

Государственное бюджетное
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«Кунгурский колледж агротехнологий и управления»



**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ВЫПОЛНЕНИЮ
ПРАКТИЧЕСКИХ РАБОТ**

ПО ДИСЦИПЛИНЕ

ОГСЭ.03 Иностранный язык

по специальности 32.02.05 Агрономия


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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Методические рекомендации к выполнению практических работ по дисциплине «Иностранный язык» предназначены для организации работы студентов 2-4 курсов очного отделения по специальности 32.02.05 Агрономия.

Согласно учебного плана обязательная аудиторная учебная нагрузка составляет 126 часов, в том числе 126 часов составляют практические занятия. В связи с практической направленностью дисциплины разработано 32 практические работы, на каждую из которых отводится 4 часа.

Практические работы позволяют закрепить, систематизировать и определить уровень знаний и умений.

В рамках программы учебной дисциплины обучающимися осваиваются умения изнания:

Код ОК	Умения	Знания
ОК 01 ОК 02 ОК 04 ОК 09	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; переводить (со словарем) иностранные тексты профессиональной направленности; самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.	– лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.

Результаты (основные общие компетенции)	Основные показатели результатов подготовки
ОК 01. Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам	- проявлять интерес к различным сферам профессиональной деятельности, -определять цели деятельности, задавать параметры и критерии их достижения; - выявлять причинно-следственные связи и актуализировать задачу, выдвигать гипотезу ее решения, находить аргументы для доказательства своих утверждений, задавать параметры и критерии решения;

<p>ОК 02. Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности</p>	<p>- владеть навыками получения информации из источников разных типов, самостоятельно осуществлять поиск, анализ, систематизацию и интерпретацию информации различных видов и форм представления; - оценивать достоверность, легитимность информации, ее соответствие правовым и морально-этическим нормам; - владеть навыками распознавания и защиты информации, информационной безопасности личности</p>
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КРИТЕРИИ ОЦЕНИВАНИЯ

Критерии оценки выполнения фонетических, лексических и грамматических упражнений (тестов)

Отметка «5» Задания выполнены на 90-100%

Отметка «4» Задания выполнены на 75-89%

Отметка «3» Задания выполнены на 50-74%

Отметка «2» Задания выполнены менее чем на 50%

Критерии оценки письменных развернутых ответов

Отметка «5» Коммуникативная задача решена полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

Отметка «4» Коммуникативная задача решена полностью, но понимание текста незначительно затруднено наличием грамматических и/или лексических ошибок.

Отметка «3» Коммуникативная задача решена, но понимание текста затруднено наличием грубых грамматических ошибок или неадекватным употреблением лексики.

Отметка «2» Коммуникативная задача не решена ввиду большого количества лексико-грамматических ошибок или недостаточного объема текста.

Критерии оценки техники чтения

«5» Речь воспринимается легко: необоснованные паузы отсутствуют; фразовое ударение и интонационные контуры, произношение слов практически без нарушений нормы; допускается не более 2-х фонетических ошибок;

«4» Речь воспринимается достаточно легко, однако присутствуют необоснованные паузы; фразовое ударение и интонационные контуры практически без нарушений нормы; допускается от 3 до 5 фонетических ошибок, в том числе 1-2 ошибки, искажающие смысл;

«3» Речь воспринимается достаточно легко, однако присутствуют необоснованные паузы; есть ошибки в фразовых ударениях и интонационных контурах; допускается от 5 до 7 фонетических ошибок, в том числе 3 ошибки, искажающие смысл;

«2» Речь не воспринимается из-за необоснованных пауз; неправильных фразовых ударений и искаженных интонационных контуров И\ИЛИ 8 и более фонетических ошибок.

Критерии оценки перевода текста

Оценка «отлично»

Перевод полный, без пропусков и произвольных сокращений текста оригинала, не содержит фактических ошибок. Терминология использована правильно.

Перевод отвечает системно-языковым нормам и стилю языка перевода.

Адекватно переданы культурные и функциональные параметры исходного текста.

Допускаются некоторые погрешности в форме предъявления перевода.

Оценка «хорошо»

Перевод полный, без пропусков и произвольных сокращений текста оригинала, допускается одна фактическая ошибка, при условии отсутствия потерь информации и стилистических погрешностей на других фрагментах текста.

Имеются незначительные погрешности в использовании терминологии.

Перевод в достаточной степени отвечает системно-языковым нормам и стилю языка перевода.

Культурные и функциональные параметры исходного текста в основном адекватно переданы.

Коммуникативное задание реализовано, но недостаточно оптимально.

Допускаются некоторые нарушения в форме предъявления перевода.

Оценка «удовлетворительно»

Перевод содержит фактические ошибки.

Низкая коммуникативность и плохая «читабельность» текста затрудняют его понимание рецептором.

При переводе терминологического аппарата не соблюден принцип единообразия.

В переводе нарушены системно-языковые нормы и стиль языка перевода.

Неадекватно решены проблемы реализации коммуникативного задания.

Имеются нарушения в форме предъявления перевода.

Оценка «неудовлетворительно»

Перевод содержит много фактических ошибок.

Нарушена полнота перевода, его эквивалентность и адекватность.

В переводе грубо нарушены системно-языковые нормы и стиль языка перевода.

Коммуникативное задание не выполнено.

Грубые нарушения в форме предъявления перевода.

Критерии оценки монологического и диалогического высказываний:

«5»

Соблюден объем высказывания. Высказывание соответствует теме, отражены все аспекты, указанные в задании, стилевое оформление речи соответствует типу задания, аргументация на уровне, нормы вежливости соблюдены.

Адекватная естественная реакция на реплики собеседника. Проявляется речевая инициатива для решения поставленных коммуникативных задач.

Лексика адекватна поставленной задаче и требованиям данного года обучения языку.

Использованы разные грамматические конструкции в соответствии с задачей и требованиям данного года обучения языку. Редкие грамматические ошибки не мешают коммуникации.

Речь звучит в естественном темпе, нет грубых фонетических ошибок.

«4»

Не полный объем высказывания. Высказывание соответствует теме; не отражены некоторые аспекты, указанные в задании, стилевое оформление речи соответствует типу задания, аргументация не всегда на соответствующем уровне, но нормы вежливости соблюдены.

Коммуникация немного затруднена.

Лексические ошибки незначительно влияют на восприятие речи учащегося.

Грамматические незначительно влияют на восприятие речи учащегося.

Речь иногда неоправданно паузирована. В отдельных словах допускаются фонетические ошибки (замена, английских фонем сходными русскими). Общая интонация обусловлена влиянием родного языка.

«3»

Незначительный объем высказывания, которое не в полной мере соответствует теме; не отражены некоторые аспекты, указанные в задании, стилевое оформление речи не в полной мере соответствует типу задания, аргументация не на соответствующем уровне, нормы вежливости не соблюдены.

Коммуникация существенно затруднена, учащийся не проявляет речевой инициативы.

Учащийся делает большое количество грубых лексических ошибок.

Учащийся делает большое количество грубых грамматических ошибок.

Речь воспринимается с трудом из-за большого количества фонетических ошибок. Интонация обусловлена влиянием родного языка.

«2»

Учащийся не понимает смысла задания. Аспекты указанные в задании не учтены.

Коммуникативная задача не решена. Учащийся не может построить высказывание. Учащийся не может грамматически верно построить высказывание. Речь понять не возможно.

Практическая работа № 1.

MY BIOGRAPHY

About myself

Vocabulary:

1. introduce – представлять, знакомить
2. agronomist – агроном
3. a first-year student – студент (ка) первого курса
4. region – регион, область
5. pass exams – сдавать экзамены
6. to be go in for – увлекаться
7. enjoy – нравиться
8. friendly – дружный
9. have a walk – прогуляться
10. relax – отдыхать

Read and translate the text:

Hello, friends. Let me introduce myself. My full name is Anna Sokolova. I was born on the 9th of October in Sochi, Krasnodarsky region (krai).

This is the most beautiful city in Russia situated on the Black Sea coast. Last year I finished school (college). I have passed my final exams. They were Russian, Maths, Biology and Chemistry and entered the Institute. Now I am a first-year student at the Azov-Black Sea Engineering Institute. In four years I'll be an agronomist.

Now some words about my hobbies and interests. I am go in for sports and music. I like listening modern music and dancing. I also enjoy swimming.

I would like to tell you about my family. There are four people in our family. They are mother, father and my younger sister. My family is very friendly. We enjoy spending our free time together. We can go to the cinema, do shopping or just have a walk together. In summer we usually go to the sea and have relax together.

Tasks:

I. Answer the questions:

1. Who are you? What are you? What is your name? When were you born? Where were you born? What are your parents?
2. How old are you? When is the birthday? Do you keep your birthday every year?
3. Have you a sister or brother? Is he/she younger or older than you? You are not the only child of the family, are you? Who is the youngest in your family?
4. Have you a grandmother and a grandfather? Do they live with you? How old are they? Are they in good health? Do they work or are they already pensioners?
5. What other relatives have you? Have you many relatives? How many aunts and uncles have you? Do they live near or far from your place? What are they? What is their job? Have you any nephews or nieces? How old are they?
6. Do you go in for sports? What are you good at?
7. Did you study at school well? What was your favourite subject?

8. What is your hobby? Have you much spare time? How often do you go to the cinema/ concert and exhibitions?

Who is your favourite writer/poet/composer/artist? Which books do you prefer to read? Are you fond of music?

9. What are you going to be?

10. Do you have a girlfriend/boyfriend?

II. Fill in am, is, are:

1. I ... an English student.

2. His name ... George.

3. Mr. and Mrs. Brown ... his father and mother.

4. My brother's name ... Benny, and my sisters names ... Betty and Rose.

5. We ... members of one family.

6. ... she married?

7. ... they married?

8. How old ... you? – I ... eighteen.

9. What ... you all? – We ... all students.

10. My family ... not large.

III. Fill in suitable words:

1. His aunt's son is his ...

2. Your father's father is your ...

3. My sister's son is my ...

4. My sister's daughter is my ...

5. My mother's brother is my ...

6. Your mother's sister is your ...

7. Your uncle's daughter is your ...

8. Your mother's mother is your ...

9. Your brother's wife is your ...

10. Your sister's husband is your ...

IV. Translate into English:

1. Его друзья – студенты института. Они будущие агрономы.

2. Елена – жена моего друга.

3. У него есть племянник? – Нет, у него есть племянница.

4. Он женат, и у него большая семья.

5. Ее муж – преподаватель английского языка.

6. Сколько лет вашему сыну? – Ему десять лет.

7. Мои дедушка и бабушка – очень добрые люди.

8. Она – не студентка. Она – ученица.

9. Ваша сестра – ученица 5 класса.

10. Их мама – домохозяйка.

V. Make up a story about yourself and your family.

Практическая работа № 2.

OUR INSTITUTE

Vocabulary:

1. to study – учиться
2. first-year student – студент-первокурсник
3. to be located – быть расположенным
4. to be founded – быть основанным
5. internal student – студент-очник
6. extra-mural faculty – заочный факультет
7. external student – студент-заочник
8. chair – кафедра
9. foreign language – иностранный язык
10. laboratory – лаборатория
11. hostel – общежитие
12. to be at one's disposal – находиться в ч.-л. распоряжении
13. library – библиотека
14. possibility – возможность
15. scientific-research – научно-исследовательский
16. to last – длиться, продолжаться
17. to be divided – быть разделенным
18. term – семестр
19. agriculture – сельское хозяйство
20. training course – курс обучения
21. to train – обучать

Read and translate the text:

I am a first-year student. I study at the Azov-Black Sea Engineering Institute. The Institute is located in Zernograd, Rostov region. It was founded in 1930. It has five faculties: the faculty of Economics and Territory Management, Agrotechnological faculty, Energy faculty, the faculty of Supplementary Education and Secondary Vocational education.

About 1000 students study in our Institute. The Institute has an extra-mural faculty. There are many chairs at the Institute.

The students have many laboratories, a good library, 2 sport halls, reading halls and 5 hostels at their disposal. There are good possibilities for training, scientific research and practical work there. The academic year starts in September and ends in June. It is divided into two terms. At the end of each term the students have their examinations.

The system of higher education is divided into two main degrees. They are Bachelor's Degree and Master's Degree. You can get Bachelor's Degree after 4 years of study. Master's Degree requires advanced learning special subjects during 2 years.

Tasks:

I. Answer the questions:

1. How old are you?
2. What Institute do you study at?
3. Where is your Institute located?
4. When was the Institute founded?
5. What faculties does the Academy have?
6. What possibilities do the students have at the Institute?
7. What do the students have at their disposal?
8. What degrees can you get in the Institute?

II. Translate into Russian:

1. I study at the Azov-Black Sea State Agro-Engineering Institute.
2. The students have many laboratories, a big good library, 2 sport halls, readinghalls and 5 hostels in their disposal.
3. The Institute trains engineers, economists, agronomists for agriculture.
4. At the end of each term the students have their tests and examinations.

III. Insert the adequate prepositions: at, in, of, for, into:

1. I study ... the Azov-Black Sea State Agro-Engineering Institute.
2. It was founded ... 1930.
3. It has five faculties: the faculty ... Economics and Territory Management, Agrotechnological faculty, Energy faculty, the faculty ... Supplementary Education and Secondary Vocational education.
4. The students have many laboratories, a good library, 2 sport halls, readinghalls and 5 hostels ... their disposal.
5. It is divided ... two terms.

