

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА  
И ПРОДОВОЛЬСТВИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

Учреждение образования  
«БЕЛОРУССКИЙ ГОСУДАРСТВЕННЫЙ АГРАРНЫЙ  
ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»

**АНГЛИЙСКИЙ ЯЗЫК**  
**СЕЛЬСКОЕ ХОЗЯЙСТВО**  
**РЕСПУБЛИКИ БЕЛАРУСЬ**  
**И ВЕЛИКОБРИТАНИИ**

*Учебно-методическое пособие*

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Данное учебно-методическое пособие предназначено для студентов сельскохо-  
зяйственных вузов. В учебно-методическое пособие включены оригинальные тексты,  
сопровождающиеся серией предтекстовых, текстовых и послетекстовых упражнений  
по трем уровням сложности.

Тематика и объем дополнительных текстов обеспечивают выработку навыков са-  
мостоятельной работы с профессионально ориентированными текстами на англий-  
ском языке.

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## 1. КОМПЛЕКСНАЯ ЦЕЛЬ МОДУЛЯ

В результате изучения модуля студенты должны:

• **знать:**

**1 уровень (А):**

- 1) лексический материал по теме «Agriculture in Belarus. Agriculture in Great Britain»;
- 2) правила образования и употребления совершенных времен действительного залога (The Perfect Tenses Active Voice).

**Максимальная оценка знаний на первом уровне (репродуктивном) — 6 баллов.**

**2 уровень (В):** знать и характеризовать:

- 1) лексический материал по теме «Agriculture in Belarus. Agriculture in Great Britain»;
- 2) правила образования и употребления совершенных времен действительного залога (The Perfect Tenses Active Voice).

**Максимальная оценка знаний на втором уровне (продуктивном) — 8 баллов.**

**3 уровень (С):** знать и характеризовать:

- 1) лексический материал по теме «Agriculture in Belarus. Agriculture in Great Britain»;
- 2) правила образования и употребления совершенных времен действительного залога (The Perfect Tenses Active Voice).

**Максимальная оценка знаний на третьем уровне (творческом) — 10 баллов.**

• **уметь:**

**1 уровень (А):**

- 1) анализировать иноязычный текст (его структурные, лексические и стилистические особенности) с позиций требований к знаниям первого уровня;

- 2) читать, переводить, понимать на слух тексты по профилю обучения (изучающее чтение);

- 3) вести общение профессионального и социокультурного характера на английском языке **по предложенной модели**, сочетая диалогические и монологические формы речи, понимать иноязычную речь **в объеме программной тематики**, использовать английский текст в качестве инструмента профессиональной деятельности: перевод на русский язык, реферирование и аннотирование профессионально ориентированных текстов.

**Максимальная оценка знаний первого уровня (репродуктивного) — 6 баллов.**

## 2 уровень (B):

1) анализировать иноязычный текст (его структурные, лексические и стилистические особенности) с позиций требований к знаниям 1 уровня;

2) читать, переводить, понимать на слух тексты по профилю обучения (изучающее чтение, ознакомительное чтение);

3) вести общение профессионального и социокультурного характера на английском языке в различных **стандартных ситуациях**, пользуясь правилами речевого этикета, сочетая диалогические и монологические формы речи;

4) понимать аутентичную иноязычную речь **в объеме программной тематики**;

5) использовать английский текст в качестве инструмента профессиональной деятельности: перевод на русский язык, реферирование и аннотирование профессионально ориентированных и научных текстов.

**Максимальная оценка знаний второго уровня (продуктивного) — 8 баллов.**

## 3 уровень (C):

1) анализировать иноязычный текст (его структурные, лексические и стилистические особенности) с позиций требований к знаниям первого уровня;

2) читать, переводить, понимать на слух тексты по профилю обучения (изучающее чтение, просмотровое и ознакомительное чтение);

3) вести общение профессионального и социокультурного характера на английском языке **в различных нестандартных ситуациях**, пользуясь правилами речевого этикета, сочетая диалогические и монологические формы речи;

4) понимать аутентичную иноязычную речь **сверх программной тематики**;

5) использовать английский текст в качестве инструмента профессиональной деятельности: перевод на русский язык, реферирование и аннотирование профессионально ориентированных и научных текстов.

**Максимальная оценка знаний третьего уровня (творческого) — 10 баллов.**

### • формировать:

1) понятие значимости целей и задач сельского хозяйства;

2) осознание роли агроинженера в развитии отечественного сельского хозяйства;

3) бережное отношение к земле и ее богатствам, к окружающей среде;

4) осознание потребности в постоянном самосовершенствовании.

## 2. НАУЧНО-ТЕОРЕТИЧЕСКОЕ СОДЕРЖАНИЕ МОДУЛЯ

### 2.1. Словарь-минимум по теме «Сельское хозяйство Республики Беларусь и Великобритании»

#### ACTIVE VOCABULARY (Text A)

##### *Nouns*

1. application; fertilizer application	применение, внесение; внесение удобрений
2. beef	говядина
3. efficiency	производительность
4. explosion	взрыв
5. fertile soil	плодородная почва
6. fiber	волокно
7. flax	лен
8. grain crops (barley, rye, oats, wheat)	зерновые культуры (ячмень, рожь, овес, пшеница)
9. growing season	вегетационный период
10. investment	капиталовложение
11. livestock products	продукты животноводства
12. lack	недостаток, отсутствие
13. land	земля
14. meadow	луг
15. output	продукция; выпуск; выход
16. pasture	пастбище
17. pork	свинина
18. poultry meat	мясо птицы
19. processing	переработка
20. productivity	высокая продуктивность
21. recession	спад, падение, понижение
22. revival	возрождение
23. species	виды
24. transition	переход
25. workforce	рабочая сила
26. yields	высокие урожаи

### Verbs

1. account for	составлять, признавать, считать
2. be drained	осушаться
3. be favorable for	быть благоприятным для чего-либо
4. belong to	принадлежать
5. be over moistened	быть переувлажненным
6. contaminate	загрязнять
7. decrease	снижать(-ся)
8. employ	предоставлять работу, нанимать
9. invest	вкладывать, инвестировать
10. restore	восстанавливать
11. specialize	специализироваться

### Adjectives and adverbs

1. arable	пахотный
2. average	средний
3. countrywide	по всей стране
4. due to	благодаря
5. major	главный
6. retail; retail price	розничный; розничная цена
7. total	общий
8. unstable	неустойчивый

### ACTIVE VOCABULARY (Text B)

#### Nouns

1. acreage	площадь земли в акрах
2. combine harvester	уборочный комбайн
3. gooseberry	крыжовник
4. horticulture <i>Syn. gardening</i>	садоводство, огородничество
5. horticulturist	садовод
6. machinery	техника
7. moorland	земли, поросшие вереском
8. raspberry	малина
9. roughage	грубые корма, пища

10. sale	продажа
11. strawberry	клубника, земляника
12. technology; technology of farm crop production	технология; технология производства с/х культур
13. technologist	технолог

### Verbs

1. be highly mechanized	быть высокомеханизированным
2. compete	конкурировать
3. disappear	исчезать
4. graze	пасти(-сь), щипать траву
5. make up	составлять

### Adjectives and adverbs

1. average, on the (an) average, below the average, above the average, average height, average sized farm	средний, в среднем, ниже среднего, выше среднего, средний рост, ферма среднего размера
2. dairy; dairy farming	молочный; молочное производство
3. efficient	эффективный, подготовленный
4. gradually	постепенно
5. horticultural; horticultural crops	садовый; садовые культуры
6. poor	бедный
7. primarily <i>Syn. at first, at the beginning, mainly</i>	сначала, первоначально, главным образом
8. rough	грубый, резкий (о ветре); суровый (о климате, погоде); тяжелый, трудный
9. self-sufficient	независимый, экономически самостоятельный

## 2.2. Основные тексты

### TEXT A

#### AGRICULTURE IN THE REPUBLIC OF BELARUS

Agriculture is a priority industry in the Republic of Belarus. It is essential for ensuring the country's food security and for providing raw materials to other industries. Agriculture is also one of the most important activities in the republic for it employs more than 20 % of the workforce.

Belarus belongs to the area of so-called unstable farming. A short growing season, the lack of fertile soils and other factors make farming difficult. The main plowed lands have low natural fertility. Much of the land can be productive only with fertilizer application. The 1986 explosion at the Chernobyl nuclear power station contaminated much of the soil in southern Belarus. It reduced the country's total area of arable land by more than 10 %.

40 % of the total territory is over moistened. Many of the lowlands have been drained. They are used for producing fodder crops.

