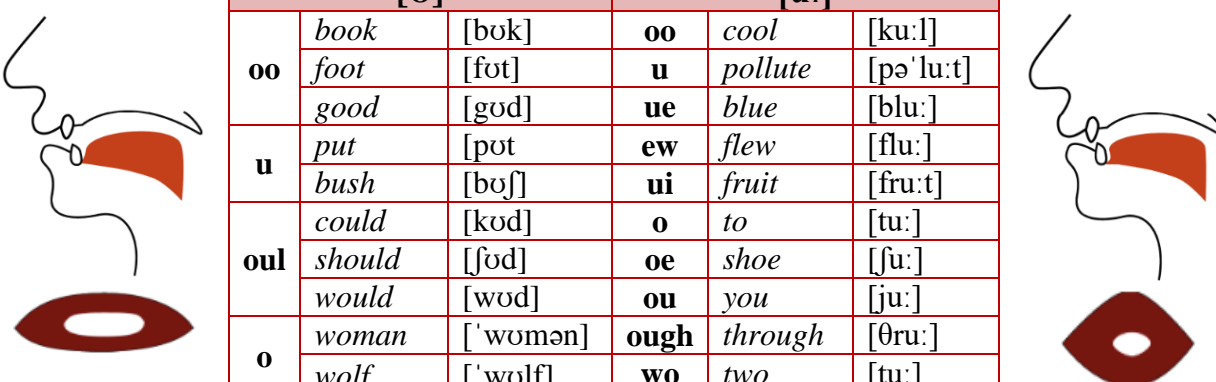
*Exercise 13. Fill in the gaps with either a reflexive pronoun or each other.*

- e.g. Mike and Bill know **each other** very well.
- If people work too hard, they can make \_\_\_\_ ill.
  - I love you and you love me. We love \_\_\_\_.
  - In our family we always give \_\_\_\_ presents at Christmas.
  - Some people are very selfish. They only think of \_\_\_\_.

- e. We don't see \_\_\_ very often these days.  
 f. They've had a quarrel and stopped speaking to \_\_\_\_.  
 g. We'd never met before, so we introduced \_\_\_\_.

➤ **PRONUNCIATION**

[ʊ] and [u:] – данные гласные соответствуют русской «у», но первая из них – краткая, а вторая – долгая. Помимо противостояния по долготе – краткости они также отличаются по положению языка и губ при произношении.



		[ʊ]		[u:]	
oo	book	[bʊk]	oo	cool	[ku:l]
	foot	[fʊt]	u	pollute	[pə'lu:t]
	good	[gʊd]	ue	blue	[blu:]
u	put	[pʊt]	ew	flew	[flu:]
	bush	[bʊʃ]	ui	fruit	[fru:t]
oul	could	[kʊd]	o	to	[tu:]
	should	[ʃʊd]	oe	shoe	[ʃu:]
	would	[wʊd]	ou	you	[ju:]
o	woman	[ˈwʊmən]	ough	through	[θru:]
	wolf	[ˈwʊlf]	wo	two	[tu:]

*Exercise 14. Read the following words containing [ʊ] and [u:].*

[ʊ] – good, could, room, book, took, cook, foot, should.

[u:] – tool, through, zoo, tooth, cool, shoot, shoe, doom.

[ʊ] vs. [u:] – full / fool, pull / pool, look / Luke.

*Exercise 15. Determine whether the words contain [ʊ] or [u:].*

Blue, cool, new, tulip, mute, foot, room, would, view, soup, student, spoon, good, group, could, cook, too.

➤ **VOCABULARY BOOSTER**

*Exercise 16. Fill in the gaps with the following words.*

campus – lecturer – scholarship – courses – activities – college – classroom  
 school – research – laboratory – students – university – library – peers

e.g. A serious problem in homeschooling is the lack of communication with your **peers**.

- a. The oldest \_\_\_ in England is Oxford.  
 b. The geography \_\_\_ was full of globes, atlases, and book about different places.  
 c. The presence of thousands of \_\_\_ makes university cities vibrant and full of social life.  
 d. Our university is involved in an important \_\_\_ project on renewable energy sources.

- e. The university \_\_\_ has a number of facilities, including a tennis court and a botanic garden.
- f. Online \_\_\_ are available for those who want to improve their knowledge in specific fields.
- g. Paul entered the local \_\_\_ to train to be a chef.
- h. After finishing \_\_\_, many students go on to receive higher education.
- i. My cousin is a \_\_\_ in physics at the University of London.
- j. The most popular extracurricular \_\_\_ at Westcroft School were pottery, badminton, and computer programming.
- k. To become a good biologist, you need to do a lot of \_\_\_ work.
- l. Many students prefer to study at the \_\_\_ because it's quieter than the dorm.
- m. Students who cannot pay the tuition fees can apply for a \_\_\_.

*Exercise 17. Fill in the timetable with the correct subjects. Each of them can be used more than once.*

Maths – English – French – Physics – Art – Literature – PE (Physical Education)  
History – Economics – IT (Information Technology) – Geography – Chemistry

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
 <b>English</b>					
		 <b>English</b>			
					 <b>English</b>

➤ LISTENING



**College Life**

<https://www.esl-lab.com/easy/college-life/>

*Exercise 18. Choose the correct answer.*

- a. What does the man want to do after he graduates?

- work at a hotel                       continue studying                       become a teacher
- b. What is the woman's major?
  - history                                       computer science                       French
- c. How does the woman pay for college?
  - her parents' help                       a scholarship                       a part-time job
- d. Where does the man work part-time?
  - in a library                                       at a bakery                       at a restaurant
- e. What thing did the man NOT say about his job?
  - friendly co-workers                       long hours                       good pay

*Exercise 19. Fill in the gaps, then match the words and phrases with their definitions.*

- |  |  |
|--|--|
| a. I was in the neighbourhood, so I thought I'd ____ ____.                                   | 1. course of study                     |
| b. School has been really ____ these days.   | 2. difficulties doing smth             |
| c. By the way, what's your ____ anyway?  | 3. being sure you get a job            |
| d. I realised I might have ____ ____ ____ finding a job using the language.                  | 4. visit s.o.                          |
| e. With the right skills, ____ ____ ____ in the computer industry shouldn't be as difficult. | 5. proceeding despite the difficulties |
| f. How about you? Are you ____ ____ ____ school?   | 6. very busy                           |

➤ **LANGUAGE PRACTICE**

*Exercise 20. Find the key information in the leaflets. Then write a short text about how the trip was.*



## Trip to Manchester



Join us on a school trip to Manchester on Saturday 10<sup>th</sup> June.

We will visit the National Football Museum in the morning. For lunch we'll have a picnic in Heaton Park, so please bring something to eat and drink. In the afternoon we will go to the Manchester United v Liverpool football match. It should be very exciting!

Price: £50

Meet at the front gate of the school at 7:30 am. Please arrive on time. We will return to the school at 6:00 pm.

### **IMPORTANT: MANCHESTER TRIP UPDATE**

Unfortunately, the Manchester United match was sold out so we have got tickets for Manchester City v West Ham instead. The good news is that the trip will now cost £40 per person.

The departure time remains the same, but we will now return to the school at 7:00 pm.

Day \_\_\_\_ Lunch \_\_\_\_ Cost \_\_\_\_  
 Name of the city \_\_\_\_ What to bring \_\_\_\_ Meeting place and time \_\_\_\_  
 Morning activity \_\_\_\_ Football match \_\_\_\_ Return time \_\_\_\_

*Exercise 21. Translate into English.*

- Для Пола математика интереснее, чем французская литература.
- Некоторые студенты получают стипендию и не вносят плату за обучение.
- Личные способности, мотивация, будущая карьера и местоположение – это наиболее важные факторы для выбора университета.
- На территории университета находятся три общежития, столовая, библиотека и бассейн.
- Занятия по физкультуре – по средам и пятницам с десяти ровно до половины двенадцатого.
- Преподаватели в университете не только ведут занятия, но и занимаются исследовательской деятельностью.
- Самое важное для Джули – сдать все экзамены на отлично.
- Диплом Кембриджского университета может помочь найти более подходящую работу.

*Exercise 22. Fill in the table with information from the text, then write a similar text about education in your country.*

### Education in the UK

age on 31 <sup>st</sup> August	level of education	class / year	age on 31 <sup>st</sup> August	level of education	class / year
3	___ school	nursery	16	___ form	lower sixth

4		reception	17		upper sixth
5	___ school	year 1	18	___ Degree	1 <sup>st</sup> year
6		year 2	19		2 <sup>nd</sup> year
7		year 3	20		3 <sup>rd</sup> year
8		year 4	21	___ Degree	4 <sup>th</sup> year
9		year 5	22		final year
10		year 6	23	___ of ___	
11	___ school	year 7	24		
12		year 8	25		
13		year 9			
14		year 10			
15		year 11			

The English educational system is divided into primary school, secondary school, and higher education. After nursery school, children are required to start school at the age of five. Compulsory education lasts until the age of sixteen. Most pupils transfer from primary to secondary school at the age of eleven.

Students may then continue their secondary studies for a further two years (sixth form), leading most typically to an A level qualification.

Higher education typically begins with a 3-year Bachelor's Degree. Postgraduate degrees include Master's Degrees, either taught or by research, and Doctor of Philosophy (shortened as PhD), a research degree that usually takes at least 3 years.



## Unit 2.2 – My University



### ➤ LEAD-IN

*Exercise 1. In pairs, ask each other the following questions.*

- When was your university founded?
- How many institutes/faculties are there?
- At which faculty/institute are you studying?
- Do you know any famous scientist who worked at your university?
- Why did you choose this university?

*Exercise 2. Discuss your answers with your course-mates.*

### ➤ ACTIVE VOCABULARY

*Exercise 3. Memorise the following words and phrases paying attention to their pronunciation.*

**academy** [ə'kædʰmi] – академия

**agrarian** [ə'græriən] – аграрный

**agricultural** [ˌægrɪ'kʌltʃərəʃl] –  
сельскохозяйственный

**agriculture** ['ægrɪkʌltʃə] – сельское хозяйство

**both... and...** [bəʊθ... ənd] – и... и; как..., так  
и

**(to) breed** [bri:d] – выводить, разводить

**curriculum** [kə'rikjələm], *мн.ч. curricula*  
[kə'rikjələ] – учебный план

**department** [di'pɑ:tmənt] – кафедра

**development** [di'veləpmənt] – развитие,  
разработка

**educational** [edʒu'keɪʃənəl] **institution** –  
учебное заведение

**(to) enrol** [ɪn'reʊl] – поступать

**entrance exam** ['entrəns ɪg'zæm] –  
вступительный экзамен

**faculty** ['fækʰltɪ] – факультет

**farm crop** [fɑ:m krɒp] – с.-х. культура

**follower** ['fɒləʊə] – последователь

**forestry** ['fɒrɪstri] – лесное хозяйство

**former** ['fɔ:mə] – бывший

**(to) found** [faʊnd] – основывать

**government** ['gʌvʰnmənt] – правительство

**gymnasium** [dʒɪm'neɪziəm] – гимназия

**heritage** ['herɪtɪdʒ] – наследие

**institute** ['ɪnstɪtʃu:t] – институт

**(to) lead** [li:d] **to** – приводить к

**monument** ['mɒnjəmənt] – памятник

**outstanding** [aʊt'stændɪŋ] – выдающийся

**(to) restore** [rɪ'stɔ:ɪ] – восстанавливать

**scientist** ['saɪəntɪst] – учёный  
**(to) set up** [set ʌp] – устанавливать  
**stage** [steɪdʒ] – этап  
**temporarily** [tempə'reɪərɪli] – временно

**variety** [və'reɪəti] – сорт  
**well-known** [wel 'nəʊn] – известный,  
знаменитый

➤ **READING**

### **Russian State Agrarian University**

Russian State Agrarian University, the former Moscow Timiryazev Agricultural Academy (RSAU – МТАА), is the oldest and most well-known agrarian university in Russia. This **educational institution** was founded on 3<sup>rd</sup> December, 1865 as the Petrovskaya Academy of Agriculture and Forestry<sup>1</sup>.

About 400 students enrolled the agricultural and forestry departments, which were the only ones at the time. Then at the beginning of 1872 new **rules** came: students had to finish a gymnasium and pass entrance exams in order to enrol. Later, in 1894, the Academy was renamed into Moscow Agricultural Institute, which included agricultural and engineering departments.

A new stage of history of the Academy began after 1917, when its former name was restored, thus becoming once again Petrovskaya Agricultural Academy. Changes in the regulations and structure of the Academy led to the development of new curricula and programmes. On 10<sup>th</sup> December, 1923 the Academy was named after the outstanding Russian scientist Kliment Arkadyevich Timiryazev.

The first **professors** of the Academy and their followers, who in their turn became outstanding scientists, played a great role in the organisation and development of the agricultural **educational system** and science in Russia. Among them were professors N.I. Zheleznov, K.A. Timiryazev, V.A. Mikhelson, V.R. Williams, N.I. Vavilov, A.V. Chayanov, etc.<sup>2</sup>

Before World War II the scientific and educational **potential** of the Timiryazev Academy was so great that more than 15 educational and science-and-research institutes were founded on its basis, both in Moscow and other cities of Russia. In 1940 the Soviet Government declared the **campus** part of the historical heritage and protected it by law.

During the first days of World War II more than 500 professors, researchers, students and workers of the Academy joined the **front** as members of the volunteer corps<sup>3</sup> and other military formations<sup>4</sup>. The names of 170 people are engraved<sup>5</sup> on a monument which was set up in the park of the Academy to remember the lost soldiers. The main educational activity of the Academy never stopped during the war period, and scientists bred ten new varieties of farm crops during this time. For some time, the Academy was temporarily **located** in Samarkand, but studies began in Moscow again in 1943.

In 2014 two other universities, the Moscow State Agroengineering University named after V.P. Goryachkin and the Moscow State University of Environmental Management became part of the Academy. As a result, the RSAU-MTAA currently consists of seven institutes (the former faculties), **namely** the Institute of Amelioration, Water Management and Construction named after A.N. Kostyakov, the Institute of Economics and Management in Agribusiness, those of Mechanical and Power Engineering named after V.P. Goryachkin, of Animal Science and Biology, of Horticulture and Landscape Architecture, of Food Technologies, and of Agrobiotechnologies. In addition, the Institute of **Lifelong Learning** provides special courses for current and former students as well as agricultural workers.

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<sup>1</sup> Петровская земледельческая и лесная академия; <sup>2</sup> сокр. от *et cetera* = и так далее; <sup>3</sup> *volunteer corps* = добровольческие отряды; <sup>4</sup> *military formations* = военные формирования; <sup>5</sup> *are engraved* = выгравированы.

*Exercise 4. What is the meaning of these years for the history of RSAU – MTAA?*

- |         |         |
|---------|---------|
| a. 1865 | e. 1923 |
| b. 1872 | f. 1940 |
| c. 1894 | g. 1943 |
| d. 1917 | h. 2014 |

*Exercise 5. Match the definitions with the words and phrases in bold.*

- the ability to develop, achieve, or succeed
- teachers at a university or college
- the buildings of a university and the land that surrounds them
- a place where people of different ages gain an education
- to be specific
- present in a particular spot or position
- the place where fighting takes place in a war
- all learning activity undertaken throughout life
- the structure of all schooling institution within a country
- accepted principles or instructions about how things are or should be done

*Exercise 6. Answer the following questions.*

- What is the full name of our University?
- When was the University founded?
- Who is it named after?
- What was its first name?
- Which were the first two departments?
- What was the University renamed into in 1894?
- Which famous scientists worked at our University?
- How many students, teachers, and workers were lost during World War II?
- Where was the University relocated during the war?
- How many and which institutes are there at the University now?

Exercise 7. Summarise the text using your answers in exercise 6 as guidelines. You may want to use the following expressions:

The text is about...  
 In the beginning... Then... In addition...  
 The author states / describes / touches upon / illustrates / tells us...  
 I found the text... because...

➤ **GRAMMAR FOCUS**

**Past simple:** время прошедшее простое (*past simple*), как и все времена простого вида, характеризуется присутствием вспомогательного глагола *to do* и базовой формы глагола ( $V_1$ ). Однако, в утверждениях у данного времени присутствует своя форма – форма прошедшего времени ( $V_{ed}/V_2$ ). Оно используется в основном для обозначения законченных действий в прошлом.

Отличительной чертой прошедшего простого является окончание **-ed**, которое прибавляется к правильным глаголам во всех лицах и произносится [t] после глухих согласных, [d] – после звонких согласных и гласных, [ɪd] – после букв *d* и *t*. Если глагол оканчивается на согласную + *y*, то *y* меняется на *i* и прибавляется окончание **-ed**. Если же он оканчивается на гласную + *y*, то прибавляется просто окончание **-ed**.

basic form	past form	sound	basic form	past form	sound	basic form	past form	sound
<i>work</i>	<i>worked</i>	[t]	<i>study</i>	<i>studied</i>	[d]	<i>start</i>	<i>started</i>	[ɪd]
<i>stop</i>	<i>stopped</i>	[t]	<i>play</i>	<i>played</i>	[d]	<i>decide</i>	<i>decided</i>	[ɪd]
<i>finish</i>	<i>finished</i>	[t]	<i>phone</i>	<i>phoned</i>	[d]	<i>want</i>	<i>wanted</i>	[ɪd]

Форму прошедшего времени неправильных глаголов следует выучить наизусть, используя сводную таблицу неправильных глаголов (см. в приложениях). Для более лёгкого запоминания их можно сгруппировать по разным признакам:

type of irregular verb	examples
без изменений	<i>cut – cut – cut, put – put – put, cost – cost – cost...</i>
чередование гласных	<i>find – found – found, get – got – got...</i>
	<i>come – came – come, run – ran – run...</i>
окончание <i>-t</i>	<i>sing – sang – sung, ring – rang – rung...</i>
окончание <i>-d</i>	<i>build – built – built, lose – lost – lost...</i>
окончание <i>-ought / -aught</i>	<i>hear – heard – heard, say – said – said...</i>
окончание <i>-ought / -aught</i>	<i>think – thought – thought, teach – taught -taught...</i>
чередование и окончание <i>-en</i>	<i>break – broke – broken, take – took – taken...</i>
<i>ow-ew-own</i>	<i>know – knew – known, grow – grew – grown...</i>
<i>ear-ore-orn</i>	<i>wear – wore – worn, tear – tore – torn...</i>
полная смена формы	<i>be – was / were – been</i>
	<i>do – did – done</i>
	<i>go – went – gone</i>

	<i>see – saw – seen</i>
	<i>stand – stood – stood</i>

Отрицательная форма прошедшего простого образуется с помощью вспомогательного глагола *to do*, в частности используя форму *did + not + V<sub>1</sub>* смыслового глагола. В вопросах сначала стоит *did*, затем подлежащее и только после него *V<sub>1</sub>* смыслового глагола. Например, посмотрим формы глагола *to work*:

affirmative form	negative form	question form
<i>I worked</i>	<i>I did not work</i>	<i>did I work?</i>
<i>you worked</i>	<i>you did not work</i>	<i>did you work?</i>
<i>he/she/it worked</i>	<i>he/she/it did not work</i>	<i>did he/she/it work?</i>
<i>we worked</i>	<i>we did not work</i>	<i>did we work?</i>
<i>you worked</i>	<i>you did not work</i>	<i>did you work?</i>
<i>they worked</i>	<i>they did not work</i>	<i>did they work?</i>

Прошедшее простое используется для обозначения:

- законченных действий, случившихся в определённый момент в прошлом – *Yesterday I had chicken for dinner. We visited grandma last Sunday.*
- повторяющихся действий в прошлом – *When I was a child, I went to school by bus.*
- ряда последовательных действий в прошлом – *She woke up, opened the window, and went to the bathroom.*

**Past simple of *to be*:** глагол *to be* в прошедшем времени имеет две формы – *was, were* – и спрягается следующим образом:

affirmative form	negative form	question form
<i>I was</i>	<i>I was not</i>	<i>was I?</i>
<i>you were</i>	<i>you were not</i>	<i>were you?</i>
<i>he/she/it was</i>	<i>he/she/it was not</i>	<i>was he/she/it?</i>
<i>we were</i>	<i>we were not</i>	<i>were we?</i>
<i>you were</i>	<i>you were not</i>	<i>were you?</i>
<i>they were</i>	<i>they were not</i>	<i>were they?</i>

*Exercise 8. Fill in the gaps using the past simple of the given regular verbs. How is the -ed ending pronounced?*

- e.g. An accident **happened** (happen) last week. – [d]
- Yesterday I \_\_\_ (listen) to some rock music.
  - I \_\_\_ (chat) on the Internet with my friends last night.
  - My brother \_\_\_ (watch) TV yesterday.
  - It \_\_\_ (rain) a lot last weekend.
  - My friend and I \_\_\_ (play) board games last Sunday.
  - I \_\_\_ (cook) a delicious meal two days ago.
  - My sister \_\_\_ (study) history yesterday.

- h. Peter and George \_\_\_ (live) in a small house before.  
 i. The horse suddenly \_\_\_ (stop) by the river.

*Exercise 9. Fill in the gaps using the past simple of the following irregular verbs.*

break – swim – have – ~~make~~ – sit – write – spend – buy – drink – lose

- e.g. She **made** a cake an hour ago.  
 a. She \_\_\_ a hat last week.  
 b. The boy \_\_\_ a letter yesterday.  
 c. They \_\_\_ in the sea for an hour.  
 d. They \_\_\_ a lot of fizzy drinks last night.  
 e. She \_\_\_ her arm last week.  
 f. He \_\_\_ all his money last summer.  
 g. She \_\_\_ a bath last night.  
 h. He \_\_\_ his wallet last weekend.  
 i. She \_\_\_ on the sofa for a while earlier.

*Exercise 10. Fill in the gaps using the past simple of the given regular and irregular verbs.*

- e.g. I **didn't drink** (not, drink) any beer last night.  
 a. She \_\_\_ (get on) the bus in the city centre.  
 b. What time \_\_\_ (he, get up) yesterday?  
 c. He \_\_\_ (have) a shower before going to work.  
 d. Where \_\_\_ (you, get off) the train?  
 e. I \_\_\_ (not, change) train at Victoria.  
 f. We \_\_\_ (wake up) very late yesterday.  
 g. What \_\_\_ (he, give) his mother for Christmas?  
 h. They \_\_\_ (not, play) very well yesterday and lost the match.  
 i. \_\_\_ (Marco, win) the golf competition last weekend?

**Numerals:** Английские числительные делятся на две группы: количественные (*cardinal numerals*) и порядковые (*ordinal numerals*).

**Cardinal numerals:** в таблице представлены правила образования количественных числительных:

rule	cardinal numerals		
от 1 до 12 следует выучить наизусть	1 – <i>one</i> 2 – <i>two</i> 3 – <i>three</i> 4 – <i>four</i>	5 – <i>five</i> 6 – <i>six</i> 7 – <i>seven</i> 8 – <i>eight</i>	9 – <i>nine</i> 10 – <i>ten</i> 11 – <i>eleven</i> 12 – <i>twelve</i>
от 13 до 19 образуются с помощью суффикса <b>-teen</b> , на который всегда падает ударение	13 – <i>thirteen</i> [θɜː'ti:n] 14 – <i>fourteen</i> [fɔː'ti:n] 15 – <i>fifteen</i> [fɪf'ti:n] 16 – <i>sixteen</i> [sɪks'ti:n]	17 – <i>seventeen</i> [sevən'ti:n] 18 – <i>eighteen</i> [eɪ'ti:n] 19 – <i>nineteen</i> [naɪn'ti:n]	
десятки от 20 до 90 образуются с помощью	20 – <i>twenty</i> ['twenti] 30 – <i>thirty</i> ['θɜːti]	60 – <i>sixty</i> ['sɪksti] 70 – <i>seventy</i> ['sevənti]	

суффикса <b>-ty</b> , на который никогда не падает ударение	40 – <i>forty</i> ['fɔ:tɪ] 50 – <i>fifty</i> ['fiftɪ]	80 – <i>eighty</i> ['eɪtɪ] 90 – <i>ninety</i> ['naɪntɪ]
между десятками и единицами всегда пишется дефис	21 – <i>twenty-one</i> 35 – <i>thirty-five</i>	72 – <i>seventy-two</i> 93 – <i>ninety-three</i>
между тысячами и сотнями, с одной стороны, и десятками и/или единицами употребляется союз <b>and</b>	365 – <i>three hundred and sixty-five</i> 2603 – <i>two thousand six hundred and three</i> 3015 – <i>three thousand and fifteen</i>	
миллионы, тысячи и сотни всегда требуют указание их количества, поэтому если у нас 1 миллион, 1 тысяча или 1 сотня, то нужно употреблять либо количественное числительное <b>one</b> , либо неопределённый артикль <b>a</b>	100 – <i>one hundred / a hundred</i> 1000 – <i>one thousand / a thousand</i> 1137 – <i>one thousand one hundred and thirty-seven</i>	
миллионы, тысячи и сотни <u>не</u> принимают окончание <b>-s</b> , если перед ними стоит количественное числительное	5,000,000 – <i>five million</i> 8905 – <i>eight thousand nine hundred and five</i>	
если миллионы, тысячи и сотни используются как существительные, то они принимают окончание <b>-s</b> , а после них стоит предлог <b>of</b>	<i>Millions of people visit Moscow every year.</i> <i>There are hundreds of birds living in this area.</i>	
по такому же правилу обозначают десятки, однако в английском языке принято употреблять слово <i>dozen</i> , которое буквально переводится как «дюжина»	<i>Could you buy half a dozen of eggs?</i> <i>The storm destroyed dozens of buildings in the area.</i>	

**Cardinal numerals:** за исключением первых трёх, все порядковые числительные образуются с помощью окончания **-th**, перед ними всегда употребляется определённый артикль *the*.

ordinal numerals		
1 <sup>st</sup> – <i>the first</i> 2 <sup>nd</sup> – <i>the second</i> 3 <sup>rd</sup> – <i>the third</i>	6 <sup>th</sup> – <i>the sixth</i> 10 <sup>th</sup> – <i>the tenth</i> 1,000 <sup>th</sup> – <i>the one thousandth</i>	27 <sup>th</sup> – <i>the twenty-seventh</i> 103 <sup>rd</sup> – <i>the one hundred and third</i>
<b>внимание!</b>	5 – <i>five</i> > 5 <sup>th</sup> – <i>the fifth</i> 8 – <i>eight</i> > 8 <sup>th</sup> – <i>the eighth</i> 12 – <i>twelve</i> > 12 <sup>th</sup> – <i>the twelfth</i>	9 <i>nine</i> > 9 <sup>th</sup> – <i>the ninth</i> 20 <i>twenty</i> > 20 <sup>th</sup> – <i>the twentieth</i> 50 <i>fifty</i> > 50 <sup>th</sup> – <i>the fiftieth</i>



**Fractions:** в дробных числительных (*fractions*) числитель выражается количественным числительным, а знаменатель – порядковым. Когда числитель больше единицы, знаменатель принимает окончание **-s**.

fractions	
1/3 – <i>a third / one third</i> 1/5 – <i>a fifth / one fifth</i> 1/15 – <i>a fifteenth / one fifteenth</i>	2/3 – <i>two thirds</i> 3/7 – <i>three sevenths</i> 7/10 – <i>seven tenths</i>
<b>внимание!</b>	½ – <i>a half / one half</i> ¼ – <i>a quarter / one quarter</i>

**Decimals:** в десятичных дробях (*decimals*) целое число отделяется от дроби точкой, а не запятой (запятая отделяет миллиарды от миллионов, миллионы от тысяч, тысячи от сотен). Цифры перед точкой читаются как обычные количественные числительные, а после неё каждая цифра читается отдельно. Сама точка читается **point**.

decimals	big numbers
1.2 – <i>one point two</i> 3.15 – <i>three point one five</i> 2.367 – <i>two point three six seven</i>	1,357 – <i>one thousand three hundred and fifty-seven</i> 2,006 – <i>two thousand and six</i>

**Reading zeros:** ноль читается по-разному в разных случаях:

numeral for 0	rule	example
<i>zero</i>	как отдельное числительное	<i>the number zero</i>
	в температурах	+3°C – <i>three degrees above zero</i> -2°C – <i>two degrees below zero</i>
<i>oh</i>	после точки в десятичных дробях	1.05 – <i>one point oh five</i>
	в годах	1805 – <i>eighteen oh five</i> 1903 – <i>nineteen oh three</i>
	в номерах телефона (по цифрам)	865 309 – <i>eight six five three oh nine</i>
	в номерах комнат, аудитории, кабинетов (по цифрам)	<i>room 305 (three oh five)</i>
<i>nought</i>	в номерах общественного транспорта (по цифрам)	<i>bus 703 (seven oh three)</i>
	перед точкой в десятичных дробях	0.15 – <i>nought point one five</i>
<i>nil</i>	в счёт игры для большинства видов спорта	3-0 – <i>three nil</i>
<i>love</i>	в счёт игры в теннисе	5-0 – <i>five love</i>

Годы в английском языке обозначаются не порядковыми, а количественными числительными. Слово *year* при этом не употребляется. Чтобы правильно прочитать год, его чаще всего делят на две части, каждая из которых читается



как соответствующее количественное числительное. Когда в числительном, обозначающем год, присутствуют ноли, то применяются отдельные правила.

general rule	rules for 0s
19 84 – <i>nineteen eighty-four</i>	19 0 8 – <i>nineteen oh eight</i>
17 15 – <i>seventeen fifteen</i>	17 0 5 – <i>seventeen oh five</i>
18 68 – <i>eighteen sixty-eight</i>	1800 – <i>eighteen hundred</i>
12 36 – <i>twelve thirty-six</i>	2000 – <i>two thousand</i>
	2005 – <i>two thousand and five</i> или <i>twenty oh five</i>

В датах число обозначается порядковым числительным, поэтому перед ним всегда должен стоять определённый артикль **the**, даже если он, как правило, не пишется. Если дата написана в формате день – месяц – год, при чтении между числом и названием месяца нужно ещё и добавить предлог **of**. Если же дата в формате месяц – день – год (особенно распространённом в США), то добавляется только артикль.

17 May, 1990 – *the seventeenth of May, nineteen ninety*

October 19, 1983 – *October the nineteenth, nineteen eighty-three*

*Exercise 11. Fill in the gaps with the correct cardinal or ordinal numerals.*

e.g. **6**

I have breakfast at *six* o'clock.

My little brother is in the *sixth* class.

a. **10**

Jamie is \_\_\_ years old.

Today is the \_\_\_ of April.

b. **1**

I'm so happy he won the \_\_\_ prize.

It costs only \_\_\_ pound.

c. **5**

It's the \_\_\_ day of our trip to Florida.

It takes \_\_\_ hours to get there by air.

d. **3 – 2**

He scored \_\_\_ goals in \_\_\_ games.

It was his \_\_\_ goal in the last \_\_\_ games.

*Exercise 12. Translate into English writing all the numerals in letters.*

e.g. 220 дней; первый посетитель; 705-й автобус; 3/4; 12 октября 1949 г.

*two hundred and twenty days; the first visitor; bus no. seven oh five; three quarters; the twelfth of October nineteen forty-nine.*

a. 1500 человек; пятая часть; 123-я страница; миллионы книг; 1/5; 23 апреля 1949 г.

b. 20 545 книг; 15-й этаж; 307-й номер; 1 236 семян; 0.25; 2 июля 2003 г.




c. 345 страниц; 31-й день рождения; 366-й трамвай; тысячи людей; 10.06; 6 марта 1748 г.

Exercise 13. When are the following holidays celebrated?

Christmas, May Day, Women's Day, Valentine's Day, New Year, Victory Day, April Fools' Day, Guy Fawkes Night, St Patrick's Day, Hallowe'en, Boxing Day.

➤ **PRONUNCIATION**

[æ] and [e] – данные гласные соответствуют в какой-то степени русской «э»: [æ] – это краткий звук между «а» и «э», а [e] – краткая «э». Следовательно, оба звука – краткие, но отличаются по положению языка и губ при произношении.

		[æ]	[e]		
	<i>ant</i>	[ænt]			
	<i>apple</i>	['æp <sup>ə</sup> l]		<i>egg</i>	[eg]
				<i>alphabet</i>	['ælfəbet]
		<i>fan</i>	[fæn]	<i>scent</i>	[sent]
				<i>sad</i>	[sæd]
<i>meadow</i>		['medəʊ]			
<i>many</i>		['meni]			
<i>have</i>		[hæv]	<i>any</i>	['eni]	
<i>salmon</i>	['sæmən]	<i>Thames</i>	[temz]		
		<i>said</i>	[sed]		
		<i>again</i>	[ə'gen]		
		<i>friend</i>	[frend]		
		<i>bury</i>	[beri]		

Exercise 14. Read the following words containing [æ] and [e].

[æ] – as, can, cat, man, add, back, family, hand, fact.

[e] – deck, tell, bed, pen, let, met, set, red.

[æ] vs. [e] – man / men, pan / pen, bag / beg, bad / bed, than / then, bat / bet.

Exercise 15. Determine whether the words contain [æ] or [e].

Egg, ham, ready, any, apple, mat, bed, pack, peck, bad, men, bat, peg, hat, set, sad, west, seven, jealous, friend, camera, bead, sack.

➤ **VOCABULARY BOOSTER**

Exercise 16. Fill in the gaps using the following words.

blackboard – attendance – textbook – terms – break – seminar – fresher  
headteacher – graduation – enrol

e.g. A **fresher** is a student at the first year of university.

- The teacher writes on the \_\_\_\_.
- The period between classes when students can relax is called \_\_\_\_.
- The teacher calls your name to take \_\_\_\_ at the beginning of the class.
- The periods into which a year is divided at school, college, or university are called \_\_\_\_.

- e. A meeting between a teacher or expert and a group of students to discuss a topic is called a \_\_\_\_.
- f. A book that contains detailed information about a subject is called a \_\_\_\_.
- g. The \_\_\_\_ ceremony is when you receive your degree for completing your course of study.
- h. To \_\_\_\_ at university means to put yourself on the official list of its students.
- i. The dean of a faculty is like the \_\_\_\_ of a school.

*Exercise 17. Match the pictures of famous Russian agriculturists to their names and professions, then write sentences as in the example.*

1.		2.		3.		4.	
5.		Vasily Williams	agrochemist	6.			
		Vasily Goryachkin	ameliorator				
		Richard Schröder	agroengineer				
		Dmitry Pryanishnikov	botanist				
7.		Kliment Timiryazev	meteorologist	8.			
		Vladimir Mikhelson	geneticist				
		Nikolai Vavilov	soil scientist				
9.		Nikolai Zheleznov	economist	10.			
		Aleksander Chayanov	agronomist				
		Aleksei Kostyakov	horticulturist				

e.g. *In picture 1 we can see famous Russian agronomist Kliment Timiryazev.*

➤ LISTENING



University of Westlands

<https://www.youtube.com/watch?v=MknOaxiJ4SA>

*Exercise 18. Mark the sentences as true (T) or false (F). Correct the false ones.*

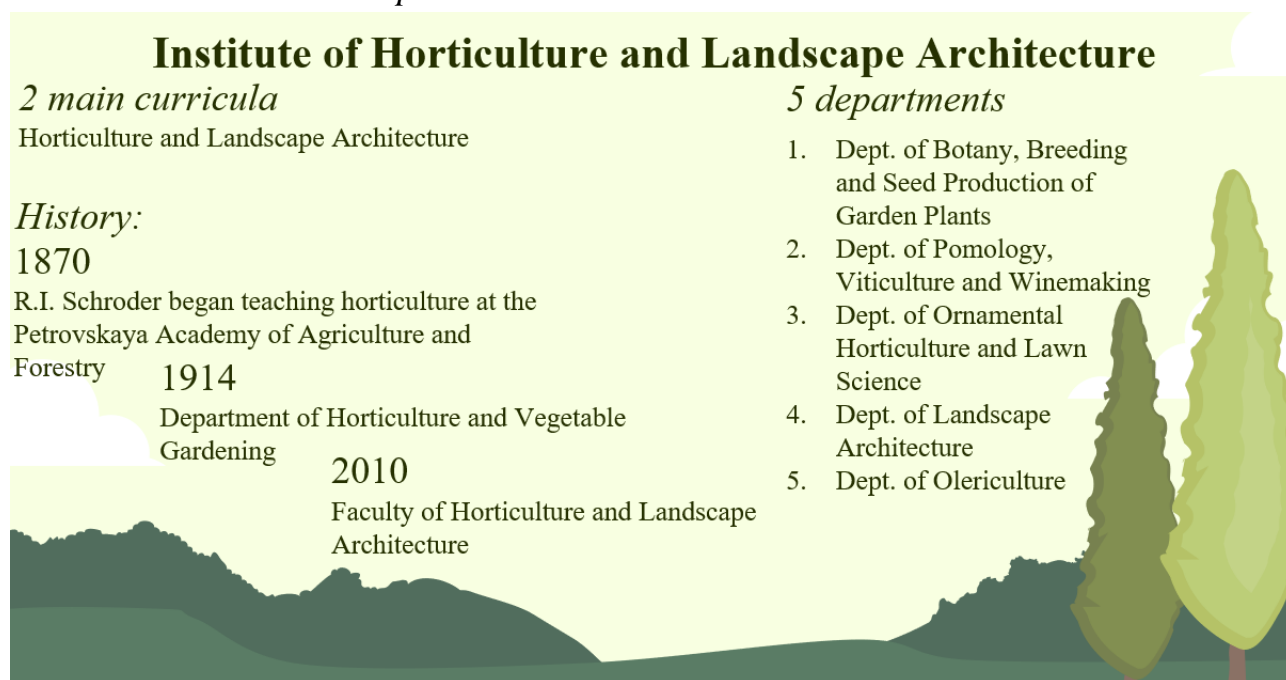
- a. There are four faculties on campus.
- b. Both divisions and departments have heads.
- c. Mrs Mayhew is available on Thursday afternoons.
- d. All the subjects are composed of lectures and tutorials.
- e. Lectures are more important than tutorials.
- f. Plagiarism is taking other people's work without acknowledging it.

*Exercise 19. Answer the following questions.*

- a. Who is Marcia Mayhew?
- b. At which faculty does she work?
- c. In how many divisions is the faculty divided?
- d. How many subjects are the students going to study in the first semester?
- e. Which are the most common problems that students face?
- f. How long are lectures and tutorials?

### ➤ LANGUAGE PRACTICE

*Exercise 20. Look at chart and write a brief text on the history of the Institute of Horticulture and Landscape Architecture.*



*Exercise 21. Translate into English.*

- a. Петровская земледельческая и лесная академия была основана 03.12.1865 года.
- b. После окончания студенты Академии работают агрономами, агроинженерами, мелиораторами, экономистами и т.д.
- c. Марк поступил на с.-х. факультет в 1985 году.
- d. На территории университета есть памятник сотрудникам, погибшим во время Второй мировой войны.

- e. Рихард Шредер был первым профессором садоводства в Академии.
- f. В первом семестре студенты изучают ботанику, английский, историю и химию.
- g. С.-х. работники посещают курсы в Институте непрерывного образования.
- h. Преподаватели публикуют десятки новых учебников ежегодно.

*Exercise 22. Fill in the gaps using the past simple of the given verbs. Then write a short biography of another famous scientist from exercise 16.*

### **Timiryazev's Life and Studies**

Kliment Arkadyevich Timiryazev was born in 1843 in a noble family. In 1861 he enrolled at St. Petersburg University, where he \_\_\_ (study) until 1866. He \_\_\_ (begin) his activity in the field of plant physiology when he was still a student. Among his teachers there \_\_\_ (be) well-known scientists such as D.I. Mendeleev, I.M. Sechenov, and I.I. Mechnikov. After graduation he worked in laboratories in Germany and France where he \_\_\_ (make) a lot of experiments. Returning to Russia he soon \_\_\_ (become) professor of plant physiology at the Petrovskaya Academy and at Moscow University. His studies \_\_\_ (concern) photosynthesis and the importance of chlorophyll in it.

He also \_\_\_ (research) the effect of various mineral fertilisers on crop yields. He \_\_\_ (prove) that the use of phosphates on black soils can increase the yield, while other fertilisers may have a harmful effect on plants.

Timiryazev's main idea of agronomy \_\_\_ (be) that the plant is the central object of an agronomist's work. According to his approach, agriculturists should focus on the studies of climate, soil, fertilisers, and other factors only in connection with the life of plants.

## Unit 2.3 – My Future Profession



### ➤ LEAD-IN

*Exercise 1. In pairs, ask each other the following questions.*

- What is your future profession?
- What tasks will you have to perform?
- What problems will you have to face?
- Which skills and knowledge are crucial for your future profession?
- Why did you choose this profession?

*Exercise 2. Discuss your answers with your course-mates.*

### ➤ ACTIVE VOCABULARY

*Exercise 3. Memorise the following words and phrases paying attention to their pronunciation.*

**achievement** [ə'tʃi:vmənt] – достижение  
**appreciation** [əpri:ʃi'eɪʃn] – понимание  
**architecture** ['ɑ:kitektʃə] – архитектура  
**arrangement** [ə'reɪndʒmənt] – расположение  
**(to) boost** [bu:st] – продвигать  
**branch** [brɑ:ntʃ] – ветвь, *перен.* отрасль  
**building site** ['bɪldɪŋ ,saɪt] – стройплощадка  
**chance** [tʃɑ:ns] – возможность, шанс  
**civil** ['sɪvəl] – гражданский  
**construction** [kən'strʌkʃən] – строительство  
**(to) deal with** – заниматься, иметь дело  
**design drawing** [dɪˌzaɪn 'drɔ:ɪŋ] – проектный чертёж  
**employer** [ɪm'plɔ:ə] – работодатель  
**enjoyment** [ɪn'dʒɔɪmənt] – удовольствие, наслаждение

**field** [fi:ld] – поле, *перен.* сфера, направление  
**focal point** [ˌfəʊkəl 'pɔɪnt] – центр внимания  
**horticulture** ['hɔ:tɪkʌltʃə] – садоводство  
**internship** ['ɪntz:ŋʃɪp] – стажировка  
**landfill** ['lændfɪl] – свалка  
**land-planning** ['lænd ,plænɪŋ] –  
землеустройство, землеустроительный  
**landscape** ['lændskeɪp] – ландшафт,  
ландшафтный  
**living area** ['lɪvɪŋ ,eəriə] – жилая зона  
**master plan** ['mɑ:stə ,plæn] – генеральный  
план  
**mine** [maɪn] – шахта  
**outdoor** ['aʊt,dɔ:ə] – наружный  
**(to) overlap** [əʊvə'læp] – пересекаться  
**planning** ['plænɪŋ] – проектирование



**playground** ['pleɪgraʊnd] – детская площадка  
**public** ['pʌblɪk] – общественный  
**range** [reɪndʒ] – спектр  
**residential area** [rezi'denʃl 'eəriə] – жилой комплекс  
**rural** ['rʊərəl] – сельский  
**site** [saɪt] – объект  
**skill** [skɪl] – навык  
**suburban** [səb'z:bʊn] – пригородный

**surveying** [sə'veɪnɪŋ] – геодезия  
**sustainable** [sə'steɪnəbəl] – устойчивый  
**technical specification** ['teknɪkəl spesɪfɪ'keɪʃn] – техническое задание  
**trend** [trend] – тенденция  
**urban** ['z:bən] – городской  
**wide** [waɪd] – широкий  
**wilderness** ['wɪldənəs] – дикая природа

## ➤ READING

### Landscape Architecture

As you already know, I am **currently** studying at the University of Sheffield to become a landscape architect. But what does it mean?

Landscape architecture is concerned with<sup>1</sup> the **arrangement** of land, water, plant forms, and structures for their best use and enjoyment. As a landscape architect, I will deal with land-planning projects such as building sites, gardens, outdoor living areas, playground, and parks. This profession requires knowledge of design and construction that overlaps with the fields of architecture, **engineering**, horticulture, botany, surveying, and other branches of the arts and sciences<sup>2</sup>.

The activity of a landscape architect covers a wide range of sites, from public parks and **boulevards** to university campuses and corporate parks, from residential areas to civil **infrastructure**. All these spaces may be large or small; urban, suburban, or rural; in addition, they can include hard (built) or soft (planted) materials. However, I am going to specialise in sustainable landscaping, which means I will have to focus on the management of large wilderness areas and the reclamation of **degraded** landscapes such as mines and landfills.

As landscape architects are particularly involved in the first **stages** of a project, our curriculum focuses on developing technical understanding and boosting creative skills. For this reason, the focal point of this **academic year** will be planning, so that in the future we can prepare master plans, detailed design drawings, and technical specifications. Another important part of our programme will be the history of landscape architecture. For a better appreciation of our future profession, we need to understand the past achievements as well as<sup>3</sup> the newest trends in our field.

Practical training is very important, too. For this reason, next summer I am doing an internship at a **London-based** company. Not only I will have the chance to work side by side with the best specialists and **apply** my skills in real-life projects, but I also hope that I will make new friends and maybe even meet my future employer.

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<sup>1</sup> (to) be concerned with = быть связанным с чем-л.; <sup>2</sup> the arts and sciences = гуманитарные и естественные науки; <sup>3</sup> as well as = а также.

*Exercise 4. In what paragraph is the following information given?*

- a. types of sites \_\_\_\_\_
- b. relation with other disciplines \_\_\_\_\_
- c. chosen specialisation \_\_\_\_\_
- d. importance of historical studies \_\_\_\_\_
- e. practical training \_\_\_\_\_
- f. definition of landscape architecture \_\_\_\_\_
- g. importance of planning \_\_\_\_\_

*Exercise 5. Match the definitions with the words and phrases in bold.*

- a. put smth into practice
- b. lowered in value, quality, or beauty
- c. the way in which things are put together or placed
- d. the design and/or building of machines, engines, structures, etc. using scientific principles
- e. the period when students attend school or university
- f. located or doing business in the area of London
- g. the basic systems and services needed
- h. periods in the development of smth
- i. wide roads with trees on each side or along the centre
- j. at the present time

*Exercise 6. Answer the following questions.*

- a. What is landscape architecture concerned with?
- b. What types of projects do landscape architects do?
- c. What other fields of activity are linked to landscape architecture?
- d. Give some examples of sites in landscape architecture.
- e. What does sustainable landscaping focus on?
- f. Why is planning so important for a landscape architect?
- g. Why should a landscape architect be familiar with the history of landscape architecture?
- h. What are the advantages of practical training?
- i. How do you imagine your future profession?
- j. Which subjects are the most important in your opinion?

*Exercise 7. Summarise the text using your answers in exercise 6 as guidelines. You may want to use the expressions from unit 2.2.*

### ➤ GRAMMAR FOCUS

**Future simple:** время будущее простое (*future simple*) в отличие от других времён простого вида характеризуется присутствием вспомогательного глагола *will*, но всё же использует базовую форму глагола (V<sub>1</sub>). Оно используется в



основном для обозначения обещаний, личных мнений о будущем, предсказаний.

Отрицательная форма будущего простого образуется с помощью вспомогательного глагола *will*, в частности используя форму *will + not + V<sub>1</sub>* смыслового глагола. В вопросах сначала стоит *will*, затем подлежащее и после него *V<sub>1</sub>* смыслового глагола. Например, посмотрим формы глагола *to work*.

affirmative form	negative form	question form
<i>I will work</i>	<i>I will not work</i>	<i>will I work?</i>
<i>you will work</i>	<i>you will not work</i>	<i>will you work?</i>
<i>he/she/it will work</i>	<i>he/she/it will not work</i>	<i>will he/she/it work?</i>
<i>we will work</i>	<i>we will not work</i>	<i>will we work?</i>
<i>you will work</i>	<i>you will not work</i>	<i>will you work?</i>
<i>they will work</i>	<i>they will not work</i>	<i>will they work?</i>

Только в первом лице, как единственного, так и множественного числа, можно встретить вместо *will* вспомогательный глагол *shall*, который используется в основном как предложение что-либо сделать.

*Who wants to read? – Shall I?*

*Shall we go to the cinema on Friday?*

Будущее простое используется для обозначения:

- предсказаний, основанных на личном мнении, страхе, надежде и/или чувствах в целом (обычно после таких глаголов и выражений, как *think, hope, be afraid, be sure* и т.д.) – *I think she **will get** the job. I'm afraid I **won't get** home before late, I've got a lot of work to do.*
- мгновенных решений – *It's cold in here, I'll **close** the window.*
- обещаний, предложений – *Don't worry, I'll **help** you with your homework.*
- всегда с глаголом *to be* – *Tomorrow Mary **will be** busy all day.*

*Exercise 8. Fill in the gaps using the future simple of the given verbs.*

e.g. They **will be** back by 6:30.

- \_\_\_ you \_\_\_ me? (help)
- When \_\_\_ I \_\_\_ you again? (see)
- His parents \_\_\_ him for being late. (not, punish)
- It \_\_\_ us three hours to get there. (take)
- \_\_\_ they \_\_\_ the contract tonight? (sign)
- \_\_\_ this concert \_\_\_ enough money for our school club? (raise)
- This van \_\_\_ with eight people in it. (not, break down)
- The meeting \_\_\_ before tomorrow morning. (not, close)
- When \_\_\_ she \_\_\_ me a copy of her essay? (send)

*Exercise 9. Match phrases a-h to actions 1-8, then make sentences as in the example.*

e.g. *It's hot in this room. I **think I'll** open a window.*

- |                               |                             |
|-------------------------------|-----------------------------|
| a. It's hot in this room. (2) | 1. go to the optician's.    |
| b. I'm hungry.                | 2. <del>open a window</del> |
| c. My flat is a mess.         | 3. buy a new one            |
| d. I want new glasses.        | 4. turn on the heating      |
| e. I'm cold.                  | 5. watch it                 |
| f. I've just missed my bus.   | 6. take a taxi home         |
| g. There's a good film on TV. | 7. get something to eat     |
| h. My watch is broken.        | 8. tidy it up               |

**Present continuous:** время настоящее длительное (*present continuous*), как и все времена длительного вида, характеризуется присутствием вспомогательного глагола *to be* и *ing*-овой формы глагола ( $V_{ing}$ ). Данное время используется в основном для обозначения совершающихся в момент речи действий.

Для образование утвердительной, отрицательной и вопросительной форм достаточно проспрягать глагол *to be* в соответствующих формах настоящего времени и потом прибавить к нему смысловой глагол в *ing*-овой форме. Например, посмотрим формы глагола *to work*:

affirmative form	negative form	question form
<i>I am working</i>	<i>I am not working</i>	<i>am I working?</i>
<i>you are working</i>	<i>you are not working</i>	<i>are you working?</i>
<i>he/she/it is working</i>	<i>he/she/it is not working</i>	<i>is he/she/it working?</i>
<i>we are working</i>	<i>we are not working</i>	<i>are we working?</i>
<i>you are working</i>	<i>you are not working</i>	<i>are you working?</i>
<i>they are working</i>	<i>they are not working</i>	<i>are they working?</i>

Настоящее длительное используется для обозначения:

- совершающихся в момент речи действий – *What **are** the boys **doing**? They're **playing** football in the yard.*
- действий, совершающихся в течение небольшого периода времени в настоящем – *Can you give your book for a couple of days? Sorry, I can't. I'm **reading** it myself.*
- запланированных в будущем действий – *I'm **seeing** my doctor on Friday.*

**Stative verbs:** ряд глаголов, обозначающих в основном состояния, чувства, желания, ментальные способности и т.д., никогда не употребляются в формах длительного вида. Соответственно, они используются в настоящем простом для обозначения совершающихся в момент речи действий. Самые распространённые среди них: глаголы состояния – *to be, to have* (только в значении «иметь, владеть»), *to consist, to contain*; глаголы предпочтения – *to like, to love, to hate, to prefer*; глаголы, обозначающие чувства – *to want, to need, to wish, to see, to hear*; глаголы, обозначающие ментальные способности – *to know, to believe, to mean, to understand, to notice, to find, to remember, to forget, to agree, to refuse*.

*I don't see anything, it's too dark.*  
*I'm happy we are at the cinema. I **find** the film very interesting.*

*Exercise 10. Choose the correct form of to be.*

- e.g. How *am / **are** / is* your parents feeling now?  
a. They *aren't / isn't / am not* playing in the garden.  
b. Mary *is / am / are* having dinner.  
c. What *is / are / am* the children doing?  
d. My wife *aren't / am not / isn't* feeling better today.  
e. I *isn't / am not / aren't* feeling energetic today.  
f. Our television *aren't / isn't / am not* working.  
g. Who *is / are / am* she meeting?  
h. He *am not / isn't / aren't* lying in the bed.  
i. Why *are / is / am* your wife crying?

*Exercise 11. Fill in the gaps with either the present simple or the present continuous of the given verbs.*

- e.g. The children **are playing** (play) outside now.  
a. She usually \_\_\_ (read) the newspaper in the morning.  
b. I \_\_\_ (do) my homework now.  
c. \_\_\_ you \_\_\_ (want) a pizza?  
d. I \_\_\_ (not, like) spaghetti.  
e. The baby \_\_\_ (sleep) now.  
f. My mother usually \_\_\_ (cook) dinner in the evening.  
g. \_\_\_ we \_\_\_ (go) to the disco tonight?  
h. He \_\_\_ (go) to work by bus every day.  
i. Listen! Jack \_\_\_ (play) the guitar.

**Future forms:** в английском языке существует несколько способов выражения будущего времени в зависимости от контекста и от смысловой нагрузки глагола.

Как мы уже видели, будущее простое с *will* используется для обозначения:

- a) предсказаний, основанных на личном мнении, страхе, надежде и/или чувствах в целом (обычно после таких глаголов, как *think, hope, be afraid, be sure* и т.д.) – *I think she **will get** the job. I'm afraid I **won't get** home before late, I've got a lot of work to do.*  
b) мгновенных решений – *It's cold in here, I'll **close** the window.*  
c) обещаний, предложений – *Don't worry, I'll **help** you with your homework.*  
d) всегда с глаголом *to be* – *Tomorrow Mary **will be** busy all day.*

Настоящее простое используется для обозначения будущего в следующих случаях:

- a) действия в будущем, которые произойдут согласно расписанию – *The train for Edinburgh leaves tomorrow at 9:15.*
- b) в придаточных предложениях после таких союзов, как *when* (когда), *if* (если), *as soon as* (как только), *while* (пока; в то время как), *after* (после того, как), *before* (до того, как; прежде чем), *until / till* (до того, как; пока не) и т.д. – *The students will write a test as soon as the lecture begins.*

Настоящее длительное используется для обозначения будущего, когда речь идёт о запланированных действиях. Как правило, такие действия предусматривают договорённость с другим человеком (или множеством людей) – *I'm seeing the doctor on Friday.*

Последний способ выражения будущего – это с помощью оборота *be going to + V<sub>1</sub>*, который используется в следующих случаях:

- a) намерения – *Paul won the lottery. He's going to buy a new TV.*
- b) предсказания на основе явных признаков в настоящем – *Look at those black clouds. It's going to snow soon.*

**Translation Tip!** Часто оборот *be going to* переводят с помощью русского глагола «собираться». Такой перевод уместен в некоторых случаях, особенно когда речь идёт о намерениях, но чаще всего лучше перевести, употребляя русское будущее время. Например, предложение *John, stop running with the scissors in your hand. You're going to hurt yourself* лучше перевести как *Джон, перестань бегать с ножницами в руках. Ты поранишься, чем ...собираешься раниться.*

*Exercise 12. Fill in the gaps using the correct future form (future simple, present simple, present continuous, or going to) of the given verbs.*

- e.g. I haven't seen him for a long time but I'll **recognise** (recognise) him.
- a. Don't play with those matches: you \_\_\_ (burn) yourself.
- b. Why did you call grandma? – I \_\_\_ (visit) her at the weekend.
- c. If your passport isn't valid, you \_\_\_ (not, be able to) go abroad this month.
- d. Your face is dirty! – Oh, I \_\_\_ (wash) it.
- e. I have to go now. I \_\_\_ (see) Jane for lunch.
- f. I'm sure we \_\_\_ (win) the match.
- g. John's flight \_\_\_ (leave) tomorrow at 4 o'clock.
- h. If you \_\_\_ (not take) a taxi, you won't arrive on time.
- i. What \_\_\_ you \_\_\_ (wear) for the party?

*Exercise 13. Fill in the gaps using the correct future form (future simple, present simple, present continuous, or going to) of the following verbs.*

leave – drive – get – arrive – be – start – have – ~~rain~~ – play – meet

- e.g. Hannah, you must take an umbrella. It's **going to rain**.
- a. Attention, please! On your marks. The next race \_\_\_ at 9:30.
- b. I'm so tired. I think I \_\_\_ a little break now.
- c. I can give the book to Marion. I \_\_\_ her at the park in the afternoon.

- d. Flight number BA308 from London to Los Angeles \_\_\_ at 11:15.
- e. I'm sure he \_\_\_ a good doctor.
- f. Call me as soon as you \_\_\_.
- g. Jack and Mary \_\_\_ married next week.
- h. Zack \_\_\_ computer games the whole weekend.
- i. In the future people \_\_\_ mostly electric cars.

➤ **PRONUNCIATION**

**The “schwa”:** нейтральную гласную [ə] называют «шва» (*schwa*), используя слово, обозначающее на иврите «ничто». При произнесении данного звука и его долгого варианта [ɜ:], губы расслабленные, язык в центральной позиции. В английском языке данный звук встречается в безударных слогах, при этом почти все гласные могут так произноситься. Вот несколько примеров:



[ə]						
<b>a</b>	<i>about</i>	[ə'baʊt]	<i>machine</i>	[mə'ʃi:n]	<i>umbrella</i>	[ʌm'brelə]
<b>e</b>	<i>pollen</i>	['pɒlən]	<i>jewel</i>	['dʒu:əl]	<i>broken</i>	['brəʊkən]
<b>i</b>	<i>pupil</i>	['pju:pəl]	<i>raisin</i>	['reɪzən]	<i>basin</i>	['beɪsən]
<b>o</b>	<i>lemon</i>	['lemən]	<i>bacon</i>	['beɪkən]	<i>daffodil</i>	['dæfədɪl]
<b>u</b>	<i>circus</i>	['sɜ:kəs]	<i>citrus</i>	['sɪtrəs]	<i>walrus</i>	['wɔ:lɪrəs]

В безударном положении [ə] также встречается в разных сочетаниях букв, таких как:

[ə]				
<b>ai</b>	<i>curtain</i>	['kɜ:tən]	<i>certain</i>	['sɜ:tən]
<b>ar</b>	<i>leopard</i>	['lepəd]	<i>caterpillar</i>	['kætəpɪlə]
<b>eo</b>	<i>pigeon</i>	['pɪdʒən]	<i>dungeon</i>	['dʌndʒən]
<b>er</b>	<i>monster</i>	['mɒnstə]	<i>waiter</i>	['weɪtə]
<b>ia</b>	<i>special</i>	['speʃəl]	<i>official</i>	[ə'fɪʃəl]
<b>or</b>	<i>doctor</i>	['dɒktə]	<i>mirror</i>	['mɪrə]
<b>ur</b>	<i>famous</i>	['feɪməs]	<i>enormous</i>	[ɪ'nɔ:məs]
<b>our</b>	<i>harbour</i>	['hɑ:bə]	<i>vapour</i>	['veɪpə]
<b>ur</b>	<i>surprise</i>	[sə'praɪz]	<i>surveyor</i>	[sə'veɪə]
<b>ure</b>	<i>nature</i>	['neɪtʃə]	<i>temperature</i>	['temprətʃə]



Долгий вариант [ɜ:] встречается как в ударных, так и в безударных слогах, когда после гласные «е», «i», «o», «u» стоит буква «r», а также в других сочетаниях.



[ɜ:]						
<b>er</b>	<i>fern</i>	[fɜ:n]	<i>herb</i>	[hɜ:b]	<i>iceberg</i>	['aɪsbɜ:g]
<b>ir</b>	<i>bird</i>	[bɜ:d]	<i>birthday</i>	['bɜ:θdeɪ]	<i>thirty</i>	[θɜ:tɪ]
<b>or</b>	<i>worm</i>	[wɜ:m]	<i>world</i>	[wɜ:ld]	<i>work</i>	[wɜ:k]



<b>ur</b>	<i>nurse</i>	[nɜ:s]	<i>curve</i>	[kɜ:v]	<i>surf</i>	[sɜ:f]
<b>ear</b>	<i>earth</i>	[ɜ:θ]	<i>pearl</i>	[pɜ:l]	<i>early</i>	[ˈɜ:lɪ]
<b>ere</b>	<i>were</i>	[wɜ:]				

*Exercise 14. Read the following words containing [ə] and [ɜ:].*

[ə] – consider, sailor, waiter, album, banana, children.

[ɜ:] – girl, service, purse, herd, virgin, preserve.

*Exercise 15. Determine which vowels and clusters are read as schwa, either short or long.*

Along, produce, submit, practical, ago, consist, attend, foreigner, continue, advise, literal, comfortable, similar, above, surround, visitor, supply, profession, lexical, famous, argument, author, changeable, contain, protect, development, spacious, particular, doctor, farmer, admit, farmer, suspect, government, observe, passenger.

➤ **VOCABULARY BOOSTER**

*Exercise 16. Find the names of the twelve types of landscapes shown in the pictures.*

K	D	F	F	M	T	G	Z	G	Q	W	D	S	R	M	H
H	K	E	A	F	F	I	L	C	K	O	A	T	E	O	D
C	Q	R	S	A	Z	T	E	D	O	G	J	E	I	U	C
U	S	P	U	E	X	S	S	W	I	C	F	P	C	N	E
H	P	R	A	I	R	I	E	A	K	V	Y	P	A	T	D
G	K	R	N	S	Y	T	T	K	O	Q	R	E	L	A	V
H	A	N	N	A	V	A	S	W	C	C	Z	R	G	I	E
R	A	I	N	F	O	R	E	S	T	P	W	G	L	N	Z



*cliff* ←



\_ o \_ ↗



s \_ \_ \_ \_ h ←



g l \_ \_ \_ \_ ↑



m \_ \_ t \_ \_ \_ ↓



p \_ \_ i r \_ \_ →



\_ o a \_ \_ ↖



r \_ \_ \_ f \_ \_ \_ s \_ →





\_\_\_ s h ✓



\_ e \_ e \_ \_ \



\_ a i \_ \_ ↗



\_ \_ \_ p p \_ ↓

*Exercise 17. Match the following jobs with their definitions.*

journalist – carpenter – electrician – ~~manager~~ – postman – engine driver – plumber  
nurse – pilot – interpreter – actor/actress – musician – architect – gardener

- e.g. s.o. who directs or manages an organisation, industry, shop, etc. – **manager**
- s.o. who drives a railway locomotive
  - s.o. who works in or takes care of a garden as an occupation or pastime
  - s.o. who installs and maintains electrical equipment
  - s.o. skilled in woodwork, esp. in buildings, ships, etc.
  - s.o. who tends the sick, injured, or infirm
  - s.o. who installs and repairs pipes, fixtures, etc., for water, drainage, and gas
  - s.o. who acts in a play, film, broadcast, etc.
  - s.o. qualified to design buildings and to superintend their construction
  - s.o. who writes articles for newspapers or the news
  - s.o. who plays or composes music, esp. as a profession
  - s.o. whose work is to translate from one language to another in oral form
  - s.o. who is qualified to operate an aircraft or spacecraft in flight
  - s.o. who carries and delivers mail as a profession

➤ LISTENING



**Summer Job Interview**

<https://test-english.com/listening/a2/summer-job-interview-a2-english-listening-test/>

*Exercise 18. Mark the sentences as true (T) or false (F). Correct the false ones.*

- Philip is applying for a job as an activity leader.
- He worked as a teacher in school.
- He was responsible for communicating to team members.
- He quit the team because he did not get enough praise and encouragement.
- He worked long hours when he worked at the factory.
- He thought the work at the factory was interesting.
- His co-workers at the factory helped him a lot.
- Some of his co-workers at the factory were often complaining to the boss.

*Exercise 19. Fill in the gaps according to the audio track.*

- Do you have any \_\_\_ of working with children?
- I was responsible for communicating the \_\_\_ and \_\_\_ of matches.
- What problems did you have in your role as a \_\_\_?

- d. One of the big problems was \_\_\_\_.
- e. I encouraged them and praised them for their \_\_\_\_.
- f. Well done! Those are very useful \_\_\_\_.
- g. I wanted to earn money, so I did a lot of \_\_\_\_.
- h. Plus, I always followed \_\_\_\_ from my boss.

➤ **LANGUAGE PRACTICE**

*Exercise 20. Mark, Linda, and David are looking for a job. Read their description and choose a suitable job for each of them.*

**Mark, 36** – I’m hardworking and charismatic. Some people call me bossy but I think I’m assertive. If I had to choose my biggest weakness, I’d say that sometimes I oversleep so I occasionally turn up late!

**Linda, 22** – I’ve just finished university where I studied fine arts, so lots of people say I’m creative. I think I’m upbeat but I’m very reliable. However, some people think I’m too rebellious.

**David, 28** – I used to work as a fireman, but I injured my leg so I need to change my career path. I’m great at physical work and my colleagues say I’m really easy-going, but they also say I can be a little moody!

JOB ADVERTISEMENTS		
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Duties will involve: serving customers, inventing cocktails, and providing a happy atmosphere!	Apply today! Experience a plus, but not necessary.	To apply, send your CV to:
Send CVs to finnisbar@hotmail.ie	Contact: 0121 334 7648	hr@lonsdalegroup.com
	<b>MECHANIC NEEDED</b>	
	Do you have technical skills and a calm, confident manner? Are you equally comfortable getting your hands dirty and talking to customers?	
	Call now! 07843 225 787	

*I think the right job for Mark is ... because ...*

*Exercise 21. Translate into English.*

- a. Ландшафтные архитекторы занимаются проектированием городских, пригородных и сельских объектов.



- b. Во втором семестре я буду (собираюсь) изучать историю садоводства.
- c. Рядом с моим родным городом есть большое болото.
- d. Сэлли уверена, что её брат станет хорошим медбратом.
- e. Для производственной практики я выбрал компанию, базирующуюся в Берлине.
- f. Завтра архитектор встретится со строителями на стройплощадке.
- g. В этом учебном году мы уделяем внимание творческим навыкам.
- h. Самые известные скалы английского побережья – в Дувре.

*Exercise 22. Choose the correct subtitle for each part of the CV. Then write your own.*

Education – Other skills and interests – Work experience – References

### **Curriculum Vitae**

*Paula Evelyn Johnson*

19 Privet Close, Birmingham B44 9HG  
+447975777555 pejohnson@outlook.uk

1) \_\_\_\_

**BA Landscape Architecture, University of Sheffield** **2022 – present**  
Focus on sustainable landscaping  
Year 1 summer school on natural gardening

**Barr Beacon School, Birmingham** **2015 – 2022**  
A-levels<sup>1</sup> in Geography (A), Biology (A), Art and Design (A)  
10 GCSEs<sup>2</sup> including English (A), History (A), and Mathematics (B)

2) \_\_\_\_

**Waitress, The Hold House Pub, Sheffield** **2023 – present**  
Responsible for serving customers, sanitising tables and sitting areas, ensuring communication between the kitchen and the waiting staff

**Volunteer, Birmingham EcoPark** **2017 – present**  
Organisation of guided tours for children and families (summertime)

3) \_\_\_\_

- **IT:** intermediate level Word, Excel and PowerPoint, intermediate level AutoCAD
- **Languages:** intermediate level French
- **Music:** can play the piano
- **Hobbies:** going to the cinema, drawing, and gardening

4) \_\_\_\_

Dr. Jennifer O'Brian (tutor)

Mr. Paul Davies (supervisor)

Dept of Landscape Architecture  
University of Sheffield  
Arts Tower  
Western Bank  
Sheffield  
S10 2TN

Birmingham EcoPark  
258 Hob Moor Rd  
Birmingham  
B10 9HH

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<sup>1</sup> сокр. от *Advanced levels* – серия предметных экзаменов в Великобритании для учеников, заканчивающих среднее довузовское образование; <sup>2</sup> сокр. от *General Certificate of Secondary Education* – серия предметных экзаменов в Англии, Уэльсе и Северной Ирландии для учеников, заканчивающих среднее общее образование

# Module 3 – The English-Speaking World

## Unit 3.1 – The English Language



### ➤ LEAD-IN

*Exercise 1. In pairs, ask each other the following questions.*

- Do you like foreign languages?
- Do you think English is important for your future?
- Do you know why English has become an international language?
- In which countries is English spoken?
- In which fields of activity is English used as an international language?