IV. Complete the sentences using the following words and expressions:

for training, scientific research and practical work there; lasts 5 years (6 years at the extra-mural faculty); in Zernograd, Rostov region; at the experimental training farms, state and collective farms; in September and ends in June.

1. The Institute is located ...
2. There are good possibilities ...
3. The training course lasts ...
4. The academic year starts ...

V. Translate into English:

1. Я студент-первокурсник.
2. Наш институт был основан в 1930 году.
3. В нашем институте есть факультет заочного отделения.
4. Здесь имеются хорошие возможности для обучения, научно-исследовательской и практической работы.
5. Существуют 2 степени: бакалавра и магистра.

Практическая работа № 3.

MY PROFESSION

Agronomist

Vocabulary:

1. agronomist – агроном
2. proceed – происходить
3. changeable – изменчивый
4. approach – подход
5. guide – направлять, руководить
6. experience – опыт
7. influence – влиять
8. crop(s) – урожай
9. a field-cropper – земледелец
10. succession – последовательность
11. work out – разрабатывать план, составлять
12. advice – совет
13. to keep a track of smth. – следить за чем-либо
14. state – состояние
15. peculiarity – особенность
16. immediately – непосредственно, сразу же
17. honourable – почетный
18. require – требовать
19. responsibility – ответственность
20. obtain – получать, приобретать

Read and translate the text:

As you know, I left school in June and began to prepare for my entrance exams to the institute. As both my mother and father are agronomists I have made up my mind to be an agronomist too. I think it is a right choice. I had to take some exams and passed all of them with good marks. So I'm glad to tell you that now I am a first-year student at the Azov-Black Sea Engineering Institute. The work of an agronomist proceeds under very changeable conditions. This profession demands the creative approach. Most of his working time the agronomist spends on the fields. An agronomist should be able to work with people and to be a good organizer. In his work an agronomist is guided by scientific achievements and his own experience. He should have good knowledge of how various conditions influence the crop. It is for an agronomist to decide what the field-crop specialists (field-croppers) are to do. He determines the succession of work, its duration; he also chooses the fields to be worked on. An agronomist works out a plan, gives instructions and advice to field-croppers. He keeps a track of state of the fields, the growth and development of various plants. The peculiarity of an agronomist's work is that the results of the labour are not immediately seen. He has to keep a lot of things in mind. An agronomist's work is very honourable and requires a great sense of responsibility. An agronomist obtains a special education in an Agricultural institute.

Tasks:

I. Answer the questions:

1. What are the conditions of the work of an agronomist?
2. What qualities does this work demand?
3. Where is the working place of an agronomist?
4. What is an agronomist guided in his work by?
5. What tasks does an agronomist fulfill?
6. What is the peculiarity of an agronomist's work?
7. Where are agronomists educated?

II. Translate into Russian:

1. The work of an agronomist proceeds under very changeable conditions.
2. Most of his working time an agronomist spends on the fields.
3. An agronomist should be able to work with people.
4. An agronomist has good knowledge of how various conditions influence on crops.
5. An agronomist chooses the field to be worked on.

III. Insert the adequate prepositions: of, in, to, for, with:

1. An agronomist has to keep a lot ... things ... mind.
2. An agronomist's work is very honourable and requires a great sense ... responsibility.
3. An agronomist should be able to work ... people.
4. It is ... an agronomist to decide what the field-crop specialists are to do.
5. An agronomist works out a plan, gives instructions and advice ... field-cropper.

IV. Complete the sentences using the following words and expressions:

his own experience, various plants, the field, immediately seen, to be worked on.

1. An agronomist keeps a track of the state of ...
2. In his work an agronomist is guided by scientific achievements and ...
3. He keeps a track of the growth and development of ...
4. The results of his labour are not ...
5. An agronomist chooses the fields ...

V. Translate into English:

1. Агроном составляет план и дает советы землевладельцам.
2. Агроному приходится держать в голове много вещей.
3. Агрономы получают специальное образование в сельскохозяйственных колледжах.
4. Результаты работы агронома видны не сразу.
5. В работе агроном руководствуется научными достижениями и своим собственным опытом.

VI. Make up a summary of the text.

Практическая работа № 4.

Agronomy

Vocabulary:

1. to deal (dealt, dealt) – вести дело, иметь дело, рассматривать, рассматривать вопрос
2. food crops – пищевые культуры
3. feed crops – кормовые культуры
4. to mean (meant, meant) – означать, подразумевать
5. to plant – сажать растения
6. seed – семя, зерно
7. tuber – клубень
8. tubers – корнеплоды
9. by means of – при помощи, посредством
10. various – различный, разнообразный
11. implement – орудие, приспособление
12. gang plow – многокорпусный плуг
13. harrow – борона
14. sweeper – шлейф-борона, шлейф-волокуша
15. differ – отличаться от чего-либо, быть непохожим на
16. exchange – обмен, обмениваться
17. experience – опыт
18. to increase – увеличиваться
19. range – диапазон
20. a plant – растение
21. to give start to – положить начало чему-нибудь
22. development – создание, разработка
23. means – способ, средство, способ, устройство, приспособление
24. fertility – плодородие
25. national economy – народное хозяйство
26. to result in – приводить к чему-либо
27. to rise (rose, risen) – возрасть, повышать, увеличивать
28. living standard – уровень жизни

Read and translate the text:

Agronomy deals with the cultivation of fields for regular production of crops: food crops, feed crops and industrial crops. Cultivation is done by means of various kinds of agricultural machines and implements: gang plows, harrows, sweepers.

As the climate and the soil greatly differ in different regions of our large country, agronomists regularly exchange experience. This regular exchange of experience between agronomists has increased the range of plants which may be grown in different regions and has given start to the development of various means for the improvement of crops.

It is known that regular study of chemical composition of soils and development of means for the reproductions of their fertility has become a fundamental part of agricultural science.

It may be said that the development of agriculture has become an important factor in the development of national economy and has resulted in the rise of living standard of our people. The rise of living standard of the people is the policy of our government.

Tasks:

I. Answer the questions:

1. What does the agronomy deal with?
2. What does cultivation mean?
3. By means of which implements is cultivation done?
4. Are the climate and the soil similar in different regions of our country?
5. Why do agronomists exchange experience?
6. What has become a fundamental part of agricultural science?
7. Is agriculture an important factor in the development of national economy?
8. Is it an important factor in the rise of living standard of our life?

II. Translate into Russian:

1. Agronomy deals with the cultivation of fields for regular production of crops.
2. Cultivation is done by means of various kinds of agricultural machines.
3. Agronomists regularly exchange experience.
4. Agricultural science studies the chemical composition of soil.
5. Agriculture is an important factor in the development of national economy.

III. Insert the adequate prepositions: with, to, of, between, for, in:

1. Agronomy deals ... the cultivation ... fields ... regular production ... crops.
2. The rise ... living standard ... the people is the policy ... our government.
3. This regular exchange ... agronomists has given start ... the development ... various means ... the improvement of crops.
4. Cultivation means the preparation ... the ground ... planting seeds, tubers.
5. The climate and the soil greatly differ ... different regions ... our large country.

IV. Complete the sentences using the following words and expressions:

the Constitution; our people; national economy; experience; sweepers.

1. The development of national economy and has resulted in the rise of living standard of ...
2. The rise of living standard is guaranteed by...
3. The development of agriculture is an important factor in the development of ...
4. Agronomists regularly exchange ...
5. Various kinds of agricultural machines and implements: gang plows, harrows ...

V. Translate into English:

1. Под агрономией понимается обработка полей для регулярного производства зерновых культур.
2. Так как климат и почвы значительно отличаются в различных регионах нашей большой страны, то агрономы часто обмениваются опытом.
3. Известно, что регулярное исследование химического состава почв и развитие средств для воспроизведения их плодородия стали фундаментальной частью сельскохозяйственной науки.
4. Можно сказать, что развитие сельского хозяйства стало важным фактором в развитии народного хозяйства.

VI. Make up a summary of the text.

Практическая работа № 5.

THE GEOGRAFICAL POSITION OF RUSSIA & GREAT BRITAIN

Russia

Vocabulary:

1. to be situated – быть расположенным
2. to be washed – омываться
3. to border – граничить
4. variety – разнообразие
5. steppe – степь
6. highland – высокогорье
7. desert – пустыня
8. natural resource – природное ископаемое
9. Motherland – Родина

Read and translate the text:

The Russian Federation is the largest country in the world. The country is situated in Eastern Europe, Northern and Central Asia. It occupies over 17 millionsquare km. Our land is washed by 12 seas, most of which are the seas of three oceans: the Arctic, the Atlantic and the Pacific. In the south and in the west the country borders on fourteen countries. It also has a sea border with the USA.

There is hardly a country in the world where such a great variety of flora and fauna can be found as in our country. Our country has numerous forests, plains andsteppes, taiga and tundra, highlands and deserts. There are over two thousand rivers in our country. Our land is rich in various lakes with the deepest lake in the world, the Baikal.

There are 11 time zones. The climate conditions are rather different: from arcticand moderate to continental and subtropical. Our country is one of the richest in natural resources countries in the world. There is oil, natural gas, coal, different ores, ferrous and non-ferrous metals and other minerals.

The Russian Federation is a multinational state. It comprises many national districts, several autonomous republics and regions. The population of the countryis over 140 million people. The official language is Russian. Our country is a constitutional republic headed by the President. Moscow is the capital of our Motherland.

Tasks:

I. Answer the questions:

1. Is Russia the largest country in the world?
2. Where is the country situated?
3. What territory does Russia occupy?
4. What can you say about our flora and fauna?
5. What oceans is Russia washed by?
6. How many time zones does Russia have?
7. What natural resources can be found in Russia?
8. The Russian Federation is a multinational state, isn't it?

9. What is the population of the country?
10. Who is at the head of our country?

II. Translate into Russian:

1. There is hardly a country in the world where such a great variety of flora and fauna can be found as in our country.
2. There are 11 time zones.
3. It comprises many national districts, several autonomous republics and regions.
4. Our country is a constitutional republic headed by the President.

III. Insert the adequate prepositions: of, in, by, with:

1. The Russian Federation is the largest country ... the world.
2. Our land is washed ... 12 seas, most ... which are the seas ... three oceans: the Arctic, the Atlantic and the Pacific.
3. Our land is rich ... various lakes ... the deepest lake ... the world, the Baikal.
4. The population ... the country is over 140 million people.

IV. Complete the sentences using the following words and expressions: forests, plains and steppes, is a multinational state, one of the richest in natural resources countries in the world, taiga and tundra, highlands and deserts, 17 million square km.

1. It occupies over ...
2. Our country has numerous ...
3. Our country is ...
4. The Russian Federation ...

V. Translate into English:

1. На севере и на западе страна граничит с 14 странами.
2. В нашей стране более 2000 рек.
3. Здесь есть нефть, уголь, различные руды, цветные и нецветные металлы и другие минералы.
4. Россия – многонациональная страна.
5. Москва – столица нашей Родины.

VI. Make up a summary of the text.

Практическая работа № 6.

Moscow

Vocabulary:

1. scientific – научный
2. to be found – основывать
3. to mention – упоминать
4. foreign – иностранный
5. unique – уникальный
6. wonder – чудо
7. countless – бесчисленное количество
8. fabulous – поразительный
9. worth – стоящий
10. crowd – толпа
11. convenience – удобство
12. masterpiece – шедевр

Read and translate the text:

Moscow is one of the largest cities in the world and this is the capital of Russia. It is a political, industrial, cultural, educational, sports and scientific center of our country. The population of Moscow is more than 10 million people. It is situated in the western part of the country, on the Moskva River. The city was founded by Prince Yuri Dolgorukiy and it was first mentioned in the chronicles in 1147.

Five million foreign tourists visit Moscow every year. Red Square and the Kremlin are in the heart of Moscow. Russian president and the government work here. So these are the first places of interest for tourists from all over the world. And the main clock of the Spasskaya Tower in Red Square is the icon of our capital. You can also find a unique architectural wonder – St. Basil's Cathedral and the oldest monument to the liberators Minin and Pozharsky. Visitors of the Kremlin can see the Tzar-Cannon and the Tzar-Bell on its territory. The magnificent Cathedral of Christ the Saviour is another symbol of Moscow. This is the tallest Orthodox church in the world which is situated on the bank of the Moskva river.

Moscow is proud of its countless museums and galleries: the History Museum, the Armoury Chamber, the Diamond Fund, the Space Museum. Art lovers usually visit the outstanding Tretyakov State Gallery, the Pushkin Museum of Fine Arts and the Andrei Rublev Museum. A fabulous collection of paintings, icons and sculptures is exhibited there.

There are also a lot of drama theatres and opera houses in Moscow which are worth visiting. The Bolshoi and the Maliy Theatres are world-famous, of course, but there are about 70 other professional theatres in Moscow.

There are many prestigious high schools in the city which provide a perfect level of education. Lomonosov Moscow State University is probably the most famous and it offers a wide range of modern occupations.

Moscow is very noisy and crowded. There are thousands of cars, buses, trams and trolley-buses moving along its wide streets. Moscow Metro is famous for its

beautiful interior and convenience. Today it has about 200 underground stations and the total length of underground lines here is more than 200 kilometres.

A business district Moscow City is a modern architectural masterpiece to admire. A lot of amazing glass-fronted skyscrapers have been built there.

Moscow is the capital of my Motherland and that is why I am very proud of it. It is dear to the heart of every Russian citizen.

