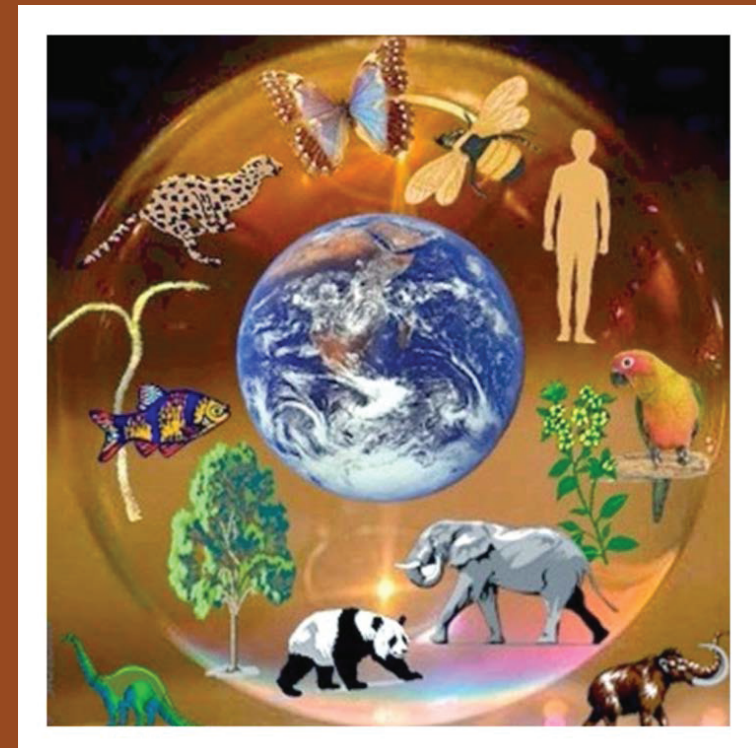


Электронный архив УГЛТУ



Э. Т. Костоусова
Н. Н. Кириллович

OUR PLANET'S BIODIVERSITY



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное образовательное
учреждение высшего образования
«Уральский государственный лесотехнический университет»
(УГЛТУ)

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Основная цель заданий учебного пособия – обеспечить формирование и совершенствование навыков чтения, разговорной и письменной речи обучающихся по лесной тематике, что способствует развитию всех составляющих коммуникативной компетенции. Пособие предназначено для всех обучающихся лесных направлений в лесотехнических учебных заведениях.

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ВВЕДЕНИЕ

Предлагаемое учебное пособие предназначено для всех обучающихся лесных направлений высших учебных заведений. Оно составлено согласно карте направлений обучения Института леса и природопользования и состоит из 14 разделов.

Каждый раздел имеет практико-ориентированный характер и представлен рубриками:

- подготовка к коммуникации;
- упражнение по фонетике;
- текст для изучающего или поискового чтения;
- лексические и грамматические упражнения;
- послетекстовые задания;
- материалы по развитию разговорной речи;
- материалы по развитию письменной речи;
- информация об интересных фактах;
- проектные задания;
- задания на пополнение словарного запаса.

Такая структура разделов находится в полном соответствии с требованиями, предъявляемыми к владению английским языком по окончании изучения общего курса.

Размещенные в пособии лексико-грамматические тесты являются проверочными и охватывают весь материал каждого пройденного раздела.

Основными ресурсами для эффективной работы с учебным пособием являются словари, справочники, сайты сети Интернет, которые указаны в прилагаемом списке литературы.

Unit 1 How Trees Work for Us-Take a Look!

1. Discuss these questions with your partner.

What do trees provide for people?
What jobs are connected with forests?

2. Pronunciation guide:

raccoon – [rə'ku:n]
candy wrapper – ['kændi] ['ræpə]
cereal – ['siəriəl]
crayon – ['kreɪən]
quality – ['kwɒlɪti]
observe – [əb'zə:v]
variety – [və'raɪəti]
obvious – ['ɒvɪəs]
hazelnut – ['heɪz(ə)lnʌt]
walnut – [wɔ:lʌt]

3. Read the text and find which examples illustrate the importance of the topic.

How trees work for us – Take a look!



Many animals, such as birds, squirrels, raccoons and a variety of insects, spend much of their lives in trees. These animals are born in trees, live in trees, raise their young in trees and seldom come down to the ground. Trees provide them shelter from the weather and from enemies, food in the form of fruits, nuts, leaves, bark and roots. Even dead trees provide shelter and food for many insects.

We probably can't think of anyone who lives in a tree, but many of us live in wooden houses made from trees. Furniture and many other obvious items inside our homes are also made from wood.

However, wood is not the only product that comes from trees. Practically every part of a tree is used to make paper for magazines, newspapers, candy wrappers, and cereal boxes. Sap, the liquid that flows in trees, is used to make maple syrup, chewing gum, crayons, paint, and soap. Dyes and medicines are made from the bark, while leaves and roots provide oils for cosmetics and medicines.

Not to be forgotten are the jobs that trees provide for people – loggers and tree planters, for example. All the products made from trees create many more jobs. Did you ever wonder who makes pencils or chewing gum?

Many types of trees provide food for people too. Apples, pears, peaches and cherries come from trees, as do nuts like walnuts and hazelnuts. Trees make our world a nicer place. Image your neighborhood without trees. Parks and campgrounds would certainly not be the same without trees. We all love the sight of trees.

The quality of our environment – the air, soil and water – depends on the roles trees play. Trees help create rain as they expel moisture into the atmosphere: their roots draw it from the soil and their leaves return it to the air. Trees clean the air we breathe by taking in carbon dioxide through the leaves and then giving off oxygen we need to breathe. If trees didn't breathe, neither could we. Roots help hold soil in place to prevent erosion which not only saves soil, but also keeps our waterways cleaner. You may have observed that water is usually cleaner where an abundance of trees is. Trees provide shade in summer to help cool our homes, in winter, they block wind to help warm our homes.

VOCABULARY

4. Check if you know the key words:

- raccoon
- squirrel
- candy wrapper
- cereal
- crayon
- quality
- variety
- to observe
- to depend
- obvious
- hazelnut
- walnut
- insect
- shelter

5. Match the words to make phrases.

- | | |
|---------------|-----------------|
| 1) to spend | ___ the young |
| 2) to raise | ___ lives |
| 3) to provide | ___ shelter |
| 4) to make | ___ environment |

- | | |
|-------------------|--------------------|
| 5) to take in | ___ trees |
| 6) a variety of | ___ items |
| 7) the quality of | ___ planters |
| 8) dead | ___ insects |
| 9) tree | ___ carbon dioxide |
| 10) obvious | ___ maple syrup |

Keep – держать, сохранять, хранить, иметь, содержать, обеспечивать.
Иметь (хранить) что-то постоянно или весь период времени.
Сохраняться, не портиться.

Save – сохранять, экономить, спасать, сберечь, копить, беречь.
Сохранить (и накапливать) для будущего использования или сохранить для кого-то или чего-то еще.

Preserve – сохранять, хранить, охранять, оберегать, защищать.
Сохранить что-либо в его нынешнем виде и защитить от разрушения или повреждений (с течением времени).

Store – хранить, накапливать, складировать, запасать.
Хранить (что-то), когда это не используется, обычно в месте, предназначенном для этой цели (складировать).

6. Choose the correct verb using the information above.

1. *This will ...save.. .money.*
2. Its you one hour.
3. Will you me a seat?
4. What is the best way to..... peaches?
5. whole grain flour in the freezer.
6. I think hes his keys in the desk drawer.
7. Where do you your tea bags?
8. your room tidy.

GRAMMAR

7. Choose the correct form of pronouns.

1. *Many animals and insects spend much of their / they lives in trees.*
2. *These/this animals are born and live in trees.*
3. *Trees provide them/ they shelter from enemies.*
4. *We probably can't think of anyone/someone who lives in a tree.*
5. *Many of us/our live in wooden houses.*

6. Furniture inside *our/ours* homes is made from wood.
7. Practically every part of a tree is used to make *any/some* useful product.
8. *All/Every* the products made from trees create many more jobs.

8. Read the sentences. Use the pronouns given in capitals at the end of each line to form a pronoun that fits the space on the same line.

1. <i>Many animals raise ...their.... young in trees.</i>	THEY
2. Trees make ... world a nicer place.	YOU
3. Image ... neighborhood without trees.	WE
4. Trees help create rain: ...roots draw it from the soil.	THEY
5. Trees provide shade in the summer to help cool ... homes.	WE
6. Trees giveoxygen and store carbon.	WE
7. An eagle is able to lift something four times own body weight during flight.	IT
8. Plants need sunlight - however not all of need the same amount.	THEY

READING

9.1. Read the text again and choose the best title for each paragraph. There is one extra title.

1. Jobs for People
2. Trees and Environment
3. Tree Houses
4. Useful Products of Trees
5. Saving the Forests

9.2. Complete 1–9 with the suitable ending from a – i.

- | | |
|--|--|
| 1. Many animals and insects
spend... | a) when there is an abundance of
trees. |
| 2. Trees provide food... | b) is used to make some useful
product. |
| 3. Furniture and many other
obvious items inside our homes... | c) much of their lives in trees. |
| 4. Practically every part of
a tree... | d) in the form of nuts, fruits,
leaves, bark and roots. |
| 5. Trees make our world... | e) the air we breathe. |
| 6. Trees clean... | f) hold soil in place. |
| 7. If trees didn't breathe, | g) neither could we. |
| 8. Roots help... | h) are also made from wood. |
| 9. Water is usually cleaner... | i) a nicer place. |

SPEAKING

10. Discuss the role of trees in our life with your partner. Use the words from *Pronunciation guide and Vocabulary*.

WRITING

11. Answer the question: Is this letter formal or informal? Complete the gaps with the words from the box.

My, yours, myself, me, this, it, she, these, yourself, your, your

Dear Kyra,

Thank you for 1) ... letter. It was interesting to hear about your life. Now I want to tell you something about 2) ...

Well, I am still at university. I have a brother. He is older than 3) ... We don't get on very well. My dad is a teacher but my mum doesn't work, 4) ... is a housewife.

5) ... family and I live in a flat in a small town. That's normal here-people don't usually live in houses in my country. What about in 6) ... ? The town isn't very pretty but we live close to the sea and to mountains. That means we can go to the beach in summer and skiing in winter.

At university I'm studying biology. I think 7) ... subject is more difficult than studying literature and the arts. I want to be a biologist. What about your plans?

Anyway, 8) ... is the first time I've written a letter in English so I hope you can understand 9) ...

Take care of 10) ... and write soon.

David

INTERESTING FACTS

12. Read and discuss.

WOODPECKERS



SQUIRRELS



Woodpeckers can make 8,000-12,000 pecks in a day, which means they can peck about 20 times per second when they are not engaged in other activities like feeding, drumming, and excavating nest cavities. In spite of the heavy pecking, woodpeckers never come down with headache. This is because their skulls are reinforced and structured to spread the impact force, together with the fact that their brains are highly cushioned and protected from the impact.

Tree squirrels are one of the most important animals around when it comes to planting forests. Though they may be careful about where they bury their acorns and other nuts, they still forget about quite a few of their caches (or at least neglect to retrieve them). When they do, those acorns often sprout, resulting in more trees—and eventually, yet more acorns for the squirrels.

13. Find out some amazing facts about the animals on the Internet.

14. Do the crossword using synonyms below.

Synonyms are words with one or more similar or same meanings.

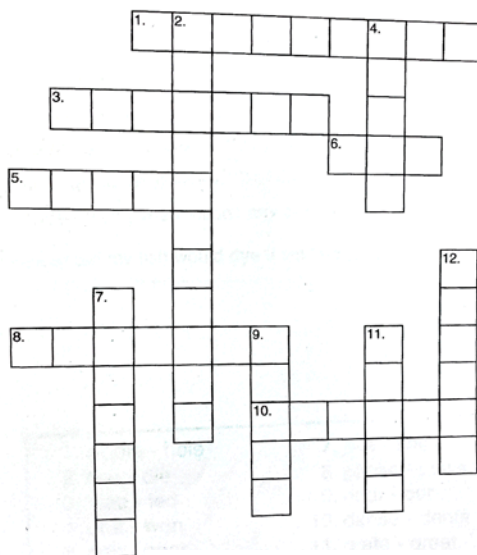
mean-cruel	error-mistake	first-initial	lost-misplaced
wet-damp	trail-path	last-final	join-connect
help-assist	short-brief	smart-intelligent	give-donate

ACROSS

1. Mislaid
3. An incorrect answer
5. At the end
6. Covered with water
8. To fasten together or link
10. To give aid or support

DOWN

2. Ability to learn quickly
4. Hurting someone purposely and enjoying it
7. At the beginning
9. Path or track
11. Short in length
12. Contribute a gift to a fund or cause



Unit 2 Defining Species, Populations and Habitat

1. Discuss these questions with your partner.

What is the difference between the African and the Asian elephant?

What is the English for 'oak'?

2. Pronunciation guide:

divisible [dɪ'vɪzɪb(ə)l]

acorn ['eɪkɔ:n]

distinguishable [dɪ'stɪŋgwɪʃəb(ə)l]

ensure [ɪn'ʃʊə]

giraffe [dʒɪ'rɑ:f]

hybrid ['haɪbrɪd]

obscure [əb'skjuə]

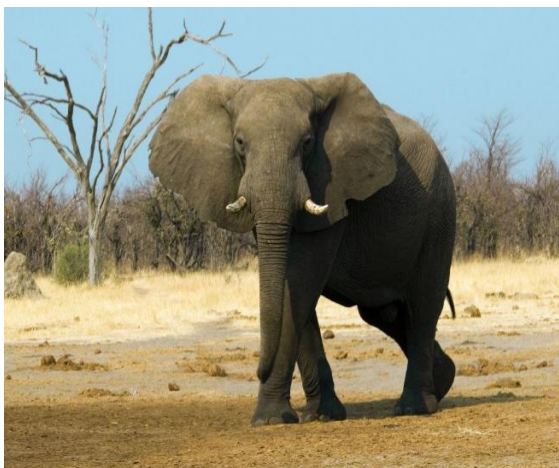
pygmy ['pɪgmɪ]

scientific [saɪən'tɪfɪk]

various ['veəriəs]

3. Read the text and explain what “species, population, habitat” mean.

Defining species, populations and habitat



Various observable differences allow organisms to be put into named categories, such as elephant, giraffe or oak tree. On closer inspection these categories can be seen to be divisible into a series of smaller categories; for example, there are at least two types of elephant (the African and the Asian elephant) distinguishable by their body size (the African is larger) and various other characteristics, such as their teeth and the size of their ears.

African elephants can be further divided into three separate types, based on size and habitat preferences: the forest or round-eared; the bush or large-eared and the pygmy.

That two individuals possess different characteristics does not necessarily mean that they belong to different species. A species is defined strictly as comprising all organisms that are able to interbreed and produce

viable (healthy and fertile) offspring. Two closely related species may be able to produce hybrids.

It is conventional to give species a latinized specific name. The name 'oak' is a common name, derived from the Anglo-Saxon 'ac' meaning fruit or acorn. The common name, the pedunculate oak, is in fact quite a good one, because it identifies an important characteristic of this species. Unfortunately, it has a second common name – common oak!

Conversely, one common name may correspond to several species. Therefore, to avoid confusion and ensure that each species has one name that is used internationally, the common or pedunculate oak also has the scientific name *Quercus robur*.

Incidentally, the origins of the two parts of this scientific name are quite obscure. *Quercus* is an old Latin name that is used for all oak species. It is possible with the Greek for pig, *choiros*, because pigs are fond of acorns! The species name *robur* apparently means 'strength' or possibly 'hardwood' or 'elite', all suitable names for the oak.

A population is a group of individuals of the same species, all of which have the potential to interbreed and that live close to each other. Individuals from different populations of the same species are less likely to interbreed.

A habitat is defined as the type of environment where individuals of a species live. These habitats may occur in saltwater, freshwater or on land (terrestrial). Each habitat has its own environmental characteristics – high or low temperatures, bright light or shade, plentiful rain or draught. And species that have found a place in a habitat have inherited their own methods for surviving these conditions.

VOCABULARY

4. Check if you know the key words:

- common
- to define
- to ensure
- habitat
- to interbreed
- offspring
- population
- to possess
- scientific
- species
- various
- obscure
- distinguishable
- divisible

5. Match the words to make phrases.

- | | |
|---------------|-----------------------|
| 1) habitat | _____ characteristics |
| 2) separate | _____ preferences |
| 3) important | _____ temperatures |
| 4) common | _____ populations |
| 5) observable | _____ species |
| 6) viable | _____ elephant |
| 7) African | _____ offspring |
| 8) different | _____ differences |
| 9) low | _____ rain |
| 10) plentiful | _____ name |

Live – жить; существовать.

Глагол подразумевает, что мы длительно или кратковременно проживаем в своем собственном или чужом доме.

Reside – проживать, находиться, жить, пребывать.

Глагол предполагает длительное пребывание в каком-либо месте официального лица; жилье, в котором проживает эта важная персона, ассоциируется с властью, авторитетом и богатством.

Когда мы употребляем «reside» вместо «live», то первое слово получает уважительный, возвышенный или даже иронический характер.

Dwell – жить, останавливаться, обитать, пребывать.

Глагол обозначает все те же условия проживания, что и при «reside», но нет никакого указания о статусе живущего или жилища, в котором он обитает.

Inhabit – населять, обитать, жить.

Глагол обозначает, что какое-то место заселено кем-то, что кто-то обитает там, постоянно проживает.

6. Choose the correct verb using the information above.

1. *They ...live... in Moscow.*
2. We have beening in New York since childhood.
3. Decades ago a lot of people used to in the country.
4. The Earth is the only planeted by people.
5. The Queen of Great Britains in Buckingham Palace.
6. This familys on an estate.
7. These remote islands areed only by birds.
8. She dreams ofing at the seaside.

GRAMMAR

7. Complete the sentences with comparative or superlative forms of adjectives and adverbs in brackets.

1. *On closer inspection the categories can be divided into ...smaller... ones. (small)*
2. There are at ... two types of elephant. (little)
3. The African elephant is ... than the Asian elephant. (large)
4. African elephants can be ...divided into three separate types.(far)
5. Individuals from different populations of the same species are ... likely to interbreed. (little)
6. Orchid species are often described as the ...and unusual plants. (beautiful)
7. The... value of biodiversity is yet unknown. (great)
8. It identifiescharacteristics of this species than that one. (important)

8. Choose the correct form of adjectives.

1. *The climate is (softer, more soft) here.*
2. In my opinion the tiger is (more dangerous, most dangerous) than the leopard.
3. It is one of the (more beautiful, most beautiful) lakes in the world.
4. This week the weather is (hotter, more hot) than last week.
5. Iron is the (more useful, most useful) of all metals.
6. Today the streets aren't as (clean, cleaner) as they used to be.
7. Which is the (colder, coldest) month of the year?
8. Your plan is the (best, better) of the two.

