

**МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА
РОССИЙСКОЙ ФЕДЕРАЦИИ**

**Федеральное государственное бюджетное образовательное учреждение
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«Казанский государственный аграрный университет»**

Кафедра иностранных языков

**УЧЕБНО-МЕТОДИЧЕСКОЕ ПОСОБИЕ ПО
ДИСЦИПЛИНЕ «ИНОСТРАННЫЙ ЯЗЫК»
(бакалавриат агрономического факультета)**

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ШГ -46

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Данное учебное пособие по английскому языку предназначено для бакалавриата агрономического факультета.

Пособие состоит из 4 модулей. Каждый модуль состоит из основного текста и текстов для дополнительного чтения (Supplementary Reading).

Цель данного пособия – формирование умения читать и переводить оригинальную литературу и развитие навыков устной речи на английском языке в пределах пройденной тематики

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Предисловие

Данное учебное пособие по английскому языку предназначено для бакалавров агрономических специальностей по следующим направлениям подготовки:

110400. 62 – Агрономия. Профиль «Агробизнес»

110400. 62 – Агрономия. Профиль «Защита растений»

110400. 62 – Агрономия. Профиль «Селекция и семеноводство с/х растений»

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110900. 62 – Технология производства и переработки сельскохозяйственной продукции
Профиль «Технология производства и переработки с/х продукции»

Цель данного пособия – формирование умения читать и переводить оригинальную литературу и развитие навыков устной речи на английском языке по сельскохозяйственной тематике. Пособие состоит из 4 модулей. Каждый модуль состоит из основного текста и текстов для дополнительного чтения (Supplementary Reading). Каждый текст сопровождается упражнениями и текстами по специальности. тексты предназначены для чтения и перевода с английского языка со словарем и без словаря. Упражнения содержит вопросы по содержанию текста, лексические и грамматические задания. Грамматические упражнения чередуются с лексическими, что позволяет избежать монотонности на занятии. Поэтому преподавателю рекомендуется при планировании занятия придерживаться последовательности упражнений, предлагаемых пособием.

Задания блока грамматики соотносятся с тематикой раздела и способствуют активизации его лексической составляющей. Поскольку основой урока является текст, первоочередная задача – его прочтение, перевод с доскональным (полным) пониманием. Отбор грамматического материала обусловлен необходимостью изучения и активизации грамматических конструкций, характерных для научной литературы (Present/Past/Future Tenses, Passive Voice, Modal Verbs).

Перед каждым текстом даны лексические упражнения для облегчения работы с текстом. Поурочный словарь лексики содержит лексические единицы, подлежащие активному усвоению, которые затем неоднократно повторяются в упражнениях в последующих уроках с целью закрепления материала.

Упражнения на вопросы, обращённые к студенту, преследуют основные цели: проверки знания содержания текста, активизацию новых слов, усвоения отдельных деталей текста; проведение беседы по проблемам, затрагиваемым в тексте.

Дополнительные тексты помогут студентам расширить и закрепить полученные знания.

Пособие рассчитано на 72 часа (1 год обучения).

MODULE 1. An Introduction to Agriculture and Agronomy

AGRICULTURE

STARTING UP

Discuss this question.

- Что Вы знаете о сельском хозяйстве?

VOCABULARY

Read and translate these words and word combinations into Russian.

Economic, natural resources, protect, management, production, agronomy, entomology, pathology, microbiology, control, ornamental, narcotic, agricultural engineering, component, machinery, materials for industries, utilization, integration, production group.

READING

Essential vocabulary

allied – родственный, смежный

condiments – приправы, добавки

deterioration – ухудшение, износ

disease – болезнь

enhanced – увеличенный, повышенный

facilitate – способствовать

fibre – волокно, клетчатка

fodder – корм, кормовое растение

horticulture – садоводство

husbandry – хозяйство

livestock – скот

misuse – неправильно использовать

perennial – многолетний

prawn – креветка

raw – сырой

shrimp – мелкая креветка

timber – лесоматериал, древесный

tool – орудие, инструмент

yield - урожай

Agriculture means cultivation of land, producing crops and livestock for economic purposes. It studies field crops and their management, including soil management. The primary aim of agriculture is to protect land from deterioration and misuse to achieve high productivity.

Crop production – it deals with the production of various crops such as food crops, fodder crops, fibre crops, sugar, oil seeds, etc. It includes agronomy, soil science, entomology, pathology, microbiology, etc. The aim is to have better food production and how to control the diseases.

Horticulture – branch of agriculture which deals with the production of flowers, fruits, vegetables, ornamental plants, spices, condiments (includes narcotic crops – opium, etc., which has medicinal value) and drinks.

Agricultural Engineering – it aims to produce modified tools to facilitate proper animal husbandry and crop production tools, implements and machinery in animal production.

Forestry – it deals with production of perennial trees for supplying wood, timber, rubber, etc. and also raw materials for industries.

Animal Husbandry – it is common for both crops and animals.

Fishery Science – it is for marine fish and inland fish including shrimps and prawns and other types of seafood.

Home Science – it deals with application and utilization of agricultural produces in a better manner. When utilization is enhanced production is also enhanced.

On integration of all the seven branches, first three are grouped as for crop production group and next two for animal management and last two as allied agriculture branches.

COMPREHENSION

1. Are the following statements TRUE or FALSE?

- a) The only aim of agriculture is to protect land from deterioration and misuse. **TRUE / FALSE**
- b) The aim of crop production is to have better food production and to control the diseases. **TRUE / FALSE**
- c) Agricultural Engineering doesn't plan to modify tools. **TRUE / FALSE**
- d) Animal Husbandry is both for crops and animals. **TRUE / FALSE**
- e) There are seven branches of agriculture. **TRUE / FALSE**
- f)

Answer the questions.

- a) What is agriculture?
- b) Why does agriculture protect land?
- c) What branch of agriculture deals with production of flowers, fruits, vegetables?

- d) What does forestry deal with?
 e) When production is enhanced?

VOCABULARY

1. Match the words.

- | | |
|---------------|-------------|
| a) protection | 1) болезнь |
| b) crop | 2) дерево |
| c) disease | 3) защита |
| d) implement | 4) культура |
| e) animals | 5) орудие |
| f) tree | 6) животные |

2. Put the letters in the correct order to make nouns. The first letter is underlined.

Cugairleut agriculture

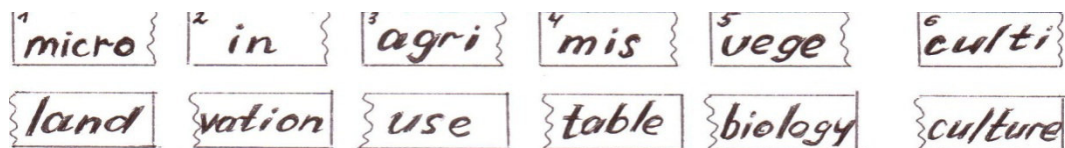
- a) deyli _____
 b) leifd _____
 c) lbegevetas _____
 d) narchbh _____
 e) nilama _____

WRITING

1. Find the following word combinations in the text and copy their English variants to your notebooks.

В то же время, производить обильно, различные культуры, кормовые культуры, важный компонент, многолетние деревья, сырой материал, семь отраслей, сельскохозяйственные отрасли.

1. Match the two halves to make words.



2. Complete the sentence with a word from Exercise 1.

- a) _____ means growing of crops.
 b) Fishery deals with marine and _____ fish.
 c) _____ is a part of Crop production branch.

- d) _____ is the process of cultivating.
- e) Agriculture tries to protect land from _____.
- f) _____ a plant or part of a plant used as food.

GRAMMAR

1. Write down questions to the underlined words.

- a) Agriculture studies field crops and their management.
- b) Agricultural Engineering is an important component for crop production and horticulture.
- c) Forestry deals with production of perennial trees.
- d) Home Science deals with application and utilization of agricultural produces in a better manner.
- e) Agriculture has seven main branches.

2. Find all sentences in Present Simple with the -s ending. Put down questions to these sentences. Make these sentences negative.

3. Look through the text again and find 5 nouns with the suffix “tion”. Write these nouns into the chart, make verbs from them.

noun	verb

4. Complete the text with the verbs and prepositions from the brackets.

Agriculture _____ crops and livestock ____ economic purposes. It _____ field crops and their management. Agriculture _____ seven main branches. Every branch ____ important for land protection and high productivity. Crop production branch _____ better food production and disease control. Horticulture _____ the production ____ flowers, fruit, vegetables, etc. Agricultural engineering _____ modified tools. Forestry _____ industries _____ wood, timber and raw materials. (deals with, supplies, studies, is, produces, for, produces, of, has, aims at, with).

SPEAKING

1. *Make questions about the Agriculture using the chart below. Answer these questions.*

What		agriculture produce modified tools?
Where	<i>do</i>	agriculture mean?
Why	<i>does</i>	farmers control diseases?
How		horticulture deal with?
		farmers use machinery?
		timber, wood and raw materials come from?

2. *Choose one or two branches of agriculture which you think are the most important. Explain your ideas. Check your ideas with your group.*

Supplementary reading

Text I. AGRONOMY

STARTING UP

Discuss these questions.

- Чем занимается агрономия? Какие, на Ваш взгляд, основные принципы агрономии?

VOCABULARY

Read and translate these words and word combinations into Russian.

Agronomy, agricultural, principles and practices, production and management, productivity, physiology and biochemistry, meteorology, ecology, basic principles, planning, programming, maximum utilization, factors of production, adapt, irrigation, drainage, erosion, mix, balance, correction, reactions, organic, farm, bio, material, irrigation, adequate, critical, pathogen, technologies.

READING

Essential vocabulary

application – применение, внесение

adverse – неблагоприятный, вредный

adaptable – адаптирующийся, легко приспосабливаемый

branch –отрасль

breeding – выведение, селекция

condition –условие, состояние

density – густота, плотность

environment – окружающая среда

fertility – плодородие, продуктивность

fertilizer – удобрение

manure – навоз, органическое удобрение

particular – отдельный, индивидуальный

scheduling – планирование сроков

tillage – подготовка почвы

The word agronomy has been derived from the two Greek words, ***agros*** and ***nomos*** which have the meaning of ***field*** and ***to manage***. Agronomy is “a branch of agricultural science which deals with principles and practices of field crop production and management of soil for higher productivity”. Agronomy has three main branches: Crop Science (plant breeding, crop physiology and biochemistry etc.), Soil Science (soil fertilizers, manures etc.), and Environmental Science (meteorology and crop ecology).

Basic Principles of agronomy are:

- Planning and programming for maximum utilization of land, labourer, capital and other factors of production;
- Choice of crop varieties adaptable to the particular agro-climate, land situation, soil fertility and season;
- Proper field management by tillage, preparing field channels for irrigation and drainage, checking soil erosion, levelling and adopting other suitable land improvement practices;
- Adoption of multiple cropping and also mixed or intercropping to ensure harvest even under adverse environmental conditions;
- Timely application of proper and balanced nutrients to the crop and improvement of soil fertility and productivity. Correction of ill-effects of soil reactions and conditions and increasing soil organic matter through the application of green manure, farm yard manure, organic wastes, bio fertilizers and profitable recycling of organic wastes;
- Choice of quality seed or seed material and maintenance of requisite plant density per unit area with healthy and uniform seedlings;
- Proper water management with respect to crop, soil and scheduling irrigation at critical stages of crop growth.

- Adoption of adequate and timely plant protection measures against weeds, insect-pests, pathogens;
- Adoption of suitable method and time of harvesting;
- Adoption of suitable post-harvest technologies.

COMPREHENSION

1. Are the following statements **TRUE** or **FALSE**?

- Agronomy has three main branches. **TRUE / FALSE**
- Agronomy deals with principles and practices of field crop production. **TRUE / FALSE**
- You can use nutrients at any time you want. **TRUE / FALSE**
- You don't need any post-harvest work. **TRUE / FALSE**
- Irrigation is very important for plant growth. **TRUE / FALSE**

2. Answer the questions.

- What is agronomy?
- What are the main branches of agronomy?
- What is important in choice of crop varieties?
- What is the difference between winter and spring cereals?
- What do people get from cereal grains?

3. Translate the following phrases into English (find them in the text).

Отрасль сельского хозяйства, высокая продуктивность, плодородие почвы, качественные семена, своевременное внесение, меры по защите растений.

VOCABULARY

1. Complete the table with the underlined words from the text (write them in the correct column).

noun	verb	adjective

2. Match the words.

- | | |
|----------------|---------------------|
| a) seed | 1) урожай |
| b) field | 2) окружающая среда |
| c) environment | 3) семя, зерно |
| d) irrigation | 4) навоз |
| e) manure | 5) поле |

f) harvest

6) полив

WRITING

1. Write down questions to the underlined words.

- a) Agronomy deals with field crop production and management of soil.
- b) Agronomy has three main branches.
- c) Intercropping is necessary to get harvest even under bad environmental conditions.
- d) Soil fertility and productivity depend on timely application of proper and balanced nutrients.
- e) Crops must be adaptable to the particular agro-climate.

