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УНИВЕРСИТЕТ им. К.ТЫНЫСТАНОВА**

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***Сборник текстов
по специальности
для студентов - экологов***

Часть 2

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Методическое пособие состоит из основных текстов, словарного минимума, лексико-грамматических упражнений направленных на выработку навыков чтения устной речи и письма.

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I. Read and translate the text into your own language. Learn by heart the vocabulary below

The disappearing rain forest

Before the end of the lesson another hectare of the world's forests will be destroyed forever. Why is this happening? There are two reasons - land and wood. In many countries the trees have been cut down because the land was needed for animals or crops. In other parts of the world the trees are cut down because their wood is wanted. The wood is used by the local people for firewood. Or it is exported to Japan, Europe and North America. There it is used for buildings or it is made into furniture.

Unfortunately, in most places the trees won't be replaced. The soil in the forests is very thin, but it is protected by the trees. When the trees are cut down, the soil is washed away by the rain or blown away by the wind. Soon nothing can be grown on it. The forest becomes a desert. Then more land will be needed and more trees will be cut down.

II. Vocabulary

destroy - уничтожать

forever - навсегда

cut down - рубить

crops – зерновые культуры

wood - древесина

local people - местные люди

for firewood - для дров

unfortunately – к сожалению

replace - пересадить

the soil protect – почва защищает

wash away - улучшать

blow away - дуть

grow - выращивать

desert – пустыня

III. Fill in the blanks with one of these prepositions:

of, to, for, by, into

1. The wood is used by the local people for firewood.
2. The land was needed... animals.
3. It is exported...Japan, Europe.
4. There it is used ... buildings.
5. It is made ... furniture.
6. It is protected ... the trees.
7. The soil is washed away ... the rain.
8. The land was needed ... crops.

IV. Give the three forms of each word.

Cut, make, blow, wash, use, protect, destroy, replace, grow.

V. Translate into English.

1. Во многих странах срубают деревья для того чтобы изготовить мебель.
2. К сожалению, мы не пересаживаем деревья.
3. Они срубают деревья для того чтобы превратить в пахотную землю.
4. Ветер вздувает почву.
5. Дождь смывает почву.
6. Лес превращается в пустыню.

VI. Make the sentences passive. Put the verb in bold into the correct form.

1. Before the end of the lesson another hectare of the world's forests **destroy** forever.
2. In many countries the trees **cut down** because the land was needed for animals or crops.
3. The wood **use** by the local people for firewood.
4. It **export** to Japan, Europe and North America.
5. The wood **use** for buildings.
6. The wood **make** into furniture.
7. Unfortunately, in most places the trees **not replace**.
8. The soil in the forests is very thin, but it **protect** by the trees.
9. When the trees are cut down, the soil **wash away** by the rain.
10. When the trees are cut down, the soil **blow away** by the wind.

VII. Put questions to the words in bold.

1. When the trees are cut down, the **soil** is washed away by the rain or blown away by the wind.
2. The soil in the forests is very thin, but it is protected **by the trees**.
3. There it is used **for buildings** or it is made **into furniture**.
4. The soil in the forests is very thin, but it is protected by the **trees**.
5. The wood exported **to Japan, Europe and North America**.
6. Unfortunately, in most places **the trees** won't be replaced.

VIII. Make up your own sentences.

destroy forever, land, wood, cut down, need, crops, local people, for firewood, it is exported, North America, made into furniture unfortunately, replace, the soil is washed away blown, by the wind, becomes a desert.

IX. Translate into your own language.

1. Greedy companies destroy forests.
2. They are cutting down the trees.
3. The local people use for firewood.
4. They sell the wood to support their family.
5. Animals need the land therefore people destroy forests.
6. Farmers need the land for crops.
7. The companies will export the wood to European countries.
8. People use for buildings, they cut down trees.
9. People cut down trees to make furniture.
10. Unfortunately, we don't replace the trees.

X. Make the sentences Passive.

Example:

Greedy companies destroy forests.

The forests are destroyed by greedy companies.

1. They are cutting down the trees.
2. The local people use for firewood.
3. They sell the wood to support their family.
4. Animals need the land, therefore people destroy forests.
5. Farmers need the land for crops.
6. The companies will export the wood to European countries.
7. People use for buildings, they cut down trees.
8. People cut down trees to make furniture.
9. Unfortunately, we don't replace the trees.

XI. Complete the dialogue.

T. Are you coming to the demonstration on Saturday?

C. What ... ?

T. Don't you ever read anything?

C.

T. Last week permission was given for the Kingman property company to cut down the old trees at the Victoria Road.

C. ... ?

T. The land needed for new offices.

C. But those trees are nearly two hundred years old! They were planted in the time of Napoleon and two hundred years of history will be destroyed! Have the letters... to the local council?

T. Yes, ...

C. Where will be held a demo?

T. At the trees, on Saturday 20th at 9.30 am. Come along and support us.

XII. Read the text and find the answers to these questions.

1. Why are forests being destroyed in many countries?
2. Why is this happening?
3. Why have the trees been cut down?
4. What are the reasons for that?
5. Why is the wood exported to other countries?
6. Why is the wood used by local people?
7. What is exported to Japan, Europe and North America?
8. What is the wood made for?
9. Will the trees be replaced in most places?
10. How is the soil in the forests protected by?
11. Why is the soil washed away by the rain or blown away by the wind in the forest?
12. Why does the forest become a desert?

XIII. Retell the text.

I. Read and translate the text into your own language. Learn by heart the vocabulary below.

Energy pathways

On February 8, 1975, three astronauts left the Skylab Space Station to return to earth. For an amazing 84 days, they had lived and worked in a space lab 450 km above the earth.

Everything needed for survival-food, water, and oxygen- was contained in a 90 m by 20 m cylinder. Only the need for electrical energy kept the space lab from being completely self-supporting. Solar batteries changed sunlight into electricity to provide the needed energy. The space lab was an artificial environment.

II. Vocabulary

the Skylab Space Station - Космическая Станция

to return – возвращаться

earth - земля

space lab - космическая лаборатория

for survival – для выживания

food – еда, пища

oxygen - кислород

contain - содержать

cylinder - цилиндр

completely self-supporting - полностью самообеспечивающийся

solar batteries - солнечные батареи

change sunlight - замена солнечного света

to provide needed energy - обеспечивать необходимую энергию

an artificial environment - искусственная окружающая среда.

III. Memorize the following irregular/regular verbs. Find in the text the sentences with these irregular verbs:

leave left, left - оставлять

keep kept, kept - держать ,сохранить

be was/were, been/ - быть

live lived, lived - жить

work worked, worked - работать

contain contained, contained - содержать

change changed, changed - заменять

provide provided, provided - снабжать

IV. Find in the text the English equivalents of the following words and word-combinations:

работать в космической лаборатории; все необходимое для выживания; кислород; потребность; солнечная батарея заменяет электричество; для того чтобы выжить;

V. Fill in the missing letters.

Astrona...ts, eart..., everyt...ing, s...rvival-food, ox...gen, cyl...nder, electr...cal en...rgy, sp...ce, s...lar bat...eries, sunli...ht, electr...city, to provid..., sp...ce, artifice...al, env...ronment.

VI. Complete the following sentences from the text.

1. On February 8,1975,three astronauts left ...
2. For an amazing 84 days, they had lived and worked...
3. Food, water, and oxygen-was contained...
4. Solar batteries changed sunlight into electricity to provide...
5. The space lab was ...
6. Three astronauts left the...

VII. Express agreement or disagreement with the following statements.

1. On February 8.1995 three astronauts left the Skylab Space Station to return to earth.
2. For an amazing 84 days, they had lived and worked in a space lab 235 km above the earth.
3. Everything needed for survival-food, water, and oxygen- was contained in a 90 m by 20 m cylinder.
4. Solar batteries didn't change sunlight into electricity to provide the needed energy.
5. The space lab was an natural environment.