READING

9.1. Read the text again and complete the sentences.

1. There are ... types of elephant.
a) three b) two c) four
2. The African elephant is ... than the Asian elephant.
a) larger b) smaller c) the same
3. Two closely related species may be able to produce...
a) hybrids b) population c) habitat
4. "Ac" means ...
a) acorn b) cone c) leaf
5. One common name may correspond to...
a) one species b) two species c) several species
6. A ...is a group of individuals of the same species.
a) habitat b) population c) subspecies

7. Individuals from different populations of the same species are ...likely to interbreed.

- a) less b) at least c) little

9.2. Find in the text the terms to the definitions.

1. The nut of an oak tree.
2. A plant or animal group whose members all have similar general features.
3. The type of place that a plant normally grows in.
4. A group of individuals of the same species.
5. A member of a population.

SPEAKING

10. Think of a suitable Russian equivalent for the idioms. Use them in stories of your own.

- As smart as a fox.
- As happy as a clam.
- Every dog has its day.
- Like a fish out of water.
- Let the cat out of the bag.
- Crocodile tears.
- Curiosity killed the cat.

WRITING

11. Answer the question: Is this letter formal or informal? Complete the gaps with the words from the box.

interested, productive, superior, new, ready, happy

Dear Mr Keyser,

We are writing to acknowledge receipt of your letter of 20 October, 2011, for which we thank you.

We will be 1) ... to welcome your representative Mr Goodman to our office. We are extremely 2) ... in your 3) ... lines as we find that all your products are of 4) ... quality. Our specialists are 5) ... to cooperate with Mr Goodman and express their opinion on the goods.

We look forward to seeing your representative and hope that this visit will be 6)

Sincerely yours,

J. Lee
Manager

INTERESTING FACTS

12. Read and discuss.

POPLAR



BAMBOO



The poplar species native to North America are divided into three loose groups: the cottonwoods, the aspens, and the balsam poplars. The name *Populus* refers to the fact that the trees were often planted around public meeting places in Roman times. The wood of poplars is relatively soft and hence is mostly used to make cardboard boxes, crates, paper, and veneer.

The origin of the word Bamboo comes from the Malay word "Mambu". Malay is the national language of Malaysia and Indonesia. In the late 16th century (1590-1600) the Dutch named it "*Bamboes*" after which it got its Neo-Latin name "*Bambusa*". Some claim that the original Malayan word was "*Bambu*", resembling the sound it makes when bamboo explodes in open fire. When bamboo is heated, the air in the sealed hollow internode chambers will expand and cause an explosive bam-boom sound.

13. Find out some information about the names of plants on the Internet.

14. Circle the correct antonym for each sentence below.

Antonyms are words with opposite meanings.

1. When you take money out of the bank, you do this.
ANSWER: increase the amount of money / decrease the amount of money
2. When you make something original, you do this.
ANSWER: create it / destroy it
3. Things made from sugar always taste like this.
ANSWER: sour / sweet
4. When something is uncooked, it is this.
ANSWER: raw / cooked
5. Two things that look almost the same are this.
ANSWER: different / similar

Unit 3 Pine

1. Discuss these questions with your partner.

What tree is the most popular in Russia?

How high is Scots Pine?

2. Pronunciation guide:

Europe ['jʊərəp]

Asia ['eɪzə]

Siberia [saɪ'biəriə]

Caucasus ['k ɔ:kəsəs]

Scandinavia

[skændi'neiviə]

Northeast [no:θ'i:st]

Portugal ['pɔ:tʃʊg(ə)l]

occur [ə'kɜ:]

diameter [dai'æmitə]

mature [mə'tʃʊə]

height [hait]

3. Read the text and find the sentences with the words from *Pronunciation guide* and translate them.

Pine



The Scots Pine (*Pinus sylvestris*; family Pinaceae) is a species of pine native to Europe and Asia, ranging from Ireland, Great Britain and Portugal in the west, to eastern Siberia, south to the Caucasus Mountains, and as far north as well inside the Arctic Circle in Scandinavia. In the North of its range, it occurs from sea level to 1,000 m, while in the south of its range, it is a high altitude mountain tree, growing at 1,200–2,600 m altitude.

It is readily identified by its combination of fairly short, blue-green leaves and orange – red bark.

It is an evergreen coniferous tree growing up to 25 m in height and 1m trunk diameter when mature, exceptionally to 35–45 m tall and 1,7 m trunk diameter. The bark is thick, scaly dark grey-brown on the lower trunk, and thin flaky and orange on the upper trunk and branches. The pine grows most rapidly in height during the period from 20 to 50 years of age. The lifespan is normally 150–300 years, with the oldest recorded specimens (in Sweden) just over 700 years.

The shoots are light brown, with a spirally arranged scale- like pattern. On mature trees the leaves (‘needles’) are glaucous blue-green, often darker green to dark yellow – green in winter, 2,5–5 cm long and 1–2 mm broad.

The pine has a tap-root system that extends far down into the ground and makes the tree resistant to wind and fire. The stands are not very dense, and in open stands the branches are heavier and more numerous than in denser stands. The pine growing near the coast and in the higher altitudes is lower and more branched.

Scots Pine is the national tree of Scotland, and it formed much of the Caledonian Forest which once covered much of the Scottish Highlands. Overcutting for timber demand, fire, overgrazing by sheep and deer, and even deliberate clearance to deter wolves have all been factors in the decline of this once great pine and birch forest.

Scots Pine is an important tree in forestry. Pine is essentially a construction material of good quality. The wood is used for pulp and sawn timber products. A seedling stand can be created by planting, sowing or natural regeneration. It has been widely used in the United States for the Christmas tree trade.

VOCABULARY

4. Check if you know the key words:

- clearance
- coniferous
- deliberate
- to occur
- to identify
- diameter;
- flaky;
- height
- lifespan;
- mature;
- pine
- scaly
- spirally
- altitude

5. Match the words with their definitions.

- | | | |
|-----------------|-------|---|
| 1) native (n) | _____ | someone who was born in a particular place |
| 2) fairly (adv) | _____ | scaly bark is so dry that small pieces of it fall off |
| 3) scaly (adj) | _____ | the length of time |
| 4) flaky (adj) | _____ | removal of something |
| 5) lifespan (n) | _____ | full growth or completed development |
| 6) maturity (n) | _____ | to some degree, but not completely |
| 7) clearance(n) | _____ | breaking easily into small flat pieces |
| 8) saw (v) | _____ | to cut something with a saw |
| 9) height (n) | _____ | how high something is |
| 10) dense (adj) | _____ | with a lot of trees, plants growing close together |

Like – как будто, словно; как.

Слово используем для того, чтобы указать на схожесть людей, предметов, событий, действий, и обычно употребляем перед существительным или местоимением.

As – как, в качестве, в виде.

Слово используем, чтобы указать на схожесть людей, предметов, событий и действий, и обычно употребляем перед словосочетанием с глаголом или перед словосочетанием, которое начинается с предлога, а также как указатель профессии или социальной роли.

Too – слишком, тоже, также, очень.

Слово употребляем перед прилагательным или наречием.

Enough – достаточно, довольно.

Слово употребляем перед существительным или после прилагательного или наречия.

6. Choose the correct word using the information above.

1. *Your sister looks ... like ... you and she prefers ... too ... sweet coffee.*
2. ... on May 16, he again failed to attend the conference.
3. You're reading the same book ... he did.
4. It feels ... silk.
5. ... you brother, I'll take care of you.
6. We've got ... room to put you up.
7. This house is ... small for us to live in.

GRAMMAR

7. Underline the correct variant.

1. *The Scots Pine is (a/the) species of pine.*
2. Scots Pine grows in (the/-) Europe and (the/-) Asia, for example in (the/-) Ireland, (the/-) Great Britain and (the/-) Portugal.

3. We can find Scots Pine in (the/-) Siberia, south to (the/-) Caucasus Mountains, and inside (the/-) Arctic Circle in (the/-) Scandinavia.
4. It is (a/the) high altitude mountain tree.
5. It is (an/a) evergreen coniferous tree.
6. (The/-) lifespan is normally 150–300 years, (with the/-) oldest recorded specimens just over 700 years.
7. Scots Pine formed much of (the/-) Caledonian Forest which once covered much of (the/-) Scottish Highlands.
8. The wood is used for (the/-) pulp and (the/-) sawn timber products.

8. Correct the errors in these sentences by adding or removing a/an/the.

1. *Could you get a loaf of bread from the baker's?*
2. Milk is good for children.
3. The John is at a work at moment.
4. We travelled to the Hungary by a car.
5. Have you got a brother or the sister?
6. War between two countries was longest in history.
7. Who was first astronaut who walked on Moon?
8. Nile is longest river in world.

READING

9.1. Answer the questions in your own words.

1. Where does Scots Pine grow?
2. When do pines grow in height most rapidly?
3. What are the shoots and the leaves?
4. What is the root system of the pine?
5. Why is Scots Pine an important tree in forestry?

9.2. Read the text again and say if the sentences are true, false or they don't have the information.

1. The Scots Pine grows best on dry, sandy soils.
2. It is readily identified by its combination of fairly short, blue-green leaves and orange – red bark.
3. It is an evergreen coniferous tree growing up to 55 m in height.
4. The lifespan is normally 350–500 years.
5. At the age of 120 to 150 years the growth in height stops.
6. The pine growing near the coast and in the higher altitudes is lower and more branched.
7. Scots Pine is the national tree of Scotland.
8. Pine is a construction material of low quality.

SPEAKING

10. Describe the pine using the following plan.

- Habitat.
- Bark.
- Leaves.
- Shoots.
- A root system.
- Use in forestry.

WRITING

11. Answer the question: What kind of letter is it? Complete the table with symbols for email addresses below.

From: mary-white_2@email.com

To: GREY/an@email.com

Subject: Mary White Absence

Dear Mr. Grey,

Please accept this written notification of my absence on August 25, 2020. I am unable to attend work due to sickness.

If you need additional information, please let me know.

Sincerely,

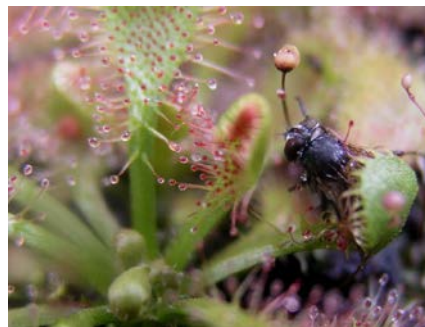
Mary White

upper (lower)-case, forward (back)-slash, hyphen(=dash), dot, at, underscore

Symbol	How it is said
@	
.	
-	
-	
/\	
abc	
ABC	

INTERESTING FACTS

12. Read and discuss.



Sundews are carnivorous plants. This means that sundews can trap and digest insects to obtain extra nutrients, such as nitrogen. This allows sundews to live where other plants can't- in nutrient-depleted soils or peat bogs. Some sundews can obtain a sufficient amount of nutrients from the soil, which allows them to survive for long periods of time, even if they don't catch any food (ie mature *D. capensis*).

However, other sundews (such as *Drosera glanduligera*) are not very efficient at absorbing nutrients through their roots, so they must rely more heavily on catching prey. This means that if they do not catch prey after germination, they will only live a short time.

If sundews are fed (or capture their own food), they will generally grow larger and faster than plants that are not fed.

13. Find out some amazing facts about the unusual plants on the Internet.

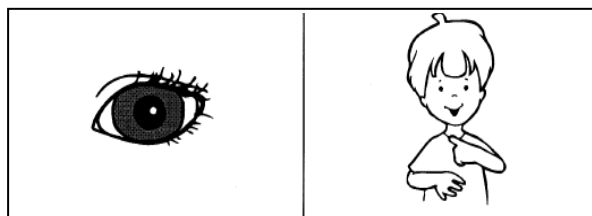
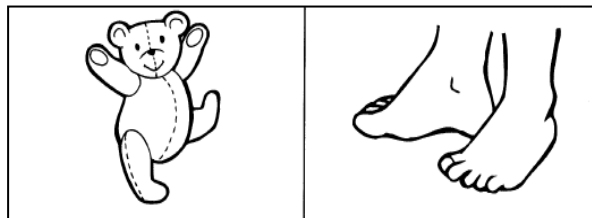
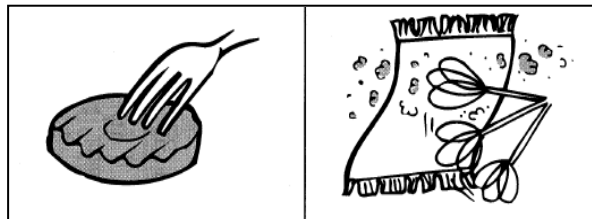
14. Choose the correct homophones for each picture from the word list below.

Homophones are two or more words that sound alike but are spelled differently and have different meanings.

beet – beat
bear – bare

eye – I
flour – flower

berry – bury
urn – earn



Unit 4 Parts of a Tree

1. Discuss these questions with your partner.

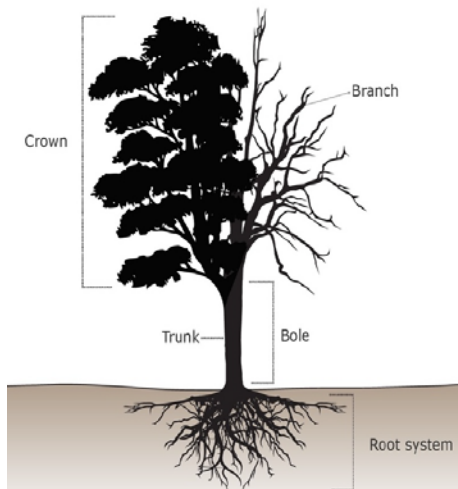
What parts of a tree do you know?
How do trees feed?

2. Pronunciation guide:

column ['kɒləm]
margin ['mɑ: dʒɪn]
armor ['ɑ:mə]
resin ['rezɪn]
quantity ['kwɒntɪti]
anchor ['æŋkə]
phloem ['fləʊem]
xylem ['zaɪləm]
cambium ['kæmbiəm]
tissue ['tɪʃu:]

3. Read the text and find the information about the basic parts of a tree.

Parts of a tree



Trees come in various shapes and sizes but all have the same basic structure. They have a central column called the trunk. The bark-covered trunk supports a framework of branches and twigs. This framework is called the crown. Branches in turn bear an outside covering layer of leaves.

A tree is anchored in the ground using a network of roots, which spread and grow thicker in proportion to the growth of the tree above the ground.

In a mature tree, most of the cells of the trunk, roots, and branches are dead or inactive. All growth of new tissue takes place at only a few points on the tree, by the division of specialized cells. These actively growing areas are located at the tips of branches and roots and in a thin layer just inside the bark. Lastly, trees have reproductive structures; either flowers or cones.

Leaves, bark, twigs and fruit can make quick work of tree identification. Shape, although not a tree "part", plays a key role in tree species characteristics. Leaves are food factories of the tree. Powered by sunlight, the green substance in leaves, called chlorophyll, uses carbon dioxide and water to produce life-sustaining carbohydrates. The entire process is called photosynthesis. Leaves are also responsible for respiration and transpiration.

A tree's leaf is one major marker that helps in keying out and identifying alone. Leaves come in many shapes and sizes. The "star" shape of sweet gum is totally different from the heart-shaped leaf of an eastern redbud. Note that leaves can be described by observing their base, their margin and their tip or apex. Each characteristic has a name and is used a part of the identification process.

A leaf can either be simple (no extra leaflets) or compound (three or more leaflets). This leaf structure is always a help with tree identification because of each tree species' leaf structure.

Bark is a tree's natural armor and protects from external threats. Bark also has several physical functions, one is ridding the tree of wastes by absorbing and locking them into its dead cells and resins. Also, the bark's phloem transports large quantities of nutrients throughout the tree.

Xylem carries water and minerals from the roots to the leaves. Phloem carries manufactured food (sugars) from the leaves to the roots. The cambium (a watery layer only a few cells thick) is the generative layer, giving rise to both xylem and phloem.

VOCABULARY

4. Check if you know the key words:

- branch
- twig
- cell
- cone
- leaflet
- margin
- nutrient
- resin
- root
- stem
- tissue
- cambium
- to anchor
- to rid smth of

5. Match the words to make phrases.

- | | | |
|---------------------|-------|------------------|
| 1) a central | _____ | cells and resins |
| 2) a mature | _____ | leaf |
| 3) an eastern | _____ | trunk |
| 4) the bark-covered | _____ | substance |
| 5) the green | _____ | leaflets |
| 6) the heart-shaped | _____ | carbohydrates |
| 7) reproductive | _____ | redbud |
| 8) life-sustaining | _____ | tree |
| 9) extra | _____ | column |
| 10) dead | _____ | structures |

Information – информация, данные.

Misinformation – дезинформация; неправильная информация.

Данная информация является ложной или неточной информацией, которая распространяется непреднамеренно.

Disinformation – дезинформация.

Данная информация является ложной или неточной информацией, которая преднамеренно предназначена для обмана.

Malinformation – недобросовестная информация.

Данная информация является правдивой или точной информацией (основанной на реальности), которая передана или использована с намерением причинить вред.

6. Choose the correct noun using the information above.

1. *I need more ... information*
2. My mother read the schedule wrong and gave me
3. They spread ... about the economy to try to boost the approval rating.
4. He gave me valuable
5. For ... phone 8279-3772.
6. ... is sharing private data or statistics publicly.
7. The government used ... to gain support for the policy.
8. There's a lot of ... about the disease that needs to be corrected.

GRAMMAR

7. Name the part of speech.

<i>noun, pronoun, adjective, adverb, verb, preposition, conjunction</i>	
division	to identify
basic	these

lastly	substance
external	characteristics
actively	growth
reproductive	inactive
because of	either....or

8. Read the sentences. Use the words given in capitals at the end of each line to form a word that fits the space on the same line.