GRAMMAR

1. Translate the words from the text using Gerund.

Планирование, программирование, приготовление, проверка, выравнивание, применение, увеличение, переработка, разработка графика.

2. Find sentences with these words in the text. Translate into Russian.

SPEAKING

Tell your friend what is interesting in agronomy. Tell about basic principles of agronomy, using Gerund.

Text II. AGRONOMIST

STARTING UP

Discuss this question.

- Что входит в обязанности агронома?

VOCABULARY

Read and translate these words and word combinations into Russian.

Agronomist, production, management, maximum production, minimum, economic methods, methods of minimizing energy, type, season, effective functioning, farm, effect of factors, climate, production technique, situation, cooperate and co-ordinate, disciplines of agriculture, cultivation, irrigate, stop, marketing, plan.

READING

Essential vocabulary

adjust – регулировать, приводить в порядок

apply – применять, вносить

appropriate – подходящий, соответствующий

content – содержание

cost – затраты, расходы

fibre – волокно, клетчатка

nutrient – питательное вещество

obtain – получать

select – отбирать, выбирать

take into account – учитывать, принимать во внимание

weed – сорняк

Agronomist is a scientist who studies the principles and practices of crop production and soil management for production of food for people and feed for their animals. Agronomist studies the problems of crop production and develops better ways of producing food, feed and fibre. Agronomist aims at obtaining maximum production at minimum cost. He thinks of developing efficient and economic field preparation methods, methods of minimizing energy, thinks of what type of crop in what season to choose and use, etc. Agronomist takes the responsibilities for the effective functioning of the farm in general.

Agronomist should take into account the effect of factors like soil, climate, and crop varieties and adjust production techniques suitably depending on the situation. Thus, the agronomist co-operates and co-ordinates with all the disciplines of agriculture. Developing efficient methods of cultivation he also has to identify various types of nutrients required by crops. If the method of cultivation varies the nutrient content also varies. The time and method of applying nutrients must also be taken into account. Agronomist must select a better weed management practice. Whether to irrigate continuously or stop in between and how much water should be irrigated also depends on agronomist. Agronomists are also developing the methods of harvesting, time for harvesting, etc. The harvest should be done in the appropriate time.

Decision-making in the farm management is also the duty of the agronomists. What type of crop to be produced, how much crop, including marketing should be planned? Decisions should be taken at appropriate time.

COMPREHENSION

1. Are the following statements TRUE or FALSE?

- a) Agronomist is a scientist who studies the principles of crop production.

TRUE / FALSE

- b) Agronomist aims at obtaining minimum production at maximum cost.

TRUE / FALSE

- c) The agronomist doesn't co-operate and co-ordinate with the disciplines of agriculture.

TRUE / FALSE

- d) The time of harvest is not important. **TRUE / FALSE**
e) Irrigation should be controlled by agronomist. **TRUE / FALSE**

2. Answer the questions.

- a) What does an agronomist study?
b) What is the most important aim of agronomists?
c) What factors should be taken into account?
d) What should be controlled during irrigation?
e) When is it important to harvest?

VOCABULARY

1. Match the words.

- | | |
|------------|----------------------|
| a) crop | 1) урожай |
| b) fibre | 2) почва |
| c) soil | 3) сельхоз. культура |
| d) weed | 4) клетчатка |
| e) harvest | 5) сорняк |

2. Translate these words and word combinations with the word "produce". Make up your own sentences with each of them.

Produce, production, producing, food producing, crop production, production of food, production techniques.

WRITING

1. Write down questions to the underlined words.

- a) Agronomist studies the problems of crops.
b) He thinks of developing efficient and economic field preparation methods.
c) Agronomist co-operates and co-ordinates with all the disciplines of agriculture.
d) Agronomist thinks of the time and method of applying nutrients.
e) Decision-making in the farm management is also the duty of the agronomists.

2. Find English equivalents from the text and copy them in your notebooks.

- a) Цель агрономов – получить максимальную продуктивность при минимальных затратах.
- b) Агроном отвечает за эффективную работу хозяйства в целом.
- c) Время и методы внесения удобрений должны также учитываться.
- d) Уборка урожая должна проводиться во время.
- e) Агроном выбирает лучшие способы борьбы с сорняками.

GRAMMAR

1. Find all sentences with Modal Verbs. Translate them.

2. Change these sentences with Modal Verbs from Passive Voice into Active Voice. Translate into Russian.

- a) The time and method of applying nutrients must be taken into account.
- b) Decisions should be taken at appropriate time.
- c) A better weed management practice must be selected.
- d) The harvest should be done in the appropriate time.
- e) Many important measures must be taken by agronomists.

SPEAKING

Tell about duties and responsibilities of an agronomist using the key words given below and Modal Verbs where it is necessary:

Scientist, responsibilities, take into account, aim at, nutrients, weed management, harvesting.

Text III. AGRICULTURE IN GREAT BRITAIN

STARTING UP

Discuss this question.

- Что Вы знаете о сельском хозяйстве в Великобритании?

VOCABULARY

Read and translate these words and word combinations into Russian.

Natural resource, proportion, climate, farm, mechanize, area, principal, production, import, distance.

READING

Essential vocabulary

acreage – площадь земли в акрах

because of – из-за

cane sugar – тростниковый сахар

conducive – благоприятный

county – графство

fertile – плодородный

grain crop – зерновая культура

holding – участок земли

livestock – домашний скот

majority – большинство

widespread – широкораспространенный

yield – урожайность

The physical environment and natural resources of England are more favorable to agricultural development. A greater proportion of the land consists of lowlands with good soils where the climate is conducive to crop growing. The majority of English farms are small, most holdings are less than 250 acres (100 hectares); nonetheless, they are highly mechanized.

Wheat, the chief grain crop, is grown in the drier, sunnier counties of eastern and southern England, where new, stronger varieties have become increasingly widespread and its average yields have risen significantly.

Barley is grown mainly for livestock feeding. The acreage under oats is gradually declining. Corn (maize) and rye are also grown. Principal potato-growing areas are the fenlands of Norfolk, Cambridgeshire and Lincolnshire.

Sugar-beet production depends on government subsidy because of competition from imported cane sugar. In recent years acreage and yield of rape have increased.

The growing of vegetables, fruit and flowers is often done in greenhouses and is found within easy trucking distance.

The fertile soil of Kent has always been conducive to fruit growing. The county Kent is a major supplier of fruits and vegetables (apples, pears, cabbage, cauliflower, etc.). Hereford and Worcester are noted for their plums while Somerset and Devon specialize in apples.

The agriculture of England is primarily concerned with livestock husbandry and with milk production.

COMPREHENSION

1. Are the following statements **TRUE** or **FALSE**?

- a) The majority of English farms are large. **TRUE / FALSE**
- b) In recent years acreage and yield of rape have decreased. **TRUE / FALSE**
- c) The county of Kent is a major supplier of crops (wheat, corn, barley). **TRUE / FALSE**
- d) Main potato-growing areas are the fenlands of Norfolk, Cambridgeshire and Lincolnshire. **TRUE / FALSE**

2. Answer the questions.

- a) Where is wheat grown?
- b) What is barley grown mainly for?
- c) Where is the growing of vegetables, fruit and flowers done?
- d) When cultivation was first established?
- e) What kind of soil has always been conducive in Kent?

WRITING

1. Write down questions to the underlined words.

- a) In recent years acreage and yield of sugar-beet have increased
- b) Sugar-beet production depends on government subsidy.
- c) The county Kent a major supplier of fruits and vegetables.
- d) Hereford and Worcester are noted for their plums.
- e) Corn and rye are also grown.

2. Find the following word combinations in the text and copy their English variants to your notebooks:

- a) На большей части территории преобладают низменности с хорошими почвами, а климат благоприятен для выращивания сельскохозяйственных культур.
- b) Ячмень выращивается главным образом для корма крупного рогатого скота.
- c) Также выращивается кукуруза и рожь.
- d) В последние годы выросли посевы и урожай рапса.
- e) Графство Кент основной поставщик фруктов и овощей.

SPEAKING

Tell your friend about Agriculture in Great Britain.

MODULE 2. Soil Studies

THE SOIL

STARTING UP

Discuss this question.

- Что вы знаете о почве?

VOCABULARY

1. *Read and translate these words and word combinations into Russian.*

Substance, process, physical, chemical, farming system, erosion, organism, character, nature, cycle, microorganism.

2. *Complete the chart below. Translate.*

Noun	Verb	Adjective
protection		protective
	convert	
		convertible
import, importance		important
character, characteristics	characterize	
	produce	productive, productional
foundation		foundational
	improve	improvable
recognition	recognize	

READING

Essential vocabulary

coarse-grained sandstone – крупнозернистый песчаник

environment – окружающая среда

legumes – бобовые

parent material – материнская порода

stratum of shale – пласт глинистого сланца

substance – вещество

thrive – процветать

weathering – выветривание

Soil is an incredibly complex substance. It is produced from rock by the process of weathering and by activities of plants, animals and man. Soil has physical and chemical properties that allow it to sustain living organisms – not just plant roots and earthworms but hundreds of different insects, wormlike creatures and microorganisms. When these organisms are in balance, soil cycles nutrients efficiently, stores water, drains the excess and maintains an environment in which plants can thrive.

To recognize that a soil can be healthy, one has only to think of the soil as a living entity. Soil can breathe, transport nutrients. It can interact with its environment and even purify itself and grow over time.

Cover crops play a vital role in ensuring that soil provides a strong foundation for a farming system. Cover crops improve soil in a number of ways. Protection against soil loss from erosion is the most obvious benefit of cover crops. Cover crops contribute to overall soil health by catching nutrients before they can leach out of the soil profile or in the case of legumes, by adding nitrogen to the soil. Their roots can even unlock some nutrients, converting them to more available forms. Cover crops provide habitat or a food source for some important organisms, break up compacted layers in the soil and help to dry out wet soils.

The general character of a soil depends on the nature of parent material. Thus coarse-grained sandstone will generally produce a sandy soil, and a stratum of shale a “heavy soil”.

COMPREHENSION

1. Are the following statements TRUE or FALSE?

- a) Soil has only chemical properties. **TRUE / FALSE**
- b) Soil can't breathe, transport and transform nutrients. **TRUE / FALSE**
- c) Cover crops play a very important role in ensuring that soil provides strong foundation for a farming system. **TRUE / FALSE**
- d) Cover crops worsen soil in a number of ways. **TRUE / FALSE**
- e) Protection against soil loss from erosion is the least obvious benefit of cover crops. **TRUE / FALSE**

2. Answer the questions.

- a) What is soil produced from?
- b) What kind of properties does soil have?
- c) When does soil cycle nutrients efficiently?

- d) What can soil do?
- e) Do cover crops improve soil in a number of ways?

VOCABULARY

1. Put the letters in the correct order to make nouns. The first letter is underlined.

- a) ntasubesc _____ 5. liso _____
- b) rivmontnnenn _____ 6. tabahit _____
- c) ruterace _____ 7. toro _____
- d) minsgaor _____ 8. ecylc _____

WRITING

1. Fill in the blanks with the right words.

Obvious, grow, source, transform, properties.

- a) Soil has physical and chemical
- b) Soil can breathe, transport and ... nutrients.
- c) Protection is the most ... benefit of cover crop.
- d) Soil can purify itself and ... over time.
- e) Cover crops provide a food ... for some important organisms.

2. Write down questions to the underlined words:

- a) Soil is an incredibly complex substance.
- b) Cover crops play a vital role in ensuring that soil provides a strong foundation for a farming system.
- c) Crops provide habitat or a food source for some important organisms.
- d) The general character of a soil depends on the nature of parent material.
- e) A coarse-grained sandstone will generally produce a sandy soil, and a stratum of shale soil.

3. Find the following word combinations in the text and copy their English variants to your notebooks:

- a) Почва имеет физические и химические свойства.
- b) Почва может дышать, переносить и транспортировать питательные вещества.
- c) Она может взаимодействовать с ее окружающей средой.
- d) Характер почвы зависит от природы материнской породы.
- e) Крупнозернистый песчаник будет вырабатывать песчаную почву.

GRAMMAR

1. *Form the nouns from the following verbs.*

Transport, transform, interact, produce, purify, contribute, add, provide.

2. *Translate the phrases using Participle I or Participle II from the text.*

Добавляя азот, превращая их в формы, система земледелия, живые организмы, плотно уложенные слои, зернистый песчаник.

3. *Make up sentences paying attention to the word order.*

- a) help, soils, crops, dry out, Cover, wet.
- b) its, can, environment, interact, Soil, with.
- c) plants, in, Soil, an environment, can, maintains, thrive, which.
- d) rock, by, produced, weathering, Soil, from, is, the process, of.
- e) are, nutrients, When, cycles, these, in, efficiently, balance, organisms, soil.