Tasks:

I. Answer the questions:

1. Is Moscow the capital of Russia?
2. When was Moscow founded?
3. Who is the founder?
4. What is the most beautiful square in Moscow?
5. What can you see there?
6. What can you learn from visiting the History Museum?
7. Have you ever been to Moscow?
8. What places would like to visit?

II. Translate into Russian:

1. The city was founded by Prince Yuri Dolgorukiy and it was first mentioned in the chronicles in 1147.
2. You can also find a unique architectural wonder – St. Basil’s Cathedral and the oldest monument to the liberators Minin and Pozharsky.
3. There are many prestigious high schools in the city which provide a perfect level of education.
4. Moscow is very noisy and crowded.

III. Insert the adequate prepositions: of, in, on:

1. The population ... Moscow is more than 10 million people.
2. Moscow is proud ... its countless museums and galleries: the History Museum, the Armory Chamber, the Diamond Fund, the Space Museum.
3. Visitors ... the Kremlin can see the Tzar-Cannon and the Tzar-Bell ... its territory.
4. This is the tallest Orthodox church ... the world which is situated ... the bank ... the Moskva river.

IV. Complete the sentences using the following words and expressions:

icons and sculptures is exhibited there, probably the most famous and it offers

a wide range of modern occupations, more than 10 million people, my Motherland and that is why I am very proud of it.

1. The population of Moscow is ...
2. A fabulous collection of paintings, ...
3. Lomonosov Moscow State University is ...
4. Moscow is the capital of ...

V. Translate from Russian into English:

1. Москва – один из древнейших городов мира. Она была основана в 1147 году.
2. В Москве также много драматических и оперных театров, которые достойны того, чтобы их посетить.
3. Московское метро известно своим красивым интерьером и удобством.
4. Тысячи туристов приезжают в Москву и восхищаются её достопримечательностями.

VI. Make up a summary of the text.

Практическая работа № 7.

Great Britain

Vocabulary:

1. to be situated – находиться
2. to consist of – состоять из
3. to be divided into – делиться на
4. to be separated from – отделяться от
5. to be washed by – омываться
6. to affect the climate – влиять на
7. to determine the direction – определять направление
8. to be rich in – быть богатым чем-либо
9. a warm current – теплое течение
10. a damp climate – влажный
11. a mild weather – мягкая погода
12. a dense fog – плотный туман
13. a surface – поверхность

Read and translate the text:

The British Isles are situated in the north-west of Europe. They consist of two large islands: Great Britain and Ireland. Its total area is 120 thousand square miles. Great Britain is divided into three parts – England, Scotland and Wales. Great Britain is separated from the continent by the North Sea and the English Channel. In the west it is washed by the Atlantic Ocean and the Irish Sea. The Atlantic Ocean, with the warm current, greatly affects the climate, which is damp and mild. The weather is very changeable. In summer it is usually hot and in winter it is not very cold. There are often dense fogs and rains.

The surface in the north and west of Great Britain is mountainous. The mountains are not high. The southern part of the island is in the lowland. The position of the mountains determines the direction and length of the rivers. The largest are the Severn and the Thames. There are lots of beautiful lakes in Scotland.

Great Britain is an industrial country rich in coal. It has highly developed iron, mining, textile, chemical and ship-building industries.

It is a sea power with many ports and big cities. The biggest industrial centers are Manchester, Liverpool, Sheffield and Glasgow. London is the capital of Great Britain.

Tasks:

I. Answer the questions:

1. Where are the British Isles situated?
2. What parts does Great Britain consist of?
3. What is the climate in Great Britain?
4. What is it influenced by?
5. What can be said about the surface of Great Britain?
6. What are the main industries?
7. What is the capital of Great Britain?

II. Translate into Russian:

1. Great Britain is separated from the continent by the North Sea and the English Channel.
2. The surface in the north and west of Great Britain is mountainous.
3. It has highly developed iron, mining, textile, chemical and ship-building industries.
4. London is the capital of Great Britain.

III. Insert the adequate prepositions: with, which, of, in:

1. The Atlantic Ocean, ... the warm current, greatly affect the climate, ... is damp and mild.
2. The southern part ... the island is ... the lowland.
3. There are lots ... beautiful lakes ... Scotland.
4. It is a sea power ... many ports and big cities.

IV. Complete the sentences using the following words and expressions: and in winter it is not very cold, are Manchester, Liverpool, Sheffield and Glasgow, an industrial country rich in coal, England, Scotland and Wales.

1. Great Britain is divided into three parts ...
2. In summer it is usually hot ...
3. Great Britain is ...
4. The biggest industrial centers ...

V. Translate from Russian into English.

1. Великобритания делится на 3 части: Англия, Шотландия, Уэльс.
2. Погода очень изменчивая.
3. Поверхность на севере и западе Великобритании гористая.
4. Лондон – столица Великобритании.

VI. Make up a summary of the text.

Практическая работа № 8.

London

Vocabulary:

1. to strike – бить, ударять
2. opposite – напротив
3. square – площадь
4. place of interest – достопримечательность
5. to be proud of – гордиться
6. mention – упоминать

Read and translate the text:

London is the capital of Great Britain, its political, economic and cultural centre. It's one of the largest cities in the world. Its population is more than million people. London is situated on the river Thames. The city is very old and beautiful. It was founded more than two thousand years ago. Traditionally London is divided into several parts: the City, the West End, the East End and Westminster. The City is the oldest part of London, its financial and business centre. The heart of the City is the Stock Exchange. Westminster is the most important part of the capital. It's the administrative centre. The Houses of Parliament, the seat of the British Government, are there. It's a very beautiful building with two towers and a very big clock called Big Ben. Big Ben is really the bell which strikes every quarter of an hour. Opposite the Houses of Parliament is Westminster Abbey. It's a very beautiful church built over 900 years ago. The tombs of many great statesmen, scientists and writers are there.

To the west of Westminster is West End. Here we find most of the big shops, hotels, museums, art galleries, theatres and concert halls. Piccadilly Circus is the heart of London's West End. In the West End there are wide streets with beautiful houses and many parks, gardens and squares. To the east of Westminster is the East End, an industrial district of the capital. There are no parks or gardens in the East End and you can't see many fine houses there. Most of the plants and factories are situated there. London has many places of interest. One of them is Buckingham Palace. It's the residence of the Queen. The English are proud of Trafalgar Square, which was named so in memory of the victory at the battle.

There in 1805 the English fleet defeated the fleet of France and Spain. The last place of interest should be mentioned, is the British Museum, the biggest museum in London. The museum is famous for its library – one of the richest in the world. All London's long-past history is told by its streets. There are many streets in London which are known all over the world. Among them Oxford Street, Downing Street and a lot of others can be mentioned. And tourists are usually attracted not only by the places of interest but by the streets too.

Tasks:

I. Answer the questions:

1. What is the capital of Great Britain?
2. Where is it situated?
3. Why do the tourists come to London?
4. What are the main parts of London?
5. What is the City of London?
6. What is the richest part?
7. What is the poorest part?
8. What are the most favourite streets in London?

II. Translate into Russian:

1. Traditionally London is divided into several parts: the City, the West End, the East End and Westminster.
2. The tombs of many great statesmen, scientists and writers are there.
3. London has many places of interest.
4. The museum is famous for its library – one of the richest in the world.

III. Insert the adequate prepositions: with, of, among, for:

1. London is the capital ... Great Britain, its political, economic and cultural centre.
2. In the West End there are wide streets ... beautiful houses and many parks, gardens and squares.
3. The museum is famous ... its library – one ... the richest in the world.
4. ... them Oxford Street, Downing Street and a lot ... others can be mentioned.

IV. Complete the sentences using the following words and expressions: the most important part of the capital, the East End and you can't see many fine houses there, on the river Thames, long-past history is told by its streets.

1. London is situated ...
2. Westminster is ...
3. There are no parks or gardens in ...
4. All London's ...

V. Translate from Russian into English:

1. Лондон – это столица Великобритании, политический, экономический и культурный центр.
2. Сити – это старейшая часть Лондона, его финансовый и деловой центр.
3. Букингемский дворец – это резиденция королевы.
4. Вся долгая история Лондона рассказана его улицами.

VI. Make up a summary of the text.

AGRICULTURE

Практическая работа № 9.

Russian agriculture

Vocabulary:

1. to remain – оставаться
2. to cultivate – выращивать
3. various – различный
4. breeding – разведение
5. to increase – увеличивать
6. agricultural machinery – сельскохозяйственная техника
7. rate – стоимость
8. replacement – замещение, обновление
9. citizen – житель

Read and translate the text:

The agriculture has been and remains a very important sector of Russian economy. Many of our agriculture products are well known in other countries. Russians cultivate practically all known farm crops due to various climatic parameters on its large territory. Our country cultivates different kinds of cereals (rye, oats, wheat, barley, maize, etc.), vegetables (potatoes, beets, carrots, tomatoes, onions, cucumbers, cabbage, etc.), fruits (apples, pears, plums, peaches, etc.) and very many kinds of berries. Animal breeding is a very important field of our agriculture. Cattle farming and poultry farming give us various kinds of meat (beef, lamb, pork, turkey, etc.), eggs and milk. There are many big agricultural enterprises and many small private farms in Russia. The number of these private farms tends to increase. The modern agriculture in Russia has many critical problems. The deficit of agricultural machinery belongs to the most difficult problems. The condition of agricultural machinery in Russia is very poor and the high cost makes the rate of its replacement weak and slow. But the citizens of Russia believe that the Russian agriculture will solve all existing problems in the future.

Tasks:

I. Answer the questions:

1. What sector of Russian economy has been remained a very important?
2. Name all kind of crops which are cultivated in Russia?
3. What meat can we get due to cattle farming?
4. What problems does modern agriculture have?
5. Is the condition of agricultural machinery in Russia poor or good?

II. Translate into Russian:

1. Russia can cultivate practically all known farm crops due to various climatic parameters on its large territory.
2. Cattle farming and poultry farming give us various kinds of meat (beef, lamb, pork, turkey, etc.), eggs and milk.

3. The number of these private farms tends to increase.
4. But the citizens of Russia believe that the Russian agriculture will solve all existing problems in the future.

III. Insert the adequate prepositions: in, of:

1. Many of our agriculture products are well known ... other countries.
2. Our country cultivates different kinds ... cereals.
3. There are many big agricultural enterprises and many small private farms ... Russia.
4. The condition ... agricultural machinery ... Russia is very poor and the high cost makes the rate ... its replacement week and slow.

IV. Complete the sentences using the following words and expressions: give us various kinds of meat (beef, lamb, pork, turkey, etc.), that the Russian agriculture will solve all existing problems in the future, eggs and milk, due to various climatic parameters on its large territory, tends to increase.

1. Russia can cultivate practically all known farm crops...
2. Cattle farming and poultry farming ...
3. The number of these private farms ...
4. But the citizens of Russia believe ...

V. Translate from Russian into English:

1. Сельское хозяйство было и остается очень важным сектором экономики России.
2. Благодаря различным климатическим условиям, на огромной территории России можно выращивать практически все известные зерновые культуры.
3. Число таких частных фермерских хозяйств имеет тенденцию к увеличению.
4. Дефицит сельскохозяйственной техники относится к числу наиболее сложных проблем.

VI. Make up a summary of the text.

Практическая работа № 10.

Rostov region

Vocabulary:

1. rural – сельский
2. to border – граничить
3. the Ural – Урал
4. average – средний
5. a home-made – отечественное
6. motor vessel – судно
7. temperate – умеренно
8. continental – континентальный
9. favourable – благоприятный, подходящий
10. define – определять
11. feature – черта, свойство
12. annually – ежегодно, каждый год
13. chalk – мел
14. clay – глина
15. sand – песок
16. sandstone – песчаник
17. limestone – известняк
18. quartzite – кварцит
19. phosphorite – фосфорит
20. wheat – пшеница
21. barley – ячмень
22. oats – овес
23. maize – кукуруза
24. sunflower – подсолнечник
25. equable – ровный
26. goods – товар, товары
27. marvelous – изумительный
28. recreation – отдых
29. greenery – растительность
30. glasshouse – теплица
31. mud – грязь
32. to be proud of – гордиться

Read and translate the text:

Rostov region is situated in the south of Russia, in the southern part of the Russian plain. The total area of our region is 100,8 thousand square kilometers.

It stretches for 475 kilometers from the north to the south and for 455 kilometers from the west to the east.

The geographical position of the region is favourable because all the highways and main lines connecting Russia with the Caucasus pass through it. Rostov-on-Don, the capital of our region, is known as “the gateway to the Caucasus”.

After the construction of the Volgo-Don Navigation canal Rostov-on-Don became a port of five seas – the Black, the Azov, the Caspian, the Baltic and the White seas. Many new home-made river-to-sea – going motor vessels now make regular runs from Rostov to many ports of the world.

Rostov region consists of 42 rural districts. Our region borders on Voronezh, Donetsk, Lugansk and Volgograd regions, Krasnodar and Stavropol territories and on Kalmyk republic. The total length of its borders is 2280 kilometers.

Rostov region is a hilly plain. The main part of it is covered with steppes. You can see forests only in Vyoshenskaya and Oblivskaya districts.

On the territory of our region there are about one thousand small rivers. The longest river as you know is the Don. Our region is rich in lakes. There are about 100 lakes on its territory. The biggest lakes are the Limannoe, the Monastyrskoe, and the Tsymlyanskoe.