VIII. Translate the following sentences into English.

1. 8 февраля 1975 г. три астронавта вернулись на землю.
2. Все необходимое для выживания содержалось в цилиндре.
3. Только не хватило электрической энергии в космической станции.
4. Солнечные батареи заменяли электричество.
5. Космическая станция искусственная среда.

IX. Ask questions. Begin your questions with the words in brackets.

1. On February 8, 1975, three astronauts left the Skylab Space Station to return to earth. (When)
2. Everything needed for survival-food, water, and oxygen-was contained in a 90 m by 20 m cylinder.(Where)
3. Solar batteries changed sunlight into electricity to provide the needed energy. (What)
4. The space lab was an artificial environment. (Was)

X. Read the text and find the answer to each of these questions.

1. Who are astronauts?
2. Where do they work?
3. When did three astronauts return to earth?
4. How long had they lived and worked in a space lab 235 km above the earth?
5. Where were food, water, and oxygen contained in?
6. Solar batteries changed sunlight into electricity to provide the needed energy, didn't they?

7. The space lab was a natural environment, wasn't it?
8. Was the space lab an artificial environment?
9. Where would you keep food if you live in a space for survival?
10. Where would you take electrical energy?
11. Where are non living parts of an ecosystem?
12. Where are the living parts of an ecosystem?

XI. Retell the text.

I. Read and translate the text into your own language. Learn by heart the vocabulary below.

Ecosystems

A group of organisms and their nonliving environment are called an ecosystem. It may be a small rocky beach, or a marsh, or a large lake, or an entire forest. A city park may contain several different ecosystems.

A pond is a good example of an ecosystem. Many different bodies of water are called ponds. Some are natural. Others were made for human use. Old river channels, beaver ponds, and bogs are some of the natural types. Farms, city parks, and zoos often have ponds for fish and birds. Mill ponds were made to provide water power to run machines. Ponds form in different ways and may have different organisms living in them. Yet all ponds are alike in many ways.

II. Vocabulary

nonliving environment – искусственная окружающая среда

rocky beach – скалистый пляж

a marsh – болото

entire forest – густой лес

contain - содержит

mill pond - мельница

natural- естественный

human use – человеческого использования

channels – каналы

beaver ponds - водоем бобра

mill ponds – водоемы для рыбы

to provide – обеспечить

power – мощь

alike - похожий

III. Translate into your own language of the following words and word combinations. Make up your own sentences.

nonliving environment, ecosystem, marsh, an entire forest, contain, natural, for human use, channels, beaver ponds, bogs, for fish, mill ponds, provide, power, alike, in many ways, for fish.

IV. Complete these sentences.

1. A group of organisms and their nonliving environment are called
2. An ecosystem may be a small rocky
3. It may be a large ... or an ... forest.

4. A city park may contain
5. A pond is
6. Many different bodies of water are
7. Farms, city parks, and zoos often have ponds for
8. Mill ponds were made to provide water power to
9. Ponds form in
10. All ponds are

V. Put questions to the words in bold.

1. A group of organisms and their nonliving environment are called an **ecosystem**.

2. **A large lake** is called an ecosystem.
3. **A city park** may contain several different ecosystems.
4. Many different **bodies of water** are called ponds.
5. **Old river, channels**, are some of the natural types.
6. Ponds for fish and birds are **artificial**.
7. **Mill ponds** were made to provide water power to run machines.
8. All ponds are **alike** in many ways.

VI. Add the tag endings, use the prompt.

Example:

A pond is a good example of an ecosystem, isn't it?

1. Many different bodies of water are called ponds, ...?
2. Some are natural, ...?
3. Old river channels, and bogs are some of the natural types, ...?
4. Farms, city parks, and zoos often have ponds for fish and birds, ...?
5. Mill ponds were made to provide water power to run machines, ...?
6. Ponds form in different ways ponds are alike in many ways, ...?

VII. Read the text and find the sentences that contains the answer to each of these questions.

1. What is an ecosystem?
2. Does an ecosystem include a small rocky beach, or a marsh, a large lake, or an entire forest?
3. What about natural types of ponds?
4. What about a city park, may it contain several different ecosystems?
5. Were farms, city parks, and zoos made for human use?
6. What are there in the zoo?
7. What is a pond? What is the difference between natural and artificial pond?
8. What are the natural types of pond?
9. Is there a large lake in your town?
10. Is it artificial?
11. Are all ponds alike in many ways?

VIII. Retell the text.

I. Read and translate the text into your own language. Learn by heart the vocabulary below.

A pond is a complex system of living and nonliving things that affect one another. The living things in any ecosystem are called the **biotic** (by-ot-tick) parts. The nonliving things, such as water, soil, light, and temperature, are called **abiotic** (aye-by-oe-tick) parts.

The biotic parts include the raccoon, sunfish, frog, cattail, and other plants. There are also insects, protozoa, and on each other for food. The abiotic parts include all the nonliving things that might affect the living things. Light water and muddy bottom are some of the abiotic parts of pond.

II. Vocabulary

Pond - пруд, водоем

affect – затрагивать

ecosystem - эта группа организмов и их физическая окружающая среда

biotic – эта не живые существа и их физическая окружающая среда

nonliving things – не живые существа

living things - живые организмы

temperature - температура

abiotic – живые организмы

light - свет

raccoon ri'ku:n - енот

insects 'insekts - насекомые

III. Find more examples of the Present Simple in the text. Write them down in your copy books.

IV. Find more examples of the Present Simple of the verb “to be” in the text. Write them down in your copy books.

V. Find in the text English equivalents for the following words and expressions.

Не живые существа, живые организмы, еда друг для друга, экосистема, водоем, включить, насекомые, чистая вода.

VI. Find out biotic parts of an ecosystem in the text above.

VII. Find out abiotic parts of an ecosystem in the text above.

VIII. Look through the text and underline all the plural nouns. Write the singular of each one.

Plant – plants, sunfish – sunfish

IX. Find sentences in the Passive. Explain how the Passive is made.

X. Put questions to the words in bold.

1. The living things in any ecosystem are called the **biotic** parts.
2. The nonliving things, such as water, soil, light, and temperature, are called **abiotic** parts.
3. The biotic parts include **the raccoon, sunfish, frog, cattail, and other plants**.
4. The biotic parts also include **insects, protozoa**.
5. A **pond** is a complex system of living and nonliving things.

XI. Read the text and find the sentences that contains the answer to each of these questions.

1. What are the living things in any ecosystem called?
2. What are biotic parts of this ecosystem?
3. What are the nonliving things in any ecosystem called?
4. What does the word **abiotic** mean?
5. What do the biotic parts include?
6. What do the abiotic parts include?
7. What kind of food do frogs eat?
8. What abiotic factors might affect them?

XII. Retell the text.

I. Read and translate the text into your own language. Learn by heart the vocabulary below.

The biotic parts of an ecosystem cannot exist without the abiotic parts. An ecosystem contains everything needed to support life. However, materials are always moving into and out of an ecosystem. What might move into and out of the pond? The raccoon and the frog may leave the pond and move into the nearby woodland. Birds may stop at the pond. They may carry in seeds and small organisms from another ecosystem. Before they leave, they may feed on organisms from this pond.

Water and air are abiotic parts that move freely between ecosystems. They carry many living and nonliving materials into and out of the ecosystem. Rain, snow, or streams may add water to the pond. Evaporation and streams may carry water away. Sand, silt, carbon dioxide, and oxygen are few of the abiotic things moved by water and wind. Seed and insects are some of the biotic things. Wind and water may move in or out of the pond.

II. Vocabulary

insects biotic parts - живые организмы

abiotic parts - не живые существа

contain - содержит

to support - поддерживать

however - однако

move - двигаться

ecosystem - экосистема

raccoon - енот

leave - оставлять

nearby - вблизи

streams - поток

carry away - уносить дальше

oxygen - кислород

III. Find in the text English equivalents for the following words and expressions. Make up your own sentences using the words.