4. *Put the following sentences in the Passive Voice.*

- a) Cover crops play a vital role in a farming system.
- b) Cover crops improve soil in a number of ways.
- c) Soil cycles nutrients efficiently for some important organisms.

5. *Fill in the gaps with the correct forms of the adjectives.*

- a) ____ – ____ – the greatest.
- b) ____ – smaller – ____.
- c) wet – ____ – ____.
- d) ____ – newer – ____.
- e) ____ – ____ – the best.
- f) ____ – more attractive – ____.

6. *Select a word that will correctly complete the sentences.*

- a) Crops growing on this soil will have ____ difficulty penetrating the subsoil with their roots.
 - great
 - greater
 - the greatest
- b) ____ substances may be formed when bonds between atoms and ions are formed.

- new
- newer
- the newest

c) For similar minerals, _____ participles will dissolve fast.

- smaller
- more small
- more smaller

d) How minerals nutrients are transformed and bound in soil leads to _____ fertilization.

- gooder
- better

7. *Look through the text and find sentences with Participle I. Define its functions.*

8. *Find all sentences in Present Simple with the -s ending. Put down questions to these sentences. Make the sentences negative.*

SPEAKING

Your friend knows nothing about the soil. Give her/him general information. Information below may help you.

Почва - это смесь минерального вещества, органического вещества и живых организмов. Почва – это продукт окружающей среды. Почва иногда развивается очень медленно в сухих районах пустыни и более быстро – во влажных тропических районах. Многочисленные бактерии, грибки, черви, насекомые, маленькие грызуны и млекопитающие населяют почву. Многие из этих организмов помогают поддерживать плодородие почвы.

Supplementary reading

Text IV. SOIL FLORA

STARTING UP

Discuss these questions.

- Что такое «флора»? Что Вы знаете о почвенной флоре?

VOCABULARY

Read and translate these words and word combinations into Russian.

Group, organism, portion, mass, material, organic, microorganism, mineral, proportion of organisms, bacteria, proportion, aeration, chemical products, microbial reaction, aggregates, erosion, microbes, tuberculosis.

READING

Essential vocabulary

actinomycetes – актиномицеты (микроорганизмы, грамположительные бактерии)

algae – водоросли

anthrax – сибирская язва

beneficial – благоприятный

bind – соединять, связывать

decompose – расщеплять, разлагать

dissolve – растворять

enhance – увеличивать, повышать

environment – окружающая среда

feet (foot) – фут (0, 305 м)

fungi – грибки

leprosy – проказа (болезнь)

particle – частица

residues – остатки

resist – сопротивляться, противостоять

root – корень

vegetation – растительность

This group is broken down into *Macro*-, *Meso*- and *Micro*- divisions, based on the size of the organism. The most important members of soil *macro flora* group are the living plants or more importantly below-ground portion or the roots. We often forget about plants' underground root mass, but they are equal or exceed the amount of material that we see above ground. The roots of certain grasses can grow to depth of ten feet or more and trees can extend their roots to several hundred feet.

Roots create a rich environment for the growth of microorganisms. The activity of the microorganisms fixes nitrogen from the soil air, dissolves soil minerals and decomposes organic matter to enhance the ability of roots to pick up essential nutrients.

There are few organisms that can be put into the *meso flora* group so majority represents the *micro flora* including the microorganisms – fungi, bacteria, actinomycetes and algae. The exact proportion of

these organisms depends on soil conditions (available moisture, chemical conditions, aeration, organic matter, etc.) and type of plant present.

Microorganisms are very important for the soil. They decompose plant and animal residues; synthesize humus, cycle nutrients such as carbon and nitrogen. The chemical by-products of microbial reactions bind together soil particles into stable aggregates that resist erosion.

Not all microorganisms are beneficial. Some organisms are harmful to plants and humans. Did you know that some of the most deadly bacteria such as microbes responsible for tuberculosis, anthrax, leprosy come from soil?

COMPREHENSION

1. Are the following statements TRUE or FALSE?

- a) Underground root mass is not important for plant growth. **TRUE / FALSE**
- b) Mesoflora is a small group of organisms. **TRUE / FALSE**
- c) The microflora consists of microorganisms. **TRUE / FALSE**
- d) Microorganisms supply plants with oxygen and carbon. **TRUE / FALSE**
- e) All microorganisms are beneficial. **TRUE / FALSE**

2. Answer the questions.

- a) What groups does soil flora have?
- b) How long can some roots be?
- c) Where do microorganisms live?
- d) What is the importance of microorganisms?
- e) What harmful organisms can come from the soil?

3. Translate the following phrases into English (find them in the text).

Размер организма, подземная часть, над землей, определенные злаки, богатая среда, необходимые питательные вещества, состояние почвы, связывать вместе, смертельная бактерия.

VOCABULARY

1. Fill in the gaps using the words given in brackets:

- a) Soil flora is broken down into 3 divisions, based on the _____ of the organism.
- b) _____ create a rich environment for the growth of microorganisms.
- c) _____ includes fungi, bacteria, actinomycetes and algae.
- d) Microorganisms decompose plant and animal _____.
- e) Some microorganisms are _____ to plants and humans.

(residues, harmful, size, roots, micro flora)

2. Match the words.

- | | |
|----------------|-------------|
| a) root | 1) дерево |
| b) nitrogen | 2) богатый |
| c) tree | 3) азот |
| d) rich | 4) среда |
| e) animal | 5) корень |
| f) environment | 6) животное |

WRITING

Match the adjectives with the nouns (according to the text). Then use these word combinations to make your own sentences. Write these sentences in your copybooks.

- | | |
|-----------|-------------|
| important | mass |
| rich | condition |
| soil | member |
| root | matter |
| organic | environment |

GRAMMAR

1. Find the nouns with the articles *a/ an, and the* in the text. Circle the nouns with no articles.

2. Complete these sentences with *a/ an, and the* or no article (X).

- a) ____ roots of certain grasses can grow very deep.
- b) _____ chemical fertilizer is produced synthetically from inorganic materials.
- c) ____ nitrogen is an essential component for plants to manufacture new cells.
- d) ____ vegetables are generally grown on mineral or organic soils.
- e) ____ soil is a three phase system.

SPEAKING

Tell about Soil Flora using the key words given below.

Three main divisions, macro flora group, underground root mass, roots, micro flora group, microorganisms, harmful microorganisms.

Text V. SOIL FAUNA

STARTING UP

Discuss these questions.

- Что такое «фауна»? Что Вы знаете о почвенной фауне?

VOCABULARY

Read and translate these words and word combinations into Russian.

Component, system of classification, bacteria, evolution, organism, group, *Macro* organism, diameter, *Meso* organism, *Micro* organism, normally, microscope, physical and chemical reactions, structure, organic, farmer, production, parasitic, effect.

READING

Essential vocabulary

algae – водоросли

annelida – кольчатые черви

arthropods – членистоногие

beneficial – благоприятный

collembolan- ногохвостка

devastate – опустошать, истреблять

mite – клещ

nematoda – круглые черви

protozoa – простейшие

rotifer – коловратка

slug – моллюск

snail – улитка

vertebrate – позвоночное

worm – червь

The study of living components of soils is called *Soil Biology*. The five kingdom system of classification is in wide use: Animalia (animals), Fungi (mushrooms), Plantae (plants), Protista (simple algae, protozoa) and Monera (bacteria and blue-green algae). Many scientists, however, feel that this system of classification does not fully represent evolutionary patterns. We will take a simple approach to study soil organisms, dividing them into two groups: Animals (*fauna*) and Plants (*flora*).

These groups are broken down into *Macro*-, *Meso*- and *Micro*- divisions, based on the size of the organism. *Macro* organisms are considered to be larger than 2 mm in diameter. *Meso* organisms are

between 2 mm and 0.2 mm in diameter. *Micro* organisms are less than 0.2 mm in diameter and we normally need microscope to observe them.

Many soil organisms are beneficial and take part in many physical and chemical reactions (improving soil structure, breaking down organic matter, etc.). Others, such as the tiny nematode, a worm, less than 0.1 mm long, can cause farmers billions of dollars every year in lost production.

Important soil *macro fauna* include:

1. Vertebrates – gophers, mice, ground squirrels.
2. Arthropods – insects.
3. Annelida – worms.
4. Mollusca – slugs and snails.

Important soil *meso fauna* include:

1. Arthropods – mites, collembolan.
2. Annelida – earthworms.

Soil *micro fauna* include:

1. Nematoda – mites, collembolan (spring tans).
2. Rotifera – rotifers.
3. Protozoa – amoeba.

Unfortunately a large number of these micro fauna are parasitic and can cause devastating effect on crop yields.

COMPREHENSION

1. Are the following statements *TRUE* or *FALSE*?

- a) All scientists like the five kingdom system of classification. **TRUE / FALSE**
- b) Living components are broken into 3 divisions based on the size of the organism. **TRUE / FALSE**
- c) We normally need microscope to observe *meso* organisms. **TRUE / FALSE**
- d) All soil organisms are beneficial and take part in many physical and chemical reactions. **TRUE / FALSE**
- e) A large number of microfauna is parasitic and can cause devastating effect on crop yields. **TRUE / FALSE**

2. Answer the questions.

- a) How many kingdoms of living components are there?
- b) Why don't many scientists like this classification?
- c) What diameter are organisms of this or that division?

- d) What do beneficial soil organisms do?
- e) What harmful micro fauna can you name?

3. Find English equivalents from the text.

- a) Способность почвы пополнять и поддерживать определенное количество питательных веществ, необходимых для роста растений, называется плодородием почвы.
- b) Дефицит питательных веществ может быть скорректирован добавлением химических или органических удобрений.
- c) Макроэлементы требуются растениям в больших количествах.
- d) В некоторых почвах с дефицитом азота и фосфора требуется ежегодное внесение этих удобрений.
- e) Потери бывают в грунтовые воды через вымывание, и в атмосферу через испарение.

VOCABULARY

1. Fill in the gaps using the words given in brackets.

- a) A _____ needs at least 17 elements to grow and reproduce.
- b) Macronutrients are _____ required by plant in large amounts.
- c) _____ under intensive crop or animal production lose nutrients.
- d) Nitrogen and phosphorus should be added every _____.
- e) Chemical or organic _____ must be applied in a careful and timely manner.
(year, plant, fertilizers, nutrients, soils)

2. Match the words.

- | | |
|---------------|---------------|
| a) amount | 1) урожай |
| b) yield | 2) плодородие |
| c) annual | 3) удобрение |
| d) fertilizer | 4) ежегодный |
| e) addition | 5) количество |
| f) fertility | 6) добавление |

WRITING

Look through the text again and find all sentences with the singular form of the verb TO BE. Copy them to your notebook.

GRAMMAR

1. *Look at the sentences you have written in your copybook. Which of them are in the Active Voice? Which of them are in the Passive Voice?*
2. *Order the words to make sentences. Write them out in your copybook. The first word of the sentence is underlined.*
 - a) Is / every / group / broken / three/ into / divisions.
 - b) Macro / diameter/ than / larger/ are/ in / organisms / 2 mm.
 - c) To observe / organisms / microscope / is / micro / needed.
 - d) A / micro / number / of / parasitic / these / large / fauna / are.

SPEAKING

Tell about “Soil Fauna” using the key words in the given order.

Soil Biology ...

Macro / Meso / Micro organisms ...

Beneficial organisms ...

Parasitic organisms ...

MODULE 3. Cereals

CEREALS

STARTING UP

Discuss these questions.

- Что Вы знаете о злаках? Какие злаки выращивают в Вашем регионе?

VOCABULARY

Read and translate these words and word combinations into Russian.

Cultivate, type, climate, cultivation system, season, climate, system, irrigation, calorie, protein, diet.

READING

Essential vocabulary

annual – однолетний, годовой

cereal – хлебный злак, зерновой

edible - съедобный

fiber – волокно, клетчатка

harvest – убирать урожай

mature – зрелый, зреть

optional – выборочный, необязательный

protein - белок

quantity – количество, размер

similar – похожий, подобный

starch - крахмал

temperate - умеренный

variety – разнообразие, вид

vernalization - яровизация

yield – урожай, давать урожай

The cereals are crop plants which belong to the grass family (Gramineae). Cereals are mostly cultivated for their edible seeds. Cereals are grown in greater quantities than any other type of crop because they are the most important source of food for a man and domestic animals. Wheat, rice, maize, millet, sorghum, rye, oat and barley are more important than any other crop.

The cultivation of all cereal crops is similar. All cereals are annual plants: one planting yields one harvest. Wheat, rye, oat and barley are cool-season cereals. They are generally grown in the temperate climates.

There are winter and spring varieties of cereal crops. Winter varieties are sown in autumn and they mature in late spring or early summer. This cultivation system makes optional use of water and frees the land for another crop. Spring cereals are planted in early springtime and mature late the same summer without vernalization. Spring cereals need more irrigation and give less harvest than winter cereals.

Cereal grains supply most of their calories as starch. They are also a source of protein. Whole grains are good source of dietary fiber.