*Exercise 2. Discuss your answers with your course-mates.*

### ➤ ACTIVE VOCABULARY

*Exercise 3. Memorise the following words and phrases paying attention to their pronunciation.*

**advertising** [ˈædvətaɪzɪŋ] – реклама

**business** [ˈbɪznɪs] – бизнес

**citizen** [ˈsɪtɪzən] – гражданин

**(to) communicate** [kəˈmjuːnɪkeɪt] – общаться

**communication** [kəmjʊˈnɪkeɪʃən] – общение

**competition** [kəmpeɪtɪʃən] – соревнование

**compulsory** [kəmˈpʌlsəri] – обязательный

**(to) consider** [kənˈsɪdə] – считать

**diplomacy** [dɪˈpləməsi] – дипломатия

**foreign** [ˈfɔrən] – иностранный, зарубежный

**growth** [grəʊθ] – рост

**labour force** [ˈleɪbə ˈfɔːs] – рабочая сила

**language** [ˈlæŋgwɪdʒ] – язык

**means** [miːns] – средство

**native** [ˈneɪtɪv] – родной; **n- speaker** – носитель языка

**need** [niːd] – нужда, потребность

**(to) need** [niːd] – нуждаться

**official** [əˈfɪʃl] – официальный

**(to) outnumber** [aʊtˈnʌmbə] – превосходить по численности

**population** [pɒpjəˈleɪʃən] – население

**possible** [ˈpɒsəbəl] – возможный

**purpose** [ˈpɜːpəs] – цель

**science** [ˈsaɪəns] – наука

**speaker** [ˈspiːkə] – говорящий

**(to) spread** [spred] – распространять(ся)

➤ **READING**

**English as an International Language**

What made English become an **international language**? Does English spread globally because it serves many needs and purposes? Whatever the answer<sup>1</sup>, almost everybody accepts the fact that the **enormous** growth of international communication, social needs and the role of foreign languages in education have changed.

English is a Germanic language of the Indo-European family<sup>2</sup>. According to research by the British Council<sup>3</sup>, English is an **official language**, or has special status, in at least seventy-five countries, such as India, with a total population of over two billion. English is spoken as a **native language** by about 375 million people, and it is spoken as a **second language** by about another 375 million speakers in the world. Speakers of English as a second language will soon outnumber those who speak it as a native language. According to **recent** data, around 750 million people speak English as a **foreign language**.

Nowadays people in many countries all over the world must speak more languages than their native language only. Not only university students are expected<sup>4</sup> to speak a foreign language well, but also professionals from the **labour force** of a country need it for practical purposes. Among all possible foreign languages, English can and should be considered<sup>5</sup> the most important.

English is the main language of books, newspapers, airports and air-traffic control, international business and academic conferences, science, technology, **diplomacy**, sport, international competitions, pop music, and advertising. Over two-thirds of the world's scientists read in English. Three-quarters of the world's mail is in English. And, if you want to find lots of information on the Internet, learn English! You'll need it because eighty per cent of the world's electronically-stored information<sup>6</sup> is in English. Moreover, most Internet users communicate in English.

Thanks to its compulsory education, **pupils** and students can learn it as an international language in order to become international citizens of tomorrow who will use English as a means of international communication.

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<sup>1</sup> *whatever the answer* = каким бы ни был ответ; <sup>2</sup> *a Germanic language...* = германский язык индоевропейской семьи; <sup>3</sup> *the British Council* = Британский совет – организация, призванная развивать сотрудничество в области образования, культуры и искусства между Соединённым королевством и другими странами; <sup>4</sup> *university students are expected* = от студентов университета ожидается...; <sup>5</sup> *English can and should be considered* = английский можно и нужно считать...; <sup>6</sup> *electronically-stored information* = информация, хранящаяся в электронном виде

*Exercise 4. Read the text and fill in the gaps using the following words.*

375 – foreign – twenty – science – large – ~~Indo-European~~ – fewer – official

e.g. English is part of the **Indo-European** family of languages.

- a. In about 75 countries, English is the \_\_\_ language, but not the native language of the population.
- b. About \_\_\_ million people are native speakers of English, and the same number of people speak English as a second language.
- c. In the future, there will probably be \_\_\_ native speakers of English than second-language speakers of English in the world.
- d. In Russia, English is a \_\_\_ language.
- e. In international competitions, pop music and \_\_\_, English is the main language used.
- f. Only \_\_\_ per cent of information on the Internet is not in English.
- g. A very \_\_\_ number of people use English to communicate.

*Exercise 5. Match the definitions with the words and phrases in bold.*

- a. a language used for communication between groups of people who speak different languages
- b. a language, different from your native one, that you learn at school
- c. very large in size, quantity, or extent
- d. the language used legally at schools and institutions
- e. all the people in a country who are of the right age to work
- f. people who are taught, esp. schoolchildren
- g. a language that you speak in addition to your native one
- h. the management of relationships between countries
- i. lately happening, done, made, etc.
- j. the language you first learnt to speak

*Exercise 6. Answer the following questions.*

- a. Which language family is the English language part of?
- b. In how many countries is English an official language?
- c. How many people speak English as a native language?
- d. How many people speak English as a second language?
- e. How many people speak English as a foreign language?
- f. Why is the English language important at universities?
- g. Why is the English language important for the labour force?
- h. In which fields is English used as an international language?
- i. Why is learning English important when surfing the Internet?
- j. How is the English language present in your everyday life?

*Exercise 7. Summarise the text using your answers in exercise 6 as guidelines. You may want to use the expressions from unit 2.2.*

➤ **GRAMMAR FOCUS**

**Modal verbs:** модальные глаголы (*modal verbs*) выражают не действие или состояние, а отношение говорящего к нему. В частности, выделяют две основные группы: модальные глаголы долженствования (*modals of obligation*) и возможности (*modals of possibility*).

**Modals of obligation:** модальные глаголы долженствования выражают такие отношения, как необходимость, запрет и совет. В эту группу входят глаголы и обороты *must, have to, should, ought to, need (to), be to*.

В настоящем времени глаголы *must, have to* и *need to* обозначают необходимость. Однако, *must* обозначает необходимость, которая чаще всего связана с желанием или личным мнением говорящего, а *have to* – необходимость, связанная с внешними обстоятельствами. *Need to* в свою очередь обозначает физическую необходимость из-за нехватки чего-либо. Сравните:

*I must study English because I want to find a good job.*

*I have to study English because tomorrow I have an exam.*

*I need to buy some bread because I have run out of it.*

В отрицаниях *must not* (сокращенная форма – *mustn't*) обозначает полный запрет, а *don't / doesn't have to, don't / doesn't need to* и *needn't* – отсутствие необходимости, при этом действие остаётся возможным. Полный запрет можно также выразить, употребляя отрицательную форму глагола *can* (*cannot* или *can't*).

*You mustn't use dictionaries during the exam (it's forbidden).*

*You can't use dictionaries during the exam (it's forbidden).*

*You don't have to bring your own dictionary for the exam (but you can).*

*You don't need to bring your own dictionary for the exam (but you can).*

*You needn't bring your own dictionary for the exam (but you can).*

Модальный глагол *must* употребляется только в настоящем времени, для всех остальных времён используются соответствующие формы глагола *have to*.

*I had to leave the party early because the next day I had a lot of work to do.*

*We will have to leave at 9 o'clock if we don't want to miss the train.*

Для обозначения необходимости в будущем также можно употреблять глагол *be to*, который как правило обозначает предстоящую задачу.

*Our society is to face the issues of air pollution and global warming before it's too late.*

Модальные глаголы *should* и *ought to* используются для выражения совета или рекомендации. Соответственно, *should / ought to* используется для обозначения того, что желательно сделать, а *should not (shouldn't)* и *ought not to* – для того, что делать нежелательно. В прошедшем времени они принимают форму *should / ought to + have + V<sub>3</sub>*.

*You should pay more attention in class.*

*Тебе следует быть более внимательным в аудитории.*  
*You **shouldn't** eat so many sweets in the evening.*

*Тебе не следует есть так много конфет вечером.*  
*I **should have paid** more attention in class: I **wouldn't** have failed the test.*

*Мне следовало быть более внимательным в аудитории: я бы не провалил тест.*

**Modals of possibility:** модальные глаголы возможности выражают такие отношения, как способность и разрешение. В эту группу входят глаголы и обороты *can, could, may, might, be able to*.

Модальный глагол *can* выражает умственную и/или физическую способность, умение выполнять действие. Неумение, наоборот, выражается отрицательной формой *cannot*, которая пишется всегда слитно, или *can't*. В плане произношения положительная форма читается [kæn], а отрицательная – ['kænət], если полная, или [kɑ:nt], если сокращённая.

*Mary **can swim** very well.*

*I **cannot speak** Chinese.*

*They **can't** decide a place for eating out tonight.*

Глагол *can* употребляется только в настоящем времени, в прошедшем времени его заменяет модальный глагол *could*. Однако, если речь идёт об одном, единственном действии в прошлом, то мы используем оборот *was / were able to*. Для обозначения будущего употребляется оборот *will be able to*.

*She **can speak** English fluently.*

*When Paul was five years old, he **could** already **play** the piano.*

*Mary usually works late in the evening, but yesterday she **was able to finish** early.*

*After finishing this course, I **will be able to make** wonderful flower bouquets.*

Модальные глаголы возможности очень часто используются, чтобы просить или давать разрешение выполнить какое-либо действие. При этом, в вопросах можно использовать четыре разных глагола – *can, could, may, might*, а в ответах – только два из них – *can* и *may*. Данные глаголы отличаются между собой уровнем вежливости или формальности:

- неформальный вариант: ***Can** I go out?*
- умеренно формальный вариант: ***Could** I go out?*
- формальный вариант: ***May** I go out?*
- наиболее формальный вариант: ***Might** I go out?*

Для выражения разрешения (без просьбы) мы используем только *can* или *may*, а для запрета – *cannot* или *must not*.

*You **can / may take** my umbrella, if you need it.*

*You **can't / mustn't** eat ice-cream, you have a sore throat.*

*Exercise 8. Fill in the gaps using either must or have to in the affirmative or negative form. Pay attention to the tense of the sentence!*

- e.g. You **mustn't** forget what I told you – it's very important!
- We \_\_\_ leave yet. We've got plenty of time.
  - Ann was not feeling well, so she \_\_\_ leave the party early.
  - I \_\_\_ go to the ATM yesterday to get some money.
  - The windows are very dirty. I \_\_\_ clean them.
  - We \_\_\_ take an umbrella. It's not going to rain.
  - This is a secret: you \_\_\_ tell anybody!
  - This train doesn't go to London. You \_\_\_ change in Bristol.

*Exercise 9. Fill in the gaps using can, could, or will be able to in the affirmative or negative form.*

- e.g. Jeff's great in the kitchen – he **can** cook amazing meals.
- Jeff \_\_\_ cook at all when he was younger, not even simple things.
  - Rob was a strong runner in his youth. He \_\_\_ run a marathon in three hours.
  - Rob \_\_\_ run a marathon now. He gets very tired.
  - Sandra \_\_\_ repair her car – she doesn't know anything about cars.
  - Sandra \_\_\_ repair her car when she finishes her mechanics course.
  - Last year I \_\_\_ go to the New Year concert because of a bad flu.
  - This year too I \_\_\_ go to the New Year concert because I'm spending the holidays out of town.

*Exercise 10. Fill in the gaps using the following modal verbs.*

had to – can't – doesn't have to – ~~could~~ – will be able to – should – may – must

- e.g. They were surprised that such a young boy **could** already play chess.
- \_\_\_ I ask you a question?
  - My car was broken, so I \_\_\_ walk to the office.
  - I'm afraid Mr. Smith is deaf, he \_\_\_ hear what you say.
  - I texted John that he \_\_\_ meet me at the station as my train was cancelled.
  - She left the office an hour ago, so she \_\_\_ already be at home by now.
  - You \_\_\_ definitely go and see Batman. It's a great film!
  - After handing in the finished project, I \_\_\_ relax a little bit at last!

*Exercise 11. Choose the correct modal verb for each sentence.*

- e.g. Jonathan **can** / may / might ski really well and often wins his races.
- I think you **mustn't** / can / should go out more and meet new people.
  - You **can't** / **mustn't** / **don't have to** come with us if you don't want to.
  - It's dangerous to go into deep water if you **cannot** / **may not** / **couldn't** swim.
  - All passengers **must** / **can** / **needn't** remain in their seats.
  - To get a driving licence you **may** / **have to** / **might** be over 18.
  - You **can't** / **mustn't** / **needn't** come with me. I can handle it alone.



- g. You *don't have to / ought not to / couldn't* go to bed so late. No wonder you're always tired!

**Indefinite pronouns:** основными неопределёнными местоимениями (*indefinite pronouns*) являются *some, any, no* и их производные. *Some* и *any* обозначают неопределённое количество чего-либо и отличаются лишь тем, что *some* встречается в утверждениях, а *any* – в отрицаниях и вопросах. Отрицательную смысловую нагрузку можно также передать местоимением *no*, но в этом случае сказуемое будет в утвердительной форме.

*I have **some** questions.*

*I don't have **any** questions. = I have **no** questions.*

*Do you have **any** questions?*

Местоимение *any* также соответствует русскому местоимению *любой* и именно в этом значении встречается чаще всего в утверждениях.

*You can take **any** books you want from the library.*

От *some, any, no* и *every* (каждый) образуются – с помощью различных суффиксов – разные производные местоимения и наречия, например:

*There's **somebody** in the next room.*

*There isn't **anybody** in the next room. = There's **nobody** in the next room.*

*Is there **anybody** in the next room?*

Производные местоимения и наречия можно представить в виде таблицы:

	<b>-one</b>	<b>-body</b>	<b>-thing</b>	<b>-time</b>	<b>-where</b>
<b>some</b>	<i>someone</i> кто-то, кто-нибудь	<i>somebody</i> кто-то, кто-нибудь	<i>something</i> что-то, что-нибудь	<i>sometime</i> некогда <i>sometimes</i> иногда	<i>somewhere</i> где-то, где-нибудь
<b>any</b>	<i>anyone</i> кто-либо, никто (в отрицаниях)	<i>anybody</i> кто-либо, никто (в отрицаниях)	<i>anything</i> что-либо, ничего (в отрицаниях)	<i>anytime</i> в любой момент	<i>anywhere</i> где-либо, нигде (в отрицаниях)
<b>no</b>	<i>no one</i> никто	<i>nobody</i> никто	<i>nothing</i> ничего	—	<i>nowhere</i> нигде
<b>every</b>	<i>everyone</i> каждый, все	<i>everybody</i> каждый, все	<i>everything</i> всё	<i>every time</i> каждый раз	<i>everywhere</i> везде

**Translation Tip!** В отличие от русского местоимения *все*, английские местоимения *everyone* и *everybody* употребляются всегда в единственном числе. Следовательно, глагол после них спрягается в 3-м лице единственного числа. Поэтому говорят не *Everybody in the room were silent*, а – *Everybody in the room was silent*.

*Exercise 12. Choose the correct indefinite pronoun.*

e.g. Are there *some / no / **any*** people at the bus top?

- a. There's *some* / *no* / *any* reason to be rude all the time.
- b. I'd like *some* / *no* / *any* time off next week when I move house.
- c. There's *some* / *no* / *any* coffee left. Could you get some while you're out?
- d. I must get to the bank because I haven't got *some* / *no* / *any* money for the weekend.
- e. When we got to the cinema, there weren't *some* / *no* / *any* tickets left.
- f. *Some* / *no* / *any* bus will take you to King's Cross so get on the first one that come along.
- g. She's worried because she has got *some* / *no* / *any* interviews next week.

*Exercise 13. Fill in the gaps with the correct derived indefinite pronoun or adverb.*

- e.g. I don't want **anything** to drink. I'm not thirsty.
- a. The bus was completely empty. There was \_\_\_ on it.
  - b. Where did you go for your holidays? – \_\_\_: I stayed at home.
  - c. I went to the shops, but didn't buy \_\_\_.
  - d. What did you buy? – I couldn't find \_\_\_ I wanted.
  - e. The town is still the same as many years ago: \_\_\_ has changed.
  - f. Have you seen my pen? I can't find it \_\_\_.
  - g. There was absolute silence in the room: \_\_\_ said \_\_\_.

### ➤ PRONUNCIATION

**General rules for vowels:** произношение гласных букв зависит в основном от двух факторов – их положение в слове (ударное или безударное) и тип слога (открытый или закрытый). Слог считается открытым, когда заканчивается на гласную, а закрытым, когда заканчивается на согласную. Слово *banana*, например, состоит из трех открытых слогов – *ba.na.na*, а слово *fantastic* – из трех закрытых слогов – *fan.tas.tic*. Помимо этого, на произношение гласных также может влиять присутствие согласной «r» или буквосочетания «re».

Таким образом, выделяются 5 основных видов слогов:

- 1) открытые ударные слоги – гласные в них читаются так, как они называются, т.е. буква «a» читается [eɪ], «e» – [i:], «i» – [aɪ] и так далее;
- 2) закрытые ударные слоги – содержат краткие гласные звуки – [æ], [e], [ɪ], [ɒ], [ʌ];
- 3) слоги, заканчивающиеся на «r» – содержат долгие гласные звуки – [ɑ:], [ɜ:], [ɔ:];
- 4) слоги, стоящие перед «re» – содержат дифтонги и трифтонги – [eə], [ɪə], [aɪə], [ʊə], но «ore» читается [ɔ:];
- 5) безударные слоги – чаще всего содержат один из двух звуков – [ə] или [ɪ].

Данные правила можно представить в виде таблицы:

гласная буква	в открытом ударном слоге	в закрытом ударном слоге	перед «r»	перед «re»	в безударном слоге
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<b>a</b>	[eɪ]	[æ]	[ɑ:]	[eə]	[ə]
<b>e</b>	[i:]	[e]	[ɜ:]	[ɪə]	[ə], [ɪ]
<b>i, y</b>	[aɪ]	[ɪ]	[ɜ:]	[aɪə]	[ɪ]
<b>o</b>	[əʊ]	[ɒ]	[ɔ:]	[ɔ:]	[ə], [əʊ]
<b>u</b>	[ju:]	[ʌ]	[ɜ:]	[ʊə]	[ə], [ɪ], [ju:]

*Exercise 14. Determine how the vowels are read in the following words.*

- a:** brave, can, car, care, farm, hate, land, park.
- e:** bed, eve, fern, here, lend, men, meter, nerd.
- i:** birch, fir, fire, fit, kite, lid, simple, sir.
- o:** before, form, hot, no, not, note, pork, shore.
- u:** burn, cure, cut, human, luck, number, pure, summer.

*Exercise 15. Divided the following words into four groups depending on how the vowels are read, then read aloud.*

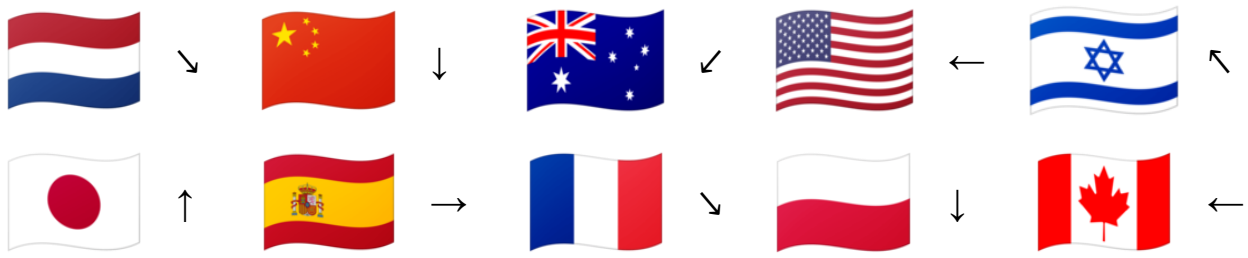
- Be, win, life, lake, come, did, can, my, bed, car, smile, sport, care, she, glass, believe, fire, phone, think, ago, too, person, here, bird, cup, burn, dog.

➤ **VOCABULARY BOOSTER**

*Exercise 16. Find the twenty nationalities represented by the flags. Then, write down the name of the corresponding countries.*

D A H N G C Z F X I B I A J N S O L U P A H  
A U B K A H O U R N T U T A Q J T S E O P K  
J Z T M P I J T Q E S A I N I O W A Y L O M  
I S E C A N S T E T N L L K U E Y Z O I R K  
R L S J H E X S R A I C E I D P P A U S T N  
B D E B S S R A U Z A E H I A I R I S H U A  
A T N A G E L H A R R S S P A N I S H F G I  
K N A C R I U R R G H H H S I T I R B T U G  
O P P Z A S B S N A C I R E M A T U K I E L  
Q G A N N A I D A N A C Z F G H N S H Y S E  
J A J J K L V D N P A H G K V M A Q E T E B  
G E R M A N A R Y Y I S J S O L L H V D F U







e.g. Greek – *Greece*

*Exercise 17. Look at the table, then fill in the gaps in the sentences using British, American, and Australian English.*

British	American	Australian
crisps	chips	chips
chips	French fries	hot chips
biscuits	cookies	biscuits
sweets	candy	lollies
pepper	bell pepper	capsicum
supermarket	grocery store	supermarket
shop	store	shop













British	American	Australian
flat	apartment	apartment
toilet	restroom	bathroom
wood	forest	forest
trousers	pants	pants
pants	underpants	underpants
taxi	cab	taxi
underground	subway	metro

e.g. If you go to the , don't forget to buy tomatoes,  and feta cheese: I want to make Greek salad for dinner.

 *supermarket, peppers*

 *grocery store, bell peppers*

 *supermarket, capsicums*

- As the  wasn't working, we had to take a  to the railway station.
- We will need some snacks for the party, something like  and . And , of course.
- I think I'll have some  with my burger.
- Would you like to go to the clothes  with me? I need to buy a pair of new  and some .
- I really liked the  where we spent our holidays. The  was very spacious, and from the bedroom we had a wonderful view on the  below.

## ➤ LISTENING



### Where Did English Come From?

<https://collegedunia.com/news/e-482-where-did-english-come-from-ielts-listening-answers>

*Exercise 18. Listen and fill in the gaps using one or two words.*

Words with Latin origin came into English with the invasion of England happening in \_\_\_\_\_. Thanks to this invasion and the new words a new language evolved, known as \_\_\_\_\_.

Other languages also added to the language mix and it is possible to trace them thanks to \_\_\_\_\_, which studies sound patterns and specific vocabulary. Studies in the area have shown that English brother languages, like \_\_\_\_\_ and \_\_\_\_\_, descend from Proto-Germanic, spoken centuries before Christ. This in turn has its \_\_\_\_\_ in an older language spoken in nowadays Ukraine and Russia. However, historical and archaeological \_\_\_\_\_ won't allow us to go deeper in the study.

*Exercise 19. Mark the sentences as true (T), false (F), or not given (NG).*

- English shares many words with Italian.
- Beowulf is an example of Old English.
- Words that start with a 'pf' sound in German start with a 'p' in English.
- The Indo-European family comprises all the languages spoken in the world.
- More than 3 billion people around the world are studying English.

### ➤ LANGUAGE PRACTICE

*Exercise 20. Look at the pictures. Knowing that each person lives in the capital city of their country, write sentences as in the example.*



e.g. *Robin lives in Ottawa, Canada. She is Canadian.*

*Exercise 21. Translate into English.*

- Английский – часть германской ветви индоевропейских языков.
- Студентам следует изучить английский, чтобы стать успешными профессионалами.
- Испанский является родным языком во многих странах Южной Америки.
- Можем встретиться с японской делегацией где-нибудь в центре города.
- Знание иностранных языков может помочь в разных сферах, таких как наука, дипломатия, бизнес и информатика.
- Вчера после 6 не было никого в офисе.

g. Лондонский метрополитен впервые открылся в 1863.

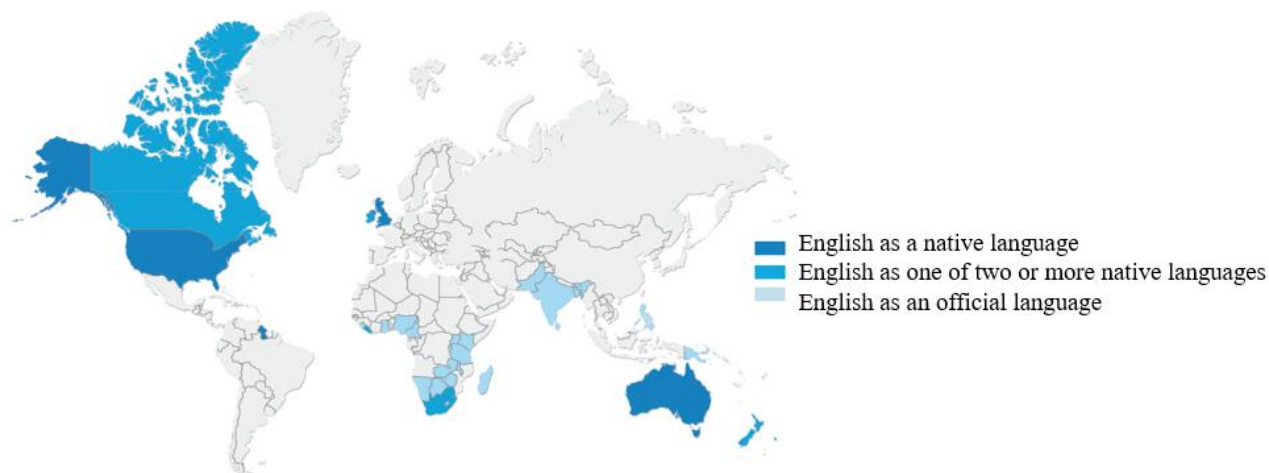
h. Я снял мало фотографий, потому что мне пришлось идти домой рано.

*Exercise 22. Fill in the text with the following indefinite pronouns. Then, summarise it.*

one – no – each – all – that – other – some – many – more – these

### English around the World

English is spoken as a first language by several countries including Great Britain, Australia, New Zealand, South Africa, Canada, and the United States. While (1) of these countries share the same mother tongue, there are (2) differences in the way they speak and write.



The first difference is in the accent. Each country has its own way of pronouncing words, and even within (3) country there are (4) distinct regional accents. Another difference is the spelling of some words, like *color* and *colour*, or *theater* and *theatre*. And a third difference is that some words are not the same at all. For example, Americans say *restroom*, Canadians say *washroom*, and the British say *loo*, but all of (5) words have the same meaning (the room where the toilet is located.)

So which English is the best English to learn? Well, all varieties are equally good and correct. But two things may help you decide which (6) is best for you to study. First of all, where do you live? In South America, for example, you will probably have (7) exposure to North American English, while in Europe people are usually more familiar with British English. The second thing to think about is why you are learning English. Is it for business? For travel? To watch films? Think about the kind of English you plan to use and focus on understanding people from (8) area.

But (9) matter where you study English or whether it's British, American, Australian, or whatever, it's good to know a little about English in (10) countries.



## Unit 3.2 – The UK



### ➤ LEAD-IN

*Exercise 1. In pairs, ask each other the following questions.*

- Where is Great Britain located?
- What is its official name?
- What countries are part of it?
- What city is the capital of Great Britain?
- Who is its head of state?

*Exercise 2. Discuss your answers with your course-mates.*

### ➤ ACTIVE VOCABULARY

*Exercise 3. Memorise the following words and phrases paying attention to their pronunciation.*

**agriculture** [ˈægrɪkʌltʃə] – сельское хозяйство

**archipelago** [ɑːkɪˈpeləgəʊ] – архипелаг

**borough** [ˈbʌrə] – округ

**capital** [ˈkæpɪtəl] или **c~ city** – столица

**chamber** [ˈtʃeɪmbə] – палата

**changeable** [ˈtʃeɪndʒəbəl] – переменчивый

**chemicals** [ˈkemɪkəlz] – химикаты

**climate** [ˈklaɪmət] – климат

**coast** [kəʊst] – побережье

**collection** [kəˈleɪʃən] – сбор

**(to) consist** [kənˈsɪst] – состоять

**continent** [ˈkɒntɪnənt] – континент, материк

**cool** [ku:l] – прохладный

**country** [ˈkʌntri] – страна

**county** [ˈkaʊnti] – графство

**decision** [dɪˈsɪʒən] – решение

**developed** [dɪˈveləpt] – развитый

**district** [ˈdɪstrɪkt] – район

**equipment** [ɪˈkwɪpmənt] – оборудование

**European** [jʊərəˈpiːən] – европейский

**farmer** [fɑːmə] – фермер

**fruit** [fru:t] – фрукты

**government** [ˈgʌvnmənt] – правительство

**grain crop** [ˈgreɪn ˌkrɒp] – зерновая культура

**humid** [ˈhjuːmɪd] – влажный

**industrial** [ɪnˈdʌstriəl] – промышленный

**iron** [ˈaɪən] – железо

**island** [ˈaɪlənd] или **isle** [aɪl] – остров

**machinery** [məˈʃɪnəri] – машинное  
оборудование

**mainly** [ˈmeɪnli] – в основном, главным  
образом





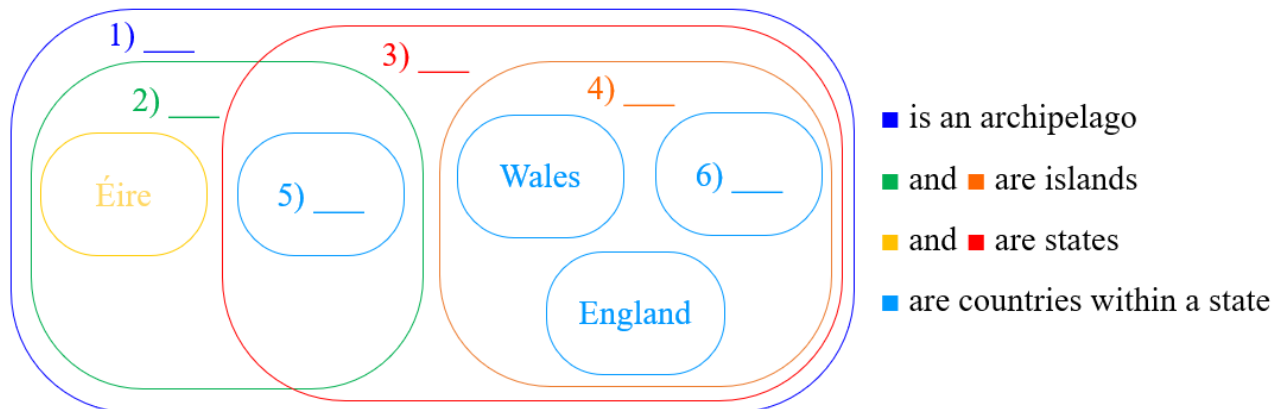
usually mild, while summer is cool. The temperature varies with the seasons but seldom drops below  $-10^{\circ}\text{C}$  or rises above  $+32^{\circ}\text{C}$ .

Britain is one of the world's largest producers and exporters of iron and steel products, machinery and electronics, chemicals and textile, aircraft and navigation equipment. There are many large industrial centres in Great Britain: Glasgow, Newcastle, Leeds, Sheffield and others. The UK is a country with a highly developed **agriculture**. British farmers grow wheat and other grain crops, all kinds of vegetables and fruit. They also supply milk and meat products for the population.

The UK is a constitutional **monarchy**. This means that the monarch's power is limited by the Parliament. Any important decisions are taken in the two chambers of the parliament – the House of Commons<sup>5</sup> and the House of Lords<sup>6</sup> – and formally approved by the king (or queen). The monarch is the head of state, while an elected Prime Minister is the head of **government**. Scotland, Wales and Northern Ireland have their own local parliaments. The four countries that form the UK are further divided into local administrative units known as counties, districts, or boroughs, which are responsible for education, transport, waste collection and disposal, and other public services.

<sup>1</sup> *on the other hand* = с другой стороны; <sup>2</sup> *the strait of Dover* = Па-де-Кале; <sup>3</sup> *the English Channel* = Ла-Манш; <sup>4</sup> *the Scottish Highlands* = Шотландское высокогорье; <sup>5</sup> *the House of Commons* = Палата общин; <sup>6</sup> *the House of Lords* = Палата лордов.

*Exercise 4. Fill in the chart according to the text.*



*Exercise 5. Match the definitions with the words and phrases in bold.*

- differs in size, amount, degree, or nature
- any of the world's main expanses of land
- the group of people who officially control a country
- the general weather conditions in an area
- a large and frightening imaginary creature
- a nation or territory under one government
- the seat of government and administrative centre of a country
- a group of islands
- the science or practice of farming

- j. a form of government with a king or queen at the head

*Exercise 6. Answer the following questions.*

- a. What are the British Isles and where are they located?
- b. What are Great Britain and Ireland?
- c. What is the United Kingdom?
- d. What is the difference between Great Britain and the UK?
- e. Which other state is located in southern Ireland?
- f. Talk about the physical geography of the UK.
- g. Talk about the climate of the UK.
- h. Talk about the economy of the UK.
- i. Which type of state is the United Kingdom?
- j. Talk about the political order of the UK.

*Exercise 7. Summarise the text using your answers in exercise 6 as guidelines. You may want to use the expressions you are already familiar with.*

### ➤ GRAMMAR FOCUS

**Past continuous:** время прошедшее длительное (*past continuous*), как и все времена длительного вида, характеризуется присутствием вспомогательного глагола *to be* и *ing*-овой формы глагола ( $V_{ing}$ ). Данное время используется в основном для обозначения совершающихся в определенный момент в прошлом действий.

Для образование утвердительной, отрицательной и вопросительной форм достаточно проспрягать глагол *to be* в соответствующих формах прошедшего времени и потом прибавить к нему смысловой глагол в *ing*-овой форме. Например, посмотрим формы глагола *to work*:

affirmative form	negative form	question form
<i>I was working</i>	<i>I was not working</i>	<i>was I working?</i>
<i>you were working</i>	<i>you were not working</i>	<i>were you working?</i>
<i>he/she/it was working</i>	<i>he/she/it was not working</i>	<i>was he/she/it working?</i>
<i>we were working</i>	<i>we were not working</i>	<i>were we working?</i>
<i>you were working</i>	<i>you were not working</i>	<i>were you working?</i>
<i>they were working</i>	<i>they were not working</i>	<i>were they working?</i>

Прошедшее длительное используется для обозначения:

- a) совершающихся в определенный момент в прошлом действий – *Yesterday at five o'clock she **was watching** TV.*
- b) длительного действия в прошлом, которое было прервано другим, моментальным действием (в прошедшем простом) – *I **was having** a shower when the doorbell rang.*

- c) двух или более действий, происходящих одновременно в прошлом – *While I was **doing** my homework, my mum was **making** dinner in the kitchen.*
- d) действий, на фоне которых развивается сюжет рассказа – *The sun was **shining** in the sky, a pleasant breeze was **blowing** in the trees, and a dog was **barking** near a house down the street.*

**Translation Tip!** Чаще всего разница между *past simple* и *past continuous* соответствует разнице между русским прошедшим совершенного и несовершенного видов. Например, Я **шёл** (несов. вид) *домой, когда встретил* (сов. вид) *Анну* = *I was **walking** (past continuous) home when I **met** (past simple) Anna;* Когда я **проснулся** (сов. вид), **шёл** (несов. вид) *дождь* = *When I **woke up** (past simple), it was **raining** (past continuous).*

*Exercise 8. What was everybody doing when the fire alarm went off? Fill in the gaps using the past continuous of the given verbs.*

- e.g. Ann **was writing** (write) a letter in her room.
- Don \_\_\_ (have) a bath.
  - Carol and Dennis \_\_\_ (have) dinner.
  - Tom \_\_\_ (make) a phone call.
  - George \_\_\_ (get) ready to go out.
  - David \_\_\_ (watch) television.
  - Lucie \_\_\_ (chat) with her friends in the hall.
  - Marcel \_\_\_ (look) through the Financial Times.
  - Linda and Paul \_\_\_ (have) a quarrel.
  - John and Richard \_\_\_ (drink) a beer at the hotel's bar.

*Exercise 9. Fill in the gaps using either the past simple or the past continuous of the given verbs.*

- e.g. He **was talking** (talk) with Mary when Mrs. Smith **came** (come) in.
- Jane \_\_\_ (sleep) when the telephone \_\_\_ (ring).
  - As I \_\_\_ (walk) to the lab, I \_\_\_ (meet) my friend Paul.
  - She \_\_\_ (dance) when she \_\_\_ (hurt) her ankle.
  - It \_\_\_ (rain) hard when I \_\_\_ (get) up.
  - When I \_\_\_ (get) home, my mum \_\_\_ (plant) flowers in the yard.

*Exercise 10. Combine the two sentences into one. Keep in mind that both actions were happening at the same time.*

- e.g. I shaved. The children had breakfast.  
*While I was **shaving**, the children **were having** breakfast.*
- You had a bath. Your sister tidied the room.
  - You talked to Mary. I talked to John.
  - I made tea. Jimmy cleaned the car.
  - Alison left the house. Graham worked in the garden.
  - It rained. I walked up the hill.

Exercise 11. Correct the mistakes in the use of the past simple and past continuous.

e.g. I **was taking** her to Dover last week. We had a great time. – **took**

- a. When we arrived in Cannes, the sun shone.
- b. People sunbathed on the beach, and a big yacht was sailing near the harbour.
- c. We parked our car and were going to the beach.
- d. I read the article in the newspaper while I waited at the train station.
- e. We were having dinner when Samantha was appearing at the door.
- f. As soon as the bus arrived, I was meeting Micheal, my boyfriend.
- g. Josh didn't hear the phone because he watered the flowers in the garden.

**Distributive pronouns:** разделительные местоимения (*distributive pronouns*) представляют собой подгруппу неопределённых местоимений, обозначают людей или предметы внутри группы, а также выражают, как что-либо распространяется, делится или разделяется.

Разделительные местоимения **both**, **neither** и **either** всегда относятся к группе из двух людей или предметов:

- **both** обозначает оба человека или предмета и используется с существительным во множественном числе – **Both** restaurants close soon.
- если перед существительным стоит артикль или любое местоимение, то между ним и **both** можно (но необязательно) добавить предлог *of* – **Both his** grandchildren play baseball = **Both of his** grandchildren play baseball.
- перед личным местоимением предлог *of* обязателен – **Both of us** are hungry.
- **both... and...** употребляется в роли парного союза, как в русском языке *и..., и...; как..., так и...* – *Martin speaks well both English and French.*
- **neither** является антонимом местоимения *both*, т.к. относится к двум предметам или людям, но означает *ни тот, ни другой*. Используется с существительными в единственном числе – **Neither** restaurant was open yesterday.
- предлог *of* обязателен как перед личными местоимениями, так и перед существительными во множественном числе с артиклем или любым местоимением – **Neither of us** wanted to cook dinner. **Neither of her** parents said goodbye.
- **neither... nor...** употребляется в роли парного союза, как в русском языке *ни..., ни ...* – **Neither** my girlfriend **nor** my parents remembered my birthday.
- **either** означает безразличия между двумя вариантами, означает *либо то, либо другое; любой (из двух)*. Используется с существительными в единственном числе – **Either** restaurant is fine for me.
- так как в английском языке не может быть двойного отрицания, **either** заменяет *neither* в отрицательных предложениях – *I didn't like either restaurant.*
- предлог *of* обязателен как перед личными местоимениями, так и перед существительными во множественном числе с артиклем или любым

местоимением – *I didn't like **either of them**. You can ask **either of the** waitresses.*

- **either... or...** употребляется в роли парного союза, как в русском языке *или..., или...; либо..., либо...* – *I want **either** sushi **or** pizza.*

Разделительные местоимения **each**, **every** и **all** обозначают *всех* людей или *все* предметы внутри группы:

- **each** используется с существительными в единственном числе, фокусируя внимание на каждом члене группы по отдельности – *He thanked **each** guest personally.*
- предлог *of* обязателен как перед личными местоимениями, так и перед существительными во множественном числе с артиклем или любым местоимением – *We can find something for **each of us**. I told **each of my** friends individually.*
- **every** используется с существительными в единственном числе, фокусируя внимание на всех членах группы одновременно – ***Every** restaurant in this area stays open until midnight.*
- перед существительными во множественном числе с артиклем или любым местоимением используется оборот **every one of** – *I've seen **every one of his** movies.*
- **all** используется с существительными во множественном числе, фокусируя внимание на всей группе в целом – ***All** banks are closed on Sundays.*
- если перед существительным стоит артикль или любое местоимение, то между ним и *all* можно (но необязательно) добавить предлог *of* – ***All the** restaurants close early on weekdays = **All of the** restaurant close early on weekdays.*
- перед личным местоимением предлог *of* обязателен – ***All of them** are closed.*

Разделительные местоимения **no** и **none** обозначают ни одного человека или ни один предмет внутри группы:

- **no** используется перед существительными в единственном или множественном числе, заменяя выражения *not any* и *not one* – ***No** restaurant delivers after 10 o'clock. **No** restaurants deliver after 10 o'clock.*
- **none** используется как заменитель существительных во избежание повторов – *Is there a telephone in the room? There is **none** (= no telephones).*
- предлог *of* обязателен как перед местоимениями, так и перед существительными с артиклем или другим местоимением – ***None of us** will be able to come to the party. **None of the** cakes was eaten.*

*Exercise 12. Fill in the gaps with both, either, or neither.*

e.g. Can **either** you or Lisa take me to the station?

a. \_\_\_ of them could take me to the station, so I took a taxi.



- b. The tennis game was fantastic. \_\_\_ players were great.
- c. Are you from Spain or Portugal? – \_\_\_. I'm from Italy.
- d. You can \_\_\_ drive or take the train.
- e. \_\_\_ John and Sarah were invited.
- f. I don't know which film to watch. \_\_\_ of them must be very good.
- g. You can choose \_\_\_ of those two presents. Which one do you prefer?

*Exercise 13. Fill in the gaps using two or three words, so that the meaning of the sentence does not change. Use distributive pronouns and the word in capital letters.*

e.g. I always go to the cinema on Thursday in winter. – THURSDAY

*I go to the cinema **every Thursday** in winter.*

- a. This has nothing to do with you! – YOUR  
This is \_\_\_ business!
- b. I'm afraid there aren't any empty seats at the front. – ALL  
I'm afraid \_\_\_ at the front are taken.
- c. From today, lorries cannot go through the city centre. – NO  
From today \_\_\_ go through the city centre.
- d. The days are getting colder and colder. – DAY  
The weather is getting colder with \_\_\_ passing.
- e. Neither job was suitable for Helen. – WERE  
\_\_\_ unsuitable for Helen.

### ➤ PRONUNCIATION

**Diphthongs:** дифтонг или двугласный звук – это сочетание двух гласных звуков. В английском языке дифтонги бывают трёх видов в зависимости от второго присутствующего в них звука – [ə], [ɪ], [ʊ].

Дифтонги [eə], [ɪə], [ʊə] встречаются по общему правилу перед буквосочетанием «re», а также в других комбинациях.

[eə]			[ɪə]			[ʊə]		
are	square	[skweə]	ere	here	[hɪə]	ure	cure	[kjʊə]
	scarecrow	[ˈskeəkrəʊ]		sphere	[sfɪə]		manure	[mæ'njʊə]
air	hair	[heə]	ear	hear	[hɪə]	our	tour	[tʊə]
	pair	[peə]		ear	[ɪə]		tourist	[ˈtʊərɪst]
ear	pear	[peə]	eer	year	[jɪə]	our	tour	[tʊə]
	bear	[beə]		deer	[dɪə]		tourist	[ˈtʊərɪst]
eir	their	[ðeə]	ea	beer	[bɪə]	our	tourist	[ˈtʊərɪst]
ere	where	[weə]		idea	[aɪ'dɪə]			

Для дифтонгов [aɪ], [eɪ], [ɔɪ] характерно присутствие букв «i» или «y»; кроме этого, по общему правилу «a» и «i» читаются [eɪ] и [aɪ] в открытом ударном слоге.

[aɪ]	[eɪ]	[ɔɪ]
------	------	------



[aɪ]			[eɪ]			[ɔɪ]		
i	<i>time</i>	[taɪm]	a	<i>paper</i>	[ˈpeɪpə]	oi	<i>coin</i>	[kɔɪn]
	<i>invite</i>	[ɪnˈvaɪt]	ai	<i>rain</i>	[reɪn]			
ie	<i>lie</i>	[laɪ]	aigh	<i>straight</i>	[streɪt]		<i>join</i>	[dʒɔɪn]
	<i>pie</i>	[paɪ]	ay	<i>way</i>	[weɪ]			
igh	<i>light</i>	[laɪt]	ei	<i>veil</i>	[veɪl]	oy	<i>boy</i>	[bɔɪ]
	<i>high</i>	[haɪ]	eigh	<i>eight</i>	[eɪt]			
ei	<i>either</i>	[ˈaɪðə]	ey	<i>grey</i>	[greɪ]		<i>oyster</i>	[ˈɔɪstə]
y	<i>fly</i>	[flaɪ]	ea	<i>break</i>	[breɪk]			
	<i>type</i>	[taɪp]	et	<i>ballet</i>	[ˈbæleɪ]	uoy	<i>buoy</i>	bɔɪ]
ye	<i>bye</i>	[baɪ]	é	<i>café</i>	[ˈkæfeɪ]			

Дифтонги [aʊ] и [əʊ] часто пишутся через «u» или «w»; гласная «o» читается [əʊ] в открытых ударных слогах.

[aʊ]			[əʊ]		
ow	<i>owl</i>	[aʊl]	o	<i>smoke</i>	[sməʊk]
	<i>town</i>	[taʊn]		<i>radio</i>	[ˈreɪdɪəʊ]
ou	<i>house</i>	[haʊz]	oa	<i>boat</i>	[bəʊt]
			ou	<i>boulder</i>	[ˈbəʊldə]
ough	<i>drought</i>	[draʊt]	ough	<i>dough</i>	[dəʊ]
			ow	<i>snow</i>	[snəʊ]
			ow	<i>low</i>	[ləʊ]
			ew	<i>sew</i>	[seʊ]
ough	<i>plough</i>	[pləʊ]	au	<i>aubergine</i>	[ˈəʊbɜːʒiːn]
			eau	<i>bureau</i>	[ˈbjʊərəʊ]

*Exercise 14. Read the following words containing diphthongs.*

[eə] – compare, square, parents, various, dairy.

[ɪə] – near, theory, here, engineer, museum.

[ʊə] – sure, during, pure, tourist, poor.

[aɪ] – livestock, arise, ripen, lime, derive, pine, device, fine.

[eɪ] – danger, rate, chain, maintain, stable, nature, hail, grain.

[ɔɪ] – destroy, point, soil, noise, toy, coin, voyage, voice.

[aʊ] – cow, fowl, output, amount, plough, drought.

[əʊ] – loam, potato, coal, sow, grow, oats.

*Exercise 15. Underline the diphthongs in the words.*

[eə], [ɪə], [ʊə] – hair, hear, prepare, theatre, deer, career, rare, severe, cruel, bear.

[aɪ], [eɪ], [ɔɪ] – weight, apply, rain, nine, slice, voice, night, rain, joy, name, point, vein, boy, joy, May, grey, type, sight, break, afraid, mild.

[aʊ], [əʊ] – old, potato, smoke, clown, loaf, over, yellow, how, show, cow, mouse, boat, mow, ground, goal, no, down, coat, blouse, post.

➤ **VOCABULARY BOOSTER**

Exercise 16. Match the name of traditional British dishes with the pictures.



1



2



3



4



5



6

- a. bangers and mash (3)
- b. shepherd's pie
- c. fish and chips
- d. Sunday roast
- e. Yorkshire pudding
- f. full English breakfast

- g. Scotch eggs
- h. Christmas pudding
- i. trifle
- j. afternoon tea
- k. Victoria sponge
- l. beef Wellington



7



8



9



10

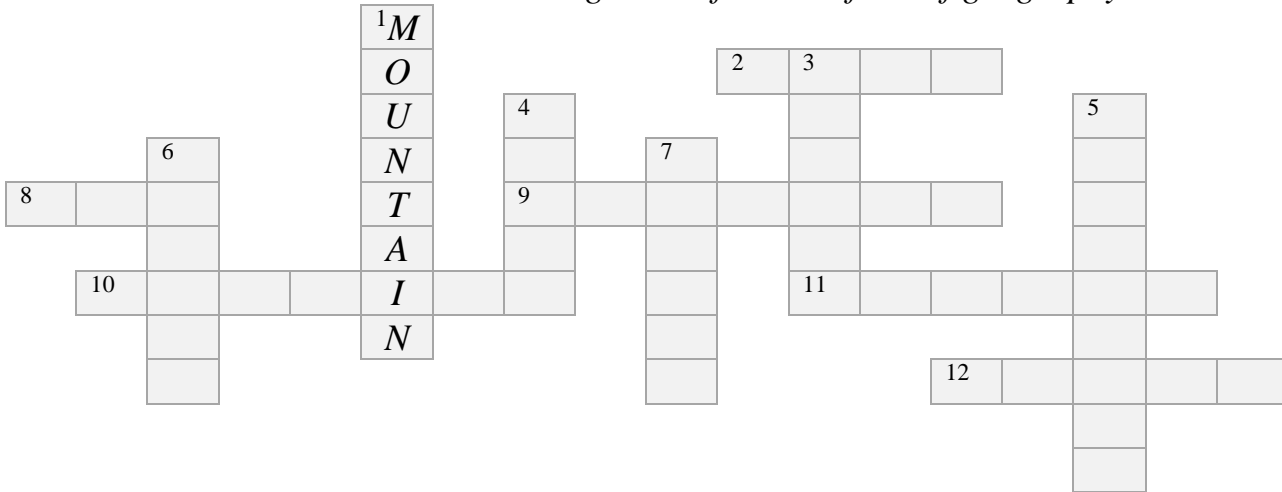


11



12

Exercise 17. Solve the crossword using words from the field of geography.



1. The Matterhorn is a **mountain** between Italy and Switzerland.
2. The Capitolium \_\_\_ was considered the centre of the Roman Empire.
3. Santorini is an \_\_\_ in Greece.
4. The Nile is the longest \_\_\_ in the world.
5. The Angel Falls in Venezuela is the tallest \_\_\_ in the world.
6. The Silicon \_\_\_ in California is famous for its hi-tech industry.
7. The white \_\_\_ of Dover are a symbol of Great Britain.
8. Many ancient civilisations rose in the area of the Mediterranean \_\_\_.
9. Mount Fuji is a well-known active \_\_\_ in Japan.

10. Perito Moreno is a huge \_\_\_ in Patagonia, Argentina.
11. The Mojave is the smallest and driest \_\_\_ in the United States.
12. Copacabana is a very popular \_\_\_ in Rio de Janeiro, Brazil.

➤ **LISTENING**



**Tour of London**

<https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/tour-london>

*Exercise 18. Number London's most famous attractions as they will be seen during the tour.*

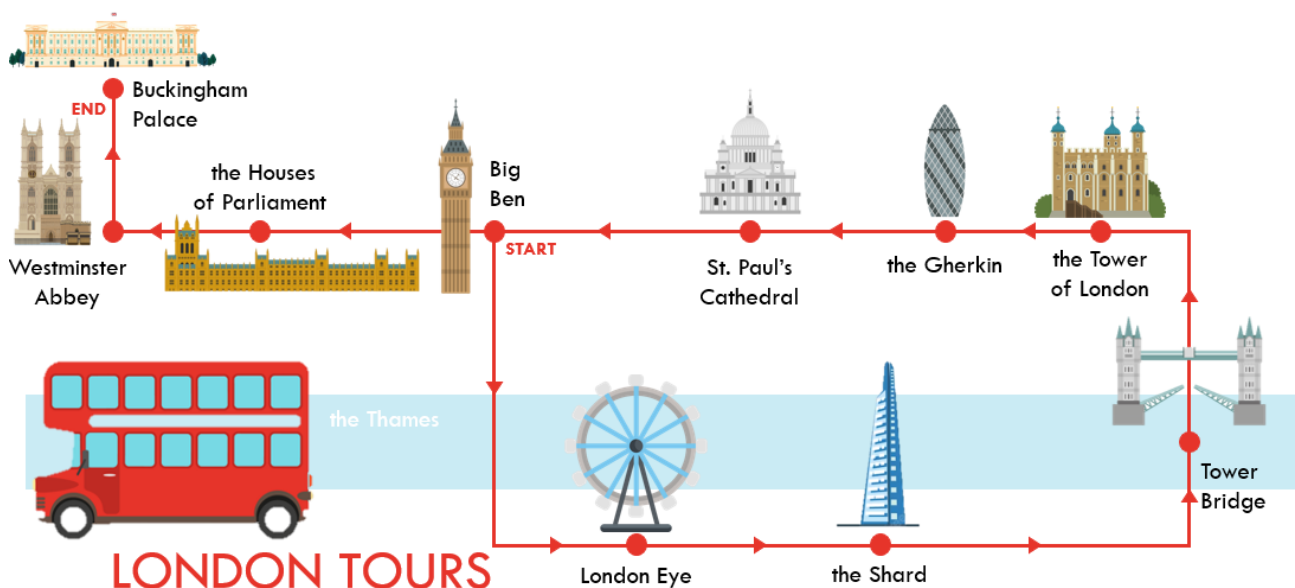
- |                     |                          |
|---------------------|--------------------------|
| ___ Oxford Street   | ___ Houses of Parliament |
| ___ Madame Tussauds | ___ Buckingham Palace    |
| ___ Tower of London | ___ Big Ben              |
| ___ London Eye      | ___ Tower Bridge         |

*Exercise 19. Listen and fill in the gaps.*

- a. My name's \_\_\_ and I'm your guide this afternoon.
- b. You can see all the \_\_\_ from your seat.
- c. Do you have any extra \_\_\_? I mean if it rains a lot.
- d. The tour takes \_\_\_ hours and we are going to visit all the famous sites.
- e. The London Eye, from which you can see the whole city on a \_\_\_ day.
- f. Is that \_\_\_ in the tour?
- g. There's a lovely \_\_\_ near the palace where you can get a cup of tea.
- h. Can we have our \_\_\_ back? We're getting off the bus.

➤ **LANGUAGE PRACTICE**

*Exercise 20. During your trip, you went on an organised London tour. Look at the chart and write a short text about what you have seen.*



*Exercise 21. Translate into English.*

- a. Соединённое королевство состоит из четырёх стран: Англия, Уэльс, Шотландия и Северная Ирландия.
- b. В Кардиффе мы были в двух ресторанах, но мне не понравился ни один из них.
- c. Британское сельское хозяйство – высокоразвитое.
- d. Пока мы ездили на экскурсию, Пол встретил свою подругу Мэри.
- e. Король и его семья живут в Букингемском дворце.
- f. В британском парламенте есть две палаты: Палата лордов и Палата общин.
- g. В английских пабах люди часто едят рыбу с картошкой фри.
- h. Самые важные реки в Великобритании – Северн и Темза.

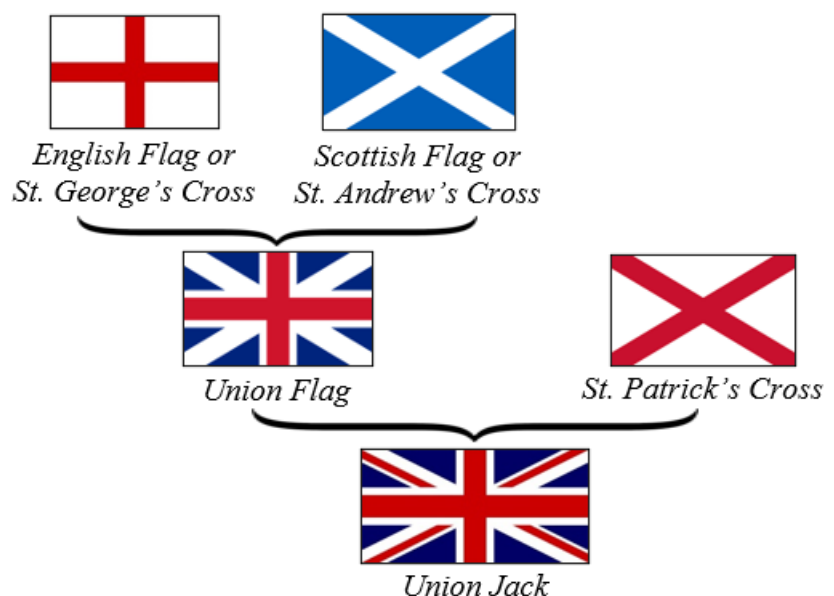
*Exercise 22. Fill in the gaps in the text using the following sentences. Then, summarise the text.*

- a. Each kingdom had its own national flag
- b. As many other countries, all parts of the UK have their own floral emblems
- c. Until the early 17<sup>th</sup> century England and Scotland were two entirely independent kingdoms
- d. England and Scotland still use their ‘old’ flags as national flags within the UK
- e. The flag remains unchanged to these days and is usually called the Union Jack

### **The National Symbols of the UK**

Each country has its own national symbols which are a visual, verbal or iconic representation of its people, values, goals, or history. The chief national symbol of the United Kingdom is, of course, its flag, which has a rich and interesting history.

(1) (but Wales was already part of the Kingdom of England). This changed dramatically in 1603 on the death of Elizabeth I of England. Because the Queen died unmarried and childless, the English crown passed to the next available heir, her cousin King James VI of Scotland, who became James I of England as well. England and Scotland now shared the same monarch under what



was known as the union of the crowns. (2) – St. George’s Cross for England and St. Andrew’s Cross for Scotland, but in 1606 James decided to introduce a combined national flag to represent the whole of Great Britain (as he called the new, unified kingdom). The result was the so-called Union Flag. When in 1801 Ireland was annexed to United Kingdom, the flag needed an update to represent this change. The choice fell upon the Cross of St. Patrick, who was the patron saint of Ireland. (3).

(4). St. Patrick’s Cross, however, has never been used as a flag: when in 1922 part of Ireland became independent it decided to use the Irish tricolour as its symbol, while Northern Ireland adopted the Ulster banner or red-hand flag. The red dragon has been the symbol of Wales for many centuries and is represented on its national flag.



*Welsh Flag*



*Flag of Northern Ireland*



*Irish Flag*

(5) – flowers or plants representing the nation and its people. Thus, England has a red rose, Wales – a daffodil or a leek, Scotland – a thistle, and Northern Ireland – a shamrock (that is, a three-leaf clover).



*red rose*



*daffodil*



*leek*



*thistle*



*shamrock*

## Unit 3.3 – The USA



### ➤ LEAD-IN

*Exercise 1. In pairs, ask each other the following questions.*

- Where is the USA located?
- What is its official name?
- How many states are part of it?
- What city is the federal capital of the US?
- Who is its head of state?

*Exercise 2. Discuss your answers with your course-mates.*

### ➤ ACTIVE VOCABULARY

*Exercise 3. Memorise the following words and phrases paying attention to their pronunciation.*

**(to) account for** [ə'kaʊnt fɔ:] – приходится на

**arable** ['ærəbəl] – обрабатываемый,  
культивируемый

**basin** ['beɪsɪn] – бассейн (реки)

**border** ['bɔ:də] – граница

**(to) border** ['bɔ:də] – граничить

**boundary** ['baʊndəri] – граница

**branch** [brɑ:ntʃ] – ветвь, отрасль

**(to) comprise** [kəm'praɪz] – включать

**condition** [kən'dɪʃn] – условие

**copper** ['kɒpə] – медь

**democracy** [dɪ'mɒkrəsi] – демократия

**district** ['dɪstrɪkt] – округ

**diverse** [daɪ'vɜ:s] – разнообразный

**(to) divide** [dɪ'vaɪd] – делить

**expanse** [ɪks'pæns] – открытое пространство

**site** [saɪt] – местонахождение

**extensive** [ɪks'tensɪv] – обширный

**fertile** ['fɜ:taɪl] – плодородный

**gold** [gəʊld] – золото

**gradient** ['greɪdɪənt] – градиент

**issue** ['ɪʃu:] – проблема, вопрос

**lead** [led] – свинец

**(to) make up** [meɪk ʌp] – составлять

**manufacturing** [mænʃə'fæktʃərɪŋ] –  
промышленный

**population** [pɒpjə'leɪʃn] – население

**relationship** [rɪ'leɪʃnʃɪp] – отношения,  
взаимоотношения

**resource** [rɪ'zɔ:s] – ресурс

**responsibility** [rɪ'spɒnsɪ'bɪləti] –  
ответственность

**silver** ['sɪlvə] – серебро

**term** [tɜ:m] – срок



(to) **stretch** [stretʃ] – простираться

➤ **READING**

### The United States of America

The United States is a **federation** of 50 states and one independent district, the District of Columbia, which is the site of the federal capital, Washington D.C. It lies in the central part of the North-American **continent** between the Atlantic Ocean to the east and the Pacific Ocean to the west. It borders Canada in the north and Mexico in the south. The USA has an area of 9.4 million square kilometres and is the fourth largest<sup>1</sup> country in the world. The population is over 260 million people.



The Rocky Mountains, which stretch from Mexico to the Arctic and are rich in gold, lead, uranium, silver, and copper, divide the United States into two parts. The eastern one is a huge **flat** and fertile area, which includes the Great Plains, the Midwest, and the Atlantic Plain, as well as the Great Lakes in the north and the Appalachian Mountains in the east. West of the Rocky Mountains we find the Cordillera, the Sierra Nevada, and the Pacific Coast.

The longest river in the USA is the Mississippi, which – together with the Missouri – forms one of the world's largest **river** basins, flowing into the Gulf of Mexico. Other important rivers include the Colorado, the Hudson River, and the Rio Grande, which forms a natural boundary between Mexico and the United States. The Great Lakes, near the US-Canadian border, make up the greatest collection of fresh-water lakes in the world. Another famous **lake** is the Great Salt Lake.

The climate of the United States is highly diverse, ranging from tropical conditions in south Florida and Hawaii to arctic and **alpine** conditions in Alaska and across the Rocky Mountains. Temperatures show a strong gradient across regions and seasons, from very high temperatures in the south to much cooler conditions in the north along the Canadian border and in Alaska.

The United States is a federal **democracy**, in which many political issues are decentralised at a state or local level. The federal government comprises three

branches: the US Congress made up of the Senate and the House of Representatives<sup>2</sup>; the US President and its Cabinet; and the US Supreme Court<sup>3</sup>. The President serves a four-year term and may not be elected more than twice. The US **Constitution** is the supreme legal document, establishing the structure and responsibilities of the federal government and its relationship with the individual states.

The United States is a highly developed country, whose economy accounts for approximately a quarter of global GDP<sup>4</sup>. The American economy is fuelled by high productivity, transportation **infrastructure**, and extensive natural resources. Agriculture is highly mechanised and concentrated in California and in the Great Plains, a vast expanse of flat arable land in the centre of the country. The largest manufacturing sector is IT products, followed by chemical industry and food and beverages. Other important branches include aircraft, automobile and electronic industries, as well as **entertainment**, tourism, and banking.

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<sup>1</sup> *the fourth largest* = четвёртый по величине; <sup>2</sup> *Congress* = Конгресс (парламент), *Senate* = сенат (верхняя палата), *House of Representatives* = Палата представителей (нижняя палата); <sup>3</sup> *Supreme Court* = Верховный суд; <sup>4</sup> *Gross Domestic Product* = валовой внутренний продукт (ВВП)

*Exercise 4. Mark the sentences as true (T) or false (F). Correct the false ones.*

- a. The USA is a federation of 50 states and one independent district.
- b. It borders with Canada in the south and Mexico in the north.
- c. The Rocky Mountains are rich in mineral resources.
- d. The Appalachian Mountains are located in the south.
- e. The longest river in the USA is the Mississippi.
- f. Some areas of the USA have a tropical climate.
- g. The US parliament has only one chamber.
- h. The US Constitution is the supreme law of the USA.
- i. California and the Great Plains are important agricultural areas.

*Exercise 5. Match the definitions to the words and phrases in bold.*

- a. a system of government in which power belongs to the people
- b. a large area of fresh water surrounded by land
- c. water that flows naturally across land
- d. the basic systems and services needed to support an economy
- e. relating to high mountain areas
- f. a large land mass on the earth's surface, surrounded by sea
- g. the business of making films, TV programmes, shows, etc.
- h. a group of organisations, regions, or states that have joined together to form a larger organisation or government
- i. the basic principles and laws of a nation or state
- j. level and smooth, with no high parts

*Exercise 6. Answer the following questions.*



- a. What is the USA and where is it located?
- b. What are its boundaries?
- c. Why are the Rocky Mountains important?
- d. What can you find east and west of them?
- e. What are the main rivers and lakes of the USA?
- f. Talk about the climate of the USA.
- g. Which type of state is the USA?
- h. Talk about the political order of the USA.
- i. What is the US Constitution?
- j. Talk about the economy of the USA.

*Exercise 7. Summarise the text using your answers in exercise 6 as guidelines. You may want to use the expressions you are already familiar with.*

### ➤ GRAMMAR FOCUS

**Future continuous:** время будущее длительное (*future continuous*), как и все времена длительного вида, характеризуется присутствием вспомогательного глагола *to be* и *ing*-овой формы глагола ( $V_{ing}$ ). Данное время используется в основном для обозначения совершающихся в определенный момент в будущем действий.

Для образования утвердительной, отрицательной и вопросительной форм достаточно проспрягать глагол *to be* в соответствующих формах будущего времени и потом прибавить к нему смысловой глагол в *ing*-овой форме. Например, посмотрим формы глагола *to work*:

affirmative form	negative form	question form
<i>I will be working</i>	<i>I will not be working</i>	<i>will I be working?</i>
<i>you will be working</i>	<i>you will not be working</i>	<i>will you be working?</i>
<i>he/she/it will be working</i>	<i>he/she/it will not be working</i>	<i>will he/she/it be working?</i>
<i>we will be working</i>	<i>we will not be working</i>	<i>will we be working?</i>
<i>you will be working</i>	<i>you will not be working</i>	<i>will you be working?</i>
<i>they will be working</i>	<i>they will not be working</i>	<i>will they be working?</i>

Будущее длительное используется для обозначения:

- a) совершающихся в определенный момент в будущем действий – *This time next week I'll be sunbathing on the sandy beaches of Bali.*
- b) действия в будущем, которое мы считаем отклонением от нормы или временным обстоятельством – *He'll be staying with his parents for several months while his father is in recovery.*

*Exercise 8. Rewrite the sentences using the future continuous and the given time expression.*

e.g. I'm playing tennis now. (this afternoon)

*I'll be playing tennis this afternoon.*

- a. He's sleeping now. (at eleven o'clock)
- b. We're working very hard. (this time next month)
- c. They are travelling. (all night)
- d. She's doing the washing up. (in an hour)
- e. I'm driving a BMW. (in two years)
- f. I'm studying English. (from 8 to 10)
- g. We're listening to pop music. (this time tomorrow)

*Exercise 9. Fill in the gaps using the future continuous of the following verbs. One sentence must be negative!*

fly – sleep – surf – watch – work – do – drink – stay

e.g. At nine o'clock the baby **will be sleeping**.

- a. You \_\_\_ probably \_\_\_ TV when I get home.
- b. Where \_\_\_ you \_\_\_ when you're in Dublin?
- c. This time tomorrow we \_\_\_ to New York.
- d. With your bad work ethic, you \_\_\_ probably \_\_\_ for this company next year.
- e. How many people \_\_\_ beer at the party?
- f. Lilly and Neil are on their way to California. They \_\_\_ this time tomorrow.
- g. What \_\_\_ you \_\_\_ tomorrow evening?

*Exercise 10. Fill in the gaps using either the future simple or the future continuous of the given verbs.*

e.g. Your suitcase is huge! **I'll take** (take) it for you.