1. Trees have the same ... basic ... structure.	BASE
2. They have a ... column called the trunk.	CENTRE
3. All ... of new tissue takes place of only a few points on the tree.	GROW
4. These ... growing areas are located at the tips of branches.	ACTIVE
5. Leaves are ... for respiration and transpiration.	RESPONSE
6. Leaf structure helps with tree	IDENTIFY
7. Phloem carries ... food from the leaves to the roots.	MANUFACTURE
8. The cambium is the ... layer.	GENERATE

READING

9.1. Read the text again and say if the sentences are true, false or they don't have the information.

1. Plants can be of various shapes and sizes.
2. The central column of the tree is called the branch.
3. In a mature tree most of the cells of the trunk are active.
4. Small particles are found in the leaf cells called chloroplasts.
5. Roots are responsible for respiration.
6. Most trees cannot be identified by the leaf.
7. A leaf can be simple or basic.
8. Green substance in leaves is called photosynthesis.
9. The bark phloem transports nutrients throughout the tree.

9.2. Name an appropriate noun for each of these definitions.

1. The part of a tree which is under the surface.
2. The small green things on plants and trees.
3. A part of a tree which has leaves on it.
4. The tall, round, central part of a tree.
5. The hard outside surface of a tree.

SPEAKING

10. Describe parts of trees using the pictures.

MAPLE



OAK



BIRCH



WRITING

11. Here is an envelope. Match the numbers on it (1-6) with the letters next to it (a-f).

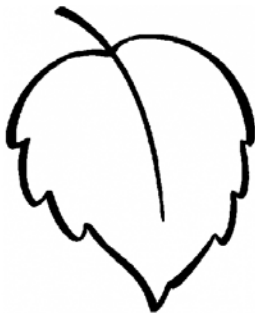
(1) New Jersey Power Company
5695 South 23rd Road
Ridgefield, (2) NJ 08976

(3) Mr. Frederick Morris
(4) Director of Market
Smith Printing Company
(5) 673 Sixth Avenue
Milwaukee, (6) WI 8905

- a) the addressee's position
- b) the street name in the mailing address
- c) The ZIP Code in the return address
- d) the addressee's name
- e) the sender
- f) the ZIP Code in the return address

INTERESTING FACTS

12. Read and discuss.



to turn over
a new leaf

to shake
like a leaf

Some people love the new year and all the celebrations. What also comes with the new year and thinking about changes, is the «New Year's resolutions».

It is a tradition in which we resolve to continue good practices and change an undesired trait or behavior, to accomplish a personal goal, or otherwise improve our life. If we decide to stop doing something we consider to be bad and to start behaving in a better way, we can say that we are going to *turn over a new leaf*. This idiom is used to signify a major change in behavior, or a new stage in life, almost like starting to write on a new page in a book.

Some people are terrified of speaking in front of their colleagues, teachers, groupmates. They *always shake like a leaf* when they have to speak in public. This means that they stutter and tremble (when their muscles cannot stop moving around and the paper they are holding in the hands shakes so much they cannot read, speak).

13. Find out some amazing facts about the idioms with the parts of trees on the Internet.

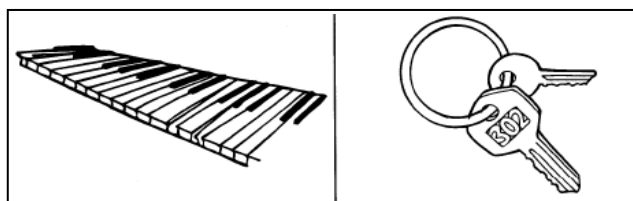
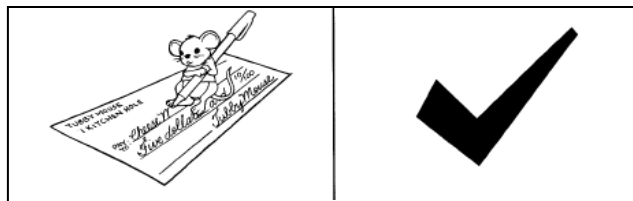
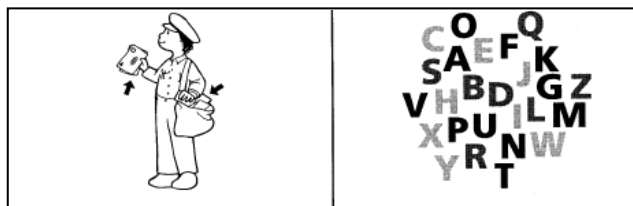
14. Choose the correct homographs for each picture from the word list below.

Homographs are words are spelled alike but have two or more different meanings.

glasses
check

letters
palm

plant
keys



Unit 5 Forests Affect the Soil

1. Discuss these questions with your partner.

How do forests affect the soil?

Is there a humus layer in the forest?

2. Pronunciation guide:

horizon [hə'raɪzn]

decay [di'keɪ]

micro ['maɪkrəʊ]

honeycomb ['hʌnɪkəʊm]

humus ['hju:məs]

rainfall ['reɪnfɔ:l]

excessive [ɪk'sesɪv]

permeable ['pɜ:mɪəb(ə)l]

affect [ə'fekt]

effect [ɪ'fekt]

3. Read the text and say if you agree with the author.

Forests affect the soil



Forests affect the soil most of all through litter. Litter breaks the impact of rain, retards runoff, and filters rainwater into the soil without disturbing soil structure. In dry weather, litter reduces surface evaporation. When litter decays, it provides mineral elements for tree growth. It shelters microbotic life, which breaks down many kinds of complex substances into simple forms, and it shelters worms that help to keep the soil granular and mellow.

In extremely cold weather, the forest litter acts as a blanket through which the heat from the soil cannot escape rapidly. Litter therefore reduces the depth of freezing of forest soils. When a forest soil does freeze, it tends to honeycomb and it becomes therefore permeable to sudden rains that may come in late spring.

Litter is the source of the human horizon of a forest soil and the humus layer is the part of a forest soil that distinguishes it from an agricultural soil. Cultivated soils contain humus, too, but it chiefly comes

from a humus layer previously formed under grass or forest. The humus of a farmed soil is maintained only by extraordinary methods of crop rotation and fertilizing, whereas the humus layer of a forested soil is maintained by the yearly leaf fall. When bare fields are planted with trees the humus layer increases in thickness. This increase is a good index of site recovery.

Forests help prevent peak floods through their effect on the soil. A porous, permeable soil absorbs rainfall faster than a cultivated soil. A soil covered with litter, brush, and tree stems retards runoff of much surface water that may not be absorbed quickly. Experiments show that from a 40- to 50- inch rainfall in Ohio, forests store about 6 inches more water than fields in cultivated row crops.

The forest intercepts much of the force of wind-driven rain, and thus prevents beating of the protective litter and soil. It protects the soil from excessive heat, light, and drying winds. Its roots hold the soil in place.

VOCABULARY

4. Check if you know the key words:

- to affect
- to decay
- to disturb
- to protect
- to escape
- evaporation
- excessive
- horizon
- humus
- litter
- permeable
- rainfall
- effect
- impact

5. Match the words to make phrases.

- | | |
|------------------|---|
| 1) to affect | _____ as a blanket |
| 2) to reduce | _____ runoff |
| 3) to break down | _____ many kind of complex substances |
| 4) to act | _____ much of the force of wind-driven rain |
| 5) to increase | _____ the soil granular and mellow |
| 6) to prevent | _____ surface evaporation |
| 7) to intercept | _____ the soil |
| 8) to retard | _____ to honeycomb |
| 9) to tend | _____ peak floods |
| 10) to keep | _____ in thickness |

Until – до того как, до тех пор.

Предлог используется, чтобы указать, как долго что-либо длится или будет длиться до тех пор, пока что-либо не наступит (дата, событие, момент).

Before – до того как.

Предлог показывает, что есть два действия, и задает то, которое идет раньше.

In spite (of) – несмотря на.

Предлог употребляется всегда с предлогом «of» перед существительными и герундием с окончанием «ing».

Despite – несмотря на.

Предлог употребляется всегда перед существительными.

Although – хотя.

Союз используется для соединения предложений.

6. Choose the correct noun using the information above.

1. *I'm staying ...until ... 8 o'clock.*
2. Don't eat anything ... the others arrive.
3. He didn't arrive ... 10 o'clock this evening.
4. She gave everyone a present ... she left.
5. He plays the piano very well ... he can't sing at all.
6. We went for a walk ... the rain.
7. We came late ... of driving very fast.
8. ... all my friends like pizza, I can't stand it.

7. Complete the sentences. Use *in, into, by, from, without, about, with*.

1. **Humus comes ... from ... a humus layer.**
2. The humus layer of a forested soil is maintained ... yearly leaf fall.
3. A soil covered ... litter retards runoff.
4. Forests store ... 6 inches more water than fields.
5. Litter filters rain water ... the soil ... disturbing soil structure.
6. The heat ... the soil cannot escape rapidly.
7. ... extremely cold weather, the forest litter acts as a blanket.

8. Choose the correct preposition.

1. *Forests affect the soil through / from litter.*
2. *At/In* dry weather litter reduces surface evaporation.
3. When litter decays, it provides mineral elements *for/from* tree growth.
4. Litter breaks *down/up* complex substances *into/in* simple forms.

5. Litter acts as a blanket *through/from* which the heat *from/for* the soil cannot escape rapidly.
6. Sudden rains may come *in/at* late spring.
7. Forests help to prevent peak floods *through/from* their effect *on/at* the soil.
8. Forests protect the soil *for/from* excessive heat.

READING

9.1. Read the text again and complete the sentences.

1. Forests affect the soil through
2. In dry weather litter reduces surface
3. In extremely cold weather, the forest litter acts as a
4. The ...layer is the part of a forest soil.
5. Forests help prevent peak
6. A poroussoil absorbs rain fall faster than a cultivated soil.
7. The forest protects the soil from excessive

9.2. Complete the sentences (1-6) with the endings (a-f).

1. Litter breaks
 2. Litter shelters worms that
 3. When a forest soil freezes, it
 4. The humus of a farmed soil is
 5. The humus layer of a forested soil is
 6. Forest prevents
- a) beating of the protective litter and soil.
b) the impact of rain.
c) help to keep the soil granular and mellow.
d) maintained by the yearly leaf fall.
e) maintained by extraordinary methods of crop rotation and fertilizing.
f) tends to honeycomb.

SPEAKING

10. Give a summary of the text using the following phrases:

- forests affect
- the forest litter
- in dry weather
- in cold weather
- a farmed soil
- a forested soil
- forests help prevent
- the forest intercepts

WRITING

11. In this letter Alex is giving Ann advice about writing a good CV. Correct the incorrect prepositions in bold.

Dear Ann,

You asked **from** help **without** writing your CV. Here are some ideas to help you.

Obviously, you must include your contact details (address, phone, etc), your education, work experience and skills. You can include a photograph **at** your CV if you want but it's not absolutely necessary.

It's a good idea to write quite a short CV, so you shouldn't write more than two pages, and don't forget, you should start **in** your most recent job first.

Finally, check that you haven't made any spelling or grammar mistakes.

Hope, this is useful.

Best wishes,
Alex

INTERESTING FACTS

12. Read and discuss.



CONIFEROUS
or
BOREAL
FORESTS

There is an enormous variation of soils around the world; from the deep and black soil from the Russian steppe to the puddled rice soil from the Philippines. The variation of soils and their properties is the result of biological, physical and chemical processes that occur in the Earth's crust over time.

In soil science, *podzols* (ash-soils) are the typical soils of coniferous or boreal forests. They are also the typical soils of eucalypt forests and heathlands in southern Australia. Podzol means «under-ash» and is derived from the Russian «pod» + «zola»; the full form is «podzolistaya pochva» (under-ashed soil). The term was first given in middle of 1875 by Vasily Dokuchaev. It refers to the common experience of Russian peasants of plowing up an apparent under-layer of ash during first plowing of a virgin soil of this type.

13. Find out some facts about the soils on the Internet.

14. Find the relationship between the first two words in the sentences below. Then complete each analogy with a word from the box.

Analogies are statements of relationship.

<p><i>recipe, kitchen, food, defense, strategies, mixture, pest, bowl, sponge, ants, bake, temperature</i></p>
--

1. *Carrots* are to *rabbits*
as *crumbs* are to _____.
2. *Library* is to *libraries*
as *strategy* is to _____.
3. *Welcome* is to *guest*
as *unwelcome* is to _____.
4. *Milk* is to *pitcher*
as *sugar* is to _____.
5. *Attack* is to *offense*
as *repel* is to _____.
6. *Scrub* is to *brush*
as *wipe* is to _____.
7. *Tub* is to *bathroom*
as *sink* is to _____.
8. *Drink* is to *water*
as *eat* is to _____.
9. *Dry* is to *flour*
as *wet* is to _____.
10. *Skillet* is to *fry*
as *oven* is to _____.
11. *Part* is to *whole*
as *ingredient* is to _____.
12. *Inch* is to *width*
as *degree* is to _____.

Unit 6 Air Pollution

1. Discuss these questions with your partner.

Which gases break down ozone?

How are they produced?

2. Pronunciation guide:

havoc ['hævək]

aerosol ['eərə'sol]

ozone ['əʊzəʊn]

monoxide [mə' nɒksaɪd]

fuel [fju:əl]

sulfur ['sʌlfə]

impurity [im'pjʊərəti]

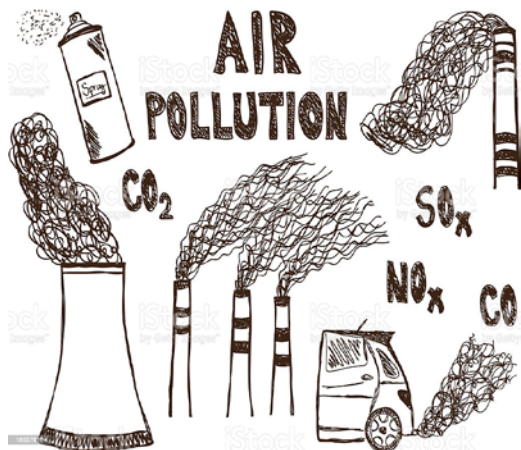
statue ['stætju:]

enough [i'nʌf]

foam [fəʊm]

3. Read the text and say which gases cause acid rain.

Air pollution



The polluting gases released through human activity can havoc in the air. CFCs (chlorofluorocarbons) used to be used in aerosols, air-conditioning units, and polystyrene foam. They break down ozone in the upper atmosphere and allow more harmful UV rays to reach the Earth's surface. Being exposed to more UV rays will increase the risk of skin cancer (although this can be reduced with sun cream).

Australia has high level of skin cancer because it is under an ozone hole. The increase in UV rays might also kill plankton in the sea – this could have a massive effect on the sea ecosystem because plankton are at the bottom of the food chain. Scientists predict that fish levels will drop (meaning among other things, less food for us to eat).

When fossil fuels are burnt without enough air supply they produce the gas carbon monoxide (CO). It's a poisonous gas. If it combines with red blood cells, it prevents them from carrying oxygen. Carbon monoxide's

mostly released in car emissions. Most modern cars are fitted with catalytic converters that oxidize the carbon monoxide (to make carbon dioxide), decreasing the amount that's released into the atmosphere.

Acid rain is caused by sulfur dioxide and oxides of nitrogen. As well as releasing CO₂, burning fossil fuels releases other harmful gases. These include sulfur dioxide and various nitrogen oxides. The sulfur dioxide (SO₂) comes from sulfur impurities in the fossil fuels. The nitrogen oxides in the air are caused by the heat of the burning. When these gases mix with the rain clouds they form dilute sulfuric acid and dilute nitric acid. This then falls as acid rain. Internal combustion engines in cars and power stations are the main causes of acid rain.

Acid rain can cause a lake to become more acidic. This has a severe effect on the lake's ecosystem. Many organisms are sensitive to changes in pH and can't survive in more acidic conditions. Many plants and animals die. Acid rain can kill trees and damages limestone buildings and statues.

VOCABULARY

4. Check if you know the key words:

- aerosol
- ozone
- to allow
- to predict
- to increase
- to reduce
- fuel
- hydrogen
- nitrogen
- oxygen
- sulfur
- pollution
- impurity
- carbon monoxide

5. Complete the sentences using the words from the box.

break down, kill, releases, emissions, impurities, harmful, predict, power, fitted, burnt
--

1. Chlorofluorocarbons ... ozone in the upper atmosphere.
2. This allows more... UV rays to reach the Earth's surface.
3. The increase in UV rays might also... plankton in the sea.
4. Scientists ...that fish levels will drop.
5. When fossil fuels are ... without enough air supply they produce the gas carbon monoxide (CO).

6. Carbon monoxide's mostly released in car ...
7. Most modern cars are ... with catalytic converters.
8. Burning fossil fuels ... other harmful gases.
9. The sulfur dioxide (SO₂) comes from sulfur ... in the fossil fuels.
10. Internal combustion engines in cars and ... stations are the main causes of acid rain.

By the end – к концу чего-либо (например, *к концу дня*).

Сочетание используется с предлогом «of».

At the end – в конце чего-либо.

Сочетание употребляется, чтобы обозначить какие-либо временные или пространственные рамки, то есть когда речь может идти о каком-то периоде, например, *в конце года*; или когда мы говорим о расположении какого-то объекта в пространстве, например, *в конце улицы*. Конструкция отвечает на вопросы «Когда?» и «Где?» и используется с предлогом «of».

In the end – в конце концов.

Сочетание имеет значение английского слова «finally», употребляется, когда речь идет о каком-то конечном итоге, отвечает на вопрос «Что произошло в результате?» и используется без каких-либо предлогов.

Lastly – наконец.

Слово используется, когда мы доходим до конца перечисления или списка и собираемся огласить последний пункт, например, *Кардифф, Эдинбург, Дублин и, наконец, Лондон*.

6. Choose the correct words using the information above.

1. *I worked hard and ... in the end ... I succeeded.*
2. What happened ... of the film?
3. ... I decided to stay at home.
4. Don't worry, everything is going to be fine
5. You need to buy a few apples, some flour, and ... a bottle of milk.
6. ... of the day I am exhausted.
7. ... of the book the main character disappointed me.
8. The work should be done ... of the year.

GRAMMAR

7. Underline the correct form.

1. *Australia has high levels of skin cancer because / *because of* it is under an ozone hole.*
2. Scientists predict *what/that* fish levels will drop.
3. *When/Where* fossil fuels are burnt without enough air supply they produce the gas CO.

4. *If/Since* it combines with red blood cells, it prevents them from carrying oxygen.