The climate is temperate continental. So you can clearly define four seasons. The coldest month is January with average temperature of $-9^{\circ} \dots 10^{\circ}$, the hottest one

– July with average temperature $+22^{\circ} \dots 24^{\circ}$. The specific feature of our region is that it is the windiest one in Russia.

Our region is rich in natural resources. Coal is one of the main riches, more than 30 million tons of it are mined annually. The centres of coal mining industry are Kamensk, Shakty, Novoshaktinsk and others.

Chalk, different kinds of clays and sands, sandstone, limestone, quartzite, phosphorite are found in Rostov region. But still the main wealth of our region is chernozem (black earth). Professor Dokuchaev said many years ago: “Black earth for Russia is more important than oil, coal, gold and iron-ore... all these things are nothing in comparison with chernozem”. Such crops as wheat, barley, oats, maize, and sunflower are grown everywhere. Today Rostov region is one of the most productive agricultural regions in Russia and the main wheat-growing area. With its rich soil and equable climate the area is noted for many kinds of fruit and vegetables. For a long time the Don stanitsas have been famous for their orchards, which make our land beautiful and charming.

Rostov region is one of the biggest industrial centres of Russia. Today it produces combine-harvesters, cultivators and other agricultural machines, transport helicopters and locomotives, furniture and refrigerators, foot-wear and clothes, champagne and tobacco goods, equipment for atomic and thermos-electric power stations.

Rostov is a marvelous place for recreation. Rostov is rich in greenery with plenty of parks, boulevards and flower gardens. The people of the city take pride in their botanical gardens, which feature a large selection of trees and bushes from east, south and central Asia, the Caucasus and the Crimea. And its glasshouses have become a second home for some 500 species of tropical plants.

Rostov region is a country’s resort too. More than 20 different kinds of mineral water were discovered in our region. People come to Rostov sanatoria for mud and mineral water cure.

As you see the Don Land is indescribably beautiful and we are proud of our native place by right.

Практическая работа № 11.

Tasks:

I. Answer the questions:

1. Where is Rostov region situated?
2. What is the total area of Rostov region?
3. The regional position of Rostov region is very favourable, isn't it?
4. How can you prove that Rostov is a port of five seas?
5. What regions and territories does it border on?
6. Does the nature of the Don Land differ greatly from that of the past?
7. What kind of climate do we have in our region?
8. What is the specific feature of our region?
9. Coal is one of the main riches of our region, isn't it?
10. What did the professor Dokuchaev say about the main wealth of our region?
11. What is grown in our region?
12. What is produced in our region?
13. Can you prove that Rostov region is a marvelous place for recreation?
14. Our region is called a country's resort. Why?
15. Do you agree with me that the Don Land is indescribably beautiful and charming?
16. Have you ever traveled to any famous places in Rostov region?
17. What is your favourite place of the rest in the city? (in Rostov region?)
18. What places in your city (Rostov region) would you like to show to your foreign friend?
19. What does the proverb "there is no place like home" mean to you?

II. Prove that Rostov region is an interesting place to visit:

- a) its scenery;
- b) its legendary past;
- c) its places of rest.

III. Complete the following sentences:

1. Rostov region is situated in ...
2. The geographical position of the region is favourable because ...
3. Rostov region borders on ...
4. The longest river of Rostov region is ...
5. ... are found in Rostov region.
6. Such crops as ... are grown everywhere.
7. For a long time the Don stanitsas have been famous for ...
8. Rostov region is one of the biggest industrial centres of Russia. Today it produces ...
9. The people of the city take pride in ...
10. People come to Rostov sanatoria for ...

IV. Translate from Russian into English:

1. Ростовская область расположена на юге России, в южной части Русской равнины.
2. Ростов-на-Дону является столицей нашей области и известен как «ворота Кавказа».
3. Наша область граничит с Воронежской, Донецкой, Луганской и Волгоградской областями, Краснодарским и Ставропольским краями и Республикой Калмыкия.
4. Самый холодный месяц – январь со средней температурой $-9^{\circ} \dots 10^{\circ}$, самый жаркий – июль со средней температурой $+ 22^{\circ} \dots 24^{\circ}$.
5. Уголь – одно из главных богатств, более 30 тонн угля добывается ежегодно.
6. Мел, различные виды глин и песков, песчаника, известняка, кварцита, фосфора обнаружены в Ростовской области.
7. Такие зерновые культуры, как пшеница, ячмень, овес, маис, подсолнечник выращиваются везде.
8. Ростовская область – одна из крупнейших промышленных центров России. Сегодня она производит комбайны, культиваторы и другие сельскохозяйственные машины; локомотивы, оборудование для атомных и тепловых электростанций, мебель и холодильники, обувь и одежду, табачные товары.
9. Люди этого города гордятся своими ботаническими садами, в которых представлен большой выбор деревьев и кустов с востока, юга, Кавказа, из Центральной Азии и Крыма.
10. Более 20 видов различных минеральных вод были обнаружены в нашей области.

V. Make up a summary of the text.

Практическая работа № 12.

British Agriculture

Vocabulary:

1. efficient – эффективный; умелый, подготовленный, квалифицированный
2. efficiency – продуктивность, производительность
3. efficiency of labour – производительность труда
4. acreage – площадь земли в акрах
5. acre – акр (= 0,4 га); acres – земли, владения
6. total agricultural acreage – общая площадь с/х угодий
7. average – средняя величина
8. primarily – сначала, первоначально, главным образом
9. technology – технология
10. sufficient – достаточный
11. cereals – хлебные злаки, зерновые
12. horticulture – садоводство, огородничество
13. horticultural crops – садовые культуры
14. horticulturist – садовод
15. source – источник
16. to import (into) – импортировать, ввозить
17. gooseberry – крыжовник
18. strawberry – клубника, земляника
19. raspberry – малина; raspberry cane(s) – кусты малины
20. to rear – выращивать
21. moorland – местность, поросшая вереском

Read and translate the text:

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

Nearly 80% of the land is used for agriculture. The total agricultural acreage of Great Britain is about 45.000.000 acres. Soils vary from the poor ones of highland Britain to the rich fertile soils in the eastern and south-eastern parts of England.

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

There are about 55.000 farms in Britain. They are not large. An average sized farm is about 30–40 acres. There are three main types of farming in Great Britain: pastoral, arable, mixed. 60% of farms are devoted mainly to dairy or beef cattle and sheep. Sheep and cattle are reared in the hilly and moorland areas of Scotland, Wales, Northern Ireland and south-western England.

Milk production is of the first importance in the structure of British agriculture.

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

Arable farms are mainly in the eastern part of the country. The main cereal crops in Great Britain are wheat, barley and oats. Rye is grown in small quantities for use as cattle fodder.

Great Britain produces different kinds of fruit: apples, pears, cherries, gooseberries, strawberries, raspberries and others. Potatoes are grown for sale, for fodder and for seed.

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

Private woods make up 56% of the total forest area in Great Britain. Woodlands cover an estimated 2.2 million hectares. Britain's second major source of food is the surrounding seas. The fishing industry provides about 70% of British fish supplies.

Практическая работа № 13.

Tasks:

I. Answer the questions:

1. How many percent of land is used for agriculture in Russia?
2. What food is Britain self-sufficient?
3. How many farms are there in Britain?
4. Arable farms are mainly in the eastern part of the country, aren't they?
5. What kinds of fruit does Great Britain produce?
6. What machines are used in British farms?
7. Does the fishing or pig breeding industry provide about 70% of British fish supplies?

II. Translate into Russian:

1. British agriculture is efficient, for it is based on modern technology and research.
2. However, it needs to import butter, cheese, sugar and some other agricultural products.
3. Arable farms are mainly in the eastern part of the country.
4. Woodlands cover an estimated 2.2 million hectares.

III. Insert the adequate prepositions: in, of, for, on, to:

1. Nearly 80% ... the land is used ... agriculture.
2. Britain is self-sufficient ... milk, eggs, ... a very great extent ... meat, potatoes, wheat.
3. Rye is grown ... small quantities ... use as cattle fodder.
4. Modern machines: tractors, combines and other equipment are used ... British farms.

IV. Complete the sentences using the following words and expressions:

for sale, for fodder and for seed, is the surrounding seas, of the first importance in the structure of British agriculture, and some other agricultural products.

1. However, it needs to import butter, cheese, sugar...
2. Milk production is...
3. Potatoes are grown ...
4. Britain's second major source of food ...

V. Translate from Russian into English:

1. Британское сельское хозяйство является эффективным, поскольку оно основано на современных технологиях и исследованиях.
2. Овец и крупный рогатый скот выращивают в холмистых и болотистых районах Шотландии, Уэльса, Северной Ирландии и юго-западной Англии.
3. Основными зерновыми культурами в Великобритании являются пшеница, ячмень и овес.
4. Но сегодня основная тенденция в британском сельском хозяйстве заключается в том, что небольшие традиционные фермы постепенно исчезают, потому что они не могут конкурировать с крупными промышленными фермами.

VI. Make up a summary of the text.

Практическая работа № 14.

Farms in Britain

Vocabulary:

1. fertile – плодородный
2. arable – пахотный
3. dairy – молочный
4. divide – делить, разделять
5. gradually – постепенно
6. disappear – исчезать
7. compete – конкурировать
8. moisture – влажность
9. lower latitudes – низкие широты
10. exceed – превышать
11. barley – ячмень
12. oats – овес
13. woodland – лесной, лесная местность

Read and translate the text:

Geographically Great Britain consists of Highland Britain and Lowland Britain. Highland Britain is in the north and in the west.

The agricultural area of England is toward the English Channel and the Continent of Europe. The soil in many parts of Highland Britain is thin and poor.

Lowland Britain is rich area with fertile soil.

Rivers in Britain are narrow, but the Thames. Most of the farms are less than 50 acres² each. The types of farms are different in different soil and climatic areas. In the eastern part of Britain most farms are arable. The farmers grow different crops here. In the western part of the country most farms are dairy. Small farms in Britain are usually mixed farms on which farmers both grow crops and keep farm animals. Most of Britain is farming land divided into many fields.

Today the main tendency in agricultural development of this country is that small traditional farms are gradually disappearing because they cannot compete with modern big industrial farms.

Britain has a mild climate. The westerly winds from the Atlantic carry the warmth and moisture of lower latitudes into Britain. The weather changes with the winds. Winds from different parts of the world ranging from polar to tropical regions often visit Britain. The temperature seldom exceeds 32 °C or falls below zero. The driest period is from March to June and the wettest months are from October to January. Thus farmers work on fields all the year round.

The main agricultural products of Britain are wheat, barley, oats, potato, milk and different kinds of meat.

A high level of agriculture enables Britain to provide about half of the food from the soil.

Britain usually imports meat, butter, wheat, tea, fruit, and tobacco. There are a few millions of acres of woodland in Great Britain. The estimated private forests make up about a half of the forest area. The size of the private woodlands ranges from a few acres to many thousands.

Практическая работа № 15.

Tasks:

I. Answer the questions:

1. What parts does Great Britain geographically consist of?
2. What is thin and poor in many parts of Highland Britain?
3. In what part of Britain are farms arable?
4. What climate does Britain have?
5. What are the main agricultural products of Britain?
6. What does Britain usually import?

II. Translate into Russian:

1. Geographically Great Britain consists of Highland Britain and Lowland Britain.
2. Lowland Britain is rich area with fertile soil.
3. In the western part of the country most farms are dairy.
4. A high level of agriculture enables Britain to provide about half of the food from the soil.
5. The size of the private woodlands ranges from a few acres to many thousands.

III. Insert the adequate prepositions: of, in, with, from, to, about, toward:

1. The agricultural area ... England is ... the English Channel and the Continent ... Europe.
2. The types ... farms are different ... different soil and climatic areas.
3. The weather changes ... the winds.
4. Winds ... different parts ... the world ranging ... polar ... tropical regions often visit Britain.
5. A high level ... agriculture enables Britain to provide ... half ... the food ... the soil.

IV. Complete the sentences using the following words and expressions: but the Thames; on which farmers both grow crops and keep farm animals; is thin and poor; make up about a half of the forest area; a mild climate.

1. The soil in many parts of Highland Britain ...
2. Rivers in Britain are narrow ...
3. Small farms in Britain are usually mixed farms ...
4. Britain has ...
5. The estimated private forests ...

V. Translate into English:

1. Высокогорье Британии – это север и запад.
2. Фермеры выращивают различные зерновые культуры здесь.
3. Погода меняется с ветром.
4. Фермеры работают на полях круглый год.
5. Великобритания обычно импортирует мясо, масло, пшеницу, чай, фрукты, табак.

VI. Make up a summary of the text.

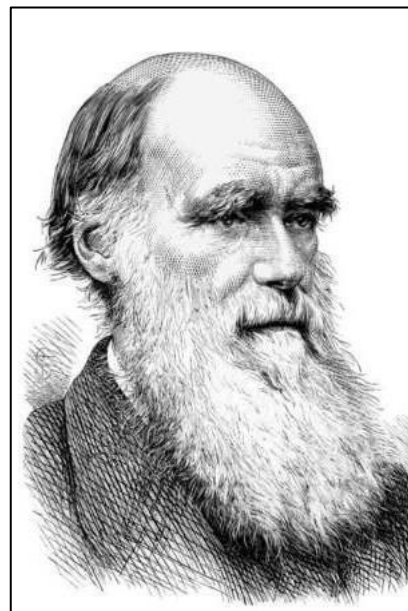
Практическая работа № 16.