The Belarusian agricultural sector is now at the turning-point stage. The country managed to overcome the recession of production, to bring the number of loss-making agricultural companies to the minimum, to restore the balance at the foodstuffs market by raising the share of home-made products; to extend exports and domestic sales of foodstuffs.

Due to the state support, especially due to investments in modernization and retooling, the agricultural output has increased greatly.

The Belarusian agrarian business is represented by large agricultural enterprises. Most of the farms have mixed crop and livestock farming. The main species of livestock are cattle, pigs, sheep, goats and poultry. A powerful cattle breeding has been created in Belarus to manufacture milk and meat products. Broiler chickens are other major livestock. They are raised at special mass-production plants.

Many species of plants grow well especially grain crops (rye, wheat, barley and oats) and sugar beets. The republic is one of the main producers of flax in the world and the second producer of potatoes in Europe. The fact that potatoes are Belarusian 'second bread' is known far beyond the republic. No wonder: Belarus is the second producer of potatoes in Europe. Additional crops, grown on Belarusian farms, are cabbage, tomatoes, carrots, cucumbers, onions. Fruit crops include apples, pears, plums, cherries.

The increase in cattle breeding production and the demand for new products required a modernization of dairy and meat-processing companies. Belarus is considered to have low prices for foodstuffs among other countries in transition. Retail prices for foodstuffs in Belarus are much lower than those in Russia and other CIS countries.

Belarusian agriculture does not only produce farm products to meet domestic needs. The republic is a traditional exporter of agricultural products. Among them are pork, beef, chicken, animal oil, cheese, eggs, flax, vegetables. Today our products are supplied to twenty-three countries. Russia is our main customer.

The Belarusian agro-industrial complex has recently turned into a big exporter.

Price — reasonable, quality — excellent. This is the goal of Belarusian agrarians.

### TEXT B

#### AGRICULTURE IN GREAT BRITAIN

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

Nearly 80 % of the land is used for agriculture. The total agricultural acreage of Great Britain is about 45 000 000 acres. Soils vary from the poor ones of highland Britain to the rich fertile soils in the eastern and south-eastern parts of England.

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

There are about 55 000 farms in Britain. They are not large. An average sized farm is about 30–40 acres. There are three main types of farming in Great Britain: pastoral, arable, and mixed. 60 % of farms are developed mainly for dairying or beef cattle and sheep raising. Sheep and cattle are reared in the hill and moorland areas of Scotland, Wales, Northern Ireland and south-western England. Milk production is of the first importance in the structure of British agriculture.

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

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

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

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

Private woods make up 56 % of the total forest area in Great Britain.

Woodlands cover an estimated 2,2 million hectares.

Britain's second major source of food is the surrounding sea. The fishing industry provides about 70 % of British fish supplies.

### 2.3. Грамматический минимум

#### Grammar revision

#### Образование и употребление *The Perfect Tenses (Active Voice)*

#### *Perfect Tenses Active*

#### *Перфектные (совершенные) времена действительного залога*

#### *Настоящее совершенное время (Present Perfect Tense)*

Утвердительная форма		Отрицательная форма		Вопросительная форма		
I You We They	<b>have('ve) left.</b>	I You We They	<b>have not (haven't) left.</b>	<b>Have</b>	I you we they	<b>left.</b>
He She It	<b>has left.</b>	He She It	<b>has not (hasn't) left.</b>	<b>Has</b>	he she it	<b>left.</b>

Present Perfect образуется при помощи вспомогательного глагола **to have** в форме настоящего времени (**have, has**) и формы причастия прошедшего времени (Past Participle), т. е. 3-й формы смыслового глагола.

Форма Past Participle правильных глаголов совпадает с формой Simple Past, т. е. к инфинитиву смыслового глагола (без частицы **to**) прибавляется окончание **-(e)d**: live — **lived**, stay — **stayed**, study — **studied**.

Форма Past Participle неправильных глаголов образуется путем изменения корневой гласной.

Present Perfect употребляется для выражения действия, совершившегося к настоящему моменту, результат которого имеется налицо в настоящее время. В случае употребления Present Perfect в центре внимания находится само совершившееся действие. При этом говорящего интересует не время или другие обстоятельства совершения действия, а результат этого действия, имеющийся в данный момент.

We have bought a new TV set. Мы купили новый телевизор.  
(У нас новый телевизор.)

I have opened the window. Я открыл окно. (Окно открыто.)

She has gone home. Она ушла домой. (Она сейчас дома.)

На русский язык глагол в Present Perfect переводится обычно глаголом в прошедшем времени совершенного вида: написал, закончил, купил и т. п.

Present Perfect часто употребляется с такими обстоятельствами времени как **ever** (когда-либо), **never** (никогда), **just** (только что), **already** (уже), **yet** (еще — в отрицательных предложениях, уже — в вопросительных предложениях).

I have **just** seen your brother. Я только что видел твоего брата.  
 I have **already** bought this dictionary. Я уже купил этот словарь.  
 Have you translated the text **yet**? Ты уже перевел текст?  
 I haven't done my homework **yet**. Я еще не выполнил домашнее задание.

Present Perfect употребляется также для выражения действия, которое началось в прошлом и продолжается в настоящий момент. В таком случае обычно бывает указан период действия с помощью предлога **for** (в течение) или начало действия с помощью предлога **since** (с тех пор). Например:

I have lived here **for 10 years**. Я живу здесь 10 лет.  
 I know him **for three years**. Я знаю его три года.

Present Perfect может употребляться также с обстоятельственными словами, которые обозначают еще не истекший период времени, например: **today**, **this week**, **this month**, **this year** и т. п. Эти обстоятельственные слова стоят, как правило, в конце предложения.

We've done a lot of work **today**. Мы много сделали сегодня.  
 They haven't written to me **this week**. На этой неделе они мне не писали.

Однако необходимо иметь в виду, что наличие в предложении обстоятельственных слов, обозначающих не истекшие периоды времени, не является безусловным показателем необходимости употребления Present Perfect. Simple Past может также употребляться при наличии слов **today**, **this week** и т. п., когда имеется в виду определенный момент или определенная часть недели, месяца.

I got up early **today**. Я встал сегодня рано.  
 He phoned me **this week**. Он позвонил мне на этой неделе.

С наречиями **lately**, **recently** (в последнее время, за последнее время) всегда употребляется Present Perfect.

I haven't heard from him **lately**. Я от него ничего не слышал в последнее время.

Глаголы, не имеющие форм Continuous, следует употреблять в Present Perfect	
Сравните следующие пары предложений	
Я знаю его. Я знаю его уже три года.	I know him. I have known him for three years.
Я хочу поехать в Лондон. Я всегда хотел поехать в Лондон (и сейчас хочу).	I want to go to London. I have always wanted to go to London.
Она больна. Она больна уже две недели.	She is ill. She has been ill for two weeks.
Он предпочитает классическую музыку. Он всегда предпочитал классическую музыку (и сейчас предпочитает).	He prefers classical music. He has always preferred classical music.
Она любит автомобили. Она всегда любила автомобили (и сейчас любит).	She likes cars. She has always liked cars.

### Прошедшее совершенное время (Past Perfect Tense)

The Past Perfect Tense образуется при помощи вспомогательного глагола **to have** в форме Simple Past и Past Participle (причастия прошедшего времени) смыслового глагола.

Утвердительная форма		Вопросительная форма			Отрицательная форма	
I He She It You We They	<b>had done</b> the work by Satur- day.	<b>Had</b>	I he she it you we they	<b>done</b> the work by Satur- day?	I He She It You We They	<b>hadn't done</b> the work by Saturday.

Past Perfect употребляется для выражения прошедшего действия, которое уже совершилось до определенного момента в прошлом. Этот момент может быть указан:

а) обстоятельствами времени с предлогом **by** (к): **by five o'clock** (к пяти часам), **by Saturday** (к субботе), **by the end of the year** (к концу года), **by that time** (к тому времени).

We had translated the article  
**by the end** of the lesson.  
She had typed the documents  
**by 2 o'clock.**

К концу урока мы перевели  
статью.  
Она напечатала документы  
к двум часам.

б) другим (более поздним по времени) прошедшим действием, которое выражается глаголом в Simple Past.

My brother bought a new watch  
yesterday as he had lost his old  
one.  
I knew that Jane had already  
booked the ticket.

Мой брат купил вчера новые  
часы, так как потерял свои ста-  
рые.  
Я знал, что Джейн уже заказала  
билет.

Past Perfect может употребляться в том случае, когда время, до которого совершалось действие, не указано в самом предложении, а определяется контекстом.