5. Most modern cars are fitted with catalytic converters *that/who* oxidize the carbon monoxide.

6. *As well as/as well* releasing CO₂, burning fossil fuels releases other harmful gases.

7. This could have a massive effect on the sea ecosystem *so/because* plankton are at the bottom of the food chain.

8. *Why/When* these gases mix with the rain clouds they form dilute sulfuric acid and dilute nitric acid.

8. Choose the correct word from the box.

how, where, how, why, what(2), when(2)

1. ...*How...* **do the polluting gases release?**
2.do CFCs break down ozone?
3.has Australia high level of skin cancer?
4.might kill plankton in the sea?
5.do fossil fuels produce the gas CO?
6.is caused by sulfur dioxide and oxides of nitrogen?
7.do these gases form dilute sulfuric acid and dilute nitric acid?
8.can acid rain cause a lake?

READING

9.1. Read the text again and choose the correct answer.

1. ... are used in aerosols, air-conditioning units, and polystyrene foam.
a) carbon monoxide, b) chlorofluorocarbons, c) sulfur dioxide
2. The increase in UV rays might also kill ... in the sea.
a) plankton, b) fish, c) animals
3. If ... combines with red blood cells, it prevents them from carrying oxygen.
a) carbon monoxide, b) carbon dioxide, c) sulfur dioxide
4. Carbon monoxide's mostly ... in car emissions.
a) released, b) decreased, c) included
5. The sulfur dioxide comes from sulfur impurities in ...
a) the air, b) the fossil fuels, c) the sea
6. Internal combustion engines in cars and power stations are the main ... of acid rain.
a) gases, b) causes, c) conditions
7. Acid rain can cause a lake to become ... acidic.
a) much, b) more, c) less

8. Many organisms are sensitive to changes in pH and can't ... in more acidic conditions.

- a) increase, b) survive, c) decrease

9.2. Name appropriate words for each of these definitions.

1. Any form of precipitation with acidic components.
2. The colourless, odourless, tasteless gas.
3. The chemical element with the symbol H.
4. The presence in the environment harmful or poisonous substances.
5. The chemical compound with the formula SO₂.

SPEAKING

10. Describe the damage that can be caused by acid rain. Use the words from *Pronunciation guide and Vocabulary*.

WRITING

11. Here is a Curriculum Vitae (CV). Match the headings with the sections.

___ <i>Interests</i>	___ <i>Personal profile</i>	___ <i>Personal Detail</i>
___ <i>Work experience</i>	___ <i>References</i>	___ <i>Education</i>
___ <i>Key skills</i>		

1)

Name Robert Brown
Address 4 Ash Grove Road, Anytown, Ot2 7 IR
Tel: 0666364582
Email: robertb@mktg.ssu.co.uk

Nationality British
Date of birth 12/10/86
Marital status Single

2)

I am reliable, well organized, and used to working on my own initiative.
I am comfortable working on my own or as part of a team.

3)

Familiar with Microsoft Word and Excel
Clean driving license
Good problem- solver
Self- motivated
Fluent in German

4)

2009 – Present Marketing Assistant, Success Solutions Unlimited,
Manchester Duties include planning and implementing all advertising
and promotion, responding to enquiries, monitoring student performance
2008–2009 Teacher of English, Churchill School of English,
Munich, Germany

- 5)
2004–2007 London University: BA in English Literature and Language
1997–2004 Minster College Secondary School, Wells
8 GCSEs, 3 A levels: English (A), German (B), Art(C)
- 6)
Football, sailing, reading, landscape painting
- 7)
Available on request

INTERESTING FACTS

12. Read and discuss.



NOISE
POLLUTION

Noise pollution is simply excessive outdoor noise brought about by honking cars going around, heavy machinery operating in the midst of crowds, barking dogs, extremely loud audio entertainment systems, and electric megaphones. Regular exposure to this type of pollution makes a person susceptible to annoyance, sleep disturbance, aggression, and mental stress.

Noise pollution can also cause tinnitus or the perception of sound within the ear but without corresponding external sound. It can lead to severe depression and sometimes, panic attacks. In extreme cases, like those who live very near runways and factories, very loud noise can damage a person's ear drum, which can lead to hearing impairment. These effects are more of psychological than physical.

13. Find out some facts about air pollution, water pollution, land pollution, light pollution, radioactive pollution, thermal pollution on the Internet.

14. Write a letter to match each idiom with its translation below.

*Idioms are expressions that cannot be understood literally.
They have their special meaning.*

1. ____ rain cats and dogs
2. ____ face like thunder
3. ____ chase rainbows
4. ____ be snowed under
5. ____ be under the weather
6. ____ twist in the wind
7. ____ under a cloud
8. ____ throw caution to the winds
9. ____ in a fog
10. ____ go down a storm

- a) удаться
- b) растерянный
- c) перестать осторожничать
- d) быть перегруженным работой
- e) гнаться за недостижимым
- f) мрачнее тучи
- g) под подозрением
- h) лить как из ведра
- i) томиться
- j) недопомогать

15. Complete the idioms with the words from the box.

<i>rainy, rain, weather, cloud, blue, clouds, breeze, wind, storm, fast</i>

1. В полном порядке – as right as ...
2. На черный день – for aday
3. Как снег на голову – bolt from the ...
4. На седьмом небе от счастья – onnine
5. Пережить трудные времена – ... the storm
6. Ходить по краю пропасти – sail close to the ...
7. Болтать о пустяках – shoot the...
8. Молниеносный – lightning-...
9. Витать в облаках – have one's head in the ...
10. Буря в стакане воды, много шума из ничего – ... in a teacup

Unit 7 Biodiversity

1. Discuss these questions with your partner.

What language does the word «biodiversity» come from?

How can you define an extinct species? Give examples.

2. Pronunciation guide:

poodle [ˈpuːdl]

beagle [ˈbiːgl]

rottweiler [ˈrotwɑɪlə]

unique [juːˈnɪk]

moggy [ˈmɒɡi]

siamese [saɪəˈmiːz]

niche [niːʃ]

fungi [ˈfʌŋɡiː]

episode [ˈepɪsəʊd]

gene [dʒiːn]

3. Read the text and find out what «biodiversity» means.

Biodiversity

Biodiversity is a word that describes the variety of living things. «Bio» (from a Greek word) refers to living and «diversity» refers to differences and variety. Living things express their diversity in hundreds of different ways – both external and visible and internal and invisible.

There are 3 kinds of biodiversity.

– Variety of genes

Poodles, beagles and rottweilers are all dogs – but they're not the same because their genes are different. It's the difference in our genes that makes us all different.

– Variety among species

Scientists group living things into distinct kind of species. For example, dogs, dragonflies, and daisies are all different species.

– Variety of ecosystems

Coral reefs, wetlands, and tropical rainforests are all ecosystems. Each one is different, with its own unique species living in it. Genes, species, and ecosystems working together make up our planet's biodiversity.



There is genetic diversity within a species, which results in the differences between you and your brothers and sisters and cousins and grandparents even though we all members of the human race – the species Homo Sapiens. Genetic diversity is the reason why Siamese cats have different body shape and hair colouring from the black and white moggy next door.

There is evolutionary diversity, which has given rise to all the different species of animals and plants on this Earth and is genetic diversity on a wider scale. This is also known as species diversity.

Each species is adapted – and sometimes highly specialized – to survive in a particular environment or a range of environments. Only the human species, through cultural and racial diversity and technology, seems to have adapted itself to survive in almost every environment on the Earth.

Many of the world's different plants and animals are under severe threat of extinction. Many species have already been lost. A species is said to be extinct when it has not been seen for over 50 years. Dinosaurs became extinct 65 million years ago but, in the last 50 years, more animals and plants have become extinct, because of hunting and loss of habitat. Globally, many hundreds of species will face extinction in a very few years without intensive conservation, education and environmental management and policy – making.

Much of the Earth's great biodiversity is rapidly disappearing, even before we know what is missing. Species of plants, animals, fungi, and microscopic organisms such as bacteria are being lost at such alarming rates that biologists estimate that tree species go extinct every hour. Scientists around the world are cataloging and studying global biodiversity in hope that they might better understand it or at least slow the rate of loss.

VOCABULARY

4. Check if you know the key words:

- Earth's
- biodiversity
- to adapt
- to inherit
- to disappear
- to estimate
- extinct
- fungus
- particular
- racial
- rainforest

- extinction
- threat
- niche

5. Match the words to make phrases.

- | | | |
|------------------|-------|----------------------|
| 1) global | _____ | species |
| 2) severe | _____ | diversity |
| 3) genetic | _____ | race |
| 4) Siamese | _____ | management |
| 5) human | _____ | cats |
| 6) unique | _____ | threat of extinction |
| 7) environmental | _____ | kind of species |
| 8) distinct | _____ | environment |
| 9) particular | _____ | conservation |
| 10) intensive | _____ | biodiversity |

By the time – к тому времени.

Сочетание используется, если что-то должно произойти или произошло к определенному времени.

On time – вовремя.

Сочетание означает «пунктуально», «точно в назначенное время» и используется, если что-то должно произойти в запланированное (установленное, фиксированное, согласованное и т.п.) время.

In time – вовремя.

Сочетание означает «своевременно для чего-то», «вовремя для чего-то» и используется, если мы хотим подчеркнуть своевременность, нужный (удачный) момент.

6. Choose the correct words using the information above.

1. *The film starts at seven. I'll be ...on time.....*
2. The bus was late this morning, which is unusual. It's usually
3. George is usually late for work but this morning he arrived
4. We had to get in the train without tickets because we didn't get to the station to buy them.
5. It's a very good train service. The trains always run
6. we get there, the bank will be closed.
7. Please don't be late for the meeting. We want to begin
8. I like to get up to have a big breakfast before going to work.
9. we got to the cinema, the film had already started.

GRAMMAR

7. Choose the correct form of the verb in each sentence.

1. *Living organisms* express / *are expressing* *their diversity in hundreds of different ways.*
2. The difference in our genes *makes* / *is making* us all different.
3. Scientists *group* / *are grouping* living things into distinct kind of species.
4. Much of the Earth's great biodiversity *disappears* / *is rapidly disappearing.*
5. Scientists around the world *stud y* / *are studying* global diversity in hopes that they might better understand it.
6. Tree species *go* / *are going* extinct every hour.
7. Biodiversity *describes* / *is describing* the variety of living things.
8. Genes, species, and ecosystems working together *make up* / *are making up* our planet's biodiversity.

8. Write questions to the underlined words in the sentences.

1. There are 3 kinds of biodiversity.
2. Scientists group living things into distinct kind of species.
3. Biologists estimate that tree species go extinct every hour.
4. The human species seems to have adapted itself to survive in almost every environment on the Earth.
5. Much of the Earth's great biodiversity is rapidly disappearing.
6. Scientists around the world are cataloging global biodiversity.
7. Genes, species, and ecosystems working together make up our planet's biodiversity.
8. Genetic diversity within a species results in the differences between you and your brothers and sisters.

READING

9.1. Read the text again and choose the correct answer.

1. Variety of genes makes us all
a) differ b) different c) difference
2. Coral reefs, wetlands, and tropical rainforests are all... .
a) ecosystems b)populations c) habitats
3. There is ... diversity within a species, which results in the differences between you and your brothers.
a) genetic b) evolutionary c) cultural
4. There is ... diversity, which has given rise to all the different species of animals and plants on this Earth.
a) evolutionary b) genetic c) cultural

5. Each species is ... to survive in a particular environment.
a) inherited b) adapted c) disappeared
6. Dinosaurs became ... 65 million years ago.
a) extinct b) external c) internal
7. Three species go extinct every
a) hour b) minute c) hour
8. Much of the Earth's great biodiversity is rapidly
a) disappearing b) increasing c) adapting

9.2. Complete the sentences from the text.

1. There are ... kinds of biodiversity.
2. A species is said to be extinct when it has not been seen for over ... years.
3. Dinosaurs became extinct ... million years ago.
4. ... species have already been lost.
5. ... of the Earth's great biodiversity is rapidly disappearing.

SPEAKING

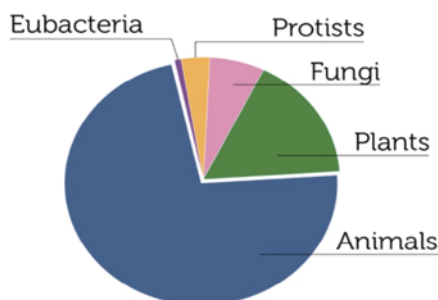
10. Give the author's definition of biodiversity and compare it with your definition and your groupmates' opinion.

WRITING

11. Answer the question: Is it a diagram, a pie chart, a table? Describe it briefly using the phrases below. Make your own graph.

Known Species of Organisms

Total = roughly 1,800,000 species



- This slide / shows / summarizes data / changes / results;
- This slide gives / provides information about;
- The important thing here is;
- It is noticeable that;
- It gives / doesn't give any figures;
- To compare and contrast the items, use some of the following:–
more/less than ... – (bigger) than ... – (not) as big as ... – twice as big/much as ... – rather than

INTERESTING FACTS

12. Read and discuss.



An ecosystem is a biological system that is made up of a community of organisms (animals, plants, fungi, and microbes) and their environment.

- The living organisms in an ecosystem are known as its *biotic components*.

- An ecosystem's non-living components are known as its *abiotic components*. These include: temperature, soil, topography (the 'shape' of the land), and the amount of available water and light.

Earth's ecosystems can be divided into two main types: *terrestrial* and *aquatic*.

Terrestrial ecosystems are based on land. Examples of terrestrial ecosystems include tropical rainforests, grasslands, tundra, and deserts.

Aquatic ecosystems are ecosystems based in water. The two main types of aquatic ecosystems are marine and freshwater. Typical freshwater ecosystems include lakes and rivers. Marine ecosystems include coral reefs, coastal lagoons and deep sea environments.

13. Find out some facts about forest ecosystems or desert ecosystems on the Internet.

14. Cross out one word that does not fit in each category below.

CATEGORIES

1. *Words with suffixes*

average sensitive protection attendance

2. *Words with prefixes*

adoptable uncertain colourful promotion

3. *Compound words*

dashboard supplement airbags bathroom

4. *Words with four syllables*

pedestrians information identify irritability

5. *Plural*

stems lens deer causes

6. *Silent letters*

science knead allow receipt

Unit 8 History of English Garden

1. Discuss these questions with your partner.

When were the earliest cultivated English gardens planted?
Do you know any garden styles?

2. Pronunciation guide.

conqueror ['kɒŋk(ə)rə]

palace ['pælɪs]

monastery ['mɒnəstəri]

medieval [med'i:vəl]

ax [æks]

flora ['flɔ:rə]

fauna ['fɔ:nə]

punctuate ['pʌŋ(k)tʃʊeɪt]

Saxon ['sæksn]

Renaissance [rə'neɪsɪns]

3. Read the text and name the stages in the history of the English garden.

History of the English Garden

Outstanding horticultural works of previous generations have always made way for the style of the next so finding unaltered examples of historical gardens in England is nearly impossible. But this is what makes gardens so wonderful and varied.

So where did it all begin? Did our earliest ancestors have gardens?

We know very little about the gardens of Anglo-Saxon England. There are however, basic tools such as axes and sickles dating back to the Neolithic age (2,500–1,500 BC) -around the time Stonehenge was built.

The earliest cultivated English gardens that we know of were planted by the Roman conquerors of Britain in the 1st century AD. During the Roman Occupation, the Roman army introduced new flora and fauna to British shores and although England's cooler climate definitely required



a flexible approach, the Romans created gardens and introduced plants that are still cultivated in English soil today. The best example is probably Fishbourne Roman Palace in Sussex.

Latin makes up many of gardening terms, for example *topiarus* means topiary. Indeed, it is highly probable that the Romans introduced topiary to England.

The monastic gardening tradition arrived on English soil with the Norman conquest of 1066. Monasteries had both kitchen gardens and herb gardens to provide the practicalities of food and medicine. The monastery cloister provided an open green space surrounded by covered walks, generally with a well, or fountain at the center.

The next stage of the English garden came after the Reformation. Many landowners enclosed common land to create parks for keeping deer or cattle. This 'natural' landscape gave way to formal gardens near the house, still sheltered from the outside world by hedges or walls.

The Tudors followed the Italian influence in creating gardens which mirrored the alignment of the house, creating the harmony of line and proportion that had been missing in the Medieval period.

The Victorian period also saw a profusion of public gardens and green spaces aimed at bringing culture to the masses. Some of the finest Victorian gardens are public parks, like People's Park Halifax.

Gardening has always been a matter of personal taste. Yet, throughout Britain there are gardens great and small, formal and informal, private and public, that illustrate the British passion for creating green, growing spaces of their own. All are different, and all like their owners and creators, have a distinct personality.

VOCABULARY

4. Check if you know the key words:

- aim
- castle
- fauna
- fence
- flora
- gardening
- horticultural
- topiary
- landowner
- medieval
- monastery
- palace
- Renaissance
- Stonehenge

5. Match the words to make phrases.

- | | | |
|------------------|-------|---|
| 1) to introduce | _____ | a simple green place |
| 2) to be planted | _____ | at bringing culture to the masses |
| 3) to provide | _____ | the British passion for green spaces |
| 4) to become | _____ | the practicalities of food and medicine |
| 5) to be aimed | _____ | a profusion of public gardens |
| 6) to have | _____ | new flora and fauna |
| 7) to illustrate | _____ | a distinct personality |
| 8) to give way | _____ | to formal gardens |
| 9) to create | _____ | with fruits and vegetables |
| 10) to see | _____ | parks for keeping deer |

Have gone to

Конструкция употребляется для выражения факта посещения какого-либо места, имеет значение, что «кто-то уехал и еще не вернулся».

Have been to

Конструкция употребляется для выражения факта посещения какого-либо места, имеет значение, что «кто-то съездил и вернулся обратно».

Have been in

Конструкция употребляется для выражения факта посещения какого-либо места, имеет значение, что «кто-то уехал и живет там».

6. Choose the correct words using the information above.

1. *I ... have been ... to Australia.*
2. I haven't seen Victor for several days. Where ... he ...?
3. He ... London. He'll be back next week.
4. ... you ever ... London?
5. Kate ... Paris for 5 months now, learning French.
6. This team isn't at college this week. They ... a conference.
7. She ... the mountains twice.
8. He ... Australia for two years.

GRAMMAR

7. Put each verb in brackets into a form of Present Perfect.

1. *He ... hasn't arrived ... yet.*
2. Outstanding horticultural works of previous generations (make) always way for the style of the next.
3. No Tudor gardens (survive) intact.