COMPREHENSION

1. Are the following statements TRUE or FALSE?

- a) There is no protein in cereal grains. **TRUE / FALSE**
- b) All cereal crops give one harvest. **TRUE / FALSE**
- c) There are only winter varieties of cereal crops. **TRUE / FALSE**
- d) There are only two important cereal crops. **TRUE / FALSE**

- e) Winter cereals need more irrigation. **TRUE / FALSE**

2. Answer the questions.

- a) Why are cereal grains grown in great quantities?
- b) What are the most important cereal crops?
- c) What crops are cool-season cereals?
- d) What is the difference between winter and spring cereals?
- e) What do people get from cereal grains?

VOCABULARY

1. Match the words.

- | | |
|--------------|----------------|
| a) seed | 1) урожай |
| b) animal | 2) умеренный |
| c) annual | 3) семя, зерно |
| d) spring | 4) однолетний |
| e) temperate | 5) весна |
| f) harvest | 6) животное |

2. Put the letters in the correct order to make nouns. The first letter is underlined.

- relace cereal
- a) rceos _____
 - b) milaan _____
 - c) vsehtar _____
 - d) rewta _____
 - e) mserum _____

WRITING

1. Find English equivalents from the text and copy them to your notebook.

- a) Зерновые культуры выращивают в больших количествах, чем любые другие культуры.
- b) Один посев дает один урожай.
- c) Существуют озимые и яровые виды культур.
- d) Яровые культуры нуждаются в большем поливе и дают меньше урожая, чем озимые.

2. Make questions to the underlined words using the question word given below. Write down questions in your notebooks.

- a) Cereals are grown in great quantities because they are

the most important source of food.

How much?

b) One planting of cereals yields one harvest.

When?

c) Cereal crops are grown in the temperate climates.

Why?

d) There are winter or spring varieties of cereal crops.

Where?

e) Spring cereals are planted in early springtime.

What?

GRAMMAR

1. *Look through the text again and find five sentences in the Passive Voice. Make negative forms of these sentences and copy them to your notebook. Change these sentences from Passive Voice into Active Voice.*

2. *Complete the chart below using the comparative and superlative forms of the adjectives.*

many		
		the best
	more expensive	
		the coldest
	less	

3. *Look through the text again and find the (4) comparative and (2) superlative forms of the adjectives in the text.*

4. *Make the underlined adjectives from the text comparative and superlative.*

SPEAKING

Put the sentences below in correct order according to their place in the text. Use this plan to retell the text.

- a) The most important cereals
- b) Spring and winter cereals
- c) Grass family
- d) The use of cereal grains

Supplementary reading

Text I. WHEAT

STARTING UP

Discuss these questions.

- Что Вы знаете о пшенице? Для чего выращивают пшеницу в Вашем регионе?

VOCABULARY

Read and translate these words and word combinations into Russian.

Cultivation, production, industry, million tons, embryo, contact, cultivate, material, forage, construction, vitamins, minerals, protein, vegetation.

READING

Essential vocabulary

ample store – обильный запас

ability – способность

cereals – злаковые

facilitate – облегчать

protein – белок

starchy – крахмалистый

variety – разновидность

vegetation – растительность

yield – урожай

Wheat (*Triticum* spp.) is a cereal grain, originated in the Middle East and Ethiopian Highlands. It is one of the first cereals which were domesticated and the ability of wheat to self-pollinate greatly facilitated the selection of many domesticated varieties. The archeological record suggests that this first occurred in the region known as the Nile Delta.

Cultivation of wheat began to spread after 8000 B.C. The early Egyptians were developers of bread and the use of the oven. They developed baking into one of the first large-scale food production industries.

Now wheat is cultivated all over the world. In 2007 world production of wheat was 607 million tons, making it the third most produced cereal after maize (784 million tons) and rice (651 million tons). In 2009 world production of wheat was 682 million tons.

Each grain of wheat consists of an embryo plant in close contact with an ample store of starchy and nitrogenous food material.

Wheat was one of the first crops that could be easily cultivated on a large scale.

Wheat is planted to a limited extent as a forage crop for livestock and its straw can be used as a construction for roofing thatch. The whole grain is a concentrated source of vitamins, minerals and protein, while the refined grain is mostly starch. Perfect crops of wheat can be grown on heavy loams and clays. When wheat is grown on peaty soils the quality is usually poor while the vegetation is luxuriant and the yield of straw is large.

COMPREHENSION

1. Are the following statements TRUE or FALSE?

- a) Wheat was originated in the Middle East. **TRUE / FALSE**
- b) Cultivation of wheat began to spread before 8000 B.C. **TRUE / FALSE**
- c) In 2009 world production of wheat was 607 million tons. **TRUE / FALSE**
- d) Wheat was one of the first crops that could be cultivated on small scale. **TRUE / FALSE**
- e) Wheat contains a concentrated source of vitamins. **TRUE / FALSE**

2. Answer the questions.

- a) When did cultivation of wheat begin?
- b) Where is wheat cultivated now?
- c) How much wheat was produced in 2007?
- d) Who were the first developers of bread?
- e) Where was wheat originated?

GRAMMAR

Find 5 sentences in the Passive Voice. Make negative forms of these sentences. Rewrite them as questions.

VOCABULARY

1. Match the words with their definitions.

wheat	any of a class of nitrogenous organic compounds that consist of large molecules composed of one or more long chains of amino acids and are an essential part of all living organisms, esp. as structural components of body
-------	---

	tissues such as muscle, hair, collagen, etc., and as enzymes and antibodies
rice	any of a group of organic compounds that are essential for normal growth and nutrition and are required in small quantities in the diet because they cannot be synthesized by the body
vitamin	an odorless tasteless white substance occurring widely in plant tissue and obtained chiefly from cereals and potatoes. It is a polysaccharide that functions as a carbohydrate store and is an important constituent of the human diet
minerals	a cereal plant that is the most important kind grown in temperate countries, the grain of which is ground to make flour for bread, pasta, pastry, etc.
protein	the action or fact of carefully choosing someone or something as being the best or most suitable
starch	a solid inorganic substance of natural occurrence
selection	the action of making or manufacturing from components or raw materials, or the process of being so manufactured
production	a swamp grass that is widely cultivated as a source of food, esp. in Asia

2. *Match the words.*

- | | |
|---------------|------------------|
| a) grain | 1) отбор |
| b) variety | 2) производство |
| c) production | 3) развитый |
| d) selection | 4) зерно |
| e) starch | 5) разновидность |
| f) developed | 6) крахмал |

WRITING

1. *Write down questions to the underlined words.*

- The archeological record suggests that this first occurred in the region known as the Nile Delta.
- In 2009 world production of wheat was 682 million tons.
- Wheat was one of the first crops.
- Wheat is planted as a forage crop for livestock.

- e) The ability of wheat to self-pollinate greatly facilitated the selection of many domesticated varieties.

Text II. RYE

STARTING UP

Discuss these questions.

- Что Вы знаете о ржи? Для чего выращивают рожь в Вашем регионе?

VOCABULARY

Read and translate these words into Russian.

Condition, cultivation, forage, August, special.

READING

Essential vocabulary

drought – засуха

dry – сушить

high-quality – высококачественный

resistant – устойчивый

take place – происходить

therefore – поэтому

thrive – процветать

Rye is a drought resistant plant which thrives under a great variety of conditions; it is very resistant to acid conditions. When rye is grown for grain on good soil it is usually less profitable than other cereals, and its cultivation is therefore confined to districts of poor, light land that produce inferior wheat and oats. It also succeeds on peaty soil and on the poorer sorts of black fen. Rye does best on good loams, which however, yields more profit under other crops. Rye is considerably more winter-hardy than wheat. When rye is grown on good land it is mostly cultivated for forage purposes.

The seedbed is prepared for wheat, and the grain may either be broadcast or drilled in the usual way. Seeding should take place from two to three weeks before wheat sowing begins.

Cutting takes place at the beginning of August. When high-quality rye straw is required for special purposes it may be cut before the ear has filled then dried and used.

In Britain rye is cultivated as a forage crop, but more largely for its grain and straw.

COMPREHENSION

1. Are the following statements **TRUE** or **FALSE**?

- a) Rye isn't a drought resistant crop. **TRUE / FALSE**
- b) When rye is grown for grain on bad soil it is less profitable than other cereals. **TRUE / FALSE**
- c) Rye is less winter hardy than wheat. **TRUE / FALSE**
- d) Cutting takes place at the end of August. **TRUE / FALSE**
- e) In Britain rye is cultivated for its grain and straw. **TRUE / FALSE**

2. Answer the questions.

- a) What kind of plant is rye?
- b) What is rye cultivated for?
- c) How may the grain be drilled?
- d) When should seeding take place?
- e) When may high quality rye straw be cut?

WRITING

1. Write down questions to the underlined words.

- a) Rye thrives under a great variety of conditions.
- b) When rye is grown for grain on good soil it is usually less profitable than other cereals.
- c) It also succeeds on peaty soils.
- d) Cutting takes place at the beginning of August.
- e) In Britain rye is cultivated as a forage crop.

VOCABULARY

1. Match the words with the definitions.

soil	a fertile soil of clay and sand containing humus
cultivation	a cereal plant that is the most important kind grown in temperate countries, the grain of which is ground to make flour for bread, pasta, pastry, etc.
oats	the upper layer of earth in which plants grow, a black or dark brown material typically consisting of a mixture of organic remains, clay, and rock particles
loam	harvest (plants or their produce) from a particular area
fen	a wheat- like cereal plant that tolerates poor soils and low temperatures
crop	a cereal plant cultivated chiefly in cool climates and widely used for

	animal feed as well as human consumption
rye	produce (a hole) in something by or as if by boring with a drill
wheat	the action of cultivating land, or the state of being cultivated
drill	a low and marshy or frequently flooded area of land

2. Put the letter in the correct order to make nouns. The first letter is underlined.

1. tovintulica _____
2. risditct _____
3. kaclb _____
4. frotip _____
5. grafoe _____
6. cardobtas _____
7. wrtas _____
8. persupo _____

GRAMMAR

1. Change Active Voice into Passive Voice.

to thrive

to produce

to cut

to succeed

to do

2. Change Passive Voice into Active Voice.

is grown

is confined

is cultivated

is required

is prepared

3. Change these sentences from Passive Voice into Active Voice.

- a) Rye is grown for grain on good soil.
- b) Rye is cultivated for forage purposes.
- c) The seedbed is prepared for wheat.
- d) The grain is drilled in the usual way.

Text III. OATS

STARTING UP

Discuss this question.

- Выращивают ли овес в Вашем регионе?

VOCABULARY

Read and translate these words and word combinations into Russian.

Condition, climate, temperature, minimum, October, July, February, April, August, September, normally, extreme, start.

READING

Essential vocabulary

ample – обильный, достаточный

district – район, участок

dormant – находиться в состоянии покоя

dull – пасмурный, неясный

encourage - способствовать

grain – зерно, хлебный злак

legume – бобовое растение

manure – удобрение, навоз; удобрять

nitrogen – азот

oat - овёс

poor – бедный, слабый

reduce – понижать, уменьшать

ripen- зреть, созревать

soil - почва

straw - солома

substantial – существенный, значительный

The oat is grown in every country and under different conditions of soil and climate. It is the **best** of the cereals for growing on poor soil, in dull rainy districts, and where the summer temperature is rather low. Oats need a minimum of sunshine to ripen. Very high rainfall encourages the development of straw rather than grain. **Lower** rainfall and **better** soil give more and **better** grain but **less** straw.

The oat is an annual plant. Winter varieties are normally sown in October and are usually ripe for harvest before the end of July. The spring varieties are sown from late February to the middle of April

and ripen from early August to late September, or in late October in the extreme north. Oats are sown in the spring as soon as the soil can be worked. **Earlier** start gives **better** yield because oats will go dormant during the summer heat.

Oats get substantial amounts of nitrogen from the soil. Nitrogen is **the most important** nutrient for plant height, straw quality and yield. When the prior year crop was a legume, or where ample manure is applied, nitrogen rates can be reduced. On good soils that are in high conditions, oats can be grown without the application of any manure.

Oats are used for food for people, and also as fodder for animals, especially horses and poultry. Oat straw is used as animal bedding and also sometimes used as animal feed.

COMPREHENSION

1. Are the following statements TRUE or FALSE?

- a) Very high rainfall encourages the development of straw rather than grain. **TRUE / FALSE**
- b) Oats need much sunshine to ripen. **TRUE / FALSE**
- c) Oats don't need any manure. **TRUE / FALSE**
- d) Oats need good conditions to grow. **TRUE / FALSE**
- e) Oats are sown only in the spring. **TRUE / FALSE**

2. Answer the questions.

- a) What conditions are necessary for the growth of oats?
- b) When is there less straw but much grain?
- c) When can oats be planted?
- d) Why is early start important to good yield?
- e) When can nitrogen rates be reduced?