FAMOUS SCIENTISTS-SELECTIONERS

Charles Darwin

Vocabulary:

1. to lay the foundation – положить основание
2. slow-working process – замедленный процесс
3. major – важный
4. influence – влияние
5. sophisticated – образованный
6. maternal – материнский
7. china – фарфор
8. potter – глиняная посуда, керамика
9. entrepreneur – предприниматель
10. savant – ученый
11. clergyman – священнослужитель
12. stellar – звездный
13. meticulous – дотошный
14. painstaking – кропотливый
15. specimens – экземпляры, образец
16. fossils – остатки
17. upheaval – подъем, переворот, поднятие
18. convulsion – выпуклость
19. flood – наводнение
20. ark – ковчег
21. immutable – неизменный
22. supposedly – возможно
23. extinct – исчезнувший
24. finch – зяблик
25. survival – выживание
26. famine – голод
27. controversy – противоречие
28. expand – расширять, растягивать
29. contemporary – современный
30. honour – чтить, соблюдать, уважать



Read and translate the text:

Charles Darwin, British scientist who laid the foundation of modern evolutionary theory with his concept of the development of all forms of life through the slow-working process of natural selection. His work was of major influence on the life and earth sciences and on modern thought in general.

Born in Shrewsbury, Shropshire, England on February 12, 1809, Darwin was the fifth child of a wealthy and sophisticated English family. His maternal

grandfather was the successful china and pottery entrepreneur Josiah Wedgwoodhis parental
grandfather was well-known XVIII century physician and savant

Erasmus Darwin.

After graduating from the elite school at Shrewsbury in 1825, young Darwin went to the University of Edinburgh to study medicine. In 1827 he dropped out of medical school and entered the University of Cambridge, in preparation for

becoming a clergyman of the Church of England. There he met two stellar figures: Adam Sedgwick and John Stevens Henslow. Henslow not only helped build Darwin's self-confidence but also taught his student to be a meticulous and painstaking observer of natural phenomena and collector of specimens. After graduating from Cambridge in 1831, the 22-year-old Darwin was taken aboard the English survey ship, HMS Beagle, largely on Henslow's recommendation, as an unpaid naturalist on a scientific expedition around the world.

Darwin joined the crew of HMS Beagle on December 27, 1831, the five-year expedition collected hydrographic, geologic and meteorological data from South America and many other regions around the world. Darwin's own observations on this voyage led to the theory of natural selection. Darwin's job as naturalist aboard the Beagle gave him the opportunity to observe the various geological formations found on different continents and islands along the way, as well as a huge variety of fossils and living organisms. In his geological observations, Darwin was most impressed with the effect that natural forces had on shaping the earth's surface.

At the time, most geologists adhered to the so called catastrophist theory that

the earth had experienced a succession of creations of animals and plant life, and that each creation has been destroyed by sudden catastrophe, such as an upheaval or convulsion of the earth's surface. According to this theory, the most recent catastrophe, Noah's flood, wiped away all life except those forms taken into the ark. The rest were visible only in the form of fossils. In the view of the catastrophists, species were individually created and immutable, that is unchangeable for all time.

The catastrophist viewpoint was challenged by the English geologist Sir Charles Lyell, who maintained that the earth's surface is undergoing constant change, the result of natural forces operating uniformly over long periods.

Aboard the Beagle, Darwin found himself fitting many of his observations into Lyell's general uniformitarian view. Beyond that, however, he realized that some of his own observations of fossils and living plants and animals cast doubt on the Lyell supported view that species were specially created. He noted, for example, that certain fossils of supposedly extinct species closely resembled living species in the same geographical area. In the Galapagos Islands, off the coast of Ecuador, he also observed that each island supported its own form of tortoise, mockingbird, and finch; the various forms were closely related but different in structure and eating habits from island to island. Both observations raised the question, for Darwin, of possible links between distinct but similar species.

After returning to England in 1836, Darwin began recording his ideas about changeability of species. Darwin's explanation for how organisms evolved was brought into sharp focus after he read the works by the British economist Thomas Robert Malthus, who explained how human populations remain in balance.

Malthus argued that any increase in the availability of food for basic human survival could not match the geometrical rate of population growth. The later, therefore, had to be checked by natural limitations such as famine and disease, or by social action such as war.

Darwin immediately applied Malthus's argument to animals and plants, and by 1838 he had arrived at a sketch of a theory of evolution through natural selection. For the next two decades he worked on his theory and other natural history projects. In 1839, he married his cousin Emma Wedgwood, and soon

after, moved to a small estate, Downe House, outside London. There he and his wife had ten children. Darwin's theory was first announced in 1859. His complete theory was published in 1859, in *On the Origin of Species*. Often referred to as the "book that shook the world", the *Origin* sold out on the first day of the publication and subsequently went through six editions.

This book explained the evolutionary process through the principles of natural selection and aroused bitter controversy because it disagreed with literal interpretation of the Book of Genesis in the Bible. Darwin's work marked a turning point in many of sciences, including physical anthropology and paleontology. It caused a revolution in biological science and greatly affected religious thoughts.

Darwin spent the rest of his life expanding on different aspects of problems raised in the *Origin*. His later books published in 1868–1872 were detailed expositions of topics that had been confined to small sections of the *Origin*. The importance of his work was well recognized by his contemporaries; Darwin was elected to the Royal Society (1839) and the French Academy of Sciences (1878). He was also honoured by burial in Westminster Abbey after he died in Downe, Kent, on April 19, 1882.

Практическая работа № 17.

Tasks:

I. Answer the questions:

1. What did Darwin discover?
2. Who were Darwin's relatives?
3. What education did Darwin receive?
4. Who influenced Darwin?
5. What opportunities were opened before Darwin during his expedition onboard the *Beagle*?
6. What did Darwin begin doing after returning to England?
7. Why did his book shake the world?
8. What did his book explain?

II. Translate into Russian:

1. His work was of major influence on the life and earth sciences and on modern thought in general.
2. His maternal grandfather was the successful china and pottery entrepreneur Josiah Wedgwood his parental grandfather was well-known XVIII century

physician and savant Erasmus Darwin.

3. Darwin's job as naturalist aboard the Beagle gave him the opportunity to observe the various geological formations found on different continents and islands along the way.
4. For the next two decades he worked on his theory and other natural history projects.
5. This book explained the evolutionary process through the principles of natural selection.

III. Insert the adequate prepositions: of, after, from, on, by:

1. Darwin was the fifth child ... a wealthy and sophisticated English family.
2. ...graduating ... Cambridge in 1831, the 22-year-old Darwin was taken abroad the English survey ship.
3. Darwin joined the crew ... HMS Beagle ... December 27, 1831.
4. Darwin's own observations ... this voyage led to the theory ... natural selection.
5. Darwin immediately applied Malthus's argument to animals and plants, and ... 1838 he had arrived at a sketch ... a theory ... evolution through natural selection.

IV. Complete the sentences using the following words and expressions:

was the first announced in 1859; who laid the foundation of modern evolutionary theory with his concept of the development of all forms of life; led to the theory of natural selection; went to the University of Edinburgh to study medicine; about changeability of species.

1. Charles Darwin, British scientist ...
2. After graduating from the elite school at Shrewsbury in 1825, young Darwin ...
3. Darwin's own observations on this voyage ...
4. After returning to England in 1836, Darwin began recording his ideas ...
5. Darwin's theory ...

V. Translate into English:

1. Дарвин был пятым ребенком богатой, образованной семьи.
2. Работая натуралистом на борту «Гончей», Дарвин получил возможность наблюдать за различными геологическими видами на разных континентах.
3. После возвращения в Англию в 1836 году, Дарвин начал записывать свои идеи об изменчивости видов.
4. Его полная теория «О происхождении видов» была опубликована в 1859 году.
5. Важность его работы была признана его современниками.

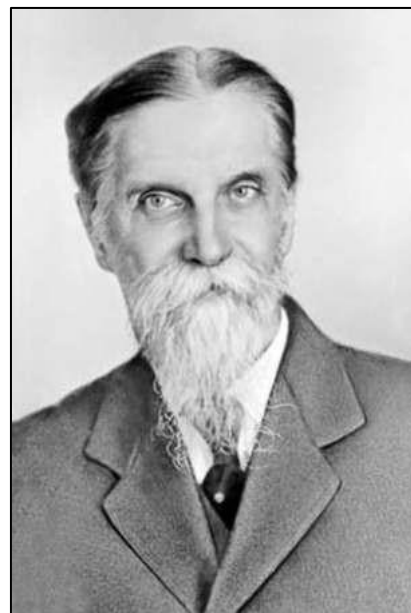
VI. Make up a summary of the text.

Практическая работа № 18.

Kliment Arkadievich Timiryazev

Vocabulary:

1. activity – деятельность
2. in the field – в области
3. well-known – известный
4. to solve – решать
5. intensity – интенсивность
6. light – свет
7. quality – качество
8. to take place – иметь место, происходить
9. experimental plot – опытный участок, опытная делянка
10. effect – влияние
11. to prove – доказывать
12. phosphate – фосфат, соль фосфорной кислоты
13. phosphate ammonia – фосфат аммония
14. to raise – увеличивать
15. ammonia – аммиак
16. drought – засуха
17. standard of living – уровень жизни



Read and translate the text:

Kliment Arkadievich Timiryazev (1843–1920) began his scientific activities in the field of agriculture in the town of Simbirsk. His teachers were D.I. Mendeleev, I.M. Sechenov, I.I. Mechnikov, and other well-known scientists.

K.A. Timiryazev was one of the greatest plant physiologists of the 19th and 20th century. In his experiments and theory he practically solved the problem of

photosynthesis, showing that it depended on light intensity as well as light quality. He also wrote much on the importance of chlorophyll for photosynthesis process which takes place in all plants on the Earth.

K.A. Timiryazev also studied, on an experimental plot, the effect of various mineral fertilizers on grain yields and proved that the use of phosphates in black soil raised greatly crop yields. Yet some of the fertilizers, e.g. sulphate ammonia, may have a harmful effect on a plant. Working on the same experimental plot, he discovered that deep ploughing was highly important in the fight against drought.

Later, Academician V.R. Williams and farm practitioner T.S. Maltzev

developed Timiryazev's idea on deep ploughing: they introduced a new method of grain field cultivation. They used machines that could plough soil more 40–50 cm deep. Thus, K.A. Timiryazev's work had great influence on modern research in agriculture. Timiryazev's principal idea of agronomy was that plant is the central object of agronomist's work. According to his theory, this means that agriculturalists should concentrate on the studies of climate, soil, fertilizers, only in connection with plant's life.

K.A. Timiryazev was a great patriot and democrat. After the Great October Socialist Revolution he did much to help people. He helped farmers to increase crop yields and thus to raise their standard of living.

Today the Moscow Higher Agricultural School where K.A. Timiryazev was a lecturer on plant physiology is well-known Timiryazev Agricultural Academy.

Практическая работа № 19.

Tasks:

I. Answer the questions:

1. Which field were Timiryazev's activities in?
2. Who were his teachers?
3. Was he an ordinary plant physiologist?
4. Which problem did he solve in his experiments?
5. What did he show? What does photosynthesis depend on?
6. What is important for photosynthesis?
7. Did he study the effect of fertilizers?
8. Do all fertilizers have a good effect on plants?
9. What did he discover concerning plowing?
10. What was the center of his studies?

II. Translate into Russian:

1. Timiryazev showed that photosynthesis depended on light intensity as well as light quality.
2. Photosynthesis process takes place in all plants on the earth.
3. Chlorophyll is very important for photosynthesis process.
4. Various mineral fertilizers have good effect on grain yields.
5. The use of phosphates in black soils raises greatly crop yields.

III. Insert the adequate prepositions: for, on, in, of, against, according to:

1. Timiryazev began his scientific activities ... the field ... agriculture ... the town ... Simbirsk.
2. Working ... the same experimental plot, he discovered that deep plowing was highly important ... the fight ... drought.
3. Some fertilizers may have harmful effect ... plants.
4. ... his theory agriculturalists should concentrate ... the studies ... climate, soil, fertilizers.
5. He wrote ... the importance of chlorophyll ... photosynthesis process.

IV. Complete the sentences using the following words and expressions:

well-known scientists; grain cultivation; the problem of photosynthesis; on grain yields; in agriculture.

1. In his experiments and theory he practically solved ...
2. His teachers were D.I. Mendeleev, I.M. Sechenov, I.I. Mechnikov, and other...
3. K.A. Timiryazev also studied the effect of various mineral fertilizers ...
4. They introduced a new method of ...

5. Timiryazev's work had great influence on modern research ...

V. Translate into English:

1. Некоторые удобрения оказывают вредное влияние на растения.
2. Глубокая вспашка очень важна в борьбе с засухой.
3. Работы Тимирязева очень повлияли на современные исследования в сельском хозяйстве.
4. Ученые-аграрии должны сосредотачиваться на изучении климата, почвы, удобрения только в связи с жизнью растения.

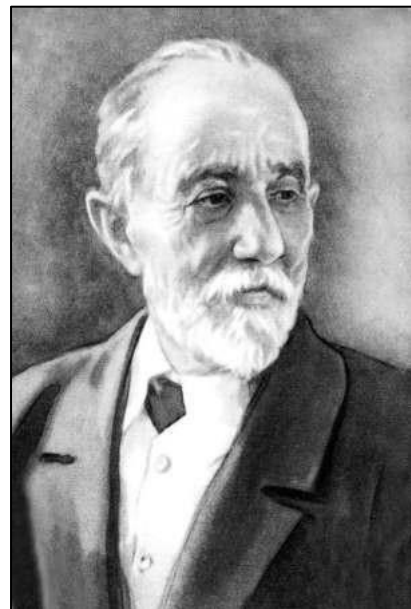
VI. Make up a summary of the text.

