

Министерство сельского хозяйства РФ
ФГБОУ ВПО
«Брянская государственная сельскохозяйственная академия»

Кафедра иностранных языков

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АНГЛИЙСКИЙ ЯЗЫК

РАЗГОВОРНЫЕ ТЕМЫ

для студентов 1-2 курсов

*для аудиторных занятий
и самостоятельной работы студентов*

ИЗДАНИЕ ВТОРОЕ

Брянск 2011

ББК 81.2 Англ
УДК 811.1 (07)
П 65

Поцепай, С.Н. Учебно-методическое пособие «Разговорные темы» для студентов 1-2 курсов. Для аудиторных занятий и самостоятельной работы студентов: второе издание/ С.Н. Поцепай, Т.И. Васькина, Е.В. Андрющенко. - Брянск. Издательство Брянской ГСХА, 2011 – 46 с.

Данное учебно-методическое пособие предназначено для студентов 1-2 курсов всех специальностей, содержит разговорные темы для проработки на занятиях под руководством преподавателя и для самостоятельной работы.

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Печатается по решению методической комиссии инженерно-технологического факультета Брянской государственной сельскохозяйственной академии, протокол № 14 от 24.05.2011

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Введение

В настоящее время от изучающих иностранные языки требуется приобретение, прежде всего коммуникативных навыков.

Предлагаемое учебное пособие призвано помочь студентам 1-2 курсов в изучении английского языка и при подготовке к зачетам и экзаменам. В нем содержатся устные разговорные темы, которые традиционно предлагаются на экзамене и рекомендуются к изучению в вузе. Темы составлены в пределах изученного грамматического и лексического материала. Взяв за основу темы, которые приведены в пособии, студенты могут составить самостоятельно устные сообщения.

Данное учебное пособие может быть использовано как на аудиторных занятиях, так и для внеаудиторной самостоятельной работы.

I. Listen to the text and repeat after the speaker

THE ENGLISH LANGUAGE

English is a world language. It is the language of progressive science and technology, trade and cultural relations, commerce and business. It is the universal language of international aviation, shipping and sports. It is also the major language of diplomacy.

Hundreds and hundreds of books, magazines and newspapers are printed in English and read all over the world. 75% of the world's mail and 60% of the world's telephone calls are in English. Half of the world's scientific literature is written in English.

English is spoken by more than 350 million people. Geographically, it is the most widespread language on earth, second only to Chinese in the number of people who speak it.

It is the official language of the United Kingdom of Great Britain and Northern Ireland, of the United States of America, of Australia and New Zealand. English is used as one of the official languages in Canada, the Republic of South Africa and the Irish Republic. It is also spoken as a second language in many parts of India and Africa. The number of second-language speakers may soon exceed the number of native speakers.

Besides, millions of people study and use English as a foreign language. In our country English is very popular: it is studied at schools (sometimes even at nursery schools), colleges and universities.

Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and patience. But to know English today is absolutely necessary for every educated person, for every good specialist.

I want to know foreign languages because I have always been interested in foreign countries, their cultures and peoples.

II. Read, write down the words and memorize them

Names

Australia [ost'reiljə] - Австралия

New Zealand [nju: 'zi:lənd] - Новая Зеландия

the Republic of South Africa - Южно-Африканская республика

Canada ['kænədə] - Канада

the Irish ['aiəri] **Republic** - Ирландская Республика (*т.ж.* Южная Ирландия, столица - Дублин)

India ['indiə] - Индия

Vocabulary

progressive [prə'gresiv] — прогрессивный
science ['saɪəns] — наука
technology [tek'nɒlədʒi] — технология
trade — торговля
commerce ['kɒmə:s] — коммерция, торговля
aviation [ˌeɪvɪ'eɪʃn] — авиация
shipping — морской флот, судоходство
major ['meɪdʒə] — главный, основной
diplomacy [di'plɒməsi] — дипломатия
to print — печатать
mail ['meɪl] — почта
scientific [ˌsaɪən'tɪfɪk] — научный
widespread ['waɪdspred] — (широко) распространённый
Chinese [tʃaɪ'ni:z] — китайский, китайский язык
official language [ə'fɪʃl] — государственный язык
to exceed [ɪk'si:d] — превышать
native speaker [ˈneɪtɪv] — носитель языка
nursery school ['nɜ:səri] — детский сад
process ['prəʊsəs] — процесс
patience ['peɪʃəns] — терпение
peoples — народы

III. Answer the following questions

1. English is a world language, isn't it?
2. How many people speak English?
3. In what countries is English the official language (one of the official languages)?
4. Is English popular in Russia?
5. Is learning languages an easy thing?
6. It's necessary for all of us to know English. Why?
7. When did you begin learning English?
8. How long have you been learning English?
9. Have you read any books in English?
10. Have you seen any films in English?
11. Have you ever visited an English-speaking country?
12. What other languages would you like to know?

IV. Read the text once again and try to retell it

I. Listen to the text and repeat after the speaker

MY FAMILY

Let me introduce myself. I am Alex Sidorov. Alex is my first name and Sidorov is my surname. I am seventeen years old. I want to tell you a few words about my family. My family is large. I have got a mother, a father, a sister, a brother and a grandmother. There are six of us in the family.

First of all, some words about my parents. My mother is a teacher of biology. She works in a college. She likes her profession. She is a good-looking woman with brown hair. She is forty-four but she looks much younger. She is tall and slim.

My father is a computer programmer. He is very experienced. He is a broad-shouldered, tall man with fair hair and grey eyes. He is forty-six. My father often sings and when we are at home and have some free time, I play the guitar and we sing together. My father knows all about new radio sets and likes to repair old ones. He is also handy with many things. He can fix almost everything: a vacuum cleaner, a washing machine, a fridge and what not.

My parents have been married for twenty-six years. They have much in common, but they have different views on music, books, films, sports. For example, my father likes horror films and my mother likes "soap operas". My father is fond of tennis. My mother doesn't go in for sports. But my parents have the same opinion about my education and upbringing.

My parents are hard-working people. My mother keeps house and takes care of me and my father. She is very good at cooking and she is clever with her hands. She is very practical. My father and I try to help her with the housework. I wash the dishes, go shopping and tidy our flat.

My grandmother is a pensioner. She lives with us and helps to run the house. She is fond of knitting.

My sister Helen is twenty-five. She is married and has a family of her own. She works as an accountant for a joint venture company. Her husband is a scientist. They have got twins: a daughter and a son. They go to a nursery school.

My brother Boris is eleven. He is a schoolboy. He wants to become a doctor but he is not sure yet. Three months ago he dreamed of being a cosmonaut.

I want to become an economist. I'd like to learn foreign languages. I think I take after my father. I'm tall, fair-haired and even-tempered. I always try to be in a good mood.

We have got a lot of relatives. We are deeply attached to each other and we get on very well.

II. Read, write down the words and memorize them

Vocabulary

good-looking — красивый, миловидный
to go in for smth. — заниматься чем-либо
slim — стройный
opinion [ə'pinjən] — мнение
experienced [ik'spiəriənst] — опытный, квалифицированный, со стажем
upbringing ['ʌp,brɪŋɪŋ] — воспитание
to take care of smb. — заботиться о ком-либо
broad-shouldered [ˌbro:d'ʃouldəd] — широкоплечий
she is good at cooking — она хорошо готовит
to play the guitar [gi'ta:] — играть на гитаре
she is clever with her hands — у нее умелые руки
to repair [ri'peə] — чинить, исправлять
to tidy ['taɪdi] — убирать, приводить в порядок
to be handy with smth. — уметь делать что-либо; быть искусным в чем-либо
pensioner ['penʃənə] — пенсионер
to run the house — вести хозяйство
to knit ['nit] — вязать
to manage — суметь, справиться, ухитриться
accountant [ə'kauntənt] — бухгалтер
joint venture company [dʒɔɪnt 'ventʃə kʌmpəni]- совместное предприятие
scientist ['saɪəntɪst] — ученый
to fix — чинить, исправлять
twins — близнецы
vacuum cleaner ['vækjuəm 'kli:nə] — пылесос
nursery ['nɜ:səri] **school** — детский сад
cosmonaut ['kɒzməno:t] — космонавт
to take after — быть похожим, пойти (в кого- либо из родителей)
fridge ['frɪdʒ] — холодильник
and what not — и так далее, и тому подобное
fair-haired — светловолосый
even-tempered [ˌi:vn 'tempəd] — уравновешенный
to have much in common — иметь много общего
to be in a good mood — быть в хорошем настроении
views ['vju:z] **on smth** — взгляды на
horror ['hɒrə] **film** — фильм ужасов

to be deeply attached [ə'tætʃt] **to smb** — быть сильно привязанным к кому-либо

"soap opera"— "мыльная опера", многосерийная мелодрама

to get on well — быть в хороших отношениях, ладить друг с другом

to be fond of smth. — увлекаться чем-либо

III. Answer the following questions

1. What is your first name? What is your surname?
2. How old are you?
3. When is your birthday?
4. Is your family large? How many people are there in your family?
5. Have you got any brothers or sisters?
6. What are your parents? Where do they work?
7. How long have your parents been married?
8. Do they have much in common?
9. Do you spend a lot of time with your family?
10. What sort of things do you do together?
11. Do you go out with your parents?
12. Who runs the house in your family?
13. What are your household duties?

IV. Read the text once again and try to retell it

I. Listen to the text and repeat after the speaker

OUR ACADEMY

Bryansk State Agricultural Academy is one of the most popular educational establishments in the Bryansk region. It has a long history dating back from 1930 when a new agricultural college was set up in a small village of Kokino not far from Bryansk. The college was organized and headed by P. D. Rylko, who did much to make Kokino one of the most beautiful and attractive places in the region. Specialists trained by the college contributed much to the development of agriculture in the Bryansk region as well as in many countries of Asia, Africa and Latin America. In 1967 the college was decorated with the Order of the Red Banner of Labour.