I received a letter from my  
brother yesterday. I had not heard  
from him for a long time.

Я получил вчера письмо  
от брата. Я долгое время  
не получал от него известий.

**Примечание.** В сложноподчиненных предложениях времени с союзами **when, as soon as, after** в придаточном предложении мо-

жет употребляться как Past Perfect, так и Simple Past. Past Perfect употребляется для того, чтобы подчеркнуть, что действие придаточного предложения уже совершилось до наступления действия, совершенного в главном предложении.

**After** we had written the test we  
went to the art museum.

После того как мы написали  
тест, мы пошли в художествен-  
ный музей.

We sat down to dinner only **when**  
all the guests had arrived.

Мы сели за стол тогда, когда  
пришли все гости.

**As soon as** I had booked a ticket  
I phoned Pavel.

Как только я заказал билет,  
я позвонил Павлу.

Когда одно действие быстро следует за другим и нет необходимости подчеркивать, что одно действие предшествовало другому, то как в главном, так и в придаточном предложении употребляется Simple Past.

**As soon as** we got to the theatre,  
the performance began.

Как только мы вошли в зал,  
представление началось.

**When** she turned off the light,  
she left the room.

Она вышла из комнаты,  
когда выключила свет.

### Будущее совершенное время (Future Perfect Tense)

Future Perfect образуется при помощи вспомогательного глагола **to have** во Future Simple и Participle II смыслового глагола.

Будущее совершенное время (Future Perfect) употребляется для выражения будущего действия, которое закончится до определенного момента в будущем. Момент в будущем, до которого закончится действие, может быть выражен:

1) обстоятельством времени с предлогом **by**: **by five o'clock** (к пяти часам), **by the end of the year** (к концу года) и др.

**By the end of the week** we'll  
have finished this work.

К концу недели мы закончим  
эту работу.

2) другим будущим действием, выраженным Present Simple в придаточном предложении времени и условия с такими союзами



как **before** (*до того как*), **when** (*когда*), **as soon as** (*как только*), **after** (*после того как*), **if** (*если*) и др.

When we meet next time,  
I'll **have read** this book.

Когда мы встретимся в следующий раз, я прочитаю эту книгу.

Если Future Perfect употребляется с наречием **already** (*уже*) и другими обстоятельственными словами, то эти слова ставятся после вспомогательного глагола **shall** или **will**:

By the end of this week my friend  
**will already have written** his  
report on history.

К концу этой недели мой друг  
уже напишет свой доклад  
по истории.

## 2.4. Задания для самоконтроля

### 1. Какая глагольная форма употреблена в The Perfect Tenses?

1. went    2. is going    3. has gone

### 2. Какая глагольная форма не относится к The Perfect Tenses?

1. has been left    2. had left    3. has had    4. has

### 3. Сказуемое какого предложения употреблено в The Perfect Tenses Active?

1. The new car had been bought by my father.  
2. The group has done all the exercises.  
3. The cup has been broken recently.

### 4. Сказуемое какого предложения употреблено в The Perfect Tenses Passive?

1. I have bought milk, butter and cheese.  
2. The book will have been read by the next week.  
3. She had been to Paris already.

### 5. Какие обстоятельства времени употребляются с The Present Perfect?

1. now    2. ever    3. just    4. still    5. always    6. already

### 6. При обращении предложения в косвенную речь глагол в повелительном наклонении заменяется:

1. причастием    2. герундием    3. инфинитивом

### 7. Выберите обстоятельство времени, которое при переводе предложений в косвенную речь принимает форму the next day.

1. today    2. now    3. tomorrow

### 8. Выберите правильный вариант перевода предложения в косвенной речи: He said «I have closed the window».

1. He said that he had closed the window.  
2. He said that he closed the window.  
3. He said he has closed the window.

### 9. Какое английское предложение соответствует русскому «We have done a lot of work today»?

1. Работа была сделана сегодня.  
2. Мы сделали много сегодня.  
3. Мы делаем много сегодня.

### 10. Какое русское предложение соответствует английскому «Я уже перевел текст»?

1. I have already translated the text.  
2. I have been translated the text already.  
3. I have always translated the text.

### 3. УЧЕБНО-МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ

#### 3.1. Учебно-методические материалы к тексту А

##### TEXT-BASED ASSIGNMENTS (ТЕХТ А, part 1, изучающее чтение)

##### Методические рекомендации к тренировочным упражнениям

Для того чтобы правильно выполнить следующие упражнения, вам необходимо проработать и усвоить лексический материал данного УМК.

Тренировочные задания распределены по трем уровням сложности — **А, В, С**. На репродуктивном уровне (**А**) вы должны знать: а) лексические единицы по теме «Сельское хозяйство Беларуси и Великобритании»; б) основные виды специализации британских и белорусских фермерских хозяйств и сельскохозяйственную продукцию, выращиваемую и производимую в этих странах. Максимальная оценка знаний на уровне (**А**) — **6 баллов**. На продуктивном уровне (**В**) вы должны: а) знать лексические единицы по теме модуля; б) характеризовать условия для сельского хозяйства в Беларуси и Британии; роль сельскохозяйственного сектора в экономике этих стран. Максимальная оценка знаний на уровне (**В**) — **8 баллов**. На творческом уровне (**С**) вы должны: а) знать лексические единицы по теме модуля; б) анализировать процессы, происходящие в сельском хозяйстве нашей республики и Великобритании; степень развития сельскохозяйственного сектора в данных странах; положительные моменты и недостатки в сельском хозяйстве. Максимальная оценка знаний на уровне (**С**) — **10 баллов**.

**(A) Exercise 1. Find international words in the text and translate them.**

**(A) Exercise 2. Translate the following word combinations. If necessary, consult the dictionary.**

The main branch, the total land area, arable lands, unstable farming, a short growing season, low natural fertility, to drain lowlands, at the turning-point stage, to overcome the recession of production, to extend

exports, domestic sales of foodstuffs, due to the state support, the total investments countrywide, large agricultural companies, dairy and meat-processing plants, the food consumption, the main producer, a big exporter.

**(A) Exercise 3. Translate the following sentences.**

1. Crop production has lately increased.
2. Agriculture gives food products for export.
3. Belarus is the world's leading exporter of flax.
4. Potatoes are widely cultivated throughout the country.
5. Weather conditions here are more favorable for growing wheat.

**(B) Exercise 4. Read the text and find.**

- 1) the words which denote **climate and topography**
- 2) the words dealing with **cattle-breeding**
- 3) the words dealing with **crop-growing**

**(B) Exercise 5. Match the words listed below with the definitions that follow.**

*farmland, livestock, meadow, pasture, workforce, soil*

1. Land used or suitable for farming.
2. Cattle, horses, poultry and similar animals kept for domestic use on a farm.
3. An area of grassland often used for hay or for grazing animals.
4. Land covered with grass or herbage and suitable for grazing.
5. The top layer of the land surface that is composed of rock particles, humus, water and air.
6. The total number of workers employed by a company on a specific job.

**(A) Exercise 6. Use the words listed below to fill in the gaps.**  
*raise, employs, cover, accounts for, application, workforce, fertility, to meet*

1. Industry ... 42 percent of the ... of Belarus.
2. Forests ... about one third of the republic.
3. Agriculture ... about a seventh of Belarus economic output.
4. Most of Belarus has soils of moderate ... .

5. ... of fertilizers makes lands more productive.
6. Farms in almost every part of the country ... livestock.
7. ... its needs the country must import additional amounts of minerals.

**(C) Exercise 7. Find the key-sentence of each paragraph of the text. Read and translate the key-sentences.**

**(C) Exercise 8. Complete these word-building tables.**

VERBS	ADJECTIVES	NOUNS
1. to grow		
2.		economy
3.	productive	
4. to explode		
5.	applicable	
6.		use
7. to cultivate		
8.	fertile	
9.		industry

**(C) Exercise 9. Fill in the gaps using the necessary prepositions. Don't consult the text.**

1. The land is used ... producing cereal grains.
2. The Belarusian agricultural sector is now ... the turning-point stage.
3. Agriculture supplies us ... foodstuffs.
4. The country belongs ... the area of unstable farming.
5. The total area ... arable land was reduced ... 10 percent.
6. The goal ... Belarusian agrarians is to have reasonable price and excellent quality.

**(C) Exercise 10. Translate the sentences into English.**

1. Сельское хозяйство является одной из главных отраслей белорусской экономики.
2. Наша республика — один из главных производителей льна в мире.
3. Сельское хозяйство обеспечивает нас продуктами питания.
4. Главные зерновые культуры в Беларуси — рожь, ячмень и овес.
5. Сельское хозяйство Беларуси предоставляет работу более 20 % рабочей силы.