Живые и не живые организмы экосистемы, не могут существовать друг без друга, экосистема содержит все необходимое, чтобы поддержать жизнь, они перемещаются, оставить водоем, переместиться в лесу, вода и воздух могут двигаться, дождь, снег, водоем.

IV. Complete the sentences using the words from the text.

1. An ecosystem contains everything needed to
2. However, materials are always moving into
3. The raccoon and the frog may leave ... and ... the nearby woodland.
4. Rain, snow, or streams may add water
5. Evaporation and streams may carry
6. Birds may stop at

V. Fill in the blanks with one of these prepositions below.

1. The raccoon and the frog may leave the pond and move ... the nearby woodland.
2. Materials are always moving ... and ... an ecosystem.
3. The biotic parts of an ecosystem cannot exist ... the abiotic parts.
4. Sand, silt, carbon dioxide, and oxygen are moved ... water and wind.
5. Birds may stop ... the pond.

by, without, into, out of, at.

VI. Translate the words into your own language.

Biotic parts, ecosystem, abiotic parts, contain, to support, however, move, raccoon, leave, pond, nearby, stream, add, carry away, sand, silt, oxygen, move, by water, wind, seed, insects, abiotic parts.

VII. Look through the text and find all nouns. Write the singular of each one.

Example

Rain – rain, snow - snow, pond- ponds,

VIII. Put questions to the words in bold.

1. **Water and air** are abiotic parts that move freely between ecosystems.
2. The raccoon, the frog may leave **the pond** and move into the woodland.
3. Birds may stop **at the pond**.
4. The biotic parts of an ecosystem **cannot exist** without the abiotic parts.
5. Materials are always moving **into and out of an ecosystem**.
6. Rain, snow, or streams may add **water** to the pond.

IX. Read the text quickly and find the sentences that contains the answer to each of these questions.

1. How are the living things in any ecosystem called?
2. What are biotic parts of this ecosystem?
3. How are the nonliving things in any ecosystem called?
5. What do the biotic parts include?
6. What do the abiotic parts include?

7. Do the biotic parts of an ecosystem exist without the abiotic parts?
 8. What contains everything needed to support life?
 9. Do materials always move into and out of an ecosystem?
 10. Can the raccoon and the frog leave the pond and move into the nearby woodland?
 11. What do abiotic parts add to the pond?
 12. What may carry water away?
- X. Retell the text.**

I. Read and translate the text into your own language. Learn by heart the vocabulary below.

Most of the materials in the ecosystem are **re-usable**. Water, **oxygen** carbo, dioxide, **wastes**, and dead organisms are recycled and used again. This recycling **occurs** in other ecosystems as well as in ponds. In general, most of materials are recycled while energy is lost. Biologists call the study of the **relationships** between living things and their environment **ecology** (ee-khal-o-gee). The word comes from the Greek words OIKOS, which means “house.” Our house is the **ecosystem** in which we live.

II. Vocabulary

re-usable - сырье вторичного использования

oxygen - кислород

wastes - отходы

recycle - переработать

relationships - отношения

environment – окружающая среда

from the Greek- от греческого слово

as well as - также

occur - происходить

III. Make the sentences Passive.

Example:

We recycle papers.

Papers are recycled.

1. We recycle wastes, and dead organisms and use again.
2. Most of materials are recycled while energy is lost.
3. Biologists call the study of the relationships between living things and their environment **ecology**.

IV. Find in the text English equivalents for the following words and expressions. Make up your own sentences using the words.

вторичного использования, мертвые организмы, отношения, кислород, переработать, исходит от греческого, также как.

V. Translate the words into your own language.

Materials, are re-usable, oxygen, wastes, dead organisms, used again, as

well as, energy is lost, relationships between environment, the word comes from the Greek which means.

VI. Complete the sentences using the words from the text.

Most of the materials in the ecosystem are Water, **oxygen** carbo, dioxide, **wastes**, and dead organisms ... are recycled. In general, most of materials are recycled while Biologists call the study of the **relationships** between living things and their **environment** The word comes from the Greek words OIKOS means

VII. Put questions to the words in bold.

1. **Water, oxygen carbo, dioxide, wastes, and dead organisms** are recycled.
2. Most of materials are recycled **while energy is lost**.
3. **Biologists** call the study of the **relationships** between living things and their ecology.
4. The word comes from the **Greek words OIKOS**, which means "house."
5. Our house **is** the **ecosystem** in which we live.

VIII. Read the text quickly and find the sentences that contains the answer to each of these questions.

1. Are the most of materials re-usable?
2. What are used again?
3. Are wastes and dead organisms re-usable?
4. How long are water, oxygen, dioxide, wastes, and dead organisms used?
5. How do biologists call the study of the relationships between living things and their environment?
6. Where does the word come from?
7. What does the word OIKOS mean?
8. Our house is the ecosystem in which we live, isn't it?
9. What are some abiotic factors in the ecosystem you live in?
10. What abiotic factors in this ecosystem affect the organisms that live here?

IX. Retell the text.

I. Read and translate the text into your own language. Learn by heart the vocabulary below.

Biosphere

Humans, live in many different ecosystems. Large cities, small towns, ranches or farms are all ecosystems. Each has a different combination of biotic and abiotic parts. However, each must provide everything that living things need to survive. We have seen that the pond ecosystem is affected by the surrounding ecosystems. So it is with all ecosystems. Each is affected by what happens in its neighboring ecosystems. All the individual ecosystems of the earth make up one large ecosystem. We call it biosphere.

II. Vocabulary

Humans - человечество

Ecosystems - группа организмов и их физическая окружающая среда

However - однако

to provide - обеспечить

to survive - выживать

to affect- воздействовать

neighboring- соседний

biosphere- биосфера

III. Do you remember how the Present Simple is made? Find more examples in the text above. Give statement, negative, question forms.

Example

We call one large ecosystem biosphere.

Do we call it biosphere? Yes, we do.

We don't call them biosphere.

IV. Put questions to the words in bold.

Large **cities**, small **town**, **ranches** or **farms** are all ecosystems.

Each has a different combination of **biotic** and **abiotic parts**.

Each ecosystem **must provide** everything that living things need to survive.

The pond ecosystem is affected by the surrounding ecosystems.

All the individual ecosystems of the earth make up **one large ecosystem**.

We call it **biosphere**.

V. Translate into your own language.

Humans, in many different ecosystems, biotic parts, abiotic parts, however, must provide, living things, to survive, to affect, by the surrounding ecosystems, each, neighboring, the earth, biosphere.

VI. Look through the text and underline all the plural nouns. Write the singular of each one.

VII. Complete the sentences, use the words from text above.

Humans live in many... .

Large cities, small town, ranches or farms... .

Each has a different combination of... .

All the individual ecosystems of the earth make up

We call it

VIII. Fill in the missing letters.

H...mans, dif...erent, e...cosystems, la...ge, citi...s, sma...l, fa...ms, bi...tic, abi...tic, pa...ts, ho...ever, everyt...ing, surro...nding, hap...en, neig...boring, indiv...dual, ea...th, biosp...ere.

Ecology: The study of the relationship between organisms and their environment.

Biotic: The living organisms in an ecosystem.

Abiotic: The nonliving materials and energy in an ecosystem.

Ecosystems: A group of organisms and their physical environment.

IX. Read the text and find the sentences that contains the answer to each of these questions.

1. Do humans live in many different ecosystems?
2. Does each ecosystem have biotic and abiotic parts?
3. What are some abiotic factors in the ecosystem you live in?
4. What abiotic factors in this ecosystem affect the organisms that live here?
5. Each ecosystem provides everything that living things need to survive, doesn't it?
6. Is the pond ecosystem affected by the surrounding ecosystems?
7. Do all the individual ecosystems of the earth make up one large ecosystem?
8. What is biosphere?