In 1980 to meet the increasing demands for highly qualified specialists Bryansk Agricultural Institute was formed on the basis of

Kokino Agricultural College. The first teachers who contributed much to the development of the Institute were Y. P. Vaschekin (the former rector), B. V. Lyabakh, V. V. Varyvdin, S. D. Pogorelov, N. I. Putintsev and some others. In 1984 the first students graduated from the Institute. Since then the Institute has trained about 5, 000 highly qualified specialists for different spheres of agriculture. Now many of them head big agricultural enterprises, banks and offices. Some of them work as teachers and are engaged in research.

In April 1995 thanks to its achievements in educational, scientific, cultural and instructive activities the Institute was reorganized into Bryansk State Agricultural Academy.

At present the Academy is a large educational, scientific and production complex, comprising the experimental farm “Kokino”, the Kokino base of Russian Horticulture Selection Institute, the joint-stock company “Dobrun”, Trubchevsk Agricultural College.

The Academy has six faculties, such as the Agro-ecology Institute, the Faculty of Veterinary Medicine and Biotechnology, the Engineering Faculty, the Faculty of Power Engineering and Land Management, the Economics Faculty and the Correspondence Faculty. The Academy trains agronomists, ecologists, veterinarians, economists, accountants, engineers and other qualified specialists.

The Academy has 35 departments and the teaching staff includes over 300 teachers. There are 18 academicians, 49 professors and 165 associate professors among them. About 5, 200 people study at the Academy. The best students may continue their studies and carry out researches taking a postgraduate course the Academy provides.

The curriculum consists of the disciplines the students specialize in, social sciences and physical training. All the students study foreign languages. Students are to attend different lectures and seminars. Students' practical work is given much attention to at our Academy.

Each faculty has a students' research society stimulating their creative thinking and scientific work. The course of studies lasts about five years. An academic year is divided into two semesters each ending in an examination session. Those who pass the exams successfully get a scholarship. On graduating the students receive diplomas.

The Academy has 7 buildings housing numerous classrooms, lecture halls, laboratories and workshops equipped with modern instruments and apparatus. The department of foreign languages has 5 laboratories where

students may listen to a tape-recording or see a video-film.

In the Academy there is a canteen and a café, 6 hostels, a large assembly hall, a musical school, two gymnasiums and a stadium where students go in for amateur talent activities and sports.

The library of the Academy has a lot of books and textbooks on different specialties and 190 magazines and newspapers. The reading room is at students' disposal.

The historical museum of the Academy has a rich exposition of photos, documents and things telling visitors about the history of Kokino and the Academy.

II. Read, write down the words and memorize them

Vocabulary

academician [ə, kedi'miʃn]- академик

accept [ək'sept]- принимать

activity - деятельность

as well as - а также

associate [ə'souʃiit] professor - доцент

attend - посещать

attention - внимание

attractive - привлекательный

base - опорный пункт

be engaged [in'geidʒd] **in research** [ri'sə:tʃ]- заниматься научно-исследовательской работой

be interested in - интересоваться чем-либо

carry out - заниматься (чем-либо)

consist of - состоять из

continue - продолжать

contribute [kən'tribjut]- вносить вклад

correspondence faculty - факультет заочного образования

curriculum [kə'rikjuləm]- учебная программа

date back from - относиться к. вести начало от, вести исчисление

decorate (with)- награждать

department - кафедра

development - развитие

divide (into) - делить (на)

educational establishment - учебное заведение

enter - поступать (в учебное заведение)

enterprise - предприятие, хозяйство
equip [i'kwɪp]- оснащать, оборудовать
graduate (from) - заканчивать (высшее учебное заведение)
head - возглавлять
horticulture ['hɒtɪkʌltʃə]- садоводство
instructive - просветительский
instrument – прибор, инструмент
joint-stock company - акционерное общество
learn - учить, узнавать
meet the demands - отвечать потребностям
pass an exam - сдать экзамен
post-graduate course - аспирантура
provide - снабжать, обеспечивать
scholarship ['sko:ləʃɪp]- стипендия
scientific - научный
set up - создавать, учреждать
society [sə'saɪəti]- общество
subject - учебный предмет
successfully [sək'sesfʊli]- успешно
train - обучать, готовить

III. Answer the following questions

1. Is Bryansk State Agricultural Academy one of the most popular educational establishments?
2. Why have you decided to enter this Academy?
3. What can you say about Kokino Agricultural College?
4. When was Kokino Agricultural College formed?
5. How many qualified specialists did the Institute train?
6. When was the Institute reorganized into Bryansk State Agricultural Academy?
7. What faculties are there at our Academy?
8. What is your future specialty?
9. How many departments are there at the Academy?
10. How many students study at the Academy?
11. Is there a post-graduate course at the Academy?
12. What kind of disciplines does the curriculum consist of?
13. How long does the course of studies last?

IV. Read the text once again and try to retell it

I. Listen to the text and repeat after the speaker

I AM A STUDENT

Let me introduce myself. I am Alex Sidorov. Alex is my first name and Sidorov is my surname. I am seventeen years old. I want to tell you a few words about my studies.

I'm studying at Bryansk State Agricultural Academy. I am in the first year. As a rule, the academic year begins on the 1st of September and ends in May. It lasts ten months. The academic year is divided into two semesters: the autumn semester and the spring semester. Each semester ends with examinations, which take place in January and in June. During the academic year students work a lot. We have two holidays a year: winter and summer holidays.

My major duty is to study at the academy.

I am going to become an *economist*. I'll be engaged in agricultural economy. Agricultural economy deals with the scarce resources of land, labour, capital, and management and their best combination in order to meet the requirements of people. Providing farm products for all people in the world in the right form and at the right time is an extremely complex process. Crop and animal production is the basis of the world food supply system. Agricultural economist must have a thorough understanding of it because of its role in meeting the needs of people. So my task is to organize and control economic activity of an enterprise taking into account peculiarity of agriculture.

I am going to become an *accountant*. I'll be engaged in record-keeping of enterprise's economic activity. A good record system has always been of great importance for successful enterprise management. Records can be helpful in improving the business, financing it, meeting legal requirements, and in many other ways. A complete record system includes an inventory; a depreciation schedule; a balance sheet; an income statement; a cash flow summary; non-financial records (production, statistics and more). The information required for preparing different farm documents is obtained from adequate accounts. Account is a separate recording for a specific financial information category referring to the income and expenses of a business. So my profession is very useful for such an important branch of the economy as agriculture.

I am going to become a *manager*. Managing all the problems related to agriculture is the subject of agricultural economics. Management is the process of achieving desired results with the resources available. This process usually involves the following components: planning, organizing,

directing, controlling, and coordinating. Before starting to work a manager must decide what to produce, how much to produce, what technology to use, when and where to sell and buy, and how to finance the operation. To be successful management should be done on a scientific basis. Sciences other than economics (e.g. entomology, engineering, mathematics, statistics, and logics) can contribute much to agricultural management. So no enterprises can exist and function without a manager.

I am going to become a *specialist of market*. Marketing is the four “Ps”: the product, the place, the price, and the promotion. But most of all, marketing is research: finding out who the customers are and what they need. Simply to produce a product is not enough: the product must be transported, stored, priced, advertised, and sold. Marketing is the whole process of having the right product at the right time, in the right place, calling attention to it and thereby bringing a mutual benefit to customers. You are engaging in marketing when you design or develop a product or service, transport and store goods, provide a variety of choice, buy in large volumes and sell them by item, install, service, and repair and up-date. So my future profession is very important for agribusiness.

I am going to become an *agronomist*. I'll be engaged in growing agricultural plants and cultivating the land. I must do it this way, so that to use arable land rationally and effectively and to increase the soil fertility and yields of the growing plants. That's why I should be aware of all agricultural plants, their varieties, cultivation, manuring, seeding rates, harvesting and other details the soil's physical and chemical properties, the basic methods of its cultivation, and fertilizing, the ways of selecting new varieties, of getting good seeds, of pest control and many more.

I am going to become an *ecologist*. The ecological problem is one of the pressing problems of our days. The pollution of the environment, the destruction of ecosystems, the extinction of many species of plants and animals has now reached threatening proportions. Negative anthropogenic influences threaten to disrupt nature's basic cycles and to undermine the self-regeneration capacities of biosphere and its components. So my task is to organize the cultivation of agricultural land and plants, their manuring and harvesting, keeping high soil's fertility, getting good and higher yields of plants, but not interfering with environment and preventing its pollution and other adverse effects while farming.

I am going to become a *specialist of animal science*. I will be engaged in breeding, caring, feeding of agricultural animals and getting livestock production (milk and beef pork, mutton, chicken-meat and eggs). Livestock farming includes cattle-breeding, pig-breeding, sheep-breeding and poultry-breeding. I should work out livestock rational systems and

technologies of animal production, organize its rational breeding and feeding, improve pedigree qualities and increase animal production. I understand that livestock is important in the Russian agricultural economy I'll try to do my best improving the livestock sector.

I am going to become a *veterinarian*. I will be dealing with animals, their breeding, caring, medical treatment. I should know properly the animal's organism, normal and pathologic processes in it; causes, symptoms, methods of diagnostics and curing animals' diseases. Besides there is a complex of measures to prevent and do with the animals' diseases threatening people's health. At the academy we study many important disciplines: animals' anatomy, physiology, biochemistry, histology, veterinary microbiology, pathology and therapy of animals' diseases, general and particular veterinary surgery, veterinary pharmacology, toxicology, obstetrics and gynecology and others.

I am going to become a *mechanical engineer*. Farming is impossible without mechanization at livestock farms and in the fields. There are a lot of agricultural machines: tractors, grain combine harvester, soil cultivating and sowing machines, potatoes planters, tillage accessories, electrical and mechanical feeding systems, grinders, blenders, conveyors, milking machines, manure spreaders and many others. My task is to organize and operate, repair and service these entire machine and tractor fleet.

I am going to become an *engineer*. I'll be engaged in land reclamation: irrigation, drainage, improvement of unfavourable water supplies, preventing soil erosion, saline or alkaline contents, water-logging and so on. Land improvement is of vital importance for agricultural development. It is impossible to get high yields of crops without raising the efficiency of the use of both irrigated and drained lands. Crop farming is too often dependent on the environment. Thus, our task is to improve its conditions and make them suitable for agricultural activity.