- a. \_\_\_ you \_\_\_ (sleep) when I return?
- b. Did you invite Mrs. Oats? – Oh, no! I forgot. But I \_\_\_ (call) her right now.
- c. In ten years' time we \_\_\_ (use) smartphones 24 hours a day.
- d. He \_\_\_ (play) tennis at 7:30. He usually starts at 7 o'clock.
- e. Is Bill at school? – No, he isn't. I suppose he \_\_\_ (come) to school next week.
- f. Hurry up, we're late! Everybody \_\_\_ (work) when we arrive at the office.
- g. I hope Simon \_\_\_ (be) at the party. He's great fun.

**Relative pronouns:** относительные местоимения (*relative pronouns*) используются в относительных придаточных предложениях (*relative clauses*). Основные относительные местоимения в английском языке – *who, whom, whose, which, that* и *what*. Как правило, относительное придаточное предложение содержит дополнительную информацию о существительном, которое стоит непосредственно перед ним.

**Who** используется только в тех случаях, когда речь идёт о людях (реже – о домашних животных) и выполняет функцию подлежащего относительного придаточного предложения. Заменяет личные местоимения *he, she, they*.

*I met a Canadian woman. She is an English teacher.*

*I met a Canadian woman **who** is an English teacher.*

*A waiter served us. He was impolite and impatient.*

*The waiter **who** served us was impolite and impatient.*

**Whom** тоже используется для людей, но выполняет функцию дополнения, заменяя личные местоимения *him, her, them*. В живой речи его чаще всего опускают.

*The woman was on holiday. I wanted to see her.*

*The woman **whom** I wanted to see was on holiday.*

*The woman I wanted to see was on holiday.*

**Whose** используется для людей и выполняет функцию притяжательной конструкции, заменяя местоимения *his, her, their*.

*We helped some people. Their car had broken down.*

*We helped some people **whose** car had broken down.*

**Which** используется для предметов и животных и выполняет функцию как подлежащего, так и дополнения, заменяя местоимения *it, they*. Во втором случае, в живой речи чаще всего его опускают.

*A bus goes to the airport. It runs every half an hour.*

*The bus **which** goes to the airport runs every half an hour.*

*The dress doesn't fit her well. Lisa bought it.*

*The dress **which** Lisa bought doesn't fit her well.*

*The dress Lisa bought doesn't fit her well.*

**That** используется вместо *who* и *which* в так называемых определительных придаточных предложениях (*defining clauses*), т.е. когда придаточное предложение содержит информацию, необходимую для понимания предложения в целом.

*The film is about a girl. She runs from home.*

*The film is about a girl **who** / **that** runs from home.*

*Helen works for a company. It makes furniture.*

*Helen works for a company **which** / **that** makes furniture.*

Если придаточное предложение содержит дополнительную информацию, отсутствие которой не мешает понять предложение в целом, то мы используем только *who* и *which*, при этом относительное придаточное предложение обособляется запятыми. Придаточное предложения данного вида называют описательными (*non-defining clauses*).

*My brother Ben is an architect. He lives in Hong Kong.*

*My brother Ben, **who** lives in Hong Kong, is an architect.*

*Anna told me about her new job. She's enjoying it a lot.*  
*Anna told me about her new job, **which** she's enjoying a lot.*

**What** используется в тех случаях, когда в предложении нет существительного, к которому могло бы относиться относительное придаточное предложение. Иными словами, оно заменяет оборот *the thing(s) that*.

***What** happened was my fault = The thing that happened was my fault.*  
***What** they said was true = The things that they said were true.*

Если относительное придаточное предложение относится к месту, используем относительное наречие **where**, которое заменяет наречие *there*.

*The restaurant was near the airport. We had lunch there.*  
*The restaurant **where** we had lunch was near the airport.*

*Exercise 11. Choose the correct relative pronoun.*

e.g. An insect is an animal \_\_\_ has six legs.

- that                       who                       where
- a. This is the shop \_\_\_ I bought my new shoes.  
 that                       where                       whom
- b. She was the doctor \_\_\_ saved my life.  
 who                       —                       which
- c. That's the man \_\_\_ car burnt out.  
 who                       whose                       which
- d. This is the bay \_\_\_ we go diving.  
 which                       that                       where
- e. There is a problem \_\_\_ we must discuss.  
 —                       who                       where
- f. There once was a king \_\_\_ had two sons.  
 whom                       whose                       who
- g. \_\_\_ you need is a vacation.  
 which                       what                       that

*Exercise 12. Match the sentence halves using a suitable relative pronoun (different options might be possible).*

- |   |                              |
|---|------------------------------|
| a. I don't remember the street <b>where</b> (7) | 1. husband died yesterday.   |
| b. My neighbour has a dog...                    | 2. I met yesterday.          |
| c. That's the woman...                          | 3. everyone can do.          |
| d. What's the name of the person...             | 4. barks at night.           |
| e. This is the key...                           | 5. opens the door.           |
| f. That book is for students...                 | 6. native language is Greek. |
| g. That's the man...                            | 7. we parked the car.        |
| h. This is an exercise...                       | 8. is singing?               |

*Exercise 13. Rewrite the sentences using a suitable relative pronoun.*

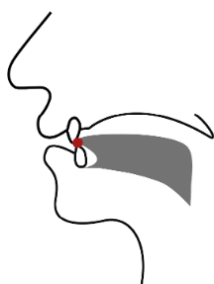
e.g. The girl is my sister. I'm talking to the girl.

*The girl **to whom** I'm talking is my sister.*

- This is the chair. The carpenter repaired it last week.
- She is married to a man. He is richer than her.
- She is the friend. She helped me with my homework.
- That is the swimming-pool. I used to go swimming there.
- That is the man. His wife is a famous actress.
- Last week I went to a restaurant. It was very expensive.

### ➤ PRONUNCIATION

**[θ]** and **[ð]** – данные согласные широко известны как «межзубные» из-за положения кончика языка при их артикуляции. Первая из них глухая, а вторая – звонкая. Обоим звукам соответствует в письме буквосочетание «th», которое читается **[ð]** между гласными и в некоторых служебных словах (артикли, местоимения, наречия, предлоги, союзы), а во всех остальных случаях – **[θ]**.



<b>[θ]</b>		<b>[ð]</b>					
<i>think</i>	[θɪŋk]	<i>feather</i>	[ˈfeðə]				
<i>toothbrush</i>	[ˈtu:θbrʌʃ]	<i>brother</i>	[ˈbrɑ:ðə]				
<i>mouth</i>	[maʊθ]	<i>breathe</i>	[bri:ð]				
<i>breath</i>	[breθ]	<i>sunbathing</i>	[ˈsʌn, beɪðɪŋ]				
<b>Служебные слова:</b>							
<i>the</i>	[ðə]	<i>they</i>	[ðeɪ]	<i>this</i>	[ðɪs]	<i>though</i>	[ðəʊ]
<i>there</i>	[ðeə]	<i>them</i>	[ðem]	<i>that</i>	[ðæt]		
<i>than</i>	[ðæn]	<i>their</i>	[ðeə]	<i>these</i>	[ði:z]	<i>with</i>	[wɪð]
<i>then</i>	[ðen]	<i>theirs</i>	[ðeəz]	<i>those</i>	[ðəʊz]		
и их производные ( <i>therefore, although, without</i> и т.д.)							

*Exercise 14. Read the following words containing [θ] and [ð].*

**[θ]** – south, north, growth, think, strength, breath, bath.

**[ð]** – southern, northern, either, neither, breathe, bathe.

*Exercise 15. Read the following minimal pairs.*

**[f]** vs. **[θ]** – free / three, deaf / death, fought / thought, first / thirst.

**[s]** vs. **[θ]** – sing / thing, mouse / mouth, sick / thick, sink / think, sought / thought.

**[t]** vs. **[θ]** – tree / three, tank / thank, team / theme, tick / thick, true / through.

**[d]** vs. **[ð]** – day / they, dough / though, breed / breathe, udder / other.

**[z]** vs. **[ð]** – closing / clothing, breeze / breathe, size / scythe.

### ➤ VOCABULARY BOOSTER

*Exercise 16. Match the description of traditional British and American holidays to their names.*

Hallowe'en – Christmas – St. Patrick's Day – Bonfire Night – Thanksgiving  
 Independence Day – Columbus Day – New Year's Eve – ~~Valentine's Day~~ – Easter  
 Boxing Day – April Fools' Day

14 <sup>th</sup> February	The celebration of love and romance, people give small gifts to the ones they love or admire.	<i>Valentine's Day</i>
17 <sup>th</sup> March	An Irish festival remembering the patron saint of Ireland.	—
1 <sup>st</sup> April	A special day in which people make practical jokes to each other.	—
first Sunday of spring	A Christian holiday when people celebrate the death and rebirth of Jesus Christ.	—
4 <sup>th</sup> July	The Americans remember the Declaration of Independence from the United Kingdom in 1776.	—
12 <sup>th</sup> October	The Americans celebrate the anniversary of Christopher Columbus's arrival in the Americas in 1492.	—
31 <sup>st</sup> October	An ancient holiday when children wear scary costumes and go from house to house asking for sweets.	—
5 <sup>th</sup> November	The British light bonfires and watch firework in memory of the failed attempt by Guy Fawkes to destroy the Parliament in 1605.	—
fourth Thursday of November	An American and Canadian holiday to remember the first crops harvested in the new continent.	—
25 <sup>th</sup> December	A Christian holiday when people celebrate the birth of Jesus Christ.	—
26 <sup>th</sup> December	The day after Christmas the British give poor people boxes full of gifts.	—
31 <sup>st</sup> December	The last night of the year, when people wait for and celebrate the beginning of the new year.	—

*Exercise 17. Match the different industries to the pictures, then determine whether they are part of the primary, secondary, or tertiary sector.*

- |                     |                        |                        |
|---------------------|------------------------|------------------------|
| a. farming          | f. space research      | k. flour milling       |
| b. textile industry | g. cattle breeding     | l. automobile industry |
| c. shipbuilding     | h. entertainment       | m. coal mining         |
| d. oil refining     | i. banking             | n. government          |
| e. manufacturing    | j. electrical industry | o. fishing             |



e.g. *Picture 1* shows the **textile industry**, part of the **secondary sector**.

➤ **LISTENING**



**Washington, D.C.**

<https://www.liveworksheets.com/w/en/english-second-language-esl/1992178>

*Exercise 18. Watch the video and mark the following sentences as true (T) or false (F).*

- a. There is an American flag in the top left corner of the classroom.
- b. Washington, D.C. is located in the west of the USA.
- c. There is a fountain in the front garden of the White House.
- d. The Capitol building is brown.
- e. The Lincoln Memorial is in a large white building.
- f. The Washington Monument is by a lake.

*Exercise 19. Match the following years with the events.*

- |         |  |
|---------|--|
| a. 1776 | 1. People start to build the new capital city.                       |
| b. 1791 | 2. Roosevelt officially calls the President's House the White House. |
| c. 1800 | 3. The USA is created.   |
| d. 1860 | 4. President John Adams first moves into the President's House.      |
| e. 1902 | 5. The Lincoln Memorial opens.                                       |
| f. 1920 | 6. Lincoln is elected president.                                     |

➤ **LANGUAGE PRACTICE**

*Exercise 20. Write a short text about the six economic regions of the United States according to the map.*





*Exercise 21. Translate into English.*

- a. Соединённые штаты Америки представляют собой федерацию из 50 штатов и одного независимого округа – Округ Колумбия.
- b. Через месяц будут снимать новый сериал в Лос-Анжелесе.
- c. Скалистые горы, которые простираются от Мексиканской границы до Канады, делят территорию США на две части.
- d. США богаты природными ресурсами: углём, нефтью, золотом, серебром, медью и свинцом.
- e. Конгресс США состоит из двух палат: Сенат и Палата представителей.
- f. Этим летом Марк будет навещать своих родственников, которые живут на Среднем Западе.
- g. День благодарения – это начала праздничного сезона, который включает Рождество и Новый год.
- h. ВВП Соединённых штатов приходится на одну четверть мирового ВВП.

*Exercise 22. Fill in the gaps using the following adjectives. Then, summarise the text.*

popular – recognisable – blue – possible – original – special  
 historical – new – left – official

### **The US Flag**

The first and most (1) symbol of the United States is its flag, usually called the Stars and Stripes, but also known as the Star-Spangled Banner, or Old Glory. However, the flag has changed many times over the years.

Even after the Declaration of Independence in July 1776, the Congress did not immediately adopt an (2) flag. For some time, the so-called Continental Cross Flag was used, for example by commander-in-chief George Washington. It had 13 alternating red and white stripes to represent the Thirteen Colonies, and the Union Flag in the upper (3) corner to represent the relationship with the UK.



*Continental Cross Flag*

Only in June 1777 the Congress passed the Flag Resolution, which stated:

*“That the thirteen United States be thirteen stripes, alternate red and white; that the union be thirteen stars, white on a (4) field, representing a new constellation.”*

According to a (5) legend, this new flag was first sewn by Betsy Ross after George Washington himself handed her a pencil sketch of the flag. However, there are no (6) records to support the claim.



*'Betsy Ross' Flag*

The flag has changed many times over the years whenever a (7) state entered the Union. While the strips are still thirteen in honour of the (8) colonies, the stars are now 50 – one for each state. The 50-star version of the flag was introduced in 1960, when Hawaii gained its statehood.



*Current US Flag*

There is a (9) flag code on how the American flag should be displayed, folded and disposed of. Here are some guidelines:

- The flag should never touch the ground.
- If flown at night, it should be illuminated; if this is not (10), it should be taken down before sunset.
- If it becomes tattered and cannot be repaired, it should be destroyed through burning.
- It should never be used as a piece of clothing.

# Module 4 – Plants and Agriculture

## Unit 4.1 – Plants, Men and Life



### ➤ LEAD-IN

*Exercise 1. In pairs, ask each other the following questions.*

- What is a plant?
- Which types of plants can you name?
- In which environments do plants live?
- Why are plants important for humanity?
- Which products and by-products of plants are used by man?

*Exercise 2. Discuss your answers with your course-mates.*

### ➤ ACTIVE VOCABULARY

*Exercise 3. Memorise the following words and phrases paying attention to their pronunciation.*

**ancestor** [ˈænsɛstə] – предок

**(to) breathe** [brɪːð] – дышать

**clothes** [kləʊðz] – одежда

**crop** [krɒp] – культура

**(to) develop** [dɪˈveləp] – выводить

**desert** [ˈdezət] – пустыня

**environment** [ɪnˈvaɪəmənt] – окружающая среда

**flower** [ˈflaʊə] – цветок

**food crop** [ˈfuːd ˌkrɒp] – продовольственная культура

**giant** [ˈdʒaɪənt] – гигантский

**grass** [grɑːs] – трава

**indigenous** [ɪnˈdɪdʒɪnəs] – коренной

**irrigation** [ɪrɪˈgeɪʃn] – орошение

**lifespan** [ˈlaɪfspæn] – продолжительность жизни

**mountain** [ˈmaʊntɪn] – гора

**ocean** [ˈəʊʃn] – океан

**(to) overstate** [ˌəʊvəˈsteɪt] – преувеличивать

**oxygen** [ˈɒksɪdʒən] – кислород

**pine** [paɪn] – сосна

**plant** [plɑːnt] – растение

**region** [ˈriːdʒən] – регион, область

**relationship** [rɪˈleɪʃnʃɪp] – отношение, взаимоотношение

**remarkable** [rɪˈmɑːkəbəl] – замечательный

**resilience** [rɪˈzɪljəns] – стрессоустойчивость

**sequoia** [si'kwɔɪə] – секвойя  
**(to) span** [spæn] – охватывать  
**species** ['spi:ʃi:z] – вид  
**suited** ['su:tɪd] – подходящий  
**territory** ['terɪtəri] – площадь, территория

**timber** ['tɪmbə] – древесина  
**tree** [tri:] – дерево  
**unsuitable** [ʌn'su:təbəl] – непригодный  
**useful** ['ju:sfʊl] – полезный  
**variety** [və'raɪəti] – сорт

## ➤ READING

### The Relationship between Men and Plants

Plants – grasses, flowers, and trees – are incredibly diverse, with over 350,000 **species** found in almost every environment on earth: from the highest mountains to the deepest oceans, and even in arid deserts and polar regions. They come in all shapes and sizes, from tiny microorganisms that can only be seen with a microscope to the towering giant **sequoia trees** in California, which are over 100 meters high and about nine meters wide<sup>1</sup>.

A remarkable thing about plants is their very long **lifespan**. Some species, such as pine trees, can live for 300-350 years, while others can live for thousands of years. In fact, there are even 2,000-year-old plane trees<sup>2</sup> in Russia that are still standing tall, a testament to their remarkable **resilience**.

The importance of plants cannot be overstated as life would be impossible without them. They are the source of the oxygen we breathe, the food we eat, and materials we use in our daily lives. For many thousands of years people have built houses and made all sorts of useful things from **timber**, which they get from trees. Their clothes are made from plants, too. Without plants, it would be impossible for people to survive, and our planet would be a very different place.

People began to **adapt** plants about 10,000 years ago, when they began to grow the first food plants. The first farmers saw that certain plants were better than others, so they sowed the seeds of such plants and grew new ones. Over time, these early farmers developed the basic food **crops** that we still use today.

The development of these crops has been a gradual process spanning thousands of years which has involved the contributions of many different cultures and civilisations. For example, the **indigenous** people of the Americas developed maize from its wild ancestor with little ears<sup>3</sup> into a new variety with larger ears and more grains. This variety was better suited to local condition, and when Christopher Columbus came to the **New World** it was grown over a large territory.

Similarly, ancient Egyptians developed a system of agriculture that allowed them to grow crop plants in the Nile Valley, which was essential for their survival. They developed new crops such as barley and flax, as well as new irrigations systems that allowed them to grow crops in areas that were previously **unsuitable** for farming.

---

<sup>1</sup> *over 100 meters high* = более ста метров в высоте, *about nine meters wide* = около девяти метров в обхвате; <sup>2</sup> *plane trees* = платаны; <sup>3</sup> *ears* = початки.

*Exercise 4. Find the meaning of the following numerals in the text.*

- a. one hundred
- b. from three hundred to three hundred and fifty
- c. two thousand
- d. ten thousand
- e. three hundred and fifty thousand

*Exercise 5. Match the definitions with the words and phrases in bold.*

- a. cultivated plants grown on a large scale
- b. the Americas as opposed to Eurasia and Africa
- c. large Californian evergreen trees
- d. wood that is used for building
- e. not acceptable or appropriate for s.o. or smth
- f. people born in a specific place
- g. the length of time for which smth exists or lasts
- h. the basic taxonomic group for living organisms
- i. become adjusted to new conditions
- j. the ability to withstand or recover from difficulties

*Exercise 6. Answer the following questions.*

- a. Which are the three main types of plants?
- b. Where can plants be found?
- c. How many species of plants are present on earth?
- d. How long do plants usually live?
- e. Why are plants important for human and animal life?
- f. What can people make using plants?
- g. What is adaptation?
- h. How have people used the adaptation abilities of plants?

*Exercise 7. Summarise the text using your answers in exercise 6 as guidelines. You may want to use the expressions you are already familiar with.*

### ➤ GRAMMAR FOCUS

**Present perfect:** время настоящее завершённое (*present perfect*), как и все времена завершённого вида, характеризуется присутствием вспомогательного глагола *to have* и третьей формы глагола (V<sub>3</sub>). Данное время используется в основном для обозначения совершённых до момента речи действий.

Для образования утвердительной, отрицательной и вопросительной форм достаточно проспрягать глагол *to have* в соответствующих формах настоящего времени и потом прибавить к нему третью форму смыслового глагола. Например, посмотрим формы глагола *to work*:

affirmative form	negative form	question form
<i>I have worked</i>	<i>I have not worked</i>	<i>have I worked?</i>
<i>you have worked</i>	<i>you have not worked</i>	<i>have you worked?</i>
<i>he/she/it has worked</i>	<i>he/she/it has not worked</i>	<i>has he/she/it worked?</i>
<i>we have worked</i>	<i>we have not worked</i>	<i>have we worked?</i>
<i>you have worked</i>	<i>you have not worked</i>	<i>have you worked?</i>
<i>they have worked</i>	<i>they have not worked</i>	<i>have they worked?</i>

Настоящее завершённое используется для обозначения:

- а) завершённых до момента речи действий без указания времени (например, личный опыт) – *Natalie **has been** to France twice. I **have never read** 'Romeo and Juliet'.*
- б) действия, которое началось в прошлом и до сих пор продолжается (с указанием промежутка времени, используя *for* = в течение или *since* = с) – *John **has worked** for Google for three years already. Mary's parents **have lived** in Edinburgh since 1985.*
- в) действия, которое произошло в период времени, который ещё не закончился – ***Have you seen** Jim this morning?* (если разговор происходит утром), но ***Did you see** Jim this morning?* (если разговор происходит вечером).
- г) действия, которое только что совершилось – *I've just finished washing the dishes.*
- д) действия, результат которого остаётся в настоящем – *I know the film adaptation was bad. I **have read** the book.*

В первом значении настоящее завершённое похоже по значению на прошедшее простое. Разница между ними заключается в том, что прошедшее простое требует указания точного времени, а настоящее завершённое, наоборот, употребляют только тогда, когда время не указано.

*Paul **has been** to Berlin many times.  
Last time he **went** to Berlin in 2018.*

*Exercise 8. Translate into Russian. Explain the usage of the present perfect.*

e.g. I have forgotten to mention it.

*Я забыл об этом рассказать. нет указания точного времени*

- a. She has sent three letters this month.
- b. We have decided to go to London.
- c. Mary has bought a new car.
- d. You have already seen this film.
- e. He has received a letter this week.
- f. They have just finished the experiment.
- g. The new canal has irrigated the field for two weeks already.

*Exercise 9. Fill in the gaps with either for or since.*

- e.g. We haven't met them **for** four years.
- I haven't eaten such delicious food \_\_\_ ages!
  - He hasn't had a cold \_\_\_ he started going to the gym.
  - They have known each other \_\_\_ many years.
  - Mr Parker has worked for this company \_\_\_ 1999.
  - My father has grown grapes \_\_\_ he retired.
  - I have lived in Spain \_\_\_ two years.
  - They have been friends \_\_\_ a long time.
  - I've wanted to be a gardener \_\_\_ I was a child.
  - Lots of things have happened \_\_\_ then.

*Exercise 10. Fill in the gaps using the present perfect or past simple of the given verbs.*

- e.g. I **have studied** English since 1995. (study)
- We \_\_\_ English at school. (study)
  - He \_\_\_ three hours ago and \_\_\_ yet. (go out / not, return)
  - How many pages \_\_\_ you \_\_\_ so far? (read)
  - I \_\_\_ home at 5 o'clock yesterday. (get)
  - He \_\_\_ his work yet and is not ready to go with us. (not, finish)
  - From 1991 to 1998 he \_\_\_ as an economist. (work)
  - I \_\_\_ busy all this week. (be)
  - Where \_\_\_ all the students \_\_\_? (go)
  - Last summer Jim and Jane \_\_\_ to a conference in Berlin together. (go)

*Exercise 11. Translate into English. Use the present perfect where needed!*

e.g. Я скоро поеду (собираюсь поехать) в Санкт-Петербург. Я никогда там не был.

*I am going to go to St. Petersburg. I **have never been** there.*

- Аня уже убрала комнату?
- Мама уже заварила чай, но она ещё не приготовила бутерброды.
- Они уехали из Москвы год назад. Я не видела их с тех пор.
- Мой брат учится в аграрном университете уже два года.
- Я потерял ключ и не могу попасть домой.
- Как часто ты навещал родителей в этом месяце?
- Мы решили эту проблему сегодня.

**Quantifiers:** количественные местоимения или квантификаторы (*quantifiers*) представляют собой отдельную подгруппу неопределённых местоимений, выражают количество какого-либо предмета в общих чертах (много, мало и так далее).

Самые распространённые квантификаторы – это *some* и *any*, которые выражают неопределённое количество и, чаще всего, на русский не переводятся. Как мы



уже видели (см. занятие 3.1), они отличаются тем, что *some* встречается в утвердительных предложениях, а *any* – в отрицаниях и вопросах. Они используются как с исчисляемыми существительными (во множественном числе), так и с неисчисляемыми (в единственном числе).

*We have **some** free time later this evening.*

*I need to buy **some** new clothes.*

*She doesn't want **any** wine.*

*Will there be **any** lawyers at the party?*

Однако, некоторые квантификаторы сочетаются только с одним видом существительных:

with uncountable nouns		with countable nouns	
<i>how much?</i>	сколько?	<i>how many?</i>	сколько?
<i>much</i>	много	<i>many</i>	много
<i>a few</i>	несколько	<i>a little</i>	немного
<i>few</i>	мало	<i>little</i>	мало

Посмотрим несколько примеров:

***How many** times have you been to Los Angeles?*

***How much** sugar do you put in your coffee?*

***Many** people take the underground to work.*

***Much** Spanish wine is sold abroad.*

Что касается местоимений *few* и *little*, присутствие неопределённого артикля перед ними кардинально меняет смысл предложения. Без артикля, они оба означают небольшое, *недостаточное* количество; однако, если артикль присутствует, они означают *достаточное* количество, хоть и небольшое. Сравните:

*I've made **a few** new friends since I moved here. That's great!*

*I have **few** good friends. Sometimes I feel lonely.*

*Let's have a coffee. I have **a little** money left.*

*I can't take a taxi. I have **little** money left.*

Остальные квантификаторы иногда сочетаются только с одним видом существительных, а иногда с обоими:

with countable nouns		with uncountable nouns	
<i>several</i>	несколько	<i>a bit of</i>	немного, чуть-чуть
<i>a number of</i>	несколько	<i>bits of</i>	немного, чуть-чуть
<i>a large/great number of</i>	множество	<i>a good/great deal of</i>	большое количество
<i>a couple of</i>	пара	<i>a great amount of</i>	большое количество
with both countable and uncountable nouns			
<i>a lot of</i>			много
<i>lots of</i>			много
<i>loads of</i>			много

<i>most</i>	большинство, бóльшая часть
<i>plenty of</i>	более чем достаточно
<i>enough</i>	достаточно

Посмотрим несколько примеров:

*There are **several** dishes I would love to try in the menu.*  
*A **large number of** people is waiting for your final decision.*  
*I've got **a couple of** ideas for the graduation party.*  
*All it required was **a bit of** work.*  
*This winter we had **a great deal of** snow.*  
*There were **a lot of** / **lots of** people at the party.*  
*There was **a lot of** rain last week.*  
*There's **lots of** food in the cupboard.*  
***Most** students in America have to apply for a student loan.*  
*Don't worry, we've got **plenty of** time to get to the airport.*  
*I think we have **enough** tomatoes to make a Greek salad.*  
*There isn't **enough** bread to make sandwiches.*

*Exercise 12. Choose the correct quantifier.*

- e.g. We have *several* / ***plenty*** of things we need to do before the event starts.
- My sister only had *little* / *few* time before her train departed.
  - Can I ask you for *an* / *some* advice?
  - I have a *number* / *deal* of books I don't need any more.
  - Most* / *much* people in Switzerland speak at least two languages.
  - I can't come because I have *a couple of* / *much* homework to do this afternoon.
  - We just bought a new house with *plenty of* / *several* furniture included.
  - I bought some milk, some apples, and *a lot of* / *little* bananas.

*Exercise 13. Fill in the gaps using the following quantifiers.*

few – a couple of – most of – several – ~~many~~ – plenty of – lots of  
 some – a few – a little

Last night we went for meal at one of the **many** restaurants in the neighbourhood. It was busy as there were \_\_\_ people in town for a big conference. Normally \_\_\_ tourists come here, but last night was an exception. I ate my favourite dishes and had \_\_\_ drinks, too. There were quite \_\_\_ of us in our party, as we were celebrating a friend's birthday. I haven't enjoyed myself that much for a long time. I'll tell you \_\_\_ more about this restaurant. \_\_\_ years ago, it used to be a bakery, but this guy bought it. He spent \_\_\_ time and money and turned it into a Thai restaurant. There were \_\_\_ other restaurants in the area, yet it soon became very popular: the waiters are really friendly and the food is delicious. And \_\_\_ the time it's very reasonably priced.

➤ **PRONUNCIATION**

[ŋ] – при артикуляции этого звука задняя часть языка поднимается к нёбу, тем самым заставляя поток воздуха пройти через нос. Данному звуку соответствует в письме буквосочетание «ng», обычно в конце слова или перед суффиксом и/или окончанием. К тому же, буква «n» произносится [ŋ], когда стоит перед согласными [g] и [k].



[ŋ]		
<b>ng</b>	<i>king</i>	[kɪŋ]
	<i>song</i>	[sɒŋ]
	<i>singer</i>	[ˈsɪŋə]
<b>n + k</b>	<i>drink</i>	[drɪŋk]
	<i>tank</i>	[tæŋk]
<b>n + g</b>	<i>angry</i>	[ˈæŋɡrɪ]
	<i>hungry</i>	[ˈhʌŋɡrɪ]
<b>ngue</b>	<i>tongue</i>	[tʌŋ]
	<i>meringue</i>	[məˈræŋ]

*Exercise 14. Read the following words containing [ŋ].*

Wrong, working, self-acting, breaking, increasingly, donkey, drink, ring, sink, cling, hang.

*Exercise 15. Read the following minimal pairs.*

[n] vs. [ŋ] – thin / thing, sin / sing, sun / sung, win / wing, gone / gong, ton / tongue.

➤ **VOCABULARY BOOSTER**

*Exercise 16. Fill in the gaps using the following words. As all words are given in their base form, do not forget to add suitable endings where needed.*

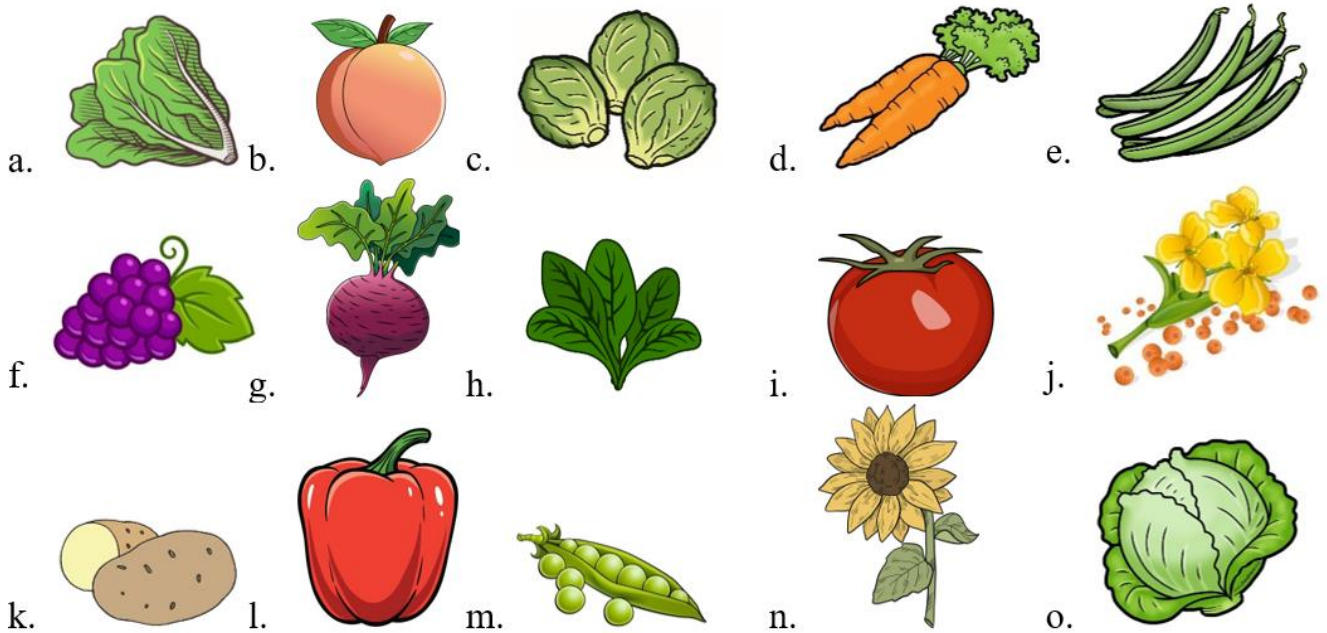
plant – grass – flower – use – mountain – ocean – desert – species – pine – oxygen  
timber – seed – ~~earth~~ – grain

On **earth** you can find hundreds of thousands of species of plants. They live everywhere: on the \_\_\_\_, in seas and \_\_\_\_, and even in \_\_\_\_ and polar regions. \_\_\_\_ are really important because they give people the \_\_\_\_ they breathe. Different \_\_\_\_ give us different products and by-products that are \_\_\_\_ for different purposes. Trees give us \_\_\_\_ for construction, \_\_\_\_ is often fed to farm animals, \_\_\_\_ are used to decorate our gardens and houses, \_\_\_\_ (or \_\_\_\_) are the most basic food product. Some trees and plants are strictly related to cultural traditions, like \_\_\_\_ and firs used as Christmas trees.

*Exercise 17. Match the names of the crops with the pictures. Then, determine which part of the plant is consumed: leaves, roots, seeds, or fruits.*

pepper – sunflower – green beans – carrot – grapes – mustard – cabbage – potato  
spinach – lettuce – tomato – beet – peas – Brussel sprouts – peach

e.g. Picture (a) shows **lettuce**. We eat its **leaves**.



➤ LISTENING



**Plants and Trees**

<https://www.liveworksheets.com/w/en/english-second-language-esl/1799066>

Exercise 18. Listen to the audio track and fill in the table about the main characteristics of trees and plants.

Plant Kingdom

Varieties: trees, \_\_\_\_, shrubs, mosses, herbs

Key similarities: \_\_\_\_ absorb water and nutrients  
Photosynthesis converts sunlight into \_\_\_\_  
Leaf colour – mostly \_\_\_\_

Key differences:	<u>TREES</u>	<u>OTHER PLANTS</u>
	____	stem
	branches	multiple stems
	Max. height: over ____ metres	approx. 6 metres
	long life	____ life

Unusual plants: orchid and aloe vera don't grow in \_\_\_\_

*Exercise 19. Mark the following sentences as true (T) or false (F). Correct the false ones.*

- a. Plants and trees are both part of the kingdom *Plantae*.
- b. Plants must be fed in order to survive.
- c. Chlorophyll is a pigment that gives plants their colour.
- d. Several trees are hundreds of years old.
- e. Some Californian redwoods are over 15 m tall.
- f. The young woody stems of trees are called twigs.
- g. Shrubs and grasses have short stems, not trunks.
- h. Aloe vera takes all its nutrients from the air.

➤ **LANGUAGE PRACTICE**

*Exercise 20. Fill in the gaps choosing the correct option.*

**Agriculture in General**

Agriculture (1) the world's most important industry. It provides (2) with almost all our food. It also supplies materials for two other basic human (3) – clothing and shelter. About half the world's workers are employed in agriculture – far more than in any other industry.

Food is the most important farm (4). But farms also provide many other products, from natural fibre to ornamental flowers and trees. Some crops are only used to (5) livestock. These forage crops (6) alfalfa, clover, and many grasses.

Farms provide almost all the world's food, (7) some fish and game. Most food products come from crops. The rest comes from animals, (8) cattle, hogs, poultry, sheep, and other livestock.

- |  |                                     |                                     |
|--|-------------------------------------|-------------------------------------|
| 1. <input type="checkbox"/> is         | <input type="checkbox"/> are        | <input type="checkbox"/> has        |
| 2. <input type="checkbox"/> we         | <input type="checkbox"/> us         | <input type="checkbox"/> our        |
| 3. <input type="checkbox"/> likes      | <input type="checkbox"/> wants      | <input type="checkbox"/> needs      |
| 4. <input type="checkbox"/> product    | <input type="checkbox"/> produce    | <input type="checkbox"/> production |
| 5. <input type="checkbox"/> eat        | <input type="checkbox"/> feed       | <input type="checkbox"/> grow       |
| 6. <input type="checkbox"/> consist    | <input type="checkbox"/> include    | <input type="checkbox"/> contain    |
| 7. <input type="checkbox"/> also       | <input type="checkbox"/> as well as | <input type="checkbox"/> including  |
| 8. <input type="checkbox"/> especially | <input type="checkbox"/> except for | <input type="checkbox"/> partially  |

*Exercise 21. Translate into English.*

- a. Сельское хозяйство – важная отрасль экономики.
- b. С.-х. культуры предоставляют пищу для людей и корм для животных.
- c. Люцерна и клевер – главные кормовые культуры.
- d. Сельское хозяйство обеспечивает три основные потребности человечества – питание, одежду и укрытие.
- e. Фермеры также выращивают декоративные цветы и деревья.

- f. Пищевые продукты происходят как из растений, так из животных.
- g. Растения всасывают воду и питательные вещества из почвы.
- h. Мы получаем древесину для строительства из деревьев.

*Exercise 22. Translate the text into English, then create a short glossary as in the example.*

Натуральные волокна происходят из различных растений и животных, выращенных на фермах. Заводы используют волокна для изготовления тканей, пряжи и других текстильных изделий. Хлопок и лён вместе с некоторыми тропическими растениями являются главными волокнами растительного происхождения. Шерсть, основное волокно животного происхождения, получают в основном от овец, но также от других животных, например козы и представителей семейства верблюдов. Шёлковые волокна происходят из коконов шелкопрядов. Однако, развитие синтетических волокон привело к снижению спроса на натуральные волокна в некоторых странах.

*Образец глоссария:*

<b>English term</b>	<b>Pronunciation</b>	<b>Russian term</b>
<i>fibre</i>	[ 'faɪbə]	волокно
<i>silkworm</i>	[ 'sɪkwɜ:m]	шелкопряд
<i>textile product</i>	[ 'tekstaɪl 'prɒdʌkt]	текстильное изделие

## Unit 4.2 – Plants and the Environment



### ➤ LEAD-IN

*Exercise 1. In pairs, ask each other the following questions.*

- How are animals and plants related?
- How do plants produce their 'food'?
- What do they give off into the air?
- What do animals breathe in and breathe out?
- How do plants help protect the environment?

*Exercise 2. Discuss your answers with your course-mates.*

### ➤ ACTIVE VOCABULARY

*Exercise 3. Memorise the following words and phrases paying attention to their pronunciation.*

(to) **accumulate** [ə'kju:mjəleɪt] – копить, накапливать

(to) **breathe** [bri:ð] – дышать

**carbon dioxide** [ˌkɑ:bɒn daɪ'ɒksaɪd] – углекислый газ

**circular** ['sɜ:kjələ] – круговой

(to) **combine** [kəm'baɪn] – сочетать

(to) **connect** [kə'nekt] – связывать

**conservation** [kɒnsə'veɪʃn] – хранение

(to) **continue** [kən'tɪnju:] – продолжать(ся)

(to) **convert** [kən'vɜ:t] – превращать

(to) **cultivate** ['kʌltɪveɪt] – возделывать, культивировать

**cycle** ['saɪkl] – круг, круговорот

(to) **exhale** [ɪks'heɪl] – выдыхать

(to) **expand** [ɪks'pænd] – расширять

**hectare** ['hekteə] – гектар

(to) **inhale** [ɪn'heɪl] – вдыхать

**matter** ['mætə] – материя

(to) **mean** [mi:n] – означать, иметь в виду

**nature** ['neɪtʃə] – природа

**nutrient** ['nju:triənt] – питательное вещество

**pollutant** [pə'lu:tənt] – загрязняющее вещество

**process** ['prəʊses] – процесс

(to) **protect** [prə'tekt] – защищать

(to) **release** [ri'li:z] – отдавать, выделять

(to) **retain** [ri'teɪn] – удерживать

(to) **return** [ri'tɜ:n] – возвращать

(to) **ruin** [ru:ɪn] – разрушать

**soil** [sɔɪl] – почва

**substance** ['sʌbstəns] – вещество

**sunlight** ['sʌnlait] – солнечный свет



**wind** [waɪnd] – ветер  
**wood** [wʊd] – лес

**woodland** [ˈwʊdlænd] – лесной массив

➤ **READING**

### The Cycle of Nature

Plants and animals are **living organisms** and are part of what we call organic nature. Animals and humans cannot live without plants because the cycle of nature<sup>1</sup> **connects** them all. By ‘cycle of nature’ we mean a natural process that provides **oxygen** and food for animals and humans. The energy for this process is provided by the sun.

Plants are ‘special’ living organisms: they **accumulate** sunlight and convert inorganic matter into organic matter in their leaves. This process provides them with nutrients and releases oxygen into the air. Animals and humans inhale oxygen and exhale carbon dioxide, which is combined by plants with the energy from the sun and the water and **minerals** from the soil to make their own food. After plants and animals die, the decomposition process<sup>2</sup> returns minerals to the soil, which will be once again used by plants. This **circular process** will continue for as long as<sup>3</sup> the sun gives its energy to plants.

Plants also play an important role in the **conservation** and protection of soil, water, and animals. They protect the soil from wind and retain water. Without them, rain and wind might **ruin** the soil and expand deserts all over the planet. If that were the case<sup>4</sup>, we would have no land to cultivate crops, and animals and people would have nothing to eat.

Trees are particularly important because, with their many leaves, they **release** much oxygen into the air. However, people and animals need a lot of oxygen to breathe. For example, one hectare of pine woods only produces enough oxygen for ten people. Nowadays, there are not enough woods and plants on earth to provide enough oxygen for the world’s population. Too many trees are being used for industrial purposes, house building, and agriculture. There are too many industrial centres and too few woods and parks around them. The air in industrialised town and cities is full of **pollutants** and low in oxygen. For this reason, it is now important to protect existing woodlands, plant new ones, and create parks and green spaces wherever people may live.

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<sup>1</sup> *the cycle of nature* = круговорот в природе; <sup>2</sup> *decomposition process* = процесс гниения; <sup>3</sup> *as long as* = до тех пор, пока; <sup>4</sup> *if that were the case* = в таком случае.

*Exercise 4. Which element of the cycle of life performs the following functions?*

- \_\_\_ provides energy
- \_\_\_ provide food for other organisms
- \_\_\_ release oxygen
- \_\_\_ absorb oxygen
- \_\_\_ release carbon dioxide

- f. \_\_\_ absorb carbon dioxide
- g. \_\_\_ protect the soil from erosion
- h. \_\_\_ give minerals to the soil

*Exercise 5. Match the definitions with the words and phrases in bold.*

- a. individual animals, plants, or single-celled life forms
- b. prevention of injury, decay, waste, or loss
- c. makes a connection between two things
- d. substances that contaminate the environment
- e. gradually gather an amount of smth
- f. reduce smth to a state of decay or collapse
- g. a series of actions that always get back to the starting point
- h. give off gas, heat, or substances into the atmosphere
- i. valuable or useful chemical compounds in the ground
- j. the life-supporting component of air

*Exercise 6. Answer the following questions.*

- a. What are living organisms?
- b. How are plants, animals, and humans related to each other?
- c. Where does the energy for the cycle of nature come from?
- d. How do plants feed?
- e. How do animals and humans contribute to the cycle of nature?
- f. Why are plants important for the environment?
- g. What is special about trees?
- h. What can we do to improve the air quality?

*Exercise 7. Summarise the text using your answers in exercise 6 as guidelines. You may want to use the expressions you are already familiar with.*

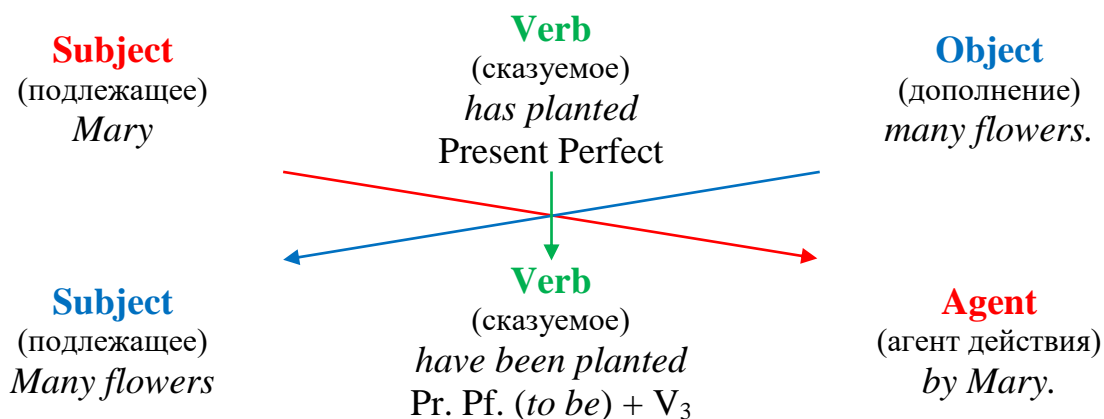
### ➤ GRAMMAR FOCUS

**Passive voice:** английские глаголы имеют два различных залога – действительный или активный (*active voice*) и страдательный или пассивный (*passive voice*).

Действительный залог показывает, что лицо или предмет, обозначенный подлежащим, выполняет действие, обозначенное сказуемым. Например, *In summer many students work on collective farms* – Летом многие студенты работают в колхозах.

Страдательный залог, наоборот, показывает, что лицо или предмет, обозначенный подлежащим, испытывает на себе действие, обозначенное сказуемым. Например, *Many new crop varieties have been developed by plant breeders* – Много новых сортов культур выведено селекционерами.

При переходе с действительного на страдательный залог в английском языке необходимо проспрягать вспомогательный глагол *to be* в подходящем времени и добавить к нему третью форму (V<sub>3</sub>) смыслового глагола. При этом, дополнение становится подлежащим, а подлежащее – обстоятельством, отражающим агента действия, с предлогом *by*.



**Translation Tip!** В английском языке страдательный залог употребляется значительно шире, нежели в русском. Часто английскому предложению в страдательном залоге соответствует русское неопределённо-личное предложение в действительном залоге. При этом подлежащему английского предложения соответствует дополнение русского эквивалента. Например, *I was given an interesting book last week* – На прошлой неделе мне дали интересную книгу; *Scientists are often asked about the future of our planet* – Учёных часто спрашивают о будущем нашей планеты.

Проблемы при переводе также возникают в тех случаях, когда глаголы в русском языке требуют после себя предлога, а в английском – нет. В данном случае, при переводе необходимо преобразовать предложение в действительный залог. Например, *Spring is followed by summer* – За весной следует лето; *The growth of plants is influenced by environmental conditions* – На рост растений влияют условия окружающей среды.

Некоторые английские глаголы имеют два дополнения – прямое (*direct object*) и косвенное (*indirect object*). В действительном залоге косвенное дополнение не требует никакого предлога, если стоит перед прямым, но пишется через *to* или *for*, если стоит после него. Например,

*My wife sent me an email* = *My wife sent an email to me.*

В страдательном залоге данные глаголы образуют два вида предложений в зависимости от того, какое именно дополнение становится подлежащим страдательной конструкции. Сравните:

*Paul gave Mary a bouquet* – *Mary was given a bouquet by Paul.*  
*Paul gave a bouquet to Mary* – *A bouquet was given by Paul to Mary.*

*Exercise 8. Determine the tense and voice of the verbs, then translate into Russian.*

e.g. Many new houses have been built in this area of the city.

*have been built* = **present perfect passive**

*Много новых домов **построено** в этом районе города.*

- a. The farmers are working in the field.
- b. After my lessons I usually do my homework in the reading room.
- c. My friend will go to London in spring.
- d. They have translated the text.
- e. I read this book last year.
- f. This book was published some years ago.
- g. A new documentary film about exotic plants will be released soon.

*Exercise 9. Determine the tense of the verb, then rewrite the sentence using the passive voice.*

e.g. Lomonosov translated many books into Russian.

*translated = **past simple***

*Many books **were translated** into Russian by Lomonosov.*

- a. They grow rice in this area.
- b. They'll sign an important agreement today.
- c. They produce butter on farms.
- d. They will repot the plants in the greenhouse soon.
- e. The teacher asked her a difficult question.
- f. Plant breeders develop new varieties of spring wheat.
- g. They offered my friend a good job last summer.
- h. They won't apply mineral fertilisers this year.
- i. Mr Gonzalez teaches them Spanish.

*Exercise 10. Fill in the gaps using the correct passive form of the given verbs.*

e.g. I **was given** (give) a very interesting book last week.

- a. These trees \_\_\_ (plant) last autumn.
- b. \_\_\_ hockey \_\_\_ (play) in summer?
- c. The soil analyses \_\_\_ (do) in a week.
- d. Mushrooms \_\_\_ usually \_\_\_ (gather) in early autumn.
- e. \_\_\_ new orchid species \_\_\_ (grow) at the nursery next year?
- f. I'm afraid the seeds \_\_\_ (not, supply) in time.
- g. Lost time \_\_\_ never \_\_\_ (find) again.
- h. Many houses \_\_\_ (burn) during the Great Fire of London.
- i. Flowers \_\_\_ (sell) both in shops and in the streets.

*Exercise 11. Translate into English using the passive voice.*

e.g. Имейл будет отправлен сейчас же.

*The email **will be sent** right now.*

- a. Номера в отеле убирает персонал.
- b. Мне родители посоветовали поступить в аграрный университет.
- c. Прошлым летом меня научили плавать.
- d. Почту доставляют сюда самолетом.

- e. Майкла попросят рассказать о своем путешествии.
- f. Сколько вам платят?
- g. Нам не разрешается выносить книги из читального зала.
- h. На обед мне дали суп.
- i. Диктант будут писать в следующий вторник.

**Interrogative pronouns:** вопросительные местоимения (*interrogative pronouns*) используются в специальных вопросах с целью выяснить какую-либо конкретную информацию о предмете или явлении. Большинство из них начинаются с сочетания букв *wh-*, поэтому в английском языке они также известны как *wh-words*. К этой группе местоимений относятся следующие слова:

interrogative pronouns			
<i>what?</i>	что	<i>who?</i>	кто
<i>which?</i>	какой	<i>whom?</i>	кого, кому, кем и т.д.
<i>where?</i>	где		
<i>when?</i>	когда	<i>whose?</i>	чей
<i>why?</i>	почему	<i>how?</i>	как

Посмотрим несколько примеров:

**What** do you want for dinner?

**Which** shirt should I wear?

**Where** did you spend your holidays?

**When** will we meet again?

**Why** did you do that?

**Who** was driving the car?

To **whom** did I speak to?

**Whose** sweater is this?

**How** did you get here?

Следует отметить, что местоимение **whom** встречается крайне редко в современном английском, особенно в разговорной речи. Как и для личных местоимений, в прошлом использовали **who** в функции подлежащего, а **whom** – в функции дополнения или после предлога. Однако, со временем эта разница стала пропадать, а теперь чаще всего используют местоимение **who** независимо от выполняемой функции. Перефразируя вопрос, где перед **whom** стоит предлог, он переносится в самый конец предложения.

**Whom** did Sarah meet at the party? > **Who** did Sarah meet at the party?

With whom do you live? > **Who** do you live with?

Кроме этих местоимений в английском языке существует ряд вопросительных конструкций, состоящих из двух слов:

interrogative phrases			
<i>what kind?</i>	какой	<i>how long?</i>	как долго
<i>what time?</i>	во сколько	<i>how often?</i>	как часто
<i>how many?</i>	сколько (см. занятие 4.1)	<i>how far?</i>	как далеко
<i>how much?</i>		<i>how/what about?</i>	как насчёт

Посмотрим несколько примеров:

*What kind of music do you like?*

*What time do you usually get up?*

*How many bottles of water should we buy?*

*How long have you known each other?*

*How far is it from the school to the station?*

Выбирая вопросительную конструкцию, можно определить, какая именно информация нас интересует. Например, к предложению *John plays tennis twice a week* можно задать несколько вопросов:

*Who plays tennis twice a week? – John*

*How often does John play tennis? – twice a week*

*What does John do twice a week? – he plays tennis*

*Exercise 12. Fill in the gaps with the correct interrogative pronoun.*

e.g. *Who* threw the football?

- \_\_\_ would you prefer, coffee or tea?
- \_\_\_ time do we need to be at the airport?
- \_\_\_ car is that?
- \_\_\_ is your sister's birthday?
- \_\_\_ did you tell about the accident?
- \_\_\_ many of these books have you read?
- \_\_\_ wants ice cream?

*Exercise 13. Ask questions about the underlined expression.*

e.g. We have to clean the office in the morning.

*When do you have to clean the office?*

- She writes two pages every day.
- He'll find a job soon.
- Yesterday she called me because she needed my help.
- She has breakfast at home twice a week.
- Fish and chips cost 6 pounds on Mondays.
- I'm living in a small town now.
- This pen is mine.

## ➤ PRONUNCIATION

**Silent letters:** в английском языке очень часто присутствуют буквы, которые пишутся, но не произносятся совсем. Чаще всего это связано с этимологией отдельного слова и когда-то в прошлом они читались, а со временем стали произносимыми. Для удобства они тут организованы в алфавитном порядке.

letter	rule	examples
<i>a</i>	перед «lly»	<i>logically</i> ['lɒdʒɪklɪ], <i>historically</i> [hɪ'stɔrɪklɪ]
<i>b</i>	перед «t»	<i>subtle</i> [sʌtl], <i>debt</i> [det]
	после «m»	<i>bomb</i> [bɒm], <i>plumber</i> ['plʌmə]
<i>c</i>	в сочетании «sc» перед «e», «i», «y»	<i>scissors</i> ['sɪzəz], <i>science</i> ['saɪəns]
	в отдельных словах	<i>muscle</i> [mʌsl] <i>yacht</i> [jɔt]
<i>d</i>	перед «n»	<i>Wednesday</i> ['wenzdeɪ]
	перед «g»	<i>pledge</i> [pledʒ], <i>grudge</i> [grʌdʒ]
	в отдельных словах	<i>sandwich</i> ['sænwɪdʒ] <i>handsome</i> ['hænsəm]
<i>e</i>	в конце слова	<i>mate</i> [meɪt], <i>stripe</i> [straɪp], <i>cute</i> [kju:t]
<i>g</i>	перед «n»	<i>sign</i> [saɪn], <i>foreign</i> ['fɔrən]
	после гласной в сочетании «gh»	<i>high</i> [haɪ], <i>night</i> [naɪt], <i>thought</i> [θɔ:t]
<i>h</i>	после «w»	<i>what</i> [wɒt], <i>where</i> [weə], <i>why</i> [waɪ]
	в отдельных словах	<i>hour</i> ['aʊə], <i>honest</i> ['ɒnɪst], <i>honour</i> ['ɒnə], <i>heir</i> [eə]
<i>k</i>	в сочетании «kn» в начале слова	<i>know</i> [nəʊ], <i>knife</i> [naɪf]
<i>l</i>	в сочетаниях «alf», «alm»	<i>calf</i> [kɑ:f], <i>calm</i> [kɑ:m]
	в сочетаниях «alk», «olk»	<i>walk</i> [wɔ:k], <i>yolk</i> [jɒk]
	в сочетании «ould»	<i>should</i> [ʃʊd], <i>would</i> [wʊd], <i>could</i> [kʊd]
<i>n</i>	после «m» в конце слова	<i>autumn</i> ['ɔ:təm], <i>column</i> ['kɒləm]
<i>p</i>	в сочетаниях «ps», «pn», «pt» в начале слова	<i>psychology</i> [saɪ'kɒlədʒɪ], <i>pneumonia</i> [nju:'məʊniə], <i>pterodactyl</i> [ˌterə'dæktɪl]
<i>s</i>	в отдельных словах	<i>island</i> ['aɪlənd], <i>isle</i> [aɪl]
<i>t</i>	в сочетании «sten»	<i>listen</i> [lɪsn], <i>fasten</i> [fɑ:sn]
	в сочетании «stle»	<i>castle</i> [kɑ:sl], <i>whistle</i> [wɪsl]
	в заимствованиях из французского	<i>ballet</i> ['bæleɪ], <i>beret</i> ['bereɪ]
	в отдельных словах	<i>often</i> [ɒfn]
<i>u</i>	после «g» в начале слова	<i>guard</i> [gɑ:d], <i>guest</i> [gest]
<i>w</i>	перед «t» в начале слова	<i>write</i> [raɪt], <i>wrong</i> [rɒŋ]
	перед «ho» в начале слова	<i>who</i> [hu:], <i>whole</i> [həʊl]
	в отдельных словах	<i>two</i> [tu:] <i>sword</i> [sɔ:d]
<i>x</i>	в отдельных словах	<i>faux</i> [fəʊ]
<i>z</i>	в отдельных словах	<i>rendezvous</i> ['rɒndeɪvu:]



*Exercise 14. Underline the silent letters in the following words and read them aloud.*

Receipt, doubt, gnome, halves, whale, wrong, ballet, moisten, aisle, psychiatry, campaign, comb, light, autumn, why, hour, walk, castle, know, whisky, chalk, island, yacht, write, foreign, lamb, answer, who, ghost, knife, listen, Wednesday, pneumonia, knee, scientist.

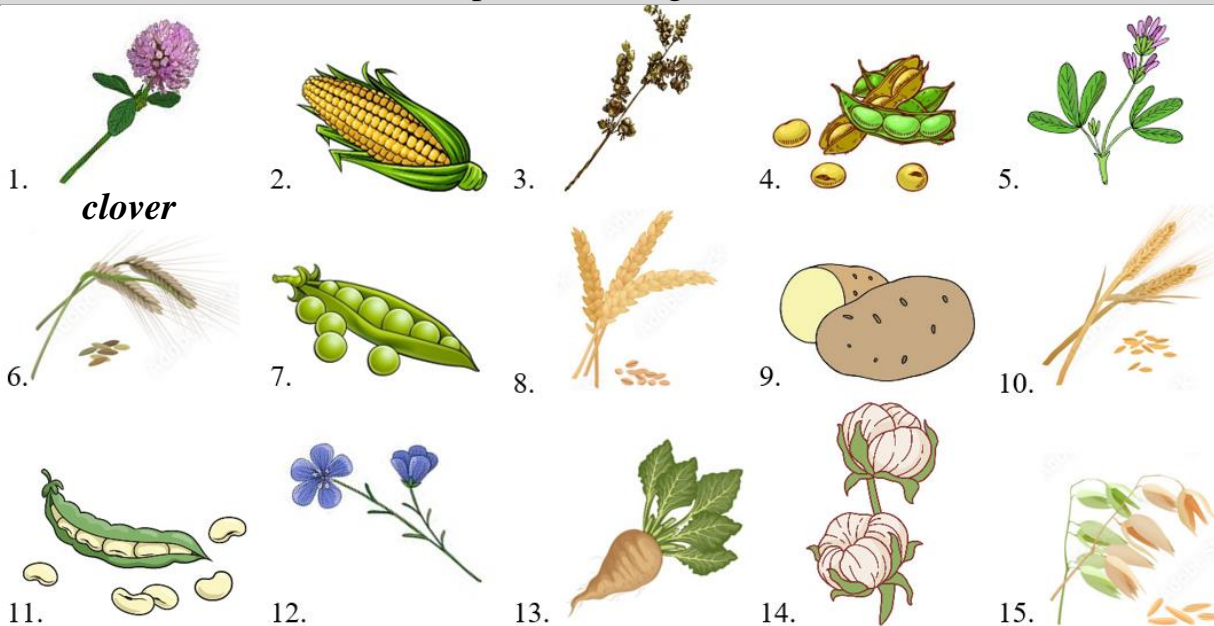
*Exercise 15. Choose the correct option.*

- |                                  |                                  |                                  |
|----------------------------------|----------------------------------|----------------------------------|
| a. silent S                      | b. silent H                      | c. silent U                      |
| <input type="checkbox"/> island  | <input type="checkbox"/> happy   | <input type="checkbox"/> future  |
| <input type="checkbox"/> history | <input type="checkbox"/> however | <input type="checkbox"/> guide   |
| <input type="checkbox"/> faster  | <input type="checkbox"/> honest  | <input type="checkbox"/> truth   |
| d. silent B                      | e. silent K                      | f. silent T                      |
| <input type="checkbox"/> album   | <input type="checkbox"/> know    | <input type="checkbox"/> chemist |
| <input type="checkbox"/> fibre   | <input type="checkbox"/> kingdom | <input type="checkbox"/> listen  |
| <input type="checkbox"/> limb    | <input type="checkbox"/> milk    | <input type="checkbox"/> hamster |

➤ **VOCABULARY BOOSTER**

*Exercise 16. Match the names of the following farm crops with the pictures.*

wheat – maize – rye – barley – oats – buckwheat – beans – soya beans – peas – alfalfa – clover – potatoes – sugar beets – cotton – flax



*Exercise 17. Read the definitions of the English equivalents of the Russian word 'земля', then fill in the gaps with the most suitable one for each context.*

<b>earth:</b>	1) the planet on which we live; 2) the usually brown surface of which the ground is made.
<b>land:</b>	1) the dry part of our planet as opposed to air and sea; 2) a delimited portion of ground, often used for special purposes; 3) a country.

<b>ground:</b>	the surface of the earth.
<b>soil:</b>	the top layer of the earth where plants grow.

e.g. The *earth* revolves around the sun.

- The plane was flying 12,000 m above the \_\_\_\_.
- I found her lying on the \_\_\_\_.
- These plants prefer an alkaline \_\_\_\_.
- After three months at sea, it was good to be back on \_\_\_\_.
- We filled the vase with \_\_\_\_ and planted the seeds.
- As a gardener, I try my best to improve the \_\_\_\_ quality.
- We made the journey by \_\_\_\_, though flying would have been faster and cheaper.
- He lost his balance and fell to the \_\_\_\_.
- Bill Gates is one of the richest people on \_\_\_\_.

➤ LISTENING



**Plant Changes to the Environment**

<https://www.youtube.com/watch?v=xydZuMEyKig>

*Exercise 18. Listen to the audio track, then write down how different parts of plants can influence the environment.*

Tree roots: \* \_\_\_\_\_  
\* \_\_\_\_\_

Tree branches and leaves: \* \_\_\_\_\_  
\* \_\_\_\_\_

Fallen tree trunks: \* \_\_\_\_\_  
\* \_\_\_\_\_  
\* \_\_\_\_\_

*Exercise 19. Fill in the gaps in the transcript.*

Everything around a living thing is called its environment. Did you know that plants can change their environment?

Take tree \_\_\_\_ for example. They're so strong, they can even break apart concrete!

Big plants, like trees and \_\_\_\_, can grow very tall. They spread their leaves and \_\_\_\_ out and create shade. The shade keeps the \_\_\_\_ cool and can be a home for many animals.

The roots of plants do a very important job. They hold the \_\_\_\_ together. Without them, the soil could be washed or blown away by rain and wind.

Have you ever seen a fallen \_\_\_\_? It may look like it's not useful anymore, but it actually becomes a new home for little bugs and animals. It also lets more \_\_\_\_ reach the ground, which helps other plants grow. As time goes by, the fallen tree slowly breaks down and turns into \_\_\_\_ for other plants.

Isn't that just amazing? Can you think of other ways \_\_\_\_ can change the environment?

➤ **LANGUAGE PRACTICE**

*Exercise 20. Fill in the gaps using the following adjectives.*

relative – high – favourable – unfavourable – annual  
environmental – necessary – moderate

**Plants and the Environment**

The conditions in which an organism lives are known as environment. All plants require (1) environmental conditions for their better growth and development. Crops that are not well adapted to the region where they are grown will not produce (2) yields.

In crop selection climate is the most important (3) factor. Crops that grow well under relatively cool or (4) conditions include wheat, oats, barley, rye, potatoes, sugar beets, red clover, and many grasses. Maize, cotton, sorghum, rice, and soya beans do best under warmer conditions.

Crops also differ in the length of the growing season required for development. A frost-free period inferior to 125 days is (5) for most crops.

Another factor influencing the growth of plants is humidity, that is why the average (6) rainfall is an essential characteristic of an area.

Light is (7) for photosynthesis – the process by which plant food is manufactured. For this reason, the life processes of many plants are influenced by the (8) length of day and night.

Air is an important environmental factor, too. It supplies carbon dioxide and oxygen for respiration as well as for chemical and biological processes in the soil.

*Exercise 21. Translate into Russian.*

- a. На рост растений влияют условия окружающей среды.
- b. Растения играют важную роль в сохранении и защите почвы, воды и животных тоже.
- c. Растения хорошо развиваются в благоприятных условиях.
- d. Кислород выделяется в атмосферу листьями деревьев.
- e. Климат является важнейшим фактором окружающей среды.
- f. Почва, свет и воздух также влияют на развитие растений.
- g. Круговорот в природе объединяет растения, животных и людей.
- h. Растения не могут хорошо расти в неблагоприятных условиях.

*Exercise 22. Read and translate into Russian, then write a similar short text about another farm crop of your choice.*

### **Tomatoes**

Tomatoes are one of the most popular vegetables around the world. Despite being classified as fruit from a botanical point of view, they are mainly consumed as vegetables in salads, sauces, garnishes, and so on.



Tomatoes have tropical origin and are warm-season plants. They do well in warmer climates, but the effects of cold weather can be prevented by cultivating them in greenhouses. They require a relatively long growing season to produce high yields. Humidity is very important when growing tomatoes: the soil should be well-drained and moist, because the roots must not dry out.

For top quality, tomatoes should be harvested 5-8 days after the fruits are fully coloured.

## Unit 4.3 – The History of Agriculture



### ➤ LEAD-IN

*Exercise 1. In pairs, ask each other the following questions.*

- How did prehistoric people get food?
- When did agriculture first appear?
- In which part of the world did it appear?
- When did modern agriculture begin?
- Can you name any technologies that have changed agriculture over the last few centuries?

*Exercise 2. Discuss your answers with your course-mates.*

### ➤ ACTIVE VOCABULARY

*Exercise 3. Memorise the following words and phrases paying attention to their pronunciation.*

**ash** [æʃ] – зола

**breed** [bri:d] – порода

**(to) breed** [bri:d] – выводить

**breeder** ['bri:də] – селекционер

**breeding** ['bri:diŋ] – селекция

**captivity** [kæp'tɪvəti] – плен

**(to) cause damage** ['kɔ:z 'dæmɪdʒ] – вредить

**chemical** ['kemɪkəl] – химикат

**crop rotation** ['krɒp rəʊ'teɪʃn] – севооборот

**(to) discover** [dɪ'skʌvə] – открывать

**discovery** [dɪ'skʌvəri] – открытие

**disease** [dɪ'zi:z] – болезнь, заболевание

**domestication** [dəmestɪ'keɪʃn] –

одомашнивание

**(to) enrich** [ɪn'ri:tʃ] – обогащать

**equipment** [ɪ'kwɪpmənt] – оборудование

**excessive** [ek'sesɪv] – чрезмерный

**fertiliser** ['fɜ:tilaɪzə] – удобрение

**fishing** ['fɪʃɪŋ] – рыболовство

**gathering** ['gæðərɪŋ] – собирательство

**heredity** [hɪ'redəti] – наследственность

**hunting** ['hʌntɪŋ] – охота

**improper** [ɪm'prɒpə] – неправильный

**(to) inherit** [ɪn'herɪt] – наследовать

**insect** ['ɪnsekt] – насекомое

**irrigation** [ɪrɪ'geɪʃn] – орошение

**livestock** ['laɪvstɒk] – домашний скот

**manure** [mə'njʊə] – навоз

**pest** [pest] – вредитель

**(to) raise** [reɪz] – выращивать

(to) **tame** [teɪm] – приручать  
**tribe** [traɪb] – племя

**yield** [ji:ld] – урожай, урожайность

➤ **READING**

### **From the History of Agriculture**

For hundreds of thousands of years, prehistoric people lived by hunting, fishing, and gathering wild plants. Then, around 9500 **BCE**<sup>1</sup>, people took the first steps towards agriculture. Some **tribes** had discovered that plants could be grown from seed. They had also learnt that certain animals could be tamed and then raised in **captivity**. These two discoveries marked the beginning of the domestication of plants and animals. Scientists believe that **domestication** began in the Middle East and then spread to surrounding areas.

The Romans then developed some farming methods, e.g.<sup>2</sup>, the **crop rotation** system. Selective breeding of plants and livestock also began in Europe during Roman times.