X. Retell the text.

I. Read and translate the text into your own language. Learn by heart the vocabulary below.

Pollution solutions

Worldwide, the stinky problem of pollution has grown. More and more factories, cars, and trucks add their bad breath to the air. But the battle against air pollution is also growing. Many U.S. cities still have dirty air. So most states are making tougher laws against air pollution. And scientists are looking to ways to make factories and cars run cleaner.

II. Vocabulary

pollution - загрязнение

solutions - решения

air care – забота окружающей среды

stinky problem – проблема загрязнения

grow - расти

truck - грузовик

add bad breath - выбрасывают выхлопной газ

battle against air pollution – бороться за чистый воздух

dirty air – загрязненный воздух

make tougher laws - установить жесткие законы

scientists - ученые

look to ways – искать пути

III. Find the form of the Present Progressive tense

a) Look at these two sentences. Which one is the Present Progressive?

The battle against air pollution is growing.

The battle against air pollution grows.

b) Find more examples of the Present Progressive in the text. Write them down in your copy books.

IV. Find in the text the English equivalents of the following words and word combinations.

Загрязнения, грузовик, выхлопной газ, загрязненная атмосфера, жесткий закон, против загрязнения, экологически чистым, ученые, бороться за чистый воздух, большие города, маленький город, искать пути.

V. Rewrite in the Present Progressive Tense.

Example:

The scientists look to ways to make factories and cars run cleaner.

The scientists are looking to ways to make factories and cars run cleaner.

1. Most states make tougher laws against air pollution.
2. The battle against air pollution grows.
3. Factories, cars, and trucks add their bad breath to the air.
4. The stinky problem of pollution grows.

VI. Put questions to the words in bold.

1. More and more **factories, cars, and trucks** add their bad breath to the air.
2. So most states are making **tougher laws** against air pollution.
3. **Scientists** are looking to ways to make factories and cars run cleaner.
4. Worldwide, the **stinky problem** of pollution has grown.
5. Many U.S. cities still have **dirty** air.

VII. Fill in the missing letters.

Stink..., probl...m, pol...ution, factor...es, tr...cks, ad..., br...ath, a...r, bat...le, aga...nst, gro...ing, stil..., d...rty, tou...her, la...s, sc...entists, lo...k.

VIII. Add the tag endings. Use the prompt.

Many U.S. cities still have dirty air, don't they?

1. More and more factories, cars, and trucks add their bad breath to the air, ...?
2. So most states are making tougher laws against law pollution, ... ?
3. Worldwide, the stinky problem of pollution has grown, ...?
4. But the battle against air pollution is also growing, ...?

IX. Read the text and find the sentences that contains the answer to each of these questions.

1. What can cause air pollution?
2. What are the reasons of pollution in big cities?
3. Do many cities have dirty air?
4. Do most of States in America have laws against air pollution?
5. Scientists are looking to ways to make factories and cars run cleaner, aren't they?
6. Most States in U.S. are making tougher laws against law pollution, aren't they?
7. Does your country have tougher laws against air pollution?
8. Why has the stinky problem of pollution grown in many cities?
9. Do you have dirty air in your town?
10. Are there any factories and plants in your town?

X. Retell the text.

I. Read and translate the text into your own language. Learn by heart the vocabulary below.

Poisons in food

Chemicals called sulfates puff out of coal-burning factories around the world. When the sulfates mix with clouds, acid rain falls and harms lakes, rivers and plants and the creatures that need them. Also, the wind blows the air around. So, sulfates from one place can fall as acid rain many miles away. The good news is that many countries are working hard to end acid rain. Scientists are figuring out ways to make coal burn more cleanly. And in many parts of North America, the amount of sulfates in the air has dropped. So less acid rain is falling!

II. Vocabulary

chemicals – химические отходы

sulfates – соль серной кислоты

to puff – дымить

acid rain – кислотный дождь

to harm – причинять вред

creature – живое существо

to figure out – вычислить, разрабатывать

amount – количество

to drop – уменьшаться

III. The Present Progressive and Present Simple Tense

1 What do you know about them?

a) Find more examples of the Present Progressive in the text. Give negative, question forms. Write them down in your copy books.

b) Find more examples of the Present Simple in the text. Give negative, question forms. Write them down in your copy books.

IV. Find in the text the English equivalents of the following words and word combinations.

Кислотный дождь причиняет вред, живое существо страдает от, ветер уносит, уменьшит количество сульфата, меньше, многие части Северной Америки. дуть порывами ветра.

V. Put the verbs into the correct form.

1. Acid rain (fall) and (harm) rivers and plants.
2. The wind (blow) the air around.
3. The good news (be) that many countries (be) working hard to end acid rain.
4. Scientists (be) figuring out ways to make coal burn more cleanly.
5. In many parts of North America, the amount of sulfates in the air (have) dropped.
6. So less acid rain (be) falling!

VI. Complete these sentences

1. Scientists are figuring out ways... .

2. The amount of sulfates in... .
3. Chemicals called sulfates... .
4. So less acid rain is
5. When the sulfates mix with clouds, acid rain... .

VII. Read the text and find the sentences that contains the answer to each of these questions.

1. What are the sulfates?
2. What happens when sulfates mix with clouds?
3. How do the sulfates harm the creatures?
4. What is acid rain?
5. What do scientists do over that problem?
6. In what parts has the acid rain in the air dropped?
7. What ways are scientists figuring out to make coal burn more cleanly?
8. Are there any plants and factories in your town?
9. If yes, how does your government control to make coal burn more cleanly?
10. Scientists are figuring out ways to make coal burn more cleanly, aren't they?

VIII. Retell the text.

I. Read and translate the text into your own language. Learn by heart the vocabulary below.

Dirty water

Nearly that half of the lakes in North America are polluted. Often, companies dump chemical wastes into water. But scientists are finding a solution to this problem, too. Some rivers have been made much cleaner. And there are big plans to clean up the Great Lakes, the Chesapeake Bay, the Mississippi River, and other bodies of water.

II. Vocabulary

- to dump – сбрасывать
- wastes - отходы
- solution - решение
- body of water – водоем
- Chesapeake Bay - Чесепик Бей
- Mississippi – Миссиссипи
- North - север
- chemical wastes – химические отходы
- scientists - ученые
- clean up – очистить

III. Grammar

a) Look at these two sentences. Which one is the Passive?

Companies dump chemical wastes into water.

Chemical wastes are dumped by companies.

b) Find more examples of the Present Progressive in the text. Give negative and question forms. Write them down in your copy books.

c) Choose examples from the text to complete in the Present Simple. Give negative and question forms. Write them down in your copy book.

IV. Fill in the missing letters:

nor...h, pol...ute, of...en, compan..., d...mp, c...emical, wa...te, wat...r, sc...entists, probl...m, mu...h, gr...at l...ke, chesap...ake b...y, missis...ippi ri...er.

V. Translate the following sentences into English.

Грязная вода, озера Северной Америки загрязнены, сбрасывать химические отходы в воду, река Миссисипи, решить проблему, очистить.

VI. Insert the appropriate form of the verbs.

Half of the lakes in North America *is/are* polluted.

Companies *dump/dumps* chemical wastes into water.

But scientists *is/are* finding a solution to this problem.

Some rivers *have/has* been made much cleaner.

There *is/are* big plans to clean up the lakes.

VII. Read the text and find the sentences that contains the answer to each of these questions.

1. In what condition are the lakes in North America? What are the reasons of pollution?

2. Who dumps chemical wastes into water?

3. Are scientists finding a solution to this problem?

4. What solutions are the scientists finding to this problem?

5. What plans are there to clean up water?

6. Where is the Mississippi river situated?

7. Is it one of the longest rivers in America?

8. What about the Chesapeake Bay, what is it?

9. Where is the Chesapeake Bay situated?

10. What about Great Lakes, have you ever heard about it?

11. Are there big plans to clean up the dirty water?

12. Do scientists solve this problem?

VIII. Retell the text.

I. Read and translate the text into your own language. Learn by heart the vocabulary below.

Good energy news

When we burn coal and oil for energy, we cause pollution. But little by little we are getting more energy from the sun and the wind. This energy is clean and renewable that means we will never run out of it.