As many people I have different timetables on weekdays and weekends. I think that it is very important to go to bed before midnight and to get up quite early in the morning, especially on weekdays. Thus you can manage to do everything you plan to do.

My classes usually begin at 8.30. Every day I get up at half past six. I take a cool shower and brush my teeth then I go jogging to the park near my place. So I do jogging for about thirty minutes and then do some exercises. After this I do not feel sleepy at all. I feel refreshed and full of energy. Besides fresh air and birds singing improves my mood greatly even on Mondays.

I return home at 7.30, take a shower and have breakfast. It may be a cup of tea or coffee and a sandwich. I know the first thing many people do

when they get up in the morning is to turn on TV. They do it automatically because they are used to all these artificial noises. And when they have breakfast they watch news or morning programs. Well I think all this is the key to our morning depression or bad mood. It is better to read or hear news later at work. I even hate reading newspapers and entertaining magazines in the morning. I like to talk with my roommates while having breakfast.

After breakfast I put all the necessary books into my bag and get dressed. I leave the house at 8.15. As I live not far from the Academy I walk there. It takes me 10 minutes to get to the Academy. When I get to the place I take off my coat and hat, leave them in the cloak-room and start doing my duties. My classes usually finish at 4 p.m. When classes are over I go to the sports center where I have karate lessons. I have karate lessons three times a week. When I do not have them, I take guitar lessons.

I come home at 7 o'clock. I have dinner and start doing my homework at 8 o'clock. I sweep the floor, dust the furniture and clean the carpets with the vacuum-cleaner. Sometimes I go shopping. If I have some spare time after doing homework, I play the guitar or read classical literature. I go to bed at about half past eleven. On weekends I usually get up at 8 o'clock and do the same things I do on weekdays except from going to the academy. At 12 o'clock I rehearse within the rock band where I play the guitar. Our rehearsal ends in the evening.

On weekends I can stay at home and read books, or go somewhere with my friends. I think that it is very useful when one has a timetable to follow. I am sure that this prevents us from wasting precious time.

I like to study at the Academy.

II. Read, write down the words and memorize them

Vocabulary

to be an early ['ə:li] **riser** — рано вставать

to do morning exercises — делать утреннюю зарядку

to get dressed — одеваться

a break ['breik] — перерыв

to take a shower/ a bath – принимать душ / ванну

to shave - бриться

It takes smb. 10 minutes to do smth. – Требуется кому-либо 10 минут сделать что-либо.

double period ['dʌbl 'piəriəd]– пара

canteen - столовая

to have a rest – отдыхать

III. Answer the following questions

1. Do you get up early? Is it easy for you to get up early?
2. Do you wake up yourself or does an alarm-clock wake you up?
3. Do you do morning exercises? Do you do your morning exercises to music?
4. Which do you prefer: a hot or a cold shower in the morning?
5. How long does it take you to get dressed?
6. What do you usually have for breakfast?
7. Some people look through newspapers or listen to the latest news on the radio while having breakfast. What about you?
8. When do you usually leave the house?
9. What do you usually do on your way to the academy?
10. Where do you usually have lunch (dinner)?
11. What time do you come back home?
12. How do you spend your evenings?
13. What time do you usually go to bed?

IV. Read the text once again and try to retell it

I. Listen to the text and repeat after the speaker

THE RUSSIAN FEDERATION

Russia is one of the largest countries in the world. The vast territory of Russia is located in the Eastern part of Europe and in the Northern part of Asia. Its total area is over 17 million sq. km. Russia is washed by 12 seas of 3 oceans. In the north the country is surrounded by the Arctic Ocean and its seas: the Barents, Chukchee, East Siberian, Kara, Laptev and White Sea; in the east by the Bering, Japan and Okhotsk Sea; in the south by the Black, Azov and Caspian Sea; in the west by the Baltic Sea.

Russia has borders on 14 countries. In the west it borders on Norway, Finland, the Ukraine and Belorussia; in the south on the Caucasian States, the States of Central Asia, Mongolia and China.

The relief of Russia varies a lot from forests to deserts, from high-peaked mountains to deep valleys. Russia is located on 2 plains: the Great Russian Plain and the West Siberian Lowland.

There are 3 main mountain chains in Russia. The longest mountain chain Urals separates Europe from Asia. The Caucasus is a range of

mountains which extends from the Black Sea to the Caspian Sea. The highest mountain in Caucasus, in the RF and in whole Europe is Mount Elbrus.

Russia is a land of long rivers and deep lakes. There are more than two million rivers in Russia. The longest rivers are the Volga in Europe; the Ob, the Yenisei and the Lena in Asia. Numerous channels join all the rivers in the European part of Russia, making it the largest inland water transportation route in Europe. The largest lakes are Ladoga, Onega and Baikal Sea. Baikal is the deepest lake in the world.

Russia has one-sixth of the world's forests. They are concentrated in the European north of the country, in Siberia and in the Far East.

On the vast territory of the country there are various types of climate, from arctic in the north to subtropical in the south. In the middle of the country the climate is temperate and continental. Corresponding the climate there are six vegetation zones stretching across the country. From North to the South these are the tundra, the taiga (or pine forest), mixed forest, steppe, semi-desert and desert. Each vegetation has its own flora, fauna and natural resources.

Russia is an industrial country. It has rich deposits of oil, coal, natural gas, iron, gold, nickel, etc. The history of Russian industry goes back to the middle of the 17th century. The development of new industries and crafts – metal working, textiles, brick making and china manufacture – was encouraged under Peter the Great. During the reign of Catherina the Great the Urals became the focus for iron industry, and Russia became the world's largest iron producer. By 1903 Russia had been the world's largest oil producer. Before the Revolution Russia was one of the world's largest grain producers and exporters. But lately it became one of its biggest importers as a result of collectivization and mismanagement of agriculture.

At present the political and economic situations in the country is rather complicated. Many branches of industry and agriculture went through crisis. The crises of political power told upon science, education, culture, medical service. Until its industry can be modernized, Russia will remain dependent on the energy sector. In spite of the problems Russia is facing, there are a lot of opportunities for the country to become one of the leading countries in the world.

Russia is a federative republic and a multinational state with some autonomous republics and regions which have own national languages within their structure. The population is about 146 million people. Over 80 per cent of them are ethnic Russians. 70 per cent of the population lives in the cities. The national language is Russian.

The Russian Federation is set up by the Constitution of 1993 after the collapse of the Soviet Union. According to the Constitution Russia is a Presidential Republic. The President is elected for 4 years and is the head of the State. He makes treaties, enforces laws and appoints ministers.

The Federal Government consists of three branches: legislative, executive and judicial. Each of them is checked and balanced by the President.

The legislative power is represented by the Federal Assembly. It consists of the two chambers. The Upper Chamber is the Council of Federation. The Lower Chamber is the State Duma. Each Chamber is headed by the Speaker. The members of the Federal Assembly are elected by popular vote for a 4-year period.

The executive power belongs to the Government which is headed by the Prime Minister. The Prime Minister forms his Cabinet.

The judicial branch is represented by the Constitutional Court, the Supreme Court and regional courts.

Moscow is the capital of Russia and the seat of the Government.

The State symbol of Russia is a three-colored banner with three horizontal stripes: white, blue and red. The white stripe symbolizes the earth, the blue one - the sky and the red one symbolizes liberty. A new National Emblem is a 2-headed eagle. It originates from the heraldic emblem of the Ruricovitches. All these symbols are official. They have been approved by the Federal Assembly.

The hymn of Russia is The Patriotic Song by Mikhail Glinka.

II. Read, write down the words and memorize them

Names

the Russian Federation — Российская Федерация

Europe ['ju:əgəp] — Европа

Asia ['eɪʒə] — Азия

the Pacific Ocean [pə'sɪfɪk 'ouʃn] — Тихий океан

the Arctic Ocean ['ɑ:ktɪk 'ouʃn] — Северный Ледовитый океан

the Atlantic Ocean [ə'tlæntɪk 'ouʃn] — Атлантический океан

China [tʃaɪnə] — Китай

Mongolia [mɒŋ'gɒʊliə] — Монголия

Korea [kou'riə] — Корея

Kazakhstan [ˌkɑ:zɑ:h'stɑ:n] — Казахстан

Georgia ['dʒo:dʒjə] — Грузия

Azerbaijan [a:zə:baɪ'dʒɑ:n] — Азербайджан
Norway ['no:weɪ] — Норвегия
Finland ['fɪnlənd] — Финляндия
the Baltic States — Прибалтийские государства
Belorussia [ˌbelou'ɾʌʃə] — Беларусь
the Ukraine [ju:'kreɪn] — Украина
the Great Russian Plain — Русская (Восточно-Европейская) равнина
the West Siberian Lowland — Западно-Сибирская
низменность
the Urals ['juərəlz] — Уральские горы
the Caucasus ['kɔ:kəsəs] — Кавказ
the Altai — Алтай
the Volga — Волга
the Caspian Sea — Каспийское море
the Ob — Обь
the Yenisei [jenɪ'seɪ] — Енисей
the Amur [ə'muə] — Амур
Lake Baikal — озеро Байкал
the Baltic Sea — Балтийское море
Siberia [saɪ'biəriə] — Сибирь
the Far East — Дальний Восток