3. Find English equivalents from the text.

- a) Чтобы созреть, овёс нуждается в малом количестве солнечного света.
- b) Ранний посев очень важен для хорошего урожая.
- c) Овёс получает значительное количество азота из почвы.
- d) Достаточное количество азота необходимо для роста культуры, качества соломы и урожая.
- e) Если почва в хорошем состоянии, овёс можно выращивать без внесения удобрений.

VOCABULARY

1. Fill in the gaps using the words given in brackets.

- a) Oats _____ a minimum of sunshine to ripen.

- b) Very high _____ encourages the development of straw.
- c) Oats get substantial amounts of _____ from the soil.
- d) Oats will go dormant during the summer _____.
- e) The oat is an _____ plant.
- f) Oats need a minimum of _____ to ripen.
- g) _____ varieties are normally sown in October.

(annual , sunshine , winter, need, heat , nitrogen , rainfall)

WRITING

1. *Write down questions to the underlined words.*
 - a) High rainfall encourages the development of straw rather than grain.
 - b) Oats can be planted either in the fall or in the spring.
 - c) Oats get nitrogen from the soil.
 - d) Oats can be grown on poor soil.
 - e) On good soils oats can be grown without the application of any manure.

GRAMMAR

1. *There are 4 sentences in the text with comparative and superlative adjectives. Find them.*
2. *Give all 3 forms of these adjectives in English and in Russian.*

SPEAKING

Retell the text choosing 6-7 sentences that give the main ideas of the text.

Text IV. MAIZE

STARTING UP

Discuss these questions.

- Что Вы знаете о кукурузе? Для чего ее выращивают в Вашем регионе?

VOCABULARY

Read and translate these words and word combinations into Russian.

Cultivate, system, produce, irrigation, syrup, million tons, ethanol, production, alcohol, octane, supermarket, popcorn, corn.

READING

Essential vocabulary

additive – добавка

advantage – преимущество, выгода

approximately – около, примерно

corn flakes – кукурузные хлопья

fertile – плодородный

increase - увеличить

kernels – зерно, семечко

light soil – легкая почва

livestock – скот

loams – суглинок

maize – кукуруза

octane rating – октановое число

root – корень

rot - гнить

shallow – поверхностный, неглубокий

staple – главный продукт (производимый в данном районе)

thoroughly – полностью, как следует

throughout – везде, повсюду

Maize, also called *corn* in North America and Australia, is a staple food grain from Mesopotamia. It is widely cultivated throughout the world. The United States produces almost half of the world's harvest. There are other top producing countries as China, India, Brazil, France, Indonesia and South Africa.

Maize grows best on warm, fertile loams. If there is enough manure in the soil, it produces good crops on light soils, too. Maize grows to a height of 2.5 m. Sweet corn is usually shorter than field corn.

Maize is planted in the spring (in the middle of May) to take advantage of spring rains. Its root system is shallow and the plant depends on rain or irrigation. If the soil is cold, the seeds rot.

If you use maize as silage, you harvest it while the plant is green and the fruit is not matured. If you want to dry it thoroughly, you leave it in the field very late in the autumn.

The primary uses for corn seed in North America are the production of corn sweeteners like corn syrup, as a feed for livestock. Approximately 40% of the crop — 130 million tons — is used for production of ethanol. Ethanol, a type of alcohol, is used as an additive in gasoline to increase the octane rating.

The sweet varieties are grown on a small scale for table purposes. This is the variety found in supermarkets. Common food made from maize is corn flakes, corn flour and it can also be popped as popcorn. Maize kernels are used in cooking as a starch.

COMPREHENSION

1. Are the following statements TRUE or FALSE?

- a) Maize is widely cultivated throughout the world. **TRUE / FALSE**
- b) Maize grows only on warm, fertile loams. **TRUE / FALSE**
- c) Ethanol is used as food for livestock. **TRUE / FALSE**
- d) Maize is planted in the spring and autumn. **TRUE / FALSE**
- e) Maize can be popped as popcorn. **TRUE / FALSE**

2. Answer the questions.

- a) What country is the biggest maize producer in the world?
- b) What is the height of maize?
- c) Why is maize planted in the spring?
- d) How is maize used in agriculture?
- e) What is ethanol used for?

3. Translate the following phrases into English (find them in the text).

Ведущие производители, мировой урожай, Северная Америка, корневая система, весенние дожди, кукурузные хлопья, этиловый спирт, октановое число, карамельная патока, плодородный суглинок.

VOCABULARY

1. Put the letters in the correct order to make nouns. The first letter is underlined.

zaime – maize

- a) ernuma _____
- b) ilfed _____
- c) onitrirgai _____
- d) legasi _____
- e) toahlen _____

WRITING

1. *Write down questions to the underlined words.*

- a) Maize is widely cultivated throughout the world.
- b) Maize is cultivated in such countries as China, India, Brazil, France.
- c) Sweet corn is usually shorter than field corn.
- d) Approximately 40% of maize is used for production of ethanol.
- e) Maize is planted in the spring.

2. *Find English equivalents from the text. Write them in your notebook (be careful translating the word “он”).*

- a) Он широко выращивается по всему миру.
- b) Если хорошо удобрять, он производит хороший урожай и на легких почвах.
- c) Его корневая система неглубокая.
- d) Он используется как добавка в бензин для увеличения октанового числа.
- e) В виде крахмала он используется в приготовлении пищи.

GRAMMAR

1. *Find 4 Zero Conditional sentences in the text. Translate them.*

2. *Translate Zero Conditional sentences into English.*

- a) Если хочешь хороший урожай, посади кукурузу в середине мая.
- b) Если дождя много, урожай хороший.
- c) Если ты хочешь сухие зерна, убирай кукурузу поздно осенью.
- d) Если хочешь купить кукурузные хлопья, сходи в супермаркет.
- e) Если хочешь увеличить октановое число бензина, используй этанол.

SPEAKING

Work in pairs. You and your friend are going to grow maize. What information do you have to know? What are you going to start with? Write down 3 ideas. Compare your list with the list your partner has made. Use Zero Conditional where it is necessary.

MODULE 4. Vegetables

A VEGETABLE

STARTING UP

Discuss these questions.

- Что Вы знаете об овощах? Какие овощи выращивают в Вашем регионе?

VOCABULARY

Read and translate these words and word combinations into Russian.

Classify, production, section, temperature, climatic factors, productivity, season, tomato, mineral, organic, type, condition, cultivation, management, maximum.

READING

Essential vocabulary

biennial – двулетняя культура

ease – облегчить

edible – съедобный

fertility – плодородие

growth – рост

influence – влияние

loam – глина

moisture – влага, влажность

preferred – предпочтительный

propagation – размножение

provide – обеспечить

requirement – потребность

sandy loams – супесчаная почва

tuber – клубень

Longman dictionary defines a vegetable as “a (part of a) plant that is grown for food”. Vegetables are generally classified according to the source of edible plant part(s):

- root (e.g. beet, turnip, carrot)
- bulb (e.g. onion, garlic)

- stem (e.g. asparagus)
- flower (e.g. cauliflower, broccoli)
- tuber (e.g. potato)
- seed (e.g. beans, peas)
- leaf (e.g. cabbage, lettuce)

Vegetables **are** generally annual plants. Some vegetables (onion, carrot, and beet) **are** grown as biennials for seed production. Propagation of vegetable crops **is** mostly by seed; potato **is** propagated by tubers or tuber sections.

Vegetables have highly variable climatic requirements. Temperature, enough water, day length **are** the climatic factors which have the greatest influence on productivity. Cool season vegetable crops (cabbage, lettuce, cauliflower, broccoli, onions) grow best between 12 and 20° C. Warm season vegetable crops (cucumber, eggplant, pepper, tomato) grow best between 18 and 28° C.

Vegetables **are** generally grown on mineral or organic soils. Most vegetable plants prefer mineral soils like sandy loams and loam soils. These soils provide desirable growth conditions and ease the cultivation. Careful management of soil fertility and moisture **are** necessary for high quality and maximum yield.

COMPREHENSION

1. Are the following statements TRUE or FALSE?

- Vegetables are generally annual plants. **TRUE / FALSE**
- Potato is propagated by seeds. **TRUE / FALSE**
- Temperature is not important for vegetable productivity. **TRUE / FALSE**
- Vegetables are generally grown on sandy loams and loam soils. **TRUE / FALSE**
- Cool season vegetable crops are cucumbers, tomatoes, pepper. **TRUE / FALSE**

2. Answer the questions.

- What is a “vegetable”?
- How are vegetables classified?
- Why are some vegetables grown as biennials?
- What factors are important for vegetable productivity?
- Why sandy loams and loam soils are the preferred types of soils?

VOCABULARY

1. Match the words with their definitions.

temperature	the upper layer of earth in which plants grow
-------------	---

tuber	each of the four divisions of the year
food	the degree of heat or coldness of a place or object
season	any nutritious substance that people or animals eat or drink, or that plants absorb, in order to maintain life and growth
soil	a fleshy underground part of a stem

2. Fill in the gaps using the words given in brackets.

- _____ season vegetable crops grow best between 12 and 20° C.
- _____ season vegetable crops grow best between 18 and 28° C.
- Vegetables are generally _____ plants.
- Most vegetable plants prefer _____ soils.
- Soil fertility is necessary for quality.

(mineral, cool, high, annual, warm)

3. Complete the chart below. Translate. Make up sentences with these nouns and verbs.

Noun	Verb
productivity	
propagation	
requirement	
cultivation	
management	
growth	

4. Find sentences in the text where the words vegetable, plant, seed, tuber, day, mineral, loam, soil are not nouns, but adjectives. Translate these word combinations into Russian.

WRITING

Answer the questions in written form.

- What edible parts of vegetables can you name?
- What vegetable is propagated by tubers?

- c) What cool season vegetable crops are grown in your area?
- d) What soils are good for vegetables?
- e) What is necessary for high quality and maximum yield?

GRAMMAR

1. Look at the sentences with the selected forms of the verb **TO BE** in the text and put them into the correct column.

Present Simple Active (to be)	Present Simple Passive (to be + Past Participle)

2. Find 3 sentences where the verb “to grow” is in the Present Simple Passive, 2 sentences where it is in the Present Simple Active and 1 sentence where there is a noun from this verb.

3. Put down questions to the underlined words:

- a) Vegetables are classified according to the source of edible plant part.
- b) Onions, carrots, beets are grown as biennials for seed production.
- c) Vegetables are generally grown on mineral or organic soils.
- d) Warm season vegetable crops grow best between 18 and 28° C.
- e) Moisture is necessary for high quality and maximum yield of vegetables.

4. Complete the table with the underlined nouns from the text (write them in the correct column)

COUNTABLE	UNCOUNTABLE

SPEAKING

Your friend knows nothing about vegetables. Give him/her general information. Information below may help you.

Овощи выращиваются для еды. В основном, все овощи – однолетние растения. Овощи выращивают в органических или минеральных почвах – супесчаных почвах или суглинках. Такие почвы обеспечивают высокое качество и максимальный урожай. Размножаются овощи преимущественно семенами, картофель размножается клубнями.

Температура, количество воды, продолжительность дня влияют на продуктивность овощей. Культуры прохладного сезона (капуста, лук, морковь) лучше растут при температуре от 12 до 20°

С. Теплолюбивые культуры (помидоры, огурцы, перец, баклажаны) хорошо растут при температуре от 18 до 28° С.

Supplementary reading

Text I. THE POTATO

STARTING UP

Discuss this question.

- Для чего выращивают картофель в Вашем регионе?

VOCABULARY

Read and translate these words into Russian.

Farm, America, condition, calcium, cultivation.

READING

Essential vocabulary

alluvium-аллювий

depend on-зависеть от

dressing of manure-обогащение удобрением

favourable-благоприятный

moderate-умеренный

potatoes do badly-картофель плохо растёт

tolerate-выносить

yield-урожайность

The potato was introduced from South America in the 16 th century. As a producer of human food the potato is the most valuable crop grown in Great Britain.

The most suitable soil for potatoes is a light deep loam or alluvium but the crop does well on black-top or peaty land. The potato is one of the few farm plants that tolerate a rather highly acid condition of the soil, but the yield suffers where there is an extreme deficiency of calcium.

Potatoes do badly on heavy soils and under wet conditions. The most favourable seasons are those of moderate rainfall. The best eating quality is generally obtained when the last phase of the growing season is dry. As the potato crop usually receives a dressing of manure, the management of the cultivation will depend largely on the time of the year when the manure is applied. It is usually most economical

labor to apply the manure during the winter.

The time of planting depends upon the district and variety that is being grown. It is a matter of prime importance that the land should be sufficiently dry and in good working order at planting time, as a crop put in cold wet soil seldom develops satisfactorily.