Energy from the sun now helps heat and light more than 100,000 homes in the United States. More good news: many electric companies have discovered that saving energy is better than making more energy. So they can send experts to homes in the U.S. to look for energy “leaks” – places where energy is being wasted. Everyone needs to have his/her home checked for leaks.

II. Vocabulary

cause – причинять

pollution - загрязнение

energy leaks - утечка энергии

wind - ветер

renewable - обновленный

run out of – истощить запас

heat - топить

light - освещать, свет

electric - электрический

III. Find in the text the sentences in the Present Perfect Tense

IV. Look at these two sentences. Which one is the Present Perfect?

Give questions and negative forms.

Many electric companies discovered energy leaks last year.

Many electric companies have discovered that saving energy is better than making more energy.

V. Give Past Simple and Past Participle forms of these verbs.

Example:

Make – made – made

Burn, run out of, send, look for, waste, check.

VI. Translate the sentences into your own language.

Получать энергию от солнца, от ветра, топить уголь, загрязнять атмосферу, энергия от солнца, сохранить энергию лучше, чем создать, нужно искать утечки энергии, каждая семья должна проверить утечки энергии для того, чтобы экономить.

VII. Translate the sentences into English.

получать энергию от солнца, обновленный, электрическая компания, сохранять энергию, чем создать новую, отправить эксперта, проверять утечки энергии, искать, загрязнять.

VIII. Do you remember how the Present Simple is made? Put the verbs into the Present Simple.

1. This energy *be* clean and renewable.
2. Energy from the sun now *help* heat and light more than 100,000 homes in the United States.
3. Many electric companies have discovered that saving energy *be* better than making more energy.
4. Everyone *need* to have his/her home checked for leaks.
5. Experts are to look for energy “leaks” – places where energy is being wasted.

IX. Read the text and find the sentences that contains the answer to each of these questions.

1. When do we cause pollution?
2. Where else do we get energy?

3. What advantages do the energy from the sun and wind?
4. Does energy from the sun and wind ever run out of it?
5. What good news have many electric companies discovered?
6. Saving energy is better than making more energy, isn't it?
7. What do experts do to save energy?
8. What do they look for?
9. What does every family have to do to save energy?
10. What about you, do you follow the rule?

X. Retell the text.

I. Read and translate the text into your own language. Learn by heart the vocabulary below.

Farmers often spray chemicals on crops to protect them against pests. These chemicals are called pesticides. Scientists have found that pesticides often end up in our food. Pesticides can cause health problems – especially for kids. But here is the good news: the U.S. government is helping farmers find ways to protect crops without using many pesticides.

II. Vocabulary

government - государство

to spray - распылять

pesticide - химикаты

pest – паразит

to cause - быть причиной

health - здоровье

to protect - защищать

crops- зерновые культуры

III. Give negative and question forms to each sentences. Translate them into your own language.

1. Farmers often spray chemicals on crops to protect them against pests.
2. These chemicals are called pesticides.
3. Scientists have found that pesticides often end up in our food.
4. Pesticides can cause health problems.
5. Government is helping farmers find ways to protect crops without using many pesticides.

IV. Fill in the missing verbs in the correct tense. Use the words below.

1. Farmers often ... распыляют chemicals on crops to protect them against pests.
2. These chemicals ... называются pesticides.
3. Scientists ... выяснили that pesticides often end up in our food.
4. Pesticides can ... быть причиной health problems – especially for kids.
5. But here is the ... хорошая новость the U. S. government is helping farmers find ways to protect crops many pesticides.

spray, call, find, cause, good news.

V. Translate into English.

распылять химикатами, причинять вред здоровью, особенно для детей, найти выход, против паразитов, хорошая новость.

VI. Put questions to the words in bold

1. Farmers often spray chemicals on crops to protect them against pests.

Who

2. These chemicals are called pesticides. *What*

3. Scientists have found that pesticides often end up in our food. *Where*

4. Pesticides can cause health problems – especially for kids. *What*

5. The U.S. Government is helping farmers find ways to protect crops without using many pesticides. *What*

VII. Look through the text. Answer these questions.

1. Do farmers spray chemicals on crops?

2. Why do farmers often spray chemicals on crops?

3. What are these chemicals called?

4. Do pesticides cause health problems?

5. Pesticides can cause health problems – especially for kids, can't they?

6. Is the U. S. government helping farmers find ways to protect crops without using many pesticides?

7. Does your government give oil cheaper to farmers to plant crops?

8. How do you protect crops without using many pesticides in your garden?

9. If you live in the village, does your family spray chemical on crops?

10. What ways can you tell your neighbor to protect potatoes without using many pesticides?

VIII. Retell the text.

I. Read and translate the text into your own language. Learn by heart the vocabulary below.

The Penans

The Penans live in Malaysia. Their home is the tropical rainforest of Sarawak. Until recently they had a peaceful life in the forest. They caught fish in clean rivers. They hunted wild animals in the jungle. They ate fruit from the trees. Their life was not easy, but they were happy. Now all that has changed. Their peaceful world has been shattered. Timber companies have arrived and have started to cut down the trees. One third of Sarawak's rainforest has already been destroyed. The clean rivers have been polluted by mud. The animals have been frightened away by the noise of the saws and the lorries. They are defending their home against corrupt politicians and greedy companies. The Penans wrote the letter to the United Nations.

II. Vocabulary

rainforest - тропический лес

peaceful life - мирная жизнь

catch caught, caught - ловить
to hunt – охота, охотиться
jungle - джунгли
shatter – разрушаться
happy -счастливый
to cut down - рубить
United Nations - Организация Объединенных Наций
defend - защитить
greedy – жадный

III. Translate into your own language.

tropical rainforest, they had a peaceful life, clean rivers, in the jungle, be happy, peaceful world, to cut down the trees, destroy, pollute, defend their home against corrupt politicians.

IV. Put the verb into the Past Simple:

1. Their home (*be*) the tropical rainforest of Sarawak.
2. They (*catch*) fish in clean rivers.
3. They (*hunt*) wild animals in the jungle.
4. They (*eat*) fruit from the trees.
5. Their life (*not be*) easy, but they /be/ happy.
6. The Penans (*write*) the letter to the United Nations.

V. Past Simple, Present Perfect and Present Perfect Continuous compared.

a) Find more examples of the Present Perfect in the text. Write them down in your copy books. Give negative and question forms.

b) Find more examples of the Past Simple in the text. Write them down in your copy books.

c) Find more examples of the Present Perfect Continuous in the text. Write them down in your copy books. Give negative and question forms.

VI. Find more regular/irregular verbs in the text above. Write three forms of each word and learn by heart.

Example:

Be –was, were –been

VII. Put questions to the sentences below.

1. Now all that has changed.
2. Their peaceful world has been shattered.
3. Timber companies have arrived and have started to cut down the trees.
4. One third of Sarawak's rainforest has already destroyed.
5. The clean rivers have polluted by mud.
6. The animals have frightened away by the noise of the saws and the lorries.

VIII. Read the text and find the sentences that contains the answer to each of these questions.

1. Where do the Penans live?
2. They had a peaceful life in the forest, didn't they?

3. How do the Penans live?
4. Where do they get food from?
5. Was their life easy? But they were happy, weren't they?
6. Why have all changed? Who has already been destroyed their peaceful life?
7. Why did the government give permission?
8. How do companies get the permission?
9. How did the Penans act against greedy companies??
10. What do you know about the United Nations?
11. What would you do if you were the Penans?