4. Gardening (be) always a matter of personal taste.
5. It is the first time I (plant) a tree.
6. They aren't at home, they (go) to the garden.
7. I (read) this book twice.
8. We never (visit) the Harris Garden before.

8. Put each verb in brackets into either Present Perfect or Past Simple.

1. *Idecided... to change a job.*
2. Are you sure we (come) to the right place?
3. I (leave) my bag here earlier.
4. We (have) some coffee and then (catch) the bus home.
5. Recently a lot of young people (take up) kite surfing.
6. When they (go) the park?
7. You (see) my calculator?
8. I (be) excited to take part in the contest yesterday.

READING

9.1. Read the text again and choose the correct answer.

- 1) Stonehenge was built in ...
a) 2,500–1,500 BC b) 2,500–2,000 BC c) 2,000–1,500 BC
- 2) The earliest English gardens were planted by ...
a) Anglo-Saxons b) Romans c) Italians
- 3) ... makes up many gardening terms.
a) French b) Latin c) Dutch
- 4) The Tudors followed ... influence in creating gardens.
a) French b) Italian c) Roman
- 5) Some of the finest Victoria gardens are public parks, like ...
a) Fishbourne Palace b) People's Park c) Hampton Court Palace
- 6) Gardening has always been a matter of ... taste.
a) public b) personal c) historical

9.2. Complete the sentences below in your own words.

1. The earliest English gardens were planted by ...
2. During the Roman Occupation, the Roman army introduced ...
3. Latin makes up ...
4. Monasteries had both ...
5. The next stage of the English garden came ...
6. The Victorian period ...
7. Great and small, formal and informal gardens illustrate ...

SPEAKING

10. Compare the different stages in the history of the English garden. Illustrate it in some examples.

WRITING

11. Write a report on your research into the use of __ in the parks. Use the plan below.

- The purpose of our research was ____
- We wanted to find out ____
- We chose....because ____
- First ____
- Then ____
- Finally ____
- We found that ____

INTERESTING FACTS

12. Read and discuss.

REGENT'S PARK



The Regent's Park combines large open spaces with tree-lined pathways, formal gardens, and four children's playgrounds. It has excellent sports facilities, and contains central London's largest outdoor sports area.

Queen Mary's Garden occupies a large area of this royal park and houses London's biggest rose collection, with more than 85 varieties and over 12,000 individual flowers on display.

The gardens are named after the wife of King George V and opened to the public in 1932. They provide a peaceful and tranquil setting, as they are surrounded by strategically-placed shrubs that give the gardens a more private feeling.

The royal park's other standout features include the Avenue Gardens, which are particularly beautiful in the spring, while nearby Primrose Hill offers some stunning views across the UK capital.

13. Find out some facts about the most glorious gardens from around the world on the Internet.

14. Find and circle the hidden words in the puzzle below. The words can go up, down, across, backward or diagonally.

___ HYDE PARK

___ royal

___ KENSINGTON GARDENS

___ fountain

___ GREEN PARK

___ statue

___ ST JAMES PARK

___ flowers

___ REGENT'S PARK

___ zoo

SSTYUKENSINGTONGARDENSPAGHKIL DFGHHJKUTLKIUJHROYALMJHUYGBN FLGVBNMJKLLJGFCQWERMNCZAWU LDNHGYZALYHNMKLOIEWXFGZOOA OAPYOUKMUIFLOWERSKILLPOUYRA WQPDHGREENPARKTRESDCVBNHGL EYTEAFFFSLOOOTTYYWEDRFTGF RLKPYHGIPAARFOUNTAINMFFFOOO SFISAVVIOAKJJJJUUUTEWQSSDBNMI IKISRHGIERRNKKOOLREGENTSPARKO BBKKVVSKYUASDFPPOOUURREEAA
--

15. Complete the poem and guess the name of the park.

Swans, pelicans and geese
Have found their house
Among beautiful tr_ _ _ .

The lake is the place
Where they s_ _ _ and eat
There everybody can m_ _ _ .

Unit 9 The Tree Comes of Age

1. Discuss these questions with your partner.

What processes are similar in plants and animals?

Can you describe the process of photosynthesis?

2. Pronunciation guide:

digestion [dai'ʒestʃən]
carbon dioxide ['ka:bən] [dai'ɒksaɪd]
nutrition ['nju:triʃən]
chlorophyll ['klɒrəfil]
dextrose ['dekstrəʊz]
hemoglobin [ˌhi:mə'gləʊbɪn]
starch [sta:tʃ]
acid ['æsaɪd]
blood [blʌd]
enzyme ['enzaim]

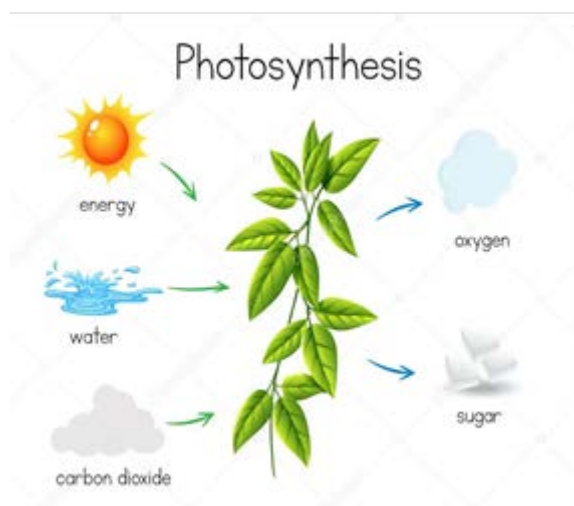
3. Read the text and find which examples illustrate the importance of the topic.

The tree comes of age

Our tree gradually becomes taller and broader, and in the course of time it reaches maturity. The complicated mechanism functions with the precision of a machine, and its many vital processes are well coordinated.

Some of the processes, such as respiration or digestion of fats, are strikingly similar in both plants and animals. Others, as mineral nutrition, are found only in the plants.

Let us consider first the process of photosynthesis — that is, the building with the energy of light. In this process, organic matter is formed literally from thin air and water. The air contains minute amounts of carbon dioxide (0.03 percent by volume or three parts in 10,000 parts of air). Through millions of small pores, or stomata, on the leaf surfaces,



air penetrates the leaves and gives up about 10 percent of its meager supply of precious carbon dioxide to the tree. Small particles are found in the leaf cells called chloroplasts; these contain a green substance (chlorophyll) similar in structure to the hemoglobin of the blood. In fact, in reflected light chlorophyll appears not green but blood red.

Carbon dioxide unites with the chlorophyll and in a chain of reactions, regulated by the enzymes; it combines with oxygen and hydrogen of water to form sugar. An excess of oxygen is released in this process. The energy that is needed for transformation of carbon dioxide and water into the organic substance (sugar) is supplied by sunlight. Only about 1 percent of the solar energy that falls on a leaf is used for photosynthesis. The sugar formed in the process of photosynthesis is dextrose. From it 95 percent of the body of the tree is ultimately made by a series of complicated reactions. Dextrose may be converted into other sugars or it may be combined with nitrogen to form the amino acids, the building blocks from which proteins are made and on which all life, both plant and animal, depends. Part of the dextrose is also used for other purposes, such as conversion into starch, fats, and other substances.

VOCABULARY

4. Check if you know the key words:

- acid
- excess
- carbon dioxide
- chlorophyll
- hemoglobin
- photosynthesis
- digestion
- nutrition
- respiration
- to appear
- to convert
- to release
- starch
- dextrose

5. Match the words to make phrases.

- | | |
|----------------|-----------------|
| 1) complicated | _____ matter |
| 2) vital | _____ substance |
| 3) mineral | _____ air |
| 4) organic | _____ light |

- | | |
|---------------|-----------------|
| 5) minute | _____ energy |
| 6) small | _____ mechanism |
| 7) thin | _____ amounts |
| 8) a green | _____ nutrition |
| 9) reflected | _____ processes |
| 10) the solar | _____ particles |

Would

Глагол может использоваться не только при описании повторяющихся действий, но также и при описании повторяющихся ситуаций (состояний). Если же речь идет об одной ситуации, одном длительном состоянии, «would» не может быть использован.

Used to – раньше, бывало.

Оборот используется при описании событий, которые регулярно происходили в прошлом, а потом прекратились либо на время, либо совсем, а также при описании состояний, которые имели место в прошлом, а потом изменились (по крайней мере, на некоторое время) и требует после себя *инфинтива*.

be used to – привыкать.

Оборот употребляется для выражения действий, ставших привычными, используется для описания чего-то обычного, привычного, не кажущегося нам странным и требует после себя *существительного или герундия*.

get used to / be getting used to – привыкать.

Оборот употребляется для выражения действий, ставших привычными, используется для описания процесса привыкания к чему-то, что казалось странным, а теперь постепенно не кажется, и требует после себя *существительного или герундия*.

6. Choose the correct words using the information above.

1. **He...used to.... drink much coffee.**
2. Every summer I live in a country house.
3. I am to waking up at 10 every day.
4. I found Polish food very strange at first but I was to it.
5. When he spoke to me Inot understand anything.
6. I to have an MP3 player. Now I just listen to music online.
7. I am to this noise.
8. Gaby to be overweight. But now she looks fit.

GRAMMAR

7. Read and translate the sentences below. Pay your attention to the verbs in the Passive Voice.

1. Mineral nutrition *is found* only in the plants.
2. Organic matter *is formed* from thin air and water.
3. Many vital processes *are well coordinated*.
4. The energy that *is needed* for transformation of carbon dioxide and water into the organic substance *is supplied* by sunlight.
5. Dextrose may *be converted* into other sugars.
6. Small particles *are found* in the leaf cells called chloroplasts.
7. It may *be combined* with nitrogen to form the amino acids.
8. An excess of oxygen *is released* in this process.

8. Choose the correct form.

1. *Many vital processes (are well coordinated / coordinate well).*
2. Air (is penetrated / penetrates) the leaves.
3. Only about 1 percent of the solar energy (is used / uses) for photosynthesis.
4. Dextrose (may convert / may be converted) into other sugars.
5. Part of the dextrose (is used / uses) for other purposes.
6. These (are contained / contain) a green substance.
7. The energy is supplied (by/for) sunlight.
8. From dextrose 95 percent of the body of the tree is made (by/for) a series of complicated reactions.

READING

9.1. Read the text again and choose the correct answer.

1. Respiration isin both plants and animals.
a) different b) various c) similar
2. Mineral nutrition is found in
a) plants and animals b) plants c) animals
3. In the process of ...organic matter is formed from air and water.
a) respiration b) digestion c) photosynthesis
4. Trough millions of small pores air... the leaves.
a) converts b) penetrates c) forms
5. Chloroplasts are ... in structure to the hemoglobin in blood.
a) similar b) red c) green
6. ... combines with oxygen and hydrogen of water to form sugar.
a) carbon dioxide b) amino acids c) dextrose

7. Only...percent of solar energy is used for photosynthesis.
 a) 10 b) 5 c) 1
8. Dextrose may be ...into other sugars.
 a) used b) converted c) divided

9.2. Read and say if the following sentences are true, false or they don't have the information.

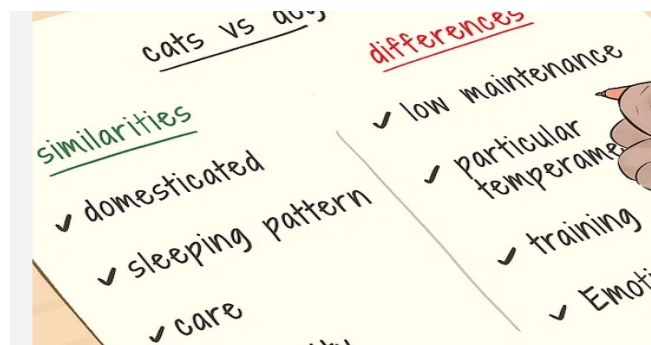
1. Gradually the tree reaches maturity.
2. Many vital processes in a tree are well coordinated.
3. The process of photosynthesis is the building of hydrogen with the energy of light.
4. The air contains the minute amounts of CO₂.
5. Sunlight is composed of the various colours seen in a rainbow.
6. In the leaf cells are found large particles called chloroplasts.
7. The sugar formed in the process of photosynthesis is starch.
8. Dextrose may be converted into other sugars.

SPEAKING

10. Prove the importance of the process of photosynthesis. Give your examples.

WRITING

11. Answer the question: Is this mind map for an argumentative essay, critical essay or compare essay? Write your essay using the outline below.



Your outline might look like this:

- Introduction
- Body Paragraph 1: Discuss first difference between woods and beaches: climate/weather.
- Body Paragraph 2: Discuss second difference between woods and beaches: types of activities.
- Body Paragraph 3: Discuss third difference between woods and beaches: available facilities.
- Conclusion

INTERESTING FACTS

12. Read and discuss.



**JOSEPH
PRIESTLEY** –
an English chemist,
natural philosopher,
separatist theologian,
grammarian,
multi-subject educator,
and liberal political theorist.

How did scientists discover photosynthesis? The important experiment was made by the English scientist Joseph Priestley back in 1771. He placed the mouse under the cap and five days later it died. Then he again placed another mouse under the cap, but this time there was a sprig of mint under the cap together with the mouse, and the mouse survived. «There is a process opposite to breathing» – thought the scientist after this experiment. Another important conclusion of this experiment was the discovery of oxygen, as vital to all living creatures (the first mouse died from its absence, the second survived, thanks to a sprig of mint, which produce oxygen in the process of photosynthesis).

Then, back in 1782, the Swiss scientist Jean Senebier proved that carbon dioxide decomposes in the green organelles of plants under the influence of light. Then, after another 5 years, the French scientist Jacques Busengo discovered that the absorption of water by plants occurs during the synthesis of organic substances. And the final step in a series of scientific discoveries related to the phenomenon of photosynthesis was the discovery of the German botanist Julius Sachs. He proved that the volume of carbon dioxide consumed and oxygen released occurs in a 1:1 ratio.

13. Find out some interesting facts about the scientists and their discoveries on the Internet.

14. Match (1–8) with the numbers on the right. Pay your attention to the information in brackets on the left.

Math (mathematics)

- | | |
|---|-------------------|
| 1. Five times three is fifteen. | 1.25 |
| 2. Two plus two is four. | $5 \times 3 = 15$ |
| 3. Three fourths (of a mile). | $2 + 2 = 4$ |
| 4. One and a quarter (bottles). | 3^2 |
| 5. One point two five. | 20% |
| 6. Ten percent. | $1 \frac{1}{4}$ |
| 7. Twenty percent (of the <u>students</u> are present). | $\frac{3}{4}$ |
| 8. Three squared = three to the second power. | 10% |

Unit 10 A Chance for Seeds to Germinate

1. Discuss these questions with your partner.

When do seeds germinate?
Why are leaves green?

2. Pronunciation guide:

require [ri'kwaɪə]
chance [tʃa:ns]
rainbow ['reɪnbəʊ]
spectrum ['spektrəm]
stimulate ['stimjuleɪt]
stir [stə:]
bare [beə]
germination [dʒə:mi'neɪʃn]
canopy ['kænəpi]
understory ['ʌndəstɔ:ri]

3. Read the text and find out the words from *Pronunciation guide* and translate the sentences with these words.

A chance for seeds to germinate

Fortunately for the understory, the dormant trees sleep until later into the spring. By the time the trees awoke themselves, the understory has enjoyed several weeks of early springtime growth, and seeds that survived winter in the soil have had an opportunity to germinate.



Seed germination requires warm soil temperatures and plentiful water, both of which occur at this time of year. If, by chance, seeds should germinate in summer, the dim light on the forest floor often causes seedlings (newly germinated, baby plants) to grow with spindly stems and poorly developed leaves. Their chances for survival are slight.

The best time of year for seeds to germinate in the forest is early spring. By the time the canopy closes, the young plants are strong, well established, and able to survive for several months in the shade.

When a seedling grows in full sun, its stem is short and thick, the leaves are closely spaced, and they are green and fully expanded. The same plant in heavy shade has a thin, stretched-out stem bearing small, pale leaves.

Plants spend a lot of time and energy making seeds, because it is from them that the next generation grows. Many forest species have seeds with a built-in system that promotes germination in spring and prevents wasteful germination under the canopy in summer. This system depends on red light reaching seeds on the forest floor.

Sunlight is composed of the various colors seen in a rainbow. When light enters a leaf, the red and blue parts of the visible spectrum are trapped by leaf pigments. (The pigments channel the light's energy into food production in photosynthesis.) Under a heavy leaf canopy, very little red light reaches the ground, but green wavelengths pass right through the leaves. That is why leaves look green.

Many seeds possess special chemicals that, when stimulated by red light, start the seeds' germination. This happens in springtime in the forest, before the dominant trees have opened their new leaves. When the sun's red wavelengths reach and penetrate into the soil, the waiting seeds are stirred into activity.

In winter and spring in a deciduous forest, most of the sunlight reaches the soil between the trees' bare branches. When the snow melts and the soil warms in spring, red wavelengths in sunlight waken dormant seeds. In summer, the leaf canopy filters the sunlight. Very little red light penetrates to the forest floor. The green wavelengths that do reach the ground have no effect on seed germination.

VOCABULARY

4. Check if you know the key words:

- canopy
- understory
- dormant
- dominant
- generation
- germination
- to germinate
- to trap
- to stir
- to require
- growth
- seedlings
- survival
- visible

5. Complete the sentences below with the words from the box.

germinate, soil, light, grows, green, red, germination,
dormant, seeds, sun, rainbow

1. *Seeds that survived in winter in the soil have had an opportunity to ... germinate ...*
2. Seed germinations requires warm ... temperatures and plentiful water.
3. The best time of year for ... to geminate is the forest is early spring.
4. Plants spend a lot of time and energy making seeds, because it is from them that the next generation... .
5. When a seedling grows in full ..., its stem is short and thick, the leaves are closely spaced.
6. Sunlight is composed of the various colours seen in a
7. When ... enters a leaf, the red and blue parts of the visible spectrum are trapped by leaf pigments.
8. Very little ... light reaches the ground, but ... wavelengths pass right through the leaves.
9. Many seeds possess special chemicals that, when stimulated by red light, start the seeds'
10. When the snow melts and the soil warms in spring, red wavelengths in sunlight waken ... seeds.

Like – нравиться.