## TEXT STUDY

### Методические указания и рекомендации по работе с текстом

Вы должны хорошо уметь: **на первом уровне (А):** а) читать, переводить тексты по специальности; б) отвечать на общие вопросы по тексту; в) осуществлять диалогическое общение в стандартных ситуациях в рамках темы. Максимальная оценка знаний на уровне **(А) — 6 баллов.** **На втором уровне (В):** а) читать, переводить и понимать на слух тексты по специальности; б) составлять план текста; в) логично высказываться в рамках темы; выражать свое мнение, используя изучаемые грамматические явления; г) выполнять перевод текстов с английского языка на русский, соблюдая строгий научный стиль. Максимальная оценка знаний на втором уровне **(В) — 8 баллов.** **На третьем уровне (С):** а) описывать особенности развития сельского хозяйства в Британии и США; проводить сравнительный анализ процессов, происходящих в сельском хозяйстве Великобритании, США и Республики Беларусь; б) работать с различной англоязычной литературой с целью выполнения творческого задания по теме; в) переводить предложения с русского языка на английский с использованием лексики по специальности. Максимальная оценка знаний на третьем уровне **(С) — 10 баллов.**

**(A) Exercise 1. Choose the correct answer. Consult the text if necessary.**

#### 1. What factors make farming difficult?

- a. a short growing season
- b. soils of low natural fertility
- c. marshy lowlands and the contaminated area
- d. all of the above

#### 2. The 1986 explosion at the Chernobyl nuclear power station contaminated much of the soil in

- a. northern Belarus.
- b. southern Belarus.
- c. eastern Belarus.
- d. western Belarus.

**3. A great amount of goods produced by Belarusian agriculture is oriented towards**

- a. the CIS countries' markets.
- b. Russia only.
- c. neighboring countries.

**4. The national crops in Belarus are**

- a. tomatoes, water-melons and pumpkins
- b. flax, potatoes and sugar beets
- c. potatoes, cabbage and cucumbers

**(A) Exercise 2. Answer the questions on the text:**

1. Is agriculture one of the main branches of the Belarusian economy?
2. Does Belarus belong to the area of so-called unstable farming?
3. The republic is one of the main producers of flax in the world, isn't it?
4. Do most of the farms have mixed crop and livestock farming?
5. Is our republic a traditional exporter of agricultural products?

**(B) Exercise 3. Answer if the sentences are true or false. Correct the false ones.**

1. Belarus has a large amount of farmland.
2. Fodder crops are grown on the drained lowlands.
3. Livestock farming and crop farming are the main trends in the republic's agrarian sector.
4. Belarus is self-sufficient only in milk and meat products.
5. One-fifth of the republic's population is employed in agriculture.

**(B) Exercise 4. Complete the following sentences with suitable words or phrases given below:**

*collective farms, differ, are stipulated, to provide, inhabited, is covered, private farms, the fertility, considerable, assets, upper, food products*

1. Nearly half of the territory ... by the arable land.
2. More than two million people ... on contaminated lands.
3. Some places in Belarus ... much in the structure of topsoil.
4. One of the goals of agriculture is ... Belarusians with high quality ...
5. In ... the produced goods and ... are collective property of collective farmers.

6. A ... amount of radio-nuclides accumulated in the ... layer of the soil.
7. The republic is also developing ...
8. High stable yields ... by the necessity of constant increasing ... of soils.

**(B) Exercise 5. Put the words and phrases in the right order to make complete sentences.**

1. nowadays, in a new form, reformed, the economy of Belarus, is.
2. of the agricultural goods, by, is, the larger part, big companies, produced.
3. are, by rye, grain sowings, represented, wheat, and.
4. vegetable oil, the Republic, imported, sugar, tropical and subtropical fruits, are, by.

**(B) Exercise 6. Find the key-sentences in the text. Read and translate them.**

**(C) Exercise 7. Give your reasons for the following statements. Consult the text.**

1. Agriculture is one of the most important activities in Belarus.
2. The Belarusian agricultural sector is now at the turning-point stage.
3. The agricultural output has increased greatly.
4. A power cattle breeding has been created in Belarus.
5. Potatoes are Belarusian "second bread".
6. The Belarusian agro-industrial complex has turned into a big exporter.

**DISCUSSION**

**(A) Exercise 1. Answer the following questions.**

1. How many people are employed in the agriculture of Belarus?
2. What types of agricultural companies produce agricultural goods?
3. Are the natural conditions of the Republic favorable for agriculture?
4. What main branches of agriculture in Belarus do you know?
5. What branches does cattle-breeding contain?
6. What are the main goals of the national agrarian policy?

7. When did the Chernobyl accident occur? What are the consequences for the Republic?

**(B) Exercise 2. Say if these statements are true or false. Correct the false ones. Give your reasons.**

1. The whole territory of Belarus is covered by the arable land.
2. After the Chernobyl accident the soil is the major source of radio-nuclides in agricultural produce.
3. The climate of the Republic is favorable for agriculture.
4. The Republic produces highly profitable goods such as milk, beef, pork, chicken, wheat, corn, and potatoes.
5. One of the main goals of the state policy is to provide the population with high quality food products.

**(B), (C) Exercise 3. Suppose you are at the students' conference. Speak on:**

1. types of agricultural companies in Belarus
2. consequences of the Chernobyl accident for agriculture
3. natural conditions for agriculture
4. profitable types of agricultural goods
5. the main goals of the national agrarian policy

**(B), (C) Exercise 4. Suppose you will have to make a report. Speak on:**

1. Why is Belarus called a "potato country"?
2. Is it possible to develop our national agriculture?

### 3.2. Учебно-методические материалы к тексту В

#### TEXT-BASED ASSIGNMENTS (TEXT B)

#### LANGUAGE STUDY

**(A) Exercise 1. Make sure that you know the English equivalents for the following words and word combinations:**

Современные технологии и исследования, общая площадь с/х угодий, богатые плодородные почвы, ферма среднего размера, производство молока, свиноводство, основные зерновые культуры, малые количества, небольшие традиционные хозяйства, крупные промышленные фермы, частные леса, основной источник пищи.

**(A) Exercise 2. Put in the missing words using appropriate words from the text:**

1. The total agricultural acreage of Great Britain is about ... acres.
2. In hill countries large areas are used for ... .
3. An ... farm is about 30–40 acres.
4. There are three main types of ... in Great Britain.
5. ... and ... are reared in the hill and moorland areas of Scotland, Wales, Northern Ireland and south-eastern England.
6. Small farms are ... disappearing nowadays.
7. Potatoes are grown for ... , for ... and for ... .

**(A) Exercise 3. Say "yes" or "no".**

1. Wheat, barley, oats are vegetables.
2. British agriculture is based on modern technology and research.
3. Great Britain doesn't import agricultural products.
4. British farms are large.
5. Meat production is more profitable than milk production.
6. Arable farms are mainly in the northern part of the country.
7. Potatoes are grown for sale, for fodder and for seed.
8. Britain's second source of food is the seas.

**(B) Exercise 4. Read the text and find:**

- 1) the words which denote **climate and topography**
- 2) the words dealing with **cattle-breeding**
- 3) the words dealing with **crop-sowing**

**(A) Exercise 5. Find in the list below the words corresponding to the following definitions:**

**Arable farms, horticulture, crops, soil, fodder, to import, pastoral farming, cereal, mixed farming**

- 1) farms used (or suitable) for growing crops;
- 2) farming which involves keeping sheep, cattle, etc.;
- 3) the method of farming in which crops are grown and animals are kept on the same farm;
- 4) a type of grass which is cultivated to produce grain, or food made from grain which is eaten;
- 5) the study or activity of cultivating gardens;
- 6) to buy or bring in products from another country;
- 7) the material on the surface of the ground in which plants grow;
- 8) food that is given to cows, horses or other farm animals;
- 9) a plant such as grain, fruit or vegetable grown in large amounts by farmers.

**(A) Exercise 6. Fill in the blanks with the suitable words from the following list:**

**Agriculture, horticultural, average, farming, self-sufficient, supply, sheep, produced, profitable, grazing**

1. Britain today is ... in milk, eggs, potatoes, barley, oats.
2. Great Britain is a country with a highly developed industry and ...
3. In hill countries large areas are used for ...
4. An ... sized farm is about 30–40 acres.
5. British farmers ... milk and milk products, meat, wool and eggs for the population.
6. Before the Second World War Britain ... one-third of its total food requirements.
7. ... crops are fruit, vegetables and flowers.
8. ... farming is concentrated in the hill moorland areas of highland Britain.