COMPREHENSION

1. Are the following statements TRUE or FALSE?

- a) The potato was introduced from South America in the 16th century. **TRUE / FALSE**
- b) Potatoes do badly on light soils. **TRUE / FALSE**
- c) It is usually the least economical of labor apply the manure during the summer. **TRUE / FALSE**
- d) The time of planting depends upon the region. **TRUE / FALSE**
- e) It is a matter of prime importance that the land should be sufficiently wet. **TRUE / FALSE**

2. Answer the questions.

- a) Where was the potato introduced from?
- b) What was introduced from South America in the 16th century?
- c) What kind of soil is the most suitable?
- d) What seasons are the most favourable for growing potatoes?
- e) When is it the most economical of labor to apply the manure?

VOCABULARY

1. Put the letters in the correct order to make nouns. The first letter is underlined.

- 1) tapoot _____ 5) robual _____
- 2) danl _____ 6) ayre _____
- 3) saenos _____ 7) taremt _____
- 4) rumena _____ 8) naectorpmi _____

2. Find English equivalents from the text.

- a) Картофель – самая ценная культура, выращиваемая в Великобритании.
- b) Картофель – один из немногих растений, которые выносят довольно высокую кислотность почвы.
- c) Большая недостаточность кальция пагубно сказывается на урожае.
- d) Картофель плохо растет при влажных условиях.
- e) Время посадки зависит от района.

WRITING

Write down questions to the underlined words.

- a) As a producer of human food the potato is the most valuable crop grown in Great Britain.
- b) The yield suffers where there is an extreme deficiency of calcium.
- c) The best eating quality is generally obtained when the last phase of the growing season is dry.
- d) The management of the cultivation will depend largely on the time of the year when the manure is applied.
- e) A crop put in cold wet soil seldom develops satisfactorily

GRAMMAR

1. Fill in the blanks with the right words given in brackets.

- a) The yield suffers where there is an extreme ... of calcium.
 - b) Potatoes do ... on heavy soils.
 - c) It is usually most economical of labor apply ... during the winter.
 - d) The time of ... depends upon the district.
 - e) The land should be ... dry.
 - g) A crop put in cold wet soil seldom ... satisfactorily.
- (manure, develops, badly, deficiency, planting, sufficiently)

2. Change the sentences from Passive Voice into Active Voice. Translate them into Russian.

- a) The manure is applied during the winter.
- b) The potato was introduced in the 16th century.
- c) The potato is grown in Great Britain as the most valuable crop.
- d) The best eating quality is obtained when the last phase of the growing season is dry.

SPEAKING

Your friend knows nothing about growing potatoes. Give him/her general information.

Text II. CARROTS

STARTING UP

Discuss these questions.

- Что Вы знаете о моркови? Чем морковь полезна?

VOCABULARY

Read and translate these words and word combinations into Russian.

Cylindrical, anise, texture, aromatic, doctor, hybridize, dose of beta-carotene, cultivate, decorate, locally, season, antioxidant.

READING

Essential vocabulary

anti-cancer – противораковый, противоопухолевый

benefit – эффект, преимущества

bitter – горький

caraway – тмин

cardiovascular – сердечнососудистый

cluster – гроздь

crunchy – хрупок, ломкий

dill – укроп

flavourful – ароматный

flu – грипп

nutrient – питательное вещество

parsley – петрушка

parsnips – пастернак

prescribe – прописать

snakebite – укус змеи

stalk – стебель, цветоножка

taproot – стержнекорневое растение

Umbrelliferae – зонтичные

Carrots are a taproot plant, which grow in the soil. Carrots can be of different size and shape: round, cylindrical, fat, very small, long or thin. They belong to the *Umbrelliferae* family. They are named so after the umbrella-like flower clusters. Carrots are related to parsnips, parsley, anise, caraway, dill, etc. Carrot roots have a crunchy texture and a sweet and minty aromatic taste, while the greens are fresh tasting and slightly bitter.

In ancient times in India, China, Greece, and Japan carrots were used as a food crop. In Europe, however, they were not well known until the Middle Ages. At that time doctors prescribed them for everything – from flu to snakebite. In Holland, the original red, purple, yellow, and white varieties were

hybridized to today's bright orange, with its potent dose of beta-carotene. In fact, only purple, yellow and red carrots were cultivated before the 15th or 16th centuries.

Later, carrots moved to England, during Elizabethan times. Some Elizabethans ate the roots as food; others used carrot stalks to decorate their hair, their hats, and their dresses.

Although carrots are available throughout the year, locally grown carrots are in season in the summer and autumn when they are the freshest and most flavourful. Carrots are perhaps best known for their rich supply of the antioxidant nutrient: beta-carotene. However, these delicious root vegetables are the source not only of beta-carotene, but also of a wide variety of antioxidants and other nutrients.

COMPREHENSION

1. Are the following statements TRUE or FALSE?

- a) Carrot roots are bitter.
- b) Carrots can't be of different size and shape.
- c) There were times when people used carrot stalks to decorate their hair. Carrots are the source only of beta-carotene.
- d) Carrots moved to England during Elizabethan times.

2. Answer the questions.

- a) What family do carrots belong to?
- b) What kind of roots do carrots have?
- c) When did Europeans know carrots?
- d) When did carrots move to England?
- e) What are the benefits of carrots?

3. Find English equivalents from the text.

- a) Морковь имеет сладкий и мятный ароматный вкус.
- b) Другие использовали стебель для украшения своих шляп.
- c) Когда они самые свежие и ароматные.
- d) Эти корнеплоды источник не только бета-каротина.
- e) Морковь может быть разных размеров и форм.

VOCABULARY

1. Match the words with their definitions

soil	how big or small something is
size	the part of a plant that grows down into the soil, conveying water and

	nourishment to the rest of the plant
root	a plant or part of a plant that is grown for food
nutrient	the top layer of the earth in which plants grow
vegetable	a substance providing what is needed for growth and life.

2. Match a line in A with a line in B.

<i>A</i>	<i>B</i>
crunchy	nutrient
ancient	texture
antioxidant	taste
colour	varieties
aromatic	times

WRITING

1. Find English equivalents from the text and copy them to your notebook.

- Морковь имеет сладкий и мятный ароматный вкус.
- Другие использовали стебель для украшения своих шляп.
- Когда они самые свежие и ароматные.
- Эти корнеплоды источник не только бета-каротина.
- Морковь может быть разных размеров и форм.

2. Write down questions to the underlined words.

- In ancient times carrots were known to both the Greeks and Romans.
- In Holland, the original red, purple, yellow, and white varieties were hybridized to today's bright orange.
- Carrots are in season in the summer and autumn.
- Carrots are rich in the antioxidant nutrient that is named beta-carotene.
- Carrots belong to the Umbrelliferae family.

GRAMMAR

Find 7 sentences in the text used in Passive Voice and copy them to your notebook. What tenses are they used in? Change those sentences from Passive Voice into Active Voice. Translate into Russian.

SPEAKING

Tell about carrots using the phrases below:

As far as I remember carrots were named so ...

In ancient times ...

I know that in Holland ...

During Elizabethan times...

I know that carrots are good for health because they ...

If I am not mistaken carrots are ...

I was told that ...

Text III. TOMATOES

STARTING UP

Discuss these questions.

- Что Вы знаете о томатах? Что в них полезного?

VOCABULARY

Read and translate these words and word combinations into Russian.

Popular, popularity, paprika, alkaloid, dose, associate, type, reaction, season, Italian, vitamin, antioxidant, segment, concentration, lycopene, prostate.

READING

Essential vocabulary

adverse – неблагоприятный, вредный

annual – однолетний

bone – кость

cancer – рак, злокачественная опухоль

disease resistance – устойчивость к болезням

eggplant – баклажан

fibre – волокно, клетчатка

fleshy – мясистый

nightshade – паслён

perennial – многолетний

poisonous – ядовитый

Tomatoes are the most popular vegetables in many countries. Tomatoes belong to the *Solanaceae* or nightshade family of plants, along with potatoes, sweet and hot peppers, eggplant, paprika. In early times tomatoes did not enjoy full popularity and were considered poisonous. And it's true that tomatoes contain alkaloids — substances that even in small doses can have adverse reactions in sensitive people.

Tomatoes are easy to grow. They are tender, warm perennials that are grown as annuals in summer gardens in many countries of the world. Hundreds of varieties of tomatoes are available for the home gardener. They vary in shape, size, colour, plant type, disease resistance and season of maturity. There are small cherry tomatoes, bright yellow tomatoes, Italian pear-shaped tomatoes, etc. Tomatoes have fleshy internal segments filled with slippery seeds surrounded by a watery matrix. They can be red, pink, yellow, orange/tangerine, green, purple, brown, or black in colour.

Tomatoes are packed with vitamin C, fibre and vitamin A. They are also known for their outstanding antioxidant content including their concentration of lycopene. Researchers suggest that lycopene may play a role in the fight against cancer, especially prostate cancer. Researchers also found an important connection between lycopene, its antioxidant properties, and bone health. The most important help from tomatoes is that they provide us with heart-protective benefits. Although lycopene is available in all ripe tomatoes, greater supply is more useful to the body in cooked tomatoes.

COMPREHENSION

1. Are the following statements TRUE or FALSE?

- a) Tomatoes are perennials. **TRUE / FALSE**
- b) There are only red tomatoes. **TRUE / FALSE**
- c) Tomatoes have adverse reactions in all people. **TRUE / FALSE**
- d) Lycopene is available only in cooked tomatoes. **TRUE / FALSE**
- e) Lycopene may play a role in the fight against cancer. **TRUE / FALSE**

2. Answer the questions.

- a) Why weren't tomatoes popular in early times?
- b) What vegetables belong to the nightshade family?
- c) What colour can tomatoes be?
- d) Why are tomatoes good for people?
- e) What role does lycopene play?

VOCABULARY

1. Match the words.

- a) poisonous 1) семена
- b) available 2) клетчатка
- c) seeds 3) ядовитый
- d) fibre 4) здоровье
- e) health 5) доступный

2. Fill in the gaps using the words given in brackets.

- a) Tomatoes were not popular and were considered _____.
- b) Tomatoes vary in shape, colour, _____, etc.
- c) Tomatoes have fleshy _____ segments.
- d) Tomatoes are packed with _____.
- e) _____ tomatoes are more useful.

(vitamin A, internal, poisonous, size, cooked)

WRITING

1. Make sentences and write them in your notebook.

Tomatoes	contain	nightshade family
	vary	alkaloids
	provide	fleshy internal segments
	have	us with heart-protective benefits
	belong to	in shape, size, colour, plant type, etc.

2. Write down questions to the underlined words.

- a) Tomatoes are the most popular vegetables in many countries.
- b) Alkaloids even in small doses can have adverse reactions in sensitive individuals.
- c) Tomatoes are grown as annuals in summer.
- d) Tomatoes are packed with vitamin C, fibre and vitamin A.

GRAMMAR

1. Underline all the verbs "to be" in the text. Find 3 sentences where "to be" is a part of Passive Voice form.

2. Choose the Active or Passive forms of the verbs in these sentences.

- a) Tomatoes *are grown / grow* as annuals in summer gardens.

- b) Tomatoes *are considered* / *consider* poisonous.
- c) Tomatoes *are helped* / *help* us with heart-protective benefits.
- d) Tomatoes *are known* / *know* for their antioxidant content of lycopene.

Text IV. PEAS

STARTING UP

Discuss these questions.

- Что Вы знаете о горохе? Для чего его выращивают в Вашем регионе?

VOCABULARY

Read and translate these words and word combinations into Russian.

Atmosphere, protein, bacteria, organic system, economic, hectare, combine, August, alternative, import, soya.

READING

Essential vocabulary

consumption – потребление

crop – с/х культура

damage – повреждение

favorable – благоприятный

fertilizer – удобрение

legumes – бобовые

nitrogen – азот

provide – обеспечить

Peas are legumes that are able to make use of atmospheric nitrogen to enrich the protein content of both the plant and seed. Legumes do this by utilizing bacteria that inhabit nodules in the roots that fix the nitrogen. When the roots decay, the nitrogen in the root becomes available to the following crop as a fertilizer – an important source in organic systems. Legumes which are grown for their seeds are known as pulses.

In the UK peas are an important economic crop that has been grown for at least three thousand years. Peas are mainly grown for their seed which is rich in protein and are used for either human or animal consumption. About 50,000 hectares are grown annually for human consumption and about 70,000 for animal feed.

In the arable rotation they provide an excellent break crop because of their ability to fix atmospheric nitrogen. Peas cannot be grown safely more often than one year.

Green or fresh peas are harvested with a special harvester that is able to remove the pea without damage. They are almost exclusively grown to be frozen within a few hours of harvest. These are known as vining peas and most are grown in the West of England.

The majority of the pea crop however is harvested with a conventional combine harvester usually in August. These peas are cut when they are dry and are stored like any other cereal. The crop is sold and processed either for human consumption or for animal feed.

The biggest market for combine peas overall is for animal feed where they are useful because of their favourable protein content. Peas provide a good alternative to imported protein crops like soya bean and are used in pet food.