Vocabulary

to occupy ['ɒkjʊpaɪ] — занимать
surface ['sə:fɪs] — поверхность
eastern ['i:stən] — восточный
northern ['nɔ:ðən] — северный
total area ['ɛəriə] — общая площадь
square ['skwɛə] — квадратный
to border ['bo:də] **on** — граничить с
sea-border — морская граница
There is hardly a country in the world... — Едва ли найдется страна...
variety [və'raɪəti] — разнообразие, множество
scenery ['si:nəri] — пейзаж, ландшафт
vegetation [ˌvedʒɪ'teɪʃn] — растительность
midland ['mɪdlənd] — средняя полоса
highland ['haɪlənd] — нагорье, высокогорная местность
desert ['dezət] — пустыня
chain — цепь
to separate ['sepəreɪt] — разделять

to flow ['fləʊ] **into** — впадать
to count ['kaʊnt] — считать
bottom ['bɒtəm] — дно
European [ˌjʊərə'pi:ən] — европейский
vast ['vɑ:st] — обширный
various ['vɛəriəs] — различный
temperate ['tempərɪt] — умеренный
oil [ɔɪl] — нефть
coal [kəʊl] — уголь
iron ore ['aɪən 'o:] — железная руда
copper — медь
mineral resources [rɪ'so:sɪz] — полезные ископаемые
complicated ['kɒmplɪkeɪtɪd] — сложный, запутанный
parliamentary [ˌpɑ:lə'mentri] — парламентский
to decrease [dɪ'kri:s] — снижаться, падать
head of state — глава государства
constantly ['kɒnstəntli] — постоянно
legislative ['ledʒɪslətɪv] — законодательный
the rate of inflation [ɪn'fleɪʃn] — уровень инфляции
powers ['paʊəz] — полномочия
to go bankrupt ['bæŋkrʌpt] — обанкротиться
to exercise ['eksəsaɪz] — осуществлять, выполнять
in spite of — несмотря на
the younger generation [ˌdʒenə'reɪʃn] — молодое поколение

III. Answer the following questions

1. Where is the Russian Federation situated?
2. What is the total area of the country?
3. What countries does Russia border on?
4. What mountain chain separates Europe from Asia?
5. How many rivers are there in Russia?
6. Which is the longest river in Europe?
7. What do you know about Lake Baikal?
8. Do you know what strait separates Russia from America?
9. What mineral resources is the Russian Federation rich in?
10. What is the climate like in Russia?
11. What can you say about the Russian economy?
12. What great Russians do you know?

IV. Read the text once again and try to retell it

I. Listen to the text and repeat after the speaker

MOSCOW

Moscow is the capital of Russia, its administrative, economic, political and educational centre. The city is located in western Russia and lies in the broad, shallow valley of the Moskva River in the centre of the vast plain of European Russia. It is one of Russia's major cities with the population of about 10 million people, plus some three million guests coming annually. Moscow's inhabitants are overwhelmingly of Russian nationality, but members of more than 100 other nationalities and ethnic groups also live there. Its total area is about 1091 sq. km.

The city was founded by Prince Jury Dolgorukiy and was first mentioned in the chronicles in 1147. At that time it was a small settlement. It was surrounded by a wooden wall and became a Kremlin. The word "Kremlin" means "fortress". And the Moscow Kremlin used to be a fortress. The town and the Kremlin were burnt in 1237, but they were rebuilt. In 14th century Prince Dmitry Donskoy built a white stone wall around the Kremlin, and in the 15th century the Kremlin was surrounded by a new red-brick wall reinforced by 20 towers from which five of which were also gates. By the 15th century Moscow had grown into a wealthy city. In the 16th century under Ivan the Terrible Moscow became the capital of the State Moscovy. With the transfer of Russia's capital to St. Petersburg in 1712, it became the country's second capital. In 1918 Moscow became the capital of the Russian Federation.

The oldest part of Moscow is the Kremlin. It is now both a piece of living history and a wonderful architectural ensemble of masterpieces of Russian architecture. It includes the central Cathedral Square, around which are grouped three cathedrals (the Cathedral of Assumption, the Cathedral of Annunciation and the Cathedral of Archangel), all examples of the Russian church architecture, a group of palaces of various periods, the Ivan the Great Bell Tower, the Tsar Bell, the Tsar Cannon, the Armoury Museum, the Arsenal, the former Senate building, the Kremlin Great Palace and the modern Palace of Congresses. The symbol of Russia and Moscow is the most famous of the Kremlin towers, the Spasskaya Tower with a big clock. The chimes of its clock are broadcast by radio as a time signal to the whole nation.

Along the east wall of the Kremlin there is the Red Square, the central and the most beautiful square in Moscow (its total area is 23100 sq.m.). It is the place of parades, meeting and demonstrations. Here one can see the Church of the Intercession (Cathedral of St. Basil the Blessed), the monument to Minin and Pozharsky, the Lobnoe Mesto (place of execution),

the History Museum, the Lenin Mausoleum and the State Department Store (GUM). In the west of the Kremlin is the Alexander Garden with the Tomb of the Unknown Soldier, the place of memory.

Moscow is known for its museums. There are more than 80 museums in Moscow, the largest are the Pushkin Museum of Fine Arts and the State Tretjakov Gallery. The Gallery takes its name from its founder, the merchant Pavel Tretjakov, who began to collect Russian paintings in 1856. The collection was donated as a gift to the city of Moscow in 1882. Later it was supplemented by collections from other museums and private citizens. Other unique museums in Moscow include the All-Russia Museum of Folk Arts, the Andrei Rublev Museum of Early Russian Art, Alexei Bakhrushin Theatre Museum, Mikhail Glinka Museum of Musical Culture and many others.

Theatre, music, and art are important in the city life. Moscow has a lot of cinemas, clubs, concert halls, more than 40 drama and musical theatres, including the Bolshoi Theatre, the Art Theatre, the Maly Theatre, the Vakhtangov Theatre.

Moscow is the main scientific centre of Russia housing the Russian Academy of Sciences, 80 higher educational institutions among which is the Moscow State Lomonosov University and many scientific and research establishments.

Moscow is the city of important congresses and conferences, scientific symposiums, art exhibitions, festivals and sport competitions. There are a lot of stadiums, swimming-pools, courts and sports grounds in Moscow. The Central Stadium is Luzhniki.

The city impresses everybody of its streets lined with fine buildings, large squares, green parks, wide bridges, churches and monuments. It is necessary to mention the Cathedral of Christ the Savior, A. Pushkin monument, I. Fedorov monument. There are a lot of green parks and gardens in Moscow, such as the Park of Culture and Rest, Izmailovo, Sokolniki.

Moscow is the major transportation hub linked by rail, road and air with all the areas of Russia and with many countries. There are nine railway stations in Moscow and five airports. Bus stations are also numerous. The Moscow metro is a beautiful and convenient one. It began its work on the 15th of May 1935. Now it has 190 stations.

Moscow is often called 'a port of five seas', as the Moscow-Volga Canal links Moscow with the Baltic, White, Caspian and Black sea and the Sea of Azov.

Moscow is a major industrial city. Its leading industries are engineering (production of automobiles and trucks, ball bearings, machine tools, and precision instruments), chemical and light industries, timber

processing; construction; printing and publishing. One of the best known plants is Likhachev Automobile Plant producing a great number of different lorries and cars.

Moscow is the headquarters of state insurance and banking organizations.

The present-day Moscow is the seat of the Russian Parliament (the Duma) and the centre of political life of the country. President of Russia lives and works here and plenty of government offices are located here too.

Moscow is an ever young city, which is always growing and changing. It is a city dear to the heart of every Russian citizen. I am proud of this city.

II. Read, write down the words and memorize them

Names

Ivan the Terrible [ˌaɪvən 'terɪbl] — Иван Грозный

Peter the Great — Петр Великий (Петр I)

St Petersburg [sənt 'pi:təzbə:g] — Санкт-Петербург

Napoleon [nə'pouljən] — Наполеон

St Basil's Cathedral [sənt 'bæzɪz kə'θi:drəl] — собор Василия Блаженного

the Bell Tower of Ivan the Great — Колокольня Ивана Великого

the Tzar-Cannon ['zɑ:(tsɑ:) 'kænən] — Царь-пушка

the Tzar-Bell ['zɑ:(tsɑ:) 'bel] — Царь-колокол

Barma [bə'mɑ:] and **Postnik** ['poustnik] — Барма и Постник

the Pushkin Museum of Fine Arts — Музей изобразительных искусств имени Пушкина

the State Tretyakov ['tretjəkɒf] **Gallery** ['gæləri] — Государственная Третьяковская галерея

the All-Russia Museum of Folk [fouk] **Arts** — Всероссийский музей декоративного, прикладного и народного искусства

the Andrei Rublev Museum of Early Russian Art — Музей древнерусского искусства имени Андрея Рублева

Alexei Bakhrushin Theatre Museum — Театральный музей имени Бахрушина

Mikhail Glinka ['glinkə] **Museum of Musical Culture** — Музей музыкальной культуры имени Глинки

the Bolshoi Opera House — Большой театр оперы и балета

Vocabulary

historian [his'to:riən] — историк
gradually ['grædjuəli] — постепенно
liberation [ˌlɪbə'reɪʃn] — освобождение
tartar yoke ['tɑ:tə 'jouk].— татарское иго
united [ju:'naitɪd] — соединенный, объединенный
to remain [ri'mein] — оставаться
target ['tɑ:ɡɪt] — мишень, цель, объект
to destroy [dis'troi] - разрушать
fire ['faɪə] — пожар
occupation [ˌɒkjʊ'peɪʃn] — оккупация
completely [kəm'pli:tli] — полностью, целиком
to restore [ris'to:] — реставрировать, восстанавливать
ancient ['eɪnʃənt] — древний
masterpiece ['mɑ:stəpi:s] — шедевр
architecture ['ɑ:kitektʃə] — архитектура
architect ['ɑ:kɪtəkt] — архитектор, зодчий
legend ['ledʒənd] — легенда
to blind ['blaɪnd] — ослепить
palace ['pælɪs] — дворец
mansion ['mæʃn] — особняк
to reconstruct [ri:kən'strʌkt] — перестраивать, восстанавливать
unique [ju:'ni:k] — уникальный, единственный в своем роде
drama ['dra:mə] **theatre**— драматический театр
higher educational institution — высшее учебное заведение

III. Answer the following questions

1. When was Moscow founded?
2. Is there a monument to Yuri Dolgoruky in Moscow? Where is it?
3. When did Moscow become the capital?
4. In 1712 the capital was moved to St Petersburg, wasn't it? When did Moscow become the capital again?
5. Was ancient Moscow a big city? What's the total area of modern Moscow?
6. What's the population of Moscow?
7. What places of interest in the centre of Moscow do you know?
8. What do you know about St Basil's Cathedral?
9. What can you see on the territory of the Kremlin?
10. What are the most famous Moscow museums? (art galleries?)
11. What theatres in Moscow do you know?
12. What is your favorite place in Moscow?