9. It is more ... to import cheaper products from overseas, mainly from Australia, New Zealand and Canada.
10. The land utilized for ... is about 251.000 hectares.

**(C) Exercise 7. Find the key-sentence of each paragraph of the text. Read and translate the key-sentences.**

**(C) Exercise 8. Insert prepositions where necessary.**

1. British agriculture supplies 2/3 ... country's food.
2. It is based ... modern technology.
3. Soils vary ... the poor ones ... rich and fertile.
4. Britain is self-sufficient ... meat, potatoes, wheat.
5. The main cereal crops ... Britain are wheat, barley, and oats.
6. Potatoes are grown ... sale, fodder and seed.
7. Modern machines are used ... British farms.
8. Private woods make ... 56 % of the total forest area.

### TEXT STUDY

**(A) Exercise 1. Choose the correct answer. Consult the text if necessary.**

**1. Agriculture in Great Britain supplies ... of the country's food.**

- a) one-third
- b) two-thirds
- c) a half

**2. Nearly ... of the land is used for agriculture.**

- a) 30 %
- b) 50 %
- c) 80 %

**3. Arable farms are mainly in the ... part of the country.**

- a) southern
- b) western
- c) eastern

**4. The main cereal crops in Britain are ...**

- a) rye, millet, and sorghum

- b) wheat, barley, and oats
- c) buckwheat, millet, and rye

**(A) Exercise 2. Answer the questions on the text.**

1. What is Britain self-sufficient in?
2. Are the farms large in Great Britain?
3. What is of the first importance in the structure of British agriculture?
4. What are the main grain crops in Great Britain?
5. Is rye grown in the country?
6. Where are sheep and cattle reared?
7. Is British agriculture efficient?
8. What do you know about cattle-breeding in Great Britain?
9. What is Britain's second major source of food?

**(A) Exercise 3. Answer if the sentences are true or false. Correct the false ones.**

1. British agriculture is not efficient.
2. Nearly 80 % of the land is used for agriculture.
3. Britain does not need to import sugar, butter, and cheese.
4. The farms are large in Great Britain.
5. There are two main types of farming in Great Britain.
6. Modern machines are used on British farms.
7. Potatoes are grown only for fodder.
8. There are no private woods in Great Britain.
9. Small traditional farms are gradually disappearing.
10. The fishing industry is not developed in the country.

**(B) Exercise 4. Complete the following sentences with suitable words or phrases given below:**

*quantities, self-sufficient, supplies, compete, cereal crops, acreage, source*

1. Small traditional farms are disappearing because they cannot ... with big industrial farms.
2. Britain's second major ... of food is the surrounding sea.
3. The fishing industry provides about 70 % of British fish ... .
4. The total agricultural ... of Great Britain is about 45,000,000 acres.
5. Britain is ... in milk and eggs.

6. The main ... in Britain are wheat, barley and oats.
7. Rye is grown in small ... .

**(B) Exercise 5. Put the words and phrases in the right order to make complete sentences.**

1. farms, machines, modern, British, on, used, are.
2. and, fertile, soils, rich, vary, ones, poor, the, from, to.
3. seed, are, fodder, grown, sale, for, potatoes, and.
4. production, milk, of, is, structure, the, of, agriculture, British, first, importance, in, the.
5. are, small, nowadays, farms, disappearing.

**(B) Exercise 6. Find the key-sentences in the text. Read and translate them.**

**DISCUSSION**

**(A) Exercise 1. Answer the following questions.**

1. Is agriculture one of Britain's most important industries?
2. Is it based on modern technology?
3. Is British agriculture efficient?
4. Does the country import butter, cheese and sugar?
5. How many types of farming are there in Britain? What are they?
6. Does British agriculture specialize in milk and meat production?
7. What are the main cereal crops in Great Britain?
8. What is rye used for?
9. What kinds of fruit does Great Britain produce?
10. What is the main tendency in British agriculture today?
11. What is Britain's second major source of food?

**(B) Exercise 2. Fill in the chart.**

Country	The Role of Agriculture	Branches of Agriculture	Size of the Farms	Rate of the Development	Main Crops	Major Live-stock
Belarus						
Great Britain						

**(B, C) Exercise 3. Discuss in groups:**

1. Belarusian agriculture in the 21<sup>st</sup> century: problems and prospects.
2. Belarusian agriculture needs reforming.
3. Agriculture is one of the main branches of the Belarusian economy.

**(B, C) Exercise 4. Suppose you are taking part in the students' conference. Speak on:**

1. The agricultural development in Britain and in Belarus.
2. The difference between Belarusian and British agriculture.
3. The experience of successful agricultural practices in developed countries.

**(B, C) Exercise 5. Discuss some interesting facts in groups.**

1. British agriculture is noted for its high level of efficiency and productivity?
2. British agriculture engages only 2,1 per cent of the total workforce?
3. In 1998 there were some 244,000 farm holdings?
4. An average size of a farm is 70 hectares?
5. About two-thirds of agricultural land is owner-occupied?

**3.3. GRAMMAR REVISION**

***Perfect Tenses (Active)***

**Методические рекомендации**

Для того чтобы правильно выполнить задания раздела **GRAMMAR REVISION**, вам необходимо повторить (или изучить) и усвоить материал по указанным темам грамматики, опираясь на школьные знания грамматики английского языка и тот справочный материал, который представлен в данном модуле в разделах 3.1.–3.3.

Следующие тренировочные задания распределены по трем уровням сложности (**A, B, C**), что помогает проверить и оценить глубину и качество усвоения материала.

Максимальная оценка знаний на первом уровне (**A**) — **6 баллов**, на втором (**B**) — **8 баллов**, на третьем (**C**) — **10 баллов**.

**(A) Exercise 1. Open the brackets using the verbs in *Present Perfect Active*.**

***Model: He just (write) a report. — He has just written a report.***

1. I already (to finish) milking cows. Now I am free.
2. He just (to feed) the horses.
3. He just (to come) to the farm.
4. Nick (to water) the vegetables this morning.
5. She already (to mix) the fodder for pigs.
6. I already (to apply) organic fertilizers.

**(A) Exercise 2. Open the brackets using the verbs in *Present Perfect Active*.**

1. You ever (to be) to our workshops?
2. You (to see) the moorlands of Scotland?
3. We (not yet to eat) today. We are busy on the farm.
4. You (to graze) the cattle yet?
5. What he (to prepare) for today?

**(A) Exercise 3. Insert the prepositions *since* and *for*.**

1. The students haven't bought new books ... January.



2. We haven't seen our relatives ... ages.
3. We have lived in this village ... many years.
4. It hasn't snowed here ... six months.
5. We haven't been to the farm ... December.
6. I haven't spoken English ... June.

**(A) Exercise 4. Put the verbs in Present Perfect using the adverbs *just, yet, already, ever, never*.**

**Model: He is working in the field. (already) — He has already worked in the field.**

1. I am closing the door. (just)
2. She is filling the bucket with water. (already)
3. Are you visiting the farm? (ever)
4. He is finishing his work. (already)
5. Isn't he starting to weed the garden? (yet)
6. They are planting apple trees. (never)

**(A) Exercise 5. Put the verb in brackets in Present Perfect using the prepositions *since* and *for*.**

1. They (to own) this farm ... 1992.
2. We (not to plant) roses ... many years.
3. I (not to examine) the engine ... a week.
4. It (to rain) every Monday ... the beginning of May.
5. She (to milk) the cow twice a day ... six months.
6. They (not to weed) their garden ... last week.

**(A) Exercise 6. Change *Present Continuous* into *Present Perfect*. Translate the sentences into Russian.**

1. I am planting flowers.
2. We are digging the soil.
3. He is bringing them some vegetables.
4. The students are preparing the seedbeds for planting.
5. They are weeding the front row.
6. Kate is milking the cow.

**(B) Exercise 7. Open the brackets using the verbs in *Present Perfect* or *Past Simple*.**

1. We (to plant) more rye last year.
2. I (to help) Pete to repair the tractor today.
3. She (to harvest) cucumbers last Sunday.
4. I just (to meet) our chief engineer.
5. She (to take care) of calves last year.
6. The tractor (to stop) on the hill.

**(B) Exercise 8. Open the brackets using the verbs in *Present Perfect* or *Past Simple*.**

1. When he (to mow) the grass?
2. Who (to come) to the farm a minute ago?
3. Nick (to water) the vegetables yesterday?
4. She (to mix) the fodder for pigs yet?
5. You ever (to see) a combine-harvester in operation?
6. You (to graze) the cattle yesterday?