Когда глагол употребляется в общем значении, то после него нужно употреблять существительное или глагол с окончанием *ing*. Когда мы говорим о чем-то, что мы 'любим' в определенное время либо в определенном месте, тогда мы употребляем начальную форму глагола с частицей *to*.

would like (love) to – очень хотеть что-то

После данной конструкции используется существительное или инфинитив с частицей *to*.

6. Choose the correct words using the information above.

1. *I ... like ... swimming.*
2. They ... listening to music.
3. They ... to listen to music in the mornings.
4. ... you ...to join our team?
5. I ... a cup of coffee.
6. I ... strong coffee.

7. Do you ... tea? If so, you should try Earl Grey.
8. We ... to go to London.

GRAMMAR

7. Put each verb into the form of Participle I and Participle II.

listen – listening

reach

speak

sit

see

write

lie

tie

hope – hoped

develop

start

stop

play

study

get

come

8. Choose the correct form. Is it Participle I or Participle II?

1. *They are green and fully expanding / expanded.*
2. The dim light on the forest floor often causes seedlings to grow with spindly stem and poorly *developing* / *developed* leaves.
3. The young plants are well *establishing* / *established*.
4. The leaves are closely spacing / spaced.
5. Plants spend a lot of time and energy *making* / *made* seeds.
6. The system depends on red light *reaching* / *reached* seeds on the forest floor.
7. Many seeds possess special chemicals that, when *stimulating* / *stimulated* by red light, start the seed's germination.
8. When the sun's red wavelengths reach and penetrate into the soil, *the waiting* / *waited* seeds are stirred into activity.

READING

9.1. Read the text again and say if the following sentences are true, false or they don't have that information.

1. The dominant trees sleep until later into the spring.
2. Seed germination requires hot soil temperatures.
3. By the time the canopy closes, the young plants are able to survive for several months in the shade.
4. Many forest species have seeds with a built-in system.
5. This system depends on green light reaching seeds on the forest floor.
6. When light enters a leaf, the green parts of the visible spectrum are trapped by leaf pigments.
7. Many seeds possess special chemicals that, when stimulated by red light, start the seeds' germination.

8. When the sun's red wavelengths reach and penetrate into the soil, the waiting seeds are stirred into activity.

9.2. Complete the sentences.

1. Seed germination requires warm soil temperatures and ... water.
a) plentiful b) plenty c) plain
2. The dim light on the forest floor often causes to grow with ... stems.
a) short b) thick c) spindly
3. When a seedling grows in full sun, its stem is short and ...
a) short b) thick c) thin
4. The same plant in ... shade has a thin, stretched-out stem bearing small, pale leaves.
a) heavy b) high c) dark
5. This system that promotes germination in spring and prevents germination under the canopy in summer.
a) wasteful b) plentiful c) colourful
6. Sunlight is composed of the ... colors seen in a rainbow.
a) furious b) various c) famous
7. In winter and spring in a ... forest, most of the sunlight reaches the soil between the trees' bare branches.
a) evergreen b) coniferous c) deciduous

SPEAKING

10. Define the term «seed germination» and its value for plants.

WRITING

11. Write recommendations how to water plants. Use some words below.

<i>should</i>		<i>shouldn't</i>	
dry soil	clay soil	wet	<i>check</i>
younger plants		older plants	
<i>look at</i>	<i>choose</i>	in the morning	
on the roots		<i>water</i>	leaves
slowly		fast	
watering can	<i>use</i>		hose
waste water		<i>damage</i>	

INTERESTING FACTS

12. Read and discuss.



How to plant LEMON SEEDS

Lemons can be easily grown from seed and are a wonderful looking plant. You can propagate the seeds directly in soil. Prepare your potting soil in a separate bucket. Pour some soil into a large bucket and add water to it until it is damp. Mix the soil with your hand or towel until it is evenly damp. Do not allow the soil to become soggy, or the seeds will rot. Lemon trees love water, but they hate to sit in it.

Fill the pot with soil. Stop when the top of the soil is about 1 inch (2.54 centimeters) from the rim. Make a ½ inch (1.27 centimeter) deep hole in the soil.

Choose a plump-looking seeds from a lemon. It may be necessary to use an organic lemon because seeds from a non-organic lemon may not sprout. Wash the seed to get rid of the slimy coating. Drop the seed into the hole and cover it up. Cover the pot with a piece of breathable plastic to trap warmth and moisture. Place the pot in a warm location. The ideal temperature is between 68°F and 82.4°F. Remove the plastic covering once the sprout appears.

13. Find out some facts how to plant sunflower seeds, apple seeds, pumpkin seeds, etc on the Internet.

14. Choose the word from the box that matches each abbreviation. You will not use all the words in the box.

Abbreviation is shortened form of a word or phrase.

*milligram gram megaliter inch ounce into quantity grain
kilogram quart milliliter yard teaspoon tablespoon ozone*

1. *ml* _____
2. *kg* _____
3. *mg* _____
4. *g* _____
5. *in* _____

6. *oz.* _____
7. *qt.* _____
8. *tbsp* _____
9. *tsp* _____
10. *yd* _____

Unit 11 Monarch without a Kingdom

1. Discuss these questions with your partner.

What do you know about the Monarch butterfly?
Why does it face extinction?

2. Pronunciation Guide:

Mexico [ˈmeksɪkəʊ]
fragile [ˈfrædʒaɪl]
journey [ˈdʒɜːni]
calendar [ˈkæləndə]
delicate [ˈdelɪkət]
creature [ˈkriːtʃə]
maize [meɪz]
campaign [kæmˈpeɪn]
hectare [ˈhektaː]
threaten [ˈθreɪn]

3. Read the text and find out the words from *Pronunciation Guide*. Translate the sentences with them.

Monarch without a kingdom

This November, a hundred million butterflies will drop from the sky over Mexico, like autumn leaves. But for how long? Genetically modified maize could mean extinction for this beautiful butterfly.

Although its body is about 3 cm and it only weighs 1 g, the Monarch butterfly manages to travel 5,000 km each year. It seems to be so fragile, but its long journeys are proof of its amazing ability to survive.

This autumn, the Monarch butterfly will once more set out on its journey from the US. It will keep going until it reaches Mexico. **1...**

In November, millions of Monarchs fall like bright, golden rain onto the forests in the mountains of central Mexico. In the silence of these mountains you can hear a strange flapping of wings, as the Monarchs arrive at their destination. **2...**



Before reaching their journey's end they have faced strong winds, rain and snowstorms and they do not all manage to reach their destination. When the winters are really bad, perhaps 70 per cent of them will not survive. Their long journey to Mexico is thought to be one of the most amazing events in the whole of the American continent. When they get there they will stay until the beginning of April, when their internal calendar tells them that it is time to go back. **3...**

These delicate creatures now face danger of another kind – from scientific progress. **4...**

Laboratory experiments have shown that half of the butterflies which feed on the leaves of genetically modified maize die within 48 hours. Not all experts agree that this variety of maize is responsible for the threat to the Monarchs. **5...**

Greenpeace is campaigning against genetically modified products (in Spain, there are already 20,000 hectares of modified maize). The environmental organization recently published a list of 100 species of butterfly in Europe alone which are threatened with extinction.

VOCABULARY

4. Check if you know the key words:

- butterfly
- fragile
- monarch
- delicate
- destination
- genetically modified products
- journey
- maize
- to feed
- to arrive
- to modify
- to reach
- to survive
- to threaten

5. Match these words with their definitions.

- | | |
|----------------|---|
| 1) maize | _____ to change something |
| 2) to survive | _____ to reach a place |
| 3) wing | _____ to be affected by something bad |
| 4) to arrive | _____ to give food to an animal |
| 5) destination | _____ to deal with problem |
| 6) to face | _____ a tall plant that produces yellow seeds |
| 7) extinction | _____ one of the parts on a bird (an insect) |

- 8) to feed _____ the situation when an animal (a plant) no longer exists
9) to threaten _____ to live in spite of danger
10) to modify _____ the place where someone is going

Notice – замечать, обращать внимание.

Глагол имеет обобщающее значение.

Note – обращать внимание.

Глагол имеет такое же значение, как «notice», с дополнительной характеристикой «запомнить что-либо на будущее».

Take (no) notice (of) – не обращать внимание.

Выражение употребляется в отрицательных предложениях, когда подразумевается намеренный отказ от того, чтобы обратить внимание на что-либо.

Pay your attention (to) – обращать внимание.

Выражение обычно употребляется только в значении «обращать внимание на что-либо», редко употребляется в разговорной речи, так как ограничено рамками письменного формального стиля.

6. Choose the correct words using the information above.

1. *I wish you'd ... pay more attention to your work.*
2. The seller can see that the boy wanted to speak to her, but he took no of him.
3. Sue was wearing a new hat, but Tim didn't even
4. Don't ... any ... of her sarcastic remarks.
5. ... the use of the indefinite article in this sentence.
6. Please ... that this bill must be paid within five days.
7. The authors ... great ... to historical detail.
8. We ... ed that Tom left the party early.

GRAMMAR

7. Choose the correct form of the verbs.

1. This November, a hundred million butterflies *drop / will drop* from the sky over Mexico.
2. This autumn, the Monarch butterfly *sets out / will set out* on its journey from the US.
3. It will keep going until it *reaches/ will reach* Mexico.
4. When the Monarchs *get / will get* there they will stay until the beginning of April.
5. When the winters *are /will be really bad*, perhaps 70 per cent of them will not survive.

8. Put each verb in brackets into a form of Future Simple, Present Continuous or going to. More than one answer may be possible.

1. *Have you heard the news? Harry ... is joining / is going to join the army!*

2. Sorry to keep you waiting. I (not be) long.
3. According to the weather forecast, it (snow) tomorrow.
4. I'm sorry I can't meet you tonight. I (go out) with my parents.
5. Our teacher (give) us a test tomorrow.
6. In fifty years' time, most people probably (ride) bicycles to work.
7. I (go) to Manchester at the end of next week.
8. I think our team probably (win).

READING

9.1. Read the text again. Answer these questions.

1. In which countries does the Monarch live?
2. How far can it travel when it migrates?
3. What problems does it face on its journey?
4. What time of year does it travel?
5. Why does it face extinction?

9.2. Five sentences are missing from the text above. Choose from the sentences A – E the one which best fits each gap 1–5.

A It travels these huge distances to escape the cold weather in the north.

B In the US, millions of farms grow genetically modified maize which is pure poison for the butterfly.

C In the mountains, which reach a height of 3,000 m, the butterflies are safe.

D In spite of these doubts, the European Union has refused to approve new crops of genetically modified maize until further investigations have been carried out.

E The long journey, with all its dangers, begins again.

SPEAKING

10. Speak about the Monarchs' journey.

WRITING

11. Follow the instruction how to make a butterfly, then write your own one.

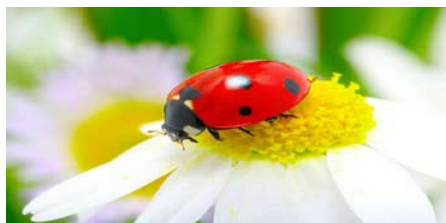
- Fold the square paper in half, then open it and fold it in half the other way.
- Fold the paper in half diagonally, open it, and fold on the other diagonal.
- Bring the right and left creases together, creating a triangle.

- Fold the 2 top corners into the center.
- Flip the triangle over and fold the bottom up, leaving a small tip showing.
- Bend the top layer of the tip over the base.
- Pull down the pieces from the bottom layer to create the lower wings.

INTERESTING FACTS

12. Read and discuss.

LADYBUGS



There are nearly 5,000 different kinds of ladybugs worldwide. Their distinctive spots and attractive colors are meant to make them unappealing to predators. The spots fade as ladybugs get older. They have short legs and antennae.

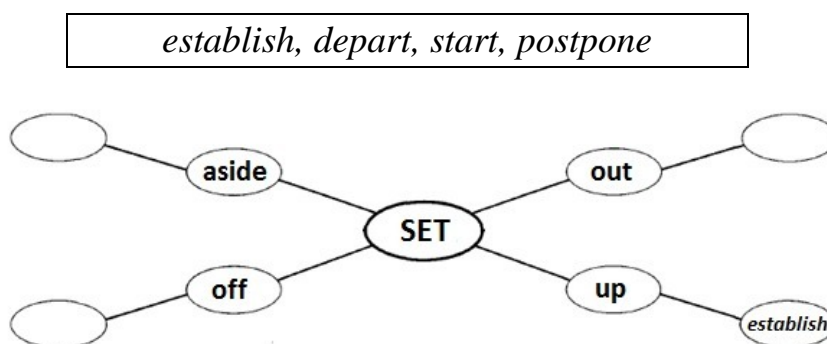
Ladybugs hibernate for the winter. In winters, they do not eat and survive on their stored fat. They come in many colors like pink, yellow, white, orange and black. Ladybugs even use their feet to smell. They beat their wings 85 times a second when they fly.

Ladybugs are a great natural pesticide and are even sold commercially as such. They eat very small insects called aphids which can destroy crops and other plants. When a ladybug is attacked, it can squirt a foul-smelling, bitter-tasting yellow liquid out of the knee joints in its legs. The smell warns birds and other insect-eaters that's why the ladybug is poisonous.

13. Find out some amazing facts about the insects on the Internet.

14. Complete the diagram with a phrasal verb using the words from the box.

A phrasal verb is the combination of two or three words from different grammatical categories – a verb and a particle, such as an adverb or a preposition – to form a single semantic unit on a lexical or syntactic level.



Unit 12 Conservation and Recycling

1. Discuss these questions with your partner.

Why is it important to conserve natural habitats and populations?
What do you know about recycling?

2. Pronunciation guide:

harvesting ['hɑ:vɪstɪŋ]
poacher ['pəʊtʃə]
endangered [ɪn' deɪndʒəd]
quota ['kwɒtə]
ancient ['eɪnʃ(ə)nt]
poisonous ['pɔɪzənəs]
manufacturing
[mænʃʊ'fæktʃəriŋ]
quality ['kwɒləti]
conservation [kɒnsə'veɪʃ(ə)n]
recycling [ri:'saɪklɪŋ]

3. Read the text and say if you agree with the author.

Conservation and recycling



Conservation and recycling are all about what humans can do to reduce our impact on the environment. Conservation is important for protecting nature and culture.

Conservation measures protect species by maintaining their habitats and protecting them from poachers and over-hunting/over-harvesting.

There are several reasons why it's important to conserve species and natural habitats:

– Protecting endangered species.

Many species are now endangered, often due to hunting and destruction of their habitats. They need to be protected to stop them becoming extinct.

– Protecting the human food supply.

Overfishing is greatly reduced fish stocks in the sea. Conservation measures (e.g. quotas on how many fish can be caught) encourage the

survival and growth of fish stocks. This protects the food supply for future generations.

– Maintaining biodiversity.

Conservation measures in a woodland habitat may include:

– Coppicing – this is an ancient form of woodland management.

It involves cutting trees down to just above ground level. The stumps sprout straight, new stems which can be regularly harvested.

– Reforestation – where forests have been cut down in the past, they can be replanted to recreate the habitat that has been lost.

– Replacement planting – this is when new trees are planted at the same rate that others are cut down. So the total number of trees remains the same.

Recycling conserves our natural resources. If materials aren't recycled they get thrown away as waste. This means that:

There is more waste, so more land has to be used for landfill sites (waste dumps). Some waste is toxic (poisonous). So this also means more polluted land.

More materials have to be manufactured or extracted to make new products (rather than recycling existing ones) – using up more of the Earth's resources and more energy.

Recycling uses up less of the Earth's natural resources. Recycling processes usually use less energy and create less pollution than manufacturing or extracting materials from scratch. Recyclable materials include metals, paper, plastics and glass.

There are some problems with recycling. First, recycling still uses energy, e.g. for collecting, sorting, cleaning and processing waste. Second, some waste materials can be difficult and time-consuming to sort out, e.g. different types of plastic have to be separated from each other before they can be recycled. Finally, in some cases, the quality of recycled materials isn't as good as new materials, e.g. recycled paper.

VOCABULARY

4. Check if you know the key words:

- to conserve
- to maintain
- to endanger
- coppice
- harvesting
- human
- manufacturing
- measures
- natural
- poacher

- poisonous
- to recycle
- waste
- reforestation

5. Match these words with their definitions.

- | | | |
|----------------|-------|--|
| 1) poacher | _____ | to cut trees regularly to ground level |
| 2) harvest | _____ | the useless materials, substances |
| 3) to conserve | _____ | containing poison |
| 4) waste | _____ | to keep things apart from each other |
| 5) poisonous | _____ | how good or bad it is |
| 6) to separate | _____ | to make something exist again |
| 7) quality | _____ | the activity of collecting plants, animals |
| 8) to recycle | _____ | to prevent land, water, or other natural resources from being damaged or destroyed |
| 9) to recreat | _____ | someone who illegally catches or kills animals, birds |
| 10) to coppice | _____ | to treat waste materials so that they can be used again |

Quit – прекращать, заканчивать, бросать (в значении «переставать чем-то заниматься»).

Глагол близок по значению к глаголам «stop», «give up» и имеет произношение [kwɪt].

Quiet – тихий, тишина.

Слово может использоваться как прилагательное и существительное, имеет произношение [kwaɪət].

Quite – в некоторой степени, довольно (-таки), вполне, достаточно, совсем.

Наречие выражает степень действия, часто используется в отрицаниях (not quiet – не вполне) и имеет произношение [kwaɪt].

6. Choose the correct words using the information above.

1. *This problem is ... quite ... different.*
2. I'm not ... sure I understand you.
3. ... wasting your time.
4. He ... his job
5. Please, be ... we're trying to sleep.
6. He is not ... ready for the tournament.
7. It's so ... here.
8. He spoke in a ... voice.

GRAMMAR

7. Choose the correct form. Is it Active Infinitive or Passive Infinitive?

1. *It is important to be conserved / to conserve species and natural habitats.*
2. Many species need *to protect / to be protected*.
3. New stems can *be harvested / harvest*.
4. Forests can *be replanted / replant* to recreate the habitat that has been lost.
5. There is more waste, so more land *has to be used / has been used* for landfill sites.
6. More materials *have to be manufactured / have been manufactured* to make new products.
7. Some waste materials can be difficult *to be sorted out / to sort out*.
8. Something can *recycle / be recycled*.

8. Translate the sentences. Ask the questions to the underlined words.

1. Conservation is important for protecting nature and culture.
2. Overfishing is greatly reduced fish stocks in the sea.
3. Conservation measures protect species by maintaining their habitats.
4. It involves cutting trees down to just above ground level.
5. Recycling conserves our natural resources.
6. There are some problems with recycling.
7. Recycling still uses energy, e.g. for collecting, sorting, cleaning and processing waste.