Since the 1800s, science and technology have helped to make agriculture more and more productive in three main ways: by providing farmers with **labour-saving** technologies, by producing improved plant varieties and breeds of livestock, and by developing new agricultural chemicals.

**Steam-powered** tractors were developed in the mid-1800s, but they were expensive and difficult to operate. The first petrol-powered tractors appeared in the 1920s. They gradually replaced work animals or steam-powered machinery on almost all farms. By the mid-1930s, most European and American farms also had electricity, which is now used to power milking machines, **irrigation** pumps, and many other types of equipment.

In the mid-1800s, an Austrian botanist and monk named Gregor Mendel discovered the principles of **heredity**. Mendel laid the foundation for genetics – the science that explains how traits are inherited. Since the early 1900s, plant breeders have developed a large number of hybrid crops that produce exceptionally high yields. This effort has proved so successful that it has come to be known as the Green Revolution. Livestock breeders have introduced many improved lines since the early 1900s.

Almost since the very beginning of agriculture, farmers have used various substances to enrich the soil and to kill insects and pests. For example, wood ash and **manure** have been used as fertilisers since prehistoric times. Since the emergence of modern chemistry in the late 1700s, scientists have produced many types of **synthetic** chemicals for use in agriculture, including fertilisers, insecticides, herbicides or weedkillers, and chemicals to control plant and animal diseases. However, improper or excessive use of these chemicals can be dangerous and cause damage to the environment.

<sup>1</sup> расширяется как *before common era* = до нашей эры, а читается по буквам [bi:-si:-i:];

<sup>2</sup> читается *for example* (из латинского *exempli gratia*).

*Exercise 4. Mark the sentences as true (T) or false (F). Correct the false ones.*

- a. In the 20<sup>th</sup> century fuel-powered tractors replaced steam-powered tractors.
- b. Most farms in Europe had electricity by the early 1920s.
- c. Today electric motors are widely used on farms.
- d. Gregor Mendel invented the first automatic milking machine.
- e. Geneticists work on breeding new crops and animals.
- f. The Green Revolution was the exploration of new farming areas.
- g. Today there are various types of chemicals used on farms.
- h. There aren't any limits in using agricultural chemicals, as they are all environmentally friendly.

*Exercise 5. Match the definitions with the words and phrases in bold.*

- a. the supply of water to land or crops
- b. the process of bringing animals or plants under human control
- c. growing different plants in succession on the same land
- d. made by chemical processes to imitate a natural product
- e. designed to reduce the amount of work needed to do smth
- f. groups of often related people who share the same language, culture, and history
- g. the passing on of traits from parents to their offspring
- h. getting energy from an engine that uses water vapour as a source
- i. solid waste from animals
- j. a situation in which a person or animal is kept somewhere and cannot leave

*Exercise 6. Answer the following questions.*

- a. How did prehistoric people get their food?
- b. When, how, and where did agriculture emerge?
- c. How did agriculture develop during Roman times?
- d. When did modern agriculture begin?
- e. Which are the three main contributions of science to modern agriculture?
- f. Which labour-saving technologies have been used in agriculture?
- g. Who was Gregor Mendel and why is his work important for agriculture?
- h. Since when and how have chemical substances been used in agriculture?

*Exercise 7. Summarise the text using your answers in exercise 6 as guidelines. You may want to use the expressions you are already familiar with.*

### ➤ GRAMMAR FOCUS

**Past perfect:** время прошедшее завершённое (*past perfect*), как и все времена завершённого вида, характеризуется присутствием вспомогательного глагола *to*



*have* и третьей формы глагола (V<sub>3</sub>). Данное время используется в основном для обозначения совершённых до определённого момента в прошлом действий.

Для образования утвердительной, отрицательной и вопросительной форм достаточно проспрягать глагол *to have* в соответствующих формах прошедшего времени и потом прибавить к нему третью форму смыслового глагола. Например, посмотрим формы глагола *to work*:

affirmative form	negative form	question form
<i>I had worked</i>	<i>I had not worked</i>	<i>had I worked?</i>
<i>you had worked</i>	<i>you had not worked</i>	<i>had you worked?</i>
<i>he/she/it had worked</i>	<i>he/she/it had not worked</i>	<i>had he/she/it worked?</i>
<i>we had worked</i>	<i>we had not worked</i>	<i>had we worked?</i>
<i>you had worked</i>	<i>you had not worked</i>	<i>had you worked?</i>
<i>they had worked</i>	<i>they had not worked</i>	<i>had they worked?</i>

Прошедшее завершённое используется для обозначения:

- действия, совершённого до другого действия или до определённого момента в прошлом – *Ann **had finished** her homework by five o'clock. He knew he **had seen** her before.*
- действия, последствия которого были заметны в определённый момент в прошлом – *She **had hurt** her ankle a few days earlier and could not walk still.*

*Exercise 8. Connect the two halves of the sentences using the conjunction after.*

e.g. I caught a cold. I stayed in bed for three days.

*After I **had caught** a cold, I stayed in bed for three days.*

- He recovered. He went back to work.
- They had lunch at a café. He walked her back home.
- He gave a big party. He broke a world record.
- They saw all the sights of the city. They left.
- Sofie finished her work. She went to lunch.
- We arrived at the station. The train already left.
- Joe quit smoking. He started to feel better.

*Exercise 9. Fill in the gaps using either the past simple or the past perfect of the given verbs.*

- e.g. The teacher **had examined** all the students by 2 o'clock. (examine)
- On my way to school I \_\_\_ that I \_\_\_ my report at home. (realise / leave)
  - All my friends \_\_\_ glad to hear that I \_\_\_ the driving exam. (be / pass)
  - By the time we \_\_\_ there, he \_\_\_ already \_\_\_ home. (arrive / return)
  - When they \_\_\_ the hall, the performance \_\_\_ already \_\_\_. (enter / begin)
  - Where \_\_\_ you \_\_\_ before you \_\_\_ here? (work / apply)
  - Larry \_\_\_ what \_\_\_ the night before. (not, know / happen)
  - She suddenly \_\_\_ that she \_\_\_ the lights. (realise / not, turn off)

*Exercise 10. Translate into English using the past perfect.*

e.g. Он не пришёл на вечеринку, потому что мы его не пригласили.

*He didn't come to the party because we **hadn't invited** him.*

- К тому времени, как мы собирались уходить из дома, дождь прекратился.
- Когда он пришёл, урок уже начался.
- Он стал сильнее после того, как много плавал летом.
- Почтальон дал мне письмо после того, как я сказал ему своё имя.
- Она потеряла книгу, которую я ей подарил.
- Когда я зашёл в класс, учитель уже объяснил новое правило.
- Он отсутствовал два дня, поэтому мы подумали, что он заболел.

**Future perfect:** время будущее завершённое (*future perfect*), как и все времена завершённого вида, характеризуется присутствием вспомогательного глагола *to have* и третьей формы глагола (V<sub>3</sub>). Данное время используется в основном для обозначения действий, которые будут завершены до определённого момента в будущем.

Для образования утвердительной, отрицательной и вопросительной форм достаточно проспрягать глагол *to have* в соответствующих формах будущего времени и потом прибавить к нему третью форму смыслового глагола. Например, посмотрим формы глагола *to work*:

affirmative form	negative form	question form
<i>I will have worked</i>	<i>I will not have worked</i>	<i>will I have worked?</i>
<i>you will have worked</i>	<i>you will not have worked</i>	<i>will you have worked?</i>
<i>he/she/it will have worked</i>	<i>he/she/it will not have worked</i>	<i>will he/she/it have worked?</i>
<i>we will have worked</i>	<i>we will not have worked</i>	<i>will we have worked?</i>
<i>you will have worked</i>	<i>you will not have worked</i>	<i>will you have worked?</i>
<i>they will have worked</i>	<i>they will not have worked</i>	<i>will they have worked?</i>

Будущее завершённое используется для обозначения действия, которое будет завершено до другого действия или до определённого момента в будущем – *Three hours from now, the cinema will be empty because the film **will have finished**.*

*Exercise 11. Fill in the gaps using the future perfect of the given verbs.*

e.g. **Will** you **have finished** the report by the deadline? (finish)

- I \_\_\_ by six. (leave)
- She \_\_\_ her exams by then, so we can go out for dinner. (finish)
- They \_\_\_ by dinner time. (arrive)
- \_\_\_ she \_\_\_ home by lunch time? (get)
- We \_\_\_ before we come, so we'll be hungry. (not, eat)
- We \_\_\_ in London for three years next week. (be)
- She \_\_\_ work by seven. (not, finish)

*Exercise 12. Fill in the gaps using either the future perfect or the future continuous of the given verbs.*

- e.g. Don't phone between 7 and 8. We **'ll be eating** then. (eat)
- Tomorrow we're going to play tennis until 4:30. So, at 4 o'clock we \_\_\_ tennis. (play)
  - The meeting starts at 9 and won't last longer than an hour. You can be sure it \_\_\_ by 11 o'clock. (finish)
  - Lisa is travelling in Europe and she has travelled about 1,000 miles so far. By the end of the trip, she \_\_\_ more than 3,000 miles. (travel)
  - If you need to contact me, I \_\_\_ at the Lion Hotel until Friday. (stay)
  - Ben is on holiday and is spending his money very quickly. If he continues like this, he \_\_\_ all his money before the end of his holiday. (spend)
  - This time next week I'll be on holiday. I \_\_\_ on the beach or swimming in the sea. (lie)

*Exercise 13. Translate into English using the future perfect.*

e.g. Она купит новую машину к тому времени.

*She **will have bought** a new car by then.*

- Она не приготовит ужин перед тем, как мы придём.
- Закончат ли они этот проект к концу года?
- Майк отремонтирует ваш автомобиль до вечера вторника.
- Он нарисует эту картину к пятнице.
- Вы получите ответ до конца рабочего дня.
- Мы не переведём статью к 5 часам.
- Вы вернётесь к тому времени, как мы уйдём?

## ➤ PRONUNCIATION

**The “ough” cluster:** буквосочетание «ough», пожалуй, самое сложное в английском языке, поскольку в зависимости от слова оно может произноситься по-разному, при этом выбор правильного варианта произношения абсолютно случайный. Ниже приводятся самые распространённые слова, содержащие данное сочетание, сгруппированные по принципу произношения:

sound	examples
[ʌf]	<i>enough</i> [ɪˈnʌf], <i>rough</i> [rʌf], <i>tough</i> [tʌf]
[ɒf]	<i>cough</i> [cɒf], <i>trough</i> [trɒf]
[aʊ]	<i>bough</i> [baʊ], <i>drought</i> [draʊt], <i>plough</i> [pləʊ]
[əʊ]	<i>although</i> [ɔ:lˈðəʊ], <i>dough</i> [dəʊ], <i>though</i> [ðəʊ]
[ɔ:]	<i>bought</i> [bɔ:t], <i>brought</i> [brɔ:t], <i>fought</i> [fɔ:t], <i>nought</i> [nɔ:t], <i>ought</i> [ɔ:t], <i>sought</i> [sɔ:t], <i>thought</i> [θɔ:t], <i>wrought</i> [rɔ:t]
[u:]	<i>through</i> [θru:]
[ə]	<i>borough</i> [ˈbʌrə], <i>thorough</i> [ˈθʌrə]
[ʌp]	<i>hiccough</i> [ˈhɪkʌp]

Похожее буквосочетание «augh» имеет два варианта произношения:

sound	examples
[ɔ:]	caught [kɔ:t], daughter ['dɔ:tə], fraught [frɔ:t], slaughter ['slɔ:tə]
[ɑ:f]	draught [dra:ft], laugh [lɑ:f], laughter ['lɑ:ftə]

*Exercise 14. Read the following text containing “ough” and “augh”.*

Borough, taught, sought, cough, bough, although, daughter, laughter, ploughman, doughnut, brought, trough, enough, fought, rough, hiccough, thoroughly, laugh, drought, draught, nought, throughout, slaughter, ought, tough, thought.

*Exercise 15. Read the text aloud paying attention to the pronunciation of “ough”.*

Once upon a time there was an English student who thought that he could find enough tough dough to fill his borough. He sought for it everywhere. When he went to the store he bought as much as he could. While on vacation he brought back some from the neighbouring cities. Things were getting rough, and although he had a cold and bad cough, and a really annoying hiccough, he still managed to plough through the winter as though he were well. He continued his search. He fought long and hard. He wrought night and day in his endeavour for enough tough dough. Finally, after many months he thought that his thorough search ought to come to an end. And one day it did, when by chance he came upon a very old tree. Next to the tree was an old horse trough. And on the boughs of the tree, he saw enough tough dough to fill his borough.

### ➤ VOCABULARY BOOSTER

*Exercise 16. Match the verbs to the nouns, then use the obtained phrases to fill in the gaps. As all verbs are given in their base form, do not forget to change their form where needed.*

- |                          |                      |
|--------------------------|----------------------|
| 1. develop               | a. the soil          |
| 2. inherit               | b. data              |
| 3. enrich                | c. pest and diseases |
| 4. provide               | d. the yield         |
| 5. control               | e. the foundation    |
| 6. increase ( <i>d</i> ) | f. new hybrids       |
| 7. lay                   | g. damage            |
| 8. cause                 | h. different traits  |

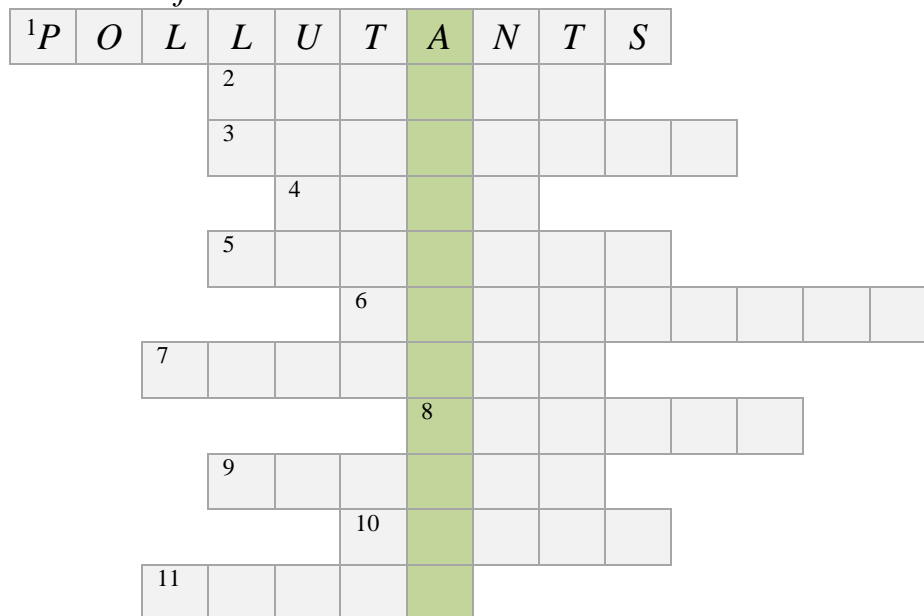
e.g. Thanks to a new crop rotation system, they were able to **increase the yield** of the cultivated crops.

- Natural fertilisers are a great way to \_\_\_\_.
- It is well-known that an individual \_\_\_\_ from their parents.
- Historical recordings can \_\_\_\_ about the evolution of climate in particular regions.

- d. Some mineral fertilisers might \_\_\_ to the environment, if used excessively.
- e. Lately, people are trying to avoid the use of chemicals to \_\_\_.
- f. Plant breeders are to \_\_\_ that are resistant to drought and freezing.
- g. V.R. Williams \_\_\_ for the development of soil sciences in Russia.

*Exercise 17. Which industry is divided into plant growing and animal husbandry?*

*Solve the crossword to find out.*



1. Some chemical fertilisers contain ***pollutants*** which might damage the environment.
2. Plants absorb carbon dioxide and release \_\_\_.
3. New hybrids are bred to \_\_\_ the yield of farm crops.
4. The central area of Russia is famous for its fertile black \_\_\_.
5. New \_\_\_ of insects are discovered every year.
6. A typical Russian garnish is \_\_\_ with mushrooms.
7. The team of breeders is to \_\_\_ a new variety of highly productive wheat.
8. Trees give us \_\_\_ for construction.
9. Animals are bred not only for food, but also for their \_\_\_, that can be used as a natural fertiliser.
10. Root \_\_\_ include carrots, beets, and parsnips.
11. When the Europeans reached the Americas, they found the main food crops were beans, pumpkins, and \_\_\_.

➤ LISTENING



**Farming**

[https://www.youtube.com/watch?v=sgj-a\\_ER24o](https://www.youtube.com/watch?v=sgj-a_ER24o)

*Exercise 18. Listen to the audio track and answer the following questions.*

- a. What is farming?

- b. What did the development of farming cause?
- c. Why did people start farming?
- d. Why is farming better if compared to hunting and gathering?
- e. What do farmers use nowadays?
- f. What do we call people who do farming?

*Exercise 19. Fill in the gaps in the text using one to four words.*

Farming is growing crops or keeping animals for food and raw materials. It is a \_\_\_\_ \_\_\_\_ \_\_\_\_.

Agriculture started thousands of years ago, but no one can say how old it is. The development of farming caused the Neolithic Revolution when \_\_\_\_ \_\_\_\_ up nomadic way of life and became settlers. Some of those settlements turned into \_\_\_\_ later.

People started agriculture slowly by experimenting with some crops, but still gathered \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ from the wild. Most likely, they started farming because the weather and soil began to change. Farming can feed more people than hunter-gatherers can feed on the same amount of \_\_\_\_\_. This allowed mankind to survive, grow and develop.

Farming has been evolving \_\_\_\_ \_\_\_\_ and now is quite different from what it used to be. Nowadays, farmers use vehicles, modern tools and \_\_\_\_\_. They use less land to produce more food.

People who do farming \_\_\_\_ \_\_\_\_ farmers. This has been the most common job since the beginning of civilisation. It is still one of the \_\_\_\_ \_\_\_\_ \_\_\_\_ in the world.

### ➤ LANGUAGE PRACTICE

*Exercise 20. Fill in the gaps using the following words.*

climate – sun – plants – water – crops – people – soil – leaves  
 earth – death – nature – tall

#### **The Pamir Mountains**

In Asia, stretching between India and Russia, lies one the highest mountain range on (1): the Pamir. After he had visited it about six hundred years ago, famous Italian explorer Marco Polo wrote about the (2) of that region. According to him, both the climate and the (3) are very bad, as no plants or grasses can grow in these cold, deserts conditions. There are no (4) either. For many hundreds of years people thought that the Pamir was lifeless. In the old Indian language, Pamir means ‘the beginning of (5)’.

In 1916 another well-known person, future academician Nikolai Vavilov, reached the height of 2,500 m in these mountains, where to his surprise he saw much water and a very rich (6). The area was populated and the locals grew different types of (7). Vavilov observed (8) trees with big, large (9). He understood that the combination of

the mountain (10) and fresh (11) had made the plants so strong that they could grow well even in that cold (12) on such bad soil.

*Exercise 21. Translate into English.*

- a. Доисторические люди жили охотой, рыболовством и собирательством диких растений.
- b. Около 12 000 лет назад люди поняли, что растения можно выращивать (могут быть выращены) из семян.
- c. Система севооборота была разработана римлянами.
- d. Николай Вавилов проводил исследования на Памире в 10-х гг. XX в.
- e. Главные достижения современного сельского хозяйства – это трудосберегающие технологии, селекция растений и животных и с.-х. химикаты.
- f. Принципы наследственности были впервые изучены Грегором Менделем.
- g. Фермерство началось потому, что климат и почва начали меняться.
- h. С.-х. химикаты включают удобрения, инсектициды, гербициды и химикаты для борьбы с вредителями и болезнями.

*Exercise 22. Find eight mistakes and correct them. Then summarise the text.*

### **The Future of Farming Technology**

Although demand **are** continuously growing, by 2050 we will need to produce 70 per cent more food as the world's population will have reached 10 billion people. Meanwhile, agriculture's share of the global GDP has shrunk to just 3 per cent, one-third its contribution decades ago. Roughly 800 millions people worldwide are now suffering from hunger. If nothing change, 8 per cent of the world's population will still be undernourished by 2030.

Meeting these challenges will require a great effort by governments, investors, and innovative agricultural technologies. Future agriculture will no longer depends on applying water, fertilisers, and pesticides uniformly across entire fields. Instead, farmers will be used the minimum quantities required and targeting very specific areas. Farming operations will must be run very differently, primarily due to advancements in technology such as sensors, devices, machines, and information technology. Future agriculture will using sophisticated technologies such as robots, temperature and moisture sensors, aerial images, and GPS technologies. These advanced devices and precision agriculture systems will allowed farmers to be more profitable, efficient, safe, and environmentally friendly.

a. **is**

b. \_\_\_\_

c. \_\_\_\_

d. \_\_\_\_

e. \_\_\_\_

f. \_\_\_\_

g. \_\_\_\_

h. \_\_\_\_



# PART II – PROFESSIONAL ENGLISH

## Module 5 – Plant Biology and Physiology

### Unit 5.1 – Plant Classification



#### ➤ LEAD-IN

*Exercise 1. In pairs, ask each other the following questions.*

- What is botany?
- Which types of plants do you know?
- What's the difference between annual and biennial plants?
- What's the difference between herbs, shrubs, and trees?
- Name some plants and classify them.

*Exercise 2. Discuss your answers with your course-mates.*

#### ➤ ACTIVE VOCABULARY

*Exercise 3. Memorise the following words and phrases paying attention to their pronunciation.*

**agronomic / field crop** – полевая культура

**angiosperm** ['ændʒiəʊ, spɜ:m] –

покрытосеменное растение

**annual** ['ænjʊəl] – однолетник

**appropriate** [ə'prəʊpriət] – подходящий

**biennial** [baɪ'eniəl] – двулетник

**climber** ['klaɪmə] – вьющееся растение

**conifer** ['kɒnɪfə] – хвойное дерево

**creeper** ['kri:pə] – ползучее растение

**criterion** [kraɪ'tiəriən], *мн.ч.* **criteria** – критерий

**crop production** – растениеводство

**dicotyledon** [daɪkɒtɪ'li:dən], *сокр.* **dicot** –  
двудольное растение

**duration** [dʒʊə'reɪʃən] –

продолжительность

**fern** [fɜ:n] – папоротник

**fibre** ['faɪbə] **crop** – прядильная культура

**fibrous** ['faɪbrəs] – волокнистый; **f~ root** –  
мочковатый корень

**grain** [greɪn] – зерно; **g~ crop** – зерновая  
культура

**gymnosperm** [ˈdʒɪmnə,spɜ:m] –  
голосеменное растение  
**hay** [heɪ] – сено  
**herb** [hɜ:b] – трава  
**horticultural / specialty crop** – садовая  
культура  
**kingdom** [ˈkɪŋdəm] – царство  
**legume** [ˈlegju:m] – бобовая культура; **dry**  
l~ – зернобобовая культура  
**monocotyledon** [mɒnəkɒtɪˈli:dən], *сокр.*  
**monocot** – однодольное растение  
**moss** [mɒs] – мох  
**multiple** [ˈmʌltɪpəl] – кратная величина,  
множитель  
**naked** [ˈneɪkɪd] – голый  
**oilseed** [ˈɔɪlsi:d] – масличная культура

**perennial** [pəˈreniəl] – многолетник  
**row crop** – пропашная культура  
**seed leaf / cotyledon** [kɒtɪˈli:dən] –  
семядоля  
**seed-bearing** – семяночный  
**similarity** [sɪmɪˈlærəti] – схожесть  
**spore-bearing** – спороносный  
**stem** [stem] – стебель  
**tap root** – стержневой корень  
**tissue** [ˈtɪʃu:] – ткань  
**(to) trail** [treɪl] – стелиться  
**trunk** [trʌŋk] – ствол  
**upright** [ˈʌpraɪt] – стоячий  
**vein** [veɪn] – жилка  
**vascular** [ˈvæskjələ] – сосудистый  
**woody** [ˈwɒdi] – древесный

## ➤ READING

### Classification of Plants

Classifying organisms based on **similarities** helps provide order to the thousands of living organisms on earth. By understanding the classification system, gardeners and professional landscape managers can make appropriate decisions for propagating, controlling, or managing plants.

Plants can be grouped and classified according to different **criteria**. For example<sup>1</sup>, agronomists often refer to row crops, i.e.<sup>2</sup> crops that can be mechanically harvested on a large scale. In crop production, horticultural or specialty crops include fruits, **nuts**, and vegetables, while agronomic or field crops everything else (grains, dry legumes, oilseeds, fibre crops, and hay).

Plants or crops are often grouped according to<sup>3</sup> the duration of their growth. Plants that complete their life cycle in one **season** are called annuals. Biennials start their growth in one season but produce seed and die at the end of the second season. Perennials grow for more than two seasons, producing seeds each year.

Taxonomically, plants are part of the *Plantae* **kingdom** and are further classified based on the evolutionary relationship among them. The first distinction is between spore-bearing plants, including ferns and mosses, and seed-bearing ones, which are then divided into gymnosperms and angiosperms.

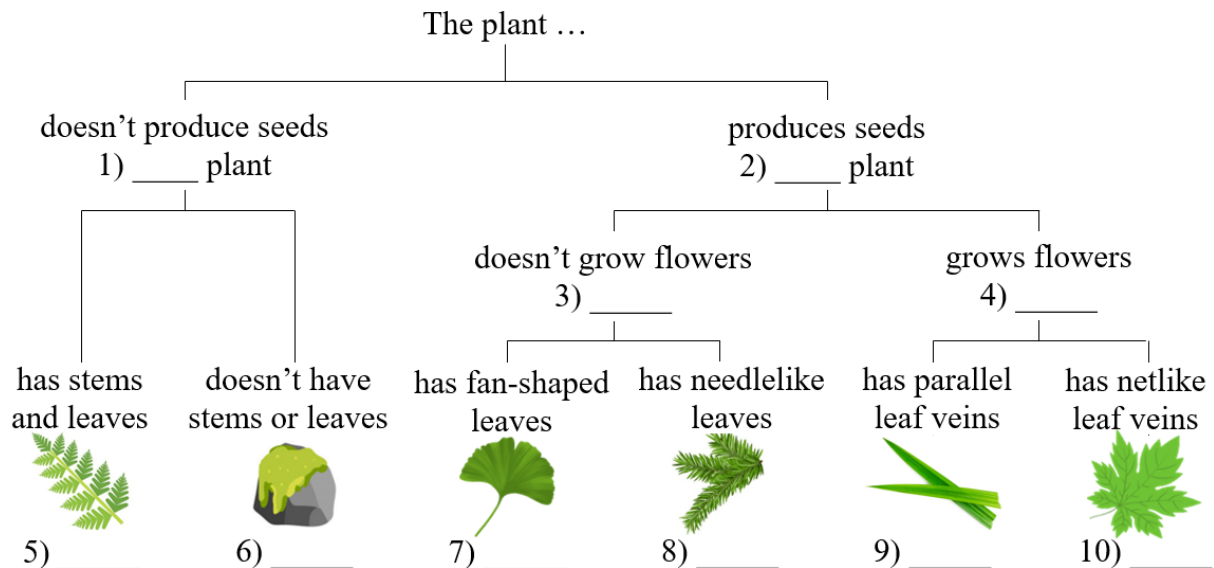
Gymnosperms are non-flowering plants that produce naked seeds, including ginkgo and **conifers** like pines and cedars. Angiosperms are flowering plants that have their seeds enclosed in a fruit, such as roses, mango trees, or marigolds.

Angiosperms, on their turn, are divided into two main classes: monocotyledons (or monocots) and dicotyledons (or dicots). The difference between these two classes starts from the very beginning of the plant's life cycle: monocots have one seed leaf (cotyledon), while dicots have two. The former are also characterised by a fibrous root system, a complex vascular system in the stems, **parallel** leaf veins, and floral parts arranged in multiples of three. The latter usually have one main root called taproot, from which smaller roots branch off<sup>4</sup>, a ring-shaped vascular system in the stems, netlike leaf **veins**, and floral parts arranged in multiples of four or five.

Depending on<sup>5</sup> their growing habits, plants are grouped into five different types: herbs – short-sized plants with soft, green, delicate stems without woody tissues; shrubs – medium-sized, woody plants taller than herbs but shorter than trees; trees – strong, big, tall plants with thick, woody stems called trunks; climbers – plants with a thin, long and weak stem which cannot stand upright and needs external support to grow vertically; and creepers – plants that **trail** along the ground.

<sup>1</sup> for example = например; <sup>2</sup> читается that is; <sup>3</sup> according to = согласно, по; <sup>4</sup> (to) branch off = разветвляться; <sup>5</sup> depending on = в зависимости от.

*Exercise 4. Fill in the scheme according to the main criteria used in plant classification.*



*Exercise 5. Match the definitions with the words and phrases in bold.*

- mainly evergreen trees that bear cones and **needlelike** leaves
- the dry fruits of particular trees which grow in a hard shell
- having the same distance continuously between them
- the vascular bundles forming the framework of a leaf
- the period of the year when a particular activity happens

- f. one of the main groups into which natural things can be divided
- g. extend over a surface in a loose manner
- h. comparable facts or features
- i. standards by which you decide about smth

*Exercise 6. Answer to the following questions.*

- a. How can plants be classified?
- b. What are annual, biennial, and perennial plants?
- c. Which kingdom do plants belong to?
- d. What are the two main groups of plants?
- e. How are seed-bearing plants further divided?
- f. In which two classes are angiosperms divided?
- g. List the characteristics of monocots and dicots.
- h. How are plants classified according to their growing habits?

*Exercise 7. Summarise the text using your answers in exercise 6 as guidelines. You may want to use the expressions you are already familiar with.*

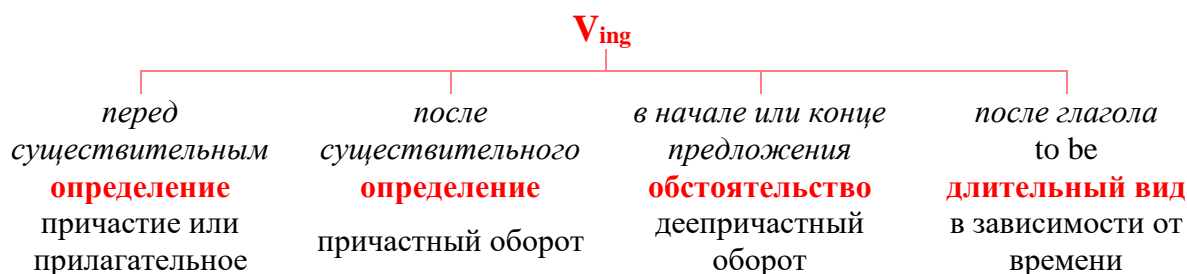
### ➤ GRAMMAR FOCUS

**Present participle:** *ing*-овая форма английских глаголов (известна как *present participle*, *gerund* или *ing-form*) соответствует в основном двум формам русского глагола – причастию настоящего времени в действительном залоге и деепричастию настоящего времени.

Функция и, соответственно, перевод английской *ing*-овой формы зависит от её местоположения в предложении:

- 1) перед существительным *ing*-овая форма выполняет функцию определения и переводится русским причастием или же, в отдельных случаях, прилагательным. Например, *Climbing plants can make a small garden look more luscious* – Вьющиеся растения могут придать даже маленькому саду процветающий вид; *The planting season will start soon* – Скоро начнутся посевные работы.
- 2) после существительного *ing*-овая форма также выполняет функцию определения и образует вместе с относящимися к ней словами причастный оборот. Например, *The wisteria climbing on the wall was a birthday present from my colleagues* – Глицинию, вьющуюся на стене, подарили мне коллеги на день рождения.
- 3) в начале или в конце предложения *ing*-овая форма выполняет функцию обстоятельства и образует вместе с относящимися к ней словами деепричастный оборот. По правилам английской пунктуации, только в начале предложения деепричастный оборот отделяется от главного предложения запятой. Например, *Planting the roses, she pricked her finger with a thorn* – Сажая розы, она уколола палец шипом; *He broke his leg climbing a tree* – Он сломал ногу, взбираясь на дерево.

- 4) после глагола *to be* (в любом времени) *ing*-овая форма является частью сказуемого и образует видовременные формы длительного вида (*present, past, future continuous*). Например, *She didn't answer the phone because she was planting some flowers in the garden* – Она не брала трубку, потому что сажала цветы в саду.



*Exercise 8. Define the function of the ing-form, then translate into Russian.*

e.g. Everybody looked at the dancing girl.

**определение** – Все смотрели на танцующую девушку.

- a. Paul was reading an interesting book.
- b. The man playing the piano is Kate's uncle.
- c. The reading room was closed yesterday.
- d. This summer we'll be staying in a five-star hotel.
- e. Entering the room, she turned on the light.
- f. All the people living in this house are students.
- g. She went into the room, leaving the door open.

*Exercise 9. Translate into Russian using the ing-form.*

e.g. Женщина, выступающая сейчас, секретарь нашей фирмы.

*The woman **speaking** now is our company's secretary.*

- a. Принимая правильные лекарства, он вылечил боль в спине.
- b. Джон и Пол не могут выйти, они сейчас делают домашние задания.
- c. Я очень испугался (to get scared), смотря тот фильм ужасов.
- d. Мы вчера попали в аварию, пока ехали в кино.
- e. В этом году она посадила много ползучих (to run) растений.
- f. Вчера в 5 Мэри тренировалась в зале.
- g. Они не заметили девушку, рисующую в парке.

*Exercise 10. Fill in the gaps using the ing-form of the following verbs.*

talk – carry – walk – sit – run – interest – wear – live

- e.g. **Sitting** near the fire, he felt very warm.
- a. I fell down \_\_\_ in the yard and had to call for help.
  - b. I heard my mother \_\_\_ on the phone.
  - c. The man \_\_\_ next door is my grandfather.
  - d. From the top of the hill, we could see many people \_\_\_ in the streets.
  - e. A woman \_\_\_ a blue hat opened the door.

- f. A lorry \_\_\_ fruit crashed on the motorway.  
 g. Last week we visited a very \_\_\_ art exhibition.

**Present tenses (review):** в таблице представлены правила образования и употребления настоящего времени английских глаголов:

present simple		present continuous	present perfect
I/you/we/they V <sub>1</sub>	he/she/it V <sub>s</sub>	S <i>am/is/are</i> V <sub>ing</sub>	S <i>have/has</i> V <sub>3</sub>
I/you/we/they <i>do not</i> V <sub>1</sub>	he/she/it <i>does not</i> V <sub>1</sub>	S <i>am/is/are not</i> V <sub>ing</sub>	S <i>have/has not</i> V <sub>3</sub>
<i>do</i> I/you/we/they V <sub>1</sub>	<i>does</i> he/she/it V <sub>1</sub>	<i>am/is/are</i> S V <sub>ing</sub>	<i>have/has</i> S V <sub>3</sub>
повторяющееся <i>или</i> постоянное действие		происходящее сейчас <i>или</i> запланированное на будущее действие	уже завершённое <i>или</i> начатое и продолжающееся до сих пор действие

**Translator's Tip!** При переводе главное не забыть, что выбор подходящего настоящего зависит от контекста или же от временных маркеров. И так, предложение *Мэри живёт в Лондоне* переводится как *Mary lives in London*, если это просто констатация того, что она там живёт на постоянной основе; *Mary is living in London*, если она проживает в другом городе, но на данный момент она временно находится в столице (*Mary lives in Salisbury, but now she's living in London*); *Mary has lived in London*, если мы уточняем промежуток времени, в течение которого она там живёт (*Mary has lived in London for five years/since 2018*).

*Exercise 11. Fill in the gaps using the present simple, continuous, or perfect of the given verbs.*

- e.g. Jill **waters** (water) the flowers once a week. Now she **is watering** (water) the flowers. She **has already watered** (already, water) all the flowers in the living room.
- They \_\_\_ (just, arrive) from San Francisco. \_\_\_ you ever \_\_\_ (be) there? It \_\_\_ (be) an amazing place.
  - Mum \_\_\_ (already, bake) a cherry pie. We \_\_\_ (taste) it and it is delicious!
  - Why \_\_\_ you \_\_\_ (smell) your steak? Has it gone off?
  - George \_\_\_ (act) so naturally. He \_\_\_ (always, be) famous within actors in our country. \_\_\_ you ever \_\_\_ (see) him play?
  - Don't disturb me. I \_\_\_ (work) on a new project now.
  - Jack \_\_\_ (look) very happy after he \_\_\_ (pass) his driving test.
  - He \_\_\_ (arrive) tomorrow. \_\_\_ (be) everything ready for the meeting?

*Exercise 12. Translate into English using the present simple, continuous, or perfect.*

e.g. Я пишу	{	сейчас. уже 20 минут. аккуратно.	<i>I'm writing now.</i> <i>I've already written for 20 minutes.</i> <i>I write carefully.</i>
a. Я изучаю	{	английский, а не немецкий. английский язык уже 4 года. английский сейчас. Не мешай мне!	
b. Он работает	{	7 часов в день. над важным проектом. Не мешай ему. здесь уже несколько лет.	
c. Он говорит	{	на трех языках. по-английски с пяти лет. по телефону, не может с тобой поговорить.	
d. Дождь идет	{	сейчас, не выходи. часто осенью. уже несколько дней.	
e. Он обедает	{	всегда дома. сейчас, перезвони попозже. уже 20 минут.	

*Exercise 13. Choose the correct auxiliary.*

- e.g. What *did* / **have** / *are* you done to the microwave? It's broken.  
a. I *have* / *am* / *do* not going to the ballet today. I'm exhausted.  
b. My best friend from Cape Town *does* / *is* / *has* sent me a letter.  
c. I *haven't* / *don't* / *does* need to go to university today, my professor cancelled the class.  
d. She *does* / *is* / *has* not know how to swim.  
e. *Did* / *have* / *are* you ever eaten crocodile?  
f. Her plane *does* / *has* / *is* just arrived.  
g. Of course, she feels bad, she *isn't* / *hasn't* / *aren't* eaten anything today!

### ➤ WORD FORMATION

**Negative prefixes:** приставки *un-*, *in-*, *ir-*, *il-* имеют отрицательное значение и образуют антонимы прилагательных. Сравните:

<i>kind</i> – добрый	<i>unkind</i> – недобрый
<i>stable</i> – стабильный	<i>instable</i> – нестабильный
<i>possible</i> – возможный	<i>impossible</i> – невозможный
<i>regular</i> – правильный	<i>irregular</i> – неправильный
<i>legal</i> – законный	<i>illegal</i> – незаконный

Приставка *dis-* также имеет отрицательное значение, в частности обозначает противоположное действие. Она используется с глаголами, существительными и прилагательными. Сравните:



(to) <i>appear</i> – появляться	(to) <i>disappear</i> – исчезать
(to) <i>like</i> – нравиться, любить	(to) <i>dislike</i> – не нравиться, не любить
<i>belief</i> – вера, поверие	<i>disbelief</i> – неверие
<i>honest</i> – честный	<i>dishonest</i> – нечестный

Приставка *mis-* обозначает несовершенство действий, т.е. то, что выполняется плохо, ошибочно или неправильно. Используется с глаголами и существительными. Сравните:

(to) <i>lead</i> – вести	(to) <i>mislead</i> – вводить в заблуждение
(to) <i>spell</i> – писать грамотно	(to) <i>misspell</i> – писать с ошибками
<i>understanding</i> – понимание	<i>misunderstanding</i> – недопонимание

*Exercise 14. Determine what part of speech are the following negative words, then fill in the gaps. As all words are given in their base form, do not forget to add suitable endings where needed.*

irresponsible – unusual – indifferent – incomplete – ~~undress~~ – unlock  
unnecessary – unhealthy

e.g. John **undressed** and went to bed. – *глагол*

- This text is \_\_\_\_\_. The last two sentences are missing.
- You shouldn't have come. It was \_\_\_\_\_.
- She took the key and \_\_\_\_\_ the door.
- You can't be so \_\_\_\_\_ to what just happened.
- Living in a polluted area is \_\_\_\_\_.
- You were very \_\_\_\_\_ leaving the children alone at home.
- It's not so \_\_\_\_\_ to drink tea with a little liquor.

*Exercise 15. Fill in the gaps using un-, dis-, mis-, then translate the sentences into Russian.*

e.g. I tried to speak to the professor, but he was **un**available.

*Я пытался поговорить с профессором, но он был недоступен.*

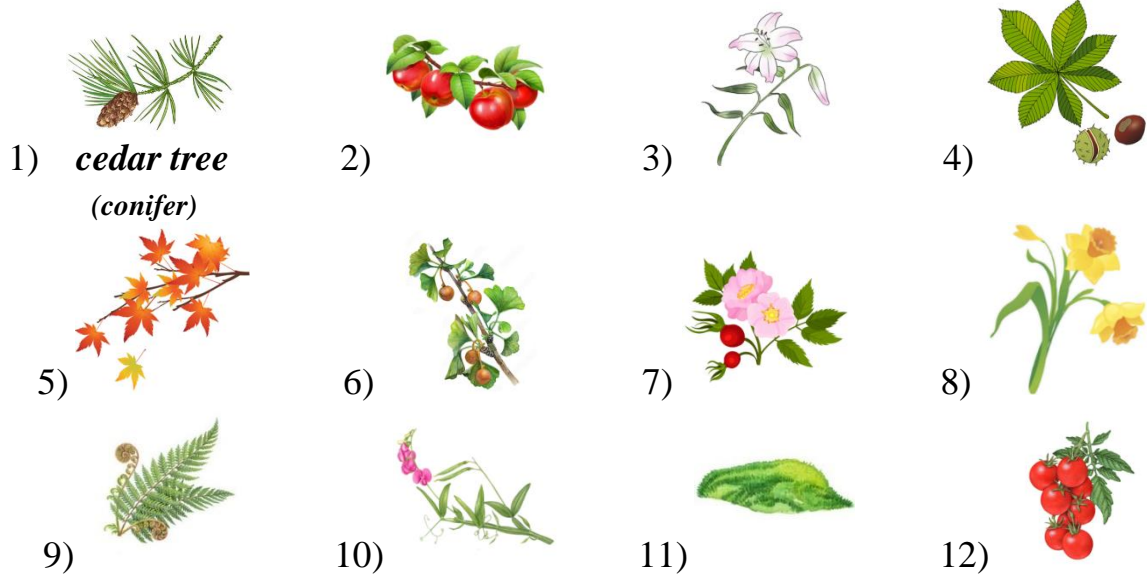
- The accident was \_\_\_\_\_ avoidable.
- My keys seem to have \_\_\_\_\_ appeared. I can't find them anywhere!
- I think I've \_\_\_\_\_ understood. Could you please repeat the directions?
- He was angry to find that he had been \_\_\_\_\_ informed.
- I think it's a bad idea. I totally \_\_\_\_\_ agree.
- She was devastated when she realised he had been \_\_\_\_\_ honest.

### ➤ VOCABULARY BOOSTER

*Exercise 16. Match the names of the following plants to the pictures, then classify them according to exercise 4.*

horse chestnut – lily – sweet pea – maple tree – fern – daffodil – moss

cedar tree – apple tree – dog rose – tomato – gingko



Exercise 17. Match the name of the crop plants to the pictures, then determine which type of farm crops they belong to.

<b>Plants:</b>	alfalfa, maize, parsnips, clover, sweet potatoes, beets, chickpeas, hemp, beans, carrots, rice, oats, potatoes, wheat, peas, flax
<b>Crop types:</b>	grain, fibre, forage, tubers, legumes, root

**A. grain crops**

1 wheat    2 \_\_\_\_\_    3 \_\_\_\_\_    4 \_\_\_\_\_

**B. \_\_\_\_\_**

5 \_\_\_\_\_    6 \_\_\_\_\_    7 \_\_\_\_\_

**C. \_\_\_\_\_ crops**

8 \_\_\_\_\_    9 \_\_\_\_\_    10 \_\_\_\_\_

**D. \_\_\_\_\_**

11 \_\_\_\_\_    12 \_\_\_\_\_

**E. \_\_\_\_\_ crops**

13 \_\_\_\_\_    14 \_\_\_\_\_

**F. \_\_\_\_\_ crops**

15 \_\_\_\_\_    16 \_\_\_\_\_    17 \_\_\_\_\_

➤ LISTENING



**Flowering and Non-Flowering Plants**

<https://youtu.be/n5eoI9Pcoyg?si=fYyFkooKU7nCdxml>

*Exercise 18. Listen to the audio track and answer the following questions.*

- Which are the two main groups of the plant kingdom?
- In which locations do mosses grow?
- What are fronds?
- Where do conifers produce seeds?
- What forms do flowering plants take?
- What do flowers develop into in trees?
- What are wheat, maize, and rice examples of?

*Exercise 19. Fill in the gaps using one word.*

- \_\_\_ produce spores that develop in a capsule.
- \_\_\_ reproduce through spores on the underside of their leaves.
- \_\_\_ produce seeds in cones.
- \_\_\_ produce flowers and seeds enclosed within a fruit.
- \_\_\_ and fruits, like tomatoes, cucumbers, and peppers, come from \_\_\_ plants.
- \_\_\_ often have small inconspicuous flowers.
- Plants play an essential role in our \_\_\_ and our lives.

➤ LANGUAGE PRACTICE

*Exercise 20. Fill in the gaps using the passive voice of the given verbs. Pay attention to tenses!*

**Classifying and Naming Plants**

Properly naming plants through careful classification allows professionals and gardeners to easily communicate with each other and with others across the world without being confused by common names. The science of identifying, classifying, and naming organisms \_\_\_ (to know) as taxonomy. In 1735, Carl Linnaeus created a hierarchical classification system that places all organisms into successively smaller groups that assume organisms within a specific group resemble one another more than organisms within a different group. The groups, in order from largest to smallest, are kingdom, division, class, order, family, genus, and species.

Linnaeus also described a binomial naming system: all organisms \_\_\_ (to give) two names – the genus name and specific epithet, which together define the species. Thanks to this system, even if there are several common names for a single plant, there is only one official scientific Latin name. The first letter of

the genus name \_\_\_ always \_\_\_ (to capitalise) and the word is italicised or underlined, as in *Quercus* or Quercus. The specific epithet is the second part of the scientific name – it may describe a plant characteristic, the location where it \_\_\_ (to find), or the person who has discovered it. For instance, *repens* means ‘creeping’ and is the specific epithet for many plants that have a creeping growth habit. A specific epithet may be used with different genus names, as in *Tilia americana* or *Fraxinus americana*. It \_\_\_ always \_\_\_ (to write) in lowercase, even if it is a proper noun commemorating a person or place that would normally be capitalised, and is either underlined or italicised.

Some plants \_\_\_ further \_\_\_ (to distinguish) through the use of variety, cultivar, hybrid, or authority designations, which are added after the specific epithet. Varieties are natural occurring variations that have inheritable differences from the straight species, for example *Gleditsia triacanthos* var. *inermis* is a thornless variety of *G. triacanthos* (common honeylocust). Cultivars are cultivated varieties, which \_\_\_ purposely \_\_\_ (to breed) and propagated by means of asexual reproduction to ensure that the offsprings are true to the type. They can be designated, for example, as *Acer platanoides* ‘Crimson King’ or *Acer platanoides* cv. *Crimson King*. Hybrids are crosses between two varieties, species, or two distinct parent lines. They \_\_\_ (to identify) by placing an ‘×’ before the specific epithet (as in *Viburnum* × *burkwoodii*) or between two binomial names to show parentage (*Viburnum carlesii* × *Viburnum utile*). The authority \_\_\_ (to use) to indicate the first scholar who described the species. It follows the specific epithet and \_\_\_ usually \_\_\_ (to shorten), as in *Quercus rubra* L. (where ‘L.’ stands for Carl Linnaeus).

*Exercise 21. Translate into English.*

- a. Пшеница выращивается во всём мире.
- b. Карл Линней изобрёл систему биномиальной номенклатуры.
- c. Большинство корнеплодов используется в пищу человеком.
- d. Царство растений делится на спороносные и семяносные растения.
- e. Садоводы часто сажают вечнозелёные деревья.
- f. Фасоль, горох и нут относятся к зернобобовым культурам.
- g. Однодольные растения обладают мочковатой корневой системой, а двудольные – стержневой системой.
- h. Папоротники и мхи не дают семян.

*Exercise 22. Read the text and determine whether the plants in the pictures below are deciduous or evergreen.*

### **Deciduous and Evergreen Plants**

Another important distinction between plants is the one between deciduous and evergreen plants. The first and most obvious way to determine whether a plant

is considered deciduous or evergreen is to pay attention to the foliage growth and loss patterns throughout the seasons.

Deciduous shrubs and deciduous trees lose their foliage in the transition from autumn to winter. The main reason these types of plants shed their leaves is as a survival mechanism to conserve their energy in the cooler months when they aren't receiving as much sunlight.

Evergreen trees and shrubs on the other hand boast their foliage all year long! These types of trees and shrubs are hardy to the elements and bring magnificent beauty and colour to a yard in every season.



*horse chestnut*



*holly*



*oak*



*spruce*



*fir*



*larch*



*chestnut*



*beech*



*cypress*



*birch*

## Unit 5.2 – Plant Physiology



### ➤ LEAD-IN

*Exercise 1. In pairs, ask each other the following questions.*

- Which parts of a plant can you name?
- What's the function of roots?
- What's the function of tops?
- Are roots identical in all plants?
- What's the function of stems?

*Exercise 2. Discuss your answers with your course-mates.*

### ➤ ACTIVE VOCABULARY

*Exercise 3. Memorise the following words and phrases paying attention to their pronunciation.*

**adverse** [ˈædvɜːs] – неблагоприятный

**(to) anchor** [ˈæŋkə] – закреплять

**(to) dissolve** [dɪˈzɒlv] – растворять

**effect** [ɪˈfekt] – воздействие

**fibrous** [ˈfaɪbrəs] – волокнистый; **f~ root** – мочковатая корневая система

**(to) flower** [ˈflaʊə] – расцветать

**former** [ˈfɔːmə] – первый (из двух)

**(to) germinate** [ˈdʒɜːmɪneɪt] – произрастать

**hollow** [ˈhɒləʊ] – полый

**latter** [ˈlætə] – последний (из двух)

**leaf** [liːf] – лист

**life cycle** [ˈlaɪf ˌsaɪkəl] – биологический цикл

**lodging** [ˈlɒdʒɪŋ] – полегание

**measure** [ˈmeʒə] – мера

**nutrient** [ˈnjuːtriənt] – питательное вещество

**photosynthesis** [ˌfəʊtəʊˈsɪnθəsis] – фотосинтез

**pith** [pɪθ] – сердцевина

**resistant** [rɪˈzɪstənt] – устойчивый

**root** [ruːt] – корень

**seed** [siːd] – семя

**seedling** [ˈsiːdlɪŋ] – росток

**sorghum** [ˈsɔːgəm] – сорго

**stem** [stem] – стебель

**storage** [ˈstɔːrɪdʒ] – хранение

**(to) store** [stɔː] – хранить

**sugar cane** [ˈʃʊgə ˌkeɪn] – сахарный тростник





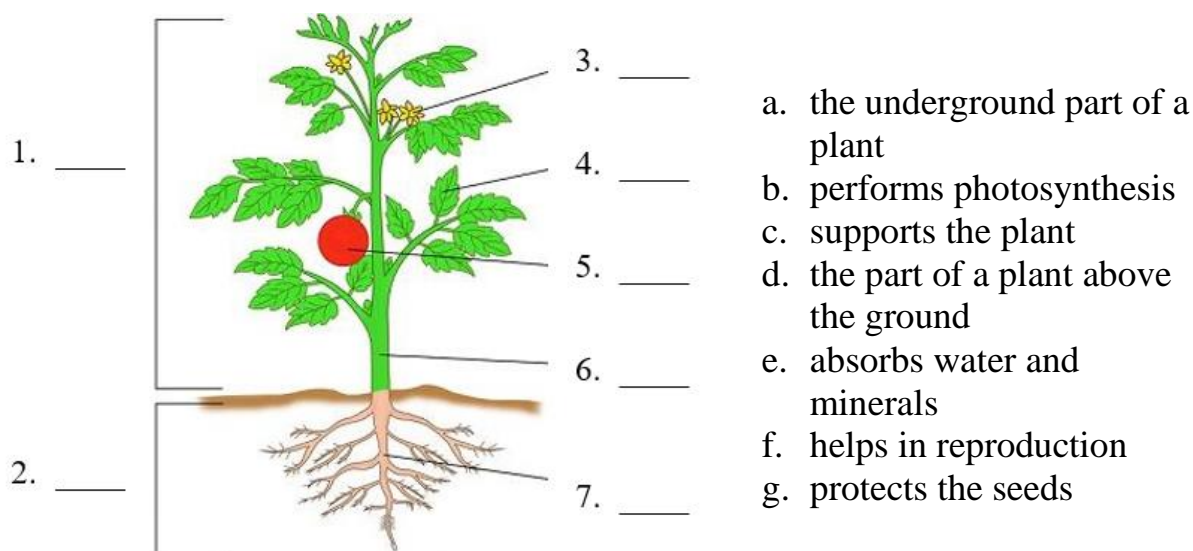


quality in cereals. Growing lodging resistant varieties is the main controlling measure.

<sup>1</sup> *as much as* (перед цифрой) = до, целых; <sup>2</sup> *in addition to* = кроме; <sup>3</sup> *two more* = ещё две.

*Exercise 4. Match the parts of the plants in the picture with their names and functions.*

fruit – root – shoot system – leaf – stem – flower – root system



*Exercise 5. Match the definitions with the words and phrases in bold.*

- the first of two elements
- start growing
- produce a substance by a chemical reaction
- transported to another area
- bending over of the stems near ground level
- the period of growth between germination and flowering
- the second of two elements
- leafy parts of a plant
- the soft, white part of the stem
- holds firmly in one position

*Exercise 6. Answer the following questions.*

- What is the vegetative phase characterised by?
- When does a plant complete its life cycle?
- What are the main functions of the roots?
- What kind of roots are there?
- Why are leaves so important?
- What functions does a stem perform?
- What crops have hollow stems?

h. What quality is very important in the stem of cereals?

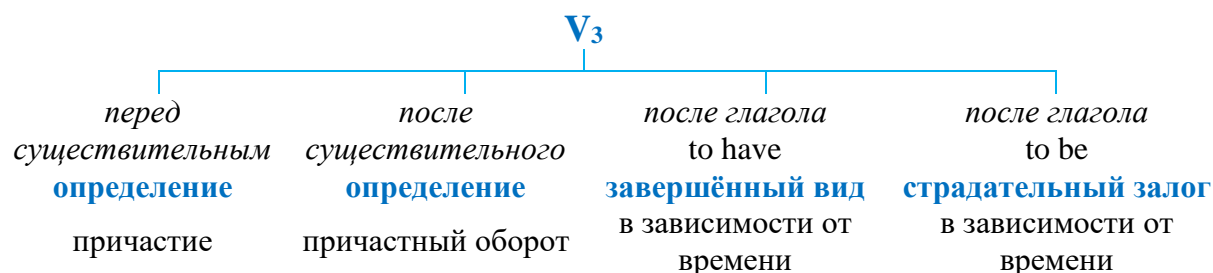
*Exercise 7. Summarise the text using your answers in exercise 6 as guidelines. You may want to use the expressions you are already familiar with.*

➤ **GRAMMAR FOCUS**

**Past participle:** форма с окончанием *-ed* или третья форма неправильных глаголов (на английском известна как *past participle*) соответствует русскому причастию прошедшего времени в страдательном залоге.

Функция и, соответственно, перевод английской причастия прошедшего времени зависит от его местоположения в предложении:

- 1) перед существительным причастие прошедшего времени выполняет функцию определения и переводится русским причастием. Например, *The harvested crops will be used as livestock feed* – Убранные культуры будут использованы на корм скоту.
- 2) после существительного причастие прошедшего времени также выполняет функцию определения и образует вместе с относящимися к нему словами причастный оборот. Например, *The crops harvested last week will be used as livestock feed* – Культуры, убранные на прошлой неделе, будут использованы на корм скоту.
- 3) после глагола *to have* (в любом времени) причастие прошедшего времени является частью сказуемого и образует видовременные формы завершённого вида (*present, past, future perfect*). Например, *The farmer has already harvested most of the crops* – Фермер уже убрал большинство культур.
- 4) после глагола *to be* (в любом времени) причастие прошедшего времени является частью сказуемого в страдательном залоге. Например, *These crops are harvested in late summer* – Эти культуры убираются в конце лета.



*Exercise 8. Define the function of the participles, then translate into Russian.*

e.g. She put a plate of fried fish in front of me.

*определение* – Она положила тарелку *жареной* рыбы передо мной.

a. Avocados are imported from Brazil.

b. Nobody has ever seen the things kept in that box.

- c. My sister likes boiled eggs.
- d. Charles has written six books over the last ten years.
- e. Many different crops are grown on the farm.
- f. There were pieces of broken glass all over the room.
- g. This church was built many years ago.

*Exercise 9. Translate into Russian using the past participle.*

e.g. Культуры, культивируемые на ферме, включают кукурузу и картофель.

*The crops **grown** at the farm include maize and potatoes.*

- a. Рыба, вытасченная из воды, не может выжить.
- b. Книга, опубликованная Мэри, получила хорошие отзывы.
- c. Ты уже скачал обновлённую версию приложения?
- d. Эти растения выращиваются даже в холодных регионах страны.
- e. В саду, освещённом луной, стояли три диких кабана.
- f. Джон показал мне свой новый сделанный вручную костюм.
- g. Он подарил девушке позолоченные часы на день рождения.

*Exercise 10. Choose the correct participle (present or past).*

- e.g. Everything *writing* / ***written*** here is correct.
- a. Who is that boy *doing* / *done* his homework at that table?
- b. We listened to the girls *singing* / *sung* traditional folk songs.
- c. I always dreamt of a house *surrounding* / *surrounded* by tall trees.
- d. We could not see the sun *covering* / *covered* by dark clouds.
- e. Look at the beautiful flowers *gathering* / *gathered* by the children.
- f. ‘Would you like a cup of tea?’, she asked, *turning* / *turned* towards me.
- g. The *losing* / *lost* book was found at last.

**Past tenses (review):** в таблице представлены правила образования и употребления прошедшего времени английских глаголов:

past simple	past continuous	past perfect
S V <sub>2</sub>	S was/were V <sub>ing</sub>	S had V <sub>3</sub>
S <i>did not</i> V <sub>1</sub>	S was/were not V <sub>ing</sub>	S <i>had not</i> V <sub>3</sub>
<i>did</i> S V <sub>1</sub>	was/were S V <sub>ing</sub>	<i>had</i> S V <sub>3</sub>
законченное или повторяющееся действие в прошлом	продолжающееся действие в прошлом	действие, произошедшее до другого действия в прошлом

*Exercise 11. Fill in the gaps using the past simple, continuous, or perfect of the given verbs.*

- e.g. My sister **spent** (spend) a lot of money yesterday.
- By the 1<sup>st</sup> September we \_\_\_ (get back) from the countryside.
  - Columbus \_\_\_ (discover) America over 500 years ago.
  - Columbus \_\_\_ (not, know) that he \_\_\_ (discover) America, however.
  - He \_\_\_ (discuss) the problem with many people before he finally \_\_\_ (make) a decision.
  - Our grandmother \_\_\_ (cook) a wonderful dinner when we \_\_\_ (get) home yesterday.
  - I \_\_\_ (be) happy to see Paul yesterday, we \_\_\_ (not, see) each other for ages.
  - They \_\_\_ (have) a picnic when suddenly it \_\_\_ (start) to rain.

*Exercise 12. Choose the correct option.*

- e.g. I saw Jim at the station. He \_\_\_ for a friend to arrive from London.  
 had waited                       was waiting                       waited
- When he was single, he \_\_\_ to Spain every winter, but now he goes to France with his wife and children.  
 was going                       had gone                       went
  - In 1939 the Second World War \_\_\_\_\_.  
 had started                       started                       was starting
  - I \_\_\_ a shower when somebody knocked on my door.  
 had                       was having                       had had
  - He was arrested because he \_\_\_ a police officer.  
 had offended                       offended                       was offending
  - They \_\_\_ their last winter holidays in Italy.  
 spent                       were spending                       had spent
  - At 3 o'clock yesterday they \_\_\_ at an outdoor café.  
 sat                       had sat                       were sitting
  - First, he \_\_\_ the message. Then, he \_\_\_ his boss to inform him about the accident.  
 read / called                       was reading / called                       had read / called

*Exercise 13. Correct the mistakes in the use of the past tenses in bold if needed. Some sentences might be correct!*

- e.g. While I **had** a bath, someone knocked on the door.  
*While I **was having** a bath...*
- Sally **did** never **go** to a boxing match before.
  - Harry tried to repair the car, but he didn't really know what he **was doing**.
  - What **did** you **wear** at the end-of-term party?
  - Were** you **eating** spaghetti every day when you lived in Italy?
  - I didn't know you **had bought** a new car.

- f. They all wanted to believe her, but suspected she **was lying**.
- g. As Peggy walked home, she tried to remember what **happened**.
- h. ‘What a terrible day!’, thought Lucy. Everything **had gone** wrong!
- i. Although it rained a lot, I **was enjoying** my holidays last year.

➤ **WORD FORMATION**

**Derived nouns (part I):** суффиксы *-er* и *-or* образуют существительные от глаголов и обозначают действующее лицо или механизм, выполняющий действие.

(to) <i>teach</i> – преподавать	<i>teacher</i> – преподаватель
(to) <i>direct</i> – руководить	<i>director</i> – руководитель
(to) <i>cut</i> – резать	<i>cutter</i> – режущий инструмент

*Exercise 14. Form derived nouns using -er or -or.*

- e.g. A person who dances: **a dancer**
- a. A person who swims: \_\_\_\_
- b. A person who drives a lorry or taxi: \_\_\_\_
- c. A person who acts: \_\_\_\_
- d. A person who directs a firm: \_\_\_\_
- e. A person who takes photographs: \_\_\_\_
- f. A person who has a farm: \_\_\_\_
- g. A person who translates: \_\_\_\_
- h. A person who operates machinery: \_\_\_\_

*Exercise 15. Fill in the gaps forming derived nouns from the following verbs.*

paint – manage – blog – ~~bake~~ – explore – swim – begin – garden – murder

- e.g. Paul’s bread is delicious: he’s an excellent **baker**.
- a. David Livingstone was a famous British \_\_\_\_ who discovered the beauties of Africa.
- b. My brother is a \_\_\_\_, he visits restaurants and puts his reviews online.
- c. I like growing flowers and plants. Maybe I’ll learn how to be a \_\_\_\_!
- d. Michael Phelps is a famous \_\_\_\_ who won many medals at the Olympic Games.
- e. Jenny just started studying Spanish, so she’s still a \_\_\_\_.
- f. The Dutch \_\_\_\_ Vincent van Gogh is the author of many great works of art.
- g. Since Mrs Smith became the new \_\_\_\_, the company has been more successful than ever.
- h. The police are looking for a \_\_\_\_ who attacked and killed a man.

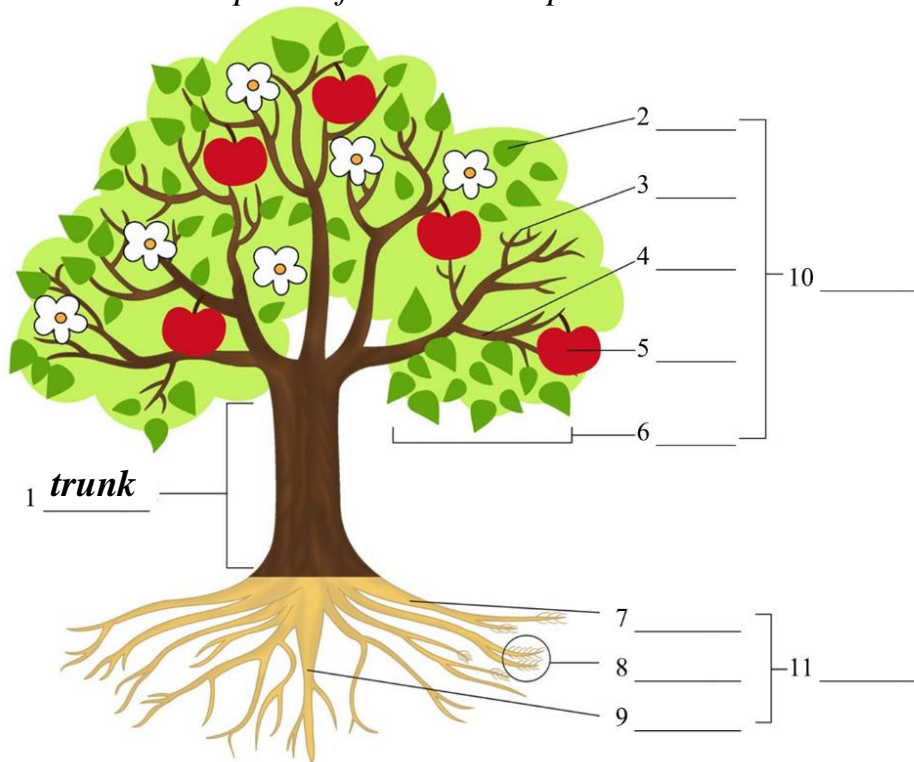
➤ **VOCABULARY BOOSTER**

*Exercise 16. Make phrases using the words on the right and those on the left, then fill in the gaps.*

<b>root</b>	crops – fallen – fibrous – full – hairs – hollow – lodging – mould – pith – solid – tap – veins
<b>stem</b>	
<b>leaf</b>	

- The first \_\_\_ reminded me it was time to bring the plants indoors.
- \_\_\_ such as carrots and potatoes can be left in the ground over winter.
- The \_\_\_ is composed of soft, spongy cells.
- The root of this plant grows from one main \_\_\_.
- Roses are shipped in small pots because of their \_\_\_ system.
- \_\_\_ is a common type of compost.
- In some plants, the pith dries out, resulting in a \_\_\_.
- The primary function of \_\_\_ is transporting water, mineral, and nutrients.
- When a plant is transplanted, it can be stressed if there is damage to \_\_\_.
- Sugar comes from the crushed, boiled, and crystallised \_\_\_ of sugar cane.
- In \_\_\_, the plants bends over and breaks at any point in the stem.
- The maize was ripening and the trees were in \_\_\_.