**(B) Exercise 9. Open the brackets using the verbs in *Past Perfect* or *Past Simple*.**

1. When I (to come) home, mother already (to stir) the fodder for the sheep.
2. When father (to return) from work, we already (to feed) our geese.
3. When the mechanic engineer (to enter) the garage, the drivers already (to check) their engines.
4. Kate (to give) me the fertilizers she (to buy) the day before.
5. The boy (to give) the goats the grass which he (to bring) from the field.
6. Mother (to see) that Nick (not to wash) the milking machine.

**(B) Exercise 10. Open the brackets using the verbs in *Past Perfect* or *Past Simple*.**

1. He (to study) French before he (to enter) the university.
2. Nick (not to know) who (to plough) the field.
3. Suddenly he (to remember) that the chief engineer (not to ring) him up in the morning.
4. By the time he (to reach) the farm, he (to meet) a lot of farm workers.
5. When the mechanic engineer (to leave), the drivers (to hurry) to test the engines.

6. By the time we (to come) to the garage, he already (to repair) the tractor.

**(B) Exercise 11. Choose the appropriate adverbial modifier of time. Translate the sentences into English.**

1. Belarusian engineers have made great progress in machine-building. (by 2015, by 2001, this year, soon)

2. When I came to their plant, engineers had tested a new model of the sports car. (by 3 o'clock tomorrow, already, today, at present)

3. Scientists have given the greatest importance to the further development of gas equipment. (recently, by the end of the year, in future, last year)

4. They will have finished the process of the technical re-equipment of transport. (at that time, by that time yesterday, since last year, by the time you visit them again)

5. The automobile industry has made progress in all types of transport. (not long ago, for the last 3 years, at that time, next year)

**(B) Exercise 12. Identify the meaning of the verb in italics. Translate the sentences into English.**

1. Although machine-building *has been* a branch of human activity for centuries, only in the 20<sup>th</sup> century machines *have begun* to assume such an all-important role.

2. The engineer *had visited* many plants and designing offices, he *had personally examined* a great deal of different types of machines and *had done* a lot of work on his thesis, before performing a large number of experiments.

3. I'd like to know whether the series of experiments I *have* already *performed* and the data which I *have obtained* are enough.

4. These remarkable technological achievements *have become* possible due to the specially designed mechanisms and machines.

5. Man *has obtained* ultra-high and ultra-low temperatures, ultra-high vacuums, super-high pressures, ultra-high strength, super-elastic and superconducting materials and *has been* able to study the interaction of super-high-energy particles.

**(B) Exercise 13. Analyze the use of the following sentences. Translate the sentences into Russian.**

1. I carry out a number of experiments. I am carrying out a number of experiments now. I have already carried out a number of experiments. I carried out a number of experiments yesterday. I will have carried out a number of experiments by the time you come. I had already carried out a number of experiments when you came.

2. At present the research engineer is establishing the relationship between the time when the pipes were in operation and the breaking force. The research engineer has already established the relationship between the time when the pipes were in operation and the breaking force. Two years ago the research engineer established the relationship between the time when the pipes had been in operation and the breaking force.

3. This plant produces more and more chemicals with every passing year. This plant has produced a great amount of chemicals this month. This plant produced a great amount of chemicals last month. This plant will have produced a great amount of chemicals by the end of the year. This plant had already produced a great amount of chemicals by the time you visited it.

**(B) Exercise 14. Translate the sentences into Russian.**

1. Scientists have recently modernized all means of production in this field.

2. Government had put into operation sixteen specialized plants including the first section of a plant in Cheboksary for the manufacture of heavy-duty tractors for melioration and construction work by the end of 1975.

3. A desire to advance man's potential in all directions has always marked the development in all fields of science and technology.

4. Scientists have paid great attention to materials whose properties can be changed and controlled.

5. Engineers have developed all these components into a complicated mechanism, and they have made detailed drawings of all component parts.

**(B) Exercise 15. Fill in the gaps in the sentences using the suitable tense-forms from the box. Translate the sentences into Russian.**

to prove	to work out	to produce	to check	to occupy
----------	-------------	------------	----------	-----------

1. This complex ... many new types of vehicles recently.

2. The KAMAZ plant ... a huge territory of almost 1,000 hectares.

3. After the engineer ... finally ... he drawings and found them satisfactory, materials are ordered.

4. The scientists ... that materials may exist whose properties are as superior to those of diamond as diamond is superior to carbon.

5. Our specialists and representatives of the Renault Company of France ... the technological processes of manufacturing the engines.

**(B) Exercise 16. Choose the appropriate adverbial modifier of time. by 1920, lately, by 1980, yet, by the end of next year, this year, by the beginning of the next decade**

1. Population will have used cars with less toxic exhaust gases.

2. The government had reorganized the first Russian automobile laboratory into the Automobile Research Institute.

3. The laboratory hasn't solved this difficult problem.

4. The professor has engaged our students in research under the guidance of instructors.

5. The scientist has discovered super-plasticity of metal alloys.

6. Belarusian and foreign scientists had closely studied this astonishing phenomenon.

7. What new designs will have stylists suggested?

**(B) Exercise 17. Write down the questions for which the following sentences are the answers.**

1. The characteristics of engineering materials affect manufacture and application of materials.

2. Mechanical properties of a material are of great interest to the engineer.

3. Super-plasticity has been detected in a great number of metals and alloys.

4. Many Belarusian scientists have contributed to the solution of all these fundamental problems.

**(C) Exercise 18. Open the brackets using the verbs in Present Perfect, Past Simple, Past Continuous or Past Perfect.**

1. I just (to see) the General Manager of our plant.

2. She (to whitewash) the trees from five till six yesterday.

3. At this time yesterday I (to cut) the grass.

4. The meeting (to begin) before I (to come) to work.

5. I understood that she (not to read) my report.

6. She (to feed) the chickens when I (to come).

7. He (to come) to work late yesterday.

**(C) Exercise 19. Open the brackets using the verb in Future Simple, Future Continuous or Future Perfect.**

1. I (to work) on the farm tomorrow.

2. I (to work) on the farm at six o'clock tomorrow.

3. I (to work) on the farm by six o'clock tomorrow.

4. When I come home tomorrow, my family (to have) supper.

5. When you come to my place tomorrow, I (to harvest) apples. I (to cut) the grass by the time you come.

6. Don't come to my place tomorrow. I (to prepare) a report the whole evening.

**(C) Exercise 20. Translate the sentences into English using Present Perfect or Present Continuous.**

1. Я только что посадил цветы.

2. Мы еще не подготовили грядки.

3. Они все еще убирают зерновые.

4. Я уже покормил своих уток.

5. У нас сегодня была практика на ферме.

6. Она еще не подоила корову.

**(C) Exercise 21. Make up sentences using the following Perfect forms of the verbs.**

1. ...has worked out...

2. ...has made...

3. ...has manufactured...

4. ...had finished...

5. ...will have discovered...

6. ...have developed...

7. ...has determined...

**(C) Exercise 22. Open the brackets using the verb in the correct tense-form.**

1. The administration recently (to re-equip) our plant with every facility for body work including cold stamping of the main body components.

2. Nowadays engineers (to design) new machines to deal with new problems which continually arise in modern industry.

3. Scientists (to discover) the phenomenon of superconductivity more than half a century ago.

4. At present engineers (to make) great progress in technical re-equipment of automobile transport.

5. The Volzhsky Car Works in Togliatti (to produce) this new model.

6. Producers lately (to present) an all-plastic car: nearly the whole car except the engine and transmission is of plastics or reinforced plastics.

**(C) Exercise 23. Translate into English using The Perfect Tenses.**

1. Вы когда-нибудь видели комбайн?

2. Мы еще не закончили работу.

3. Я живу в этой деревне с прошлого года.

4. Когда Лена вышла из комнаты, она вспомнила, что забыла книгу на столе.

5. Вчера к восьми вечера он уже уехал в деревню.

6. Я напишу письмо до того, как ты придешь.

7. К концу недели они переведут книгу.