READING

9.1. Read the text again. Complete 1–7 with suitable ending from a–g.

- | | |
|--|---|
| 1. Conservation measures protect... | a) metals, paper, plastics, and glass. |
| 2. Many species are now... | b) endangered. |
| 3. Coppicing... | c) they get thrown away as waste. |
| 4. Reforestation is... | d) species. |
| 5. If materials aren't recycled... | e) an ancient form of wood land management. |
| 6. Recyclable materials include... | f) the act of putting new trees into a place where the original trees have been cut down. |
| 7. Recycling processes usually use less... | g) energy and create less pollution than manufacturing. |

9.2. Answer the following questions.

1. How do conservation measures protect species?
2. Name several reasons for conserving species and natural habitats.
3. Why are many species now endangered?

4. What does coppicing mean?
5. What does reforestation mean?
6. What does replacement planting mean?
7. Why is recycling important?
8. What problems are there with recycling?

SPEAKING

10. What can you do to use natural resources wisely? Present your project on *Simple things we can do to save our environment*.

WRITING

11. Complete the table about the pros and cons of ecotourism.

<i>PROS</i>	<i>CONS</i>
•	•

Positive impact on community culture

Local economic improvement

Relocation of locals

Threats to indigenous cultures

Valuable biological information

Increased environmental awareness

Natural resource management

Financial benefits toward conservation

Integrity of ecotourism organization

Local economic improvement

Relocation of locals

Travel impacts on the environment

INTERESTING FACTS

12. Read and discuss.



HOW TO REUSE OLD NEWSPAPER

There are several ways how to reuse your old newspaper. You can:

- compost your old newspapers;
- make a cup to start seeds for your garden;
- recycle unused newspapers.

If you garden, newspaper can make healthy compost. Shred your newspaper into thin strips and combine it with other carbon-rich compostable materials such as leaves or grass. Fill your compost bin with the shredded newspaper and carbon-rich materials, alternating layers with nitrogen-rich compostable materials (such as coffee grounds and vegetable food scraps).

Make a small newspaper cup to start seeds for your garden. Place the cup with the seedling directly in the ground, and the newspaper will degrade on its own. To fold a paper cup, cut a section of newspaper into a square, then fold the square diagonally. Fold one corner from the center of the opposite side, then repeat this with the other corner. Fold the top flaps down to create an opening for your cup, and place your seeds inside for planting.

If your local sanitation company offers recycling options, sort your newspapers into the paper recycling bin.

13. Find out some facts how to recycle paper, metal, plastic on the Internet.

14. Unscramble the extreme adjectives.

Extreme adjectives mean «very + adjective», they have a strong enough meaning and we don't need to use «very».

<i>very little</i>	
TNIY	_____
<i>very big</i>	
UHEG	_____
<i>very bad</i>	
WALFU	_____
<i>very good</i>	
RETAG	_____
<i>very important</i>	
SSEENALTI	_____
<i>very hot</i>	
GNIIOB	_____
<i>very tired</i>	
EDSTUAEHX	_____
<i>very afraid</i>	
ERRITEDIF	_____
<i>very dirty</i>	
LTHIYF	_____
<i>very funny</i>	
DRIIUCLUSO	_____

Unit 13 Climate Change

1. Discuss these questions with your partner.

Do you think it is safe to spend much time in the sun?
Do you often sunbathe? Why/ why not?

2. Pronunciation guide:

climate ['klaɪmət]
consequence
['kɒnsɪkwəns]
reason [ri:z(ə)n]
flood [flʌd]
hurricane ['hʌrɪkən]
drought [draʊt]
heat [hi:t]
glacier ['glasiə]
current ['kʌrənt]
evaporate [ɪ'væpəreɪt]

3. Read the text and say what impact climate change might have. Comment on the opinion of the author. Give your arguments.

Climate change



Most climate scientists agree that the Earth is getting warmer. They're now trying to work out what the effects of global warming might be-sadly; it's not as simple as everyone having nicer summers.

The consequences of global warming could be pretty serious. If climate scientists are right, there are several reasons to be worried about global warming. Here's a few:

As the sea gets warmer, it will expand, causing sea levels to rise. This would be bad news for people living in low-lying places, like the Netherlands, East Anglia and the Maldives-they'd be flooded.

Hurricanes are formed over water that's warmer than 26° C – so if there's more warm water, you would expect more hurricanes.

Higher temperatures make ice melt. Water that's currently 'trapped' on land (as ice) will run into the sea, causing sea level to rise even more. There's another problem too- lots of cold fresh water entering the sea could disrupt the ocean currents. As weather patterns change, the flood we grow

will be affected, all over the world. Droughts in some places could force millions of people to move.

You'll notice that the word 'could' pop up quite a bit. That's because the climate is such a complicated system. For instance, if the ice melts, there's less white stuff around to reflect the sun's rays out to space, so maybe we'll absorb more heat and get even warmer. But ... when the sea's warmer. More water evaporates, making more clouds-and they reflect the Sun's rays. So maybe we'd cool down again. It's hard to predict exactly what will happen, but lots of people are working on it, and it's looking too good.

You need to weigh the evidence before making judgments. To find out if our climate is really changing, scientists are busy collecting data about the environment. For instance, we're using satellites to monitor snow and ice cover, and to measure the temperature of the sea surface. We're recording the temperature and speed of the ocean currents, to try and detect any changes. Automatic weather stations are constantly recording atmospheric temperatures. Generally, observations of a very small area aren't much use. Noticing that your local glacier seems to be melting does not mean that ice everywhere is melting, and it's certainly not a valid way to show that global temperature is changing. Scientists can make mistakes so don't take one person's word for something, even if they've got a PhD. But if lots of scientists get the same result using different methods, it's probably right. That's why most governments around the world are starting to take climate change seriously.

We, human, have created some big environmental problems for ourselves. Many people and some governments think we ought to start cleaning up the mess. Scientists can help, mainly in understanding the problem and suggesting solutions, but it's the society that has to do something.

VOCABULARY

4. Check if you know the key words:

- consequence
- to detect
- drought
- flood
- to evaporate
- glacier
- heat
- hurricane
- solution
- observation
- reason
- to expand

- to reflect
- to evaporate

5. Complete the sentences with the words from the list:

- ✓ melt
- ✓ move
- ✓ earth
- ✓ reasons
- ✓ evaporates
- ✓ solutions
- ✓ predict
- ✓ expand
- ✓ satellites
- ✓ climate

1. Most climate scientists agree that the ... is getting warmer.
2. If climate scientists are right, there are several ... to be worried.
3. As the sea gets warmer, it will ..., causing sea levels to rise.
4. Higher temperatures make ice... .
5. Drought in some places could force millions of people to
6. More water ..., making more clouds.
7. It's hard to ... exactly what will happen.
8. We're using ... to monitor snow and ice cover.
9. Most governments around the world are starting to take ... change seriously.
10. Scientists can help, mainly in understanding the problem and suggesting... .

Opportunity – возможность.

Слово употребляется, когда обстоятельства складываются таким образом, что можно легко получить то, что хотели. В русском языке мы можем сказать, что это удобный случай сделать что-либо.

Possibility – вероятность, возможность.

Слово употребляется, когда есть вероятность сделать или попробовать что-то. В этом случае мы говорим о вероятности того, что что-то случится или произойдет при определенных условиях, но мы не можем сказать точно, что так и будет.

Chance – шанс, возможность.

Слово употребляется в ситуациях, в которых есть возможность сделать что-то приятное, захватывающее или что-то, что вы давно хотели.

6. Choose the correct nouns using the information above.

1. *She never misses the ... chance ... of a free dinner.*
2. There is a ... of rain, so take your umbrella.
3. Let him take another ...
4. He went to London to explore the ... of opening a bakery.
5. She didn't have the ... to pay the rent last year.
6. This is an ideal ... to save money on a holiday.
7. I never get a ... to relax these days.
8. There is a ... that the lecture will be cancelled.

GRAMMAR

7. Choose the correct form. It is First or Second Conditional?

1. *If the sea gets / will get warmer, it will expand, causing sea levels to rise.*
2. If there *is* / *will be* more warm water, you will expect more hurricanes.
3. If higher temperatures *make* / *will make* ice melt, water will run into the sea, causing sea level to rise even more.
4. The flood *is* / *will be* if weather patterns change.
5. If there *are* / *will be* lots of cold fresh water entering the sea, the ocean currents will disrupt.
6. If temperature *go up* / *went up* by a degree, the sea would flood many parts of the world.
7. If every family *plant* / *planted* just one tree, over a billion pounds of 'greenhouse gases' would be removed from the atmosphere every year.
8. If the polar ice melted, the level of the sea *rise* / *would rise*.

8. Write the verb in brackets in the correct form. It is First or Second Conditional?

1. If you (*study*) hard, you will pass the exam.
2. If I (*have*) a motorbike, I would ride it to school.
3. If the level of the sea rose, this (*be*) bad news for people living in low-lying places.
4. Come on! Unless we hurry, we (*miss*) the plane!
5. What would you do if you (*see*) a snake?
6. If the factory shuts, over 100 people (*lose*) their jobs.
7. If you (*go*) to live in a different country, would you e-mail me?
8. We'll go out for a walk unless it (*rain*).

READING

9.1. Read the text again and choose the best title for each paragraph. There is one extra title.

1. Introduction
2. Data about the Environment
3. The consequences of global warming
4. Conclusion
5. Acid rains

9.2. Complete the sentences below in your own words.

1. If the sea gets warmer, it will...
2. If weather changes, the food we grow will be...
3. If the polar ice melts, the level of sea...
4. If the climates changes, it will...
5. The level of carbon dioxide will increase unless we protect...

SPEAKING

10. Explain the green house effect. What problems could global warning cause?

WRITING

11. Answer the question: Is it a list of proposals or complaints? Complete the table below.

- To introduce new cards.
- To improve the quality.
- To offer the best service.

<i>Which phrases are used to</i>	
ask for an opinion?	give an opinion?
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____
agree?	disagree?
1 _____	1 _____
2 _____	2 _____

INTERESTING FACTS

12. Read and discuss.

WILDFIRES



Wildfires are some of the worst types of natural disasters to hit any part of the world. The wildfires are uncontrollable and controlled and usually start up in areas which are in the wilderness. Some call these wildfires or refer to them as a forest fire, bush fire, brush fire and many other names. However, whatever they are referred as, they are dangerous and unpredictable.

Wildfires do differ from other types of fire because of its sheer size. The size of a wildfire can be extraordinary and is very difficult to control also even with dozens of fire fighters working on the fires.

The speed of a fire can be quite fast; and it does even have the ability to jump gaps. These gaps such as rivers and even roads, the fire can actually jump to avoid this gap which is extraordinary and something which most other fires cannot achieve. On almost every continent, with the exception of Antarctica, wildfires occur. They are mostly found in Australia and in fact, Australia does have regular occurrences of wildfires and it is due to the summers being extremely hot and longer than most other countries.

13. Find out some facts about natural disasters, weather disasters, man-made disasters on the Internet.

14. Guess the words («false friends») according their meanings.

«False friends» are words which have similar sound forms, but different meanings.

1. What eight-letter adjective means «correct and true in every detail»? *a* _____
2. What six-letter noun means «a cause for an action or event»? *r* _____
3. What eight-letter noun means «chances or opportunities for success»? *p* _____
4. What four-letter noun means «a number of connected items or names»? *l* _____
5. What eight-letter adverb means «as the truth or facts of a situation; really»? *a* _____

Unit 14 Sustainable Development

1. Discuss these questions with your partner.

Do you know any indicator species?

Can lichen be used as an indicator of air pollution?

2. Pronunciation guide:

pressure ['preʃə]

huge [hju:dʒ]

fibre ['faɪbə]

medicine ['meds(ə)n]

predator ['predətə]

lichen ['laɪkən]

indicator ['ɪndɪkətə]

sustainable [sə'steɪnəb(ə)l]

fibre ['faɪbə]

chemical ['kemɪk(ə)l]

3. Read the text and find out what «sustainable development» means.

Sustainable development



There is a growing feeling among scientists and politicians that if we carry on behaving as we are, we may end up causing huge problems for future generation.

Sustainable development needs careful planning. Human activities can damage the environment (e.g. pollution). And some of the damage we do can't easily be repaired (e.g. the destruction of the rainforest).

We need to plan carefully to make sure that our activities today don't mess things up for future generations- this is the idea behind the sustainable development.

Sustainable development meets the needs of today's population without harming the ability of future generations to meet their own needs.

This isn't easy- it needs detailed thought at every level to make it happen. For example, governments around the world will need to make careful plans. But so will the people be in charge at a regional level?

Reduction in biodiversity could be a big problem. Biodiversity is the variety of different species in an area – the more species, the higher the biodiversity.

Ecosystem (especially tropical rainforests) can contain a huge number of different species, so when a habitat is destroyed there is a danger of many species becoming extinct – biodiversity is reduced.

This causes a number of lost opportunities for human and problems for those species that are left:

There are probably loads of useful products that we will never know about because the organisms that produced them have become extinct. Newly discovered plants and animals are a great source of new foods, new fibres for clothing and new medicines, e.g. the rosy periwinkle flower from Madagascar has helped treat Hodgkin's disease (a type of cancer), and a chemical in the saliva of a leech has been used to help prevent blood clots during surgery.

Loss of one or more species from an ecosystem unbalances it e. g. the extinct animal's predators may die out or be reduced. Loss of biodiversity can have a 'snowball effect' which prevents the ecosystem providing things we need, such as rich soil, clean water, and the oxygen we breathe.

Human impact can be measured using indicator species. Some organisms are very sensitive to changes in their environment and so can be studied to see the effect of human activities – these organisms are known as indicator species. For example, air pollution can be monitored by looking at particular types of lichen, which are very sensitive to levels of sulfur dioxide in the atmosphere (and so can give a good idea about the level of pollution from car exhausts, power stations, etc.) The number and type of lichen at a particular location will indicate how clear the air is.

If raw sewage is released into a river, the bacterial population in the water increases and uses up the oxygen. Animals like mayfly larvae are good indicators for water pollution, because they are very sensitive to the level of oxygen in the water.

VOCABULARY

4. Check if you know the key words:

- ability
- destruction
- development
- environment
- exhaust
- lichen
- medicine oil
- predator
- larvae

- to destroy
- damage
- to reduce
- sewage
- sustainable

5. Complete the sentence with the words in the box.

future, harming, raw, unbalances, danger, sensitive, lichen, discovered, damage, careful

1. Human activities canthe environment.
2. Sustainable development meets the needs of today's population without... the ability of future generations to meet their own needs.
3. When a habitat is destroyed there is a... of many species becoming extinct.
4. Loss of one or more species from an ecosystem....it.
5. Some organisms are very...to changes in their environment.
6. Air pollution can be monitored by looking at particular types of...
7. If we carry on behaving as we are, we may end up causing huge problems for...generations.
8. Sustainable development needsplanning.
9. Newlyplants and animals are a great source of new foods.
10. Ifsewage is released into a river, the bacterial population in the water increases and uses up the oxygen.

Green – экологичный, натуральный.

Это самое широкое понятие, которое включает в себя всё, что помогает окружающей среде.

Eco-friendly, environmentally friendly – экологически безопасный, экологически безвредный.

Это понятие включает в себя всё, что не вредит планете (технологии, образ жизни, повседневные практики).

Sustainable – устойчивый, экологичный, рациональный.

Это понятие включает в себя всё, что нацелено на будущее, на то, чтобы производить блага, не истратив много ресурсов так, чтобы будущие поколения процветали.

6. Choose the correct words using the information above.

1. ... *Green* ... **products are energy efficient, durable and often have low maintenance requirements.**
2. ... products are often made of recycled materials or content or from renewable and sustainable sources.

3. ... products are free of ozone depleting chemicals, toxic compounds and don't produce toxic by-products.
4. There are three basic stages to becoming ...
5. Plant more trees so as to make our planet clean and ...
6. A simple and more effective way to live ... is to take public transportation.
7. The government is promising ... economic growth.
8. The ... use and conservation of forests is very important in Russia.

GRAMMAR

7. Choose the correct form of the modal verb.

1. *If we carry on behaving as we are, we must / may end up causing huge problems for future generations.*
2. Human activities *can / should* damage the environment.
3. Some of the damage we *can't / shouldn't* easily be repaired.
4. Ecosystems *may / can* contain a huge number of different species.
5. Loss of one or more species from an ecosystem *must/can* unbalance it.
6. This *may / should* explain the disappearance of the dinosaurs.
7. Reduction in biodiversity *could / couldn't* be a big problem.
8. The extinct animal's predators *must / may* die out or be reduced.

8. Write the words in the right order.

1. I, might, it, later, rain, think.
2. Do, think, you, us, they, can see?
3. The experts, may, the climate, say, warmer, get.
4. I, the, think, answer, correct, don't, can, this, be.
5. They, the, lights, are, on, at home, must, be, because.
6. You, could, right, be, but, not sure, I'm.
7. You, it's, can't, park, there, prohibited, because.
8. The results, they, too, can't be right are, because, high.

READING

9.1. Read the text again and say if the following sentences are true, false or they don't have information.

1. Oil is a renewable resource.
2. A definition of SFM is known as sustainable forest management.
3. Reduction in biodiversity is a big problem.
4. Biodiversity is the variety of different habitants.
5. Loss of one or more species from an ecosystem balances it.
6. Human impact can be measured by using indicator species.

7. Air pollution can be monitored by looking at particular types of animals.

8. If you find mayfly larvae in a river, it indicates that the water is clean.

9.2. Complete the sentences using *biodiversity* or *sustainable development*.

1. ... needs careful planning.
2. Reduction in ... could be a big problem.
3. ... is the variety of different species in an area.
4. ... meets the needs of today's population without harming the ability of future generations to meet their own needs.
5. This is the idea behind the
6. Loss of ... can have a 'snowball effect'.

SPEAKING

10. Choose the topic for discussion.

- a) Explain how lichen can be used as an indicator of air pollution.
- b) Give two reasons why it is important to conserve biodiversity.