IV. Read the text once again and try to retell it

I. Listen to the text and repeat after the speaker

BRYANSK AND THE BRYANSK REGION

The history of the Bryansk land goes back to the end of the 10th century. The Prince Vladimir I from Kiev wished to subordinate tribes of Vyatichi and began erecting towns along the Desna, the Vostra, the Trubezheva, the Sula and the Stugna. In 985 Bryansk which also played a role of the center of distribution Christianity was built as a fortress town. In 1147 Prince Svyatoslav Olgovich expelled from Kiev conquered the Bryansk land. After Tartars' route of Chernigov and death of its Prince Michail his son Prince Roman moved to Bryansk and based his princely throne. At the beginning of the 14th century Bryansk was ruined by Tartars and then got under authority of the great Lithuanian Princedom. Only in 1500 Bryansk was returned to Russia and its inhabitants swore on fidelity to Moscow.

The industrial development of the region began in the 16th century when the first iron-producing factories appeared there. In the 1730s Peter I founded a ship-yard which began to build “bryansky” small boats and four-cannon brigantines. In 1785 the Bryansk Arsenal was commissioned. In the 18th century a number of glass-producing factories appeared in the north-west of the region. At the beginning of the 19th century textile industry began to develop near the town of Klinty. Timber-processing factories appeared in the north-east of the region. The traditional branches of industry were based on local raw materials.

The Bryansk region was formed on the 5th of July 1944. The region is situated in the western part of the Great Russian Plain and occupies the territory of 34,900 square km. It stretches 270 km from west to east and 240 km from north to south. The Bryansk region borders in the south on the Ukraine (the Chernigov and Sumy regions), in the west Belorussia (the Gomel and Mogilev regions), in the north on the Kaluga and Smolensk regions, in the east and south-east on the Oryol and Kursk regions of the RF.

The population is 1,429,000 people. About 69% of population is urban. There are 27 districts, 16 towns and 31 settlements of the town type in the region.

The region is located in the southern-taiga and sub-taiga natural zones, the extreme south-eastern part – in the zone of forest-steppe. Soils are mainly turffy-podsol, partly swamped. The region has a temperate and continental climate with warm summers and cold winters.

The region is well-known for its woods and forests which occupy one third of the total area. There are both needleleaf and broadleaf forests as

well as mixed ones. A lot of different animals and birds such as grey hare, fox, pole cat, elk, squirrel and rodents live there. There is also a famous reserve named "The Bryansk Wood".

There are 166 large and small rivers on the territory of the region. The longest among them are the Desna (1,187 km), the Iput and the Besed. There are 49 large natural lakes in the region. The largest ones are Besdonnoye, Krugloye, Svyatoye.

The main industrial centres are Bryansk, Klinzy, Dyatkovo and Novozybkov. At present the main industries are machine-building, instrument engineering, chemical and food processing. There are 288 industrial enterprises, 148 joint-stock companies in the region.

The region has automobile, railway and air transport. There is a new international airport there.

Another important branch of the economy is agriculture. Agricultural lands occupy about 73% of the total area. The leading branch is crop-growing. Farmers grow different crops: potatoes, feed-crops (winter-wheat, rye, spring barley, corn, buckwheat) and industrial crops (flax, sugar-beet, tobacco). Crop-growing is closely connected with livestock-breeding. There are cattle-breeding, pig-breeding, sheep-breeding and poultry-breeding farms. They produce milk, beef, pork, mutton, chicken-meat and eggs.

The Bryansk region has a lot of environmental problems. These are air, water and land pollution, soil erosion and extinction of wildlife. The main task of our time is nature protection: rational use, reproduction and conservation of natural resources, protection of the natural environment from pollution and destruction.

At present Bryansk is a large industrial, cultural and educational centre. Its total area is 226 sq. km. The population is 484, 000 people. There are 4 high schools, the regional drama theatre, the Puppet theatre, the circus, colleges, gymnasiums and secondary schools in Bryansk. It has also 7 music and art schools, the Exhibition Hall of the Union of Russian Artists, more than 200 libraries with a total fund of over 7 Mio books. There are also many museums. The most popular of them is the Tolstoy Park-Museum which is known for its unique collection of wooden sculptures fashioned from dead tree trunks.

Bryansk is a city of War and Partizan Glory. There are a lot of memorials in the Bryansk region, among them the Partizans' Memorial on Partizan Square commemorating the soldiers of the Sovjet Army and partisans who liberated the region from the fashist invanders during the Great Patriotic War, the Partizan Glade, the Monument to army drivers and others.

The historical monuments of the region are the Svyato-Svensky Monastery in Bryansk, the Trinity Cathedral from 15-18th century in

Trubchevsk, the Museum of Crystal in Dyatkovo, the Museum-Country of the poet and play-writer A.K.Tolstoy in Krasny Rog, the House-Museum of the poet F.I.Tyutchev whose house was disassembled in 1913 and completely restored in 1980. Novozybcov is one of the centres of Old Belief.

The names of Alexander Peresvet – the hero of Kulikovo Fight, Anastasiya Vjaltseva – the singer, G.L.Roshalj and S.I Samsonov – the film producers are connected with the Bryansk Land.

I'm very proud of my region.

II. Read, write down the words and memorize them

Vocabulary

stretch - простираться

average ['ævərɪdʒ]– средний

needleleaf ['ni:dli:f]- хвойный

annual ['ænjʊəl] – годовой

broadleaf ['bro:dli:f]- широколиственный

raw ['ro:] **material** - сырье

timber-processing ['tɪmbə 'prəʊsesɪŋ]- деревообработка

diesel engine ['di:zɪn] - дизель

diesel locomotive - тепловоз

brick - кирпич

consumer [kən'sju:mə] **goods** - товары народного потребления

foodstuff - продукт питания

to be of prime importance - иметь первостепенное значение

environment [ɪn'vaɪənmənt]– окружающая среда

pollution [pə'lu:ʃn] - загрязнение

extinction [ɪk'stɪŋkʃn]– вымирание

wildlife ['waɪldlaɪf]– живая природа

refer to – относится к

suffer from- страдать

disaster [di'zɑ:stə] - бедствие

emit [ɪ'mɪt] - выбрасывать

contamination [kən'tæmɪ'neɪʃn]– заражение, загрязнение

depletion [di'pli:ʃən]- истощение

ground water – грунтовая вода

sufficient [sə'fɪʃənt]- достаточный

conservation - сохранение

destruction - разрушение

protection - защита

III. Answer the following questions

1. When was the Bryansk region formed?
2. What is its total area?
3. What is the population?
4. What countries does the Bryansk region border on?
5. How many rivers and lakes are there in the region?
6. What are the longest rivers?
7. What are the largest natural lakes?
8. What climate has the region?
9. When did the industrial development of the region begin?
10. What are the traditional branches of industry?
11. What is the most important industry now?
12. What are the largest machine-building centres?
13. What other products are produced in the Bryansk region?
14. What environmental problems has the Bryansk region?
15. What do we mean by nature protection?

IV. Read the text once again and try to retell it

I. Listen to the text and repeat after the speaker

GREAT BRITAIN

The official name of the country, which we usually call England and occasionally Great Britain, is the United Kingdom of Great Britain and Northern Ireland. The long title is the result of a complicated history. Wales had become part of English administrative system by the 16th century. Scotland was not completely united with England until 1707. The United Kingdom is a name which was introduced in 1801 when Great Britain became united with Northern Ireland. The UK is situated on the British Isles not far from Europe. It consists of the island of Great Britain, the north-eastern part of Ireland and a great number of small islands, such as: the Orkney, the Hebrides, the Isle of White and many others. Great Britain is separated from the European continent by the North Sea, the English Channel (or La Manche) and the Straits of Dover (or Pas de Calais). In the west the British Isles are washed by the Irish Sea and the Atlantic Ocean. The territory of the United Kingdom is 244,000 sq. km.

The population of the UK is over 57 million. People live mostly in towns and cities and their suburbs. The largest cities are London, Birmingham, Glasgow, Liverpool, Bristol, Leeds and Cardiff.

The warm currents of the Atlantic Ocean influence the climate of Great Britain. It is mild the whole year round. It is not too hot in the summer or too cold in the winter. It often rains in England. Rain falls during all the four seasons. Snow falls only in the north and west of the country. The grass remains green all year round. Thanks to its unique climatic conditions Britain looks like one great well-ordered park with its old trees, green meadows and freshly-trimmed hedges.

Britain is comparatively small, but there is hardly a country in the world where such a variety of scenery can be found. Geographically the island of Great Britain is subdivided into 2 main regions: Lowland Britain and Highland Britain. Lowland Britain comprises southern and eastern England, Highland Britain consists of Scotland, most of Wales (the Cambrian Mountains), the Pennines (or the Pennine Chain) and the Lake District. The highest mountaintop is Ben Nevis in Scotland.

There are many rivers in Britain, but they are rather short and of no great importance. The chief rivers are the Severn that separates England and Wales, the Thames named "Father of London", the Spray and the Tweed. Britain's principal ports are London, Liverpool, Manchester, Hull and Glasgow.

There are many lakes in Great Britain. The Lake District in Scotland is the most beautiful. The best known lake is Loch Ness.

The UK has some mineral resources, such as coal, oil, chalk. As Great Britain is not very rich in natural resources its economy is greatly dependent on foreign trade. The UK is a highly developed industrial power. The main industrial regions are in the north and west of the country where the main deposits of coal are being found. The oldest centre of heavy industry is the region of Birmingham and Sheffield known as the Black Country. The Black Country is also the main centre of armaments production. Two main textile regions are situated to the west and east of the Pennines. The UK produces and exports machinery, electronics and textile. One of the chief industries is shipbuilding.

Agriculture is an important sector of the country's economy. The British people grow wheat, fruit, vegetables and oats.