**4. ЗАДАНИЯ ПО УПРАВЛЯЕМОЙ САМОСТОЯТЕЛЬНОЙ РАБОТЕ СТУДЕНТОВ И РЕКОМЕНДАЦИИ ПО ИХ ВЫПОЛНЕНИЮ**

**Темы: AGRICULTURE IN BELARUS;  
AGRICULTURE IN GREAT BRITAIN;  
AGRICULTURE IN THE ENGLISH-SPEAKING COUNTRIES**

**Методические рекомендации**

В разделе «Научно-теоретическое содержание модуля» студенту необходимо повторить теоретический материал о начальном техническом переводе, грамматических особенностях технического английского языка, переводе технических терминов, последовательности работы при переводе. Здесь также предлагается методика составления реферата и аннотации, образцы клиширования рефератов и аннотаций на иностранном языке, образцы реферата и аннотации на иностранном языке.

Предлагаются задания для УСРС трех уровней сложности:

- уровень А (репродуктивный): максимальная оценка знаний — 6;
- уровень В (продуктивный): максимальная оценка знаний — 8;
- уровень С (творческий): максимальная оценка знаний — 10.

Уровень сложности заданий определяется количеством знаков на перевод, объемом текста, степенью сложности текста.

Каждый уровень УСРС по модулю содержит 3 задания:

1. Translate the highlighted paragraph. Use the dictionary. (Переведите выделенный фрагмент текста, используйте словарь.)

2. Make up a plan of the text. Find and write down the key-words to each point of the plan. (Составьте план текста, найдите и выпишите ключевые слова к каждому пункту плана.)

3. Make up a summary of the text. (Составьте реферат текста.)

4.1. Образцы УСРС по модулю «Сельское хозяйство  
Республики Беларусь и Великобритании»

Уровень А

CATTLE-BREEDING IN GREAT BRITAIN

Task 1. Translate the highlighted paragraph. Use the dictionary.

*The climate of the British Isles is ideal for cattle. Therefore, they are found practically in all areas, particularly in the Midlands and south-west of England, the lowlands of Yorkshire and the coastal areas of Scotland, Wales, the Lake District and Northern Ireland. In contrast, sheep are concentrated in uplands of Scotland, Wales, northern and south-western England and Northern Ireland.*

*Since British agriculture is highly specialized, cattle serve different purposes in different districts.* There are two kinds of cattle: dairy cattle and beef cattle. The need for daily deliveries of fresh milk has given rise to particular concentration of dairy cattle on lowlands close to densely populated areas. Beef cattle are more widely distributed throughout the British Isles than dairy cattle, and rearing extends into upland regions far from urban areas.

Sheep no longer play such an important part in British agriculture as they did in the past, when there was a steady export of wool to the continent of Europe. Nowadays they are in general numerous only on land which is unsuitable for other types of farming. Although lamb production is the main source of income for sheep farmers, wool is also important.

Most farmers keep pigs and poultry. Pig production occurs in most areas but it is particularly important in northern and eastern England. There exists a high degree of specialization. Poultry farms are chiefly concerned with the supply of eggs to local markets and the production of poultry meat. Britain remains self-sufficient in both.

Task 2. Make up a plan of the text. Find and write down the keywords to each point of the plan.

Task 3. Make up a summary of the text.

Уровень В

FLAX

Task 1. Translate the highlighted paragraph. Use the dictionary.

*Flax is one of the oldest cultivated crops. Flaxseeds that have been found in Syria and Turkey indicate that the plant might have been grown as early as 7000 B. C. The Egyptians began cultivating flax about 5000 B. C. By about 1000 B. C., the cultivation of flax had spread to Western Europe. In the A. D. 700, the areas that are now Belgium and France became leading producers of fine linen. Flax is a plant raised for its fiber and seed. The fiber is made into linen fabric and a variety of other products, including rope, thread, and high-quality paper. The seeds contain linseed oil, which is used primarily in the production of paints and varnishes.* There are about 230 species of flax. Only one species, *Linum usitatissimum*, is grown commercially. Different varieties of this species are grown for fiber and for seed.

Flaxseeds consist of about 40 percent oil and 60 percent water and solid matter. One bushel of seeds produces about 2 V2 gallons (9,5 liters) of linseed oil. The meal that remains after processing is used as a high-protein feed for livestock. People also use ground flaxseed to make breads and other foods. World production of fiber flax amounts to about 700,000 tons annually. China is, by far, the leading country in fiber flax production. Other leading growers include Belarus, France, the Netherlands, and Russia, The United States and Canada do not raise fiber flax. World flaxseed production totals about 100 million bushels, or 2,800,000 yearly. Leading flaxseed-producing countries include Canada, China, India, the United Kingdom, and the United States.

Task 2. Make up a plan of the text. Find and write down the keywords to each point of the plan.

Task 3. Make up a summary of the text.

## GROWING AND PROCESSING FIBER FLAX

**Task 1. Translate the highlighted paragraph. Use the dictionary.**

*Fiber flax grows best in cool, moist climates with rainy summers. It is planted in spring after the danger of frost has passed. Fiber flax is generally grown in rotation with other crops. Rotation helps reduce the effects of diseases.*

*Fiber flax is harvested three to four months after planting. If the plants are harvested too early, the fibers will be fine and silky, but weak. If the plants become too ripe, the fibers will be stiff and rough and difficult to spin into yarn. Farmers harvest fiber flax with a machine that pulls the stalks from the ground. On some farms, workers harvest flax by hand.*

*After the plants have been harvested, the flax stems are soaked in water. This process, which is called retting, rots the stalk and exposes the fibers that lie under the woody part of the stem.* There are two methods of retting — dew-retting and water-retting. In dew-retting, farmers spread the flax in the field and allow the dew to rot the plants for several weeks. During the dew-retting process, the stems are turned several times and the seeds are removed. In water-retting, the seeds are removed first and the stems are then soaked in large tanks of warm water for four to eight days.

After retting, the flax stems are dried and sent through a machine that breaks them into small pieces called shives. Next, in a process called scotching, the machine separates the shives from the fibers by beating the stems with a whirling paddle or blade. In the next step, called hackling, the tow (short) and line (long) fibers are straightened and separated from each other by combing. After combing, the fibers are bailed and sent to mills for processing. The seeds that were removed from the plants are processed for oil.

**Task 2. Make up a plan of the text. Find and write down the keywords to each point of the plan.**

**Task 3. Make up a summary of the text.**

### Методические рекомендации

Вы продолжаете работу по составлению аннотаций и рефератов текстов. Используйте раздел 2.5. модуля «Социокультурный портрет молодежи» для повторения алгоритма составления реферата, клишированных выражений для составления реферата.

**Образец составления реферата и аннотации к тексту**

### HOW SCIENCES CONTRIBUTE TO AGRICULTURE

One science may help, make, or contribute to another science. What sciences contribute to agriculture?

Botany contributes to agriculture, for botany is the science of plants, and plants are important in agriculture.

Bacteriology, the science dealing with bacteria, contributes to agriculture. Many diseases of plants and animals are caused by bacteria and fungi. It is probable that we would have no crops or animals without our knowledge of controlling plant diseases and animal diseases.

Zoology, the science of animals, contributes to agriculture, as does entomology, which treats of insects. Man could not control insects unless he knew their nature and habits, their food, their life history, their enemies. This represents a vast amount of knowledge gained and proved. The modern farmer knows how to control most of the harmful insects.

In our study of how plants make their food, we touch on chemistry, the science that treats of the composition of things and the changes that take place in them.

Physics had told us most of what we know that has helped us to develop machines and power for use in farming.

Geography, the science of the earth and its life, makes contribution to agriculture. So does economics, the science that treats of the production, distribution, and consumption of things.

Through the science of breeding, dairy cattle have been developed for high production of milk, and beef cattle for production of beef. Likewise, there is improvement in other kinds of livestock. Science has made it possible for us to know how to feed any kind of farm animal for any purpose.

Without knowledge of soils and fertilizers which we have gained and proved, agriculture would be poor indeed. Without science, we would not know that we should grow legumes in order to take nitrogen from the air, nor would we know how to fertilize intelligently. We are making much progress in learning how to control soil erosion.

Forest fanning is today recognized as an important part of agriculture. Modern scientific principles of forestry are being widely applied. We know how trees live and grow, what their enemies are. Much knowledge is being gained and proved about the relation of forests to climate, stream flow and erosion, and about various problems of management. Also, new uses are being found for the products of the forest.

**Аннотация  
(Annotation)**

This article deals with the problem of interaction and interconnection of all the sciences and, in particular, how the sciences contribute to agriculture.

**Реферат (резюме)  
(Abstract, summary)**

This article is devoted to the problem of interaction of the sciences. Botany (the science of plants), zoology (the science of animals), bacteriology (the science of bacteria), entomology (the science of insects), geography (the science of the earth), physics, economics, chemistry are deeply interconnected with agriculture. Studying at the agricultural university and being a future specialist in agribusiness, it's necessary to pay much attention to all these sciences.