IX. Retell the text.

I. Read and translate the text into your own language. Learn by heart the vocabulary below.

Trash

In 1993, each person in the United States threw away about four pounds (1,8 kg) of trash daily. Put it all together and you'd fill 45,000 trash trucks every day! About 1/3 of this waste comes from packaging. But here is a bit of good news. Some companies have begun to use less packaging. And lots of U.S. cities have started recycling projects. In these ways we have begun making less trash. Everyone should look at what they throw away and try to throw away less.

So, dear world, you may be covered with dirt and gasping for air. But many people are working hard to fix you, and many kids are rooting for you, too. By the time these kids have grown up, you may be your clean old self again!

II. Vocabulary

throw away threw, thrown - выбрасывать

four pounds - (1,8kg) пять фунтов

daily - в день

trash truck - мусоровоз

packaging - упаковка

making less trash - выбрасывать меньше мусора

recycling product - перерабатывающие материалы

to waste, waste - тратить, отходы

III. Review tenses.

a) Find more examples of the Present Perfect in the text. Write them down in your copy books. Give negative and question forms.

b) Find more examples of the Past Simple in the text. Write them down in your copy books.

IV. Look through the text, complete these sentences. Use the words below.

1. Put it all together and you 'd fill 45,000 trash trucks ..!
2. Some companies have begun to use less ...
3. Many U.S. cities have started ...
4. But many people are working hard to ...
5. Here is a bit of good ...

6. In these ways we have begun making less ...
7. Everyone should look at what they throw away and try to throw away ...
8. Many kids are ...
9. In 1993, each person in the United States threw away about ...

News, recycling projects, four pounds of trash daily, less trash, to fix you, rooting for you, less, packaging.

V. Translate the words into your own language. Find in the text the sentences with these words.

trash daily, trash trucks, good news, use less packaging, recycling projects, make less trash, try to throw away less.

VI. Put questions to the words in bold.

1. **In 1993**, each person in the United States threw away about 1,8 kg of **trash daily**.

2. About 1/3 of this waste comes **from packaging**.

3. A lot of U.S. cities have started **recycling projects**.

4. We have begun making **less** trash.

5. **Everyone** should look at what they throw away and try to throw away less.

VII. Read the text and find the sentences that contains the answer to each of these questions.

1. What did each person do in the United States in 1993?

2. How many pounds of trash daily did each person throw away in the United States in 1993?

3. How many trash trucks do they fill with trash every day?

4. Does about 1/3 of this waste come from packaging?

5. What is a bit of good news there?

6. Have some companies begun to use less packaging?

7. Have U.S. cities started recycling projects?

8. Who should control the people who throw away and try to throw away less?

9. Don't you throw away trash in the street?

10. Do you recycle papers?

VIII. Retell the text.

I. Read and translate the text into your own language. Learn by heart the vocabulary below.

Greeny the frog

This is a little frog. The frog's name is Greeny. He is small and nice. The frog is green. There are dark spots on him. Greeny lives on the bank of a very big river. The water in the river is blue. It shines under the sun. There are a lot of trees, bushes and plants near the river. Greeny can swim and jump. He jumps well. He likes to jump. Greeny wakes up early in the morning. He gets up and goes to wash himself and to swim a little.

Then the frog has breakfast. He eats small insects. He likes to eat flies and mosquitoes. He catches them with his tongue.

Greeny is very clever. He loves flowers. Flowers are his friends. His favorite flower is a waterlily. The water lily lives not far from the bank of the river.

It is white and very beautiful. It has a big green round leaf. The frog usually sits on this leaf.

Greeny sits on the leaf and watches the fish. The fish swim in the water. Sometimes they jump out of the water playfully. Greeny also likes to lie in the sun on this leaf.

Waterlily and Greeny are good friends. In the evening Greeny goes to bed. He sleeps well. He wants to be healthy and strong the next morning.

II. Vocabulary

frog - лягушка

Greeny - Грини

dark spots – темные пятна

on the bank of a very big river – на берегу большой реки

bush - куст

plant - растение

to jump - прыгать

wake up - просыпаться

insects - насекомые

fly - муха

mosquitoes - москиты

catch |caught, caught| - ловить

tongue - язык

water lily - кувшинчик

leaf - лист

watch – наблюдать

fish *pl. fish* - рыба

playfully - игриво

to lie in the sun - лежать

to be healthy - быть здоровым

strong - сильный

III. Put the appropriate form of the verbs in Present Simple.

1. There ... (are/is/am) dark spots on the frog.
2. The water ... (shine/shines) under the sun.
3. Greeny ... (jumps/jump) well.
4. His favorite flower ... (are/is/am) a water lily.
5. The fish sometimes ... (jumps/jump) out of the water.
6. Flowers ... (is/are/am) his friends.

IV. Choose the correct prepositions.

1. The water ____ (of/on/in) the river is blue.

2. There are a lot of trees, bushes and plants ___ (far from/near/on) the river.
3. The water lily lives not_____ (out of/far from) the bank of the river.
4. The frog usually sits_____(on/in/at) the leaf.
- 5._____(at/in/on) the evening Greeny goes to bed.

V. Choose adjectives from the text, give opposites, write them down in your copy books.

Example small - big

VI. Put questions to the words in bold

1. The frog's name is **Greeny**.
2. There are **dark spots** on him.
3. Greeny lives **on the bank of a very big river**.
4. There are a lot of **trees, bushes and plants** near the river.
5. He jumps **well**. Greeny wakes up early **in the morning**.
6. He eats small **insects**. He likes to eat flies and **mosquitoes**.
7. He loves **flowers**. His favorite flower is a **waterlily**.
8. Greeny sits on the leaf and watches the **fish**.
9. Water lily and Greeny are good **friends**.
10. He wants **to be healthy** and **strong** the next morning.

VII. Read the text and find the sentences that contains the answer to each of these questions.

1. What is the frog's name?
2. What color is he?
3. What are there on him?
4. Where does he live?
5. What are there near the river?
6. What does he like to eat?
7. What does he like to watch in the water?
8. Who are his friends?
9. He is strong and healthy, isn't he?
10. Does he like his friends?

VIII. Retell the text.

I. Read and translate the text into your own language. Learn by heart the vocabulary below.

I. The Island of Valaam

The Island of Valaam is in the northern part of Lake Ladoga, the largest lake in Europe. You can get there by ship or helicopter from Saint Petersburg. People have been living there for over 1000 years.

There is a monastery on the island. It was destroyed many times, but was always rebuilt. The monks were very peaceful, who loved God, nature, and mankind. The primary purpose of the monastery was to be a spiritual center of Russian Orthodoxy, but it has also inspired Russian tsars, painters, poets and

architects. The nature on the island is unique. Although the soil on the island which was brought from the mainland, is only 20-30 centimeters deep, the monks that lived there were able to grow watermelons, and pumpkins, more than 60 types of apples. There are over 460 different kind of plants there. Visitors come from Russia, Germany, England, America and other countries.

II. Vocabulary

Valaam |'viala:m | - Валаам

helicopter - вертолет

monastery - монастырь

to destroy - разрушать

monk - монах

to invade - вторгаться

tsars - царь

spiritual - духовный

orthodoxy - православие

to inspire - вдохновлять

unique - уникальный

soil - почва

mainland – материк

III. Find more examples of the Past Simple in the text. Give negative, question forms. Write them down in your copy books.

IV. Find more examples of the Past Simple of the verb “to be” in the text. Give negative, question forms, write them down in your copy books.

V. What do you know about the passive?

Choose examples from the text to complete in the Passive. Give negative, question forms.

VI. Look through the text and fill in the missing words.

1. The Island of Valaam is in ... , the largest lake in Europe.
2. You can get there by ship or helicopter from
3. People have been living there for over ... years.
4. There is a ... on the island.
5. The monks were very ... people, who loved God, nature, and mankind.
6. The primary purpose of the monastery was to be a of Russian Orthodoxy.
7. The nature on the island is the soil on the island is only ... centimeters deep.
8. The monks that lived there were able to grow ... types of apples.
9. There are over ... different kind of plants there.
10. Visitors ... from Russia, Germany, England, America and other countries.