There are four different countries in the United Kingdom: England (the capital is London), Scotland (the capital is Edinburgh), Wales (the capital is Cardiff) and Ireland (the capital is Belfast). The capital of the UK is London. Every country has its own national emblem. The red rose is the national emblem of England, the thistle is the national emblem of Scotland, the daffodil and leek are the emblems of Wales, and the shamrock (a species of clover) is the emblem of Ireland. The country is inhabited by the English,

the Scots, the Welsh and the Irish, who all constitute the British nation. English is the official language. But Scottish, Welsh and Irish are also used.

The flag of the UK is known as the Union Jack. It has its own history. It all began in 1603 when Scotland was part of England and Wales. The flag is made up of 3 crosses. The upright cross is the Cross of St. George, the saint patron of England. The white diagonal cross is the cross of St. Andrew, the saint patron of Scotland. The red diagonal cross is the cross of St. Patrick, the saint patron of Ireland. All of them are resting against the blue background of the flag. The national anthem is "God Save the Queen". The national currency is the pound.

Great Britain is a parliamentary monarchy. It means that there is a Queen (or King) and the Parliament.

The Queen has almost no power in the country. Her powers are limited by the Parliament. Laws are made by the Parliament. The Queen is only a formal ruler: she reigns but does not rule. Most of her functions are symbolic. But the Queen has all information; she must see all Cabinet documents. She has the power to conclude treaties, to declare war and make peace. The Queen's residence in London is the Buckingham Palace.

The British Parliament consists of two chambers: the House of Lords and the House of Commons. There are more than 1000 members in the House of Lords but only about 250 take an active part in the work of the House. Many seats are hereditary. The House of Lords has little real power nowadays.

The House of Commons has 635 members known as MPs – Members of Parliament. They are elected by a general election (secret ballot) every 5 years. The person who chairs and controls discussion in the House of Commons is the Speaker. The Speaker is officially the second important ‘commoner’ in the Kingdom after the Prime Minister. Today the elected House of Commons has real political power, although members of the House of Lords occupy important posts. The British Parliament works in a large building called the Palace of Westminster.

The United Kingdom is governed by Her Majesty's Government in the name of the Queen. The Government is normally formed by the political party which is supported by the majority in the House of Commons. The Party's leader is the Prime-Minister appointed by the Queen. He chooses a team of ministers of whom are around 20 in the Cabinet. The second largest party becomes the official opposition with its own leader and Shadow Cabinet. In Great Britain there are three main political parties: the Conservatives, the Labour Party and the Liberals.

II. Read, write down the words and memorize them

Names

The United [ju:'naitid] **Kingdom of Great Britain and Northern Ireland**
– Соединенное Королевство Великобритании и Северной Ирландии
the British Isles ['aɪlz] – Британские острова
Edinburgh ['edɪnbərə] – Эдинбург
Cardiff ['kɑ:dɪf] – Кардифф
Belfast [,bel'fɑ:st] – Белфаст
the North Sea – Северное море
the English Channel ['tʃænəl] – Английский канал (принятое в Великобритании название пролива Ла-Манш)
the Irish ['aɪəri] **Sea** – Ирландское море
Highlands ['haɪləndz] – гористая часть
Lowlands ['ləʊləndz] – низменная часть
Ben Nevis [ben'neɪvɪs] – Бен Невис
the Severn ['sevən] – Северн
the Thames ['teɪmz] – Темза
Gulf Stream ['gʌlfstri:m] – Гольфстрим
the House of Lords – палата лордов
the House of Commons – палата общин
the Labour ['leɪbə], **the Conservative** [kən'sə:vətɪv] **and the Liberal** ['lɪbərəl] **parties** – Лейбористская, Консервативная и Либеральная партии

Vocabulary

to consist [kən'sɪst] **of** – состоять из
respectively [rɪs'pektɪvli] – соответственно
to include [ɪn'klu:d] – включать
to mean [mi:n] (**meant, meant**) – означать
to separate ['sepəreɪt] – разделять
surface ['sɜ:fɪs] – поверхность
to vary ['veəri] – менять(ся), разнообразить
mountainous ['maʊntɪnəs] – гористый
valley ['væli] – долина
vast ['vɑ:st] – огромный
plain – равнина
deep – глубокий
to influence ['ɪnfluəns] – влиять
climate ['klaɪmɪt] – климат

mild ['maɪld] – мягкий, умеренный
the whole year round ['həʊl jɪə raʊnd] – круглый год
urban ['ɜːbən] – городской
highly developed [dɪ'vɛləpɪd] – высокоразвитый
producer [prə'djuːsə] – производитель
exporter [ɪk'spɔːtə] – экспортер
machinery [mə'ʃiːnəri] – машинное оборудование
electronics [ɪ'elɪk'trɒnɪks] – электроника
textile ['tekstaɪl] – текстиль
aircraft ['ɛəkrɑːft] – самолеты
navigation [ˌnævɪ'geɪʃn] – судоходство
equipment [i'kwɪpmənt] – оборудование
chief [tʃiːf] – главный, основной
shipbuilding – кораблестроение
constitutional monarchy [ˌkɒnstɪ'tjuːʃənəl 'mɒnəki] – конституционная монархия
law ['lɔː] – закон
in law – по закону
the head of state – глава государства
queen ['kwiːn] – королева
in practice [ɪ'præktɪs] – фактически, на практике
to reign [ˈreɪn] – царствовать
to rule [ruːl] – править
to elect [ɪ'lekt] – выбирать
government – правительство
Prime Minister – премьер-министр
at the head – во главе
parliament ['pɑːləmənt] – парламент
chamber [ˈtʃeɪmbə] – палата

III. Answer the following questions

1. The UK is an island state, isn't it? Where is it situated?
2. What countries is the UK made up of? What are their capitals?
3. What channel separates the British Isles from the European continent?
4. The surface of the British Isles varies very much, doesn't it?
5. What is the north of Scotland called? What is the south of Scotland called?
6. What's the highest mountain in Scotland?

7. Are there a lot of long and deep rivers in Great Britain?
8. Why is the climate of the British Isles mild?
9. Is the UK a large country?
10. What's the UK's population?
11. The UK is a highly developed industrial country. What does it produce and export?
12. The UK is a constitutional monarchy. What does it mean?
13. What are the main political parties? What party is ruling?

IV. Read the text once again and try to retell it

I. Listen to the text and repeat after the speaker

LONDON

London is the capital of Great Britain, its political, economic and commercial centre. It is the chief port of Great Britain. It is one of the largest cities in the world and the largest city in Europe. Its population is about 8 million.

The origin of the city may be dated as the beginning of the 1st century A. D., when a tribe of the Celtic family settled near the Thames. Traditionally it is divided into several parts: the City, Westminster, the West End and the East End. They are very different from each other.

The City is the oldest part of London, its financial and business centre. Numerous banks, offices and companies are concentrated here, including the Bank of England, the Stock Exchange, the Royal Courts of Justice and Guildhall. The City has its own Lord Mayor and Corporation as well as its own police force. Only about five thousand people live permanently in the City today but nearly a million works there. In the daytime the streets of the City are crowded but late at night they are deserted.

There are a lot of famous ancient buildings within the City. The most striking of them is St. Paul's Cathedral, Sir Christopher Wren's masterpiece. The greatest of English churches, St. Paul's Cathedral, was built between 1675 and 1710 to replace the 13th-century cathedral which had been destroyed by the Great Fire. St. Paul's Cathedral with its whispering Gallery is a beautiful sight standing out above the other buildings. Inside the Cathedral there are many monuments to famous admirals and generals. Nelson is buried there.

The oldest of all the royal residences in London is the Tower of London. Founded by William the Conqueror in 1078 the fortress was enlarged

several times. Now it is a museum which houses the national collection of armour and the Crown Jewels. For many centuries the Tower has been a fortress, a Royal residence, the Royal Mint, the first Royal Observatory. But it is perhaps most famous for being a prison.

Westminster, with its Palace and Abbey, is the aristocratic official part of London. Westminster Abbey is regarded as the centre of the Westminster area. It dates back to the 11th century. Most of the kings and queens of England since William the Conqueror have been crowned here. Many great men have been honored by burial in Westminster Abbey, and the church is full of memorials to kings, queens, statesmen, writers, scientists and explorers who have played a part in Britain's history. Westminster Abbey is not a cathedral. It is a 'Royal Peculiar', royal property. It is dependent directly on the monarch.

There are many old buildings in the Westminster area, including Buckingham Palace where the Queen lives and the Houses of Parliament along the north of the Thames. The clock Tower of the Houses of Parliament is famous for its big hour bell known as "Big Ben".

The Thames is a natural boundary between the West End and the East End of London. The working class of London is centered in the East End. Here are miles and miles of docks and great industrial areas.

The West End is the richest and the most beautiful part of London. The finest theatres, cinemas and concert halls, large museums, the most luxurious hotels, the largest department stores, and the most famous shops, parks and houses are situated there. The name "West End" came to be associated with wealth, luxury, and goods of high quality. The English aristocracy lives in this district.

There are a lot of beautiful squares and streets in London. Trafalgar Square, named to commemorate Nelson's great naval victory in the battle of Trafalgar in 1805, is dominated by the tall Nelson's Column. It is the geographical centre of London. Piccadilly Circus is known for the figure of Eros in the middle and for its lovely night life; the residence of the British Prime Minister is located in Downing Street 10. Knightsbridge and Oxford Street are the most famous streets for their expensive fashionable shops.

London is very rich in art galleries. The National Gallery is one of the most important picture galleries in the world. The Tate Gallery is the right and necessary complement to the National Gallery. The cultural life of London would be impossible without the Royal Albert Hall, the Royal Festival Hall, the National Theatre and a great number of museums: The British Museum, the Victoria and Albert Museum, Natural History Museum and others.

A great amount of space in London is devoted to parks and gardens. Most of them used to be private gardens or hunting forests of kings and

queens. Later they were transformed into their present design, for example Hyde Park and Kensington Garden.