*Exercise 17. Match the parts of a tree in the picture with their names.*



- |                     |           |               |
|---------------------|-----------|---------------|
| a. <del>trunk</del> | e. branch | i. leaf       |
| b. foliage          | f. roots  | j. twig       |
| c. lateral root     | g. fruit  | k. root hairs |

d. crown

h. tap root

➤ LISTENING



**Anatomy of a Tree**

<https://youtu.be/7oHpiTaMhLM?si=za3lXhfYKSm39cVI>

*Exercise 18. Listen to the audio track and fill in the gaps in the notes.*

**CROWN** - from where the first \_\_\_ emerge from the trunk

- 5 types {
- \_\_\_ crown - e.g. willow, birch
  - full crown - e.g. \_\_\_ tree
  - \_\_\_ crown - e.g. spruce
  - spreading crown - e.g. \_\_\_ tree
  - \_\_\_ crown - e.g. cypress

function: support the \_\_\_, transport of \_\_\_ between the trunk and the leaves

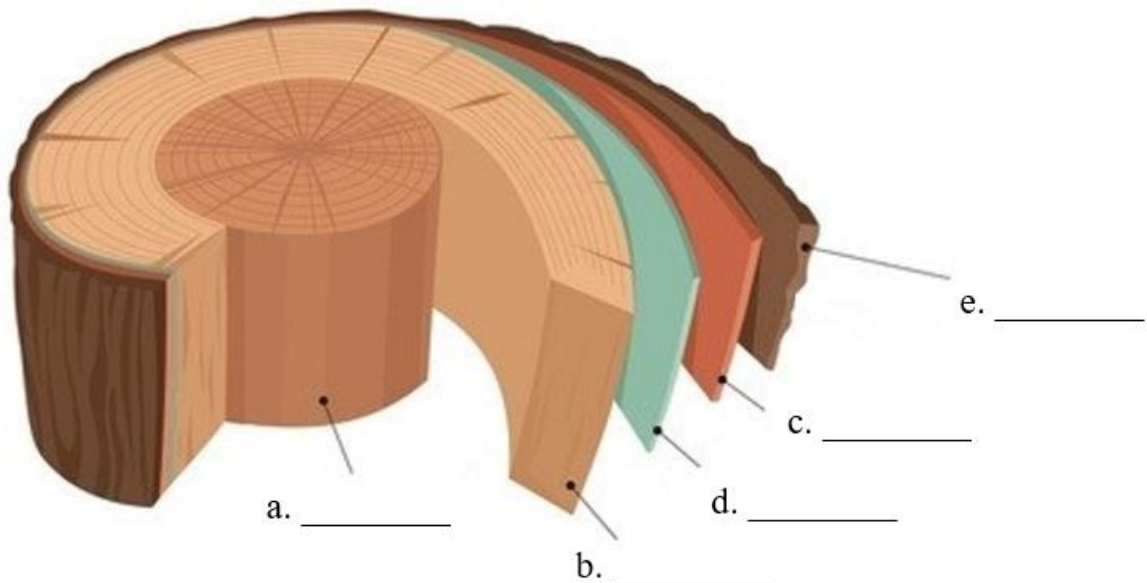
**TRUNK** - \_\_\_, \_\_\_ section of the tree

function: \_\_\_ the crown and the roots, give structural support, transport or \_\_\_ water and nutrients

**ROOTS**

- 3 parts:
- 1) root \_\_\_ where the roots join together
  - 2) \_\_\_ roots go far into the soil
  - 3) \_\_\_ roots are smaller, thinner, denser, responsible for water and nutrient \_\_\_ from the soil

*Exercise 19. Fill in the names of the sections of a tree trunk. What are their functions?*





## ➤ LANGUAGE PRACTICE

*Exercise 20. Fill in the gaps in the text using sentences a-e.*

### **Photosynthesis**

The most important difference between plants and animals is that plants can produce food from inorganic materials. The process by which carbohydrates are produced is known as 'photosynthesis'. (1) Thus, photosynthesis is building with light. It is the only process through which oxygen is supplied into the air.

The process of photosynthesis is very complex and consists of many individual reactions. (2) Light energy is necessary to transform carbon dioxide and water into carbohydrates. Water and nutrients required for manufacturing carbohydrates come from the soil through the roots. (3) Water is partially absorbed from the atmosphere as well, where it can be found in the form of vapour. (4)

The main limiting factor for the daily amount of photosynthesis is the duration and intensity of sunlight. The process may also be limited by the amount of carbon dioxide, the supply of water, and unfavourable temperature.

Carbohydrates produced by plants are the most important source of food for all plants and animals. (5) For this reason, photosynthesis is one of the most important processes for the survival of life on our planet.

- a. The atmosphere also provides carbon dioxide and other gases which are necessary for photosynthesis.
- b. That is why leaves can perform their function only if the plant has a highly developed root system.
- c. The necessary conditions for it are light, carbon dioxide, water, some essential nutrients, and due temperature.
- d. This word consists of two parts, 'photo-' meaning *light*, and 'synthesis' meaning *building*.
- e. Most animals feed upon plants themselves, while others feed upon other animals that have eaten plants.

*Exercise 21. Translate into English.*

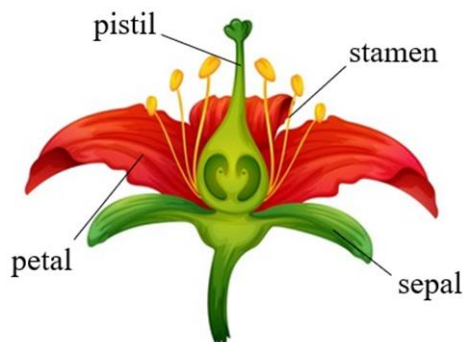
- a. Образовав семена, однолетние растения погибают.
- b. Растение состоит из корней и надземной части.
- c. Корни поглощают воду и питательные вещества из почвы.
- d. Полегание обусловлено неблагоприятными погодными условиями.
- e. Стебель не только проводит воду и питательные вещества от корня к листьям, но и поддерживает листья.
- f. Примером культуры, имеющий выполненный стебель, является кукуруза.

- g. Надземная часть растений, состоящая из листьев и стеблей, производит углеводы.
- h. Растения синтезируют углеводы, используя солнечный свет, углекислый газ, воду и минералы в качестве сырья.

*Exercise 22. Read the text and fill in the glossary.*

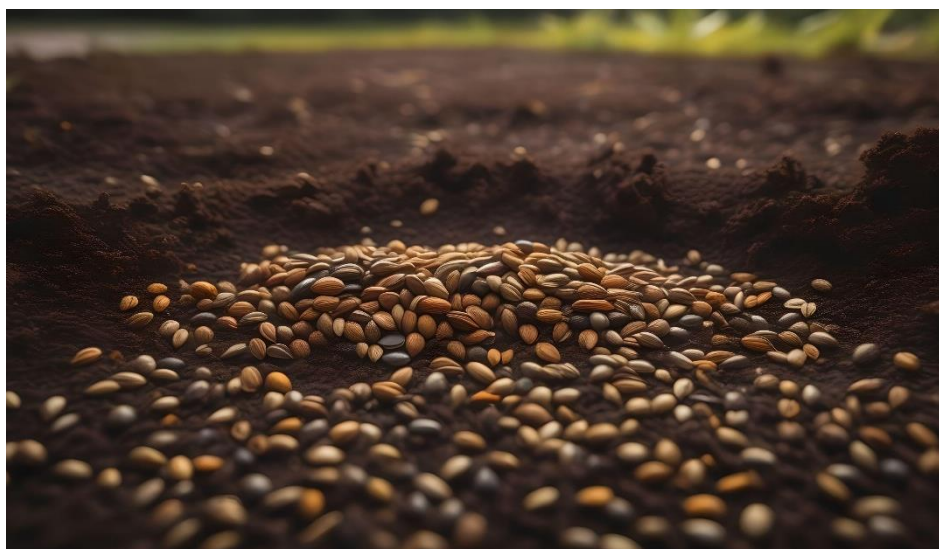
### Parts of a Flower

A flower is made up of several distinct parts that work together to help it grow and reproduce. The main parts of a flower include the petals, sepals, stamens, and pistils. The petals are the colourful parts of the flower that attract pollinators like bees and butterflies, while the sepals are the green, leaf-like structures that protect the flower bud. The stamens are the male reproductive organs, consisting of filaments and anthers that produce pollen. The pistils are the female reproductive organs, consisting of the stigma, style, and ovary that produce seeds. Together, these parts work together to help the flower grow and produce fruit and seeds.



English term	Pronunciation	Russian term
<i>anther</i>	[ ' ænθə ]	
<i>bud</i>	[ bʌd ]	
<i>filament</i>	[ ' filəmənt ]	
<i>ovary</i>	[ ' əʊvəri ]	
<i>petal</i>	[ ' petəl ]	
<i>pistil</i>	[ ' pistil ]	
<i>pollen</i>	[ ' pɒlən ]	
<i>pollinator</i>	[ ' pɒləneɪtə ]	
<i>sepal</i>	[ ' sepəl ]	
<i>stamen</i>	[ ' steɪmən ]	
<i>stigma</i>	[ ' stɪgmə ]	
<i>style</i>	[ stɑɪl ]	

## Unit 5.3 – Seeds and Sowing



### ➤ LEAD-IN

*Exercise 1. In pairs, ask each other the following questions.*

- What is a seed?
- What are the three main parts of a seed?
- What are the main characteristics of seeds?
- What is dormancy?
- Which factors are important for sowing?

*Exercise 2. Discuss your answers with your course-mates.*

### ➤ ACTIVE VOCABULARY

*Exercise 3. Memorise the following words and phrases paying attention to their pronunciation.*

**adverse** [ˈædvɜːs] или [ədˈvɜːs] – неблагоприятный  
**chaff** [tʃɑːf] – мякина, солома  
**coarse** [kɔːs] – грубый  
**(to) contaminate** [kənˈtæmɪneɪt] – загрязнять  
**depth** [depθ] – глубина  
**dirt** [dɜːt] – грязь  
**dormancy** [ˈdɔːmənʃi] – покой  
**embryo** [ˈembriəʊ] – зародыш  
**endosperm** [ˈendəʊspɜːm] – эндосперм  
**essential** [ɪˈsenʃəl] – необходимый  
**(to) favour** [ˈfeɪvə] – способствовать  
**fertiliser** [ˈfɜːtɪlaɪzə] – удобрение  
**fine** [faɪn] – мелкий

**food supply** [ˈfuːd səˈplaɪ] – пищевые ресурсы  
**(to) germinate** [ˈdʒɜːmɪneɪt] – прорасти  
**germinating power** – всхожесть  
**germination** [dʒɜːmɪˈneɪʃən] – прорастание  
**grain** [greɪn] – зерно  
**labour** [ˈleɪbə] – труд  
**mature** [məˈtʃʊə] – зрелый  
**moisture** [ˈmɔɪstʃə] – влага  
**multiplication** [mʌltɪplɪˈkeɪʃən] – размножение  
**nutrient** [ˈnjuːtriənt] – питательное вещество  
**planting time** – время / срок посева  
**purity** [ˈpjʊərtɪti] – чистота

<b>seed</b> [si:d] – семя	<b>(to) sow</b> [səʊ], <b>sowed</b> , <b>sown</b> – сеять
<b>seed coat</b> ['si:d ,kəʊt] – семенная оболочка	<b>sowing</b> ['səʊɪŋ] – посев
<b>seedbed</b> ['si:dbed] – почва, приготовленная для посева	<b>threshing</b> ['θreʃɪŋ] – молотба
<b>seeding rate</b> ['si:diŋ ,reit] – норма посева	<b>uniform</b> ['ju:nifɔ:m] – однородный
<b>seedling</b> ['si:dlɪŋ] – сеянец	<b>weed</b> [wi:d] – сорняк
	<b>weed control</b> – борьба с сорняками

## ➤ READING

### Seed Characteristics

Plants reproduce sexually by seeds and asexually by using **stalks** or other parts of the plant.

The term 'seed' usually refers to those used for multiplication, while those used for human or animal **consumption** are called 'grain'. A seed consists of three main parts, viz.<sup>1</sup> the seed coat, endosperm, and the embryo, which in due course<sup>2</sup> gives rise to a new plant. Endosperm is the storage organ for the nutrients necessary to the embryo. The seed coat protects the embryo and endosperm.

Good seed is highly essential to successful crop production. Its purity and **germinating power** should be known before it is planted.

After threshing, seeds usually contain foreign materials such as chaff, dirt, weed seeds, as well as seeds of other plants. These can be removed to a large extent, but not entirely, by cleaning machinery. The presence of weeds in the seed often increases the **labour** required for the production of the crop, reduces crop yields, and contaminates the product available as well as the seed and soil in future seasons.

Mature seed is preferable to **immature** seed. Immature seed, having a low reserve of food supply because of its small size, usually produces poor plants when conditions are adverse at planting time. In addition, immature seeds, high in moisture, are injured by frost.

Most seeds show **dormancy**, i.e.<sup>3</sup>, they do not germinate immediately after having become mature, even though<sup>4</sup> external conditions favour germination. The length of the dormancy period varies greatly among species, from a few days to some months or even years, and should be known before sowing. Dormant seeds can **survive** conditions which would kill them if they were active.

The quality of seed sown is crucial, but it cannot guarantee the formation of good seedlings by itself. A moist, firm and warm seedbed that provides a favourable environment for germination is of greatest importance in establishing **vigorous** and uniform seedlings. Unless there is enough moisture in the soil, poor germination will take place.

Two critical factors must be controlled during sowing: depth and rate. Planting at a proper and uniform depth favours quick and uniform germination. The **depth** of sowing is influenced by the type of the soil and the size of the seed. If fine seed is placed too deeply it will face some difficulties in reaching the surface of the soil. Coarse seeds should be planted much deeper than fine seeds.

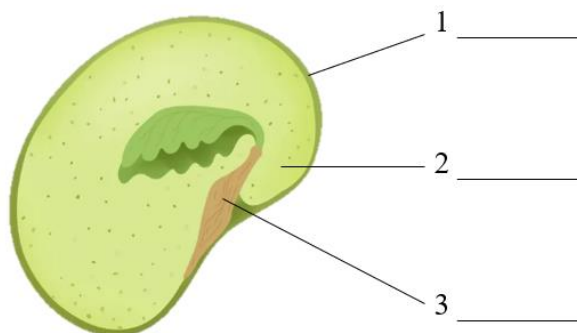
The formation of seedlings is also favoured by a proper seeding rate. If too many seeds are sown, the available moisture, nutrients and light will hardly be **available** to all seedling, whereas too many seeds might require more nutrients than are present in the soil and therefore reduce the yield.

Other recommendations that should be followed are sowing at the proper time, covering the seeds properly, using proper weed control techniques, using the proper equipment, and applying proper fertilisers.

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<sup>1</sup> читается *namely*; <sup>2</sup> *in due course* = когда наступит время; <sup>3</sup> читается *that is*; <sup>4</sup> *even though* = даже если.

*Exercise 4. Name the three main parts of a seed. What are their functions?*



*Exercise 5. Match the definitions to the words and phrases in bold.*

- a. the main stems of plants
- b. the ability of seeds to germinate quickly and at the same time
- c. continue to live or exist after being in a difficult situation
- d. the state of being temporarily inactive
- e. practical work, esp. involving hard physical effort
- f. healthy and strong
- g. the distance below the top surface of smth
- h. the act of using, eating, or drinking smth
- i. able to be obtained, used, or reached
- j. not completely grown or developed

*Exercise 6. Answer the following questions.*

- a. How do plants reproduce?
- b. What is the difference between seed and grain?
- c. What parts is a seed composed of?

- d. What materials might be left after threshing and how do they affect the plants?
- e. Is mature or immature seed better for sowing? Why?
- f. What is dormancy and why is it important?
- g. How should the seedbed be?
- h. Why is seeding depth important?
- i. Why is seeding rate important?
- j. Which other factors are important for sowing?

*Exercise 7. Summarise the text using your answers in exercise 6 as guidelines. You may want to use the expressions you are already familiar with.*

### ➤ GRAMMAR FOCUS

**Gerund:** помимо причастия и деепричастия настоящего времени, *ing*-овая форма английских глаголов соответствует ещё русскому отглагольному существительному (*gerund*). Эти три отдельных значения одной и той же формы важно различать, чтобы суметь найти правильные эквиваленты при переводе.

Русским эквивалентом является причастие или деепричастие, как мы уже заметили, в зависимости от местоположения *ing*-овой формы в предложении и, соответственно, от выполняемой ей функции. Отглагольное существительное обозначает название процесса, т.е. «делание» чего-либо, и полностью соответствует аналогичной русской конструкции. Поскольку в данном случае *ing*-овая форма сближается с существительным, она может стоять после артиклей и предлогов, а также выполнять функции подлежащего, дополнения и др. членов предложения.

*They are interested in the **growing** of wheat* = Они интересуются **выращиванием** пшеницы.

*Applying fertilisers increased soil fertility* = **Внесение** удобрений повысило плодородие почвы.

В частности, отглагольное существительное используется в предложении в качестве подлежащего, именной части сказуемого, дополнения, определения и обстоятельство, как представлено в таблице:

function	example	translation
subject (подлежащее)	<i><b>Swimming</b> is a good exercise.</i>	<b>Плавание</b> – это хорошее физическое упражнение.
predicate (сказуемое)	<i>My greatest pleasure <b>is reading</b>.</i>	Моё самое большое удовольствие – <b>это чтение</b> .
object (дополнение)	<i>Do you like <b>dancing</b>?</i>	Ты любишь <b>танцевать</b> ?
attribute (определение)	<i>I see no other ways <b>of doing it</b>.</i>	Не вижу других способов <b>сделать это</b> .

adverbial (обстоятельство)	<u><i>On seeing his father, the boy ran up to him.</i></u>	<u><i>Увидев своего отца, мальчик побежал к нему.</i></u>
	<u><i>I'm sorry <b>for being</b> late.</i></u>	<u><i>Извините <b>за опоздание</b>.</i></u>
	<u><i>He left the room <b>without waiting</b> for a reply.</i></u>	<u><i>Он покинул комнату, <b>не дожидаясь</b> ответа.</i></u>

**Translator's Tip!** В зависимости от контекста, при переводе английскому отглагольному существительному могут соответствовать следующие эквиваленты:

- отглагольное существительное;
- неопределенная форма глагола (инфинитив);
- деепричастие;
- оборот с глаголом в личной форме (если перед ним стоит притяжательное местоимение или существительное в притяжательном падеже).

*Applying proper fertilisers is of great importance.* 1. **Внесение** соответствующих удобрений очень важно.

2. **Вносить** соответствующие удобрения очень важно.

*Yields may be increased by applying proper fertilisers.* 1. Урожай можно увеличить **внесением** соответствующих удобрений.

2. Урожай можно увеличить, **внося** соответствующие удобрения.

*Good results will largely depend on your applying proper fertilisers.* Хорошие результаты во много будут зависеть от того, **внесёте ли Вы** соответствующие удобрения.

*Exercise 8. Define the function of the ing-form, then translate into Russian.*

e.g. The thriving of plants partially depends on soil conditions.

*подлежащее – Прорастание растений отчасти зависит от состояния почвы.*

- a. The farmers have increased the yield using new, adapted varieties.
- b. Planting legumes can increase soil fertility.
- c. There are many useful instruments for selecting plants for garden design.
- d. We began applying fertilisers last month.
- e. Increasing the seeding rate might lead to bad results.
- f. An important factor for good results is choosing the best soil for each plant.
- g. Mary doesn't mind watering the plants while I'm away.

*Exercise 9. Rephrase the sentences so that the subject of the sentence is an ing-form.*

e.g. It's interesting to learn about other cultures.

*Learning about other cultures is interesting.*

- a. It's important to be polite to other people.
- b. It's fun to travel by boat.
- c. It's difficult to learn to drive a car.
- d. It's very dangerous to climb the western slope of mount Everest.



- e. It's hard work to be a gardener.
- f. It's more expensive to travel by air than to travel by bus.
- g. It's great to have a lot of friends.

*Exercise 10. Fill in the gaps with the following prepositions, then translate the sentences paying attention to the ing-form.*

at – without – on – from – to – about – ~~for~~ – in – of – for

- e.g. Sorry **for** interrupting you again.  
*Извините, что снова прерываю вас.*
- a. John insisted \_\_\_ shaking hands.
  - b. I am particularly interested \_\_\_ growing exotic plants.
  - c. She thanked him \_\_\_ taking her out.
  - d. He did not object \_\_\_ seeing Francis.
  - e. I was thinking \_\_\_ taking a trip up the Scandinavian coast.
  - f. He put the note under a saucer to keep it \_\_\_ blowing away.
  - g. She showed no intention \_\_\_ leaving.
  - h. He left the room \_\_\_ saying a word.
  - i. John is very good \_\_\_ clipping trees and bushes.

**Future tenses (review):** в таблице представлены правила образования и употребления будущего времени английских глаголов:

future simple	future continuous	future perfect
S <i>will</i> V <sub>1</sub>	S <i>will be</i> V <sub>ing</sub>	S <i>will have</i> V <sub>3</sub>
S <i>will not</i> V <sub>1</sub>	S <i>will not be</i> V <sub>ing</sub>	S <i>will not have</i> V <sub>3</sub>
<i>will</i> S V <sub>1</sub>	<i>will</i> S <i>be</i> V <sub>ing</sub>	<i>will</i> S <i>have</i> V <sub>3</sub>
предсказание, обещание, мгновенное решение	продолжающееся действие в будущем	действие, которое произойдёт до другого действия в будущем

Следует запомнить, что для обозначения будущих действий помимо формы будущего простого с *will* также встречаются формы настоящего простого (если действие произойдёт согласно расписанию), настоящего длительного (если запланированное действие произойдёт по договорённости с другим человеком), а также посредством оборота *be going to* (если это обозначает намерение или предсказание на основе каких-либо признаков в настоящем).

*Exercise 11. Choose the correct future tense.*

- e.g. I promise I **will help** / *will be helping* / *will have helped* you with your homework.
- a. Claire *will work* / *will be working* / *will have worked* when you return this evening.
  - b. They *will come* / *will be coming* / *will have come* home after school.
  - c. The kids *will go* / *will be going* / *will have gone* to bed by 10 o'clock.
  - d. Try to call before 2 o'clock. After that, we *will work* / *will be working* / *will have worked* in the garden.
  - e. I *won't check* / *won't be checking* / *won't have checked* all the essays by next week.
  - f. This time next week, Amy *will take* / *will be taking* / *will have taken* her driving exam.
  - g. I think our team *will win* / *will be winning* / *will have won* the football game.
  - h. Ryan hopes we *will buy* / *will be buying* / *will have bought* him a new laptop.
  - i. He *will relax* / *will be relaxing* / *will have relaxed* at the beach this time next week.

*Exercise 12. Fill in the gaps using the future simple, continuous, or perfect of the given verbs.*

- e.g. Sorry, but I can't come at 5. I **will be playing** (play) football with my mates.
- a. I think she \_\_\_ (pass) tomorrow's exam.
  - b. Don't phone me between 8 and 12. I \_\_\_ (work).
  - c. Next month we \_\_\_ (be) married for 25 years.
  - d. I suppose the concert \_\_\_ (finish) at about 6.
  - e. This time tomorrow I \_\_\_ (fly) to France.
  - f. I can visit you at 6. We \_\_\_ (finish) the game by then.
  - g. John is very upset today. I \_\_\_ (try) to talk to him.
  - h. By the end of the week, he \_\_\_ (spend) all his money.
  - i. I \_\_\_ (be) very sad if you do that.

*Exercise 13. Fill in the gaps using the future simple, present simple, present continuous or going to form of the following verbs.*

rain – have – ~~be~~ – pay – get – have – meet – miss – arrive – go

- e.g. I hope the weather **will be** nice when you get to Sardinia.
- a. We \_\_\_ married on 25<sup>th</sup> June.
  - b. Put your wallet away. I \_\_\_ for the tickets.
  - c. Take the umbrella with you. I think it \_\_\_ in the afternoon.

- d. Jack couldn't get on his train. He \_\_\_ his flight.
- e. What do you want to eat? – I \_\_\_ a sandwich.
- f. The Jacksons \_\_\_ a party tomorrow afternoon, but they haven't invited us.
- g. The train from Brighton \_\_\_ at 12:30.
- h. \_\_\_ you \_\_\_ out this weekend?
- i. I'm afraid I can't see you on Friday. I \_\_\_ my uncle at the airport.

➤ **WORD FORMATION**

**Derived nouns (part II):** суффиксы *-hood* и *-ship* образуют от существительные другие существительные с более общим значением.

*brother* – брат  
*neighbour* – сосед  
*friend* – друг

*brotherhood* – братство  
*neighbourhood* – район  
*friendship* – дружба

Суффикс *-ment* образует существительные от глаголов.

(to) *develop* – развивать(ся)  
 (to) *govern* – управлять

*development* – развитие  
*government* – правительство

Суффикс *-ness* образует существительные от прилагательных.

*kind* – вежливый  
*ill* – больной

*kindness* – вежливость  
*illness* – болезнь

*Exercise 14. Translate into English using the given suffixes.*

<b>-ship</b>	<b>-hood</b>	<b>-ment</b>	<b>-ness</b>
• членство	• материнство	• движение	• грусть
• авторство	• детство	• спор	• открытость
• руководство	• взрослая жизнь	• размещение	• слабость
• собственность	• вероятность	• утверждение	• мягкость

e.g. *membership*

*Exercise 15. Fill in the gaps forming derived nouns from the given words.*

e.g. A plant needs the correct *nourishment* (nourish).

- a. He had to prove his \_\_\_ (owner) of the house.
- b. She has got a strong sense of justice and \_\_\_ (fair).
- c. Using a seatbelt will reduce the \_\_\_ (likely) of serious injury in a car accident.
- d. Playing in a team requires \_\_\_ (commit).
- e. He did well in the tennis \_\_\_ (champion).
- f. His experience as a teacher was good training for \_\_\_ (parent).
- g. I have a \_\_\_ (member) card for the supermarket.

➤ **VOCABULARY BOOSTER**

*Exercise 16. Fill in the gaps using the following prepositions.*

of – for – with – into – in – for – for – ~~from~~

- e.g. Various food products come **from** crops and animals.
- All major food crops are divided \_\_\_ several groups.
  - Grain crops are the basic food \_\_\_ most people.
  - The legume family consists mainly \_\_\_ beans and peas.
  - Nowadays the demand \_\_\_ natural fibres is reduced.
  - Vegetable oils are used \_\_\_ various products.
  - Soy is cultivated mainly \_\_\_ oil production.
  - To obtain high yields crops are treated \_\_\_ fertilisers.

*Exercise 17. Match the plants to their seeds.*

common bean – oak – maple – sunflower – ~~dandelion~~ – lotus – poppy – apple  
tomato – wheat – horse chestnut – pumpkin



➤ **LISTENING**



**The Svalbard Seed Vault**

<https://youtu.be/k7NwXMo6wr8?si=9XiPaZr-KzqJwLQj>

*Exercise 18. Listen to the audio track and fill in the gaps.*

- Locked away in cold dry \_\_\_ lie over 1 million seed samples of \_\_\_ and trees from all \_\_\_ the world.

- b. There's only been one \_\_\_ so far where the doomsday \_\_\_ were called upon.
- c. The archipelago's \_\_\_ makes the vault less \_\_\_ to human interference.
- d. So that the seeds are \_\_\_ preserved, the vaults are kept at a \_\_\_ temperature of -18°C and must have low \_\_\_.
- e. Svalbard has a natural \_\_\_, which means even in case of a power \_\_\_ the vault will stay cold and dry enough to keep the seeds \_\_\_.

*Exercise 19. Answer the following questions.*

- a. Where is the Svalbard Seed Vault located?
- b. Why do tourists visit the Svalbard archipelago?
- c. How many varieties can be stored in the Seed Vault?
- d. What are the aims of the Vault?
- e. In which year and place have seeds from the Vault been used?
- f. How many seeds did the collection consist of?
- g. Which percentage has been restored?
- h. Why are the nearby airport and town important?

### ➤ LANGUAGE PRACTICE

*Exercise 20. Fill in the gaps choosing the correct option.*

#### **Germination**

When environmental conditions are (1), a young dormant plant begins to grow. This change from a dormant condition to that of activity is known as germination.

Seeds of various kinds of plants require specific (2) for germination. These conditions include adequate moisture, due temperature, and proper amount of air. Seeds of a very few plants require light as well. Unless all these conditions are (3), the seeds will not germinate properly.

The most favourable temperature for germination varies (4) the crop. Some seeds require high temperature for good germination, others will germinate (5) at lower temperature. Oats, for example, germinate at a much lower temperature than maize.

When the seed is (6) in a firm, moist seedbed, quick and uniform germination is obtained, provided other conditions are favourable. A firm seedbed is desirable, because under such conditions the seed and (7) come into closer contact and moisture becomes available to the seed. Too much moisture is undesirable because it (8) reduce germination due to deficiency of air.

Air is needed for germination, for oxygen is necessary for certain chemical reactions that take place in the plant food stored in the seed.

- |                                      |                                     |                                     |
|--------------------------------------|-------------------------------------|-------------------------------------|
| 1. <input type="checkbox"/> viable   | <input type="checkbox"/> favourable | <input type="checkbox"/> adapted    |
| 2. <input type="checkbox"/> states   | <input type="checkbox"/> contents   | <input type="checkbox"/> conditions |
| 3. <input type="checkbox"/> provided | <input type="checkbox"/> executed   | <input type="checkbox"/> prepared   |
| 4. <input type="checkbox"/> to       | <input type="checkbox"/> on         | <input type="checkbox"/> with       |
| 5. <input type="checkbox"/> better   | <input type="checkbox"/> best       | <input type="checkbox"/> good       |
| 6. <input type="checkbox"/> sown     | <input type="checkbox"/> mown       | <input type="checkbox"/> shown      |
| 7. <input type="checkbox"/> ground   | <input type="checkbox"/> soil       | <input type="checkbox"/> earth      |
| 8. <input type="checkbox"/> must     | <input type="checkbox"/> should     | <input type="checkbox"/> may        |

*Exercise 21. Translate into English.*

- Чистота и всхожесть – основные качества хороших семян.
- Незрелые семена не должны использоваться для посева.
- Семена обычно не прорастают сразу после созревания.
- Почва для посева должна быть достаточно влажной и теплой.
- Крупные семена высеваются глубже, чем мелкие.
- Глубина и норма посева очень важны для получения высококачественных побегов.
- Семена можно очистить от примесей, используя специальные машины.
- Кислород необходимый для правильного прорастания семян.

*Exercise 22. Read the text and determine in which way are the seeds of the plants in the pictures dispersed.*

### Seed Dispersal

Seed dispersal is the movement, spreading, or transport of seeds away from the parent plant. Plants have limited mobility and rely upon a variety of dispersal vectors to transport their seeds, including both abiotic vectors, such as the wind, and living (biotic) vectors such as birds and other animals. Seeds can be dispersed away from the parent plant individually or collectively, as well as dispersed in both space and time. There are five main modes of seed dispersal: by gravity, wind, explosion, water, and animals. Can you guess which mode of seed dispersal is associated with the following plants?

*dandelion*



*broom*



*water lilies*



*cherries*



*apples*



*mangrove*



*peas*



*maple*



*coconuts*



*burdock*

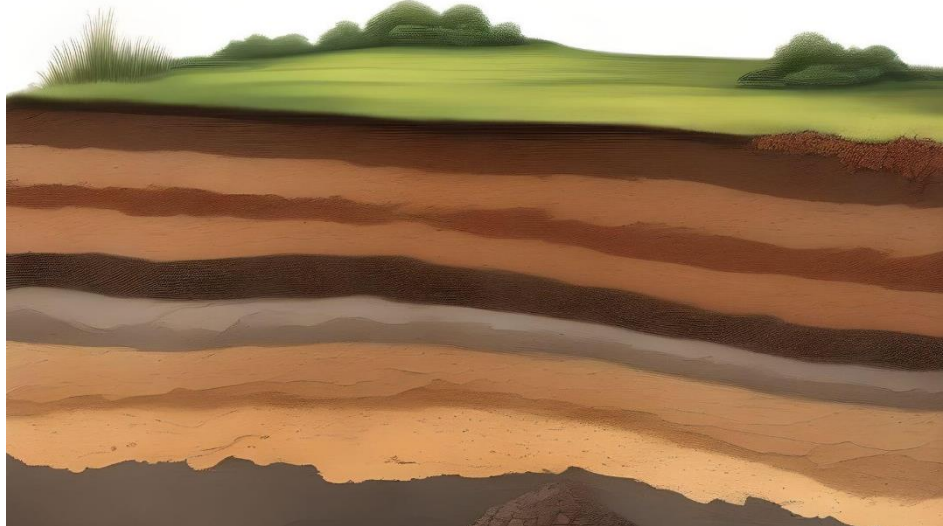






# Module 6 – Land and Water

## Unit 6.1 – Soil



### ➤ LEAD-IN

*Exercise 1. In pairs, ask each other the following questions.*

- What is soil?
- Which types of soil do you know?
- What is humus and why is it important?
- What elements are present in the soil?
- What is a 'good' soil for plants?

*Exercise 2. Discuss your answers with your course-mates.*

### ➤ ACTIVE VOCABULARY

*Exercise 3. Memorise the following words and phrases paying attention to their pronunciation.*

**acid** [ˈæsɪd] – кислый

**(to) add** [æd] – добавлять

**adequate** [ˈædəkwət] – подходящий

**alkaline** [ˈælkəlaɪn] – щелочной

**available** [əˈveɪləbəl] – доступный

**clay** [kleɪ] – глина

**clipping** [ˈklɪpɪŋ] – обрезка

**considerable** [kənˈsɪdərəbəl] –  
значительный

**constituent** [kənˈstɪtʃʊənt] – составляющая

**cover** [ˈkʌvə] **crops** – запашные культуры

**deficient** [dɪˈfɪʃənt] – испытывающий  
недостаток

**favourable** [ˈfeɪvərəbəl] – благоприятный

**fertile** [ˈfɜːtaɪl] – плодородный

**(to) handle** [ˈhændl] – обрабатывать

**(to) leach** [li:tʃ] – выщелачивать

**leaf mould** [məʊld] – перегной

**loam** [ləʊm] – суглинок

**manure** [məˈnjuə] – навоз

**oxidation** [ɒksəˈdeɪʃn] – окисление

**peat** [pi:t] – торф

**(to) plough under** – запахивать

**present** [ˈprezənt] – присутствующий

**sand** [sænd] – песок

**weed** [wi:d] – сорняк

➤ **READING**

**Soil and Its Properties**

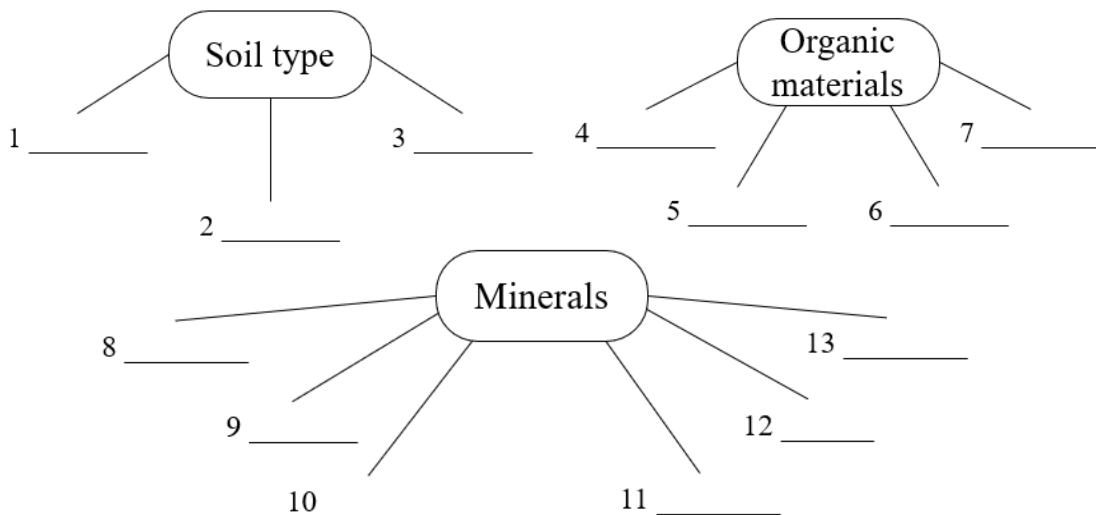
There are many types of soil, which may be narrowed down **roughly** to clay, sand, and loam types. Clay soils have a greater capacity for holding water than other types, but are rather difficult to handle. Their **physical structure** is improved by adding sand, humus, weeds, manures, and grass clippings. Sandy soils are easy to work, but they leach easily. They are improved for growing purposes by adding **organic material**.

Humus consists of organic material such as peat, leaf mould, and compost, and ploughed-under cover crops (soya beans, alfalfa, and clover). A mixture of sand, clay, and humus produces a vegetation-sustaining loam. Adding **humus** improves the structure and character of the soil as well as its water-absorbing capacity and its **texture**.

Air, which makes up from 20 to 25 per cent of soil, supplies the oxygen necessary for root growth and for the oxidation of organic matter and other soil constituents. To grow well, plants need an adequate supply of **nutrients** from the soil. About 25-30 chemical elements are found in plants, including carbon, oxygen, and hydrogen. The essential **minerals** present in plants and most frequently deficient in soils are nitrogen, phosphorus, and potassium. But to grow well plants also absorb **considerable** quantities of other minerals, such as calcium, magnesium, and sulphur.

Good soil contains adequate amounts of available nutrients to meet the needs of plants. They should not be too acid or too alkaline. In general, **fertile** soils with a good water-holding capacity are favourable for the growth of most plants. However, applying additional **fertilisers** is usually a good practice even on the best soils, provided growing conditions are favourable.

*Exercise 4. Fill in the word webs using terms from the text.*



*Exercise 5. Match the definitions to the words and phrases in bold.*

- a. dark earth made of organic material such as decayed leaves and plants
- b. the arrangement and organisation of interrelated elements in an object or system
- c. valuable or useful chemical substances naturally formed in the ground
- d. large or of noticeable importance
- e. close but not exactly
- f. substances that plants or animals need in order to live and grow
- g. able to produce fruit
- h. the quality of smth that can be decided by touch, e.g. rough or smooth, soft or hard
- i. natural or chemical substances that are spread on the land or given to plants to make them grow well
- j. any of the carbon-based compounds that abound in nature

*Exercise 6. Answer the following questions.*

- a. Which are the three main types of soil?
- b. What are the characteristics of clay soils?
- c. What are the characteristics of sandy soils?
- d. What are the characteristics of loamy soils?
- e. What is humus and how does it improve soil?
- f. Why is air in the soil important?
- g. Which minerals are present in the soil?
- h. What are the characteristics of 'good' soil?

*Exercise 7. Summarise the text using your answers in exercise 6 as guidelines. You may want to use the expressions you are already familiar with.*

### ➤ GRAMMAR FOCUS

**Complex participle:** причастие настоящего времени (или *ing*-овая форма) имеет разные формы в зависимости от вида (простой или завершённый) и залога (действительный или страдательный). Сложные формы встречаются чаще всего в функции обстоятельства и, соответственно, образуют разные виды деепричастных оборотов.

aspect	active	passive
simple	<i>planting</i> (сажая)	<i>being planted</i> (будучи посажены)
perfect	<i>having planted</i> (посадив)	<i>having been planted</i> (будучи посажены)

**Translator's Tip!** При переводе сложных форм с *ing*-овым окончанием в действительном залоге используются как правило соответствующие формы русского деепричастия, а в страдательном – лучше заменить конструкцию типа «будучи +

причастие» придаточным предложением времени («когда» или «после того как»), чтобы выяснить отношение одновременности или последовательности протекания событий.

*Using farm machinery, we can prepare the seedbed better.*

**Используя** с.-х. машины, мы можем лучше подготовить пашню.

*Having introduced new machines, we made the field work much easier.*

**Внедрив** новые машины, мы намного облегчили полевые работы.

*Being applied in time, fertilisers usually increase the yield.*

1. **Будучи внесенными** вовремя, удобрения обычно повышают урожайность.
2. **Когда их вносят** вовремя, удобрения обычно повышают урожайность.

*Having been studied well, this method could be used in different regions.*

1. **Будучи** хорошо **изученным**, этот метод мог быть применен в различных районах.
2. **После того как его** хорошо **изучили**, этот метод мог быть применен в различных районах.

**Complex gerund:** сложные формы глагола с *ing*-овым окончанием также встречаются в значении отглагольного существительного. Сравните:

example	translation
<b>simple active vs. simple passive</b>	
<i>I'm looking forward to <b>receiving</b> the new plants I ordered.</i>	<i>С нетерпением жду, <b>когда получу</b> новые растения, которые я заказал.</i>
<i>I'm looking forward to <b>being sent</b> to London on a business trip.</i>	<i>С нетерпением жду, <b>когда меня отправят</b> в командировку в Лондон.</i>
<b>simple active vs. perfect active</b>	
<i>I am surprised at his <b>missing</b> his lessons so often.</i>	<i>Я удивлен, <b>что он</b> так часто <b>пропускает</b> занятия.</i>
<i>I am surprised at <b>his having missed</b> so many lessons this term.</i>	<i>Я удивлен, <b>что он пропустил</b> так много занятий в этом семестре.</i>

*Exercise 8. Fill in the gaps using the correct participle / gerund, then translate the sentences into Russian.*

**using** – talking – being discussed – being invited – having been finished  
having written – writing – being told

e.g. **Using** these new fertilisers, we can improve soil fertility.

**Используя** эти новые удобрения, мы можем повысить плодородие почвы.

- a. \_\_\_ my article, I asked the secretary to type it.
- b. The question \_\_\_ now is rather difficult.
- c. She insists on \_\_\_ the truth.
- d. His task \_\_\_, he went home.
- e. I remember \_\_\_ several letters before writing the report.
- f. He was surprised at \_\_\_ to the wedding.
- g. \_\_\_ with her, I understood that she didn't know about the incident.

*Exercise 9. Translate into Russian paying attention to the forms and functions of the participles / gerunds.*

e.g. The patient was sleeping when the doctor came.

*Пациент спал, когда врач пришёл.*

- While being asked about his family, Mary was feeling a little uneasy.
- Having planted some new bushes, Laura thought the garden looked way better.
- While using a needle, you should be careful not to prick your finger.
- People watching a performance are called an audience.
- Being very ill, she could not go to school.
- Having been shown the wrong directions, the travellers soon got lost.
- Having come down the mountain, he realised he was missing his wallet.

*Exercise 10. Fill in the gaps using the correct form of the participles / gerunds of the verbs given.*

e.g. **Having been written** (write) in bad handwriting, the letter was difficult to read.

- \_\_\_ (spend) twenty years abroad, he was happy to return home.
- Not \_\_\_ (wish) to discuss her problems with him, Mary quickly changed the subject.
- \_\_\_ (translate) by a good specialist, the book preserved all the humour of the original.
- John went to work, \_\_\_ (leave) his children with the nanny.
- \_\_\_ (offend) by the insinuations, Paul was getting angrier and angrier.
- \_\_\_ (wait) for some time in the hall, they were finally invited into the office.
- \_\_\_ (lie) down on the couch, she fell asleep at once.

**Verb tenses (review):** в таблице представлены общие правила образования и использования видовременных форм в действительном и страдательном залоге.

	simple		continuous		perfect	
present	$V_1 / V_s$	<i>am/is/are</i> + $V_3$	<i>am/is/are</i> + $V_{ing}$	<i>am/is/are</i> <i>being</i> + $V_3$	<i>have/has</i> + $V_3$	<i>have/has</i> <i>been</i> + $V_3$
	повторяющиеся действия		действия, происходящие сейчас		завершённые действия	
past	$V_2$	<i>was/were</i> + $V_3$	<i>was/were</i> + $V_{ing}$	<i>was/were</i> <i>being</i> + $V_3$	<i>had</i> + $V_3$	<i>had been</i> + $V_3$
	действия, завершённые когда-то		действия, происходившие когда-то		действия, завершённые до какого-то момента	
future	<i>will</i> + $V_1$	<i>will be</i> + $V_3$	<i>will be</i> + $V_{ing}$	/	<i>will have</i> + $V_3$	<i>will have</i> <i>been</i> + $V_3$
	предсказания		действия, которые будут происходить		действия, которые будут завершены	

*Exercise 11. Complete the college application cover letter using the following verb forms.*

offers – am looking forward – are enclosed – focuses – have chosen  
am looking – have researched – be given – have proved

Dear Ms Harvey,

I would like to express my interest in the Landscape Architecture program at the University of Sheffield. Over the past few years, I (1) many colleges that offer a bachelor of arts degree in landscape architecture but (2) ultimately the University of Sheffield because of its commitment to educating students with a creative mindset. Unlike other colleges, your program (3) on the growth of each individual student. Not only that, but the program's efforts (4) successful based on the impressive number of alumni currently working in the field of landscape architecture and design. I would be honoured to receive the quality education your institution (5) its students.

I (6) currently to begin my undergraduate studies with the goal of completing the Landscape Architecture program at the University of Sheffield. Upon graduation, I hope to (7) the opportunity to apply the acquired knowledge in practice, creating an attractive and sustainable urban environment.

My application form and the requested documents (8). I'm available for additional questions and I (9) to hearing from you soon. Thank you for your time and consideration regarding my application.

Sincerely,

Monroe Carter

*Exercise 12. Rewrite the sentences using the tense given in brackets.*

e.g. We come to see you on Monday. (future simple)

We **will come** to see you on Monday.

- a. We tried to listen to the announcement but it was too noisy on the platform. (past continuous)
- b. The experiment is being conducted by the scientists of our Academy. (present perfect)
- c. I can't visit her on Sunday. (past simple)
- d. Breakfast is served after 11 o'clock. (future simple)
- e. How often do you go to the dentist? (past simple)
- f. I worked in the garden. (future continuous)
- g. The lunch has been prepared. (future perfect)
- h. He applied for the scholarship. (present continuous)

*Exercise 13. Choose the correct option.*

e.g. Who \_\_\_ food in your family when your mum is away?

cooks                       is cooking                       cooked

- a. Where is John? He \_\_\_ is car in the garage.

- repairs                     is repairing                     has repaired  
 b. I love this film. I \_\_\_ it four or five times already.  
 see                             have seen                     had seen  
 c. Have you visited any European countries? – Yes, I \_\_\_ Spain and Italy.  
 have visited             visited                     had visited  
 d. She \_\_\_ the living room when she heard a strange noise in the kitchen.  
 has cleaned             cleaned                     was cleaning  
 e. I envy you. At five tomorrow you \_\_\_ some tan on the beach at the seaside.  
 will get                     will be getting                     will have got  
 f. You arrived two days ago and are going to leave next Sunday. By the time you leave, you \_\_\_ nine days here.  
 spend                     are spending                     will have spent  
 g. I went to Belgium last month. I \_\_\_ there before. It's a beautiful country.  
 had never been     have never been                     never was

### ➤ WORD FORMATION

**Derived nouns (part III):** суффиксы *-ance* и *-ence* образуют существительные от глаголов, а также от прилагательных, оканчивающихся на *-ant/-ent*.

*(to) perform* – выступать,  
играть  
*different* – различный  
*important* – важный

*performance* – выступление,  
спектакль  
*difference* – различие  
*importance* – важность

Суффикс *-age* образует существительные от глаголов. Он также является характерным для слов французского происхождения, такие как *garage*, *foliage* и т.д.

*(to) pass* – проходить  
*(to) drain* – осушать

*passage* – проход  
*drainage* – осушение, дренаж

Суффикс *-tion* (в некоторых случаях *-ation*, *-sion*) образует существительные от глаголов. При этом в некоторых случаях изменяется произношение, а иногда и написание слов.

*(to) collect* – собирать  
*(to) produce* – производить  
*(to) expect* – ожидать  
*(to) decide* – решать

*collection* – собрание, коллекция  
*production* – производство  
*expectation* – ожидание  
*decision* – решение

*Exercise 14. Form derived nouns using the suffixes -ance/-ence, then translate them into Russian.*



Apply, allow, appear, guide, interfere, correspond, accept, perform, avoid; present, distant, patient, prominent, excellent, brilliant, tolerant.

e.g. *appliance* (приспособление)

*Exercise 15. Define from which verbs or other words were the following nouns derived, then translate into Russian.*

Package, marriage, shortage, postage, storage, coverage, baggage, leakage, pilorage, spoilage.

e.g. *package* (упаковка) < *to pack* (упаковывать)

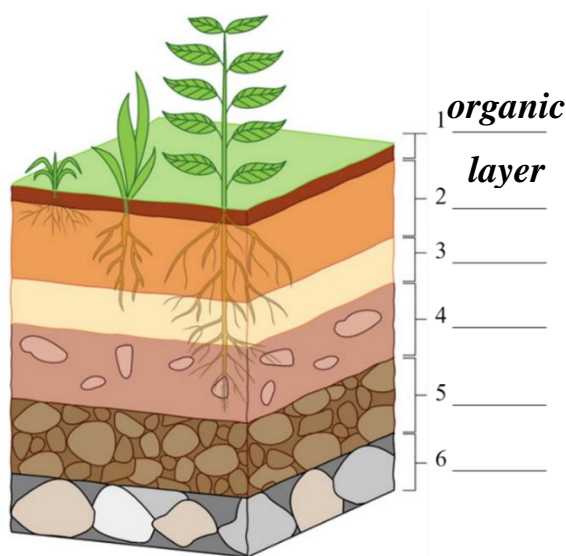
*Exercise. Form derived nouns from the following verbs using the suffixes -tion/-sion, then translate them into Russian.*

Evaluate, explain, generalise, irrigate, reserve, declare, connect, limit, restrict, continue, express, attract, divide, construct, cultivate.

e.g. *evaluate* (оценивать) > *evaluation* (оценка)

### ➤ VOCABULARY BOOSTER

*Exercise 17. Match the soil horizons in the picture to their names and descriptions.*



#### Soil horizons:

- O horizon – organic layer (*d*)
- C horizon – parent rock
- B horizon – subsoil
- E horizon – eluviation layer
- A horizon – topsoil
- R horizon – bedrock

#### Descriptions:

- a. minerals with humus
  - b. deposited minerals and metal salts
  - c. leached minerals and organic matter
  - d. humus
  - e. partly weathered rock
  - f. unweathered parent rock
- humus

### ➤ LISTENING



**The Use of Soil to Reduce CO<sub>2</sub> in the Atmosphere**

<https://youtu.be/gZ4jA9nyAQc?si=AladI4IEBMGQOj20>

*Exercise 18. Fill in the gaps with the following words, then check your answers by listening to the audio track.*

atmosphere – agriculture – carbon – loss – topsoil – oxygen – soils – vegetation

The invention of \_\_\_ some 10,000 years ago disrupted these ancient soil-building processes and led to the \_\_\_ of carbon from the soil. When humans started draining the natural \_\_\_, and ploughing it up for planting, they exposed the buried \_\_\_ to \_\_\_. This created carbon dioxide and released it into the air. And in some places, grazing by domesticated animals has removed all \_\_\_, releasing carbon into the air. Tons of carbon have been stripped from the world's \_\_\_ – where it's needed – and pumped into the \_\_\_.

*Exercise 19. Fill in the gaps with one word.*

- a. Erosion is most likely in a soil that is \_\_\_.
- b. Lal found soil in Africa that was very \_\_\_.
- c. Plants turn CO<sub>2</sub> from the air into carbon-based substances such as \_\_\_.
- d. Some CO<sub>2</sub> moves from the \_\_\_ of plants to microbes in the soil.
- e. Regenerative agriculture uses established practices to make sure soil remains fertile and \_\_\_.
- f. For example, through year-round planting and increasing the \_\_\_ of plants that are grown.
- g. The Californian study took place on a big \_\_\_ farm.
- h. Farmers used compost made from waste from agriculture and \_\_\_.
- i. The Australian study aims to increase soil carbon by using \_\_\_ that are always green.
- j. Future developments may include giving farmers \_\_\_ for carbon storage, as well as their produce.

### ➤ LANGUAGE PRACTICE

*Exercise 20. Fill in the gaps using the following words.*

compensate – productivity – desirable – nor – substances – organic – ancient  
important – erosion – content

### Soil Fertility

Fertility is one of the most (1) properties of soil. A fertile soil is warm, moist, and well-structured; it is neither too acid (2) too alkaline, and contains a great amount of soil nutrients. Since good structure and the supply of nutrients depend on (3) matter, the fertility of a soil is greatly affected by the organic matter it contains.

However, plant nutrients are lost from the soil in different ways. To (4) the nutrients that growing crops remove, as well as those lost through (5) and leaching, barnyard manure and green manure crops<sup>1</sup> are used.

Barnyard manure is highly important for grown crops, its value for maintaining soil (6) having been recognised since (7) times. Manure can improve the soil because it contains such (8) as nitrogen, phosphorus, and potassium. It also adds humus, which is the product of organic matter decomposition.

When the soil is low in organic matter, the growing of crops which are to be ploughed under<sup>2</sup> is (9). Such crops are referred to as green manure crops. The aim of growing them is to increase the organic matter and nitrogen (10) of the soil.

<sup>1</sup> *green manure crops* = сидеральные культуры; <sup>2</sup> *(to) plough under* = запахивать.

*Exercise 21. Translate into English.*

- a. Основные типы почв – песчаные, суглинистые и глинистые.
- b. Воздух снабжает растения кислородом.
- c. Хорошие почвы способны удерживать влагу, которая необходима для того, чтобы растения могли хорошо развиваться.
- d. Плодородная почва – богата питательными веществами и влагой.
- e. Питательные вещества выносятся растениями и теряются в результате эрозии и выщелачивания.
- f. Навоз улучшает почву, так как содержит азот, фосфор и калий.
- g. Сидеральные культуры увеличивают количество азота в почве.
- h. Плодородная почва не должна быть ни слишком кислой, ни слишком щелочной.

*Exercise 22. Fill in the gaps using the information in table 1. Then, write down a similar text using the data in table 2.*

**Table 1 – Black Soil**

horizon	depth (cm)	colour	soil type	structure	other features
A <sub>1</sub>	0-15	brownish grey	coarse sandy clay loam	crumb	contains pieces of quartz
A <sub>2</sub>	15-61	dark grey	heavy clay loam	hard crumb	
B	61-137	brownish or whitish grey	heavy clay loam	hard crumb	contains white and dark carbonate nodules
C	below 137	ash grey	heavy clay loam		mixed with disintegrating rock

The A<sub>1</sub> horizon extends to a depth of \_\_\_ cm. \_\_\_ in colour, the soil type is \_\_\_ with a \_\_\_ structure. A feature is the presence of pieces of \_\_\_\_. The A<sub>2</sub> horizon extends from \_\_\_ to \_\_\_ cm and is \_\_\_ in colour. It consists of a \_\_\_ that has a \_\_\_ structure. The B horizon goes down to \_\_\_ cm and is \_\_\_ in colour. The

textural class of the soil is a \_\_\_\_\_. The soil has a \_\_\_\_\_ structure and contains \_\_\_\_\_. Below 137 cm the C horizon is an \_\_\_\_\_, mixed with \_\_\_\_\_.

**Table 2 – Red Earth**

horizon	depth (cm)	colour	soil type	structure	other features
A	0-36	brownish red	sandy loam	porous and friable granular	mixed with pebbles
B	36-130	red	sandy loam	gravelly	mixed with large quantities of pebbles
C	130-244	yellowish white	sandy	cemented and compact mass	decomposed feldspars

## Unit 6.2 – Water



### ➤ LEAD-IN

*Exercise 1. In pairs, ask each other the following questions.*

- What is drainage?
- Why is the drainage of surface water important?
- Which type of soil is better for drainage?
- What is irrigation?
- What features influence irrigation requirements?

*Exercise 2. Discuss your answers with your course-mates.*

### ➤ ACTIVE VOCABULARY

*Exercise 3. Memorise the following words and phrases paying attention to their pronunciation.*

**artificial** [ɑ:ti'fiʃəl] – искусственный

**balance** ['bæləns] – баланс

**(to) carry away** ['kæri ə'wei] – отводить

**coarse** [kɔ:s] – крупный

**damp** [dæmp] – влажный

**drainage** ['dreɪnɪdʒ] – дренаж

**(to) draw** [drɔ:] – (о воде) набирать

**ground water** ['graʊnd ,wɔ:tə] –

грунтовые воды

**inadequate** [ɪ'nædɪkwət] – недостаточный

**irrigation** [ɪrɪ'geɪʃən] – орошение

**pace** [peɪs] – темп

**particle** ['pɑ:tɪkəl] – частица

**(to) pass through** ['pɑ:s 'θru:] – проникать

**(to) percolate** ['pɜ:kəleɪt] – просачиваться

**permeable** ['pɜ:miəbəl] – проницаемый

**pocket** ['pɒkɪt] – карман

**(to) pool** [pu:l] – скапливаться

**(to) pose** [pəʊz] – представлять собой

**property** ['prɒpəti] – свойство

**reservoir** ['rezəvɔɹwɑ:] – резервуар

**site** [saɪt] – объект

**(to) spread out** ['spred 'aʊt] –

распределить

**(to) stagnate** ['stæɡneɪt] – застаиваться

**surface water** ['sɜ:fɪs ,wɔ:tə] –

поверхностные воды

**undrained** [ʌn'dreɪnd] –

недренированный, неосушённый

**water body** ['wɔ:tə ,bɒdi] – водоём

➤ **READING**

### **Drainage and Irrigation**

The drainage of surface water from land can often pose specific problems. Good drainage is necessary for the protection of a given **site**, for the comfort of those who use it, and for the benefit of the plants to be grown on it. Few plants will thrive in cold, **damp**, undrained soil. Most plants require warmth at their roots.

On the one hand, drainage is the natural property of the soil to allow water to **percolate** deep into the ground. The ease with which water can pass through a soil is influenced by the soil texture: the coarser the **particles**, the faster the water will percolate through the soil. For instance, light sandy soils are more **water permeable** than heavy clays.

On the other hand, artificial drainage is the removal of water that is not needed in order to maintain the correct **balance** of air and water in the soil. Having fallen on an area, water must be kept moving, though the pace should not be too fast. Thus, the land needs to be shaped so as to carry surface water away, and **to prevent** it from pooling or stagnating in pockets. The water must be spread out or else controlled mechanically or structurally. Some soils, however, are so open and dry that they do not pose drainage problems.

Where and when the supply of water is **inadequate**, irrigation is required. There are two main sources of irrigation water: surface water and groundwater. The former can be drawn from different rivers and other **water bodies**, while the latter is provided by underground water reservoirs. The amount of water required for **irrigation** depends on a number of factors, including the type of soil, the water deficit in it, the type of plants grown, the season, etc.

*Exercise 4. Choose a fitting subtitle for each paragraph. There is an extra one you won't need.*

- a. Natural drainage
- b. Importance of drainage
- c. Artificial drainage
- d. Irrigation systems
- e. Irrigation

*Exercise 5. Match the definitions with the words and phrases in bold.*

- a. a situation where different things have equal importance
- b. slightly wet, esp. in a way that is not pleasant
- c. significant accumulations of water on the surface of a planet
- d. not enough, less than is needed
- e. the place where smth is, was, or will be built
- f. the practice of supplying land with water
- g. (of a liquid) move through very small spaces within a substance

- h. not allowing water to go through
- i. to stop smth from happening
- j. small pieces of smth

*Exercise 6. Answer the following questions.*

- a. How does good drainage impact a site?
- b. Which soil is best for plant growth?
- c. What is natural drainage?
- d. How does soil texture influence it?
- e. What is artificial drainage?
- f. How can it be controlled?
- g. When is irrigation needed?
- h. Which are the two main sources of irrigation?
- i. What factors affect irrigation requirements?

*Exercise 7. Summarise the text using your answers in exercise 6 as guidelines. You may want to use the expression you are already familiar with.*

### ➤ GRAMMAR FOCUS

**Absolute participial clause:** в отличие от русского языка, где подлежащее деепричастного оборота должно обязательно быть тем же, что и подлежащее главного предложения, в английском языке это необязательно. Если у деепричастного оборота своё отдельное подлежащее, речь идёт о независимом причастном обороте (*absolute participial clause*), для которого характерна следующая структура:

**subject<sup>1</sup> + V<sub>ing</sub> / V<sub>3</sub> ..., subject<sup>2</sup> + verb**

Например,

**S<sup>1</sup>**
**V<sub>ing</sub>**
**S<sup>2</sup>**
**V**  
**The summer being too dry, we had to buy a new irrigation system.**

При переводе на русский язык, необходимо определить тип смыслового отношения между главным предложением и самым оборотом, в данном случае – причинно-следственная связь:

**Since the summer was too dry, we had to buy a new irrigation system.**  
 = **Так как** лето было слишком сухим, нам пришлось купить новую систему орошения.

В независимых причастных оборотах встречаются не только причастие настоящего и прошедшего времени, но и формы сложно причастия. Например, причастие завершённого вида выражает последовательность действий:

**All the shops having closed, I couldn't buy bread for dinner.**



= **Так как** все магазины были уже закрыты, я не смог купить хлеб на ужин.

**Translator's Tip!** При переводе независимых причастных оборотов связь между главным и придаточным предложением может быть четырёх видов:

1) временная связь (*так как, поскольку, потому что*)

**Rain falling on the land, soil erodes.**

**Когда** дождь выпадает на землю, почва подвергается эрозии.

2) причинно-следственная связь (*когда, пока, после того как*)

**The soil containing much nutrients, the crops will produce high yields.**

**Так как** почва содержит много питательных веществ, культуры дадут высокие урожаи.

3) условие (*если*)

**Fertilisers being used, soil fertility is improved.**

**Если** использовать удобрения, плодородие почвы улучшается.

4) сопутствующее обстоятельство (*при этом*)

**There are many root crops grown by man, the most important being sugar beets, carrots and radishes.**

Человек выращивает много корнеплодов, **при этом** самые важные – это сахарная свёкла, морковь и редис.

*Exercise 8. Rewrite the sentences using absolute participial clauses.*

e.g. After all the members had taken their places, the conference began.

**All the members having taken their places, the conference began.**

- a. As the party was over, he got a taxi and headed home.
- b. After the letter had been written, he went to post it.
- c. As the season was over, all the tourists went away.
- d. Since it was too dark, they stopped searching for traces.
- e. As there was too much snow, they delayed all the flights.
- f. Since there were no reasons to stay, John left the party.
- g. The Australian team won the game because the Chinese one had retired from the competition.
- h. The car couldn't stop at the crossing because its brake system had failed.

*Exercise 9. After determining how the absolute participial clause is linked to the main clause, translate the sentences into Russian.*

e.g. The farm has many large fields, some of them being under potatoes.

*На ферме много больших полей, при этом на некоторых из них выращивают картофель.*

- a. The snow having thawed, we could finally start the first garden works.
- b. Fertilisers being used, soil fertility is improved.
- c. The weather being too hot, you should water the plants more often.
- d. The farm having many large fields, a large volume of fertilisers is needed.
- e. We planted a lot of rare trees, ten of them being a gift from the Spanish ambassador.
- f. Sea water containing harmful substances, it cannot be used for irrigation or drinking.

g. The wind being favourable, our yacht will reach the island in no time.

*Exercise 10. Translate into English using absolute participial clauses.*

e.g. Если погода позволит, мы пойдём на каток.

***The weather permitting, we will go ice-skating.***

- Так как всё было готово, она решила отдохнуть.
- Так как погода была холодная, Джек остался дома.
- Корабль плыл вдоль берега, при этом птицы кружились над ним.
- Было очень темно, потому что облака скрыли звёздное небо.
- После того как солнце село, туристы развели костёр.
- Мы долго разговаривали, при этом он задавал вопросы, а я отвечал.
- После того как письмо было написано, она побежала на почту отправить его.

**Passive voice (review):** в таблице представлены правила образования страдательного залога английских глаголов:

	<b>simple</b>	<b>continuous</b>	<b>perfect</b>
<b>present</b>	S <i>am/is/are</i> V <sub>3</sub>	S <i>am/is/are being</i> V <sub>3</sub>	S <i>have/has been</i> V <sub>3</sub>
<b>past</b>	S <i>was/were</i> V <sub>3</sub>	S <i>was/were being</i> V <sub>3</sub>	S <i>had been</i> V <sub>3</sub>
<b>future</b>	S <i>will be</i> V <sub>3</sub>	/	S <i>will have been</i> V <sub>3</sub>

Как следует из таблицы, вспомогательный глагол *to be* спрягается в соответствующем времени и к нему прибавляется смысловой глагол в третьей форме (V<sub>3</sub>).

*Exercise 11. Rewrite the sentences from the active into the passive voice. Do not forget that 'generic' agents should be omitted!*

e.g. The gardener has planted some trees.

***Some trees have been planted by the gardener.***

- Dr Brown will give you some advice.
- A famous designer will redecorate the hotel.
- Steven Spielberg directed "E.T."
- Someone has broken the crystal vase.
- His parents have taught him to be polite.
- Alexander Fleming discovered penicillin.
- They will advertise their product on television.
- Someone is remaking that film.
- Picasso painted that picture.

*Exercise 12. Translate into English using the correct tense of the passive voice.*

e.g. Когда я вернулся домой, мои чемоданы были уже уложены.

*When I got home, my luggage **had** already **been** packed.*

- a. Его воспитала сестра.
- b. В нашем районе строятся три новые школы.
- c. Книги Агаты Кристи переведены на более чем 100 языков.
- d. Эта опера была написана 100 лет назад.
- e. Когда я пришёл домой, обед готовили.
- f. Стихи Роберта Бёрнса знают во многих странах мира.
- g. На вокзале его встретит папа.
- h. Кем было написано это письмо?
- i. Ответ будет отправлен через пару дней.

*Exercise 13. Fill in the gaps with the correct active or passive form of the verbs given.*

e.g. The meeting **was held** (hold) in the conference room last Monday.

- a. Sarah \_\_\_ (plant) cornflowers in her garden every spring.
- b. The city \_\_\_ (develop) greatly over the past few years.
- c. The seeds \_\_\_ (sow) in the vegetable patch two days ago.
- d. The lilies \_\_\_ (water) at the moment.
- e. The vase \_\_\_ (break) accidentally when it fell off the shelf.
- f. It \_\_\_ (forbid) to park in front of the fire station.
- g. She \_\_\_ (study) French when her phone rang.
- h. Look, the sun \_\_\_ (rise)!
- i. We \_\_\_ (build) the house by the end of the year.
- j. The old carpet \_\_\_ (replace) with a new one next week.

### ➤ WORD FORMATION

**Derived adjectives (part I):** для обозначения наличия какого-либо качества или свойства в английском языке можно образовать прилагательные от существительных с помощью различных суффиксов: *-ous*, *-y*, *-ed*, *-ic*, *-al* и *-ical*.

*fame* – слава

*cloud* – облако

*talent* – талант

*base* – основа

*culture* – культура

*grammar* – грамматика

*famous* – знаменитый

*cloudy* – облачный

*talented* – талантливый

*basic* – основной

*cultural* – культурный

*grammatical* – грамматический

*Exercise 14. Translate the nouns, then form adjectives with the given suffixes and translate them.*

<b>-ous</b>	<b>-y</b>	<b>-ed</b>
fame, danger, number, humour, poison, glory, adventure	grass, wind, storm, taste, thirst, dirt, luck, rain, silk, rock, wool	wheel, skill, colour, stripe, beard

<b>-ic</b>	<b>-al</b>	<b>-ical</b>
hero, artist, athlete, democracy, period, poetry, climate, drama	nation, nature, sensation, idea, structure, centre, profession, origin	geography, botany, physics, chemistry, politics, alphabet

e.g. *fame* (слава) > *famous* (знаменитый)

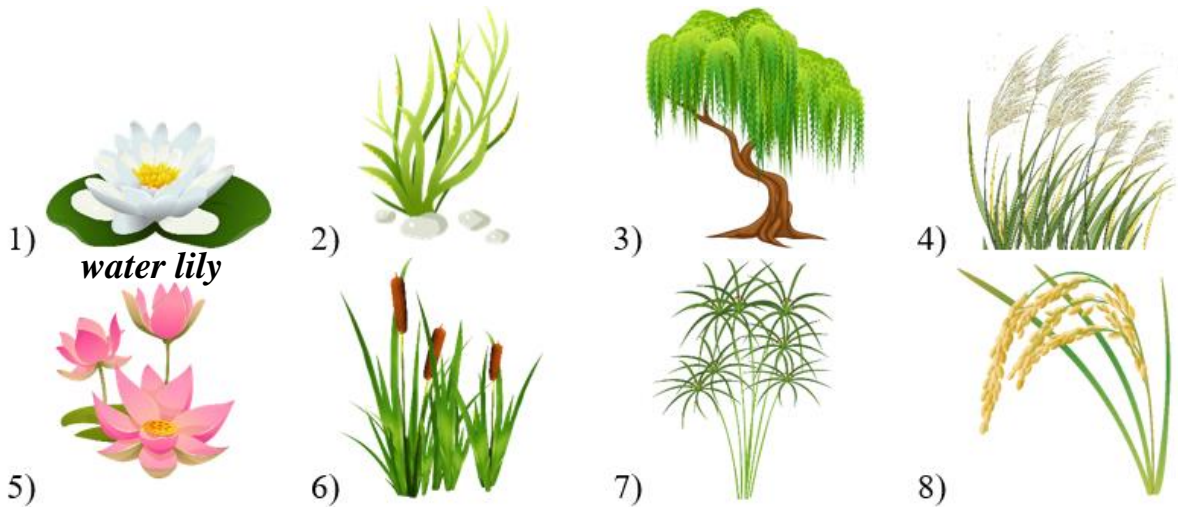
*Exercise 15. Fill in the gaps using adjectives derived from the nouns given.*

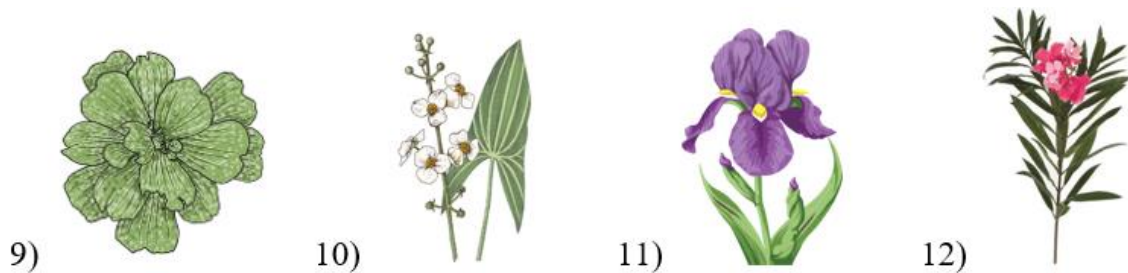
- e.g. The **coastal** (coast) area of Ecuador has a tropical climate.
- During the sale season shops are \_\_\_ (crowd) with customers.
  - Cycling without a safety helmet is \_\_\_ (danger) and quite stupid.
  - The government's \_\_\_ (economy) policy resulted in a catastrophe for the country.
  - She's a real fighter: \_\_\_ (energy) and full of enthusiasm.
  - To be \_\_\_ (health) you need to reduce processed food, sweets, and sugar.
  - Despite many improvements, the streets of Valencia are still very \_\_\_ (noise).
  - Using renewable energy sources is the only \_\_\_ (practice) way to improve the environment.