VII. Translate into your own language.

in the northern part, the largest lake in Europe, rebuild, monks, peaceful people, spiritual center, unique, be able to, soil, mainland.

VIII. Put questions to the words in bold.

1. The Island of Valaam is in the northern part of **Lake Ladoga**.
2. You can get there by **ship** or **helicopter** from Saint Petersburg.
3. People have been living there for **over 1000 years**.
4. There is a monastery on the **island**.
5. The monks were very **peaceful**.
6. The soil on the island which was brought from the **mainland**, is only 20-30 centimeters deep.

IX. Find in the text English equivalents for the following words and expressions:

Можете добраться, мирные люди, уникальный, почва, монастырь, духовный центр, построен заново, смогли вырастить, из материка.

X. Read the text and find the sentences that contains the answer to each of these questions.

1. Where is the Valaam situated?
2. How can you get there?
3. Where is the Ladoga lake situated? Where is Saint Petersburg?
4. What is the Valaam Island famous for?
5. Who lives there?
6. The monks were very peaceful, weren't they?
7. What were they able to grow where the soil was only 20-30 centimeters deep?
8. Have you ever been there?
9. What was the primary purpose of the monastery?
10. What did you learn about the island?

XI. Retell the text.

I. Read and translate the text into your own language. Learn by heart the vocabulary below.

Thunderstorms

Do you know what thunder and lightning are? Lightning is a big spark of electricity that travels from the sky down to the earth. Thunder is the big noise you hear after you see lightning in the sky. Thunder and lightning occur during a thunderstorm. Thunderstorms occur the most often during the spring and summer.

Have you ever heard the expression, "lightning never strikes the same place twice?" Well, it's not exactly true. A man named Roy Sullivan was struck by lightning seven times in 25 years. Many people die the first time they are struck by lightning. More than 200 people are killed by lightning in the United States every year.

What should you do to protect yourself from lightning?

- a) Go inside a house, a building or a car.

b) Never stand under the tree, especially if it is standing alone in an open place. Tall things attract lightning.

c) Never swim or stay on a boat during a thunderstorm. Lightning travels easily through water and can find you!

d) Stay off metal things, such as bicycles and motorcycles, because they also attract lightning

e) Stay in a low spot if you don't have time to get to a safe place.

II. Vocabulary

thunder - гром

lightning - молния

spark - искра

earth. - земля.

hear - слышать

occur – происходить, случиться

twice -дважды

struck by lightning – пораженный ударом молнии

low spot - низкое место

attract – притягивать

III. Find more examples of the Past Simple in the text. Give negative, question forms. Write them down in your copy books.

IV. Find more examples of the Past Simple of the verb “to be” in the text. Give negative, question forms, write them down in your copy books.

V. What do you know about the passive?

Choose two examples from the text above to complete in the Passive. Give negative, question forms.

VI. Put the appropriate form of the verbs in the Present Simple.

1. Lightning (travel/travels) from the sky down to the earth.

2. You (see/sees) lightning in the sky.

3. Thunderstorms (occur/occurs) the most often during the spring and summer.

4. Thunder and lightning (occur/occurs) during a thunderstorm.

5. Lightning never (strike/strikes) the same place twice.

6. It (is/are) not exactly true.

7. Lightning (kill/kills) people. You (not swim) or (not stay) on a boat during a thunderstorm.

8. Thunder (give/gives) big noise.

9. Lightning (is/are) a big spark of electricity.

10. Tall things (attract/attracts) lightning.

VII. Translate the words and word combinations into English.

thunder and lightning, a big spark, electricity, earth, big noise in the sky, to occur during a thunderstorm, lightning never strikes the same place twice, exactly true, to struck by lightning, stay off metal things, stay in a low spot, attract lightning.

VIII. Choose the correct prepositions.

1. Lightning is a big spark (**of/for**) electricity.
2. Lightning travels (**from/to**) the sky down to the earth.
3. Thunder is the big noise you hear after you see lightning (**on/in**) the sky.
4. Thunderstorms occur the most often (**after/during**) the spring and summer.
6. A man named Roy Sullivan was struck (**from/by**) lightning seven times.
9. Never swim or stay (**in/on**) a boat during a thunderstorm .
10. Stay (**on/off**) metal things, such as bicycles and motorcycles.

IX. Give negative, question forms. Write down them in your copy books.

Lightning is a big spark of electricity.

Thunder is the big noise you hear after you see lightning in the sky.

Lightning travels from the sky down to the earth.

Thunder and lightning travel occur during thunderstorms.

Thunderstorms occur the most often during the spring and summer.

Lightning never strikes the same place twice.

X. Put questions to the words in bold.

1. **Lightning** is a big spark of electricity that travels from the sky down to the earth.
2. **Thunder and lightning** occur during a thunderstorm.
3. Thunderstorms occur the most often **during the spring and summer**.
4. A man named Roy Sullivan was struck by lightning **seven times** in 25 years.
5. Go **inside a house, a building or a car** during lightning.
6. Never stand under the tree, especially if it is standing **alone in an open place**.
7. **Tall things** attract lightning.
8. Never swim or stay on a boat **during a thunderstorm**.
9. **Lightning** travels easily through water and can find you!
10. **Stay off** metal things, such as bicycles and motorcycles, because they also attract lightning.

XI. Read the text and find the sentences that contains the answer to each of these questions.

1. When do you hear and see lightning?
2. What have you heard about lightning?
3. Does lightning kill people?
4. What rules do you follow to protect yourself during lightning?
5. What makes noise and light during a thunderstorm?
6. When do thunderstorms often occur most?
7. What should you do to protect yourself during a thunderstorm?
8. Tall things attract lightning, don't they?

XII. Retell the text.

I. Read and translate the text into your own language. Learn by heart the vocabulary below.

Be kind to nature

Hello. My name is Ivan Savinkov. I am from Russia. I live in the village of Perovo not far from Rostov Yaroslavsky. I am twenty-four years old. I study at a Wood Academy in St. Petersburg. My hobby is bee watching. I have a wide collection of trees around my house: oaks, birch trees, poplars, willows, mountain ashes, maples, fir trees and apple trees. I want to protect trees and wild life. An English poet, Francis Thomson, said, "One couldn't pluck a flower without troubling a star. Do you agree with me?"

II. Vocabulary

bee- пчела

oak –дуб

birch trees - березы

poplar - тополи

willows - ивы

mountain ashes - рябина

maples - клен

fir trees –ели

pluck - сорвать

without troubling – не причиняя вред

IV. Make up your sentences with the verb *to have/has* in the text. Give question, negative forms, write them down in your copy books.

Example

I have a small pool in the yard.

Do you have a pool? Yes, I do.

I have not a pool.

V. Make up your own sentences with the verb *has*. Give question, negative forms, write them down in your copy books.

Example

He has a wide collection of trees around his house.

Does he have a wide collection of trees? Yes, he does.

He doesn't have a tractor.

VI. Complete the sentences.

1. Ivan Savinkov is from
2. He studies at a
3. He has a wide
4. He wants to protect
5. An English poet said
6. There are trees around
7. He studies in
8. There are apple trees

VI. Put questions to the words in bold.

1. My name is **Ivan Savinkov**.
2. I am from **Russia**.
3. I live in the village of **Perovo** not far from **Rostov, Yaroslavsky**.
4. I am **twenty-four** years old.
5. I study at a **Wood Academy** in St. Petersburg.
6. My hobby is **bee watching**.
7. I have a **wide collection of trees** around my house.
8. I want **to protect** trees and wild life.

VII. Look through the text, translate the following words and expressions.

Wood Academy, bee watching, a wide collection of oaks, birch trees, poplars, willows, mountain ashes, maples, fir trees, to protect wild life, one couldn't pluck a flower without troubling a star, to protect around.