COMPREHENSION

1. Are the following statements TRUE or FALSE?

- a) In the UK peas are an important crop that have been grown for three hundred years. **TRUE / FALSE**
- b) Peas are grown for their seed which is poor in protein. **TRUE / FALSE**
- c) Green peas are harvested with a special harvester to remove the pea with damage. **TRUE / FALSE**
- d) The pea is processed only for human consumption. **TRUE / FALSE**
- e) About 50,000 hectares are grown annually for animal feed. **TRUE / FALSE**

2. Answer the following questions.

- a) What kind of crops are peas?
- b) What do peas enrich in both the plant and seed?
- c) When does the nitrogen in the root become available as a fertilizer?
- d) How long have peas been grown in the UK?
- e) How many hectares are grown annually for animal feeding?

VOCABULARY

Put the letters in the correct order to make nouns. The first letter is underlined.

- 1. goertni_____ 5. naritototo_____
- 2. nitorep_____ 6. encbimo_____
- 3. ceosur_____ 7. proc_____
- 4. postcinomu_____ 8. vareths_____

WRITING

1. Write down questions to the underlined words.

- a) Legumes which are grown for their seed are known as pulses.
- b) Peas are mainly grown for their seeds.
- c) Around 50,500 hectares are grown annually for human consumption.
- d) In the arable rotation they provide an excellent break crop because of their ability to fix atmospheric nitrogen.
- e) The majority of the pea crop however is harvested usually in August.

2. Find English equivalents from the text and copy them to your copybooks.

- a) Горох может использовать атмосферный азот для обогащения белком.
- b) Горох выращивают главным образом для семян.
- c) Большую часть урожая собирают зерноуборочным комбайном.
- d) Урожай продается и обрабатывается как для пищи, так и для корма.
- e) Горох не может выращиваться безопасно более одного года.

GRAMMAR

1. Change Active Voice into Passive Voice.

to enrich

to inhabit

to do

to use

to provide

2. Change Passive Voice into Active Voice.

are grown

are known

are used

are harvested

are stored

3. Change these sentences from Passive Voice into Active Voice. Translate into Russian.

- a) 50 000 hectares are grown for human consumption.
- b) Green peas are harvested with a harvester.
- c) Vining peas are grown in the West of England.

- d) The crop is sold for human consumption.
- e) Peas are also used in pet food.

SPEAKING

Work in pairs. You and your friend are going to grow peas. What information do you have to know? What are you going to start with? Write down 3 ideas. Compare your list with the list your partner made.

Appendix 1. GRAMMAR REFERENCE

1. The Article - Артикль

Артикль – служебно-грамматическое слово, являющееся признаком имени существительного, которое ставится или непосредственно перед существительным, или перед определяющим его прилагательным. На русский язык артикль не переводится.

The indefinite article a/ an (неопределенный артикль **a/ an**).

Неопределенный артикль в английском языке имеет два варианта – **a** и **an**. Если существительное начинается с согласного звука, то используется форма **a**, если с гласного – форма **an**: a tree, a farmer, a tomato, an apple, an engineer, an agronomist. Неопределенный артикль употребляется только с *исчисляемыми существительными* (смотри пункт 4) в единственном числе.

The definite article the (определенный артикль **the**).

Определенный артикль употребляется с существительными, как в единственном, так и во множественном числе: the book/the books, the seed/ the seeds. *Определенный артикль* ставится в том случае, если предмет или лицо, о котором идет речь, известны и говорящему, и слушающему (из контекста, окружающей обстановки или как ранее упоминавшиеся в данной речи).

No article (отсутствие артикля).

Артикль не употребляется с именами собственными, с названиями месяцев, дней, праздников, цветов, с неисчисляемыми и множественными существительными, когда мы говорим о чем-то в общем смысле этого слова. Например:

Sugar is bad for health. – Сахар вреден для здоровья.

Tomatoes are becoming expensive. – Помидоры дорожают.

2. Possessive Nouns – Притяжательный падеж существительных

Притяжательный падеж употребляется для того, чтобы показать принадлежность чего-либо/ кого-либо кому-либо/чему-либо: Mary's potato – картошка Мэри, flower's seed – семя цветка.

Притяжательный падеж образуется с помощью окончания **s**. К существительным в единственном числе добавляется **'s** (апостроф s): potato's family – семейство картофеля, farmer's work – работа фермера.

К существительным во множественном числе, оканчивающимся на **s**, добавляется только апостроф (**'**): farmers' cars – машины фермеров, trees' names – названия деревьев.

3. *Plurals* – Формы множественного числа существительных

- Большинство существительных образуют форму множественного числа путем добавления окончания *-s*: a plant – many plants, a tree – six trees.
- К существительным, оканчивающимся на *-s, -ss, -sh, -ch, -x, -o*, во множественном числе добавляется окончание *-s*: a tomato – tomatoes, a box – boxes, a bush – bushes, etc.
- Если существительное заканчивается на *согласное + -y*, во множественном числе *-y* меняется на *-ies*: a country – countries, a study – studies.
- Если существительное заканчивается на *-f* или *-fe*, во множественном числе *-f* или *-fe* меняется на *-ves*: a leaf – leaves, a life – lives.
- **Исключения:** a man – men, a woman – women, a child – children, a foot – feet, a tooth – teeth, a mouse – mice.

4. *Countable and uncountable nouns*. - Исчисляемые и неисчисляемые существительные

Важно понимать разницу между исчисляемыми и неисчисляемыми существительными.

Исчисляемые существительные Countable nouns	Неисчисляемые существительные Uncountable nouns
a cup	light
a girl	money
a tree	water

Мы **можем** сказать *three cups* (три чашки). Мы **можем** сосчитать чашки. Мы **не можем** сказать ~~two waters~~. Мы **не можем** сосчитать воду.

Исчисляемые существительные могут использоваться и в единственном числе, и во множественном числе.

This cup is new. Эта чашка – новая.

These cups are old. Эти чашки – старые.

Неисчисляемые существительные могут использоваться только в единственном числе.

The water is cold. Вода – холодная.

5. Конструкция *There is / There are*

Конструкция *There is / There are* употребляется для сообщения о наличии в данном месте какого-либо лица или предмета. В русском языке сочетанию *there is (there are)* соответствует *есть, имеется, находится*. Перевод предложений с *There is / There are* начинается с обстоятельства

места, которое, как правило, стоит в конце предложения: *There are a lot of trees in the park.* – В парке (есть/имеется) много деревьев.

	<i>Единственное число</i>	<i>Множественное число</i>
Утвердительная	<i>There is a tree</i>	<i>There are some trees</i>
Отрицательная	<i>There isn't a tree</i>	<i>There aren't any trees</i>
Вопросительная	<i>Is there a tree?</i>	<i>Are there any trees?</i>

6. Verb “to be” – Глагол “*быть, находиться*»

To be – самый важный глагол в английском языке. Он помогает нам рассказывать о людях и предметах вокруг нас.

Positive (утвердит.)	
I	am ('m)
He She It	is ('s)
We You They	are ('re)

Negative (отриц.)	
I	'm not
He She It	isn't
We You They	aren't

Question (вопросит.)	
Am	I ...?
Is	he...? she...? it...?
Are	we...? you...? they...?

7. *The Adjective* – Имя прилагательное. *Comparison* – Степени сравнения прилагательных.

Имя прилагательное — часть речи, обозначающая признак предмета: *fine weather* – хорошая погода; *sunny day* – солнечный день.

Прилагательные имеют следующие степени: положительную, сравнительную и превосходную.

Прилагательные	Positive (положительная)	Comparative (сравнительная)	Superlative (превосходная)
Односложные (состоящие из одного или 2 слогов)	big cold	bigger colder	(the) biggest (the) coldest
Двусложные прилагательные, оканчивающиеся на -y	sunny happy	sun nier happ ier	(the) sun niest (the) happ iest
Многосложные (состоящие из 3-х слогов и более)	interesting expensive	more interesting more expensive	(the) most interesting (the) most expensive
Исключения	good bad much/ many little	better worse more less	(the) best (the) worst (the) most (the) least

8. *Present Simple* – Настоящее простое время

Present Simple употребляется, когда речь идет о:

- регулярно повторяющихся, повседневных действиях: *Farmers till the soil every year.* – Фермеры обрабатывают почву каждый год.
- постоянных состояниях, привычках: *Tomatoes have fleshy internal segments.* – Томаты имеют мясистые внутренние доли.
- непреложных истинах и законах природы: *Plants need nutrients for their growth.* – Растениям для роста нужны питательные вещества.

positive			question			negative		
I You We They	live	in Kazan.	Do	I you we they	live in Kazan?	I You We They	don't	live in Kazan?
He She It	lives		Does	he she it	live in Kazan?	He She It	doesn't	live in Kazan?

9. *Past Simple Tense* – Простое прошедшее время

По способу образования утвердительной формы простого прошедшего времени все английские глаголы делятся на стандартные и нестандартные.

Стандартные глаголы образуют утвердительную форму простого прошедшего времени с помощью суффикса **-ed**: *worked*, *started*.

- Если глагол оканчивается на -е, добавляется: *lived*.
- Если глагол имеет только один слог, оканчивающийся на согласную, то последняя согласная удваивается: *stopped*.
- Если глагол оканчивается на -у с предшествующей согласной, то буква -у меняется на **-ie**: *study* – *studied*.

Утвердительная форма простого прошедшего времени нестандартных глаголов дается после неопределенной формы и поэтому называется «второй формой глагола»: *see* – ***saw***, *go* – ***went***, *do* – ***did***.

Все глаголы в простом прошедшем времени имеют одну форму для всех лиц единственного и множественного числа.

I He/She/It We You They	<i>worked</i> <i>went</i>	<i>yesterday.</i>
-------------------------------------	------------------------------	-------------------

Отрицательная форма простого прошедшего времени образуется с помощью ***didn't***.

He walked. – He ***didn't*** walk_.

I		
He/She/It		work yesterday
We	didn't (did not)	go yesterday
You		
They		

Вопросительные предложения в простом прошедшем времени образуются с помощью ***did***.

She finished. - ***Did*** she finish_?

Did	she		
	you	work?	Yes, I did.
	they	go?	No, she
	etc.		didn't.

10. *Continuous tenses* – Времена группы *Continuous* (продолженные времена)

Времена группы Continuous обозначают действия, которые протекают (протекали, будут протекать) в точно указанное время, в определенный момент – в настоящем, в прошедшем и будущем. Дополнительными характеристиками таких действий является их незаконченность, динамичность, наглядность. Любое время группы Continuous образуется по общей схеме:

to be + Ving

(V — это основной глагол в начальной форме).

Таблица спряжения глагола to work (работать) в Continuous

	УТВЕРДИТЕЛЬНАЯ			ВОПРОСИТЕЛЬНАЯ			ОТРИЦАТЕЛЬНАЯ			
PRESENT	I	am	working	Am	I	working?	I	am	not working	
	He	is		Is	he		He	is		
	She				she					She
	It				it					It
We	are	Are	we	We	are					
You			you			You				
They			they			They				
PAST	I	was	working	Was	I	working?	I	was	not working	
	He			he	He					
	She			she	She					
	It	it		It						
We	were	Were	we	We	were					
You			you			You				
They			they			They				
FUTURE	I	will be working		I	Will it be working?		I	will not be working		
	He			he			He			
	She			she			She			
	It			it			It			
	We			we			We			
	You			you			You			
They	they	They								

11. Present Perfect – Настоящее совершенное время

Настоящее совершенное время употребляется для выражения действия, законченного к настоящему моменту. Этот момент в предложении может быть выражен:

а) временем действия, которое может быть не указано.

He has read the book. – Он прочел книгу.

б) время действия указано при помощи наречий неопределенного времени : already (уже), never (никогда), ever (когда-нибудь), often (часто), just (только что), today (сегодня), this week (на этой неделе), since (с), for (в течение).

They have met today. – Они встретились сегодня.

Форма		
УТВЕРДИТЕЛЬНАЯ	ВОПРОСИТЕЛЬНАЯ	ОТРИЦАТЕЛЬНАЯ
You have translated the text.	Have you translated the text?	You haven't translated the text.
She has written a book.	Has she written a book?	She hasn't written a book.

12. *Past Perfect* – Прошедшее совершенное время

Прошедшее совершенное время употребляется для выражения действия, закончившегося к определенному моменту в прошлом или до действия в прошлом. Этот момент в предложении может быть указан:

а) словами, обозначающими время (by 3 o'clock yesterday – к 3 часам вчера).

They have studied the material by the end of the week. – Они изучили этот материал к концу недели.

б) Другим действием, которое произошло в прошлом и выражается глаголом в простом прошедшем времени.

We had translated the text, when our teacher came. – Мы перевели текст, когда наш учитель пришел.

Форма		
УТВЕРДИТЕЛЬНАЯ	ВОПРОСИТЕЛЬНАЯ	ОТРИЦАТЕЛЬНАЯ
They had studied the problem by 3 o'clock.	Had they studied the problem by 3 o'clock?	They hadn't studied the problem by 3 o'clock.