➤ **VOCABULARY BOOSTER**

*Exercise 16. Match the following water plants with the pictures.*

iris – seaweed – arrowhead – cattail – ~~water lily~~ – rice – lotus – water cabbage  
oleander – papyrus – reed – willow





*Exercise 17. Match the descriptions of the water bodies with their names.*

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>a. a wetland featuring grasses and low-growing woody plants in shallow water (9)</li> <li>b. a place where water is stored, either of natural or artificial origin</li> <li>c. a frozen river that moves slowly down a mountain</li> <li>d. an area of water bordered by land on three sides</li> <li>e. a point in a waterway where water flows over one or more vertical drops</li> <li>f. a natural waterway flowing from higher to lower ground</li> <li>g. a narrow inlet of the sea between cliffs</li> <li>h. a small body of water on land, often of artificial origin</li> <li>i. a relatively large body of water on land</li> <li>j. an intermittent discharge of water ejected turbulently with steam</li> <li>k. a barrier that stops the flow of surface water</li> <li>l. an artificial or natural body of water where ships are stored</li> <li>m. an artificial waterway, connected to or connecting existing water bodies</li> <li>n. a large expanse of saline water</li> <li>o. a point where groundwater flows out of the ground</li> </ul> | <ul style="list-style-type: none"> <li>1. bay</li> <li>2. canal</li> <li>3. dam</li> <li>4. fjord</li> <li>5. geyser</li> <li>6. glacier</li> <li>7. harbour</li> <li>8. lake</li> <li>9. <del>marsh</del></li> <li>10. pond</li> <li>11. reservoir</li> <li>12. river</li> <li>13. sea</li> <li>14. spring</li> <li>15. waterfall</li> </ul> |
|---|---|

➤ **LISTENING**



**Aquatic Plants: Ponds, Fountains and Water Plants**

<https://youtu.be/TMIC-Hs5jBM?si=gUdcpwPpp11FQxCz>

*Exercise 18. Listen and match the water plants with their characteristics.*

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>1) water lilies</li> <li>2) lotuses</li> <li>3) duckweeds</li> </ul> | <ul style="list-style-type: none"> <li>a. require a good amount of sunlight and rich loamy soil.</li> <li>b. need minimal care.</li> <li>c. require a bit more care.</li> <li>d. can grow in deeper water.</li> <li>e. are a floating plant.</li> </ul> |
|---|---|

f. thrive in still calm waters.

*Exercise 19. Match the adjectives with the nouns to form phrases from the audio track, then use them to fill in the gaps.*

aquatic ____	1. waters
ecological ____	2. care
aesthetic ____	3. allure
public ____	4. function
vital ____	5. ecosystem
critical ____	6. forms
calm ____	7. spaces
minimal ____	8. balance
thriving ____	9. plants
diverse ____	10. role

- Libraries perform a \_\_\_\_ in the life of local communities.
- Properly used materials, textures, and colours can heighten the \_\_\_\_ of your project.
- The collection consists of perennials and annuals, \_\_\_\_, spruce, fir, and alder trees.
- A well-balanced diet and exercise play a \_\_\_\_ in maintaining a healthy lifestyle.
- In New South Wales, no tobacco advertising is allowed in \_\_\_\_.
- Restoration can turn even a wasteland into a \_\_\_\_.
- The \_\_\_\_ of tree crowns can be used to create texture.
- The main advantage of such plants is that they require \_\_\_\_.
- It's a beautiful setting with a wide expanse of \_\_\_\_ and misty mountains beyond.
- Beekeeping has beneficial effects on rural development and the \_\_\_\_.

### ➤ LANGUAGE PRACTICE

*Exercise 20. Fill in the gaps using the present participle / gerund or past participle of the following verbs.*

connect – use – play – classify – run – create – keep – fall – grow – thrive

### Water Features

Ever since the beginning of gardening, water features have (1) a crucial role in the design of gardens. The soothing sound of (2) water takes outdoor space to a whole new level, (3) a peculiar and relaxing atmosphere, cooling the temperature in summer, and even attracting local wildlife.

The simplest water feature is a garden pond, which can be (4) to other water and landscaping features, like waterfalls, fountains, decking, and rockeries. Choosing the right plants to be (5) in a pond is crucial, as they increase the

oxygen in the pond itself and reduce the proliferation of algae. In addition, plants can be used to attract wildlife such as frogs and newts or insects like dragonflies. Many people love (6) fish in their ponds, such as goldfish and koi.

Waterfalls are most often integrated in a pond, but pondless waterfalls such as water walls and rain curtains are not as loud as standard ones and require less space. Water blades are an elegant and contemporary take on traditional waterfalls: built into brick walls, they form a closed-loop water curtain (7) into a swimming pool, pond, or reservoir.

Fountains can be (8) as self-contained, which require only a little space; centrepiece fountains, which require a pond or pool to catch their water; and wall fountains, which usually require a fill basin. The most important part of a fountain is its nozzle, which can change everything from water height to the sound it makes.

Streams require a slope so that the water can flow naturally. They may include waterfalls and have a pond on one end, though pondless streams require less maintenance. As with ponds, the presence of (9) plant life around a stream can provide self-filtering and avoid the development of algae. Rills are to streams what water blades are to waterfalls. Like canals, rills channel water in a straight line that is often narrow and shallow, and can be (10) for irrigation.

*Exercise 21. Translate into English.*

- a. Орошение необходимо, если водоснабжение неудовлетворительно.
- b. Естественный дренаж – это свойство почвы, позволяющее воде просачиваться глубоко в землю.
- c. Чем крупнее частицы почвы, тем быстрее вода просачивается через почву.
- d. Искусственный дренаж предотвращает образование карманов воды.
- e. Водоёмы, такие как реки, озёра и болота, являются важной частью ландшафта.
- f. Тростники, рогозы и ивы растут хорошо на окраине прудов и других водоёмов.
- g. Выращивание растений в прудах и ручьях предотвращает развитие водорослей.
- h. Основные водные объекты в садоводстве – это пруды, ручьи, водопады, фонтаны, «водяные лезвия» и каналы.

*Exercise 22. Looking at the picture, fill in the gaps with one word.*

The picture shows a big \_\_\_\_\_. Plant life is \_\_\_\_\_, as we can see the leaves of many \_\_\_\_\_ (though they haven't flowered yet) and luscious \_\_\_\_\_ near the edges. A beautiful \_\_\_\_\_ tree is towering on the right, surrounded by rocks and \_\_\_\_\_. Behind



some \_\_\_ on the background, we can see the red roof of a \_\_\_ surrounded by trees.



## Unit 6.3 – Stones, Rocks and Gravel



### ➤ LEAD-IN

*Exercise 1. In pairs, ask each other the following questions.*

- What is the difference between rocks and stones?
- How can they be used in landscaping?
- Where can you put stones in a garden?
- What is a rock garden and how is it created?
- Which plants can be used in rock gardens?

*Exercise 2. Discuss your answers with your course-mates.*

### ➤ ACTIVE VOCABULARY

*Exercise 3. Memorise the following words and phrases paying attention to their pronunciation.*

**alpine** [ˈælpain] – альпийский,  
высокогорный

**boulder** [ˈbəʊldə] – валун

**(to) contribute** [kənˈtrɪbjʊ:t] – делать  
вклад, способствовать

**crevice** [ˈkrevis] – трещина

**existing** [ɪgˈzɪstɪŋ] – существующий,  
имеющийся в наличии

**exposed** [ɪkˈspəʊzd] – подверженный  
воздействию

**family** [ˈfæmɪli] – семейство

**gravel** [ˈgrævəl] – гравий

**greenery** [ˈɡriːnəri] – растительность

**heather** [ˈhedə] – вереск

**interchangeable** [ɪntəˈtʃeɪndʒəbəl] –  
взаимозаменяемый

**(to) lay** [leɪ], **laid**, **laid** – класть

**lily** [ˈlɪli] – лилия

**mould** [məʊld] – перегной

**native** [ˈneɪtɪv] – местный

**orchid** [ˈɔːkɪd] – орхидея

**outcrop** [ˈaʊtkrɒp] – обнажение

**paving** [ˈpeɪvɪŋ] – покрытие

**peaty** [ˈpiːti] – торфяной

**plenty** [ˈplenti] **of** – много, полно

**primrose** [ˈprɪmɹəʊz] – первоцвет,  
примула

**refreshing** [rɪˈfreʃɪŋ] – освежающий

**rock** [rɒk] – горная порода

**rockery** [ˈrɒkəri] – альпийская горка,  
альпинарий

**saxifrage** [ˈsæksɪfrɪdʒ] – камнеломка

(to) scatter ['skætə] – разбрасывать  
sedum ['si:dəm] – очиток  
setting ['setɪŋ] – оформление

step [step] – уступ, ступень  
stone [stəʊn] – камень

➤ **READING**

### Landscaping with Rocks and Stones

When thinking about landscaping, plants might naturally come to mind first. But landscaping with rocks and stones in addition to plants can be a refreshing way to add texture, colour, and year-round interest to a garden.

Stones and rocks are often considered **interchangeable** words, but the two are actually very different things: a **stone** has been exposed to weather or water for a long period of time, while rocks come freshly broken from a larger mass below ground. Stones are most commonly used for **paving** and walls, but they can also be laid around **water features** to create a more natural-looking setting. Rocks, on the other hand, are the main element of rockeries.

The purpose of a **rockery** is to show off either existing rock outcrops or **boulders** with a certain sculptural value, or to create rock effects. In the second case, the rocks in a rockery should look as though they belong to the site, preferring stones or rocks **native** to the region. Each of them should be laid so as to contribute to a look of stability.

Rockeries may be of practical value, being created, for instance, to keep the soil from washing down along steps. As for **greenery**, alpine and other plants used in rockeries require plenty of sun and should not be planted too thickly, each plant needing enough space to develop properly. Grouping several plants of a kind together is more effective than scattering individual plants here and there. The pockets and crevices created for them should contain soil favourable to their growth, or else plants should be selected to fit the existing soil. Most rockery plants require a deep, **moist** soil, but each plant family has specific requirements. For example, peaty soil is best for the heather and orchid family, crushed rock or **gravel** is best for saxifrages and sedums, and leaf mould is best for the primrose and lily families.

*Exercise 4. Find the name of the following plants in the text as well as their soil requirements.*



\_\_\_ require a \_\_\_.





\_\_\_ require a \_\_\_.



\_\_\_ require a \_\_\_.



\_\_\_ require a \_\_\_.

- e.  \_\_\_\_ require a \_\_\_\_.
- f.  \_\_\_\_ require a \_\_\_\_.

*Exercise 5. Match the definitions with the words and phrases in bold.*

- green plants, esp. when used as decoration
- an area within a garden that has plants growing between rocks or stones
- an area covered with stones, concrete, or bricks
- slightly wet, esp. in a good way
- small, rounded stones, often mixed with sand
- able to be exchanged with each other without making any difference
- fountains or small areas of water in a garden or park
- the hard, solid substance found in the ground that is often used as a building material, or a small piece of it
- very large rocks
- occurring naturally in a place and having not been brought from somewhere else

*Exercise 6. Answer the following questions.*

- How can rocks and stones affect a garden?
- What's the difference between a rock and a stone?
- How are stones used in landscaping?
- How are rocks used in landscaping?
- What is the purpose of rockeries?
- How should rocks and stones be chosen?
- What is the practical value of rockeries?
- Which requirements do rockery plants have in order to grow well?
- Which types of soil should be used in rockeries?
- List some plants that you might add to a rockery.

*Exercise 7. Summarise the text using your answers in exercise 6 as guidelines. You may want to use the expressions you are already familiar with.*

### ➤ GRAMMAR FOCUS

**Direct and reported speech:** чтобы передать слова другого человека, как и в русском языке, в английском языке существуют два варианта: прямая речь (*direct speech*) и косвенная речь (*reported speech*).

**Direct speech:** в первом случае, достаточно повторить слова, произнесённые другим человеком, в кавычках. Если Пол нам сказал «*I'm very hungry*», то прямая речь будет *Paul said, 'I'm very hungry.'* Как следует из примера, вводное предложение с глаголом высказывания отделяется

запятой, а сама прямая речь выделяется так называемыми английскими одиночными кавычками (‘ ’) или – особенно внутри кавычек – английскими двойными кавычками (“ ”). Знаки препинания, в частности точка, вопросительный и восклицательный знак, пишутся до закрывающей кавычки.

Слова автора (*reporting clause*) могут стоять как перед прямой речью, так и после неё, а также могут её разрывать. В таблице представлены правила пунктуации во всех трёх случаях:

reporting clause position	direct speech
before	<i>Dan asked hungrily, ‘Do you know what time lunch is?’</i>
after	<i>‘Do you what time lunch is?’ Dan asked hungrily.</i>
embedded	<i>‘Do you know,’ Dan asked hungrily, ‘what time lunch is?’</i>

**Reported speech:** косвенная речь, наоборот, это не повторение слов говорящего в кавычках, а способ введения в текст чужой речи с сохранением содержания высказывания. Косвенная речь представляет собой придаточное предложение. Сравните:

direct speech	reported speech
<i>They say, ‘We’re quite cold in here.’</i>	<i>They say (that) they’re cold in here.</i>

Выбор средства связи косвенной речи со словами автора зависит от вида высказывания: утверждения через *that* (часто опускается), общие вопросы – через *if* или *whether*, специальные вопросы – через вопросительное слово, вежливые просьбы и приказы – через инфинитив. В последнем случае, для вежливой просьбы используется глагол *ask*, а для приказов – *tell*. Сравните:

direct speech	reported speech
<i>John said, ‘The weather is wonderful today.’</i>	<i>John said (that) the weather was wonderful that day.</i>
<i>John asked, ‘Has it stopped raining?’</i>	<i>John asked if / whether it had stopped raining.</i>
<i>John asked, ‘What’s the weather like?’</i>	<i>John asked what the weather was like.</i>
<i>Johns said, ‘Please don’t smoke.’</i>	<i>John asked me not to smoke.</i>
<i>John told the children, ‘Go play outside.’</i>	<i>John told the children to go play outside.</i>

Если глагол высказывания в настоящем времени, при переходе на косвенную речь необходимо менять (по логике) местоимения, а видовременные формы остаются такими же. Однако, если глагол высказывания в прошедшем времени, видовременные формы меняются по следующим правилам:

rule		<i>Mary said (asked)...</i>	
present simp.	past simp.	<i>'I live in the city centre.'</i>	<i>...she <b>lived</b> in the city centre.</i>
present cont.	past cont.	<i>'I'm going out.'</i>	<i>...she <b>was going out</b>.</i>
present perf.	past perf.	<i>'I've finished.'</i>	<i>...she <b>had finished</b>.</i>
past simp.		<i>'I arrived before you.'</i>	<i>...she <b>had arrived</b> before me.</i>
past. perf.		<i>'I had already left.'</i>	<i>...she <b>had already left</b>.</i>
<i>will</i>	<i>would</i>	<i>'I'll be there at 2.'</i>	<i>...she <b>would</b> be there at 2.</i>
<i>can</i>	<i>could</i>	<i>'I can swim.'</i>	<i>...she <b>could</b> swim.</i>
<i>must</i>	<i>had to</i>	<i>'I must go.'</i>	<i>...she <b>had to</b> go.</i>
<i>may</i>	<i>might</i>	<i>'I may drive there.'</i>	<i>...she <b>might</b> drive there.</i>
<i>shall</i>	<i>should</i>	<i>'Shall we start?'</i>	<i>... if we <b>should</b> start.</i>

Также меняются определённые наречия и выражения, обозначающие время и пространство:

rule		<i>Jane said...</i>	
today	that day	<i>'I saw him <b>today</b>.'</i>	<i>...she had seen him <b>that day</b>.</i>
yesterday	the day before	<i>'I saw him <b>yesterday</b>.'</i>	<i>...she had seen him <b>the day before</b>.</i>
tomorrow	the next day	<i>'I'll see you <b>tomorrow</b>.'</i>	<i>...she would see me <b>the next day</b>.</i>
next month/week/year	the following month/week/year	<i>'I have an appointment <b>next week</b>.'</i>	<i>...she had an appointment <b>the following week</b>.</i>
last month/week/year	the previous month/week/year	<i>'I was on holiday <b>last week</b>.'</i>	<i>...she had been on holiday <b>the previous week</b>.</i>
ago	before	<i>'I saw her <b>two days ago</b>.'</i>	<i>...she had seen her <b>two days before</b>.</i>
in + time	time + later	<i>'I'm leaving <b>in two days</b>.'</i>	<i>...she was leaving <b>two days later</b>.</i>
this month/week/year	that month/week/year	<i>'I'm getting a new car <b>this week</b>.'</i>	<i>...she was getting a new car <b>that week</b>.</i>
this/that + noun	the + noun	<i>'I love <b>this</b> place.'</i>	<i>...she loved <b>the</b> place.</i>
now	then	<i>'I have to go <b>now</b>.'</i>	<i>...she had to go <b>then</b>.</i>
here	there	<i>'I live <b>here</b>.'</i>	<i>...she lived <b>there</b>.</i>

*Exercise 8. Change the direct speech into reported speech.*

e.g. He said, 'She works in a bank.'

*He said (that) she **worked** in a bank.*

- She said, 'We went to the cinema yesterday.'
- He said, 'I was waiting for the bus when a policeman approached.'
- She said, 'I'd never been there before.'
- They said, 'We didn't go to the party.'
- She said, 'Lucy will arrive later.'
- She said, 'He hasn't eaten lunch.'



- g. She said, 'I can bring this book tomorrow.'
- h. She said, 'I must go to bed early.'
- i. He said, 'They visited my parents at the weekend.'

*Exercise 9. Change the following requests and orders into reported speech.*

- e.g. 'Please, help me carry this.'  
 She asked me **to help her carry that**.
- a. 'You must make the bed before you go to work!'  
 She told him...
  - b. 'Please, buy some milk.'  
 She asked me...
  - c. 'Could you, please, open the window?'  
 She asked me...
  - d. 'Eat your food!'  
 She told him...
  - e. 'Could you bring the book tonight?'  
 She asked me...
  - f. 'Can you help me with my homework, please?'  
 She asked me...
  - g. 'Would you bring me a cup of coffee, please?'  
 She asked me...

*Exercise 10. Change the direct speech into reported speech. Use she and the past simple of ask, say, or tell.*

- e.g. 'Don't do it!'  
 She **told me not to do it**.
- a. 'I'm leaving tomorrow.'
  - b. 'Please, get me a cup of tea.'
  - c. 'She got married last year.'
  - d. 'Be quick!'
  - e. 'Could you explain number four, please?'
  - f. 'Where do you live?'
  - g. 'We went to the cinema and then to a Chinese restaurant.'
  - h. 'I'll come and help you at twelve.'
  - i. 'What are you doing tomorrow?'

**Participles and gerund (review):** в таблице представлены основные виды оборотов, образуемых с помощью английских причастий.

structure	examples
<b>participial clauses</b> (причастные обороты)	
noun + V <sub>ing</sub>	<i>The woman <b>planting</b> the hydrangeas is my mother.</i> <i>Женщина, <b>сажающая</b> гордензии, – моя мама.</i>



noun + V <sub>3</sub>	<i>The flowers <b>planted</b> in the backyard are all native species.</i> <i>Цветы, <b>посаженные</b> во дворе, – это все местные виды.</i>
-----------------------	--

<b>adverbial participial clauses</b> (деепричастные обороты)	
V <sub>ing</sub> or complex participle (beginning or end of the sentence)	<i>Planting the roses, I pricked my finger.</i> <i>Сажая розы, я уколол палец.</i>
	<i>Having planted all the flowers, I took a break.</i> <i>Посадив все цветы, я сделал перерыв.</i>
	<i>Being planted at proper depth, the seedling will grow better.</i> <i>Если их посадить на нужную глубину, саженцы будут лучше расти.</i>
<b>absolute participial clauses</b> (независимые причастные обороты)	
subject + V <sub>ing</sub> or complex participle	1. TIME <i>The soil <b>being</b> warm enough, you can plant your crops.</i> <b>Когда</b> почва достаточно <b>прогреется</b> , можно посадить культуры.
	2. CAUSE-EFFECT <i>The summer <b>being</b> dry, we had to turn to artificial irrigation.</i> <b>Так как</b> лето <b>было</b> засушливым, нам пришлось перейти на искусственное орошение.
	3. CONDITIONAL <i>The crops <b>being planted</b> too early, we might lose some of them because of night frost.</i> <b>Если</b> культуры <b>будут посажены</b> слишком рано, мы может потерять некоторые из них из-за ночных заморозков.
	4. COLLATERAL CIRCUMSTANCES <i>We bought a lot of seeds, most of them <b>being</b> annual or biennial grasses.</i> Мы купили много семян, <b>при этом</b> большинство – однолетние или двулетние злаки.

*Exercise 11. Fill in with the correct present, past, or complex participle of the given verbs.*

- e.g. We saw a lot of **broken** (break) chairs in the basement.
- You look \_\_\_ (worry). What's the matter?
  - The man \_\_\_ (talk) with Mrs Smith is her son's teacher, if I'm not mistaken.
  - When I looked out of the window, I saw her \_\_\_ (cross) the street.
  - I heard the children \_\_\_ (fight) over something and went to see what was happening.
  - \_\_\_ (finish) my work on the report, I locked my office and went home.
  - The weather \_\_\_ (be) pleasantly warm, we spent the whole day at the park.
  - \_\_\_ (drive) home, I saw a fox.

*Exercise 12. State whether the ing-forms in the following sentences are participles or gerunds, then translate the sentences into Russian.*

- e.g. Hearing a loud noise, we ran to the window.

*participle (деепричастие) – Услышав громкий шум, мы подбежали к окну.*

- a. The motorcyclist was fatally injured in the accident and is now fighting for his life.
- b. He ruined his sight by watching TV all day.
- c. We saw a clown standing on his head.
- d. Asking questions is a whole lot easier than answering them.
- e. Waving their hands, the audience cheered the winner.
- f. Plucking flowers is forbidden.
- g. I was surprised at John's being absent.
- h. We spent the whole day playing cards.
- i. Are you afraid of speaking the truth?

*Exercise 13. Rephrase the underlined words with a participial, adverbial participial, or absolute participial clause.*

e.g. When he arrived at the railway station, he bought a ticket and walked to the platform.

***Having arrived** at the railway station, he bought a ticket and walked to the platform.*

- a. He was staring at the woman who was sitting opposite him.
- b. If my boss allows it, I'll leave work earlier today.
- c. There are many students who study music.
- d. Since he was very busy, he didn't have time to meet me.
- e. As the crops were watered by rain and not irrigation, the plots soon became exhausted.
- f. Since all the projects had been finished, they took a break.
- g. The children were carefully listening to the stories who were told by the nanny.
- h. After he was shown in, he took off his coat and started waiting.
- i. There were various books on the shelf, and many of them were English translations of Italian novels.

### ➤ WORD FORMATION

**Derived adjectives (part II):** суффикс *-able* (также *-ible*) образует прилагательные от глаголов и обозначает способность что-либо сделать.

(to) *change* – изменить

*changeable* – изменчивый

(to) *access* – иметь доступ

*accessible* – доступный

Суффикс *-ive* образует прилагательные от глаголов и обозначает отношение, природу, качество.

(to) *talk* – разговаривать

*talkative* – разговорчивый

(to) *collect* – собирать

*collective* – собирательный

Суффиксы *-ant* и *-ent* образуют прилагательные от глаголов и обозначают выполнение какого-либо действия. К тому же, данные суффиксы образуют прилагательные от существительных, оканчивающихся на *-ance/-ence*.

(to) <i>insist</i> – настаивать	<i>insistent</i> – настойчивый
(to) <i>resist</i> – сопротивляться	<i>resistant</i> – устойчивый
<i>relevance</i> – актуальность	<i>relevant</i> – актуальный
<i>violence</i> – насилие	<i>violent</i> – насильственный

*Exercise 14. Read the definitions and form adjectives from the verbs in them.*

- |   |                                     |
|---|-------------------------------------|
| a. smth that can be moved – <u><b>movable</b></u> | f. smth that can be broken – ___    |
| b. smth that can be counted – ___                 | g. smth that can be read – ___      |
| c. smth that can be eaten – ___                   | h. smth that can be respected – ___ |
| d. smth that can be drunk – ___                   | i. smth that can be forgotten – ___ |
| e. smth that can be imagined – ___                | j. smth that can be believed – ___  |

*Exercise 15. Fill in the gaps using derived adjectives with the suffixes -ive, -ant, -ent. Some adjectives need a negative prefix as well (see 5.1).*

- e.g. It was one of the most **destructive** storms in recent memory. – *smth that destructs buildings*
- What's the best punishment for a \_\_\_ teenager? – *s.o. who does **not** obey*
  - She left the job because the work had become too \_\_\_. – *smth that is repeated all the time*
  - What he said was true, but it was completely \_\_\_. – *smth that has **no** relevance*
  - Let your imagination run wild and be \_\_\_. – *s.o. that can create*
  - My best friend has always been \_\_\_ of my dreams and aspirations. – *s.o. that supports other people*
  - Cats are extremely \_\_\_ animals. They don't really need people. – *s.o. that does **not** depend on others*
  - If you want to work with children you need to be really \_\_\_. – *s.o. who has a lot of patience*

### ➤ VOCABULARY BOOSTER

*Exercise 16. Fill in the gaps using the correct forms of (to) pave and the following derived words – paved, paving, pavement, pavers.*

- e.g. The drive to the garage was **paved** with concrete.
- We have already bought the bricks to \_\_\_ the backyard.
  - The client has decided to use concrete \_\_\_.
  - We always clear any snow from our garden path and the \_\_\_ outside our house.
  - We had to come in through the backdoor because they were \_\_\_ the front porch.

- e. Fed up of having to deal with mud, they eventually decided to cover the driveway with \_\_\_\_.
- f. Paul hasn't yet decided which \_\_\_\_ material he wants to use in the patio.

*Exercise 16. Unscramble the words under the pictures, then match them with their definitions.*

**mulch (e)**

1)  <i>lhcmu</i>	2)  <i>elavgr</i>	3)  <i>iksbrc</i>	4)  <i>rceotnce</i>
5)  <i>gsippetn tosnes</i>	6)  <i>tdri</i>	7)  <i>owod lanskp</i>	8)  <i>gssar</i>
	9)  <i>tobcsebeloen</i>	10)  <i>lpasath</i>	

- a very hard building material made with cement, sand, small stones, and water
- low green plants with narrow leaves
- loose earth on the ground
- long, narrow, flat pieces of wood used for making floors
- a layer, esp. of decaying leaves, grass, or plant material
- small, rounded stones, often mixed with sand
- a black, sticky substance that forms a strong surface when it becomes hard
- rounded stones used for paving surfaces
- rectangular blocks of hard material used for building
- one row of large, flat stones on which you can walk

➤ **LISTENING**



**Five Best Plants for Rock Garden**

<https://youtu.be/9BypbzH5UFE?si=dISfLUU8OG8XV0SH>

*Exercise 18. Match the name of the plants to their characteristics according to the audio track.*

- |  |                               |
|--|-------------------------------|
| 1) rockcress ( <i>Arabis</i> )               | a. has spines on the leaves.  |
| 2) thrift ( <i>Armeria maritima</i> )        | b. prefers poor soils.        |
| 3) pink carpet ( <i>Delosperma cooperi</i> ) | c. is used as a ground cover. |

- 4) golden alison (*Alyssum*)
- 5) prickly pear cactus (*Opuntia*)
- d. has a subtle honey-like fragrance.
- e. can withstand strong wind.
- f. tolerates heat and drought.
- g. produces edible fruits.

*Exercise 19. Mark the sentences as true (T) or false (F). Correct the false ones.*

- a. Rock gardens take as much effort to maintain as others.
- b. Good drainage is important for plants to thrive in rock gardens.
- c. Rockcress is a climber.
- d. You needn't worry too much about thrift.
- e. *Delosperma cooperi* produces flowers throughout the whole summer.
- f. *Alyssum* attracts beneficial insects like pollinators due to its bright flowers.
- g. Cacti are not recommended for rock gardens.
- h. Prickly pear cacti should be planted away from the walkways.

### ➤ LANGUAGE PRACTICE

*Exercise 20. Fill in the gaps using the correct prepositions.*

#### **Paving and Pathways**

As one would expect, rocks and stones are commonly used \_\_\_ pave garden paths and other small or large areas. Pathways are an often-overlooked aspect of an outdoor space, but are an essential part \_\_\_ any garden design. They can be used to connect or divide garden areas, provide a way to get \_\_\_ different parts of the yard, and allow access to garden beds \_\_\_ maintenance chores.

A well-designed garden path adds appeal, provides safe, easy access to the house and through the yard, and integrates the outdoor space \_\_\_ the house interior. When designing garden paths, factors such as size and dimensions, grade, light, drainage, and soil should be kept \_\_\_ mind. The purpose and the amount \_\_\_ people using it are also important when choosing materials: primary paths \_\_\_ the front door to the street or pavement should be made of durable materials such as concrete, stepping stones, cobblestone, or bricks that will stand up \_\_\_ year-round use and maintenance such as clearing snow and ice. For secondary pathways a narrow path made \_\_\_ gravel, mulch, wood planks, or even just dirt may be more suitable.

The scale \_\_\_ pathways is also important: if too wide, paths can overwhelm a space; if too narrow, they may be difficult to navigate. The primary pathway from the house door \_\_\_ the street should be wide enough for two people to walk abreast. A path leading to the garden shed should be spacious enough \_\_\_ accommodate a wheelbarrow or lawn mower. Other secondary paths may be narrower, as long as they are comfortable to walk \_\_\_ the garden.

*Exercise 21. Translate into English.*

- a. Камни подвергаются воздействию погоды или воды в течение длительного периода времени.
- b. Садовые участки можно покрыть цементом, камнями, кирпичами и другими материалами.
- c. Альпийские горки часто включают в себя обнажения горных пород или валуны.
- d. Второстепенные тропинки в саду часто делаются из мульчи, гравия или земли.
- e. Альпийские растения, используемые в альпийских горках, требуют много солнечного света.
- f. Самые распространённые растения в альпинариях относятся к семействам вереска, орхидеи, камнеломки, очитка, первоцвета и лилии.
- g. Дорожка от двери к улице была покрыта закладными камнями.
- h. Дорожка к садовому сараю была слишком узкой для тачки, поэтому пришлось её перестроить.

*Exercise 22. Unscramble the words while looking at the picture.*

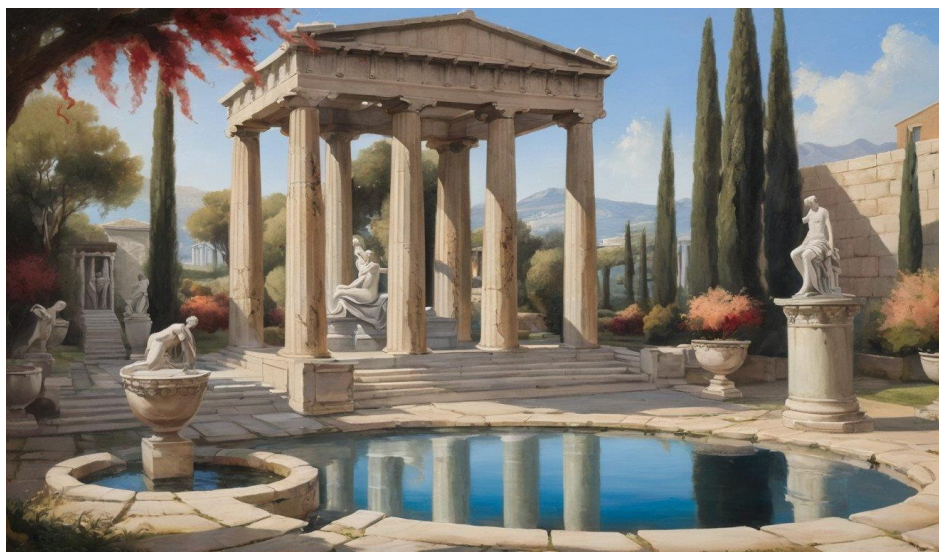


The *phaawyt* leading to the garden shed is paved with *pngeistp* stones. All around we can see a lot of *elorwsf*: red poppies, yellow *itlusp*, blue lupins, and *sheort*. On the *orcner* of the shed a *migncbli* bush has almost reached its roof. The garden is *drudernuso* by a relatively high *seton wlal*.



# Module 7 – Gardening

## Unit 7.1 – History of Gardening



### ➤ LEAD-IN

*Exercise 1. In pairs, ask each other the following questions.*

- Where and when did the first gardens appear?
- Why were ancient gardens often surrounded by walls?
- What is a paradise garden?
- Which plants were grown in ancient Greek gardens?
- What was a Roman villa?

*Exercise 2. Discuss your answers with your course-mates.*

### ➤ ACTIVE VOCABULARY

*Exercise 3. Memorise the following words and phrases paying attention to their pronunciation.*

**(to) absorb** [əb'zɔ:b] – поглощать

**cloister** ['klɔɪstə] – клуатр

**court** [kɔ:t] – двор

**defence wall** [di'fens ,wɔ:l] – защитная стена

**(to) depict** [di'pɪkt] – изображать

**enclosed** [ɪn'kləʊzd] – огороженный

**enclosure** [ɪn'kləʊzə] – ограждение

**flowerbed** ['flaʊə ,bed] – клумба

**fortress** ['fɔ:trəs] – крепость

**(to) furnish** ['fɜ:nɪʃ] – снабжать

**grand** [grænd] – роскошный

**heat** [hi:t] – жара

**horticulture** ['hɔ:tɪklʌltʃə] – садоводство

**layout** ['leɪaʊt] – планировка

**miniature** ['mɪnɪətʃə] – миниатюра

**monastery** ['mɒnəstri] – монастырь

**mud** [mʌd] – грязь, глина

**orchard** ['ɔ:tʃəd] – фруктовый сад

**pattern** ['pætərn] – узор

**pergola** ['pɜ:gələ] – пергола

**pool** [pu:l] – бассейн

**statuary** ['stætʃʊəri] – собрание скульптур

**sustenance** ['sʌstə'nəns] –

жизнеобеспечение

**utilitarian** [ju:'tɪli'teəriən] – прагматический

**vegetable growing** – овощеводство



**vineyard** ['vɪnjɑ:d] – виноградник

**(to) weave** [wi:v] (**wove, wov**en) – плести

➤ **READING**

### **The Origins of Gardening**

The earliest recorded gardens<sup>1</sup>, seen in Egypt about 3000 BCE, were surrounded by a mud wall to absorb some of the sun heat. The house was also located within this square or rectangular **enclosure**. The formal layout of early gardens was mainly due to the need for irrigation canals to provide water in a hot dry climate. Dividing the garden into geometric areas, these canals would become real pools with fish in grander gardens.

This **formal** style of gardens characterised the Middle East during the next few thousands of years. The enclosed paradise gardens of Persia were often walled<sup>2</sup>, the walls being hung with<sup>3</sup> grapevines and **climbers**. Fruit trees were cultivated, including peach, apple, cherry, date, fig, and olive trees. The Persians also grew flowers such as poppies, lilies, chrysanthemums, daffodils, and roses in formal beds between the water canals. Paradise gardens with a formal **layout** were often depicted in Persian writings, painted in **miniatures**, and woven into carpet patterns.

In ancient Greece wealthy people used to have vegetables planted in their garden **to furnish** their tables. Homer wrote of Alcinous's large walled garden where broad beans were grown and which included an orchard with apple, pear, and fig trees. Olive trees and a **vineyard** are also mentioned.

For the Romans the garden was the centre of the house, becoming an even more important part of domestic life. The garden layout, based on the Greek one, was usually formal and made up of flowerbeds and paths, **pergolas**, and garden statuary with fountains and pools for irrigation. The garden being the main form of **sustenance for the rich and the poor alike**<sup>4</sup>, the Romans carried vegetable growing much further in their country houses or, as they were known, villas.

Very little development took place in Europe following the fall of the Roman Empire. It is thought that knowledge of horticulture virtually died out.

Enclosed gardens were restored on a small scale at the end of the Dark Ages in monasteries and fortresses. The monasteries were laid out using the Roman court-and-**cloister** plan and inside the court monks cultivated medicinal plants, herbs, and some vegetables.

It is generally assumed that English monastic and private gardens were less advanced, remaining essentially utilitarian until the 16<sup>th</sup> century. As times became more peaceful throughout Europe the defence walls were lowered, the garden area grew larger, and a simple formal design developed.

<sup>1</sup> *the earliest recorded gardens* = самые ранние задокументированные сады; <sup>2</sup> *walled* = огороженный стеной; <sup>3</sup> *hung with* = увешанный чем-л. <sup>4</sup> *for the rich and the poor alike* = как для богатых, так и для бедных.

*Exercise 4. Fill in the table with data from the text.*

place / period	layout	main elements	plants
Ancient Egypt			
Persia			
Ancient Greece			
Rome			
the Dark Ages			

*Exercise 5. Match the definitions with the words and phrases in bold.*

- a covered stone passage around the four sides of a courtyard, esp. in churches or monasteries
- an area surrounded by fences or walls
- the way that smth is arranged
- food or drink which a person, animal, or plant needs to remain alive and healthy
- a piece of land on which grapevines are grown
- plants that grow up a supporting surface
- very small paintings
- to supply or provide something needed
- arches or structures with a roof over which climbing plants can be grown
- carefully designed and kept according to a plan, not allowed to grow naturally

*Exercise 6. Answer the following questions.*

- When and where did the first formal gardens appear?
- Why were Egyptian gardens surrounded by walls?
- What elements divided the gardens into geometric areas?
- What were the walls hung with in Persian paradise gardens?
- Which trees and flowers were usually grown in ancient Persia?
- Whose garden was described by Homer? What did it look like?
- What were the main elements of Roman gardens?
- What was the main function of Roman gardens?

*Exercise 7. Summarise the text using your answers in exercise 6 as guidelines. You may want to use the expressions you are already familiar with.*

### ➤ GRAMMAR FOCUS

**Infinitive:** инфинитив или неопределённая форма в английском языке встречается в двух основных вариантах – с предлогом *to* (*to-infinitive*) или же без него (*bare infinitive*, буквально – «голый» инфинитив). Выбор между

этими двумя формами зависит от выполняемой инфинитивом функции (например, инфинитив как обстоятельство цели всегда требует *to*), а также от других членов предложения (например, после большинства модальных глаголов инфинитив идёт без *to*). Именно поэтому чаще всего в грамматиках и учебниках предлог *to* перед инфинитивом заключается в скобки. Например, (*to*) *work*.

Поскольку предлог *to* образует с инфинитивом единое целое, в отрицательной форме инфинитива *not* вставляется всегда перед ним: *not (to) work*.

В предложении инфинитив используется в качестве подлежащего, именной части сказуемого, дополнения, определения и обстоятельства цели, как представлено в таблице:

function	example	translation
subject (подлежащее)	<i><u>To increase food production</u> is one of the most important problems of our days.</i>	<i><u>Увеличить производство продуктов питания</u> – одна из важнейших задач нашего времени.</i>
predicate (сказуемое)	<i>A gardener's duty <u>is to look after the plants</u>.</i>	<i>Обязанность садовода – <u>ухаживать за растениями</u>.</i>
object (дополнение)	<i>He forgot <u>to water the plants</u>.</i>	<i>Он забыл <u>полить растения</u>.</i>
attribute (определение)	<i>The topics <u>to be discussed</u> today include plant selection.</i>	<i>Темы, <u>которые сегодня нужно обсудить</u>, включают отбор растений.</i>
purpose (обстоятельство цели)	<i><u>To grow well</u>, plants need water and nutrients.</i>	<i><u>Чтобы хорошо расти</u>, растениям нужны вода и питательные вещества.</i>
	<i>The soil is fertile enough <u>to produce a good yield</u>.</i>	<i>Почва достаточно плодородна, <u>чтобы дать хороший урожай</u>.</i>

**Translator's Tip! (1)** При переводе инфинитива в начале предложения очень важно определить выполняемую им функцию, поскольку ему может соответствовать либо неопределённая форма (подлежащее), либо придаточное предложение цели через «чтобы» (обстоятельство).

*To prepare a good seedbed is very important = **Подготовить** хорошую паашню очень важно.*

*To prepare a good seedbed we must plough the soil in spring = **Чтобы** подготовить хорошую паашню, мы должны вспахать почву весной.*

**Translator's Tip! (2)** Инфинитив в функции определения, как правило, стоит в предложении непосредственно после существительного и имеет чаще всего страдательную форму (т.е. *to be* + *V<sub>3</sub>*; см. занятие 7.2). Поскольку он обозначает действие, которое должно произойти, в русском языке ему соответствует определительное придаточное предложение (через «который») с глаголом в будущем времени или оборотом долженствования.

*Plants to be grown in this region should be adapted to local climatic conditions = Растения, которые будут (должны) выращиваться в этом районе, должны быть приспособлены к местным климатическим условиям.*

*The problem to be solved in the nearest future is to reduce the ecological impact of agriculture = Проблема, которую нужно решить в ближайшем будущем, заключается в уменьшении воздействия сельского хозяйства на окружающую среду.*

*Exercise 8. Define the function of the infinitive, then translate into Russian.*

e.g. Here are the machines to pave our garden.

*определение – Вот машины для покрытия нашего сада (чтобы покрыть наш сад).*

- a. To provide big cities with green areas is very important.
- b. This soil is too bad to cultivate.
- c. Many students are ready to help the farmers in summer.
- d. The aim of a gardener is to improve soil fertility in his garden.
- e. To get high yields we must irrigate the soil.
- f. They promised to raise the efficiency of the production.
- g. The factory must have better equipment in order to increase its production.

*Exercise 9. Is the infinitive the subject or the aim of the sentence? Translate the sentences into Russian.*

e.g. To read the Sunday paper is an important British tradition.

*subject – Читать воскресную газету – важная британская традиция.*

- a. To learn English is difficult.
- b. To reach the village they had to go through the woods.
- c. To do this work we need to gather a lot of data.
- d. To do this work in time is very important.
- e. To see him you'll have to wait for some time.
- f. To swim in a river on a hot summer day is very pleasant.
- g. To get good results you must study hard.

*Exercise 10. Translate into English using the infinitive.*

e.g. Чтобы хорошо знать иностранные языки, нужно много работать.

*To know foreign languages well, you must work hard.*

- a. Мы говорили о новой теплице, которая должна быть построена в следующем году.
- b. Орошать этот участок земли очень трудно.
- c. Этот парк достаточно большой, чтобы делить его на разные участки.
- d. Одна из задач ландшафтного архитектора заключается в том, чтобы выбрать подходящие растения для этого парка.
- e. Эта машина слишком старая, чтобы её использовать.
- f. Чтобы повысить урожай, нам нужно применять удобрения.

- г. Очень важно использовать современное оборудование в сельском хозяйстве.

**Conditionals:** условные предложения (*conditionals*) используются для выражения того, что может произойти или могло бы произойти в определённых условиях. Такие предложения состоят из двух частей: само условие (условное придаточное предложение или *if-clause*) и следствие его выполнения (главное предложение или *main clause*).

**Zero conditionals:** условные предложения нулевого типа (*zero conditionals*) используются для обозначения фактов, которые всегда происходят и имеют обязательный характер при определённых условиях. В обеих частях таких предложений используются глаголы в настоящем простом:

<b><i>If + present simple / present simple</i></b>
--

<i>If water reaches 100 degrees, it boils.</i>
--

**First conditionals:** условные предложения первого типа (*first conditionals*) используются для обозначения фактов, которые с большой вероятностью могут произойти в будущем при определённых условиях. В придаточном предложении используется настоящее простое, а в главном – будущее простое с *will*:

<b><i>If + present simple / will + V<sub>1</sub></i></b>
--

<i>If it rains, I will have to cancel our trip to the zoo.</i>
--

<i>If the train is late, I won't get to work in time.</i>
---

Помимо будущего простого в главном предложении встречаются также модальные глаголы или глаголы в повелительном наклонении:

<b><i>If + present simple / modal verb</i></b>
--

<i>If you're free later, we can go for a walk.</i>
--

<b><i>If + present simple / imperative</i></b>
--

<i>If you see Mary, tell her to call me as soon as possible.</i>
--

*Exercise 11. Fill in the gaps using the correct form of the following verbs.*

turn – phone – not let – give – be – eat – sit – repay – not open – wash

e.g. If I see him, I'll give him a lift.

- The table will break if you \_\_\_ on it.
- If he \_\_\_ all that, he will feel sick.
- If I find your passport, I \_\_\_ you.
- What will happen if my parachute \_\_\_?
- If he \_\_\_ my car, I'll give him \$20.
- If he \_\_\_ late, we'll go without him.

- g. If you come late, they \_\_\_ you in.
- h. If I lend you \$10, when \_\_\_ you \_\_\_ me?
- i. Ice \_\_\_ to water if you heat it.

*Exercise 12. Match the main sentences with the if-sentences.*

- e.g. If we drive to the city centre (5)
- |   |
|---|
| 1. they won't know about your party.      |
| 2. we can have lunch together.            |
| 3. we won't have our picnic at the park.  |
| 4. if you don't hurry up!                 |
| 5. it will be hard to find a parking lot. |
| 6. if he is not too hungry.               |
| 7. we can talk later.                     |
| 8. if it is cold.                         |
- a. If you are busy now...
  - b. I always wear a jacket...
  - c. He never buys lunch...
  - d. When I come back...
  - e. You will be late...
  - f. If it rains...
  - g. If you don't invite them...

*Exercise 13. Translate into English.*

e.g. Я куплю собаку, если ты дашь мне денег.

***I will buy a dog if you give me the money.***

- a. Если он сдаст экзамен, у него будет настоящая вечеринка.
- b. Если ты мне поможешь, я закончу домашние задания вовремя.
- c. Он позвонит тебе первый, если ты не будешь ему звонить.
- d. Если у тебя не будет много работы сегодня, ты придёшь?
- e. Я буду очень счастлив, если мои родители купят мне коша.
- f. Если ты отдохнёшь, будешь чувствовать себя лучше.
- g. Если наденешь это платье, ты будешь самой красивой на вечеринке.

### ➤ WORD FORMATION

**Derived adjectives (part III):** суффиксы *-ful* и *-less* образуют прилагательные от существительных и являются антонимическими, т.к. *-ful* указывает на присутствие каких-либо качеств или свойств, а *-less* – на их отсутствие.

*care* – забота

***careful*** – внимательный,  
заботливый

***careless*** – небрежный

*help* – помощь

***helpful*** – полезный

***helpless*** – беспомощный

Суффиксы *-ary* и *-ory* образуют прилагательные от разных частей речи и обозначают качество, свойство.

*element* – элемент

*second* – второй

(to) *explain* – объяснять

***elementary*** – элементарный

***secondary*** – вторичный

***explanatory*** – объяснительный

Exercise 14. Fill in the gaps using the suffixes -ful or -less.

- e.g. She is a graceful **athlete**.
- Serious people are usually truth\_\_\_.
  - Life, honour, and dignity are price\_\_\_.
  - Care\_\_\_ drivers often cause road accidents.
  - Computers are very use\_\_\_.
  - The weather is beauti\_\_\_ today.
  - The sky is cloud\_\_\_ and quite blue.
  - People should not smoke cigarettes because they are harm\_\_\_.
  - Congratulations for the success\_\_\_ completion of the project.
  - You should be hope\_\_\_ if you want to be happy.

Exercise 15. Form derived adjectives using the suffixes -ary and -ory, then fill in the gaps using them.

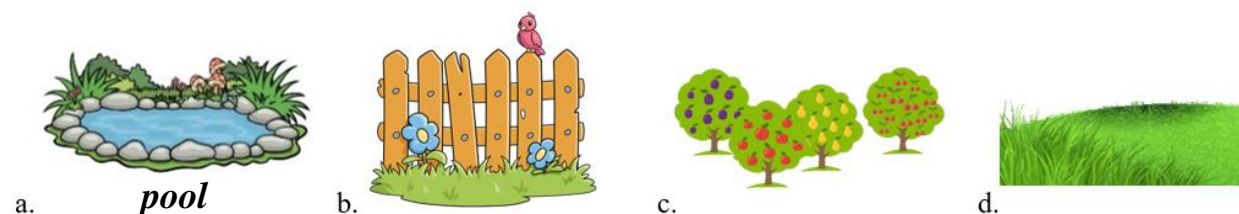
document	necessity	literature
legend	second	illusion
moment	contradict	
prepare	mandate > <b>mandatory</b>	

- e.g. Crash helmets are **mandatory** for motorcyclists.
- He believed he had become the real boss, but in fact his power was just \_\_\_.
  - I keep getting \_\_\_ advice: some people tell me to keep it warm, some tell me to put ice on it.
  - Mystery fiction is only one of many \_\_\_ forms.
  - We saw an interesting \_\_\_ film about the savannah.
  - Winning is \_\_\_ – we play for the fun of the sport.
  - When he met the client, the architect had already sketched some \_\_\_ drawings.
  - The time \_\_\_ to complete this phase is approximately four months.
  - There was a \_\_\_ pause, and then everybody burst off into laughter.
  - The hill is said to be the resting place of the \_\_\_ King Lud.

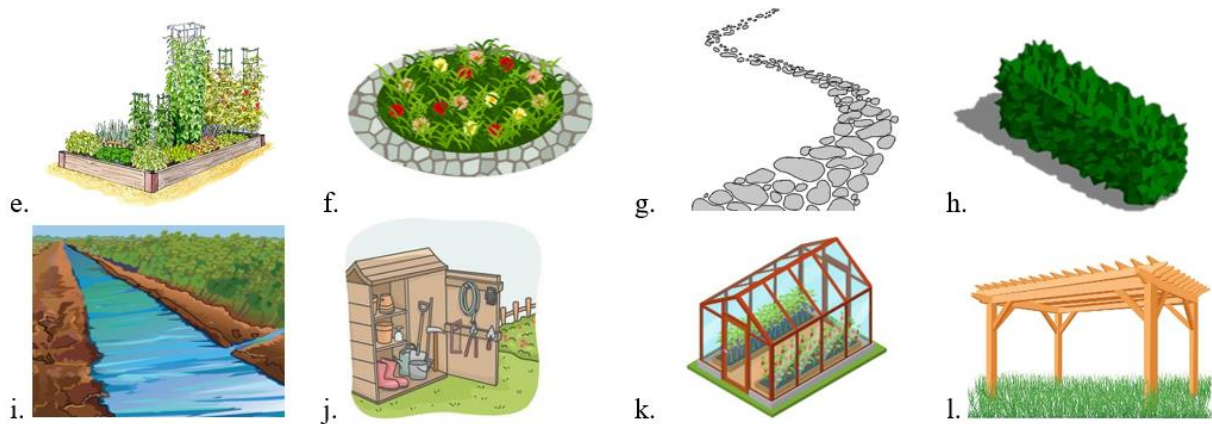
### ➤ VOCABULARY BOOSTER

Exercise 16. Match the following words to the pictures.

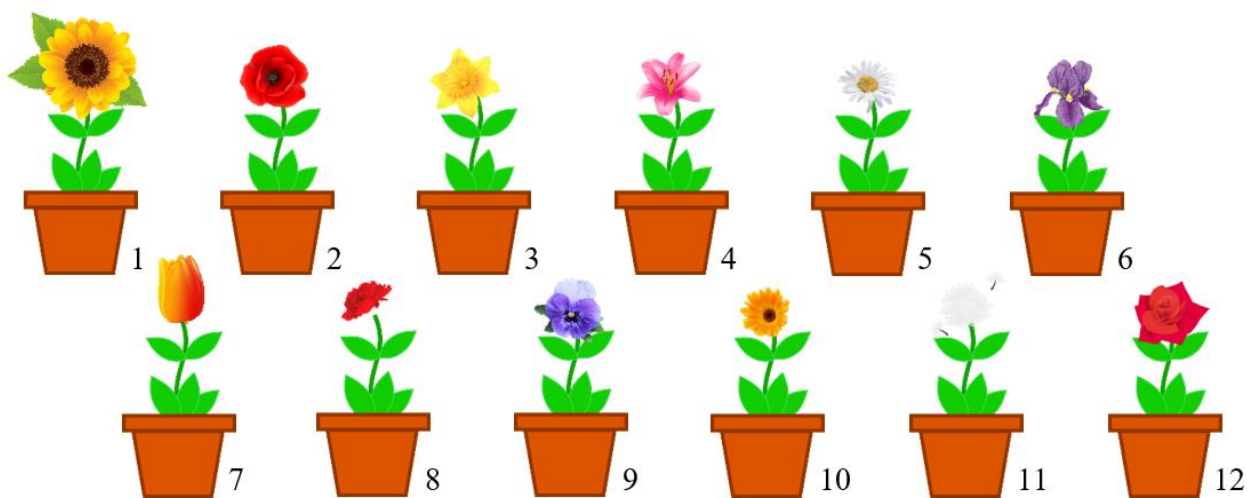
path – orchard – greenhouse – vegetable patch – fence – flowerbed  
pergola – water canal – pool – shed – hedge – lawn







Exercise 17. Match the following flowering plants to their common and scientific names.



- e.g. daffodil (*Narcissus* L.) (3)
- a. tulip (*Tulipa* L.)
- b. dandelion (*Taraxacum* L.)
- c. rose (*Rosa* L.)
- d. pansy (*Viola* × *wittrockiana*)
- e. iris (*Iris* L.)

- f. carnation (*Dianthus caryophyllus*)
- g. poppy (*Papaver* L.)
- h. lily (*Lilium* L.)
- i. marigold (*Calendula officinalis*)
- j. sunflower (*Helianthus annuus*)
- k. daisy (*Bellis perennis*)

➤ LISTENING



**Hanging Gardens of Babylon**

<https://www.youtube.com/watch?v=DmglKtom7YE>

Exercise 18. Listen to the audio track and fill in the gaps.

*Hanging Gardens of Babylon*

- built in \_\_\_ by king Nebuchadnezzar II because his \_\_\_ Amytis missed the \_\_\_ of her native Media
- structure: a great \_\_\_ of steps in which \_\_\_ were supported by

beautiful \_\_\_\_  
gardens full of \_\_\_\_ trees and colourful flowers

- historical \_\_\_\_ confirm their existence, but there are no Babylonian \_\_\_\_ that prove it or archaeological \_\_\_\_
- probably destructed by \_\_\_\_

*Exercise 19. Mark the sentences as true (T) or false (F). Correct the false ones.*

- Nebuchadnezzar II had unified the kingdoms of Babylon and Media.
- The mountains of Media were a harsh, almost desertic area.
- The Hanging Gardens were a source of amazement for people who visited Babylon.
- Babylon was the wealthiest nation of its era.
- Several archaeological findings confirm the existence of the Hanging Gardens.
- The story of Nebuchadnezzar and Amytis has become part of local folklore.

### ➤ LANGUAGE PRACTICE

*Exercise 20. Unscramble the words and use them to fill in the gaps in the text.*

- |              |              |             |
|--------------|--------------|-------------|
| a. itcrts    | e. recipse   | i. ntolreia |
| b. eiatstech | f. ihgh      | j. caitnen  |
| c. etleiecvs | g. etdefnrfi |             |
| d. ilnigv    | h. esling    |             |

### Japanese Gardens

Apart from western traditions, present-day gardening is greatly influenced by (1) gardening as well. Gardening has been a craft in China since (2) times, but only in the 7<sup>th</sup> century CE it crossed the sea to Japan. There it developed a distinctive style of its own which has been preserved basically unchanged to this day. Japanese gardens are typically small and surrounded by (3) walls, as privacy is greatly prized. In fact, they create a landscape to be viewed from the house rather than a (4) area in itself. The main aim is to create a sense of harmony with nature, a mood of rest and peace, achieved not by imitating nature, but by recreating it on a (5), smaller scale.

Japanese gardens are characterised by a (6) control over the diverse elements in the garden itself and the importance of each item in relation to the whole. The essential elements in Japanese design are stones and rocks, earth, sand, and water, each used with a (7) consideration of scale and balance. The use of plants and blossoming fruit trees is restrained and very (8). Originally, each element in a garden used to have a precise mystical significance, though nowadays the overall (9) effect tends to be equally if not more important. In a country where

space is strictly limited, Japanese designers are able to exploit the beauty and dramatic significance of each (10) resource at their disposal.

*Exercise 21. Translate into English.*

- a. Примерно в 3-м тысячелетии до н.э. первые сады появились в древнем Египте.
- b. В древнем Египте сады окружали высокие глинобитные стены.
- c. Оросительные каналы обеспечивали сад водой в тёплом, сухом климате.
- d. Персы выращивали такие фрукты, как персики, яблоки, вишни, фиги и оливки, а также цветы: маки, лилии, хризантемы, нарциссы и розы.
- e. Греки выращивали в садах овощи, чтобы подавать их к столу.
- f. В обнесённом стеной саду Алкиноя присутствовали огород, фруктовый сад, оливковые деревья и виноградник.
- g. Когда римляне завоевали Европу, они принесли с собой знания в области сельского хозяйства и садоводства.
- h. Только лекарственные растения, травы и некоторые овощи выращивались монахами в монастырях.

*Exercise 22. Fill in the gaps according to the pictures using words and phrases that start with the given letters.*



- a. We can see a *p*\_\_\_ surrounded by many flowers: yellow and white *d*\_\_\_, blue and purple *i*\_\_\_, bright red *p*\_\_\_. On the back, a *c*\_\_\_ blossom (or sakura) casts its shadow on a wooden *p*\_\_\_. Under tall green trees, yellow and pink *t*\_\_\_ are growing.

- b. The picture shows a *v*\_\_\_ *p*\_\_\_ with a small glass *g*\_\_\_ in the very centre. Bright yellow *s*\_\_\_ are growing both in the patches and around the greenhouse. The greenery is *t*\_\_\_ all around.





- c. A stone *p*\_\_\_ is leading to a wooden *s*\_\_\_. From both sides pink and fuchsia *r*\_\_\_ bushes are growing. Behind the shed we can see an accurately trimmed *h*\_\_\_.

## Unit 7.2 – Traditional Gardens



### ➤ LEAD-IN

*Exercise 1. In pairs, ask each other the following questions.*

- Which garden styles can you name?
- What is an Italian garden?
- What is a French garden?
- What is an English garden?
- In which centuries did Renaissance, Baroque, and Romanticism emerge?

*Exercise 2. Discuss your answers with your course-mates.*

### ➤ ACTIVE VOCABULARY

*Exercise 3. Memorise the following words and phrases paying attention to their pronunciation.*

**appeal** [ə'pi:l] – привлекательность

**Baroque** [bə'rɒk] – барокко

**(to) billow** ['bɪləʊ] – изгибаться, извиваться

**(to) clip** [klɪp] – стричь

**cypress** ['saɪprəs] – кипарис

**(to) delineate** [di'laɪneɪt] – разграничивать

**descriptor** [di'skriptə] – признак

**edge** [edʒ] – край

**elegance** ['eləgəns] – изящность,  
утончённость

**(to) emerge** [ɪ'mɜ:dʒ] – появляться

**(to) establish** [ɪ'stæblɪʃ] **oneself** –  
утверждаться в роли

**estate** [ɪ'steɪt] – поместье, усадьба

**(to) feature** ['fi:tʃə] – содержать

**feature plant** ['fi:tʃə ,plɑ:nt] – фокусное  
растение

**flowerbed** ['flaʊə ,bed] – клумба

**hedge** [hedʒ] – изгородь

**intertwined** [ɪntə'twaɪnd] – тесно  
связанный, сплетённый

**lawn** [lɔ:n] – газон

**limit** ['lɪmɪt] – предел

**maintenance** ['meɪntənəns] –  
поддерживание

**means** [mi:ns], *мн.ч.* **means** – средство

**ornamental** [ɔ:nə'mentəl] – декоративный

**prayer** [preə] – молитва

**Renaissance** [rə'neɪsəns] – Возрождение,  
Ренессанс

**rolling** ['rɒlɪŋ] – холмистый

**symmetry** ['sɪmətri] – симметрия

**take advantage** [əd'vɑ:ntɪdʒ] **of** –  
воспользоваться

**timeless** ['taɪmləs] – всегда актуальный,  
нестареющий

**turf** [tɜːf] – дернина

**turning point** [ˈtɜːnɪŋ ˌpɔɪnt] – переломный  
МОМЕНТ

➤ **READING**

### **Italian, French, and English Gardens**

Gardens can assume almost any **identity** the owner wishes within the limits of climate, materials, and means. Garden styles reflect a variety of cultural, aesthetic, and functional influences, allowing gardeners to express their unique preferences and personalities. As garden styles and functions evolved throughout history, certain styles established themselves as “classic”, their appeal being **timeless**. Therefore, they never go out of style<sup>1</sup> to this day.

As we already know, medieval gardens were enclosed by walls, and were mainly devoted to growing vegetables, fruits, and medicinal herbs, and, in the case of monastic gardens, for silent meditation and prayer. A turning point in the history of gardening is represented by Renaissance, which marked the beginning of Europeans cultivating gardens both for food and for their beauty: being no longer utilitarian, aesthetic lawns and flower beds were now used to decorate the surrounding land. Thus, a new style emerged in Italy, giving rise to what we now know as Italian garden. In Italian gardens, formality is a defining descriptor. In these gardens, you’ll find an abundance of elegance and a formal design featuring statues, fountains, symmetry, geometric shapes, and clipped **hedges**. Italian gardens often include strong, upright feature plants such as Italian cypress intermixed in<sup>2</sup> the formal gardens and hedges.

Since Italy was the main source of spreading ornamental gardens throughout Europe, it is no shock that<sup>3</sup> the Italian style of gardens influenced the French and English garden styles. This means it was from Italy that<sup>4</sup> the other two modern gardening styles **emerged**.

Also formal in design, the French gardens were inspired from the earlier Italian Baroque design. French garden style is heavily dependent on clipped hedges, geometric shapes and lines, and **symmetry**. However, in French style the garden is no longer an independent part of the **estate**, becoming intertwined with the buildings and other architectural elements to create a sense of harmony. The ultimate example of a French style garden is the Garden of Versailles. The clipped hedges and symmetry are beautiful, but a large amount of time must be invested in **maintenance**.

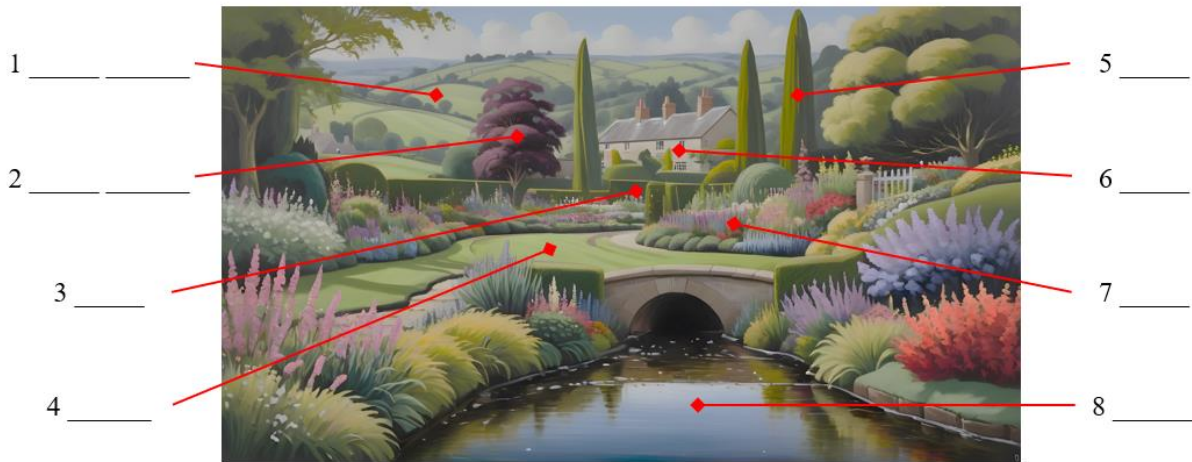
Compared to the Italian and French style of gardens, English gardens are more informal in style. This informal, naturalised style resulted from garden designers trying to utilise England’s natural rolling hills, streams, and ponds. The English garden style evolved by eliminating the harsher geometric hedges found in French and Italian gardens and replacing them with softer flowerbeds that are full of **texture** and colour. The rolling lawns feature **naturalistic** beds that are accented with streams and ponds, taking advantage of the existing landscape. These gardens often feature border plantings, which help soften the edge between the lawn and bed with shrubs and flowers that billow outward. English gardens often also utilise **turf** to draw the



eye<sup>5</sup>, create paths between billowy gardens, and delineate spaces. These landscapes are lower maintenance than Italian or French gardens.

<sup>1</sup> *they never go out of style* = никогда не выходят из моды; <sup>2</sup> *intertwined in* = перемежающиеся с; <sup>3</sup> *it is no shock that* = не удивительно, что; <sup>4</sup> *it was from Italy that* = именно из Италии; <sup>5</sup> *to draw the eye* = чтобы притягивать взгляд, привлечь внимание.

*Exercise 4. Find the name of the following features in the text.*



*Exercise 5. Match the definitions with the words and phrases in bold.*

- bushes or small trees planted very close together along the edge of a garden, field, or road
- the quality of having parts that match each other
- the degree to which smth is rough or smooth, or soft or hard
- the work needed to keep smth in good condition
- began to exist
- an area in the countryside with a large house for the owner
- a surface layer consisting of grass and the earth in which its roots grow
- similar to what exists in nature
- the qualities that make s.o. or smth different from others
- having a value that is not limited to a particular period

*Exercise 6. Answer the following questions.*

- What factors can limit the choice of a garden style?
- Why is Renaissance a turning point in gardening history?
- What are the main features of Italian gardens?
- How did Italian gardens influence the other 'classic' styles?
- What are the main features of French gardens?
- What is the main difference between Italian and French gardens?
- What are the main features of English gardens?
- Which type of garden requires less maintenance?



Exercise 7. Summarise the text using your answers in exercise 6 as guidelines. You may want to use the expressions you are already familiar with.