But the capital is not a historical theme park. It is a lovely and exciting metropolis which is well-known for its popular culture, music, clubs, street fashion, and visual arts. Much of London's energy and originality is now centred in Soho, the city's liveliest and most bohemian area. It is a meeting place for all kinds of people from all over the world day and night.

London is very cosmopolitan.

II. Read, write down the words and memorize them

Names

the Bank of England – Английский банк

the Stock Exchange ['stok iks'tʃeɪndʒ] – Лондонская фондовая биржа

the Old Bailey [ˌould 'beɪli] – Центральный уголовный суд, находящийся в Олд-Бейли

St Paul's Cathedral [sənt 'pɔ:lz kə'ti:drəl] – собор св. Павла (главный собор англиканской церкви)

Sir Christopher Wren ['sə: 'krɪstəfə 'ren] – Кристофер Рен

the Tower ['tauə] **of London** – Лондонский Тауэр

Julius Caesar ['dʒu:liəs 'si:zə] – Юлий Цезарь

William the Conqueror ['wɪljəm ðə 'kɒŋkərə] – Вильгельм Завоеватель, Вильгельм I (первый король из норманнов в Англии)

Westminster Abbey ['westmɪnstə 'æbi] – Вестминстерское аббатство

Newton ['nju:tn] – Ньютон

Darwin ['da:wɪn] – Дарвин

Chaucer ['tʃo:sə] – Чосер

Dickens ['dɪkɪnz] – Диккенс

Tennyson ['tenɪsn] – Теннисон

Kipling ['kiplɪŋ] – Киплинг

Westminster Palace ['westmɪnstə 'pælis] (**the Houses of Parliament**) – Вестминстерский дворец (здание английского парламента)

Big Ben – "Биг Бен", "Большой Бен" (колокол часов-курантов на здании парламента, бой которых передается ежедневно по радио как сигнал точного времени)

Buckingham Palace ['bʌkɪŋəm 'pælis] – Букингемский дворец (главная королевская резиденция в Лондоне)

Trafalgar Square [trə'fælgə 'skweə] – Трафальгарская площадь

Nelson's Column ['nelnsz 'koləm] – колонна Нельсона (памятник адмиралу Нельсону)

the National Gallery ['næʃənl 'gæləri] – Национальная галерея (крупнейшее в Великобритании собрание картин)

the National Portrait Gallery ['rɔ:trɪt 'gæləri] – Национальная портретная галерея

the British Museum – Британский музей (один из крупнейших в мире)

Vocabulary

to belong [bi'lɒŋ] — принадлежать

epoch ['i:pɒk] — эпоха

financial [faɪ'næŋʃəl] — финансовый

firm — фирма

striking ['straɪkɪŋ] — поразительный, замечательный

church ['tʃɜ:tʃ] — церковь

to rebuild [,ri:'bɪld] — перестраивать

fortress ['fɔ:trɪs] — крепость

royal ['rɔɪəl] — королевский

prison ['prɪzn] — тюрьма

association [ə,səʊsi'eɪʃn] — ассоциация

to crown ['kraʊn] — короновать

outstanding [aʊt'stændɪŋ] — выдающийся

statesman ['steɪtsmən] — государственный деятель

painter ['peɪntə] — художник

to bury ['beri] — хоронить

official residence [ə'fɪʃəl 'rezɪdəns] — официальная резиденция

wealth [welθ] — богатство

wealthy [welθi] — богатый

symbol ['sɪmbəl] — символ

luxury ['lʌkʃəri] — роскошь

restaurant ['restɒrəŋ] — ресторан

splendid ['splendɪd] — великолепный

in memory of — в память о

to contain [kən'teɪn] — содержать

priceless — бесценный

manuscript ['mænʃskrɪpt] — рукопись

III. Answer the following questions

1. Is London the largest city in the world?
2. What's the population of London?
3. Traditionally London is divided into several parts. Can you name them?

4. What do you know about the City?
5. Who was St Paul's Cathedral built by?
6. Who founded the Tower of London? When was it rebuilt?
7. What is the historic, the governmental part of London?
8. What building has more historic associations than any other building in London?
9. What is Big Ben?
10. Can you describe Trafalgar Square?
11. What are the most famous London museums and art galleries?
12. What is the East End?

IV. Read the text once again and try to retell it

I. Listen to the text and repeat after the speaker

AGRICULTURE

Agriculture is the cultivation of animals, plants, fungi and other life forms for food, fiber, and other products used to sustain life. Agriculture was the key implement in the rise of sedentary human civilization, whereby farming of domesticated species created food surpluses that nurtured the development of civilization. The study of agriculture is known as agricultural science. Agriculture is also observed in certain species of ant and termite, but generally speaking refers to human activities.

The history of agriculture dates back thousands of years, and its development has been driven and defined by greatly different climates, cultures, and technologies. However, all farming generally relies on techniques to expand and maintain the lands suitable for raising domesticated species. For plants, this usually requires some form of irrigation, although there are methods of dryland farming; pastoral herding on rangeland is still the most common means of raising livestock. In the developed world, industrial agriculture based on large-scale monoculture has become the dominant system of modern farming, although there is growing support for sustainable agriculture (e.g. permaculture or organic agriculture).

Modern agronomy, plant breeding, pesticides and fertilizers, and technological improvements have sharply increased yields from cultivation, but at the same time have caused widespread ecological damage and negative human health effects. Selective breeding and modern practices in

animal husbandry such as [intensive pig farming](#) have similarly increased the output of [meat](#), but have raised concerns about [animal cruelty](#) and the health effects of the [antibiotics](#), [growth hormones](#), and other chemicals commonly used in industrial meat production.

The major agricultural products can be broadly grouped into [foods](#), [fibers](#), [fuels](#), and [raw materials](#). In the 21st century, plants have been used to grow [biofuels](#), [biopharmaceuticals](#), [bioplastics](#), and pharmaceuticals. Specific foods include [cereals](#), [vegetables](#), [fruits](#), and [meat](#). [Fibers](#) include cotton, wool, [hemp](#), [silk](#) and [flax](#). [Raw materials](#) include lumber and bamboo. Other useful materials are produced by plants, such as [resins](#). Biofuels include [methane](#) from [biomass](#), [ethanol](#), and [biodiesel](#). [Cut flowers](#), [nursery plants](#), tropical fish and birds for the pet trade are some of the ornamental products.

Cropping systems vary among farms depending on the available resources and constraints; geography and climate of the farm; government policy; economic, social and political pressures; and the philosophy and culture of the farmer. [Shifting cultivation](#) (or [slash and burn](#)) is a system in which forests are burnt, releasing nutrients to support cultivation of annual and then [perennial](#) crops for a period of several years.

Then the plot is left fallow to regrow forest, and the farmer moves to a new plot, returning after many more years (10-20). This fallow period is shortened if population density grows, requiring the input of nutrients ([fertilizer](#) or [manure](#)) and some manual [pest control](#). Annual cultivation is the next phase of intensity in which there is no fallow period. This requires even greater nutrient and pest control inputs.

Further industrialization leads to the use of [monocultures](#), when one [cultivar](#) is planted on a large acreage. Because of the low [biodiversity](#), nutrient use is uniform and pests tend to build up, necessitating the greater use of [pesticides](#) and fertilizers. Multiple cropping, in which several crops are grown sequentially in one year, and [intercropping](#), when several crops are grown at the same time are other kinds of annual cropping systems known as [polycultures](#).

In [tropical](#) environments, all of these cropping systems are practiced. In [subtropical](#) and [arid](#) environments, the timing and extent of agriculture may be limited by rainfall, either not allowing multiple annual crops in a year, or requiring [irrigation](#). In all of these environments perennial crops are grown ([coffee](#), [chocolate](#)) and systems are practiced such as [agroforestry](#). In [temperate](#) environments, where ecosystems were predominantly [grassland](#) or [prairie](#), highly productive annual cropping is the dominant farming system.

The last century has seen the [intensification](#), [concentration](#) and [specialization](#) of agriculture, relying upon new technologies of agricultural

chemicals ([fertilizers](#) and [pesticides](#)), [mechanization](#), and [plant breeding](#) ([hybrids](#) and [GMO's](#)). In the past few decades, a move towards [sustainability](#) in agriculture has also developed, integrating ideas of socio-economic justice and conservation of resources and the environment within a farming system. This has led to the development of many responses to the conventional agriculture approach, including [organic agriculture](#), [urban agriculture](#), [community supported agriculture](#), ecological or biological agriculture, [integrated farming](#) and [holistic management](#), as well as an increased trend towards [agricultural diversification](#).

[Animals](#), including [horses](#), [mules](#), [oxen](#), [camels](#), [llamas](#), [alpacas](#), and [dogs](#), are often used to help [cultivate](#) fields, [harvest](#) crops, wrangle other animals, and [transport](#) farm products to buyers. [Animal husbandry](#) not only refers to the breeding and raising of animals for meat or to harvest animal products (like [milk](#), [eggs](#), or [wool](#)) on a continual basis, but also to the breeding and care of species for work and companionship. [Livestock](#) production systems can be defined based on feed source, as [grassland](#) - based, mixed, and landless.

Grassland based livestock production relies upon plant material such as [shrubland](#), [rangeland](#), and [pastures](#) for feeding [ruminant](#) animals. Outside nutrient inputs may be used, however manure is returned directly to the grassland as a major nutrient source. This system is particularly important in areas where crop production is not feasible because of climate or soil, representing 30-40 million pastoralists. Mixed production systems use grassland, [fodder](#) crops and grain feed crops as feed for ruminant and monogastric (one stomach; mainly chickens and pigs) livestock. Manure is typically recycled in mixed systems as a fertilizer for crops. Approximately 68% of all agricultural land is permanent pastures used in the production of livestock.

Agriculture imposes [external costs](#) upon society through pesticides, nutrient runoff, excessive water usage, and assorted other problems. Agriculture accounts for 70 per cent of withdrawals of freshwater resources. However, increasing pressure being placed on water resources by industry, cities and the involving biofuels industry means that [water scarcity](#) is increasing and agriculture is facing the challenge of producing more food for the world's growing population with fewer water resources. Scientists are also realising that water resources need to be allocated to maintain natural environmental services, such as protecting towns from flooding, cleaning ecosystems and supporting fish stocks. A key player who is credited to saving billions of lives because of his revolutionary work in developing new agricultural techniques is Norman Borlaug. His transformative work brought high-yield crop varieties to developing countries and earned him an unofficial title as the father of the Green Revolution.