Практическая работа № 20.

Ivan Vladimirovich Michurin

Vocabulary:

1. to improve – улучшать
2. to recognize – признавать
3. science – наука
4. frost-resisting – морозоустойчивый
5. northward – к северу
6. artificial – искусственный
7. fulfill – выполнять
8. to work out – разрабатывать
9. instead of – вместо
10. drawback – недостаток
11. to interfere – вмешиваться
12. to create – создавать
13. beyond – вне, по ту сторону
14. hybridization – скрещивание
15. fruitful – плодотворный
16. to exist – существовать, иметь место



Read and translate the text:

Ivan Vladimirovich Michurin was born in the village of Dolgoye, near Kozlov, in 1855. All the Michurins had always been gardeners, and all of them had experimented in improving varieties of apples. The first period of Michurin's life was very hard but later he was recognized as a revolutionary in science.

The task which Michurin set himself when he was still a young man was to develop frost-resisting varieties of plants which could grow as far to the North as possible. He wanted to move the South northward.

If Michurin had used only the method of artificial selection, which his contemporaries were using at that time, he wouldn't have fulfilled this gigantic task. He had to work out new methods.

The selectionists did what nature did, only much quicker, using artificial selection instead of natural. Michurin, however, clearly saw the main drawback of selection, namely that it copied nature and its methods instead of interfering with nature and creating new methods.

Michurin did what nature never did. In his creative work he went beyond the stage of using selection and turned to hybridization that is, getting new forms by cross-breeding plants of different species and varieties. He developed completely new types of fruit and vegetables. He crossed not only different varieties of the same plant, but different plants, for instance, apples and pears.

In the course of his long and fruitful life Michurin developed about 350 varieties of plants that had not existed before, many of them of the frost-resisting type.

Michurin died in 1935 and was buried in Michurinsk, near Kozlov, where he had lived and worked for so many years.

Практическая работа № 21.

Tasks:

I. Answer the questions:

1. When and where was Michurin born?
2. Who were all the Michurins?
3. The first period of Michurin's life was very hard, wasn't it?
4. What task did Michurin set when he was still a young man?
5. What did he develop?
6. How many varieties of plants did he develop?

II. Translate into Russian:

1. All the Michurins had always been gardeners.
2. He wanted to move the South northward.
3. The selectionists did what nature did, only much quicker, using artificial selection instead of natural.
4. He crossed not only different varieties of the same plant, but different plants, for instance, apples and pears.
5. Michurin developed about 350 varieties of plants.

III. Insert the adequate prepositions: of, to, about, in, beyond:

1. Michurin was born ... the village ... Dolgoye, near Kozlov ... 1855.
2. The first period ... Michurin's life was very hard but later he was recognized as a revolutionary ... science.
3. Michurin clearly saw the man drawback ... selection.
4. ... his creative work he went ... the stage ... using selection and turned ... hybridization.
5. Michurin developed ... 350 varieties ... plants.

IV. Complete the sentences using the following words and expressions: to develop frost-resisting varieties of plants; in improving varieties of apples; fruit and vegetables; what nature never did; new methods;

1. All the Michurins had experimented in ...
2. The task which Michurin set himself when he was still a young man was ...
3. He had to work out ...
4. Michurin did ...
5. He developed completely new types of ...

V. Translate into Russian:

1. Мичурин родился в деревне Долгое в 1855 году.
2. Ему пришлось разработать новые методы.
3. Мичурин сделал то, что природа никогда не делала.
4. Он получал новые формы, скрещивая растения различных видов и сортов.
5. Задачей Мичурина было выведение морозоустойчивых видов растений.

VI. Make up a summary of the text.

Практическая работа № 22.

Nikolay Ivanovich Vavilov. Father of Russian Genetics and Selection of plants

Vocabulary:

1. adulthood – взросление
2. tremendous – огромный
3. cultivated plant – выращиваемое (культивируемое растение)
4. wild plant – дикорастущее растение
5. related – родственный
6. variability – изменчивость, вариабельность
7. appear – появляться
8. scholar – ученый
9. specimen – образец
10. variety – сорт, разновидность
11. species – вид, род
12. plant resources – растительные ресурсы
13. enable – давать возможность
14. incredible – неслыханный, потрясающий, невероятный
15. vision – проницательность, дальновидность
16. promote – способствовать, содействовать
17. extend – распространять, расширять
18. sound – правый, здравый, логичный



Read and translate the text:

The outstanding scientist Nikolay Ivanovich Vavilov was born on November 25, 1887. During the years of his early adulthood, Vavilov became a scientist with tremendous potential in the field of genetic research.

Having studied a huge number of cultivated and related wild plants, Vavilov discovered the law of biological variability which was similar in importance to Mendeleev's periodic table.

Equally important for world science was Vavilov's study of the areas where cultivated plants first appeared. According to Vavilov, the most ancient areas of agriculture were not in the river valleys of Egypt, Mesopotamia or along the Ganges, as scholars had believed earlier, but in the mountainous parts of Ethiopia, Central Asia, China, India, and also in the Andes in South America. He organized expeditions to 60 countries of the world, which collected about 250,000 specimens of grain.

Vavilov's research changed formerly existing ideas of the varieties and

species of wheat, rye, corn, cotton, flax and potatoes. The study of world's plant

resources enabled Vavilov to work out the foundations of selection in Russia. Vavilov was a scientist of incredibly broad vision. He promoted extending agriculture to northern territories beyond the Arctic Circle and to mountainous areas and deserts and subtropics.

The scientist's theoretical works were recognized throughout the world. His methods were always original and sound. He was president of the Agricultural Academy and a member of the Academy of Sciences.

His most important ideas were to change cultivated plants in the shortest time possible, develop the best varieties for all the most important crops in the main areas. Nikolay Vavilov died on January 26, 1943.

Практическая работа № 23.

Tasks:

I. Answer the questions:

1. When was Nikolay Vavilov born?
2. What kind of a scientist was he?
3. What law did he discover?
4. Where were the most ancient areas of agriculture according to Vavilov?
5. How did Vavilov influence the formerly existing ideas of the varieties and species of wheat, rye, corn, flax and potatoes?
6. What did he work out?
7. What did he promote?
8. What were his most important ideas?

II. Translate into Russian:

1. During the years of his early adulthood, Vavilov became a scientist with tremendous potential in the field of genetic research.
2. Equally important for world science was Vavilov's study of the areas where cultivated plants first appeared.
3. Vavilov's research changed formerly existing ideas of the varieties and species of wheat, rye, corn, cotton, flax and potatoes.
4. Vavilov was a scientist of incredibly broad vision.
5. He was president of the Agricultural Academy and a member of the Academy of Sciences.

III. Insert the adequate prepositions: throughout, in, about, of, on:

1. He organized expeditions to 60 countries of the world, which collected ... 250.000 specimens of grain.
2. Vavilov discovered the law ... biological variability.
3. According to Vavilov, the most ancient areas ... agriculture were not ... the river valleys ... Egypt, Mesopotamia or along the Ganges.
4. The scientist's theoretical works were recognized ... the world.
5. Nikolay Vavilov was born ... November 25, 1887.

IV. Complete the sentences using the following words and expressions: beyond the Arctic Circle; sound; the Agricultural Academy; the foundations of the selection of plants in Russia; genetic research.

1. Vavilov became a scientist with tremendous potential in the field of ...
2. It was Vavilov who worked out ...

3. He promoted extending agriculture to northern territories ...
4. He was president of ...
5. His methods were always original ...

V. Translate into English:

1. Теоретические работы ученого были признаны во всем мире.
2. Исследования Вавилова изменили прежде существовавшие понятия сортах и видах многих растений.
3. Вавилов открыл закон биологической изменчивости.
4. Он организовал экспедиции в 60 стран мира.
5. Закон биологической изменчивости Вавилова был подобен периодической таблице Менделеева.

VI. Make up a summary of the text.

Практическая работа № 24.

GRAMMAR REVISION

Неопределенные местоимения *some, any*

Неопределенные местоимения *some, any* обычно определяют существительное, часто заменяя артикль. Как правило, *some* употребляется в утвердительных предложениях со значением: *какой-нибудь, несколько, некоторые, немного* или *приблизительно, около*. *Any*, как правило, употребляется в вопросительных предложениях со значением *какие-нибудь, сколько-нибудь*. В утвердительных предложениях *any* имеет значение *любой, всякий, каждый*.

Examples: *some* crops – *некоторые* культуры, *some* nutrients – *несколько* питательных веществ, *any* food – *какая-нибудь* пища, *any* feed – *любой* корм

Put in *some* or *any*. Translate the sentences into Russian:

1. There are ... new varieties of potato in which farmers are especially interested.
2. The farmer does not use ... additional workers on his farm.
3. It is important for ... farmer to provide his animals with valuable feeds.
4. Are there ... ruminant animals suitable for this area?
5. ... herbivorous animals such as cows and goats can convert grasses into milk.
6. They raise ... breeds of dairy cattle but there are not ... beef cattle on his farm.
7. Are there ... draft animals on this farm?
8. We don't have ... horses there.
9. These crops need ... nitrogen.
10. These animals don't need ... additional feeds in their rations.
11. It is necessary for ... farmer to have ... knowledge in farm management.
12. Do you know ... exotic animals?
13. ... type of manure increases the yields of crops.
14. Are there... new departments at our Academy?
15. There is ... work at ... time on a farm.
16. – Do they have ... work now? – No, they don't have ...
17. There isn't ... manure on our fields.

Количественные местоимения *much, little, many, few*

Many много и *few* мало употребляются с исчисляемыми именами существительными. *Much* много и *little* мало употребляются с неисчисляемыми именами существительными.

A few означает *несколько* (употребляется с исчисляемыми именами существительными), а *a little* – *немного* (употребляется с неисчисляемыми именами существительными).

Examples: many tractors – *много* тракторов; *few* cars – *мало* автомобилей; *much* oil – *много* масла; *little* air – *мало* воздуха; *a few* farms – *несколько* ферм; *a little* time – *немного* времени.

Put in *much, many, few, little, a few, a little*. Translate into Russian:

1. How ... sheep are there in the picture?
2. In ... poor African countries farmers are still using cows as draft animals.
3. We don't have ... money, so we can't repair the old dairy machines.
4. It is necessary to buy ... feed for our cattle.
5. ... experiments have been conducted with laboratory animals.
6. ... cats and dogs are kept in isolated buildings.
7. Dogs serve humans in ... ways.
8. Today only ... people still believe that black cats are unlucky.

Практическая работа № 25.

Основные формы английского глагола

Infinitive	Past Form	Participle I	Participle II
<i>to open</i> <i>to speak</i>	<i>opened</i> <i>spoke</i>	<i>opening</i> <i>speaking</i>	<i>opened</i> <i>spoken</i>

Видо-временные формы глагола в действительном залоге

Время	Форма глагола	Пример	Наречия времени
Present Simple	Инфинитив без частицы <i>to</i> (в 3-м лице – окончание –s)	I/You/We/They <i>pay/read</i> He/She/It <i>pays/reads</i>	always, usually, regularly, often, seldom, some- times, every day/ week/month/year
Past Simple	Форма прошед-	I/You/We/They	yesterday, last

	шего времени	He/She/It <i>paid/read</i>	week, two years ago, in 2006
Future Simple	<i>shall/will</i> + инфинитив без частицы "to"	I /We <i>shall/will pay/read</i> I/You/He/She/It/ We/They <i>will pay/read</i>	tomorrow, next year, in three weeks, in the future, in 2030
Present Continuous	<i>am/is/are</i> + Participle I	I <i>am paying/reading</i> He/She/It <i>is paying/reading</i> You/We/They <i>are paying/reading</i>	now, at the moment, at present, nowadays
Past Continuous	<i>was/were</i> + Participle I	I <i>was paying/reading</i> He/She/It <i>was paying/reading</i> You/We/They <i>were paying/reading</i>	when he came/ yesterday at 12/ last Sunday at 6/ when the telephone rang
Present Perfect	<i>have/has</i> + Participle II	I/You/We/They <i>have paid/read</i> He/She/It <i>has paid/read</i>	ever, never, just, already, yet, today this week/month/ year, lately, recently, since, for
Past Perfect	<i>had</i> + Participle II	I/You/We/They <i>had paid/read</i> He/She/It <i>had paid/read</i>	before/ after/ by/ when
Future Perfect	<i>shall/will have</i> + Participle II	I /We <i>shall/will have paid/read</i> He/She/It/You/They <i>will have paid/read</i>	by 7 p.m. tomorrow/ when you come

I. Use the correct form of the verb in brackets in the active voice.

Translate the sentences into Russian:

1. In early times people (to begin) domesticating wild animals.
2. I think the farmer (to increase) the yields of crops next year.
3. The scientists from our laboratory (to present) interesting reports at the conference recently.
4. Last year the farmers (not to rely) on feeds from pastures and (to grow) additional crops for their livestock.
5. The cow (convert) large quantities of different grasses into milk which (to be) a valuable product.
6. As our agronomist (to recommend) we (to spread) manure on this field now.
7. People (to keep) domesticated animals either in barns or on pastures.
8. The production of dairy products constantly (to increase) in Russia at present.
9. What animals (to use) people as draft animals in the 18th century?
10. For many centuries people in Africa (to breed) camels, but even now a white camel (to be) an exotic animal.
11. Last week the farmers (to keep) swine on pastures.
12. Poultry also (to convert) feed efficiently into protein and (to provide) people with meat and eggs.
13. If any species in the food chain (to disappear), there (to be) a disbalance in the whole ecosystem.
14. As soon as the environment of a species or a population (to develop) in an unfavourable way, it (to cause) an ecological crisis.
15. If ecologists (not/to make) soil and water analyses, they (not/to be able) to estimate the environmental pollution.