➤ **GRAMMAR FOCUS**

**Complex infinitive:** как и причастие настоящего времени, инфинитив английских глаголов имеет различные формы, отличающиеся по виду и залогу; при этом каждая форма может быть использована с предлогом *to* или без него. Вид инфинитива выражает временную связь между действием, выраженным инфинитивом, и действием, выраженным сказуемым главного предложения. В частности, простой инфинитив означает, что действие инфинитива происходит в настоящем или будет происходить в будущем; длительный инфинитив, что процесс развивается в настоящем; завершённый инфинитив, что действие уже закончилось в прошлом.

aspect	active	passive
simple	(to) + V <sub>1</sub> (to) do	(to) be + V <sub>3</sub> (to) be done
continuous	(to) be + V <sub>ing</sub> (to) be doing	
perfect	(to) have + V <sub>3</sub> (to) have done	(to) have been + V <sub>3</sub> (to) have been done

Сравните следующие предложения:

infinitive	example	translation
simple active	<i>I need to talk to John.</i>	<i>Мне надо поговорить с Джоном. (сейчас или потом)</i>
simple passive	<i>He wants to be sent home.</i>	<i>Он хочет, чтобы его отправили домой. (сейчас или потом)</i>
continuous active	<i>They seem to be having fun.</i>	<i>Они, кажется, хорошо проводят время. (именно сейчас)</i>
perfect active	<i>I'm glad to have had the honour of meeting him.</i>	<i>Я рад, что имел честь встретиться с ним. (в прошлом)</i>
perfect passive	<i>She claims to have been fired for no reason.</i>	<i>Она утверждает, что её уволили без причины. (в прошлом)</i>

Exercise 8. Choose the correct option.

- e.g. I would like *to love* / ***to be loved*** by someone.
- The portrait is thought *to have been painted* / *to be painted* in 1595.
  - She was the first woman *to be elected* / *to elect* president.
  - It's no use trying *to escape* / *to have escaped*. This is a maximum-security prison.
  - You are not supposed *to be doing* / *to have done* this now.

- e. I'd love *to be seeing* / *to have seen* last night's performance.
- f. Your essay has *to be typed* / *to be typing*.
- g. I'm glad *to have studied* / *to have been studied* at that school.

Exercise 9. Fill in the gaps using the following infinitives.

~~to arrive~~ – to be interrupted – have called – to begin – to have left  
do – walk – not to laugh – to be reading – be sent

- e.g. We expect him **to arrive** tomorrow.
- a. You can't make them \_\_\_ it.
- b. We are ready \_\_\_.
- c. This report must \_\_\_ as soon as possible. It's urgent!
- d. I asked him, but he pretended \_\_\_ and didn't answer.
- e. You should \_\_\_ them an hour ago.
- f. It was impossible \_\_\_ at his jokes.
- g. Wait till he finishes his speech. He doesn't like \_\_\_ while he is speaking.
- h. He is said \_\_\_ for London already.
- i. She watched him \_\_\_ slowly toward the car park.

Exercise 10. Fill in the gaps using the most suitable infinitive form of the given verbs.

- e.g. I am sorry **to bother** (bother) you, but the students are still waiting **to be given** (give) the books.
- a. Is there anything else \_\_\_ (tell) her?
- b. The woman pretended \_\_\_ (read) and not \_\_\_ (hear) the bell.
- c. The only sound \_\_\_ (hear) was the snoring of grandpa in the bedroom.
- d. You seem \_\_\_ (look) for trouble.
- e. He knows French very well: he is said \_\_\_ (spend) his youth in Paris.
- f. I want you \_\_\_ (meet) this famous actress.
- g. She is very glad \_\_\_ (be) at the Rolling Stones concert.

**Second conditionals:** условные предложения второго типа (*second conditionals*) используются для обозначения нереальных ситуаций в настоящем или будущем времени, вероятность которых очень мала. В придаточном предложении используется прошедшее простое, а в главном – глагол в сослагательном наклонении, т.е. *would* + V<sub>1</sub>:

<b><i>If + past simple / would + V<sub>1</sub></i></b>
<i>If I <b>won</b> the lottery, I <b>would buy</b> a huge villa by the sea.</i>
<i>If I <b>had</b> his number, I <b>would call</b> him.</i>

В условных предложениях второго типа глагол *to be* всегда имеет форму *were*, независимо от подлежащего.

<b><i>If + were / would + V<sub>1</sub></i></b>
<i>If <u>I</u> <b>were</b> you, I <b>wouldn't trust</b> her words.</i>
<i>If <u>he</u> <b>were</b> my boss, I'd <b>look for</b> another job.</i>

**Third conditionals:** условные предложения третьего типа (*third conditionals*) используются для обозначения нереальных событий, которые могли бы произойти, если бы события развивались иначе. В придаточном предложении используется прошедшее завершённое, а в главном – *would have* с причастием прошедшего времени:

<b><i>If + past perfect / would have + V<sub>3</sub></i></b>
<i>If she had studied, she would have passed the exam.</i>
<i>If we had taken a taxi, we wouldn't have missed our plane.</i>

*Exercise 11. Fill in the gaps using the correct form of the given verbs to form second conditionals.*

- e.g. If John were here, he **would know** (know) what to do.
- I wouldn't work here if I \_\_\_ (not enjoy) my job.
  - It's too bad you don't speak French. If you \_\_\_ (speak) it, you \_\_\_ (get) the job at the hotel.
  - I'm sorry, I can't go out. I'd go out if I \_\_\_ (not have) this terrible headache.
  - I \_\_\_ (not have) a cat if I \_\_\_ (not like) animals.
  - If I \_\_\_ (learn) Japanese, I \_\_\_ (try) to find a job in Japan.
  - If he \_\_\_ (be) a nice person, he \_\_\_ (not treat) people so badly.
  - I \_\_\_ (not go) to that hotel if I \_\_\_ (be) you.

*Exercise 12. Read the situations described. Then make sentence about what might have happened using third conditionals.*

- e.g. I didn't tidy up the house because you didn't tell me you were coming.  
***If I had known you were coming, I'd have tidied up the house.***
- We didn't go to the concert because we didn't have enough money.
  - We didn't bring any snacks because you didn't tell us about the picnic.
  - He lost everything because he didn't invest in that business.
  - The police caught the thief because he made a little mistake.
  - I didn't wear something nicer because I didn't know there was a party.
  - We spent all the money because you insisted on going to that boutique.
  - We got lost because you didn't ask for directions.

*Exercise 13. Choose the correct options to form first, second, and third conditionals.*

- e.g. I \_\_\_ very unhappy if my friends didn't come to my party.  
 would have been       will be       would be
- If the old man \_\_\_ some money, he would hire a taxi.  
 have       had       had had
  - If you had come in time, you \_\_\_ the lesson.  
 wouldn't miss       would miss       wouldn't have missed
  - I could have heard the telephone if I \_\_\_ so deeply.  
 didn't sleep       hadn't slept       wouldn't sleep

- d. If he doesn't pay the bill, he \_\_\_ into trouble.  
 won't get                       will get                       would get
- e. If the weather \_\_\_ good, we would go swimming.  
 was                                       is                                       were
- f. Your brother wouldn't have found such a nice job if he \_\_\_ a university degree.  
 hadn't had                       wouldn't have                       didn't have
- g. You would have some money in your pocket if you \_\_\_ it so generously.  
 couldn't spend                       didn't spend                       hadn't spent
- h. If you don't succeed in the test, you \_\_\_ the job.  
 won't get                       don't get                       wouldn't get
- i. Everyone on board \_\_\_ if the aeroplane had crashed.  
 had died                       would die                       would have died

### ➤ WORD FORMATION

**Derived adverbs:** наречия, выражающие образ действия, образуются от прилагательных с помощью суффикса *-ly*. Если прилагательное оканчивается на *-y*, она становится *-i* перед суффиксом. Если прилагательное оканчивается на *-ible / -able*, наречие оканчивается на *-ably / -ibly*.

<i>careful</i> – внимательный	<i>carefully</i> – внимательно
<i>quick</i> – быстрый	<i>quickly</i> – быстро
<i>bad</i> – плохой	<i>badly</i> – плохо
<i>happy</i> – счастливый	<i>happily</i> – счастливо
<i>reasonable</i> – адекватный	<i>reasonably</i> – адекватно

Существует несколько исключений:

- прилагательному *good* (хороший) соответствует наречие *well* (хорошо);
- следующие прилагательные образуют наречие путём конверсии (т.е. не меняют форму):

	as an adjective	as an adverb	notes
<i>hard</i>	твёрдый, жёсткий	твёрдо, жёстко	<i>hardly</i> – едва ли, почти не
<i>fast</i>	быстрый	быстро	—
<i>early</i>	ранний	рано	—
<i>late</i>	поздний	поздно	<i>lately</i> – в последнее время
<i>right</i>	правильный	правильно	<i>rightly</i> – заслуженно
<i>wrong</i>	неправильный	неправильно	<i>wrongly</i> – ошибочно

*Exercise 14. Fill in the gaps using derived adverbs so that the two sentences have the same meaning.*

- e.g. Peter is a careful driver = Peter drives very **carefully**.
- Turtles walk \_\_\_ = Turtles are slow animals.
  - He is a very cautious person = He usually speaks \_\_\_.
  - They are quiet now = They are speaking \_\_\_.
  - Gordon plays very \_\_\_ = Gordon is a good player.
  - He did a brilliant exam = He passed the exam \_\_\_.

- f. We had heavy snow yesterday = It snowed \_\_\_\_ yesterday.
- g. He looked at me \_\_\_\_ = He had a very angry look on his face.
- h. We slept in our comfortable bed = We slept very \_\_\_\_.
- i. He always plays \_\_\_\_ = He is a bad player.

*Exercise 15. Choose the correct option.*

- e.g. When they heard the bad news, they were very *sadly* / *sadder* / **sad**.
- a. The group found their hotel *easy* / *easily* / *easly* using the new app.
- b. When he was a child, Tony spoke very *quieter* / *quiet* / *quietly*.
- c. My teacher said that Warren didn't work *harder* / *hardly* / *hard* enough to pass the text.
- d. The girls had to finish their work *quick* / *quickly* / *quickest*.
- e. Do you think you speak English *well* / *good* / *goodly*?
- f. I want my children to behave *nicily* / *nicely* / *nice*.

➤ **VOCABULARY BOOSTER**

*Exercise 16. How do you call the visible features of an area of land? Solve the crossword and find out.*

1. The process of deciding in detail how to do smth.
2. A group of sculptures.
3. The particular natural surrounding where s.o. or smth exists.
4. A piece of land next to a house with flowers, vegetables, other plants, and often grass.
5. The part of a garden where a lot of shrubs and bushes are growing.
6. A raised part of a garden built of rocks and soil with small plants growing between the former.
7. Ground or a piece of ground, esp. with reference to its physical character.
8. A class of plants or animals who have the same characteristics and can breed with each other.
9. Plants with green foliage, esp. used for decoration.

			1P	L	A	N	N	I	N	G	
		2									
3											
		4									
			5								
		6									
	7										
			8								
		9									

Exercise 17. Fill in the gaps using the correct form of the following verbs.

to plant – ~~to water~~ – to weed – to prune – to harvest – to fertilise  
to mulch – to transplant – to compost – to mow

- e.g. When the weather is hot, plants should be **watered** either early in the morning or late in the evening.
- The areas should be kept \_\_\_ so the vine doesn't have to compete for nutrients and moisture.
  - He is \_\_\_ the plants for winter protection and healthy new growth next year.
  - The soil is so rich there is no need to \_\_\_.
  - She has \_\_\_ the seedlings to different parts of the garden.
  - We \_\_\_ organic waste and use that as a soil conditioner.
  - In coastal Texas, maize and sorghum are \_\_\_ by mid-July.
  - Those cherry trees need \_\_\_ every year.
  - I really like the smell of freshly \_\_\_ grass.
  - The field had been ploughed and \_\_\_ with maize.

➤ LISTENING



**Hampton Court Palace Garden and Maze**

<https://youtu.be/uSUHo0snFOE?si=pMVhRZpfLbah1x-I>

Exercise 18. Listen to the audio track and choose what these expressions refer to.

- |   |                                    |
|---|------------------------------------|
| a. Wonderful statues decorate this garden.                          |                                    |
| b. It dates back to the end of the 17 <sup>th</sup> century.        | 1) Hampton Court<br>Palace Gardens |
| c. Bursting with flowers of all shapes, colours, sizes, and scents. | 2) Hampton Court<br>Rose Garden    |
| d. It's the oldest known in the world.                              | 3) Hampton Court<br>Maze           |
| e. A real feast for the senses.                                     | 4) Hampton Court<br>Great Vine     |
| f. It was planted by Lancelot 'Capability' Brown.                   |                                    |
| g. Its winding paths extend nearly half a mile.                     |                                    |
| h. The structure was laid out for William III in 1702.              |                                    |

Exercise 19. Mark the sentences as true (T) or false (F). Correct the false ones.

- The palace of Hampton Court has been home to some of England's most famous historical figures.
- The Hampton Court Gardens are only open during the summer months.
- The Rose Garden is set apart from the main gardens at Hampton Court.
- The Hampton Court Maze has winding paths what extend nearly one mile.
- Jerome K. Jerome wrote his novel 'Three Men in a Boat' after visiting Hampton Court.
- The river Thames runs alongside the Palace Gardens at Hampton Court.

- g. The gardens at Hampton Court Palace have not changed over time.
- h. The gardens have been restored to their original 17<sup>th</sup>-century design.
- i. Lancelot ‘Capability’ Brown planted the Great Vine in 1786.
- j. The grapes from the Great Vine are available from January in the palace shops.

➤ **LANGUAGE PRACTICE**

*Exercise 20. Read the text and fill in the glossary.*

**The Wild or Natural Garden**

Creating a natural garden requires considerable effort, but the planning should not be evident if the ‘wild’ illusion is to succeed. To create a credible natural garden, it is important to observe natural plant distribution and to determine which species grow together in different places. Just as it happens with materials, each area is characterised by a specific range of plants.

The natural grouping of indigenous plants, ranging from the smallest shoots to the tallest trees, is known as a plant association. This kind of association can be seen when a piece of land has been left untouched by animals and uncultivated by men for quite a long time. With time passing, certain low species have emerged first, but other taller plants have grown through them. The former have managed to survive only if they adapted themselves to shade conditions, while the latter might be on their turn overthrown by even taller plants. Thus, the shrub layer is superseded by low trees and so on with vegetation of increasing height. Examining natural plant associations in the local area, a designer can get some idea of what combinations would look credible in a wild garden. Creating a wild garden should mirror the natural evolutionary process with the plants built up in layers, from bulbs and carpet-forming ground cover to shrubs and trees.

Russian term	English term
значительный	
кустарник	
луковица	
напочвенный покров	
нетронутый	
отражать	
побег	
почвопокровный	
правдоподобный	
растительное сообщество	
смещать	
тенистые условия	

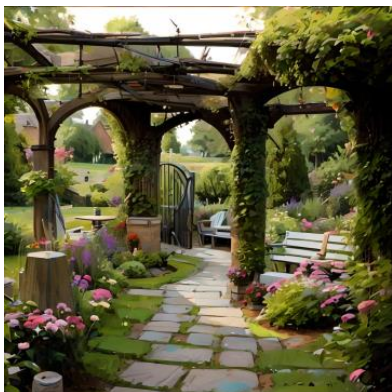
*Exercise 21. Translate into English.*

- a. Английские сады используют преимущества существующего ландшафта.
- b. Чтобы создать правдоподобный природный сад, важно наблюдать за естественными растительными сообществами.



- c. Возникшие в эпоху барокко, французские сады строго формальны.
- d. Лабиринт в Хэмптон-Корте состоит из извилистых тропинок длиной почти в полмили.
- e. На французский и английский садовые стили оказали большое влияние итальянские сады эпохи Возрождения.
- f. Французские сады в значительной степени опираются на подстриженные живые изгороди, геометрические формы и линии, а также симметрию.
- g. Создание природного сада должно отражать природный процесс эволюции.
- h. Средневековые сады были окружены стенами и предназначены в основном для выращивания овощей, фруктов и лекарственных трав.

*Exercise 22. Look at the pictures, read the texts, and decide which garden style is described.*

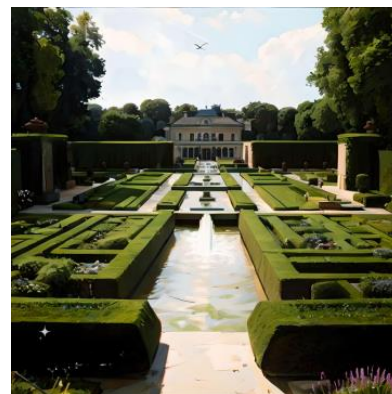


If your garden style is more relaxed and natural as opposed to formal and geometric, then this is the right style for you. These gardens, developed as a counterpoint to the “strict lines and artificiality” of gardens in the early 1700s, are often filled with climbing plants and ivy, designed to be as unsymmetrical as possible, and finished with arbours and benches. The key is to give yourself permission to let it all look and feel a little overgrown, without crowding the plants or leaving them untended.

*These are \_\_\_ gardens.*

Daydreaming of a little Versailles of your own? Incorporate flowerbeds laid out in precise geometric shapes, bisected and cut off by crisp walkways, and add small water features and fountains that mimic the jaw-dropping ones designed for King Louis XIV. Add vegetables common in high cuisine – including celeriac, asparagus, and leeks – and pops of colour with lavender, roses, and climbing vines.

*These are \_\_\_ gardens.*



These gardens don't just emphasise the beauty of nature: they're also designed to bring together the principles of oriental philosophies. They are frequently surrounded by hedges or fences, and show off brilliant blooms from irises and lilies while highlighting evergreen plants year-round. Another key focus is running water: whether you add a fountain, pond, or water basin, be sure to use natural materials. And don't forget to add rocks and stones to your design; these are often more important than the plants themselves.



*These are \_\_\_\_ gardens.*

## Unit 7.3 – Types of Gardens



### ➤ LEAD-IN

*Exercise 1. In pairs, ask each other the following questions.*

- What types of gardens do you know?
- How can gardens be classified depending on their layout?
- How can gardens be classified depending on their use?
- What are edible gardens?
- What is the difference between native and wildlife gardens?

*Exercise 2. Discuss your answers with your course-mates.*

### ➤ ACTIVE VOCABULARY

*Exercise 3. Memorise the following words and phrases paying attention to their pronunciation.*

**ambiance** [ˈæmbiəns] – обстановка  
**arbour** [ˈɑːbə] – садовая беседка  
**(to) arrange** [əˈreɪndʒ] – расставлять  
**backyard** [ˌbækˈjɑːd] – двор  
**(to) blend** [blend] – сочетать  
**bountiful** [ˈbaʊntɪfʊl] – обильный  
**community plot** [kəˈmjuːnəti ˈplɒt] – общественный огород  
**consumption** [kənˈsʌmpʃən] – потребление  
**edible** [ˈedəbəl] – съедобный; **e~ garden** – огород  
**exhaustive** [ɪgˈzɔːstɪv] – исчерпывающий, всесторонний  
**habitat** [ˈhæbitæt] – среда обитания  
**hardscape** [ˈhɑːdskeɪp] – малые архитектурные формы  
**impact** [ˈɪmpækt] – воздействие

**(to) incorporate** [ɪnˈkɔːpəreɪt] – включать  
**(to) mimic** [ˈmɪmɪk] – имитировать  
**ornate** [ˈɔːneɪt] – декоративный  
**output** [ˈaʊtpʊt] – выход, урожай  
**overlap** [ˈəʊvəleɪp] – совпадение, дублирование  
**produce** [ˈprɒdʒuːs] – продукция  
**(to) promote** [prəˈməʊt] – продвигать  
**relaxation** [riːlæksɪˈeɪʃən] – расслабление  
**rustic** [ˈrʌstɪk] – деревенский (*о стиле*)  
**scent** [sent] – аромат, запах  
**sensory** [ˈsensəri] – сенсорный  
**serenity** [səˈrenəti] – умиротворённость  
**sheltered area** [ˈʃeltəd] – крытая площадка  
**sight** [saɪt] – зрение  
**smell** [smel] – обоняние

**sound** [saʊnd] – слух

**stimulus** ['stimjələs], *мн. ч.* **stimuli** [-laɪ]

стимул, побудитель

**taste** [teɪst] – вкус

**touch** [tʌtʃ] – осязание

**trellis** ['treɪlɪs] – трельяж

**unique** [ju:'ni:k] – уникальный

**whimsical** ['wɪmzɪkəl] – эксцентричный,  
экстравагантный

## ➤ READING

### Classification of Gardens

Gardens can be classified into various categories based on their design, **purpose**, and characteristics. Some common types of gardens include:

#### *Formal gardens*

These gardens are characterised by their symmetrical plantings, formal hardscaping, and ornate features such as fountains and statues. They often serve as public spaces or are found in **grand estates**.

#### *Informal gardens*

In contrast, informal gardens are designed to create a sense of relaxation and **informality**, with plantings that are arranged in a more naturalistic or whimsical manner. They may feature a mix of flowers, shrubs, and trees.

#### *Cottage gardens*

These gardens are known for their charming, rustic **atmosphere** and typically feature a mix of flowers, vegetables, and herbs. They often incorporate features such as **trellises**, arbours, and garden benches to create a cosy ambiance.

#### *Sensory gardens*

Designed to engage the senses of sight, sound, smell, touch, and taste, these gardens feature plants with distinct scents, textures, and visual interest. They may also include water features and other sensory stimuli to create a **multisensory** experience.

#### *Edible gardens*

These gardens focus on growing fruits, vegetables, and herbs for consumption. They can be found in backyards, community plots, or commercial farms and are often designed to maximise yield while minimising **environmental impact**.

#### *Native gardens*

Native gardens **feature** plants that are local to a specific region or ecosystem. They are often designed to mimic the natural environment and they aim at protecting biodiversity by preserving local species and varieties. As such, a native garden must be an ecological garden as well.

#### *Meditation gardens*

These gardens are designed to promote relaxation and **contemplation**. They often feature peaceful water features, calming colours, and carefully chosen plants that promote a sense of serenity.

### *Wildlife gardens*

Designed to attract birds, bees, butterflies, and other wildlife, these gardens feature native plants, water sources, and sheltered areas that provide habitat for local species.

### *Orchards*

These gardens are large areas of land where fruit and nut trees are grown, often in a **controlled environment** to promote healthy growth and good outputs. From apples to avocados, from cherries to plums, orchards can be found in backyards or on farms around the world, providing a bountiful harvest of fresh and delicious produce.

### *Rock gardens*

These gardens feature rocks, stones, and pebbles as the main hardscaping material. They often have plants that thrive in poor soil conditions and can create a unique visual interest.

These categories are not exhaustive, as there may be overlap between different types of gardens or the creation of new garden styles that blend elements from multiple categories.

*Exercise 4. Match the characteristics with the right type of garden.*

- |   |                       |
|---|-----------------------|
| a. naturalistic plantings                                       |                       |
| b. native plants, water sources, and sheltered areas            |                       |
| c. symmetrical plantings and formal hardscape                   |                       |
| d. native plants mimicking the natural environment              |                       |
| e. fruit and nut trees  |                       |
| f. trellises, arbours, and garden benches                       |                       |
| g. plant with distinct scents, texture, and visual interest     |                       |
| h. rock, stones, and pebbles                                    |                       |
| i. water features, calming colours, and carefully chosen plants |                       |
| j. fruits, vegetable, and herbs                                 |                       |
|   | 1. formal gardens     |
|   | 2. informal gardens   |
|   | 3. cottage gardens    |
|   | 4. sensory gardens    |
|   | 5. edible gardens     |
|   | 6. native gardens     |
|   | 7. meditation gardens |
|   | 8. wildlife gardens   |
|   | 9. orchards           |
|   | 10. rock gardens      |

*Exercise 5. Match the definitions with the words and phrases in bold.*

- any change to the environment resulting from one's activity
- serious and quiet thought for a period of time
- light frames made of wood or metal and attached to a wall for plants to grow up
- the fact of not being formal
- an enclosed area with specific parameters regulated
- include s.o. or smth as an important part
- involving or using more than a single sense
- an extensive area of land in the country, usually with a large house, owned by a person, family, or organisation
- a reason for doing smth or allowing smth to happen

- j. the character, feeling, or mood of a place or situation

*Exercise 6. Answer the following questions.*

- a. What are the main criteria for garden classification?
- b. What are formal and informal gardens?
- c. What are their main characteristics?
- a. What is a cottage garden and which hardscape elements does it include?
- d. Which stimuli are used in sensory gardens?
- e. What are the similarities and differences between edible gardens and orchards?
- f. What are the similarities and differences between native and wildlife gardens?
- g. What is a meditation garden and what is its purpose?

*Exercise 7. Summarise the text using your answers in exercise 6 as guidelines. You may want to use the expressions you are already familiar with.*

### ➤ GRAMMAR FOCUS

**To-infinitive and bare infinitive:** как мы уже видели, английские глаголы имеют две основные формы инфинитива – с предлогом *to* (*to-infinitive*) или без него (*bare infinitive*). Если первая форма считается «стандартной», вторая используется в определённых случаях:

rule	example
after the modal verbs <i>must, can/could, may/might</i>	<i>You <u>must</u> pay more attention to the details.</i>
	<i>I <u>can</u> show you the way to the park.</i>
	<i><u>May</u> I go out, please?</i>
after <i>make, let</i> (cfr. lesson 8.2)	<i>What <u>makes</u> you <b>think</b> so?</i>
	<i>If he calls, <u>let</u> me <b>know</b>.</i>
after <i>help</i>	<i>Can you <u>help</u> me <b>finish</b> the project?</i>
after verbs of perception like <i>see, watch, hear, feel, etc.</i> (cfr. lesson 8.2)	<i>I've never <u>seen</u> you <b>look</b> so well.</i>
	<i>She <u>heard</u> him <b>enter</b> the room.</i>
	<i>I <u>felt</u> my heart <b>jump</b>.</i>
after <i>had better, would rather / sooner</i>	<i>You'd <u>better</u> go there at once.</i>
	<i>He said he'd <u>rather</u> stay at home.</i>

*Exercise 8. Add to where needed.*

- e.g. We had **to** put on our coats because it was cold.
- a. My brother can \_\_\_ help you.
  - b. They wanted \_\_\_ cross the river.
  - c. It's high time for you \_\_\_ go to bed.
  - d. They heard the girl \_\_\_ cry at the top of her lungs.
  - e. I was planning \_\_\_ do a lot of things yesterday.
  - f. Let me \_\_\_ help you with your homework.
  - g. That funny scene made me \_\_\_ laugh.
  - h. You look tired. You'd better \_\_\_ go home.
  - i. Would you like \_\_\_ go to England?

*Exercise 9. Rewrite the sentences using a to-infinitive or a bare infinitive.*

e.g. John is easily encouraged.

It's easy **to encourage John**.

a. The baby is going to fall!

Don't let...

b. Shall I stay?

Do you want me...

c. Why do you think so?

What makes you...

d. I can't do that!

I won't let you...

e. It looks like he has many friends.

He appears...

f. Please, call me a taxi.

Can you...

g. There's nothing to complain.

You'd better...

h. I don't really want to go.

I'd rather...

**Infinitive vs. gerund**: в английском языке инфинитив и отглагольное существительное нередко выполняют схожие функции в предложении; например, предложения *To swim is a good exercise* и *Swimming is a good exercise* – оба правильные с грамматической точки зрения. Следовательно, возникает вопрос о том, в чём разница между этими двумя формами.

В общем, если речь идёт о единоразовом действии или о цели действия, используется инфинитив. Если же действие повторяется или какой-либо процесс растягивается во времени, то используется *ing*-овая форма глагола. Сравните:

*I hope **to read** this book tomorrow* (единоразовое действие).

*Can you suggest me something **to read**?* (цель).

*I like **reading*** (повторяющееся действие).

*I am really enjoying **reading** this book* (процесс).

Будучи отглагольным существительным, только *ing*-овая форма может следовать за притяжательными местоимениями и конструкциями, а также за большинством предлогов (кроме *to*):

*I can't imagine a holiday without **swimming**.*

*Her **whispering** ruined the film for everyone.*

**BUT:** *I was glad to **hear** you have fully recovered.*

Когда глагол выполняет функцию дополнения, выбор между инфинитивом и *ing*-овой формой в основном зависит от глагола или словосочетания, после которого он стоит.



verb	translation	example
<b>VERBS + GERUND</b>		
<i>advise</i>	советовать	<i>Doctors advise <b>using</b> skin protection when sunbathing.</i>
<i>allow</i>	разрешать	<i>The teacher allows <b>taking</b> notes during class.</i>
<i>avoid</i>	избегать	<i>I avoid <b>driving</b> during rush hours.</i>
<i>consider</i>	рассматривать	<i>He considered <b>moving</b> to Spain last year.</i>
<i>deny</i>	отрицать	<i>Jack denied <b>cheating</b> on his test.</i>
<i>discuss</i>	обсуждать	<i>Let's discuss <b>travelling</b> to New York for Christmas.</i>
<i>enjoy</i>	наслаждаться	<i>I enjoy <b>watching</b> films at the weekends.</i>
<i>finish</i>	заканчивать	<i>I haven't finished <b>drying</b> my hair yet.</i>
<i>imagine</i>	представлять себе	<i>Can you imagine <b>living</b> in Paris?</i>
<i>keep</i>	продолжать	<i>My mother keeps <b>asking</b> questions.</i>
<i>practise</i>	практиковать	<i>He needs to practise <b>speaking</b> French more often.</i>
<i>recall</i>	помнить	<i>Do you recall <b>seeing</b> Sarah at the company meeting?</i>
<i>resist</i>	воздержаться	<i>I can never resist <b>eating</b> chocolate.</i>
<i>suggest</i>	предлагать	<i>Dan suggested <b>bringing</b> home a rescue dog.</i>
<b>VERBS + INFINITIVE</b>		
<i>agree</i>	быть согласным	<i>We agreed <b>to part</b> ways on good terms.</i>
<i>choose</i>	выбирать	<i>We chose <b>to celebrate</b> after the meeting.</i>
<i>decide</i>	решать	<i>We decided <b>to meet</b> on Friday at 12 o'clock.</i>
<i>demand</i>	требовать	<i>They are demanding <b>to change</b> their flight.</i>
<i>hope</i>	надеяться	<i>I hope <b>to see</b> you soon.</i>
<i>manage</i>	справляться	<i>He managed <b>to sell</b> his house in just three days.</i>
<i>need</i>	нуждаться	<i>We needed <b>to find</b> a better solution.</i>
<i>plan</i>	планировать	<i>She is planning <b>to quit</b> her job.</i>
<i>promise</i>	обещать	<i>He promised <b>to help</b> them move house.</i>
<i>want</i>	хотеть	<i>Ben wants <b>to travel</b> to London by train.</i>
<b>VERBS + GERUND or INFINITIVE</b>		
<i>begin</i>	начинать	<i>Snow began <b>to fall / falling</b> again.</i>
<i>continue</i>	продолжать	<i>The band continued <b>to play / playing</b> despite the storm.</i>
<i>start</i>	начинать	<i>It started <b>to rain / raining</b>.</i>

Однако, в некоторых случаях выбор между инфинитивом и отглагольным существительным меняет смысловую нагрузку стоящего перед ними глагола:

verb	with gerund	with infinitive
<i>forget</i>	забыть о каком-то событии <i>I forgot <b>meeting</b> him.</i>	забыть что-то сделать <i>I forgot <b>to buy</b> the newspaper.</i>
<i>mean</i>	значить, предполагать <i>Having a job means <b>getting</b> up early.</i>	намереваться <i>I didn't mean <b>to upset</b> you.</i>
<i>regret</i>	сожалеть <i>I regret <b>moving</b> to New York, it's too hard to find a job.</i>	извиниться <i>I regret <b>to inform</b> you that the flight is delayed</i>
<i>remember</i>	вспоминать о прошлом <i>I remember <b>dancing</b> with you.</i>	помнить о том, что нужно сделать <i>Please, remember <b>to buy</b> coffee.</i>
<i>stop</i>	прекратить что-то делать	остановиться, чтобы сделать что-то

	<i>You should stop <b>smoking</b>.</i>	<i>He stopped <b>to have</b> lunch.</i>
try	пробовать новое	пытаться, делать усилия
	<i>I want to try <b>parachuting</b>.</i>	<i>I'm trying <b>to be</b> nice!</i>

*Exercise 10. Fill in the gaps with the gerund or infinitive of the following verbs.*

go – help – cook – carry – visit – study – talk – bring – start – have

e.g. He enjoys **having** a bath in the evening.

- She kept \_\_\_ during the film.
- She helped me \_\_\_ my suitcases.
- I've finished \_\_\_ – come and eat!
- He decided \_\_\_ biology.
- I promise \_\_\_ you tomorrow.
- We discussed \_\_\_ to the cinema, but in the end, we stayed at home.
- She agreed \_\_\_ the pudding to the dinner.
- We hope \_\_\_ Amsterdam next month.
- They plan \_\_\_ college this autumn.

*Exercise 11. Choose the correct option.*

e.g. Jack should remember *buying* / **to buy** eggs because he has taken his list.

- Jason stopped *playing* / *to play* the piano because it was time for dinner.
- What's the worst thing you regret *doing* / *to do* in your life?
- Janice stopped *making* / *to make* a telephone call before she continued shopping.
- Have you ever forgotten *buying* / *to buy* a present to your wife on your anniversary?
- Alan stopped *drinking* / *to drink* years ago because of health problems.
- I regret *telling* / *to tell* you that we are going out of business next month.
- I remember *playing* / *to play* football when I was in high school.

**Mixed conditionals:** условные предложения смешанного типа (*mixed conditionals*) используются для обозначения нереальных ситуаций, которые могли бы произойти сейчас или в будущем, если бы события в прошлом развивались иначе. В придаточном предложении используется прошедшее завершённое, а в главном – *would* с инфинитивом:

**If + past perfect / would + V<sub>1</sub>**

*If she **had won** the lottery, she **would live** in France now.*

Они также могут обозначать нереальные ситуации, которые могли бы произойти в прошлом при условии, которое применимо и к настоящему. В данном случае, в придаточном предложении используется прошедшее простое, а в главном – *would have* с причастием прошедшего времени:

**If + past simple / would have + V<sub>3</sub>**

*If I **could** speak Spanish, we **would have moved** to Mexico.*

**Other conditionals:** помимо союза *if*, особенно в условных предложениях первого типа, можно встречать и другие союзы:

- 1) *unless* переводится как «если не», при этом глагол в данных предложениях имеет утвердительную форму – *We'll have to cancel the show unless we sell more tickets* = Нам придётся отменить спектакль, **если не** продадим больше билетов.
- 2) *as long as* или *so long as* встречается в основном в разговорной речи – *You can play in the living room as long as you don't make a mess* = Ты сможешь сыграть в гостиной, **если не** наведёшь беспорядок.
- 3) *providing* и *provided* (иногда вместе с *that*) встречаются в официально-деловом стиле – *They can do whatever they like provided that it is within the law* = Они могут делать всё, что хотят, **при условии, что** это в рамках закона.
- 4) *when* используется вместо *if*, когда событие безусловно произойдёт – *When Giles comes back to the office, tell him I've gone home* = **Когда** Джэйлс вернётся в офис, скажи ему, что я ушёл домой.
- 5) *in case (that)* используется, когда мы делаем что-то заранее, предвидев возможные события – *I bought one extra bottle in case the wine is not enough* = Я купил ещё одну бутылку **на случай, если** вина не хватит.

*Exercise 12. Read the situation and write fitting mixed conditionals. Use the verbs given in the prompts.*

e.g. James is very lazy. Failed a test last week. (not be / pass)

*If he weren't so lazy, he would have passed the test.*

- a. We got lost because you forgot to bring a map. (remember / not be lost)
- b. Paul drove too fast. Now he's in trouble with the police. (not drive / not be)
- c. I don't have a degree, so I didn't get the job. (have / get)
- d. You didn't fix the roof. Now it's leaking. (fix / not leak)
- e. You didn't put spice on the chicken. It tastes bland. (not taste / put)
- f. Stella didn't visit you yesterday because she's in the hospital. (visit / not be)
- g. I forgot my wallet, so I can't buy lunch today. (buy / not forget)

*Exercise 13. Choose the correct option.*

e.g. The kids may go out **as long as** / *in case* / *unless* they are at home by dinner.

- a. *If* / *unless* / *in case* I get more experience, I can probably find a better job.
- b. I will accept this job *when* / *unless* / *provided* they pay me enough.
- c. You should take a hat *providing* / *unless* / *in case* it is sunny.
- d. Leave home early *when* / *in case* / *unless* there is too much traffic.
- e. Ted can borrow my laptop *as long as* / *unless* / *when* he returns it on Sunday.
- f. *Unless* / *if* / *provided* you are a member, you can't borrow books from the library.
- g. You cannot leave school *if* / *unless* / *providing* you get permission from a teacher.
- h. We'll go for a picnic *unless* / *provided* / *when* it doesn't rain tomorrow.

- i. I'll call you *when / if / as long as* I get home after work.

### ➤ WORD FORMATION

**Derived nouns (part IV):** суффикс *-ism* используется для образования существительных, обозначающие политические, философские или религиозные взгляды, а также для обозначения видов деятельности. С ним связан суффикс *-ist*, который, соответственно, обозначает либо принадлежность к определённому политическому, философскому или религиозному движению, либо профессию.

*real* – реальный  
*realism* – реализм  
*realist* – реалист

*journal* – журнал  
*journalism* – журнализм  
*journalist* – журналист

*hero* – герой  
*heroism* – героизм

*chemistry* – химия  
*chemist* – химик

*Exercise 14. Find the origin of the following words, then translate them into Russian. If possible, form the corresponding -ism word and translate it.*

Biologist, dentist, economist, physicist, artist, environmentalist, opportunist, archaeologist, consumerist, ethicist, activist, optimist, theorist.

e.g. *biologist* < *biology*

*Exercise 15. Read the definitions and form words using -ism or -ist.*

e.g. Having a sceptical attitude towards smth. – *scepticism*

- The participant of a competition who got to the final.
- A belief that everything is determined by fate.
- A person who believes in his ideals and lives following them.
- Loyalty and devotion to a nation.
- The act of expressing a critical opinion.
- A person who is actively involved in political or social campaigns.
- A person who has specialised skills in a certain field of work.

### ➤ VOCABULARY BOOSTER

*Exercise 17. Match the twelve most common trees in Britain with their descriptions.*



a. beech  
(*Fagus sylvatica*)



b. hawthorn  
(*Crataegus monogyna*)



c. sycamore  
(*Acer pseudoplatanus*)



d. alder  
(*Alnus glutinosa*)



e. holly  
(*Ilex aquifolium*)



f. blackthorn  
(*Prunus spinosa*)



g. elder  
(*Sambucus nigra*)



h. rowan  
(*Sorbus aucuparia*)



i. oak  
(*Quercus robur*)



j. ash  
(*Fraxinus excelsior*)



k. willow  
(*Salix cinerea*)



l. hazel  
(*Corylus avellana*)

1. Most of these have been recorded from hedgerows, where it is grown as a shrub, rather than a tree. (**b**)
2. Likely to drop further in rank in future years, as this tree suffers from ash dieback, which is spreading rapidly across the country.
3. The only non-native species to crack the top ten, it spreads rapidly and is likely to invade some spaces currently occupied by ash.
4. A short-lived tree which produces elderberries – a great source of food in the autumn for wildlife.
5. Planted widely in the past by humans who used its nuts and coppiced it to produce charcoal and rods for fencing.
6. A long-lived tree which produces high quality, dense timber, perfect for construction of buildings.
7. The highest-ranked evergreen species, this produces berries during winter, which are a valuable food source during cold months.
8. Producing abundant sloe berries, sheltered by long thorns, this is typically found as a hedge shrub rather than a tree.
9. This riparian (river-edge) species likes wet roots and the timber is good for use in wet environments, as it tends not to rot.
10. The most common willow species, this tree likes wet soils and produces many catkins in early spring, ideal for pollinators.
11. Classified as native in the south of England and as non-native in the north, it grows in woods or isolated trees.
12. It is considered a tree which protects against witches as each berry has a tiny five-pointed star opposite its stalk.



Exercise 16. Look at what was harvested and find the name of fifteen products (vegetables or herbs) in the puzzle below.



K F N C O A O  
 C R Z E O Z G B T A F H K L N  
 T O P U U J E C **A U B E R G I N E** I  
 Z K T A D G O A C O U R G E T T E L  
 N P N A A H F R J V R A D I S H X O  
 Z Z L B M D L R E K O H C I T R A C  
 F A B G Z O C O M U S H R O O M G C  
 S A X W N S T T J D P A R S L E Y O  
 C T E K C O R W S P E O T A T O P R  
 C A U L I F L O W E R E P P E P Y B

➤ LISTENING



**Five Garden Trends to Watch for 2024**

[https://youtu.be/Xz\\_vdP\\_Kx2k?si=lPUBDa-11vGobogF](https://youtu.be/Xz_vdP_Kx2k?si=lPUBDa-11vGobogF)

Exercise 18. Choose the correct answer.

- How many garden trends does Garden Media put out every year?
 

<input type="checkbox"/> five	<input type="checkbox"/> seven	<input type="checkbox"/> ten
-------------------------------	--------------------------------	------------------------------
- The first trend focuses on...
 

<input type="checkbox"/> evergreen trees	<input type="checkbox"/> interior design	<input type="checkbox"/> pollinator insects
--	--	---
- The second trend focuses on...
 

<input type="checkbox"/> a specific style	<input type="checkbox"/> new materials	<input type="checkbox"/> bright flowers
---	--	---
- The third trend focuses on...
 

<input type="checkbox"/> saving space	<input type="checkbox"/> improving the soil	<input type="checkbox"/> using new plants
---------------------------------------	---	---
- The fourth trend focuses on...

- |                                       |   |  |
|---------------------------------------|---|--|
| <input type="checkbox"/> gothic style | <input type="checkbox"/> cottage style  | <input type="checkbox"/> sci-fi style      |
| f. The last trend focuses on...       |   |  |
| <input type="checkbox"/> colouring    | <input type="checkbox"/> sustainability | <input type="checkbox"/> formal layout     |
| g. The end of the video is about...   |   |  |
| <input type="checkbox"/> seed sowing  | <input type="checkbox"/> seed growing   | <input type="checkbox"/> seedling planting |

*Exercise 19. Match each expression to the trend it refers to.*

- |   |                         |
|---|-------------------------|
| a. container gardening                            |                         |
| b. survivalist types of gardens                   |                         |
| c. more native plants                             |                         |
| d. vertical gardening                             | 1. Bugging out          |
| e. attracting butterflies and bees                | 2. Going goth           |
| f. incorporating pollinators into interior design | 3. Hanging in           |
| g. using different lighting to create a mood      | 4. Sci-fi in the garden |
| h. carbon-capturing plants                        | 5. When nature calls    |
| i. leaving withered plants and faded blooms       |                         |
| j. brightly coloured unique plants                |                         |

### ➤ LANGUAGE PRACTICE

*Exercise 20. Read the text and fill in the gaps with words derived from the ones given in brackets.*

#### **Vegetable patches and orchards**

Vegetable patches and orchards are two popular and rewarding types of \_\_\_ (horticulture) endeavours that can provide fresh, \_\_\_ (nutrition) produce. With careful planning, design, and \_\_\_ (to maintain), these gardens can flourish, supplying a steady supply of crisp vegetables, \_\_\_ (juice) fruits, and crunchy nuts for family meals, community sharing, and \_\_\_ (person) consumption.

Vegetable patches, in particular, offer a high-yielding opportunity for \_\_\_ (garden) of all skill levels. By selecting the right \_\_\_ (to combine) of crops, soil preparation, and irrigation techniques, a well-designed vegetable patch can produce a \_\_\_ (day) yield of fresh produce throughout the growing season. This can include leafy greens like lettuce and kale, root crops like carrots and beets, and brassicas<sup>1</sup> like broccoli and cauliflower.

Orchards, on the other hand, offer a unique opportunity to cultivate a diverse range of fruits and nuts. From apples and pears to plums and cherries, orchards can be designed to produce an \_\_\_ (assorted) of fruits that are perfect for snacking, baking, or preserving. With proper pruning techniques and pest \_\_\_ (to manage) strategies, an orchard can thrive for years to come<sup>2</sup>.

Both vegetable patches and orchards require \_\_\_ (care) planning and attention to detail to thrive. This includes factors such as soil \_\_\_ (to prepare), irrigation



management, pest control, and crop rotation. However, with the right knowledge and skills, these horticultural endeavours can be \_\_\_ (incredible) rewarding.

<sup>1</sup> *brassicas* = капустные культуры; <sup>2</sup> *for years to come* = на долгие годы.

*Exercise 21. Translate into English.*

- a. Сады для медитации способствуют расслаблению и созерцанию.
- b. Чтобы повысить урожайность, мы ввели севооборот на нашем огороде.
- c. Беседки, трельяжи и садовые скамейки часто включены в коттеджные сады.
- d. Сенсорные сады уже несколько лет являются трендом в садоводстве.
- e. Фруктовые сады нуждаются в правильной обрезке и борьбе с вредителями.
- f. В зависимости от планировки сады часто классифицируют как формальные и неформальные.
- g. Сады можно разделить на различные категории в зависимости от их дизайна, назначения и особенностей.
- h. Хорошо спроектированный съедобный сад ежедневно даёт урожай свежих продуктов.

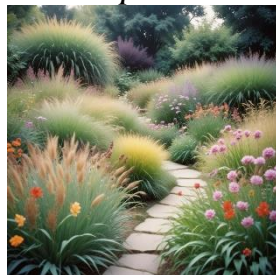
*Exercise 22. Which type of garden is shown in each picture? Describe them.*



\_\_\_ garden



\_\_\_ garden



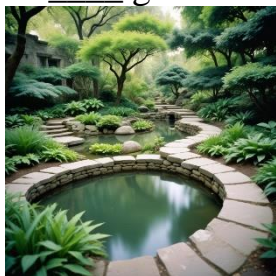
\_\_\_ garden



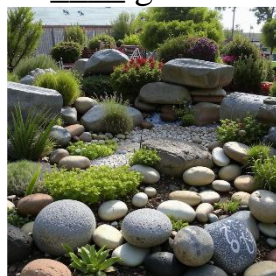
\_\_\_ garden



\_\_\_ garden



\_\_\_ garden



\_\_\_ garden



\_\_\_

# Module 8 – Landscape Architecture and Design

## Unit 8.1 – Landscaping



### ➤ LEAD-IN

*Exercise 1. In pairs, ask each other the following questions.*

- What is landscaping?
- How does climate influence landscaping?
- How do seasonal changes influence landscaping?
- What is maintenance and how does it influence landscaping?
- What other elements should you consider in a landscaping project?

*Exercise 2. Discuss your answers with your course-mates.*

### ➤ ACTIVE VOCABULARY

*Exercise 3. Memorise the following words and phrases paying attention to their pronunciation.*

**(to) affect** [ə'fekt] – воздействовать  
**alteration** [ɔltə'reiʃn] – изменение  
**artificial** [ɑ:ti'fiʃl] – искусственный  
**(to) bear** [beə], **bore, born** – выносить, терпеть  
**(to) bloom** [blu:m] – расцветать  
**condition** [kən'diʃn] – состояние  
**daily** ['deɪli] – ежедневно  
**(to) drain** [dreɪn] – стекать  
**installation** [ɪnstə'leɪʃn] – инсталляция, конструкция  
**(to) intend** [ɪn'tend] – хотеть, собираться  
**(to) involve** [ɪn'vɒlv] – предусматривать

**maintenance** ['meɪntənəns] – поддержание  
**moderate** ['mɒdərət] – умеренный  
**(to) prune** [pru:n] – подрезать  
**(to) require** [rɪ'kwaɪə] – требовать  
**(to) reside** [rɪ'zaid] – проживать  
**(to) select** [sɪ'lekt] – выбирать, отбирать  
**soil** [sɔɪl] – почва  
**(to) spaced out** [ˌspeɪst 'aʊt] – расставлять  
**(to) sprinkle** ['sprɪŋkl] – орошать дождеванием  
**surface** ['sɜ:fɪs] – поверхность, площадь  
**trench** [trentʃ] – канавка

**view** [vju:] – вид

**(to) withstand** [wɪð'stænd] – выносить,

➤ **READING****Landscaping Basics**

Landscaping involves the **modifications** or alterations done to an area through elements like soil, plants, flowers, water features, and artificial installations. Before you decide to do landscaping within your house you need to know a few details that would lead to an **amazing** outdoor project.

Landscaping in hot regions is different from landscaping in places with cold to **moderate** temperatures. If you happen to reside<sup>1</sup> in a city where the temperature is hot and warm, then you need to select flowers that can withstand hot temperatures in summer, but also bear cold temperatures during the winter season. Secondly, before embarking on<sup>2</sup> a landscaping project, you need to **survey** the area of your garden before you start planting. This is important because the surface will affect the type of plants you intend to put in the area. Thirdly, **water management** needs to be paid attention too, so make sure it is in a good working condition. You should know where the water will drain into during sprinkling and the rainy season. It will be better if you dig a few trenches to direct water to the **appropriate** place.

The fourth important aspect to consider is maintenance, which is different for each type of flower or a plant. There will be some flowers that can **go without** water for a few days, but there will be many others that will require pruning and watering on a daily basis.

The fifth aspect **relative to** landscaping is that you should plan according to the seasonal changes to give breathing space<sup>3</sup> for the blooming of the flowers. It is tough to get the flowers spaced out to enjoy their view in a year. You need to add new and bright flowers in your garden so that they remain fresh and can be enjoyed throughout the year.

Therefore, landscaping requires proper attention, **effort**, and time. If you follow the details and instructions, then you can do landscaping in the right way and there will be no wastage of materials and you can work within your intended **budget** as well.

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<sup>1</sup> *if you happen to reside* = если вдруг вы живёте; <sup>2</sup> *(to) embark on* = приступать к; <sup>3</sup> *(to) give breathing space* = давать передышку.

*Exercise 4. Mark the sentences as true (T), false (F), or not given (NG).*

- Landscaping in hot regions is similar the one done at places where there is cold to moderate temperature.
- That are some important details that people should know before starting landscaping that will lead to an amazing outdoor project.
- Gardening has always been a matter of personal taste.
- There will be no flowers that can go without water for a few days.
- You need to add new flowers in your garden every year.

- f. Water management needs to be paid attention too and it should always be in a working condition.

*Exercise 5. Match the definitions with the words and phrases in bold.*

- a. physical or mental activity needed to achieve smth
- b. neither small nor large in size, amount, degree, or strength
- c. extremely pleasant, enjoyable, or likable
- d. connected with smth
- e. the amount of money available to spend
- f. changes to smth, usually to improve it
- g. to check or study smth carefully, esp. to learn new information
- h. manage to live despite not having smth
- i. the process of planning, developing, distributing, and using water resources
- j. suitable or right for a particular situation

*Exercise 6. Answer the following questions.*

- a. What is landscaping?
- b. How does climate influence landscaping?
- c. Why should you examine the area of the garden before landscaping?
- d. What is important for water management?
- e. Why should you dig trenches?
- f. How do flowers vary according to maintenance requirements?
- g. Why are seasonal changes important?
- h. What are the ultimate two aims of landscaping?

*Exercise 7. Summarise the text using your answers in exercise 6 as guidelines. You may want to use the expressions you are already familiar with.*

### ➤ GRAMMAR FOCUS

**Complex Subject:** сложное подлежащее (*complex subject*) – это тип английского предложения, в котором подлежащее (существительное или местоимение) сочетается с инфинитивом (реже – с отглагольным существительным) следующим образом:

**subject + verb + infinitive (or gerund)**

Например,

**S      V      Inf.**  
*She is known to speak five languages.*

При переводе таких конструкций, как правило, смысловая нагрузка сказуемого передаётся безличным или неопределённо-личным «вводным» предложением, а подлежащее и инфинитив образуют отдельное придаточное предложение; эти два предложения чаще всего связаны с помощью союзов *что*, *как* или *ли*. В других случаях, инфинитив переводится как наречие. Например,

*She is known to speak five languages.*  
**Как известно, она говорит на 5 языках.**

*They are expected to win the game.*  
**Ожидается, что они выиграют игру.**

Следующие глаголы и выражения образуют сложное подлежащее:

type of verbs	examples	complex subject
verbs of thought (passive voice)	<i>know, think, consider, find</i>	<i>She is known to be a talented artist.</i> <b>Как известно, она талантливая художница.</b>
		<i>She is thought to have changed job.</i> <b>Думают, что она сменила работу.</b>
reporting verbs (passive voice)	<i>say, state, report, announce</i>	<i>He is said to have quit his job.</i> <b>Говорят, что он уволился.</b>
		<i>She is reported to be working on a new book.</i> <b>Сообщается, что она работает над новой книгой.</b>
		<i>The team was announced to have left for Canada.</i> <b>Объявили, что команда отправилась в Канаду.</b>
verbs of supposition (passive voice)	<i>expect, suppose, believe, assume</i>	<i>I am expected to finish this task by tomorrow.</i> <b>Ожидается, что я доделаю это задание к завтрашнему дню.</b>
		<i>The tickets are supposed to be sold out immediately.</i> <b>Предполагается, что продадут все билеты моментально.</b>
verbs of perception (passive voice) <b>with gerund</b>	<i>hear, see, watch, feel, observe, notice</i>	<i>Henry was heard talking nonsense.</i> <b>Было слышно, как Генри нёс какую-то ерунду.</b>
		<i>She was seen entering the building.</i> <b>Видели, как она вошла в здание.</b>
linking verbs (active voice)	<i>appear, happen, prove, seem, turn out</i>	<i>I seem to have lost my keys.</i> <b>Я – кажется – потерял свои ключи.</b>
		<i>Do you happen to recall his name?</i> <b>Ты случайно не помнишь его имя?</b>
expressions of likeliness (to be + adj.)	<i>certain / sure, likely, unlikely</i>	<i>We are certain to sign the contract.</i> <b>Мы точно подпишем договор.</b>
		<i>He is likely to be late today.</i> <b>Скорее всего, он сегодня опоздает.</b>
		<i>They are unlikely to believe my story.</i> <b>Вряд ли они поверят в мою историю</b>

*Exercise 8. Rewrite the sentences using the complex subject.*

e.g. It is known that Theodore Roosevelt was the first president to ride an automobile.

*Theodore Roosevelt is known to have been the first president to ride an automobile.*

a. Many people think that the Loch Ness monster is a large animal like a dinosaur.



- b. People consider that villages are better places to live, as they are quieter and less polluted than big cities.
- c. It is said that rainforests are disappearing at an alarming rate.
- d. It is reported that the situation in the area has got worse quickly.
- e. It is known that Margaret Thatcher was called ‘the Iron Lady.’
- f. People considered that the Empires State Building was the tallest building in the world for many years.
- g. Many people believe that the Vikings came to America before Columbus.

*Exercise 9. Fill in the gaps using the following infinitives, then translate into Russian.*

to be – to be – to have taken – to have caught – to want – to have brought  
to have been held – to meet

- e.g. The discussion appears **to have brought** very good results.  
*Обсуждение, кажется, привело к хорошим результатам.*
- a. They seem \_\_\_ a long time to decide.
  - b. Susan turned out \_\_\_ better informed than we expected.
  - c. Yesterday’s meeting appears \_\_\_ in a friendly and cordial atmosphere.
  - d. He doesn’t appear \_\_\_ to do anything but have a good time.
  - e. I keep sneezing. I seem \_\_\_ a cold.
  - f. He appears \_\_\_ sincere, but I don’t completely trust him.
  - g. When we happened \_\_\_ again in Cairo, she said, ‘It must be fate.’

*Exercise 10. Rewrite the sentences using to be likely / unlikely / certain / sure.*

- e.g. They may get married soon.  
*They are likely to get married soon.*
- a. Oil prices will certainly rise following the agreement to limit production.
  - b. Perhaps, the children will stay with the father after the divorce.
  - c. There were almost no chances that the old system would survive.
  - d. After all his hard work, he will surely pass his exam.
  - e. I doubt she will make a hasty decision.
  - f. It was possible that the team would win the match.
  - g. They will deliver your order on Friday for sure.

**Conditionals (review):** в таблице представлены правила употребления видовременных форм в условных предложениях, приведены примеры:

zero conditionals	first conditionals
<i>if + present simple &gt; present simple</i> <i>If the food is out of date, I don't eat it.</i>	<i>if + present simple &gt; will + V<sub>1</sub></i> <i>If you study, you will pass the exam.</i>
second conditionals	third conditionals
<i>if + past simple &gt; would + V<sub>1</sub></i> <i>If I won the lottery, I would buy a yacht.</i>	<i>if + past perfect &gt; would have + V<sub>3</sub></i> <i>If you had come to class more often, you would have passed the exam.</i>
mixed conditionals	
<i>if + past simple &gt; would have + V<sub>3</sub></i> <i>If I spoke German more fluently,</i>	<i>if + past perfect &gt; would + V<sub>1</sub></i> <i>If I had won the lottery,</i>

*they would have given me the job.*

*I would be rich now.*

*Exercise 11. Fill in the gaps with the correct form of the given verbs to obtain first, second, and third conditionals.*

- e.g. If he had studied harder, he **would have passed** (pass) his driving test.
- If we meet at 9:30, we \_\_\_ (have) plenty of time.
  - Lisa would find the milk if she \_\_\_ (look) in the fridge.
  - The zookeeper would have punished her with a fine if she \_\_\_ (feed) the animals.
  - If you spoke louder, you classmates \_\_\_ (understand) you.
  - Dan \_\_\_ (arrive) safe if he drives slowly.
  - You \_\_\_ (have) no trouble at school if you had done your homework.
  - If you \_\_\_ (swim) in this lake, you'll shiver from the cold.
  - The door will unlock if you \_\_\_ (press) the green button.

*Exercise 12. Match the main and conditional clauses.*

- |   |   |
|---|---|
| a. If they don't stop that noise (2)        | 1. we could have a dog.                 |
| b. If I had enough money for a holiday ___  | 2. I'll go next door and complain.      |
| c. If you can't repair your headphones, ___ | 3. you might need to buy new ones.      |
| d. I'd be ill ___                           | 4. if you fancy a chat.                 |
| e. If we had more space at home ___         | 5. unless I have to babysit.            |
| f. Ice cream melts ___                      | 6. I'd go to Iceland.                   |
| g. I'll see you on Saturday night, ___      | 7. if I ate that.                       |
| h. Call me ___                              | 8. if you don't keep it in the freezer. |

*Exercise 13. Translate into English paying attention to the type of conditionals.*

e.g. Если бы компания согласилась, мы могли бы достичь быстрого прогресса.

*If the company **agreed**, we **could** make rapid progress – **second conditional**.*

- Компания вернёт вам деньги, если вы передумаете.
- Выставка закрылась бы, если бы они не нашли новых спонсоров.
- Я бы отказался сотрудничать, если бы я был в вашем положении.
- Пожалуйста, сообщите врачу немедленно, если она покажет признаки улучшения.
- Молли и Сэлли поняли бы свою ошибку, если бы только остались до конца.
- Можете считать, что мы согласны, если не получите от нас новостей до воскресенья.
- Если вы выпьете слишком много кофе, вы не сможете уснуть.
- Если бы Джек привёз карту, мы бы не заблудились.
- Если бы Джон знал о встрече, то приехал бы.

## ➤ WORD FORMATION



**Derived verbs:** приставка *en-* образует глаголы от прилагательных и существительных.

*large* – большой  
*courage* – храбрость

*enlarge* – увеличивать  
*encourage* – подбадривать

Суффиксы *-en*, *-fy* (*-ify*) и *-ise* (в американском варианте – *-ize*) тоже образуют глаголы от прилагательных и существительных.

*strength* – сила  
*pure* – чистый  
*character* – характер

*strengthen* – усиливать  
*purify* – очищать  
*characterise* – характеризовать

*Exercise 14. Translate the adjectives and nouns into English, then form verbs using the en- prefix.*

Несомненный – гарантировать, богатый – обогащать, список – вносить в список, радость – получать удовольствие, полномочие – уполномочивать, акт – вводить закон.

e.g. *sure* > *ensure*

*Exercise 15. Choose the correct option.*

e.g. My belt feels so tight after eating so much, I think I'll have to **loosen** / *loosify* / *loosise* it a little.

- She was *weakened* / *weakified* / *weakised* by the long illness she had.
- There are many ways to *classen* / *classify* / *classise* plants.
- If you're really sorry, you should *apologen* / *apologify* / *apologise*.
- I *sympathen* / *sympathify* / *sympathise* with your problem, but I can't help you.
- Stop *critening* / *critifying* / *criticising* my work, I'm doing my best!
- The pain in his back *lessened* / *lessified* / *lessised* as soon as he drank the pill.
- I want to *specialen* / *specialify* / *specialise* in rose cultivation.

## ➤ VOCABULARY BOOSTER

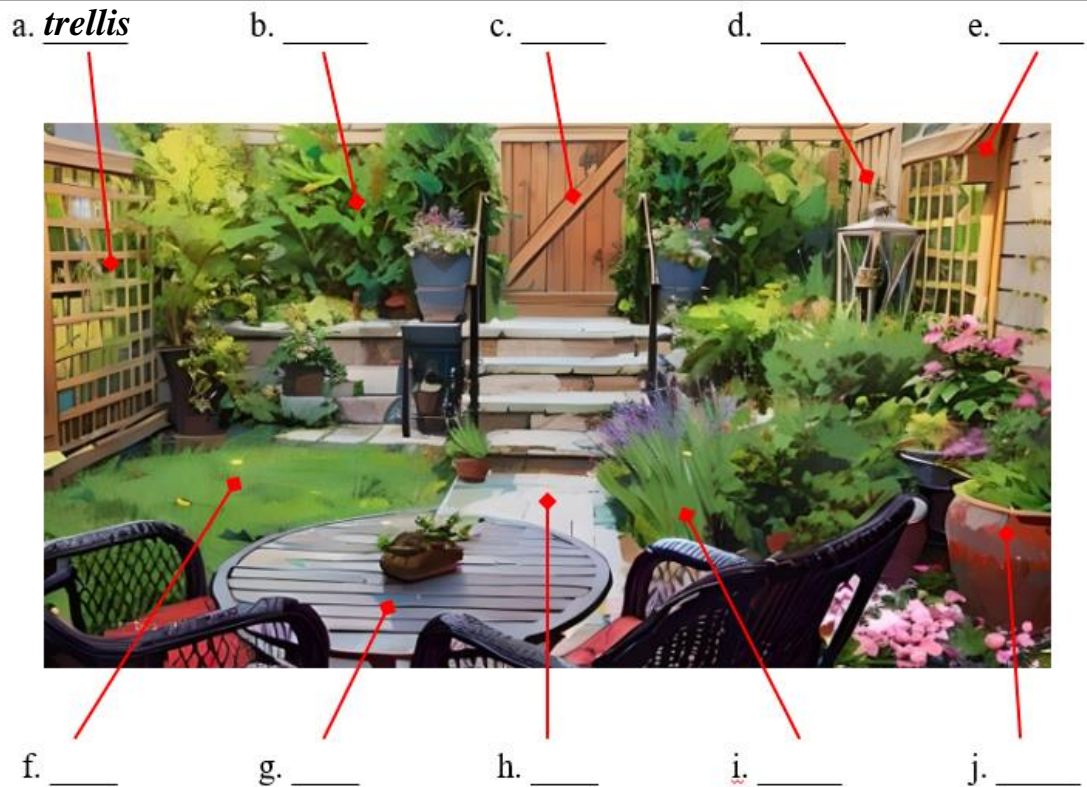
*Exercise 16. Unscramble the words.*

e.g. As *soms* doesn't tolerate foot traffic well, place a stepping stone walkway. – **moss**

- Use a simple bamboo *cnefe* to block views of the world outside your garden.
- A winding *tahp* leads your eye past the stone pagoda.
- The *untnioaf* in the city square is usually turned on in May.
- Exotic trees provide welcome *sehad* at this time of the year.
- Trees and shrubs should be accurately chosen depending on their *tuexter*.
- A walled garden can ensure *caiyvrp* and protect you from unwanted attention.
- This park really shows the *fcrat* and technical skills of the architect who projected it.

*Exercise 17. Label the picture using the following words.*

shrub – garden furniture – flower pot – flowerbed – lawn – birdhouse  
 trellis – gate – fence – path



➤ LISTENING



**How to Design a Garden**

<https://youtu.be/V7k6b0VsJWI?si=uLNQeF7iVj24Kblq>

*Exercise 18. Tick the words you hear in the audio track.*

- |            |          |
|------------|----------|
| narrow     | vary     |
| shrubby    | unite    |
| textures   | foliage  |
| impressive | pleasing |
| florist    | mood     |

*Exercise 19. Choose the correct answer.*

- The process of designing a garden...
  - is harder than you think.
  - is easier than you think.
  - requires a lot of knowledge.
- Which one is one of the first things we notice about a garden?
  - texture                       colour                       repetition
- By establishing a colour theme, you create...
  - a gorgeous garden       a conflict                       a mood
- What should you do after you select the colour theme?

- pay attention to your plants
- create interest
- vary the plant heights
- e. Why should you employ repetition?
  - to make your landscape seem cohesive
  - to combine hot colours
  - to use different textures
- f. Mix plants that have different shapes...
  - to create excitement and drama.
  - to contrast each other.
  - to create a ton of interest.

### ➤ LANGUAGE PRACTICE

*Exercise 20. Fill in the gaps using the following definitions.*

- a. can be achieved through the arrangement of plants and borders
- b. is the surface quality of an object
- c. is inferred by the size relationship between adjacent objects
- d. influences the mood and character of the overall landscape design or parts of it
- e. creates order by directing eye movement or flow
- f. refers to the size of an object in relation to the surroundings
- g. is used to convey emotion
- h. defines the shape and structure of an object

### **Elements of Landscape Design**

Landscape design is defined by manipulating any of its five elements: colour, line, form, texture, and scale.

Colour (1) and (2). It has three properties: hue (or chroma), value, and intensity. Hue refers to the relative purity or strength of the colour. Value determines how light or dark the colour is, whereas intensity refers to how bright or dull it is.

Line (3). Lines in a landscape design give the eye directions about where to look. They may be used to draw attention to an object, divide a space, group related objects together, or separate unrelated object in a landscape design. Lines (4).

Form (5). In landscape design, it indicates the shape of a plant and the structure of its branching pattern. Tree forms are defined by branching pattern, while shrub forms are determined by growth pattern.

Texture (6). It is how something feels when it is touched or looks like it would feel if touched. The coarseness of the leaves, bark, and foliage of plants and trees, and of buildings, patios, and walkways define texture in landscape design.

Scale (7). Scale in landscape design (8). As a general rule, plants and structures in landscapes should be proportional to the human scale.

*Exercise 21. Translate into English.*

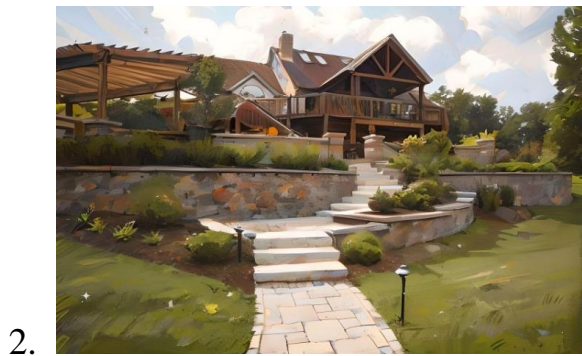
- a. Ландшафтный архитектор использует такие элементы, как почва, растения, цветы, водные объекты и искусственные инсталляции.
- b. Некоторые растения могут выживать без воды несколько дней.
- c. При проектировании ландшафта необходимо учесть разные аспекты, такие как климат, поверхность, водопользование, поддержание и сезонные изменения участка.
- d. Правильный выбор деревьев и кустарников безусловно улучшит текстуру сада.
- e. Линии в садовом дизайне создаются с помощью трельяжей, заборов, тропинок и бордюров.
- f. Ожидается, что некоторые растения будут обрезаны и политы каждый день.
- g. Яркие цветы могут облегчить атмосферу в саду и создать особый интерес.
- h. Как известно, основными элементами ландшафтного дизайна являются цвет, линия, форма, текстура и масштаб.