13. *Passive Voice* – Пассивный (страдательный) залог

Пассивный залог — это такой способ построения предложения, при котором внимание направлено на лицо или предмет, в отношении которого выполняется действие, т.е. подлежащее испытывает действие на себе. Это противоположно активному залогу, который сосредоточен на лице или предмете, выполняющем действие: I **take** (я отвожу) – активный залог в настоящем времени; I **am taken** (меня отводят) – пассивный залог в настоящем времени. I **took** (я отвел) – активный залог в прошедшем времени; I **was taken** (меня отвели) – пассивный залог в прошедшем времени.

Пассивный залог образуется по общей схеме:

to be + V₃

(V₃ — это III форма основного глагола).

Таблица спряжения глагола to take (брать, взять) в Simple Passive Voice

	УТВЕРДИТЕЛЬНАЯ			ВОПРОСИТЕЛЬНАЯ			ОТРИЦАТЕЛЬНАЯ					
PRESENT	I	am	taken	Am	I	taken?	I	am	not taken			
	He	is		Is	he		She	He		is		
	She				she			She				
	It				it			It				
We	are	Are	we	You	We	are						
You			you		You							
They			they		They							
PAST	I	was	taken	Was	I	taken?	I	was	not taken			
	He			he	He							
	She			she	She							
	It	it		It								
We	were	Were	we	You	We	were						
You			you		You							
They			they		They							
FUTURE	I	will be taken			I	Will it be taken?			I	will not be taken		
	He				he				He			
	She				she				She			
	It				it				It			
	We				we				We			
	You				you				You			
	They				they				They			

14. *Modal Verbs* – Модальные глаголы

Модальные глаголы в английском языке отличаются от остальных глаголов тем, что они не используются самостоятельно и не обозначают конкретного действия или состояния, **а лишь** показывают отношение говорящего к действию, т. е. возможность, необходимость, предположительность, долженствование, разрешение и т. д.

Модальный глагол и его эквивалент	Перевод	Прошедшее время	Будущее время	Выражает
can <i>to be able to</i>	мочь, уметь, быть способным	could <i>was/were able to</i>	----- <i>will be able to</i>	1) способность, физическая возможность: I can speak English. – Я умею говорить по-английски. 2) просьба на совершение действия: Could I take your pen? – Могу я взять твою ручку? 3) запрет: You cannot go now. – Ты не можешь уйти сейчас. 4) разрешение: You can write here. – Ты можешь писать здесь.
may <i>to be allowed to</i>	можно, разрешить кому-либо	might <i>was/were allowed to</i>	----- <i>will be allowed to</i>	1) разрешение, позволение: May I come in? - Можно мне войти? 2) возможность/невозможность совершения действия: It might rain. – Может пойти дождь. 3) упрек, неодобрение: You might change the fertilizers. – Ты мог бы сменить удобрения.
must (большая категоричность)	должен, обязан	-----	-----	Долженствование, необходимость выполнения чего-либо: You must visit her. – Ты должен сходить к ней.
should	следует, стоит, рекомендуется, должен	-----	-----	Рекомендации по совершению действия, совет: You should change the seeds. – Тебе следует поменять семена.
<i>to have to</i> – эквивалент	приходится должен,	<i>had to</i>	<i>will have to</i>	Необходимость выполнения действия из-за обстоятельств: I

глаголов must и should	вынужден			have to add fertilizers. – Мне приходится вносить удобрения.
to be to эквивалент глаголов must и should	должен, обязан	<i>was/were to</i>	-----	1) неизбежность: I am to go. I will miss my train. – Мне нужно идти. Я опоздаю на поезд. 2) предварительная договоренность: We are to meet tomorrow. – Мы договорились встретиться завтра.

Особенности модальных глаголов в английском языке

• Не изменяются по лицам, не имеют окончания -s/-es в третьем лице, единственном числе (кроме эквивалентов модальных глаголов: *to have (to)*, *to be (to)*):

She can swim – Он умеет плавать. He must work hard – Он должен много работать. She has to get up early – Ей приходится вставать рано. – We are to meet at 10. – Мы должны встретиться в 10.

• При образовании вопросов и отрицаний не требуют вспомогательных глаголов. В таких предложениях модальный глагол сам выполняет роль вспомогательного: в вопросах он занимает место перед подлежащим, а в отрицаниях к нему добавляется частица *not* (исключения: *to have (to)* употребляется в вопросах и отрицаниях со вспомогательным глаголом; *to be (to)* в вопросах употребляется перед подлежащим в соответствующем лице и числе (*am/are/is*) и добавляет частицу *not* в вопросах).

May we go for a walk? – Мы можем идти гулять? Can I help you? – Могу я помочь? What should I do? – Что мне следует сделать?

He can't dance – Он не умеет танцевать. You mustn't smoke – Ты не должен курить. You shouldn't sit here – Тебе не следует сидеть здесь.

Does he have to get up early? – Ему приходится вставать рано? Are we to meet inside? – Мы встречаемся внутри?

• Не имеют неопределённой формы глагола (инфинитива) а также -ing форм.

• После них не употребляется частица *to* смыслового глагола (кроме эквивалентов *to have (to)*, *to be (to)*): I **can** swim. – Я умею плавать. You **should** visit a doctor. – Тебе следует посетить доктора. I **have to** work. – Мне приходится работать. They **are to** go. – Им нужно идти.

15. Gerund - Герундий

Герундий – это неличная форма глагола, которая образуется от инфинитива без частицы *to*. Герундий употребляется:

- В начале предложения (как подлежащее):

The **solving** of this problem is a very difficult problem – Решение этой проблемы – очень трудная задача.

Признаком герундия – подлежащего является отсутствие другого подлежащего в предложении

- После предлогов, за которыми следует указание на процесс действия.

I am fond **of reading** – Я люблю читать.

Герундий с предлогами **by** или **without**, как правило, переводится деепричастиями :

He translated the text **without using** a dictionary. – Он перевел текст, не пользуясь словарем.

- После глаголов, указывающих на начало, продолжение или конец действия:

He began **working** at the problem two months ago. – Он начал работать над этой проблемой два месяца назад.

- С притяжательным местоимением, которое употребляется перед герундием в качестве определения.

The students **working** on a collective farm in summer helps them study many agricultural processes. – То, что студенты работают летом в колхозе, помогает им изучать многие сельскохозяйственные процессы.

Герундий имеет следующие формы:

	Active	Passive
Simple	translating	being translated
Perfect	having translated	having been translated

16. Infinitive – Инфинитив

Признаком инфинитива является наличие частицы **to** перед глаголом: **to** work - работать, **to** like – любить.

Формы инфинитива

Группа времен	Действительный глагол / Active	Страдательный залог / Passive
Simple	To do –делать	To be done – быть сделанным
Continuous	To be doing – делая	-
Perfect	To have done – (уже) сделать	To have been done – (уже) быть сделанным

Инфинитив в функции подлежащего и обстоятельства цели.

Для распознавания в предложении инфинитива-подлежащего и инфинитива-обстоятельства цели, стоящего на первом месте, следует найти в таком предложении подлежащее (слева от сказуемого). Если подлежащее имеется, то инфинитив является обстоятельством цели, если нет, то инфинитив является подлежащим:

To provide big cities with dairy products is very important. – Обеспечить большие города молочными продуктами очень важно. (инфинитив-подлежащее).

To provide big cities with dairy products collective farmers must have good fodder for cows. –

Чтобы обеспечить большие города молочными продуктами, колхозники должны иметь хороший корм для коров (подлежащее здесь collective farmers – существительное).

17. Zero Conditional - Условные предложения нулевого типа

Условные предложения нулевого типа в английском языке используются, когда описываются события, явления, которые всегда истинны, реальны (например, общеизвестные истины, научные факты и т.п.)

Например: If you heat ice, it melts. – Если нагревать лёд, то он тает.

В условных предложениях нулевого типа **if** может заменяться союзом **when**:

When he comes to town, we have dinner together. – Когда он приезжает в город, мы вместе ужинаем.

Способ образования:

If... Simple Present..., ... Simple Present.

If he tells funny jokes, I laugh. – Если он рассказывает смешные истории, я смеюсь.

Appendix 2. PROVERBS

A bad bush is better than the open field	На безрыбье и рак рыба; за неимением гербовой, пишут и на простой
Acorns were good till bread was found	Желуди были хороши, пока хлеба не было; все хорошо в свое время
As like as peas in a pod	Похожи как горошины в стручке; похожи как две капли воды
As is the gardener, so is the garden	Каков садовник, таков и сад; по работе мастера видно
As like as an apple to an oyster	Похожи, как яблоко на устрицу; как колесо на уксус
As red as a beet	Красный как свекла; красный как рак
As red as a cherry	Красный как вишня; кровь с молоком
As the tree, so the fruit	Каково дерево, таковы и плоды; яблоко от яблони далеко не падает
As they sow, so let them reap	Что посеешь, то и пожнешь
As cool as a cucumber	Холодный как огурец; невозмутимый, не теряющий хладнокровия
A cow knows not what her tail is worth until she has lost it	Корова не знает, для чего ее хвост, пока не потеряет его; что имеем, не храним, потерявши, плачем
Bad bush is better than the open field	Плохой кустарник лучше, чем открытое поле; лучше мало, чем ничего
Bare words buy no barley	Пустыми словами ячменя не купишь; соловья баснями не кормят
Bark up the wrong tree	Напасть на ложный след; обратиться не по адресу
Deeds are fruit, words are leaves	Дела – плоды, слова – листья; не по словам судят, а по делам
Early sow, early mow	Кто рано встает, тому Бог дает
Every bean has its black	На каждой фасоли есть черные пятна; и на солнышке есть пятна; конь о четырех ногах, а

	спотыкается
Every vegetable has its season	Всякому овощу своё время
Grain by grain, and the hen fills her belly	Курочка по зернышку клюет да сыта бывает; с миру по нитке – голому рубаха
Grass is always greener on the other side of the fence	Трава всегда зеленее по ту сторону забора; хорошо там, где нас нет
Greatest oaks have been little acorns	Огромные дубы были когда-то маленькими желудями;
Great weeds grow apace	Сорная трава быстро растёт
Half of loaf is better than no bread	Полбуханки лучше, чем вообще без хлеба; на безрыбье и рак рыба
He that would eat the fruit must climb the tree	Кто кушает фрукты, тот и лезет на дерево; любишь кататься – люби и саночки возить
He who sows the wind reaps whirlwind	Посеешь ветер – пожнешь бурю
Horseradish isn't sweeter than garden radish	Хрен редьки не слаще
Idleness is the root of all evil	Лень – корень всякого зла; безделье портит человека
In a long journey straw weighs	В долгом путешествии и солома тяжелеет; в дороге и иголка тяжела
Make hay while the sun shines	Готовь сено, пока солнце светит; куй железо, пока горячо
Make two bites of a cherry	Прилагать излишние усилия; стрелять из пушки по воробьям
No rose without a thorn; no garden without its weeds	Нет розы без шипов; нет сада без сорняков
One rotten apple decays the bushel	Одно гнилое яблоко портит весь воз; паршивая овца все стадо портит
People throw stones only at trees with fruit on them	Люди бросают камни только на деревья с плодами; если говорят, значит что-то есть
Put the chestnuts in the fire	Класть каштаны в огонь; заварить кашу
Put not your hand between the bark and the tree	Не клади руку между корой и стволом; не суй носа в чужое просо

Soon ripe, soon rotten	Что быстро созревает, то быстро портится
Sour grapes!	Благими намерениями вымощена дорога в ад
Summer day good and fair harvests food for a year	Летний день год кормит
The evil field will evil yield	От худого семени не жди доброго племени; одного поля ягоды; яблоко от яблони недалеко падает
There is small choice in rotten apples	Выбирать тут не из чего; хрен редьки не слаще
Trash over old straw	Молотить старую солому; переливать из пустого в порожнее
Tree is known by its fruit	Дерево познается по плодам; от яблони яблоко, от ели шишка
Use a steam-hammer to crack nuts	Пользуйся паровым молотком для щелканья орехов; стрелять из пушек по воробьям; поступать неразумно
Welcome as flowers in May	Нужен, как цветы в мае; долгожданный, желанный
Welcome as snow in harvest	Нужен, как снег во время уборки; нужен, как рыбе зонтик; нужен, как собаке пятая нога; нежелательный, несвоевременный
When one is drowning one catches at a straw	Тонущий хватается даже за соломинку
When fox sleeps no grapes fall in his mouth	Когда лиса спит, виноградины к нему в рот не падают; без труда не вытащишь и рыбку из пруда
When pigs fly	Когда свиньи полетят, когда рак свистнет
While the grass grows, the horse starves	Пока трава растет, лошадь с голоду подыхает; пока солнце взойдет, роса глаза выест
You cannot judge a tree by its bark	Нельзя судить о дереве по его коре; бело, да не серебро; наружность обманчива

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