II. Translate the sentences into Russian. Pay attention to different forms of the verbs:

1. Farmers didn't know much about nutrients in the 17th century.
2. After Columbus had discovered America he brought some new varieties of plants to Europa.
3. In 1870 Pavlov entered the University of St. Petersburg, where he studied chemistry and physiology.
4. The milk yields have fallen and some animals have become sick.
5. Scientists are going to continue their research in the field of animal nutrition.
6. Nowadays farmers are trying to satisfy the people's requirements in highly nutritive products.

7. In the past, farmers had much difficulty in feeding cattle during the winter season.
8. Two centuries ago farmers used their own practical experience to satisfy animals with feeds.
9. Farmers often produce high-quality butter and cream from milk.
10. Farmers will rely on the record of an individual animal's ancestors.
11. Chemical genetics remains a basis for all other topics in genetics.
12. At present farmers are using different breeding programmes to improve their herds.
13. They will have returned before you come home.
14. Before the dog attacks a potential enemy, it will show signs of hostility.
15. Recently, several organizations have established conservation programmes for endangered domestic breeds of cattle, sheep and swine.
16. When the weather is rainy, windy and cold, cattle will decrease the grazing time and drink little water.
17. Many naturalists have studied aspects of animal behaviour through the centuries.
16. In 1949 Frisch established that bees use the sun as a compass.
17. Poor preventive measures have resulted in a rapid spread of infection among sheep.
18. If farmers apply modern cultivation practices, yields of forage crops will be higher.

Практическая работа № 26.

I. Translate the sentences into Russian. Pay attention to the Passive Voice:

1. Any changes in animal feeding will be agreed on with the vet tomorrow
2. Yesterday the specialist in animal nutrition was asked to give some recommendations and he was listened to with great attention.
3. The young farmer has been already given some advice how to look after the cows during the winter period.
4. At the moment the plan for farm reconstruction is being discussed.
5. Some essential nutrients cannot be manufactured within the cell in the body of animals.
6. Human nutrition has been improved as a result of animal nutrition investigations.
7. The question how to influence the animal productivity at the genetic level has not been answered yet.
8. Calves are looked after properly, so they grew rapidly.
9. Sometimes water is referred to as the most essential substance for normal growth of animals.
10. Many specialists have been already invited to take part in the agricultural exhibition.
11. The introduction of modern machinery in agriculture was followed by the increase in food production.
12. The latest discoveries in the field of physiology were spoken much of by the scientists at the conference.
13. The most important characteristics of a particular horse are usually relied on while choosing the animal for racing.
14. The quality of cow's milk is influenced by the composition of the diet.

II. Translate the following sentences into Russian:

1. Animals are bred for utility, sport, pleasure and research.
2. The planning of mating combinations was introduced in practice.
3. Much effort is being made to study the possibilities of utilizing agricultural and industrial waste in the nutrition of farm animals.
4. If animal manure is utilized for feed nutrients, some pollution problems will be solved.
5. Horses are being bred for sport.
6. The most significant progress in animal breeding has been done with dairy cattle.
7. It is necessary to examine young males that will be used for breeding.
8. When poultry and swine are kept in confinement, their manure will be collected, recovered and used for refeeding to cattle.
9. Ecology is widely studied as one of the most important aspects of biology.
10. Animals should be examined by veterinary surgeons regularly.
11. If a sick animal cannot be cured, it will have to be slaughtered.
12. The government officials must be informed by a farmer about the outbreak of a notifiable disease.
13. Human health may be influenced by certain animal diseases.
14. At present, different breeding programmes are being used by farmers to improve their herds.

Практическая работа № 27.

Степени сравнения прилагательных и наречий

(The degrees of comparison of adjectives and adverbs)

Положительная степень прилагательного/наречия	Сравнительная степень прилагательного/наречия	Превосходная степень прилагательного/наречия
<i>big</i> <i>early</i>	<i>bigger</i> <i>earlier</i>	<i>the biggest</i> <i>the earliest</i>
<i>difficult</i> <i>quickly</i>	<i>more/less difficult</i> <i>more/less quickly</i>	<i>the most/least difficult</i> <i>most/least quickly</i>
<i>good</i> <i>bad</i>	<i>better</i> <i>worse</i>	<i>the best</i> <i>the worst</i>

<i>many/much</i> <i>little</i> <i>far</i>	<i>more</i> <i>less</i> <i>farther/further</i>	<i>the most</i> <i>the least</i> <i>the farthest/furthest</i>
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1. Союз *as ... as* так же ... как, такой же ... как употребляется при сравнении двух одинаковых предметов или действий. Союз *not so ... as* не такой ... как употребляется, когда один из сравниваемых предметов уступает другому по степени своего качества или свойства. Сравнительная конструкция *the ... the* перед прилагательным или наречием в сравнительной степени переводится на русский язык союзом *чем ... тем*. Союз *than* переводится на русский язык как союз *чем*.

Examples: This room is *as* light *as* that room. – Эта комната такая же светлая, как и та.

The results of the latest experiments are *not so* interesting *as* the previous ones. – Результаты последних экспериментов не такие интересные, как предыдущие.

The better farm animals are fed, *the longer* is their life productivity. – Чем лучше животных кормят, тем продолжительнее период их продуктивности.

I. Use the correct form of the adjective or adverb in brackets. Translate the sentences into Russian:

1. Mother's milk is (good) feed for calves and lambs.
2. The northern regions of Russia are (little) suitable for crop farming than the central regions.
3. The mechanization of agriculture in some African countries is (bad) than in Asian countries.
4. It was (easy) to cultivate this new field than the farmer had thought.
5. Nowadays we use (modern) machinery than ten years ago.
6. Some cattle breeds require (hot) climate for growth than others.
7. Farmers are interested in (cheap) fertilizers of (high) quality.

II. Fill the gaps with *as ... as*; *not so ... as*; *the ... the*. Translate the sentences into Russian:

1. ... better animal physiological functions are studied, ... sooner scientists can control them for practical purposes.
2. The nutritional value of this feed is ... high ... farmers have expected.
3. Minerals are ... important to normal growth and development of animals ... proteins.

Практическая работа № 28.

Модальные глаголы (*Modal Verbs*)

Модальные глаголы *must, can, may* употребляются в сочетании с инфинитивом смыслового глагола без частицы **to**. Они не обозначают действия, а выражают отношение говорящего к действию, выраженному инфинитивом смыслового глагола.

Глагол *must* выражает необходимость, долженствование или вероятность совершения действия.

Глагол *can* выражает возможность, физическую или умственную, способность совершения действия.

Глагол *may* выражает разрешение, а также возможность, вероятность совершения действия.

Examples: You *must measure* the water level. – Вы должны измерить уровень воды.

We *can cool* the engine by water from the radiator. – Мы можем охладить двигатель водой из радиатора.

You *may take* my jack and lift the car. – Вы можете взять мой домкрат и поднять машину.

Эквиваленты модальных глаголов. Наряду с *must* и взамен его недостающих форм употребляется глагол *to have + Infinitive*.

Эквивалентом глагола *can* является глагол *to be able (to)*.

Для глагола *may* в значении разрешения используется его эквивалент *to be allowed to*.

Examples: I *had to stay* at the laboratory two hours more to complete the work. – Мне пришлось остаться в лаборатории еще на два часа, чтобы закончить работу.

Farmers *are not able to control* the epidemic in the region. – Фермеры не могут сдержать распространение эпидемии в регионе.

We *shall be allowed to go* home earlier. – Нам разрешат пойти домой раньше.

Глагол *to be* в модальном значении. Для выражения долженствования, необходимости, обусловленной договоренностью, заранее намеченным планом, приказом и т.п., употребляется глагол *to be + Infinitive*.

Example: We *are to consult* a specialist when the apparatus fails. – Мы должны консультироваться со специалистом, когда прибор не работает.

Модальные глаголы *ought to* и *should*. В качестве модальных глаголов употребляются также глаголы *ought to* и *should*. Глагол *ought to* употребляется для выражения модального долга или совета, относящегося к настоящему или будущему времени.

Глагол *should* выражает более слабую степень долженствования (по сравнению с *must*) и переводится *следует, надлежит*.

Example: You *ought to start* testing the computer. – Тебе следует начать проверку компьютера.

The driver *should cool* the engine if he wants to start it again. – Водителю следует охладить двигатель, если он хочет завести его вновь.

I. Translate the sentences into Russian paying attention to the Modal Verbs:

1. A farmer must separate a sick animal immediately from the other animals in the herd.

2. A national breeding association is to publish the official record of the pedigree of purebred horses and dogs every year.

3. During the recent decades some species of animals had to move to new places and adapt to new environment conditions.

4. All animals and birds which are imported from foreign countries must be under severe quarantine for some period of time to prevent the introduction of any infections.

5. Scientists ought to carry out many experiments before the animal cloning may become a routine procedure in the breeding of farm animals.

6. If the weather is windy and rainy hill sheep and cattle will have to stop grazing to look for grounds and shelter.

7. According to the agreement with a farmer, a veterinary surgeon is to examine farm animals regularly.

8. Livestock often eat forage and other food sources that humans are not able to eat, and convert them to types of food that humans can consume.

9. In order to maintain animals in healthy condition, each farmer must follow certain sanitary requirements.

Практическая работа № 29.

Инфинитив (*The Infinitive*)

Инфинитив – основная глагольная форма, от которой образуются все личные формы глагола во всех группах времен в действительном и страдательном залогах.

Формы инфинитива

	Indefinite	Continuous	Perfect	Perfect Continuous
Active	<i>to help</i>	<i>to be helping</i>	<i>to have</i>	<i>to have been</i>
			<i>helped</i>	<i>helping</i>
Passive	<i>to be helped</i>	–	<i>to have been helped</i>	–

Функции инфинитива. Инфинитив может выполнять функции подлежащего, дополнения, обстоятельства, определения, а также может быть именной частью сказуемого.

Examples: To operate the new crane is not easy. – Управлять новым краном нелегко.

He likes *to get up* early. – Ему нравится рано вставать.

The aim of the conference *is to exchange* experience of work. – Цель конференции – обменяться опытом работы.

To provide the workers with comfortable flats many new houses are to be built in our town. – Чтобы обеспечить рабочих удобными квартирами, много новых домов должно быть построено в нашем городе.

We stopped for a minute (in order) *to have* a rest. – Мы остановились на минутку, чтобы отдохнуть.

He was looking for a car *to buy*. – Он искал автомобиль, который можно купить.

Инфинитивная конструкция с предлогом “for” переводится на русский язык придаточным предложением с союзом «чтобы» («для того чтобы»), подлежащим которого становится существительное, а сказуемым – инфинитив, который переводится глаголом в прошедшем времени.

Examples: For animals to grow and develop rapidly, a farmer should provide the due care and feeding. – Чтобы животные росли и развивались быстро, фермер должен обеспечить соответствующий уход и кормление.

Объектный инфинитивный оборот (*The Objective Infinitive Construction*) состоит из существительного в объектном падеже или личного местоимения в объектном падеже и инфинитива. Употребляется после глаголов: *to want* - хотеть, *to wish* - желать, *to require* - требовать, *to suppose* - полагать, *to assume* – полагать, считать, *to believe* – полагать, считать, *to think* - думать, *to expect* - ожидать, *to consider* – считать, полагать, *to know* - знать, *to find* – находить и др. После глаголов *to see* - видеть, *to watch* - наблюдать, *to hear* - слышать, *to feel* - чувствовать, *to make* - заставлять и др. инфинитив употребляется без частицы “to”.

Examples: The scientist consider this phenomenon to be important. – Ученый считает это явление важным.

We **saw** them *complete* their research work. – Мы видели, как они закончили свою исследовательскую работу.

Субъектный инфинитивный оборот (*The Subjunctive Infinitive Construction*) состоит из существительного (местоимения) в именительном падеже в функции подлежащего и инфинитива в качестве части составного глагольного сказуемого.

В данной конструкции употребляются глаголы *to know, to say, to believe, to suppose, to consider, to think, to find, to assume, to report* и т.д. в страдательном залоге.

Examples: He *is known to make* his report today. – Известно, что он делает доклад сегодня.

They *are supposed to begin* their research in a few days. – Предполагают, что они начнут исследование через несколько дней.

С глаголами *to seem* – по-видимому, казаться, *to appear* – по-видимому, казаться, *to happen* – случаться, *to prove* – оказываться, *to turn out* – оказываться, а также с сочетаниями *to be likely* – вероятно, *to be unlikely* – маловероятно, вряд ли, *to be sure* – точно, наверняка, *to be certain* – точно, наверняка субъектный инфинитивный оборот употребляется в действительном залоге.

Examples: This method *proved to be* a new one. – Оказалось, что это новый метод.

This type of fuel *is likely to be* very cheap. – Это топливо, вероятно, очень дешевое.