*Exercise 22. Read a short extract about balance in landscape design, then decide how the principle of balance has been applied in the following gardens.*

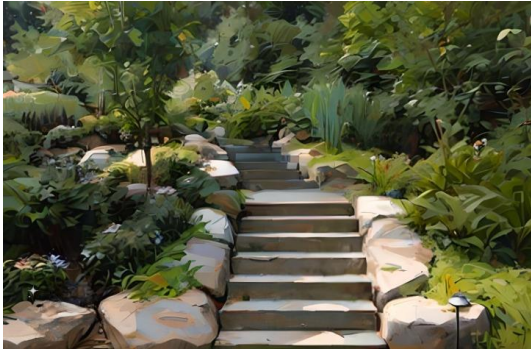
**Balance in Garden Design**

Balance gives a sense of equilibrium and symmetry in visual attraction. There are three ways in which balance may be present in landscape design:

- symmetrical or formal balance is achieved when the mass, weight, or number of objects on both sides are exactly the same;
- asymmetrical or informal balance suggests a feeling of balance on both sides, even though the sides do not look exactly the same, by using opposing compositions on either side of the central axis;
- radial balance occurs when different elements are symmetrically arranged around a central point.



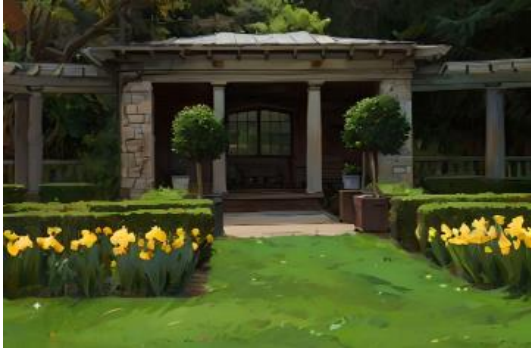
3.



4.



5.



6.





## Unit 8.2 – Hardscape and Softscape



### ➤ LEAD-IN

*Exercise 1. In pairs, ask each other the following questions.*

- What is hardscape?
- What is softscape?
- Which is more important when planning a garden?
- Which is more expensive in the short and long term?
- Which needs more maintenance?

*Exercise 2. Discuss your answers with your course-mates.*

### ➤ ACTIVE VOCABULARY

*Exercise 3. Memorise the following words and phrases paying attention to their pronunciation.*

**aesthetic** [es'θetik] или [ɪ:s-] – эстетический

**contrast** ['kɒntrɑ:st] – контраст

**counterpart** ['kauntəpɑ:t] – аналог,  
эквивалент

**eco-friendly** ['i:kəʊ, frendli] – экологически  
чистый

**equally** ['i:kwəli] – в равной степени,  
одинаково

**erosion** [i:'rəʊzən] – эрозия

**excess** [ɪk'ses] – избыточный, чрезмерный

**figurine** [fiɡə'ri:n] – скульптура, фигурка

**greenery** ['gri:nəri] – зелень,  
растительность

**hardscape** ['hɑ:dskeɪp] – малые  
архитектурный формы

**installation** [ɪnstə'leɪʃən] – установка

**irrespective** [ɪrɪ'spektɪv] **of** – вне  
зависимости от

**prevention** [pri'venʃən] – предотвращение

**privacy** ['prɪvəsi] – личное пространство

**pruning** ['pru:niŋ] – обрезка

**(to) put** [pʊt] **in** – вводить, включать

**(to) replace** [rɪ'pleɪs] – сменять, замещать

**scenery** ['si:nəri] – пейзаж, ландшафт

**softscape** ['sɒftskeɪp] – зелёные насаждения

**solely** ['səʊli] – исключительно

**(to) take into consideration** [kən,sɪdə'reɪʃən]  
– учитывать

**wallpaper** ['wɔ:l,peɪpə] – обои

**wood** [wʊd] – лес

➤ **READING**

**The Difference between Hardscape and Softscape**

Hardscape and softscape cannot exist without one another. They are often compared to wall and wallpaper since both are **equally** important. For instance, a garden full of paved pathways and stone figurines is of no beauty unless there is some greenery or bright flowers to provide contrast. Similarly, a garden full of just flowers, trees, and soil can look like a wood rather than a garden.

Trees and shrubs are necessary to maintain the **ecological balance** of the natural environment. Similarly, hardscape elements are not intended **solely** for aesthetic purposes. Rather, they are often put in for practical purposes such as prevention of **excess** water absorption or to give the impression of greater space. Hardscaping methods such as the **installation** of paved walkways and stone benches help prevent soil erosion, while fences are put in to ensure privacy.

As regards costs, getting and installing hardscape elements will be relatively more expensive compared to their softscape **counterparts**. Also, if you need a change of scenery after a few years and decide to redesign, replacing hardscape elements will involve greater time and effort. On the other side, since softscape elements such as plants and flowers tend to be seasonal, they may require **constant** maintenance.

As far as maintenance is concerned, minimum care should be the keyword **irrespective of** whether you are choosing plants for your garden or some elegant benches to sit on. For instance, if you plant annuals, they may have to be replaced each year. Similarly, some varieties of shrubs may require **frequent** pruning. You can decide whether you want eco-friendly materials as landscape elements or not.

In general, a qualified designer should be able to take all these aspects into consideration when planning a project. He or she should be able to work with the owner of the garden and **translate** their needs and requirements into design.

*Exercise 4. Mark the following sentences as true (T) or false (F). Correct the false ones.*

- a. Hardscape and softscape are often compared to wall and wallpaper because both are equally important.
- b. A garden full of paved pathways and stone figurines is beautiful without any greenery or flowers.
- c. Trees and shrubs are necessary to maintain the ecological balance of the natural environment.
- d. Hardscape elements are solely intended for aesthetic purposes.
- e. Installing hardscape elements is usually less expensive compared to softscape elements.
- f. Replacing landscape elements involves greater time and effort compared to softscape elements.
- g. Softscape elements such as plants and flowers require constant maintenance due to their seasonal nature.



- h. A qualified designer should consider the owner's needs and requirements when planning a garden project.

*Exercise 5. Match the definitions with the words and phrases in bold.*

- a. without considering
- b. fairly and in the same way
- c. more than is necessary
- d. the act of putting smth into position and making it ready to use
- e. nearly continuous or very frequent
- f. change smth into a new form, esp. turn a plan into smth real
- g. smth that has the same position or purpose of smth else elsewhere
- h. not involving anyone or anything else
- i. a state of dynamic equilibrium within a community of organisms
- j. happening often

*Exercise 6. Answer the following questions.*

- a. Why are hardscape and softscape compared to wall and wallpaper?
- b. What's the purpose of trees and shrubs?
- c. Which purposes can hardscape elements have?
- d. What's the aim of installing paved walkways and stone benches? And fences?
- e. What is the cost of hardscape and softscape elements?
- f. Why do softscape elements require constant maintenance?
- g. How do softscape and hardscape compare as regards maintenance?
- h. Why are these aspects important for a landscape designer?

*Exercise 7. Summarise the text using your answers in exercise 6 as guidelines. You may want to use the expressions you are already familiar with.*

### ➤ GRAMMAR FOCUS

**Complex object:** сложное дополнение (*complex object*) – это тип английского предложения, в котором дополнение (существительное или местоимение) сочетается с инфинитивом (с или без предлога *to*) следующим образом:

**subject + verb + object + infinitive**

Например,

S            V        O    Inf.  
Many people would like him to give the graduation speech.

При переводе таких конструкций, как правило, дополнение становится подлежащим придаточного предложения (через *что*, *чтобы*, как и др.) с глаголом в личной форме. Например,

Many people would like him to give the graduation speech.  
Многие хотели бы, чтобы он произнёс речь на выпускном.

Следующие глаголы образуют сложное подлежащее:

type of verbs	examples	complex subject
verbs of perception <b>with bare infinitive</b>	see, watch, notice, observe, feel, hear	<i>I have never heard <u>you</u> <b>sing</b>.</i> <i>Я никогда не слышал, как <u>ты</u> поёшь.</i>
		<i>We saw <u>the postman</u> <b>slip</b> a thick envelope into the box.</i> <i>Мы видели, как <u>почтальон</u> опустил в ящик толстый конверт.</i>
causative verbs <b>with bare infinitive</b>	let, make, have	<i>You can't make <u>me</u> <b>do</b> such things.</i> <i>Ты не можешь заставить <u>меня</u> сделать это.</i>
		<i>Never let <u>him</u> <b>drink</b> coffee before bed.</i> <i>Никогда не давайте <u>ему</u> пить кофе перед сном.</i>
		<i>They had <u>the man</u> <b>do</b> what they wanted.</i> <i>Они заставили <u>этого человека</u> сделать то, что они хотели.</i>
verbs of desire <b>with to-infinitive</b>	want, wish, desire, like, would like, invite	<i>He wanted <u>his students</u> <b>to note</b> the animals' colour.</i> <i>Он хотел, чтобы <u>его студенты</u> отметили окрас животных.</i>
		<i>The inspector would like <u>you</u> <b>to explain</b> everything.</i> <i>Инспектор хотел бы, чтобы <u>вы</u> всё объяснили.</i>
verbs of expectation <b>with to-infinitive</b>	expect, suppose, believe, consider, intend, find	<i>Parents usually expect <u>their children</u> <b>to be</b> obedient.</i> <i>Родители обычно ожидают, что <u>их дети</u> будут послушными.</i>
		<i>We believe <u>it</u> <b>to be</b> the best way out of this situation.</i> <i>Мы полагаем, что <u>это</u> будет лучший выход в данной ситуации.</i>
verbs of thought and reporting verbs <b>with to-infinitive</b>	know, think, state, note, report, mean	<i>People knew <u>him</u> <b>to be</b> a great sculptor.</i> <i>Люди знали, что <u>он</u> – великий скульптор.</i>
		<i>She thought <u>him</u> <b>to be</b> a qualified specialist.</i> <i>Она думала, что <u>он</u> – квалифицированный специалист.</i>
verbs of permission and obligation <b>with to-infinitive</b>	order, allow, forbid, ask, beg, cause, force, permit	<i>He ordered <u>him</u> <b>to stop</b> this conversation.</i> <i>Он приказал <u>ему</u> прекратить этот разговор.</i>
		<i>The war forced <u>them</u> <b>to leave</b> their houses.</i> <i>Война вынудила <u>их</u> покинуть свои дома.</i>

Следует отметить, что после глаголов восприятия, такие как *hear, see, watch, feel* и т.д. кроме инфинитива встречаются также формы причастия. Причастие прошедшего времени используется для обозначения страдательного залога:

*I saw the fire slowly **conquered*** – Я видел, как пожар постепенно **потушили**.

Причастие настоящего времени обозначает незавершённый процесс по сравнению с завершённым действием, выраженным инфинитивом. Сравните:

*I saw him **enter** the shop* – Я видел, как он **вошёл** в магазин.

*I saw him **entering** the shop* – Я видел, как он **заходил** в магазин.

*Exercise 8. Fill in with to if needed.*

e.g. I want my elder sister **to** take me to the zoo.

a. I believe the Internet \_\_\_ be the greatest invention ever.

- b. The teacher doesn't let us \_\_\_ use our mobile phones.
- c. We heard the lorry \_\_\_ stop near the house.
- d. They didn't expect her \_\_\_ be late.
- e. The police officer made him \_\_\_ tell the truth.
- f. I would like you \_\_\_ admit your fault.
- g. Swan believes Vicky \_\_\_ be the best manager in our store.
- h. We saw Jacob \_\_\_ break the window.
- i. She noticed Mary suddenly \_\_\_ turn pale.

*Exercise 9. Rewrite the following sentences or groups of sentences using a single sentence complex object.*

- e.g. She will make mushroom soup because I asked her.  
I want **her to make mushroom soup**.
- a. The children were laughing and enjoying themselves on the beach. Their parents saw them.  
The parents saw...
- b. They said, 'He is an expert in our industry.'  
They consider...
- c. The bike disappeared in the forest. The police officer noticed it.  
The police officer noticed...
- d. Elvis said to his son, 'Don't watch horror films.'  
Elvis doesn't let...
- e. 'Mummy, please, buy me that doll,' said the little girl.  
The little girl would like...
- f. My dad says I can travel to China with you.  
My dad allows...
- g. He swears a lot. Many people heard that.  
Many people heard...
- h. 'Bring me some water from the well,' my grandmother said.  
My grandmother wanted...
- i. Someone was watching me. I felt it.  
I felt...

*Exercise 10. Translate into English using a complex object.*

e.g. Они хотят, чтобы мы послали им всю информацию по электронной почте.

*They want us to email all the information.*

- a. Мы слышали, как они спорили.
- b. Я хочу, чтобы вы узнали друг друга.
- c. Сара видела, что ему не хочется идти домой.
- d. Мэри не ожидала, что сын будет изучать ландшафтный дизайн.
- e. Надеюсь, я не заставил вас долго ждать.
- f. Мне бы очень хотелось, чтобы вы поехали с нами.

- g. После захода солнца мы почувствовали, что температура воздуха начала падать.
- h. Я считаю, что мой друг – честный человек.
- i. Не позволяй им так сильно кричать!

**Infinitive (review):** в английском языке инфинитив, чаще всего, выполняет следующие функции:

- a) ПОДЛЕЖАЩЕЕ – например, *To tell the truth is always right* = **Говорить правду** – всегда правильно.  
Следует отметить, что часто данный тип предложений можем перефразировать, используя «безличным» местоимением *it* и перенося сам инфинитив в конце предложения: *It is always right to tell the truth.*
- b) ОБСТОЯТЕЛЬСТВО ЦЕЛИ – например, *I went on holiday to relax* = Я ездил в отпуск **отдохнуть**.  
Помимо простого инфинитива с частицей *to* в таких предложениях можно также употреблять сложные союзы *in order to* и *so as to*: *I went on holiday in order to relax; I went on holiday so as to relax.*
- c) ОПРЕДЕЛЕНИЕ – например, *I have a friend to rely upon* = У меня есть друг, **на которого я могу положиться**; *I have no desire to go there* = Нет желания **идти туда**; *He is not a man to be trusted* = Он не тот человек, **которому можно доверять**.

*Exercise 11. Put the words in order to form sentences where the infinitive is the subject, then translate into Russian.*

- e.g. is / very / not / fast / To / here / advisable. / drive  
*To drive fast here is not very advisable. – Не очень рекомендуется быстро ездить здесь.*
- a. is / cry / it / useless; / never / helps. / To
- b. To / human, / is / to / divine. / err / forgive / is
- c. late / It / never / up / to / give / too / is / prejudice.
- d. everything / To / know / know / is / nothing. / to
- e. incredible / To / requires / dream / courage.
- f. always / after / To / a / wrong. / meal / is / swim
- g. is / to / work / conditions. / very / It / such / hard / under
- h. required. / wait / action / was / foolish / To / when / seemed

*Exercise 12. Rewrite the sentences using an infinitive of purpose.*

- e.g. I went to Japan because I wanted to learn Japanese.  
*I went to Japan to learn Japanese.*
- a. She made a cake because she wanted to please her friend.
- b. They study a lot because they want to get good marks.
- c. Amanda is going to the party because she wants to meet new people.
- d. The children went to the park because they wanted to play football.
- e. Jorge studied German because he wanted to get a new job.

- f. We went to France because we wanted to eat lots of nice food.
- g. She got a new computer because she wanted to write a book.
- h. He goes running every day because he wants to lose weight.
- i. We must study every day because we want to improve our English.

*Exercise 13. Underline the infinitives or infinitive phrases used as an attribute, then translate the sentences into Russian.*

e.g. She is the right woman to marry.

*Она именно та женщина, на которой можно жениться.*

- a. Laura was the last to arrive though nobody expected her to come.
- b. We have got no wish to support them as they are not people to be trusted.
- c. You'd better find somebody to walk your dog.
- d. Brian is not a person to act rapidly.
- e. I've got so much to tell you.
- f. It is not a question to be discussed now.
- g. Tom has nobody to pick him up at the station.
- h. This is just the time to pay them a return visit.
- i. The man made me a sign to approach him and help him with the load.

### ➤ WORD FORMATION

**Common prefixes:** в таблице представлены самые распространённые приставки английского языка.

prefix	meaning	examples
<i>anti-</i>	against / opposed to	<i>antibiotic, anti-war</i>
<i>auto-</i>	self	<i>autobiography, automobile</i>
<i>counter-</i>	in the opposite direction	<i>counteract, counterpart</i>
<i>de-</i>	reverse or change	<i>decontaminate, demotivate</i>
<i>dis-</i>	reverse or remove	<i>disagree, disqualify</i>
<i>down-</i>	reduce or lower	<i>downgrade, downhearted</i>
<i>extra-</i>	beyond	<i>extraordinary, extraterrestrial</i>
<i>hyper-</i>	extreme	<i>hyperactive, hypertension</i>
<i>il-, im-, in-, ir-</i>	not	<i>illegal, impossible, insecure, irregular</i>
<i>inter-</i>	between	<i>interactive, international</i>
<i>mega-</i>	very big, important	<i>megabyte, mega-deal</i>
<i>mid-</i>	middle	<i>midday, mid-October</i>
<i>mis-</i>	incorrectly, badly	<i>mislead, misspelt</i>
<i>multi-</i>	more than one	<i>multilingual, multivitamin</i>
<i>non-</i>	not	<i>non-payment, non-smoking</i>
<i>over-</i>	too much	<i>overcook, overrated</i>
<i>out-</i>	go beyond	<i>outdo, outrun</i>
<i>post-</i>	after	<i>postpone, post-war</i>
<i>pre-</i>	before	<i>prehistoric, pre-war</i>
<i>pro-</i>	in favour of	<i>probiotic, pro-war</i>
<i>re-</i>	again	<i>reconsider, redo</i>

prefix	meaning	examples
<i>semi-</i>	half	<i>semicircle, semi-retired</i>
<i>sub-</i>	under, below	<i>submarine, sub-Saharan</i>
<i>super-</i>	above, beyond	<i>super-hero, supermodel</i>
<i>tele-</i>	at a distance	<i>television, telepathic</i>
<i>trans-</i>	across	<i>transatlantic, transplant</i>
<i>ultra-</i>	extremely	<i>ultra-compact, ultrasound</i>
<i>un-</i>	remove, reverse, not	<i>undo, unpack, unhappy</i>
<i>under-</i>	less than, beneath	<i>undercook, underestimate</i>
<i>up-</i>	make or move higher	<i>upgrade, uphill</i>

*Exercise 14. Translate the following words paying attention to the meaning of the prefixes.*

Decode, deform, anticlockwise, discover, disappear, misunderstanding, disarrange, misfortune, mistrust, antinational, anticorrosive, counterblow, disbelief, disrespect, misjudge, mistranslate.

e.g. *decode (reverse) = расшифровывать*

*Exercise 15. Add prefixes to the following words and fill in the gaps.*

paid – model – write – do – understood – day – coloured  
historic – smoking – cook

e.g. A big **multicoloured** flag was waving above the building.

- None of the employees were happy as they felt they were \_\_\_\_.
- Make sure you don't \_\_\_\_ it. Nobody likes burnt chicken.
- You have probably seen her in magazines. She is a famous \_\_\_\_.
- Fish evolved from \_\_\_\_ sea creatures.
- I think you \_\_\_\_ my instructions. I told you not to do question 3.
- This is a \_\_\_\_ area. You can't smoke here.
- The sun is usually at its hottest around \_\_\_\_.
- I had tied my shoe laces up so tightly that I couldn't \_\_\_\_ them.
- I had to \_\_\_\_ my essay as I had made a lot of mistakes.

### ➤ VOCABULARY BOOSTER

*Exercise 16. Match the following words with the definitions.*













~~biennial~~ – bulb – conifer – deciduous – genus – evergreen  
herbaceous – hybrid – shrub – species

e.g. a plant that germinates, grows, and produces a plant, then flowers, sets, and ripens seed in the following year before it dies – **biennial**

- a plant bearing cones, generally a tree
- a plant type, subdivision of a genus, with constant and distinct characteristics
- a plant food storage organ, found at or below ground level
- a woody plant, distinct from trees in having smaller branches
- a plant produced from the crossing of two separate parents

- f. a plant that keeps its leaves throughout the year
- g. a plant (generally a tree or shrub) that loses its leaves in winter
- h. a plant that dies down during winter and survives as a rooted bud
- i. a subdivision of the plant kingdom in which the general characteristics of a group of plants are all very similar

*Exercise 16. Match the hardscape and softscape elements with the pictures.*

<p>1. </p> <p>3. </p> <p>5. </p> <p>9. </p>	<p><b>Hardscape:</b> decking (7) gazebo pergola fountain trellis fence</p> <p>6. </p> <p>10. </p>	<p><b>Softscape:</b> vine shrub hedge clipped tree flowerbed lawn</p> <p>7. </p> <p>11. </p>	<p>2. </p> <p>4. </p> <p>8. </p> <p>12. </p>
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➤ **LISTENING**



**Landscape Ideas with Hardscape Materials**

[https://youtu.be/yG9vjUsEG\\_Q?si=WmWIJ2qdN-2MSusx](https://youtu.be/yG9vjUsEG_Q?si=WmWIJ2qdN-2MSusx)

*Exercise 18. Number the paving options in the order they are mentioned in the video.*

- |                         |                       |
|-------------------------|-----------------------|
| a. limestone ____       | f. broken shell ____  |
| b. concrete pavers ____ | g. brick pavers ____  |
| c. natural stone ____   | h. tumbled brick ____ |
| d. gravel ____          | i. crushed brick ____ |
| e. pea gravel ____      | j. bluestone ____     |

*Exercise 19. Mark the sentences as true (T) or false (F). Correct the false ones.*

- a. Brick pavers are not suitable for some home styles.
- b. Tumbled bricks simulate an old street.
- c. Shipping natural stone can be very expensive.
- d. Limestone sheets are used as steps, while blocks are used as stepping stones.
- e. Bluestone is mined in the west of the United States.
- f. Concrete pavers are not very durable.



- g. Gravel is often used in parking lots, as well as walkways and patios.
- h. Gravel comes in a variety of shapes, colours, textures, and types.

➤ **LANGUAGE PRACTICE**

*Exercise 20. Fill in the gaps by using the correct option.*

**Softscape and Landscape Elements**

Softscape refers to the living elements of an outdoor environment, including plants, trees, grasses, and other (1). This term encompasses a wide range of botanical components that are integrated into the landscape to provide aesthetic appeal, ecological benefits, and functional value. Softscape features can be (2) to create a variety of effects, including visual screens, noise buffers, and habitat creation for wildlife. The (3) and placement of softscape elements can also play a crucial role in mitigating environmental issues such as erosion, water (4), and air pollution.

Hardscape refers to the non-biological, inanimate elements of an outdoor (5), encompassing a broad range of structural and architectural (6) that are designed to provide functional and aesthetic value. This term encompasses a variety of (7), including stone, brick, concrete, and wood, among others, which are used to create outdoor spaces for recreational, social, and leisure activities. The incorporation of hardscape elements can significantly (8) the overall quality and functionality of an outdoor area, providing a durable and low-maintenance solution for outdoor living.

By carefully designing and integrating hardscape and softscape features into the landscape, architects and designers can create visually (9) and functional outdoor spaces that not only support human activity but also contribute to the overall aesthetic and environmental (10) of the surrounding environment.

- |                                       |                                     |                                      |
|---------------------------------------|-------------------------------------|--------------------------------------|
| 1. <input type="checkbox"/> growing   | <input type="checkbox"/> vegetation | <input type="checkbox"/> greens      |
| 2. <input type="checkbox"/> thought   | <input type="checkbox"/> created    | <input type="checkbox"/> designed    |
| 3. <input type="checkbox"/> selection | <input type="checkbox"/> selecting  | <input type="checkbox"/> selected    |
| 4. <input type="checkbox"/> runoff    | <input type="checkbox"/> drainage   | <input type="checkbox"/> loss        |
| 5. <input type="checkbox"/> medium    | <input type="checkbox"/> condition  | <input type="checkbox"/> environment |
| 6. <input type="checkbox"/> objects   | <input type="checkbox"/> parts      | <input type="checkbox"/> features    |
| 7. <input type="checkbox"/> materials | <input type="checkbox"/> objects    | <input type="checkbox"/> details     |
| 8. <input type="checkbox"/> worsen    | <input type="checkbox"/> widen      | <input type="checkbox"/> enhance     |
| 9. <input type="checkbox"/> appealing | <input type="checkbox"/> agreeable  | <input type="checkbox"/> off-putting |
| 10. <input type="checkbox"/> quantity | <input type="checkbox"/> property   | <input type="checkbox"/> quality     |

*Exercise 21. Translate into English.*

- a. Формальные сады часто включают геометрические клумбы, живые изгороди и подстриженные деревья.
- b. Малые архитектурные формы и зелёные насаждения имеют одинаковое значение.

- c. Замена малых архитектурных элементов потребует больше времени и усилий, чем замена зелёных элементов.
- d. Без малых архитектурных форм сад, полный цветов, деревьев и почвы, выглядел бы просто как лес.
- e. Малые архитектурные формы охватывают различные материалы, в т.ч. камень, кирпич, бетон, дерево и др.
- f. Он заставил дизайнера переделать проект, так как ему не нравились форма и текстура зелёных насаждений.
- g. На краю патио красивая лоза процветала на трельяже.
- h. Зелёные насаждения интегрируются в ландшафт для обеспечения эстетической привлекательности и функциональной ценности.

*Exercise 22. Unscramble the words, then write a short text about one of these plants.*

1. *Yneardgsha* are popular, timeless plants, and are unusual in the fact that their colour is defined by the soil pH (*daicic* soil will produce bluer flowers, alkaline – pinker).
2. If you're looking for a garden plant that is practical and *aitlehcatesyl* pleasing, *lerual* is a highly popular shrub seen in thousands of gardens throughout the UK.
3. *Afsthysrio* are characterful shrubs that will brighten even the greyest spring day with their golden *ewyoll* colour.
4. *Ilacls* are classic garden shrubs and small trees that bear panicles of fragrant, tubular, single or double flowers in *saehds* of purple, pink and white.
5. *Atsujh* are renowned for their distinct growth habit: tall and columnar or pyramidal, with dense, scale-like leaves *aranrgde* in flat sprays.
6. Unlike other types of roses, *hsrub esosr* have a bushy appearance making them a great *ndiioda* to flowerbeds as well as to rose gardens.
7. Low-growing shrubs are ideal for small *esngdar*: despite having a small footprint, *aeenvlrd* makes a big impression.
8. *Hsischiu* are beautiful plants, bearing large trumpet-like blooms in a range of colours, depending on the species. Hardy hibiscus – or rose of Sharon – is used in *ourdtoo* planting schemes.
9. *Raugsmnie* are popular bedding plants, providing a burst of colour or fragrance throughout summer, thriving in *rctatotera* pots as well as traditional bedding displays.
10. Part of the rhododendron family, *zalseaa* are beautiful flowering shrubs that are *eurdfvoa* for their long-lasting bloom.



## Unit 8.3 – Designing with Plants



### ➤ LEAD-IN

*Exercise 1. In pairs, ask each other the following questions.*

- What is topiary?
- How can plants be shaped?
- What is pruning?
- What is training?
- Which garden style most often includes clipped trees?

*Exercise 2. Discuss your answers with your course-mates.*

### ➤ ACTIVE VOCABULARY

*Exercise 3. Memorise the following word and phrases paying attention to their pronunciation.*

**air circulation** ['eə sɜ:kjə'leɪʃən] –  
циркуляция воздуха

**container** [kən'teɪnə] **garden** – микросад

**direction** [daɪ'rekʃən] или [dɪ-] –  
направление

**elaborate** [ɪ'læbərət] – усложнённый

**(to) enhance** [ɪn'hæns] – улучшать

**frame** [freɪm] – обрамление, каркас

**horticulture** ['hɔ:ti,kʌltʃə] – садоводство

**indoor** [ɪn'dɔ:] – внутренний, комнатный

**intricate** ['ɪntrɪkət] – переплетённый

**overall** [ˌəʊvə'rɔ:l] – общий

**(to) pinch** [pɪntʃ] – щипать

**(to) prune** [pru:n] – подрезать

**pruning** ['pru:nɪŋ] – обрезка

**(to) remove** [rɪ'mu:v] – удалять

**shape** [ʃeɪp] – форма

**(to) shape** [ʃeɪp] – придавать форму

**shears** [ʃiəz] – кусторезы

**stake** [steɪk] – кол

**(to) stake** [steɪk] – укреплять с помощью  
кольев

**striking** ['straɪkɪŋ] – потрясающий

**sustainable** [səs'teɪnəbəl] – устойчивый

**(to) tie** [taɪ] – завязывать

**topiary** ['təʊpjəri] – фигурная стрижка  
деревьев

**(to) train** [treɪn] – формировать

**trainer** ['treɪnə] – арборист

**training** ['treɪnɪŋ] – формирование

**vine** [vaɪn] – лоза

**wire** ['waɪə] – проволока

➤ **READING**

### **Pruning, Training and Topiary**

Pruning and training are two important techniques used in **horticulture** to maintain and shape plants. Pruning involves cutting or removing parts of a plant, such as branches, leaves, or stems, to achieve a desired shape, size, or **appearance**. This can be done to control the size and shape of a plant, remove dead or diseased tissue, promote healthy growth, or enhance its overall aesthetic value. Pruning can also be used to improve air circulation and reduce the risk of disease.

Training involves guiding the growth of a plant by controlling its **direction**, shape, or size. This can be done by tying or staking branches to support them while they grow, pinching or pruning tips to control growth direction, or shaping the plant with **wire** or pruning shears. Trainers may also use supports like stakes or trellises to guide the growth of vines or climbing plants.

When combined, pruning and training allow gardeners to create the **desired** shape, size, and appearance of a plant while promoting healthy growth and maintaining its overall well-being. By carefully pruning and training plants, gardeners can enjoy beautiful, thriving gardens that meet their aesthetic and functional needs.

Topiary is a horticultural art form that has been practiced for centuries, dating back to **ancient** civilisations such as the Egyptians, Greeks, and Romans. This aesthetic practice involves the cultivation and training of plants to assume specific shapes or forms, often using wire frames or other **supports** to shape the vegetation into desired forms. Topiary is a unique form of horticulture that requires careful pruning and training of plants, which allows for the creation of intricate designs and **patterns**.

The art of topiary is not only visually striking, but it also serves a functional purpose. By shaping plants into specific forms, topiary can help to control their growth and promote a sense of **order** and structure in the garden or landscape. Additionally, topiary can be used to create habitats for wildlife, as the shapes and forms can provide shelter and food for insects and animals.

Topiary is often associated with formal gardens and landscapes, where it is used to create elaborate designs and patterns. However, it can also be used in more informal settings, such as container gardens or even indoor spaces. In recent years, topiary has gained popularity as a form of sustainable **urban gardening**, as it allows for the creation of unique and visually striking landscapes using native plants and recycled materials.

*Exercise 4. Choose the correct answer.*

- a. Which of the following best describes pruning in horticulture?
  - Removing parts of a plant to achieve a desired shape or size.
  - Watering the plants.
  - Controlling the growth direction of the plant.

- b. How does training differ from pruning in horticulture?
  - Training controls the direction, shape, or size of plant growth.
  - Training involves removing diseased tissue from plants.
  - Pruning involves guiding the growth of a plant.
- c. What is one purpose of pruning in horticulture?
  - Controlling pests on the plant.
  - Attracting wildlife to the garden.
  - Enhancing the overall aesthetic value of the plant.
- d. How does topiary differ from traditional pruning and training techniques?
  - Traditional techniques use wire frames to shape plants.
  - Topiary is an ancient horticultural art form that involves shaping plants into specific designs or forms.
  - Topiary involves removing all leaves from a plant.
- e. What is one benefit of using topiary in a garden or landscape?
  - It encourages rapid growth of plants.
  - It provides a habitat and food for insects and animals.
  - It discourages wildlife from entering the garden.
- f. What supports are commonly used in plant training?
  - Herbicides and pesticides.
  - Mulch and compost.
  - Stakes and trellises.
- g. Which ancient civilisations have practiced the art of topiary?
  - Egyptians and Greeks.
  - Aztecs and Mayans.
  - Chinese and Japanese.
- h. How has topiary gained popularity in recent years?
  - By using artificial plants for topiary designs.
  - By promoting rapid plant growth.
  - By incorporating recycled materials and native plants.

*Exercise 5. Match the definitions with the words and phrases in bold.*

- a. of or from a long time ago
- b. particular ways in which smth is done, is organised, or happens
- c. the practice of growing plants, fruits, and vegetables in a city
- d. wanted
- e. thin metal thread that can be bent
- f. the way s.o. or smth looks
- g. the way in which people or things are arranged
- h. smth that holds smth else firmly or carries its weight
- i. the study or activity of growing garden plants
- j. the position towards which s.o. or smth moves or faces

*Exercise 6. Answer the following questions.*

- a. What is the main goal of pruning and training?

- b. How is pruning done?
- c. Why is pruning important for a plant's health?
- d. How is training done?
- e. What materials are used in training?
- f. What is topiary?
- g. How are pruning and training related to topiary?
- h. What is the functional aspect of topiary?

*Exercise 7. Summarise the text using your answers in exercise 6 as guidelines. You may want to use the expressions you are already familiar with.*

➤ **GRAMMAR FOCUS**

**Final grammar review:** в таблице представлены темы, которые необходимо повторить для выполнения последующих упражнений.

exercise	topics
ex. 8	ACTIVE VOICE – present tenses (c. 151), past tenses (c. 163), future tenses (c. 175), review (c. 185)
ex. 9	PASSIVE VOICE (c. 128 and 195)
ex. 10	PARTICIPLES AND GERUNDS – present participle (c. 150), past participle (c. 162), gerund (c. 173), complex participle and gerund (c. 183-184), absolute participle (c. 193), review (c. 207)
ex. 11	INFINITIVES – infinitive (c. 216), complex infinitive (c. 228), <i>to</i> -infinitive and bare infinitive (c. 240), infinitive vs. gerund (c. 241), review (c. 265)
ex. 12	REPORTED SPEECH (c. 204)
ex. 13	COMPLEX CLAUSES – complex subject (c. 252), complex object (c. 263)

*Exercise 8. Choose the correct answer.*

- e.g. Gerald \_\_\_ to Italy. He gets back next week.
- has been                       have been                       has gone
- a. Lucy called us with the news when we \_\_\_ dinner.
- prepared                       were preparing                       prepare
- b. I can't see you tomorrow afternoon. I \_\_\_ a check-up at the dentist's.
- 'll have                       'm having                       have
- c. Let's put the heating on. The nights \_\_\_ colder now.
- are getting                       get                       is getting
- d. My cousin Claire \_\_\_ a doctor for five years now.
- is                       has been                       was
- e. I fancy a snack. I think I \_\_\_ myself a sandwich.
- 'm making                       'll make                       make
- f. I don't know if I passed the exam. I haven't had my results \_\_\_.
- already                       yet                       still
- g. We missed part of the concert because it \_\_\_ when we got to the hall.
- had started                       started                       hadn't started
- h. Is this the soup for the dinner party tonight? Mmm, it \_\_\_ delicious.
- is tasty                       is tasting                       tastes



- i. Sandy's been to the opera \_\_\_\_.
- last year                       many times                       yesterday
- j. According to the website, there are three flights tomorrow. The earliest \_\_\_\_ at 7 am.
- is going to leave               leaves                       will have left
- k. We are old friends. I \_\_\_\_ her since I was a small child.
- 've known                       know                       knew

*Exercise 9. Fill in the gaps using information from the email.*

Hi Hilary,

I am so pleased that you can come to our wedding! Jake and I have planned everything over the last few weeks. At the moment we're sending out all the final invitations. (Don't worry, I haven't invited Jane Anderson. I know you don't get on with her!) I was a bit worried about the cost but last month Mum and Dad agreed to pay for the reception. They paid the deposit last week. That was a relief!

Have you decided what to wear yet? I've bought my wedding dress (it's a bit big so I have to alter it). The shop had reduced the price so it was only a few hundred pounds. Do you remember Aunt Terri? Apparently, she's got a fantastic new video camera, so she's going to film the ceremony. We've got a professional photographer as well. She'll take the formal photos.

And Antonio from the Italian restaurant is doing the catering, so the food should be great!

I can't wait to see you there. It's going to be a great day!

Lucy 😊

- e.g. Everything **has been planned** by Jake and Lucy.
- a. The final invitations \_\_\_\_ at the moment.
- b. Jane Anderson \_\_\_\_ to the wedding.
- c. The deposit for the reception \_\_\_\_ last week.
- d. Lucy has bought her wedding dress but it has \_\_\_\_.
- e. The price of the dress \_\_\_\_ by the shop.
- f. The ceremony \_\_\_\_ by Lucy's aunt.
- g. The formal photos \_\_\_\_ by a professional photographer.
- h. The catering \_\_\_\_ by Antonio.

*Exercise 10. Rewrite the following sentences using a participial, adverbial participial, or absolute participial clause.*

e.g. As she felt tired, Emma went to bed early.

**Feeling tired**, Emma went to bed early.

- a. As she was impressed by my work, the manager extended my contract.  
\_\_\_\_, the manager extended my contract.
- b. Robin got oil on his shirt while he was fixing his bike.  
\_\_\_\_, Robin got oil on his shirt.
- c. As the rain had ruined my hat, I had to buy a new one.

- \_\_\_\_, I had to buy a new one.
- d. After the boss had explained the problem, he asked the employee to solve it.  
\_\_\_\_, the boss asked the employee to solve it.
- e. Since the professor was ill, the lecture was put off.  
\_\_\_\_, the lecture was put off.
- f. Because he didn't have a girlfriend, he flirted with every woman he met.  
\_\_\_\_, he flirted with every woman he met.
- g. If it is looked after carefully, the plant can live through the winter.  
\_\_\_\_, the plant can live through the winter.
- h. If a magnet is broken in two, each piece becomes a magnet with its own poles.  
\_\_\_\_, each piece becomes a magnet with its own poles.
- i. If they are washed at a low temperature, the jeans will keep their original colour.  
\_\_\_\_, the jeans will keep their original colour.

*Exercise 11. Fill in with the correct form of the infinitive or gerund of the following verbs. You may need to use complex infinitives and gerunds!*

send – elect – ~~begin~~ – drive – not laugh – read – call – make – help – not understand

e.g. We are ready **to begin**.

- a. This report must \_\_\_\_ as soon as possible. It's urgent!
- b. Dan was so drunk that he was incapable of \_\_\_\_.
- c. I asked him, but he pretended \_\_\_\_ and didn't answer.
- d. Jack Wells has a good chance of \_\_\_\_\_. I know I am going to vote for him.
- e. Dad wanted to plant the trees in the garden himself but I insisted on \_\_\_\_ him.
- f. You should \_\_\_\_ an hour ago.
- g. Sometimes teenagers complain about \_\_\_\_ by their parents.
- h. It was impossible \_\_\_\_ at his jokes.
- i. The company seems \_\_\_\_ good progress over the last few months.

*Exercise 12. Rewrite the sentences using reported speech.*

e.g. 'I'll send you a postcard.'

He told us that **he would send us a postcard**.

- a. 'We've bought a new car.'

They told me...

- b. 'Have you met Angela?'

She asked us...

- c. 'Could you close the door, please?'

Alex asked me...

- d. 'I don't speak German.'

She said that...

- e. 'How much did the concert tickets cost?'

She asked...

- f. 'You failed your art exam.'

You said that...

- g. 'Talk to Jen about it.'  
Zack told me...
- h. 'The students aren't listening to me.'  
The teacher said...
- i. 'Do not run in the hallways!'  
Ms Flores told them...

*Exercise 13. Choose the correct option to form complex subjects / objects, then translate the sentences into Russian.*

- e.g. He is thought to be / *being* / *be* a very good singer.  
*Он считается хорошим певцом.*
- a. Who is supposed *sign* / *to sign* / *signing* the letter?
  - b. They are said *to move* / *moving* / *to have moved* to a new flat.
  - c. She is known *to interest* / *to be interested* / *to be interesting* in the subject.
  - d. I want them *knowing* / *know* / *to know* each other better.
  - e. The ship is expected *to arrive* / *arriving* / *arrive* here on Tuesday.
  - f. We heard them *to argue* / *to be arguing* / *argue* in the corridor.
  - g. She is unlikely *to finish* / *to be finishing* / *to have finished* the project yet.
  - h. We didn't expect the discussion *to have been* / *to be* / *being* so interesting.
  - i. If he doesn't want to, I can't make him *quit* / *quitting* / *to quit* smoking.

### ➤ WORD FORMATION

**Conversion:** конверсия – это способ образования одной части речи от другой без каких-либо формальных изменений. Например,

<i>place</i> (N) – место	<i>(to) place</i> (V) – размещать
<i>cool</i> (Adj) – прохладный	<i>(to) cool</i> (V) – охлаждать
<i>(to) find</i> (V) – находить	<i>find</i> (N) – находка
<i>green</i> (Adj) – зелёный	<i>greens</i> (N) – зелень

Следует отметить, что часто существительные и глаголы, образованные с помощью конверсии, совпадают по форме, но отличаются ударением. Как правило, существительные имеют ударение на первом слоге, а глаголы – на втором.

<i>increase</i> ['ɪnkri:s] – увеличение	<i>(to) increase</i> [ɪn'kri:s] – увеличивать
<i>contrast</i> ['kɒntrɑ:st] – различие	<i>(to) contrast</i> [kən'trɑ:st] – сравнивать

*Exercise 14. Determine whether the underlined words are verbs or nouns, then translate the sentences.*

- e.g. There are many species of plants in the park.  
**noun** – В парке много видов **растений**.
- a. I helped my grandma plant the hydrangeas in her garden.
  - b. Plants need water and sun.
  - c. What are these plants' needs?

- d. We water the vegetable patch in the evening.
- e. Sea water contains various salts, including some that are harmful to plants and animals.
- f. A good sleep will help you.
- g. You should sleep and have a good breakfast.

*Exercise 15. Translate into English using conversion. Remember to put the verbs in the correct tense.*

- e.g. Он разогрел свой обед в микроволновке.  
*He **microwaved** his lunch.*
- a. Вино произведено во Франции, но разлито по бутылкам в Германии.
  - b. Не мажь мне хлеб маслом, я предпочитаю джем.
  - c. Не садись на пол. Можешь испачкать своё платье.
  - d. После дождя мы высушили себя у камина.
  - e. Отправь мне вчерашние фотографии по электронной почте.
  - f. Я убрал деньги в карман.
  - g. Когда он пришёл, мы уже стояли в очереди.

### ➤ VOCABULARY BOOSTER

*Exercise 16. Match the following words with their definitions.*

alley – arboretum – arbour – grotto – grove – ha-ha  
 knot garden – maze – mount – ~~topiary~~

- e.g. the ancient art of training and clipping of trees and shrubs into ornamental shapes, popular in Elizabethan gardens – **topiary**
- a. a raised place or small hill, usually man-made, designed to give a view of the estate
  - b. a broad walk or path cut through trees, typical of formal French gardens in the 17<sup>th</sup> century
  - c. a bower or shady retreat, usually covered with climbing plants grown over trellises
  - d. a network of paths and hedges designed as a puzzle through which one has to find a way
  - e. a boundary to a park or garden in the form of a wide, sunken ditch, preventing animals from coming in or going out
  - f. a series of small beds laid out in a formal manner, sometimes on a terrace, and edged with dwarf hedges
  - g. a collection of trees planted together in one area, either to act as a feature in a landscaped garden or as a grove of special botanical interest
  - h. a cave-like structure, a favourite feature of 18<sup>th</sup>-century garden, often used to house collections of shells, minerals, or fossils
  - i. a clump of trees that does not have much undergrowth and occupies a contained area

Exercise 17. Solve the crossword.

➤ LISTENING



**Garden Design: Texture and Colour**

[https://youtu.be/PZ\\_quObmxes?si=KbkoOHebLPHubzU-](https://youtu.be/PZ_quObmxes?si=KbkoOHebLPHubzU-)

Exercise 18. Listen to or watch the video and answer the following questions.

- What are the amsonia's life cycle, form, and texture?
- Is colour or texture more important and why?
- How does the bloom period influence plant selection?
- How are the plants organised in the perennial book?
- What is special about the chart the speaker uses?
- What are the two fact sheets about?

Exercise 19. Fill in the gaps with one word.

- We've already created a planting design that includes the \_\_\_ structure of the garden.

- b. For example, if I were creating a perennial bed, I would want an \_\_\_ such as this amsonia.
- c. The \_\_\_ plants that go around it are going to have to complement that texture.
- d. Texture is more important than colour because texture is going to be there \_\_\_ most of the season.
- e. As you're trying to add \_\_\_ to the garden, make sure to add groups of plants that bloom at different times throughout the season.
- f. This perennial book <...> is separated into a spring, summer, and fall \_\_\_ based on the plant size.
- g. Charts are a great way to look at a lot of information in a very \_\_\_ manner.
- h. There are also a variety of websites that have \_\_\_ databases that allow you to search for plants by flower, colour, foliage, or bloom period.

### ➤ LANGUAGE PRACTICE

*Exercise 20. Read the text and fill in the gaps with words derived from the ones given in brackets.*

#### **Lawns, Flowerbeds and Hedges**

Lawns, flowerbeds, and hedges are often incorporated in garden design to create a visually appealing and \_\_\_ (function) outdoor space.

Lawns can serve as a transition space between \_\_\_ (to differ) areas of the garden or between the garden and surrounding buildings, creating a sense of \_\_\_ (open) and expansiveness. They can also be used as a play area for children or for outdoor \_\_\_ (active) like sports or picnics, and can \_\_\_ (soft) the edges of hard surfaces like patios, walkways, or driveways.

Flowerbeds add colour, texture, and \_\_\_ (fragrant) to the garden, creating a \_\_\_ (focus) point or accent area. They can be used to soften hardscaping features like walls, fences, or retaining walls, and attract \_\_\_ (to pollinate) like bees, butterflies, and hummingbirds. By incorporating a variety of flowering plants, flowerbeds can provide a dynamic display of colour that changes with the seasons.

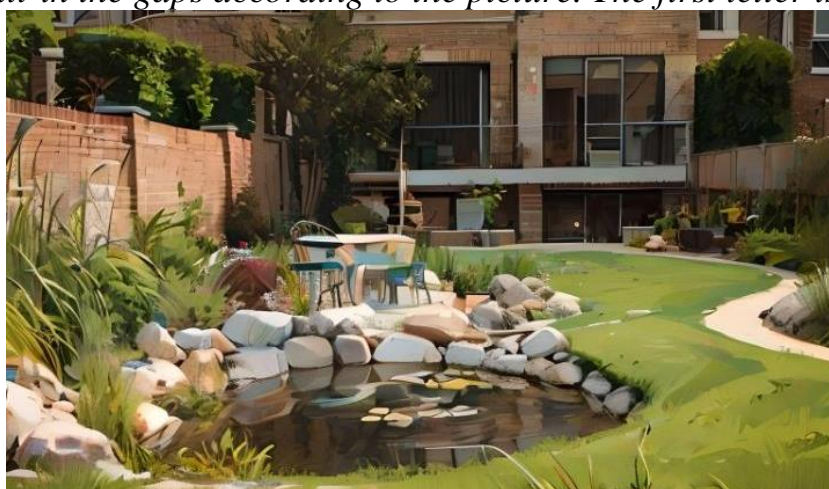
Hedges can be used as a border or screen to define different areas of the garden or separate the garden from neighbouring properties. They can also provide shade or \_\_\_ (private), creating a sense of enclosure or \_\_\_ (contain). Structurally, hedges can add texture and interest to the garden, and can be pruned to create ornamental shapes or patterns.

*Exercise 21. Translate into English.*

- a. Клумбы добавляют цвет, текстуру и аромат в саду, создавая акцентные зоны посреди зелёных газонов.
- b. Древние египтяне, греки и римляне практиковали фигурную стрижку тысячи лет назад.
- c. Проволочные каркасы и колья часто используются для поддержки сформированных или подстриженных растений.

- d. Формирование включает в себя регулирование роста растения путём контроля его направления, формы или размера.
- e. Эти сады в стиле барокко включают в себя такие объекты, как грот, лабиринт и потрясающий фонтан, окружённый подстриженными кустами.
- f. Обрезка включает в себя обрезание или удаление частей растения, таких как ветви, листья или стебли.
- g. За последнее годы фигурная стрижка приобрела популярность как вид устойчивого городского садоводства.
- h. Живые изгороди можно использовать в качестве бордюров или для создания таких объектов, как лабиринты и узловые сады.

*Exercise 22. Fill-in the gaps according to the picture. The first letter is given.*



The backyard features a small *p*\_\_\_ with water *l*\_\_\_ surrounded by rocks. On the *r*\_\_\_ side, tall grasses with a *f*\_\_\_ texture are thriving. Behind the pond we can see a small, gravelly *p*\_\_\_ with some garden furniture. The *l*\_\_\_ side of the garden features a winding stone *p*\_\_\_ leading towards the house. Next to the stairs leading to the *t*\_\_\_ there is a tall tree with a *v*\_\_\_-shaped crown and a *c*\_\_\_ texture. The garden is *s*\_\_\_ from the adjoining properties by a red *b*\_\_\_ wall on the left side and a wooden *f*\_\_\_ on the right, as well as some green clipped *h*\_\_\_ on both sides. In general, the *l*\_\_\_ of the garden are mostly curved, especially thanks to the *r*\_\_\_ shape of the pond and the *w*\_\_\_ path on the right. Tall grasses with a fine *t*\_\_\_ create points of *v*\_\_\_ interest here and there, creating contrast with the accurately trimmed *l*\_\_\_.



# EXTRAS

## English Sounds

В британском нормативном произношении английского языка, известном как *received pronunciation* (т.е. общепринятое произношение), присутствуют 44 основных звука, в т.ч. 12 гласных, 8 двугласных и 24 согласных. К тому же, сочетание двугласных с неопределённым звуком [ə] образует еще 5 – дополнительных – троегласных звуков.

### Vowels

<b>[ʌ]</b> – краткая [а] <i>cut</i> [kʌt], <i>one</i> [wʌn], <i>love</i> [lʌv]	<b>[ɑ:]</b> – долгая [а] <i>car</i> [kɑ:], <i>park</i> [pɑ:k], <i>plant</i> [plɑ:nt]
<b>[æ]</b> – между [а] и [э] <i>cat</i> [kæt], <i>sad</i> [sæd], <i>bad</i> [bæd]	<b>[e]</b> – краткая [э] <i>bed</i> [bed], <i>ten</i> [ten], <i>when</i> [wen]
<b>[ə]</b> – краткая нейтральная [э] <i>about</i> [ə'baʊt], <i>famous</i> ['feɪməs]	<b>[ɜ:]</b> – долгая нейтральная [э] <i>girl</i> [gɜ:l], <i>fern</i> [fɜ:n], <i>fur</i> [fɜ:]
<b>[ɪ]</b> – краткая [и] <i>tip</i> [tɪp], <i>little</i> ['lɪtl̩], <i>ship</i> [ʃɪp]	<b>[i:]</b> – долгая [и] <i>meet</i> [mi:t], <i>tree</i> [tri:], <i>sheep</i> [ʃi:p]
<b>[ɒ]</b> – краткая [о] <i>dog</i> [dɒg], <i>lock</i> [lɒk], <i>pot</i> [pɒt]	<b>[ɔ:]</b> – долгая [о] <i>port</i> [pɔ:t], <i>more</i> [mɔ:], <i>door</i> [dɔ:]
<b>[ʊ]</b> – краткая [у] <i>book</i> [bʊk], <i>put</i> [pʊt], <i>foot</i> [fʊt]	<b>[u:]</b> – долгая [у] <i>root</i> [ru:t], <i>cute</i> [kju:t], <i>fruit</i> [fru:t]

### Diphthongs

<b>[eə]</b> – [эа] <i>care</i> [keə], <i>wear</i> [weə]	<b>[ɪə]</b> – [иэ] <i>here</i> [hɪə], <i>dear</i> [dɪə]	<b>[ʊə]</b> – [уэ] <i>pure</i> [pjʊə], <i>tour</i> [tʊə]
<b>[aɪ]</b> – [ай] <i>right</i> [raɪt], <i>site</i> [saɪt]	<b>[eɪ]</b> – [эй] <i>play</i> [pleɪ], <i>take</i> [teɪk]	<b>[ɔɪ]</b> – [ой] <i>boy</i> [bɔɪ], <i>oil</i> [ɔɪl]
<b>[aʊ]</b> – [ау] <i>house</i> [haʊz], <i>out</i> [aʊt]	<b>[əʊ]</b> – [эу] <i>go</i> [gəʊ], <i>home</i> [həʊm]	

### Triphthongs

<b>[aɪə]</b> – [айэ] <i>fire</i> ['faɪə]	<b>[eɪə]</b> – [эйэ] <i>player</i> ['pleɪə]	<b>[ɔɪə]</b> – [ойэ] <i>lawyer</i> ['lɔɪə]
<b>[aʊə]</b> – [ауэ] <i>power</i> ['paʊə]	<b>[əʊə]</b> – [эуэ] <i>slower</i> ['sləʊə]	

### Consonants

<b>[p]</b> – [п] <i>put</i> [pʊt], <i>stop</i> [stɒp]	<b>[b]</b> – [б] <i>bag</i> [bæg], <i>shrub</i> [ʃrʌb]
<b>[t]</b> – [т] <i>top</i> [tɒp], <i>street</i> [stri:t]	<b>[d]</b> – [д] <i>dog</i> [dɒg], <i>bed</i> [bed]
<b>[k]</b> – [к] <i>cat</i> [kæt], <i>back</i> [bæk]	<b>[g]</b> – [г] <i>girl</i> [gɜ:l], <i>egg</i> [eg]
<b>[tʃ]</b> – [ч] <i>chair</i> [tʃeə], <i>watch</i> [wɒtʃ]	<b>[dʒ]</b> – [дж] <i>gym</i> [dʒɪm], <i>bridge</i> [brɪdʒ]

<b>[f]</b> – [ф]	<b>[v]</b> – [в]
<i>fall</i> [fɔ:l], <i>off</i> [ɒf]	<i>vase</i> [va:z], <i>glove</i> [glʌv]
<b>[θ]</b> – межзубная [ф]	<b>[ð]</b> – межзубная [в]
<i>thin</i> [θɪn], <i>path</i> [pɑ:θ]	<i>that</i> [ðæt], <i>with</i> [wɪð]
<b>[s]</b> – [с]	<b>[z]</b> – [з]
<i>see</i> [si:], <i>cross</i> [krɒs]	<i>zoo</i> [zu:], <i>pause</i> [pɔ:z]
<b>[ʃ]</b> – [ш]	<b>[ʒ]</b> – [ж]
<i>shock</i> [ʃɒk], <i>dash</i> [dæʃ]	<i>vision</i> [ˈvɪʒən], <i>beige</i> [beɪʒ]
<b>[m]</b> – [м]	<b>[n]</b> – [н]
<i>man</i> [mæn], <i>mum</i> [mʌm]	<i>nut</i> [nʌt], <i>lawn</i> [lɔ:n]
<b>[ŋ]</b> – носовая [н]	<b>[h]</b> – мягкая [х]
<i>song</i> [sɒŋ], <i>bring</i> [brɪŋ]	<i>ham</i> [hæm], <i>hat</i> [hæt]
<b>[l]</b> – [л]	<b>[r]</b> – [р] без вибрации
<i>love</i> [lʌv], <i>tall</i> [tɔ:l]	<i>road</i> [rəʊd], <i>very</i> [ˈveri]
<b>[w]</b> – краткая [у]	<b>[j]</b> – [й]
<i>what</i> [wɒt], <i>will</i> [wɪl]	<i>you</i> [ju:], <i>year</i> [jiə]

## Regular Verbs

В таблице представлены формы глагола (*to*) *ask* в качестве примера спряжения глаголов в действительном и страдательном залогах:

### Active Voice

		Simple		Continuous			Perfect	
		Present		I/you/we/they <b>ask</b>	he/she/it <b>asks</b>	I <i>am</i> <b>asking</b>	you/we/they <i>are</i> <b>asking</b>	he/she/it <i>is</i> <b>asking</b>
I/you/we/they <i>do not</i> <b>ask</b>	he/she/it <i>does not</i> <b>ask</b>			I <i>am not</i> <b>asking</b>	you/we/they <i>are not</i> <b>asking</b>	he/she/it <i>is not</i> <b>asking</b>	I/you/we/they <i>have not</i> <b>asked</b>	he/she/it <i>has not</i> <b>asked</b>
<i>do</i> I/you/we/they <b>ask</b>	<i>does</i> he/she/it <b>ask</b>			<i>am</i> I <b>asking</b>	<i>are</i> you/we/they <b>asking</b>	<i>is</i> he/she/it <b>asking</b>	<i>have</i> I/you/we/they <b>asked</b>	<i>has</i> he/she/it <b>asked</b>
Past		Simple		Continuous		Perfect		
		I/you/he/she/it/we/they <b>asked</b>		I/he/she/it <i>was</i> <b>asking</b>	you/we/they <i>were</i> <b>asking</b>	I/you/he/she/it/we/they <i>had</i> <b>asked</b>		
		I/you/he/she/it/we/they <i>did not</i> <b>ask</b>		I/he/she/it <i>was not</i> <b>asking</b>	you/we/they <i>were not</i> <b>asking</b>	I/you/he/she/it/we/they <i>had not</i> <b>asked</b>		
<i>did</i> I/you/he/she/it/we/they <b>ask</b>		<i>was</i> I/he/she/it <b>asking</b>	<i>were</i> you/we/they <b>asking</b>	<i>had</i> I/you/he/she/it/we/they <b>asked</b>				
Future		Simple		Continuous		Perfect		
		I/you/he/she/it/we/they <i>will</i> <b>ask</b>		I/you/he/she/it/we/they <i>will be</i> <b>asking</b>		I/you/he/she/it/we/they <i>will have</i> <b>asked</b>		
		I/you/he/she/it/we/they <i>will not</i> <b>ask</b>		I/you/he/she/it/we/they <i>will not be</i> <b>asking</b>		I/you/he/she/it/we/they <i>will not have</i> <b>asked</b>		
<i>will</i> I/you/he/she/it/we/they <b>ask</b>		<i>will</i> I/you/he/she/it/we/they <i>be asking</i>		<i>will</i> I/you/he/she/it/we/they <i>have asked</i>				

## Passive Voice

		Simple			Continuous			Perfect	
		Present	I <i>am</i> asked	you/we/they <i>are</i> asked	he/she/it <i>is</i> asked	I <i>am</i> <i>being</i> asked	you/we/they <i>are</i> <i>being</i> asked	he/she/it <i>is</i> <i>being</i> asked	I/you/we/they <i>have</i> <i>been</i> asked
I <i>am</i> <i>not</i> asked	you/we/they <i>are</i> <i>not</i> asked		he/she/it <i>is</i> <i>not</i> asked	I <i>am</i> <i>not</i> <i>being</i> asked	you/we/they <i>are</i> <i>not</i> <i>being</i> asked	he/she/it <i>is</i> <i>not</i> <i>being</i> asked	I/you/we/they <i>have</i> <i>not</i> <i>being</i> asked	he/she/it <i>has</i> <i>not</i> <i>been</i> asked	
<i>am</i> I asked	<i>are</i> you/we/they asked		<i>is</i> he/she/it asked	<i>am</i> I <i>being</i> asked	<i>are</i> you/we/they <i>being</i> asked	<i>is</i> he/she/it <i>being</i> asked	<i>have</i> I/you/we/they <i>been</i> asked	<i>has</i> he/she/it <i>been</i> asked	
		Simple		Continuous		Perfect			
		I/he/she/it <i>was</i> asked	you/we/they <i>were</i> asked	I/he/she/it <i>was</i> <i>being</i> asked	you/we/they <i>were</i> <i>being</i> asked	I/you/he/she/it/we/they <i>had</i> <i>been</i> asked			
		I/he/she/it <i>was</i> <i>not</i> asked	you/we/they <i>were</i> <i>not</i> asked	I/he/she/it <i>was</i> <i>not</i> <i>being</i> asked	you/we/they <i>were</i> <i>not</i> <i>being</i> asked	I/you/he/she/it/we/they <i>had</i> <i>not</i> <i>been</i> asked			
		<i>was</i> I/he/she/it asked	<i>were</i> you/we/they asked	<i>was</i> I/he/she/it <i>being</i> asked	<i>were</i> you/we/they <i>being</i> asked	<i>had</i> I/you/he/she/it/we/they <i>been</i> asked			
		Simple		Continuous		Perfect			
		I/you/he/she/it/we/they <i>will</i> <i>be</i> asked		/		I/you/he/she/it/we/they <i>will</i> <i>have</i> <i>been</i> asked			
I/you/he/she/it/we/they <i>will</i> <i>not</i> <i>be</i> asked		I/you/he/she/it/we/they <i>will</i> <i>not</i> <i>have</i> <i>been</i> asked							
<i>will</i> I/you/he/she/it/we/they <i>be</i> asked		<i>will</i> I/you/he/she/it/we/they <i>have</i> <i>been</i> asked							

## Irregular Verbs

Infinitive / V <sub>1</sub>	Past Simple / V <sub>2</sub>	Past Participle / V <sub>3</sub>
<i>Без изменений</i>		
(to) <b>cost</b> – стоить	cost	cost
(to) <b>cut</b> – резать	cut	cut
(to) <b>hit</b> – ударять	hit	hit
(to) <b>hurt</b> – причинять боль	hurt	hurt
(to) <b>let</b> – разрешать	let	let
(to) <b>put</b> – класть, ставить	put	put
(to) <b>quit</b> – бросать, переставать	quit	quit
(to) <b>set</b> – помещать, устанавливать	set	set
(to) <b>shut</b> – закрывать	shut	shut
(to) <b>spread</b> – распространять(ся)	spread	spread
<i>Чередование одной гласной (V<sub>2</sub> = V<sub>3</sub>)</i>		
(to) <b>bind</b> – связывать	bound	bound
(to) <b>breed</b> – выводить, разводить	bred	bred
(to) <b>dig</b> – копать	dug	dug
(to) <b>feed</b> – кормить	fed	fed
(to) <b>find</b> – находить	found	found
(to) <b>get</b> – получать	got	got, gotten
(to) <b>grind</b> – размалывать	ground	ground
(to) <b>hold</b> – держать, проводить	held	held
(to) <b>lead</b> – вести, руководить	led	led
(to) <b>light</b> – освещать	lit, lighted	lit, lighted
(to) <b>meet</b> – встречать	met	met
(to) <b>read</b> [ri:d] – читать	read [red]	read [red]
(to) <b>sit</b> – сидеть	sat	sat
(to) <b>stick</b> – наклеивать	stuck	stuck
(to) <b>win</b> – побеждать, выигрывать	won	won
<i>Чередование одной гласной (V<sub>1</sub> = V<sub>3</sub>)</i>		
(to) <b>become</b> – становиться	became	become
(to) <b>come</b> – приходить	came	come
(to) <b>run</b> – бегать	ran	run
<i>Чередование двух гласных (i-a-u)</i>		
(to) <b>begin</b> – начинать	began	begun
(to) <b>drink</b> – пить	drank	drunk
(to) <b>ring</b> – звонить	rang	rung
(to) <b>sing</b> – петь	sang	sung
(to) <b>sink</b> – тонуть	sank	sunk
(to) <b>swim</b> – плавать	swam	swum
<i>V<sub>2</sub> и V<sub>3</sub> с окончанием -t</i>		
(to) <b>bend</b> – гнуть	bent	bent
(to) <b>build</b> – строить	built	built
(to) <b>burn</b> – жечь	burnt, burned	burnt, burned
(to) <b>deal</b> – заниматься, иметь дело	dealt	dealt
(to) <b>dream</b> – мечтать	dreamt, dreamed	dreamt, dreamed
(to) <b>feel</b> – чувствовать	felt	felt
(to) <b>keep</b> – держать	kept	kept
(to) <b>learn</b> – учить, узнавать	learnt, learned	learnt, learned

<b>Infinitive / V<sub>1</sub></b>	<b>Past Simple / V<sub>2</sub></b>	<b>Past Participle / V<sub>3</sub></b>
<i>V<sub>2</sub> и V<sub>3</sub> с окончанием -t (продолжение)</i>		
(to) <b>leave</b> – покидать	left	left
(to) <b>lose</b> – терять, проигрывать	lost	lost
(to) <b>mean</b> – означать	meant	meant
(to) <b>send</b> – отправлять	sent	sent
(to) <b>sleep</b> – спать	slept	slept
(to) <b>spell</b> – читать по буквам	spelt, spelled	spelt, spelled
(to) <b>spend</b> – тратить, проводить	spent	spent
(to) <b>sweep</b> – подметать	swept	swept
<i>V<sub>2</sub> и V<sub>3</sub> с окончанием -d / -de</i>		
(to) <b>have</b> – иметь, владеть	had	had
(to) <b>hear</b> – слышать	heard	heard
(to) <b>lay</b> – класть	laid	laid
(to) <b>make</b> – делать (своими руками)	made	made
(to) <b>pay</b> – платить	paid	paid
(to) <b>say</b> – говорить	said	said
(to) <b>sell</b> – продавать	sold	sold
(to) <b>tell</b> – рассказывать	told	told
<i>V<sub>2</sub> и V<sub>3</sub> с окончанием -ought / -aught</i>		
(to) <b>bring</b> – приносить	brought	brought
(to) <b>buy</b> – покупать	bought	bought
(to) <b>catch</b> – хватать	caught	caught
(to) <b>fight</b> – бороться	fought	fought
(to) <b>seek</b> – искать	sought	sought
(to) <b>teach</b> – учить, обучать	taught	taught
(to) <b>think</b> – думать	thought	thought
<i>V<sub>3</sub> с окончанием -en</i>		
(to) <b>beat</b> – бить	beat	beaten
(to) <b>bite</b> – кусать	bit	bitten
(to) <b>break</b> – ломать	broke	broken
(to) <b>choose</b> – выбирать	chose	chosen
(to) <b>drive</b> – вести (машину)	drove	driven
(to) <b>eat</b> – есть, кушать	ate	eaten
(to) <b>fall</b> – падать	fell	fallen
(to) <b>forbid</b> – запрещать	forbade	forbidden
(to) <b>forget</b> – забывать	forgot	forgotten
(to) <b>forgive</b> – прощать	forgave	forgiven
(to) <b>freeze</b> – замораживать	froze	frozen
(to) <b>give</b> – давать	gave	given
(to) <b>hide</b> – прятать(ся)	hid	hidden
(to) <b>ride</b> – ехать (верхом)	rode	ridden
(to) <b>rise</b> – подниматься	rose	risen
(to) <b>shake</b> – трясти	shook	shaken
(to) <b>speak</b> – разговаривать	spoke	spoken
(to) <b>steal</b> – красть	stole	stolen
(to) <b>take</b> – брать	took	taken
(to) <b>wake</b> – просыпаться	woke	woken
(to) <b>write</b> – писать	wrote	written

<i>Глаголы по типу know</i>		
(to) <b>blow</b> – дуть	blew	blown
(to) <b>draw</b> – рисовать	drew	drawn
(to) <b>fly</b> – летать	flew	flown
(to) <b>grow</b> – расти, выращивать	grew	grown
(to) <b>know</b> – знать	knew	known
(to) <b>mow</b> – косить	mowed	mown, mowed
(to) <b>show</b> – показывать	showed	shown
(to) <b>sow</b> – сеять	sowed	sown, sowed
(to) <b>throw</b> – бросать	threw	thrown
<i>Глаголы по типу wear</i>		
(to) <b>bear</b> – носить, рожать	bore	born
(to) <b>tear</b> – рвать	tore	torn
(to) <b>wear</b> – носить, быть одетым	wore	worn
<i>Другие глаголы</i>		
(to) <b>be</b> – быть	was / were	been
<b>can</b> – уметь, мочь	could	been able to
(to) <b>do</b> – делать (в общем)	did	done
(to) <b>go</b> – идти, ехать	went	gone
(to) <b>lie</b> – лежать	lay	lain
<b>must</b> – быть должным	had to	had to
(to) <b>see</b> – видеть	saw	seen
(to) <b>stand</b> – стоять	stood	stood
(to) <b>understand</b> – понимать	understood	understood



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