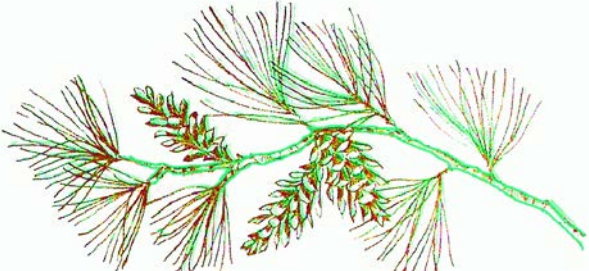
WRITING

11. Put the responses to the suggestions in order from the most positive to the most negative. Add yours.

- _____ That's a good idea.
- _____ I'm not happy about that at all.
- _____ That might work.
- _____ I think that's a great idea.
- _____ I'm not sure about it.
- _____

INTERESTING FACTS

12. Read and discuss.

	<p>PINE TREE</p> <p>Food uses</p>
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Pine provides some of the most readily food sources in nature.

All pines contain edible seeds in the late season cones. The only issue is quality and sizes of those seeds are highly dependent upon the species of pine. As someone who lives in the Northeast, species of pine available here do not offer up seeds big enough to warrant the effort required in gathering and processing them. However, if you live in the Great Basin areas where Pinyon pine grows, you have an excellent source of food in the fall time.

The needles of all pine make an excellent mild tea (not at all pitchy tasting as you'd expect) that is loaded with Vitamin C. To make the tea, simply gather a good handful of fresh green pine needles. With a knife or sharp stone, dice the needles as fine as possible. Next, take these needles and put them directly into a cup of boiling water, letting it boil for a minute or two. The water should turn a light yellow color. Add some honey, drink and enjoy!

In the spring time, the pollen from the small male pine cones (as pictured below) can easily be shaken from the cone into a container and used as a stew thickener, or flour substitute that is a great source of protein.

13. Find out some facts about the interesting properties of trees, plants, flowers on the Internet.

14. Match the words on the left with the words on the right.

An oxymoron is a figurative language that joins together two opposing elements to form a sensible idea.

- | | |
|--------------|------------------|
| 1. Alone | _____ exactly |
| 2. Practical | _____ difference |
| 3. Deafening | _____ confused |
| 4. Virtual | _____ reality |
| 5. Original | _____ invisible |
| 6. Appear | _____ good |
| 7. Awfully | _____ ugly |
| 8. The same | _____ silence |
| 9. Lager | _____ together |
| 10. Almost | _____ copy |
| 11. Pretty | _____ theory |
| 12. Clearly | _____ half |

ТЕСТ Unit 1

<p>1. This CD belongs to me. This CD is _____.</p> <p>a) my b) mine c) me</p>	
<p>2. We own this house. This house is _____.</p> <p>a) our b) ours c) us</p>	
<p>3. That bike belongs to her. That bike is _____.</p> <p>a) hers b) his c) her</p>	
<p>4. Is this yours? Does this belong to _____.</p> <p>a) yours b) your c) you</p>	
<p>5. These are our books. Those books are _____.</p> <p>a) their b) theirs c) them</p>	
<p>6. I am sorry, I don't know _____ about it so I can't help you.</p> <p>a) nothing b) something c) anything</p>	
<p>7. I don't know what it is but _____ is worrying him.</p> <p>a) something b) anything c) nothing</p>	
<p>8. Is _____ okay? You all look a bit tired.</p> <p>a) something b) everything c) anything</p>	
<p>9. _____ has left a message for me.</p> <p>a) Something b) Someone c) Anyone</p>	
<p>10. I've made my decision _____ will change my mind.</p> <p>a) anything b) nothing c) something</p>	

ТЕСТ Unit 2

<p>1. Walking is _____ than cycling.</p> <p>a) slow b) more slow c) slower</p>	
<p>2. I don't think chemistry is quite as _____ as physics.</p> <p>a) difficult b) more difficult c) the most difficult</p>	
<p>3. English is a lot _____ to learn than Chinese.</p> <p>a) easy b) easiest c) easier</p>	
<p>4. This is the _____ test I've ever taken.</p> <p>a) complicated b) more complicated c) most complicated</p>	
<p>5. The Nile is _____ than the Thames.</p> <p>a) longest b) long c) longer</p>	
<p>6. London is one of the _____ cities in the world.</p> <p>a) large b) largest c) larger</p>	
<p>7. If you cut your hair a lot it won't grow _____,</p> <p>a) faster b) fast c) fastest</p>	
<p>8. You are the _____ friend I've ever had</p> <p>a) better b) best c) good</p>	
<p>9. Mount Elbrus is _____ than Mont Blanc.</p> <p>a) high b) higher c) more high</p>	
<p>10. This chair isn't as _____ as the sofa.</p> <p>a) comfortable b) more comfortable c) the most comfortable</p>	

ТЕСТ Unit 3

<p>1. Many people say they are interested in _____ and _____.</p> <p>a) the nature, the environment b) nature, the environment c) nature, environment</p>	
<p>2. Windows are made of _____.</p> <p>a) a glass b) the glass c) glass</p>	
<p>3. _____ is an important source of information.</p> <p>a) Internet b) The Internet c) An Internet</p>	
<p>4. My brother became _____.</p> <p>a) engineer b) a engineer c) an engineer</p>	
<p>5. If you want to be healthier, think carefully about _____ you eat.</p> <p>a) a food b) the food c) food</p>	
<p>6. Stress also makes _____ unhealthy.</p> <p>a) people b) the people c) a people</p>	
<p>7. You could visit a friend or go to _____.</p> <p>a) cinema b) a cinema c) the cinema</p>	
<p>8. Try learning _____.</p> <p>a) a new sport b) new sport c) the new sport</p>	
<p>9. We are having _____ this summer.</p> <p>a) a good weather b) the good weather c) good weather</p>	
<p>10. _____ make very good electronic products.</p> <p>a) Japanese b) The Japanese c) A Japanese</p>	

ТЕСТ Unit 4

<p>1. The crowns of the _____ trees receive most of the sunlight.</p> <p>a) dominate b) dominant c) dominance</p>	
<p>2. A tree is a perennial _____ plant.</p> <p>a) wooden b) woody c) wood</p>	
<p>3. Without the _____ of the trees, the soil dries out.</p> <p>a) protective b) protect c) protection</p>	
<p>4. The destruction of the rain forests is one of the world's most important _____ problems.</p> <p>a) conservation b) conserve c) conservative</p>	
<p>5. Animals adapt to _____ in the climate of the area where they live.</p> <p>a) survive b) survival c) surviving</p>	
<p>6. Some scientists believe that nature will absorb the _____ of greenhouse gases.</p> <p>a) effect b) effectively c) effects</p>	
<p>7. Global warming research _____ many mistakes.</p> <p>a) containment b) container c) contains</p>	
<p>8. The speed, height and power of tsunami make it very _____.</p> <p>a) destruction b) destructive c) destruct</p>	
<p>9. _____ hunting is threatening the survival of species.</p> <p>a) Legal b) Illegal c) Illegally</p>	
<p>10. Species that face biological extinction _____ entirely from the Earth.</p> <p>a) disappearance b) disappear c) appear</p>	

ТЕСТ Unit 5

<p>1. _____ lunch he goes to school.</p> <p>a) During b) After c) Before</p>	
<p>2. We watched the news _____ breakfast.</p> <p>a) during b) while c) in</p>	
<p>3. I haven't seen him _____ Tuesday evening..</p> <p>a) from b) since c) for</p>	
<p>4. _____ the time we get to the party, it will be over!</p> <p>a) Before b) After c) By</p>	
<p>5. I was born _____ the 1st of May _____ 2004.</p> <p>a) in, in b) on, in c) in, on</p>	
<p>6. What do you usually do _____ the weekend?</p> <p>a) on b) in c) at</p>	
<p>7. Why is my name _____ the bottom of the list?</p> <p>a) at b) to c) under</p>	
<p>8. It was too late so I went _____ the airport _____ taxi.</p> <p>a) in, on b) to, by c) up, at</p>	
<p>9. The class isn't very friendly _____ the new student.</p> <p>a) about b) to c) towards</p>	
<p>10. The school provides all students _____ textbooks.</p> <p>a) with b) – c) of</p>	

ТЕСТ Unit 6

<p>1. She is saving all her pocket money _____ have enough to go on holiday.</p> <p>a) because b) in order to c) so</p>	
<p>2. He is going to take a map _____ he won't get lost.</p> <p>a) so b) because c) in order to</p>	
<p>3. The woman _____ is talking to the man is the manager.</p> <p>a) who b) which c) whose</p>	
<p>4. Technology _____ was once very fashionable becomes out-of-date very quickly.</p> <p>a) which b) who c) where</p>	
<p>5. A laboratory is a place _____ we do scientific experiments.</p> <p>a) which b) where c) when</p>	
<p>6. This is an important invention for people _____ eyesight is not very good.</p> <p>a) where b) who c) whose</p>	
<p>7. I've just passed my driving test, _____ I'm so happy.</p> <p>a) that is why b) because c) although</p>	
<p>8. Pollution has been increasing _____ air traffic.</p> <p>a) that is why b) because c) because of</p>	
<p>9. _____ you don't know exactly what the problem is, it is difficult to solve.</p> <p>a) Unless b) If c) Although</p>	
<p>10. A postgraduate degree is more advanced _____ a bachelor's.</p> <p>a) that b) then c) than</p>	

ТЕСТ Unit 7

<p>1. I _____ that _____ a good idea.</p> <p>a) think, there is b) think, are c) think, is</p>	
<p>2. We _____ to the supermarket now, do you need anything?</p> <p>a) go b) going c) are going</p>	
<p>3. I _____ chemistry because it _____ difficult.</p> <p>a) don't study, is b) doesn't study, is c) don't study, are</p>	
<p>4. _____ your brother _____ home after school?</p> <p>a) Do, go b) Does, go c) Does, goes</p>	
<p>5. How many brothers _____ you _____?</p> <p>a) does, have b) do, has c) do, have</p>	
<p>6. Excuse me, what _____ you _____?</p> <p>a) do, meaning b) are, meaning c) do, mean</p>	
<p>7. Wake up! The teacher _____ you a question.</p> <p>a) ask b) asks c) is asking</p>	
<p>8. That's the book I _____ at the moment.</p> <p>a) have read b) read c) am reading</p>	
<p>9. Everybody _____ that the world's rainforests _____.</p> <p>a) know, are disappearing b) knows, are disappearing c) knows, is disappearing</p>	
<p>10. We _____ an experiment and _____ notes.</p> <p>a) are doing, are making b) are doing, making c) are doing, make</p>	

ТЕСТ Unit 8

<p>1. I _____ to the doctor yesterday.</p> <p>a) went b) go c) has gone</p>	
<p>2. We _____ Math last week.</p> <p>a) don't have b) haven't had c) didn't have</p>	
<p>3. I _____ him for ages!</p> <p>a) didn't see b) haven't seen c) haven't see</p>	
<p>4. He _____ in London from 2018 to 2020.</p> <p>a) have lived b) lived c) has lived</p>	
<p>5. Jane has been here _____ an hour.</p> <p>a) for b) since c) to</p>	
<p>6. _____ you _____ to the cinema last week?</p> <p>a) Do, go b) Did, went c) Did, go</p>	
<p>7. Our teacher _____ already _____ us a test.</p> <p>a) has, give b) have, give c) has, given</p>	
<p>8. I _____ by plane.</p> <p>a) have never travelled b) never have travelled c) never travelled</p>	
<p>9. Someone _____ a window.</p> <p>a) has broken just b) just has broken c) has just broken</p>	
<p>10. The ancient Romans _____ steam engines in their battles.</p> <p>a) don't use b) haven't used c) didn't use</p>	

ТЕСТ Unit 9

<p>1. Some countries have been harmed _____ tourism.</p> <p>a) by b) to c) at</p>	
<p>2. My bicycle _____ yesterday.</p> <p>a) is stolen b) was stolen c) stole</p>	
<p>3. Pizzas _____ in Italy.</p> <p>a) made first b) were first made c) was first made</p>	
<p>4. I _____ angry because I _____.</p> <p>a) was felt, wasn't asked b) felt, didn't ask c) felt, wasn't asked</p>	
<p>5. A new swimming pool _____ in my town.</p> <p>a) have been build b) have built c) has been built</p>	
<p>6. These cakes _____ in a baker's shop.</p> <p>a) make b) are made c) is made</p>	
<p>7. English _____ in Australia.</p> <p>a) speak b) speaks c) is spoken</p>	
<p>8. My uncle _____ from Canada. His wife's family is Chinese but she _____ in Canada.</p> <p>a) is come, was born b) comes, was born c) is come, born</p>	
<p>9. I _____ lots of lovely presents for my birthday.</p> <p>a) am being given b) have been given c) have given</p>	
<p>10. Carbon dioxide gas _____ by plants through their leaves.</p> <p>a) absorbs b) are absorbed c) is absorbed</p>	

ТЕСТ Unit 10

<p>1. They were _____ with the results of the experiment.</p> <p>a) disappointing b) disappointed c) disappoint</p>	
<p>2. Grey wet weather is _____.</p> <p>a) depressed b) depress c) depressing</p>	
<p>3. The teacher was not _____ by the joke and gave us extra work.</p> <p>a) amusing b) amused c) amuse</p>	
<p>4. Some students blame the school system, because the subjects they are studying are just not _____.</p> <p>a) interest b) interested c) interesting</p>	
<p>5. CO₂ is a compound _____ from carbon and oxygen.</p> <p>a) forming b) form c) formed</p>	
<p>6. Photosynthesis is process _____ sunlight into nutrients.</p> <p>a) transforming b) having transformed c) transformed</p>	
<p>7. Are you _____ after the journey?</p> <p>a) tiring b) having tired c) tired</p>	
<p>8. This issue is rather _____.</p> <p>a) confuse b) confused c) confusing</p>	
<p>9. Element is a basic substance _____ up of one particular type of atom.</p> <p>a) make b) made c) making</p>	
<p>10. _____ together, environmental engineers try to protect nature.</p> <p>a) Work b) Working c) Worked</p>	

ТЕСТ Unit 11

<p>1. Take an umbrella with you. It _____ to rain.</p> <p>a) going b) will c) is going</p>	
<p>2. What _____ you _____ do this evening?</p> <p>a) is, going b) are, going c) are, going to</p>	
<p>3. I don't have any plans. My parents _____ go to the theatre.</p> <p>a) will b) are going to c) are going</p>	
<p>4. What time _____ he _____ arrive ?</p> <p>a) is, going b) are, going to c) is, going to</p>	
<p>5. The climate _____ definitely change in future.</p> <p>a) will b) is going c) will to</p>	
<p>6. Look at those big black clouds! There _____ to be a storm.</p> <p>a) is going b) are going c) isn't going</p>	
<p>7. _____ phone you about the homework?</p> <p>a) Will you b) Shall you c) Shall I</p>	
<p>8. As soon as we hear any news, we _____ you know.</p> <p>a) let b) will let c) are letting</p>	
<p>9. When _____ we _____ each other again?</p> <p>a) won't, see b) are, going c) will, see</p>	
<p>10. Who _____ me at the airport?</p> <p>a) will meet b) will to meet c) shall to meet</p>	

ТЕСТ Unit 12

<p>1. My parents don't let me _____ noisy parties.</p> <p>a) to hold b) holding c) hold</p>	
<p>2. I suggest _____ out for a walk.</p> <p>a) go b) going c) to go</p>	
<p>3. If they manage _____ a university degree, they will stand more chance of getting a good job..</p> <p>a) get b) to get c) getting</p>	
<p>4. Many young people avoid _____ any exercise.</p> <p>a) taking b) to take c) take</p>	
<p>5. Volunteers work hard _____ endangered species extinction.</p> <p>a) prevent b) to prevent c) to be prevented</p>	
<p>6. Metal, paper, plastics and glass can _____.</p> <p>a) recycle b) to be recycled c) be recycled</p>	
<p>7. Would you mind _____ for my lunch?</p> <p>a) to pay b) pay c) paying</p>	
<p>8. Over-use of the Internet can make certain people _____ addicts.</p> <p>a) become b) to become c) becoming</p>	
<p>9. _____ a foreign language takes lots of hard work.</p> <p>a) Learning b) Learn c) To be learned</p>	
<p>10. E-mail allows us _____ messages all around the world.</p> <p>a) send b) sending c) to send</p>	

ТЕСТ Unit 13

<p>1. If you heat water to 100° C, it _____.</p> <p>a) boils b) boiled c) boiling</p>	
<p>2. If everyone recycles paper, companies _____ so many trees.</p> <p>a) will cut b) would cut c) won't cut</p>	
<p>3. If _____ now, we will catch the bus.</p> <p>a) we leave b) we will leave c) we would leave</p>	
<p>4. You will pass exams if you _____ hard.</p> <p>a) will study b) study c) would study</p>	
<p>5. We wouldn't be lost if we _____ a map.</p> <p>a) had b) have c) have had</p>	
<p>6. What _____ if the Earth stopped turning?</p> <p>a) happen b) will happen c) would happen</p>	
<p>7. If I were you, I _____ do that.</p> <p>a) won't b) wouldn't c) don't</p>	
<p>8. If you have lived a hundred years ago, what _____ your life _____ like.</p> <p>a) would, have been b) would, be c) will, be</p>	
<p>9. Would Peter mind if I _____ his bicycle?</p> <p>a) had borrowed b) borrow c) borrowed</p>	
<p>10. Unless we _____ something now, global warming will get worse.</p> <p>a) do b) did c) didn't do</p>	

ТЕСТ Unit 14

<p>1. I have an appointment at the dentist's at 12. _____ I leave half an hour early?</p> <p>a) Would b) May c) Must</p>	
<p>2. John, you are nearest the window. _____ open it please?</p> <p>a) Could you b) Could I c) Could he</p>	
<p>3. Those books must be heavy. _____ carry some of them?</p> <p>a) Shall I b) Shall you c) Shall they</p>	
<p>4. _____ let me have your project tomorrow?</p> <p>a) Can you b) Must you c) Should</p>	
<p>5. _____ sit here, or do you want me to sit somewhere else?</p> <p>a) Could you b) Why don't we c) Shall I</p>	
<p>6. You _____ listen to the weather forecast before you go hill walking.</p> <p>a) may b) can c) should</p>	
<p>7. You _____ arrive on time today.</p> <p>a) can b) may c) must</p>	
<p>8. You _____ park in this street.</p> <p>a) mustn't b) couldn't c) don't have</p>	
<p>9. You _____ to wash up. I'll do it.</p> <p>a) can't b) mustn't c) don't have</p>	
<p>10. He _____ his homework because he lost his book.</p> <p>a) cannot b) couldn't c) shouldn't</p>	

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