I. Translate the following sentences into Russian:

1. To raise sheep in semiarid or arid regions, farmers choose sheep breeds well-adapted to such conditions.

2. In order to maintain high-milk yields, milking cows are to be fed nutritious feeds.

3. To fatten cattle is a common practice on farms where beef cattle are bred.

4. For the beef cows to have some rest and be ready for the next calving, the calves should be weaned at eight to ten months of age.

5. For geese to fatten well, they should be fed grain for the last six weeks.

6. Farmers have found the method of fattening pigs on concentrates to be the most efficient one.

7. Scientists think severe exploitation of some fish species to result in their extinction in some years.

8. Sheep breeders believe sheep without any folds to be more desirable for wool production.

9. Many people consider duck eggs to possess strong taste and do not like eating them.
10. The entire length of this farm is supposed to be about twenty miles.
11. Interbreeding was found to improve the dominant trait in the breed.
12. Pavlov I.P. proved to be a distinguished physiologist of the 19th century.
13. The Moscovy duck seem to be the ancestor of all domestic ducks.
14. Crayfish are sure to be prized for its tail meat.
15. Bees are certain to be the most important pollinating insects.
16. Columbus is believed to have brought wild pigs to North America.
17. The horses are supposed to have been first used by a tribe of Indo-European origin.
18. Eggs to be used for hatching should be incubated not later than 10 days after collection.
19. In some areas pastures are too scarce to provide animals with sufficient amount of feed.
20. The water in the pond is not fresh enough to be used for watering the cattle.
21. The raw milk to be drunk by little children should be boiled.
22. Our cow produces too much milk for the calf to consume it.

II. Translate the following sentences into Russian paying attention to the Infinitive and the Infinitive Constructions:

1. To be most effective the sunlight must be direct.
2. To get their essential nourishing fuel, mammals, like other vertebrates, have to perform a whole series of complicated operations.
3. The unused residue returns to the soil as manure to enrich the food supply on which future generations may feed.
4. Copper is known to be the activator of certain enzyme systems.
5. The pig is believed to be the world's second largest provider of meat known as pork.
6. To prevent meats from being contaminated by harmful bacteria, producers widely used vacuum-packing.
7. Fermentation is supposed to have been an ancient form of food preservation used in the meat industry.
8. Meat is considered to be an essential part of human diet.
9. Milk is known to be highly nutritious food that has been used by humans since the beginning of recorded time.
10. This boar is not vigorous enough to be used for mating.
11. The lamb is not fat enough to be slaughtered this month.

Практическая работа № 30.

Причастие (*The Participle*)

Причастие – неличная форма глагола, обладающая свойствами глагола, прилагательного и наречия. Причастие I образуется от формы инфинитива прибавлением суффикса – *ing*. При переводе на русский язык причастию I соответствует причастие с окончанием *-щий* или деепричастие с окончанием *-я*.

Причастие II стандартных глаголов образуется от формы инфинитива прибавлением суффикса *-ed*, а причастие II нестандартных глаголов приводится в соответствующих таблицах. На русский язык переводится причастиями с окончаниями *-ный, -мый, -тый*.

Существуют простые и сложные формы причастия.

	Active	Passive
Participle I	<i>finishing</i>	<i>being finished</i>
Participle II	–	<i>finished</i>
Perfect Participle	<i>having finished</i>	<i>having been finished</i>

Examples: The driver oils the *moving* parts of the machine carefully. – Машинист тщательно смазывает движущиеся части машин.

The mechanic *examining* the new machine tool works at this plant. – Механик, осматривающий новый станок, работает на этом заводе.

Having gone into chemical reactions elements entirely changed their properties. – Вступив в химические реакции, элементы полностью изменили свои свойства.

Do you see the *loaded* cars on the second track? – Видите ли вы нагруженные вагоны на втором пути?

Electronic computers *being used* now may be found in all branches of industry. – Электронно-вычислительные машины, используемые сейчас, можно найти во всех отраслях промышленности.

Having been given all the instructions, the designer was able to start his work immediately. – После того как конструктору дали все указания, он сразу же мог начать свою работу.

Независимый причастный оборот (*The Absolute Participle Construction*) переводится на русский язык:

1) придаточным обстоятельственным предложением времени или причины с союзами *так как, когда, если, после того как*;

2) самостоятельным предложением (бессоюзным или с союзами *причем, при этом, а, и, но*), если причастный оборот стоит в конце предложения.

Независимый причастный оборот можно узнать в тексте по следующим формальным признакам: 1) независимый причастный оборот всегда отделен запятой, 2) перед причастием стоит существительное или местоимение в именительном падеже.

Examples: *The circuit being broken*, the magnetic field disappears. – Если цепь прерывается, магнитное поле исчезает.

An automatic machine sorting the letters, the post office's services are much easier to perform. – Так как письма сортирует машина-автомат, то производить почтовые операции намного легче.

The article deals with metals, *most of them being excellent conductors*. – Статья посвящена металлам, причем большинство из них – превосходные проводники.

II. Translate the sentences into Russian paying attention to the Participle:

1. The methods recommended should help to control the spread of the disease.
2. Some investigated animal physiological processes are similar to human processes.
3. Knowing the nutritive value of feed supplements a farmer can provide his animals with rations accurately calculated.
4. The calf growing on a pasture will be healthier than that kept in a barn.
5. Only animal products satisfying all the necessary veterinarian standards can be sold in the market.
6. Keeping the records about the dates of artificial insemination of cows, a farmer will know the date of calving for each animal.
7. Being raised for mutton, sheep can be also sheared in order to obtain some wool.
8. Having been raised under severe conditions in mountains, lambs seemed to be healthier than the ones raised in the sheep-pen.
9. Being rich in such nutrients as essential amino acids, meat is highly valued as human food.
10. Having become more concerned about our diet, we began to eat more poultry, fish and fresh fruit and vegetables and fewer eggs and less pork.
11. Being obtained from different kind of animals, meats are usually classified by the type of animal.
12. Producers dealing with meat processing have already succeeded in new technologies having been introduced in order to satisfy the increasing demand for their products.

III. Translate the sentences with the Absolute Participle Construction into Russian:

1. Nearly all sheep breeds of mutton type having originated in England, the breed names were taken from the names of English countries.
2. Foals being weaned from the dam, they should not be able to see, hear or smell their dams again.
3. Modern agriculture having become highly mechanized, farm managers must possess a good technical knowledge to operate various farm machines.
4. The records having been kept accurately, the farmer is provided with all the necessary information.
5. Management has always been an important factor in operation of a farm, its role increasing nowadays.

Практическая работа № 31.

Герундий (*The Gerund*)

Герундий – неличная форма глагола, сочетающая в себе свойства глагола и свойства существительного.

Формы герундия

	Active	Passive
Indefinite	<i>loading</i>	<i>being loaded</i>
Perfect	<i>having loaded</i>	<i>having been loaded</i>

Герундий употребляется после глаголов:

to avoid – избегать; *to consider* – рассматривать; *to finish* – заканчивать; *to involve* – включать; *to prevent* – предотвращать; *to stop* – останавливать; *to suggest* – предполагать и др.; а также после глаголов с предлогами:

to agree to – соглашаться на; *to be interested in* – интересоваться ч-л; *to concentrate on* – сосредоточиться на; *to depend on* – зависеть от; *to insist on* – настаивать на; *to involve in* – вовлекать в; *to object to* – возражать против; *to prevent from* – предотвращать; *to succeed in* – преуспевать в; *to rely on* – полагаться на; *to result in* – приводить к

Examples: My brother thinks of *entering* the post-graduate courses next year.
– Мой брат думает поступить в аспирантуру в следующем году.

Farmers are interested in *using* new fields. – Фермеры заинтересованы в использовании новых полей.

Many scientists spent their life in *trying* to solve this difficult problem. – Многие ученые потратили свои жизни на решение этой трудной проблемы.

Without *knowing* the words you can't translate the text. – Не зная слов, нельзя перевести текст.

Сложные формы герундия. Герундиальный оборот с предшествующим притяжательным местоимением или существительным в притяжательном падеже обычно переводится на русский язык придаточным предложением с союзами *что, чтобы, то что, того что, в том что*.

Examples: We knew nothing of his *being appointed* to a new job. – Мы ничего не знали о том, что его назначили на новую должность.

We heard of their *having continued* to look for oil and gas in new areas. – Мы слышали, что они продолжают искать нефть и газ в новых районах.

I. Translate the following sentences into Russian:

1. Before choosing cows for mating, breeders should estimate the performance of their progeny.

2. Raising and feeding cattle on pasture throughout the year is the most economical method.

3. This book deals with the planning of mating combinations.

4. The recording of individual performance in breeding populations of farm animals developed rapidly in 1970s.

5. Crossbreeding is a very popular method for increasing sheep population.

6. For centuries pigs have been used for obtaining edible fat and meat.

7. Both biologists and chemists are interested in developing new drugs for treating farm animals.

8. Large litters greatly depend on proper selecting of a sow.

9. By changing feeding rations of animals, one can improve the quality of farm products.

10. The shelf life of dried milk products was extended due to their having been dried less than three per cent moisture.

II. Translate the following sentences into Russian paying attention to the Gerund:

1. Besides possessing hair and producing milk, mammals also have a number of other internal characteristics.

2. Whitewashing the walls helps in maintaining sanitation.

3. Because of the covering of wool sheep can withstand cold temperatures better than cattle.

4. If shearing is delayed too long, the wool becomes dead and lifeless.

5. Frozen silage must be thawed before feeding.

6. Beekeepers earn their living from selling the honey and beeswax their hives produce.

7. What temperature do the bees stop flying at?

Условные предложения (*Conditional Sentences*)

Условные предложения в английском языке наиболее часто вводятся союзами *if* если; *unless* если не; *provided (that)* если, при условии что и др. Условные предложения делятся на три типа: 1) реальные, 2) нереальные (маловероятные), относящиеся к настоящему или будущему времени; 3) нереальные, относящиеся к прошедшему времени.

1) Реальные условные предложения (I типа) обычно относятся к будущему времени и переводятся изъявительным наклонением, причем глагол – сказуемое в придаточном предложении употребляется в Present Simple, а в главном предложении – в форме Future Simple. На русский язык оба глагола переводятся в будущем времени.

Example: The driver *will stop* the train if he *sees* some obstacle on the track. – Водитель остановит поезд, если он увидит препятствие на пути.

2) Предложения II типа выражают маловероятное условие, т.е. предположение, относящееся к настоящему или будущему времени. На русский язык переводятся с глаголом в сослагательном наклонении с частицей *бы*. В английском языке в главном предложении употребляется глагол *should* или *would* с инфинитивом, а в условном придаточном предложении глагол-сказуемое употребляется в форме Past Simple.

Example: The driver *would stop* the train if he *saw* some obstacle on the track. – Водитель остановил бы поезд, если бы увидел препятствие на пути.

3) Для выражения нереального условия, относящегося к прошедшему времени, используются формы сослагательного наклонения III типа. В английском языке в главном предложении употребляется глагол *should* или *would* с перфектным инфинитивом, а в условном придаточном предложении глагол-сказуемое употребляется в форме *Past Perfect*.

Example: The engineer *would not have made* the mistake if he *had used* the correct formula. – Инженер не сделал бы ошибки, если бы он применил правильную формулу.

В условных предложениях II и III типа союзы *if*, *unless*, *provided that* могут быть опущены, если в придаточном предложении имеются глаголы *were*,

had, could, might или *should*. В данном случае имеет место инверсия (обратный порядок слов). При переводе на русский язык союз употребляется.

Examples: Had he attended all the lectures, he *would have passed* all the examinations. – Если бы он посещал все лекции, он бы сдал все экзамены.

Were the computer in order, we *would use* it for making calculations needed for our research. – Если бы вычислительная машина была исправна, мы использовали бы ее для вычислений, необходимых для наших исследований.

I. Translate the following sentences into Russian:

1. If cold milk is given to new-born calves, it will cause digestible troubles.
2. Unless there had been achievements in genetics, it would not be possible to improve cattle breeds.
3. Provided a farmer had raised sheep both for mutton and wool he would have increased the efficiency of his farm.
4. If the farmer used a purebred sire for breeding, he would improve his livestock.
5. If it had not been a large commercial farm, a farm manager wouldn't have negotiated on the discount for animals feeds.
6. Provided livestock records were organized in the table form, it would save time in preparing various financial statements.
7. Young piglets may gain rapidly and reach the market faster provided they are supplied with all necessary feeds.
8. If farmer were provided with the required information concerning feeds and farm implements, one could expect him to make proper management decisions.
9. If we had considered the data concerning the number of pigs and their weight, we should have calculated the expected income.

II. Translate the following sentences into Russian paying attention to the Conditional Sentences:

1. Unless there had been achievements in genetics, it would not be possible to improve cattle breeds.
2. If cold milk were given to new-born calves, it would cause digestive troubles.
3. The bull would be provided with better feeding if it were to be used for breeding.
4. If the plan were developed for one farm it would not be satisfactory for another.

5. Provided the manager did not consider all the facts, he would not be able to analyze and estimate his resources.

6. If a farmer had borrowed some additional money to buy new equipment the uses of the funds at a given periods during the year would have been recorded in a cash-flow statement.

7. Unless there were certain changes in crops and livestock it would not have been possible to increase agricultural productivity.

III. Set your imagination free and complete the sentences:

1. If I had a chance to work abroad, I ...
2. If I were invited to the international conference, I ...
3. If I were a very rich person, I ...
4. If I were a vegetarian, I ...
5. If I were a famous scientist, I ...
6. If I had a chance to visit any country, I ...
7. If I were appointed the farm manager, I ...