II. Read, write down the words and memorize them

Vocabulary

winter rye ['rai] - озимая рожь
spring barley ['ba:li] - яровой ячмень
buckwheat ['bʌkwɪ:t] – гречиха
silage ['sailɪdʒ] - силос
leguminous [le'zju:mɪnəs] **plants** – бобовые культуры
fodder – ['fɒdə] – корм для скота, фураж
scarce ['skeəs] **resources** – ограниченные ресурсы
take into account [ə'kaunt]– принимать во внимание
record-keeping – бухгалтерский учет
records – счета
inventory ['ɪnventrɪ]– оборотные средства
depreciation schedule [dɪ'pri:ʃi'eɪʃn 'ʃedju:l] – таблица начислений износа
balance-sheet – балансовый отчёт
income ['ɪnkʌm] **statement** – отчёт о результатах хозяйственной деятельности
cash flow summary – сводка о движении ликвидности
expenses [ɪks'pensɪz]– затраты
mutual ['mju:tʃuəl]– взаимный
benefit – польза, выгода
customer ['kʌstəmə]– потребитель, клиент
to up-date [ʌp'deɪt] - модернизировать
arable ['ærəbl] **land** – пахотная земля
manuring [mə'njuərɪŋ]– внесение органических удобрений
seeding rates – посевные нормы
harvesting – сбор урожая
variety [və'raɪəti] – сорт; вид
anthropogenic [ɪ'ænthrəpə'dʒɪnɪk] - антропогенный
adverse ['ædvə:s] – вредный, неблагоприятный
pedigree – порода
treatment – лечение
to cure ['kjʊə]– лечить
tillage ['tɪlɪdʒ] **accessories** – приспособления для обработки почвы
grinder ['graɪndə]– дробилка
blender – смеситель
milking machine – доильный аппарат
manure spreader – навозоразбрасыватель
fleet – парк (автомобилей, тракторов и т. п.)
alkaline ['ælklaɪn]– щелочной

water-logging – заболачивание

III. Answer the following questions

1. What branches does agriculture consist of?
2. What is the leading branch?
3. What do livestock-breeding farms produce?
4. Is livestock-breeding connected with crop-growing?
5. What problems in agriculture is the Russian Federation facing at present?
6. Why have you decided to enter the academy?
7. What are going to become?
8. What do you know about your future profession?
9. How can you contribute to our agriculture?

IV. Read the text once again and try to retell it

I. Listen to the text and repeat after the speaker

ENVIRONMENTAL PROTECTION

The word environment means simply what is around us. Some people live in a town environment; for others their environment is the countryside. Since ancient times Nature has served People, being the source of their life. For thousands of years people lived in harmony with environment and it seemed to them that natural riches were unlimited. But with the development of civilization man's interference to nature began to increase. The poisoning of the world's land, air, and water is the fastest-spreading disease of civilization. It probably produces fewer headlines than wars, earthquakes and floods, but it is potentially one of history's greatest dangers to human life on earth. If present trends continue for the next several decades, our planet will become uninhabitable.

Nowadays people understand how important it is to solve the environmental problems that endanger people's lives. The most serious environmental problems are: pollution in its many forms (water pollution, air pollution, nuclear pollution), noise from cars, buses, planes, etc., ozone depletion, acid rains, the global warming, destruction of wildlife and countryside beauty, shortage of natural resources (metals, different kinds of fuel) and the growth of population.

In recent years the environmental problems have become extremely urgent and received a great publicity. In some way they are the result of scientific and technological progress of the 20-th century. But people also

do a lot of harm to nature because they don't understand that the human is the part of environment. The relationship between human and nature has become one of the most vital problems facing civilization today.

Large cities with thousands of smoky industrial enterprises appear all over the world today. Every year world industry pollutes the atmosphere with about 1000 million tons of dust and other harmful substances. Industrial enterprises emit tons of harmful substances. These emissions have disastrous consequences for our planet. They are the main reason for the greenhouse effect and acid rains.

Cars are one of the most harmful and dangerous polluters of air. Many cities suffer from smog. Vast forests are cut and burn in fire. Their disappearance upsets the oxygen balance. As a result some rare species of animals, birds, fish and plants disappear forever, a number of rivers and lakes dry up. In more than hundred towns and cities the concentration of harmful substances in the air and water is over 10 times the admissible level.

Besides we must remember about ozone holes. More and more often people are told not to be in direct sunlight, because ultraviolet radiation from the sun can cause skin cancer. Normally the ozone layer in the atmosphere protects us from such radiation, but if there are holes in the ozone layer ultraviolet radiation can get to the earth. Many scientists think that these holes are the result of air pollution.

Pollution of water is one of the problems millions of people are concerned today. The pollution of the world's ocean is the result of human's careless interaction with nature, a sign of the ecological crises. There is no ocean or sea, which is not used as a dump. Many seas are used for dumping industrial and nuclear waste. They poison and kill fish and sea animals and water is not suitable for drinking.

The main reason of pollution is rubbish. Most of our rubbish goes to big holes in the ground, called 'dumps'. But dumps are very dangerous for our life because they are full of rats, which can carry infections away from dumps. Another way to get rid of rubbish is to burn it. But the fire causes poison, which goes into the air and pollutes it.

An even greater environmental threat are nuclear power stations. The most horrible ecological disaster befell Ukraine and its people after the Chernobyl tragedy in April 1986. About 18 percent of the territory of Belarus were also polluted with radioactive substances. A great damage has been done to the agriculture, forests and people's health. The consequences of this explosion at the atomic power-station are tragic for the Ukrainian, Belarussian and other nations. Another problem is the presence of dangerous radioactive military objects and kosmodrom "Plesetsk".

All these facts make us become more sensitive towards the

environment. Various public organizations and unofficial movement do their best to change official and public opinion on the environmental problems. One of the most famous and strong organizations nowadays is "Greenpeace". Greenpeace began its work 20 years ago from saving whales. And now Greenpeace is a world-famous organization, which saves plants, animals and people. This organization wants to rescue animals, helps them to survive and saves jungle and rain forests which are in danger of destruction. And they also help animals because many of them have already gone as they have nowhere to live. Their homes, the trees, have disappeared.

"Travels for Peace and Nature" is the name of another public movement that appeared in Russia some years ago. It concentrates its efforts on theory and practical work. The movement launches all kinds of environmental actions and informs the public of the ways, means and results of this work. Russia is co-operating in the field of environmental protection with the United States, Canada, Norway, Finland and other countries.

But these are only the initial steps and they must be carried onward to protect nature, to save life on the planet not only for the sake of the present but also for the future generations.

II. Read, write down the words and memorize them

Vocabulary

environmental protection [inˌvaɪəɾən'mentl prəˌtektʃn] — защита окружающей

disease [di'zi:z] — болезнь

headline ['hedlain] — газетный заголовок

earthquake ['e: θqkweik] — землетрясение

flood [flʌd] — наводнение

potentially [pə'tenʃəli] — потенциально

trend — тенденция

decade ['dekeid] — декада

uninhabitable [ˌʌnɪn'hæbɪtəbl] — непригодный для жилья (жизни)

overpopulation — перенаселение

pollution [pə'lu:ʃn] — загрязнение

consumption [kən'sʌmpʃn] — потребление

deforestation [di:ˌfɔri'steɪʃn] — обезлесение

ozone depletion ['ouzoun di'pli:ʃn] — истощение озонового слоя

acid rains — кислотные дожди

global warming — глобальное потепление

greenhouse effect [i'fekt] — парниковый эффект

industrial and nuclear waste — промышленные и ядерные отходы

fertilizer ['fɜ:tilaizə] — удобрение
pesticide ['pestisaɪd] — пестицид
on the brink of extinction [ɪk'stɪŋkʃn] — на грани исчезновения
species ['spi:ʃi:z] — вид, род
to die out [daɪ] — вымирать
to become extinct [ɪk'stɪŋkt] — угасать, вымирать
enterprise ['entəpraɪz] — предприятие
to emit [ɪ'mɪt] — выбрасывать
emission [ɪ'mɪʃn] — выброс
harmful substances ['sʌbstənsɪz] — вредные вещества
disastrous [dɪ'zɑ:stɹəs] — чудовищный
disaster [dɪ'zɑ:stə] — несчастье, беда
consequence ['kɒnsɪkwəns] — последствие
threat [θret] — угроза
nuclear power station — атомная электростанция
tragic ['trædʒɪk] — трагический
to support [sə'pɔ:t] — поддерживать
to avoid [ə'vɔɪd] — избегать
to threaten [θretn] — угрожать

III. Answer the following questions

1. What is the fastest-spreading disease of civilization?
2. What planet-wide problems have overpopulation, pollution and energy consumption created?
3. What will happen to our planet if present trends continue?
4. What is happening to the seas and rivers?
5. The Aral Sea is on the brink of extinction. Do you think it's possible to save it?
6. A lot of animals are dying out. But people wear fur coats, crocodile handbags, leather shoes, etc. Are you for or against hunting?
7. Is air pollution a serious problem? Why?
8. What were the tragic consequences of the Chernobyl disaster?
9. Are nuclear power stations dangerous?
10. What is the main cause of the greenhouse effect and acid rains?
11. What do people of different countries do to save our planet?
12. Have you heard of *Greenpeace*?

IV. Read the text once again and try to retell it

Учебное пособие

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АНГЛИЙСКИЙ ЯЗЫК

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*для аудиторных занятий
и самостоятельной работы студентов*

издание второе

Редактор Павлютина И.П.

Подписано к печати 10.10.2011 г. Формат
Усл. п.л.2,76 . Тираж 250 экз. Изд. №2029

Издательство Брянской ГСХА
243365, Брянская область, Выгоничский район, с. Кокино