VIII. Read the text and find the sentences that contains the answer to each of these questions.

1. Where is Ivan from?
2. What is his surname?
3. How old is he?
4. What is the name of the village?
5. Where does he study?
6. What are his hobbies?
7. Does he have a wide collection of trees around his house?
8. What kind of trees are there in his garden?
9. How do you understand an English poet's speech?
10. How have you known his love to nature?

IX. Retell the text.

I. Read and translate the text into your own language. Learn by heart the vocabulary below.

The Amish

Imagine a world without telephones or television, without cars or electricity. In this world the women wear long dresses. There is no industry. Everyone works on farms and travels by horse or on foot. Where do you think this world is? Europe in the seventeenth century, perhaps? In fact, it is Pennsylvania in America in the 1990s. It is the world of the Amish people.

The Amish people went to America in the eighteenth century and since then their lifestyle has not changed at all. They don't even speak English among themselves. They speak German as their ancestors did. The Amish are farmers and they base their life on the Bible. There were no tractors or telephones in the Bible and there are no tractors and telephones in the Amish villages today.

Amish people is very strict and very simple. Their clothes are very plain. Family life is very important for them. They live in large families and everyone

helps with the work. The men and the boys work in the fields and the women and girls work in the house. Nobody works on Sundays because everyone goes to church. They don't play musical instruments, but they sing hymns and they have a good time.

There is no electricity in the world of the Amish. They don't use chemicals on their farms. The rules are strict. But there is no crime and no pollution. Nobody is poor and nobody is lonely.

II. Vocabulary

electricity - электричество

industry - промышленность

on foot - пешком

eighteenth century - восемнадцатый век

life style – стиль жизни

ancestors - предки

Bible - библия

go to church – идти в церковь

sing hymns - петь гимн

have a good time – приятно провести время

chemicals - химикаты

no crime – нет преступления

no pollution – чистый воздух

lonely – одинокий

III. Complete the dialogue, use the words from the text.

J. Imagine a world without telephones or television, without cars or electricity.

B. Fantastic? Where do you think this world is?

J. It is Pennsylvania in It is the world of the Amish people.

B. Do they speak English?

J. They don't even speak English among themselves. They speak German as

B. What about their ... ?

J. They live in large families and everyone helps with the work. There is no industry. Everyone works on farms and

B. By the way, what about young people? Do they go to ... ?

J. No, they don't go to disco.

B. How do they have... ?

J. They sing hymns and they have a good time.

IV. Read the text. Find out these things about Amish men and women.

a) things that the Amish women do but men don't.

b) things that men do but women don't.

c) things that both men and women do.

d) things that neither boys nor girls do.

V. What do you think of the Amish lifestyle?

Read the text again and organize all the information about the Amish into like two lines below.

Things Amish people do Things Amish people do not

VI. Look through the text and underline all the plural nouns. Write the singular of each one.

Example:

a dress – dresses, a foot – feet,

VII. Fill in the blanks with one of these prepositions below.

1. Everyone works on farms and travels ...horse ... foot.
2. The Amish people went ... America in the eighteenth century and since then their life style has not changed at all.
3. It is Pennsylvania ... America ... the 1990s.
4. Nobody works ... Sundays because everyone goes ... church.
5. There is no electricity in the world ... the Amish.
6. The men and the boys work ... the fields and the women and girls work... the house.

to, by, on, in, of.

VIII. Put the verbs in the Present Simple.

1. Everyone (work) on farms and travels by horse or on foot.
2. It (be) the word of the Amish people.
3. They (not) even speak English among themselves.
4. They (speak) German as their ancestors did.
5. The Amish (be) farmers.
6. There (be) no tractors and telephones in the Amish villages today.
7. Their clothes (be) very plain. Family life (be) very important for them.
8. They (live) in large families and everyone (help) with the work.
9. The men and the boys (work) in the fields and
10. Nobody (work) on Sundays because everyone (go) to church.
11. They (not) play musical instruments, but they sing hymns and they have a good time.
12. There (be) no electricity in the world of the Amish.
13. They (not) use chemicals on their farms.
14. The rules (be) strict. But there (is) no crime and no pollution.
15. Nobody (be) poor and nobody (be) lonely.

IX. Make up your own sentences using the words.

in the eighteenth century, no crime, pollution, lonely, church, important, base smb life on, ancestors, life style, on foot.

X. Put questions to the words in bold

Example:

They live **without telephones or television, without cars or electricity.**

How do the Amish people live?

1. They don't even speak **English** among themselves.
2. There are no **tractors** and **telephones** in the Amish villages today.
3. Family life is very **important** for them.
4. They don't play **musical instruments**.
5. The men and the boys work **in the fields**.
6. On Sundays everyone goes **to church**.

XI. Find in the text English equivalents of the following words and expressions.

Электричество, пестициды, криминал, верхом на лошади, пешком, очень важно для них, поют гимн, их жизнь зависит от, предки, даже, между собой, в восемнадцатом веке, на поле, Библия, по воскресеньям.

XII. Read the text and find the sentences that contains the answer to each of these questions.

1. When did the Amish people come to America?
2. Who are they?
3. Where do the Amish people live?
4. Hasn't their lifestyle changed at all? What is distinctive about their lifestyle?
5. Are there tractors and telephones in the Amish villages today?
6. What is very important for them? Where do men and boys work?
7. What about women and girls, what work do they do?
8. Why do they live like this?
9. Why do they have a good time without dancing and playing musical instruments?
10. Do they sing songs?

XIII. Retell the text.

I. Read and translate the text into your own language. Learn by heart the vocabulary below.

Energy

Energy also enters the ecosystem. Most of it is in the form of sunlight. Green plants store this energy during photosynthesis. The energy is then passed on to animals that eat these plants. Other animals eat these animals to get energy. Plants and animals use the energy to carry on their activities. The energy that they use can no longer be used by other organisms. This energy cannot be recycled.

How wind and water affect this grasslands ecosystem.

II. Vocabulary

energy - энергия

ecosystem- экосистема

most of it- большинство

sunlight - солнечный свет

to store- сохранить

photosynthesis - фотосинтез

re-use- использовать вторично

wind- ветер

III. Find more examples of the Present Simple in the text. Write them down in your copy books.

IV. Find in the text English equivalents for the following words and expressions.

Большинство, солнечный свет, сохранить, фотосинтез, энергия, они используют, больше, не могут использовать, входит в экосистему, чтобы получать энергию, другими организмами.

Translate into your own language.

Ecosystem, energy, is in the form of sunlight, green plants, to store, during photosynthesis, plants, to get energy, to carry on their activities, cannot be recycled.

V. Put tag questions to the following sentences according to the model.

Example:

Energy is in the form of sunlight, isn't it?

Green plants store this energy during photosynthesis, ... ?

The energy is then passed on to animals that eat these plants, ... ?

Other animals eat these animals to get energy, ...?

Plants and animals use the energy to carry on their activities, ...?

This energy cannot be recycled, ..?

VI. Choose the appropriate form of the verbs in the Present Simple.

1. Energy also *enter/enters* the ecosystem.

2. It *am/ are/is* in the form of sunlight.

3. Green plants *store/store* this energy during photosynthesis.

4. The energy *am/ are/is* then passed on to animals that eat these plants.

5. Other animals *eat/eats* these animals to get energy.

6. Plants and animals *use/uses* the energy to carry on their activities.

VII. Read the text and find the sentences that contains the answer to each of these questions.

1. Is energy in the form of sunlight?

2. When do green plants store this energy?

3. What is passed on to animals that eat these plants?

4. Why do animals eat other animals?

5. Why do animals use the energy?

6. Can the energy be recycled?

7. How do wind and water affect this grasslands ecosystem?

8. How does energy from the sun affect the plants and animals in this ecosystem?

VIII. Retell the text.

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