**5. ПРИМЕРЫ ЗАДАНИЙ ДЛЯ КОНТРОЛЯ РЕЗУЛЬТАТОВ  
ИЗУЧЕНИЯ МОДУЛЯ**

**5.1. Образец итогового лексико-грамматического теста  
по модулю «Сельское хозяйство Республики Беларусь  
и Великобритании»**

**Методические рекомендации для написания итогового  
лексико-грамматического теста по модулю**

*Для написания итогового лексико-грамматического теста по модулю необходимо:*

- 1) повторить теоретический грамматический материал по модулю из раздела «Научно-теоретическое содержание модуля»;
- 2) повторить словарь-минимум лексических единиц и речевых моделей по теме «Сельское хозяйство Республики Беларусь и Великобритании» (тексты А, В);
- 3) выполнить задания в том порядке, в каком они даны в тесте.

**Exercise 1. Choose the correct form in each sentence.**

1. Belarus is considered to have (*low/high*) prices for foodstuffs among other countries in transition.
2. The main cereal crops (*at/in*) Great Britain are wheat, barley and oats.
3. British farmers (*has/have*) grown a lot of fruit and vegetables in the Garden of England.
4. Arable lands account for about 30 % of the cultivated land (*area/space*) in Belarus.
5. The (*whether/weather*) in the North of Great Britain is considerably colder.

**Exercise 2. Choose the correct form in each sentence.**

1. About 4–5 (*millions/milliones/million*) tones of grain was supplied to Belarus in the Soviet Union times.
2. The Chernobyl nuclear power station (*influenced/accomplished/did*) the productivity of the soil.
3. (*Barley/Milk/Sheep*) is used to make butter and cheese.
4. Both researchers and farmers (*had gained/have gained/had gained*) a wealth of experience in storing and processing fruits and vegetables.

5. Nowadays the area available (*by/for/in*) farming is being gradually reduced.

**Exercise 3. Complete these sentences with the right variant.**

1. Over three-quarters of the land area is (*taken/given/put/used*) for agriculture.

2. The remainder area being mountain, forest or put (*by/about/in-to/to*) urban and other uses.

3. Nowadays (*some/no/any/both*) questions in the British agriculture is discussed by the government.

4. Agricultural problems should be taken into (*notice/attention/consideration/conclusion*).

5. The area available (*at/by/for/to*) farming is being gradually reduced to meet the needs of housing and industry.

**5.2. Задания для рубежного контроля по модулю  
«Сельское хозяйство Республики Беларусь  
и Великобритании»**

**Методические рекомендации для рубежного контроля  
по уровням сложности**

(А) студенты должны знать словарь-минимум лексических единиц и речевых моделей по теме «Сельское хозяйство Республики Беларусь и Великобритании»; уметь осуществлять перевод отдельных предложений по теме с английского языка на русский язык; уметь отвечать на общие вопросы по теме; уметь сделать устное сообщение по любой из ситуаций уровня А (6–8 развернутых предложений);

(В) студенты должны знать словарь-минимум лексических единиц и речевых моделей по теме «Сельское хозяйство Республики Беларусь и Великобритании»; уметь осуществлять перевод отдельных словосочетаний и простых предложений по теме с русского языка на английский язык; уметь отвечать на вопросы по теме; уметь вести беседу по любой из ситуаций уровня В (8–10 развернутых предложений).

(С) студенты должны знать словарь-минимум лексических единиц и речевых моделей по теме «Сельское хозяйство Республики Беларусь и Великобритании»; уметь осуществлять перевод предложений по теме с русского языка на английский язык; уметь отвечать на вопросы по теме (высказать свою точку зрения); вести беседу по одной из ситуаций уровня С (10–15 развернутых предложений).

**Перечень ситуаций для рубежного контроля  
по уровням сложности**

**Уровень А**

1. Give a brief presentation of different species of plants grown in our republic. What are the main species of livestock in our country?

2. Tell your group mates what you know about the main types of farming in Great Britain? Describe them.



### Уровень В

3. At the students' conference you are to make a report about the Belarusian agro-industrial complex. Why has it turned into a big exporter? What agricultural products does our republic export?

4. Speak about British agriculture in general. What is of the first importance in the structure of British agriculture? What is the main tendency in British agriculture today?

### Уровень С

5. At the International conference and you are to compare British and Belarusian agriculture. Name advantages and disadvantages of each country. Give reasons for your opinion.

6. Speak about the differences and similarities in the structure of Belarusian and British agriculture.

### 6. ОТВЕТЫ К ТЕСТОВЫМ ЗАДАНИЯМ

#### Ответы к заданиям для самоконтроля

№	1	2	3	4	5	6	7	8	9	10
Вариант ответа	3	4	2	2	2, 3, 6	3	3	1	2	1

#### Ответы к итоговому лексико-грамматическому тесту

Exercise 1	1. low 2. in 3. have 4. area 5. weather
Exercise 2	1. million 2. influenced 3. Milk 4. have gained 5. for
Exercise 3	1. used 2. to 3. some 4. consideration 5. for

## 7. ПРИЛОЖЕНИЕ

### AGRICULTURE IN LONDON

#### Exercise 1. Read and translate the text using a dictionary.

Agriculture in London is rather a small enterprise, with only 8.6 % of the Greater London area being used for commercial farming, nearly all of which is close to Greater London's outer boundaries. There are a few city farms closer to the centre of the city and about 30,000 allotments. There are 135,66 square kilometers of farmland in the Greater London area. Nearly all of the farmland in the London area is a basis for the growing culture.

Many areas which now form part of Greater London were formerly rural and agricultural outskirts but still bear names which indicate this past: *Ealing Common*, *Lincoln's Inn Fields*, *Shepherd's Bush* and *Wormwood Scrubs*, for example.

In 1938, the Greater London Area became the first region in Britain to use a green belt policy in order to combat urban sprawl. Less than 10 % of the land farmed was used for cultivation of organic materials, and the total contribution that farming made to the economy, excluding diversification activities, was less than 8 million pounds. However, London's agricultural industry was shown to be much more reliant on activities pertaining to diversification, with just under a third of farm income attributed to it, exceeding the national average. The report stated that whilst farming was not a significant part of London's economy, it did have a vital role to play.

The report showed that farming was mainly concentrated in the north east of London, but only included figures on arable farming (the surrounding UK farming regions of "East" and "South East" are where cereal farming is most prevalent). The report commented that livestock farming had decreased in recent years due to a lack of infrastructure (poor access to abattoirs and markets) and problems associated with being located in close proximity to the urban fringe (such as dogs). The report concluded that the low levels of stock in relation to permanent pasture suggested equine usage, something often related to diversification activities. Horticultural activities were mainly confined to the east of London, south of the River Thames.

In an effort to boost the efforts of urban farming in the Greater London area, a conference was called on July 1, 2008 entitled "Growing Food for

London". Organized by the London Parks and Green Spaces Forum, and as part of the London Festival of Architecture, solutions were sought to encourage so called "fringe farmers" (farmers on the fringe of urban areas) by assessing their needs in urban areas. The impetus for the conference was the rising cost of fuel, and the requisite need for food supplies to be provided closer to urban areas to keep food costs low.

**ADAS** — Agricultural Development and Advisory Service — Консультативная служба и служба сельскохозяйственных исследований (Великобритания)  
abattoir — скотобойня

#### Exercise 2. Say if the statements are true or false. Correct the false ones.

1. Agriculture in London is rather a large enterprise.
2. London's agricultural industry was shown to be much more reliant on activities pertaining to diversification.
3. Nearly a half of the farmland in the London area is a basis for growing culture.
4. Many areas which now form part of Greater London were formerly urban outskirts.
5. Livestock farming had increased in recent years in the London area.
6. Horticultural activities were mainly confined to the north of London.

### GARDEN OF ENGLAND

#### Exercise 3. Read and translate the text. Say what information is new for you.

The visitor who travels from Dover to London in spring will pass through blossoming orchards of apple, pear and cherry trees, for it is not for nothing that Kent is called the "Garden of England". Hard fruits (apples and pears) grow well in many other parts of Britain as well. In the west farmers grow cider apples. Soft fruit (such as plums) are grown in many counties; the area around Perth, in Scotland, is the chief center for raspberries.

Wheat growing is confined mainly to England. Barley and oats are grown in the same areas together with sugar beet. More than half the crop is harvested mechanically. Potato is grown mainly in the East of England and in Lancashire, while Scotland supplies seed potatoes.

Dairy farming is distributed all over the country but is characteristic of the West of England.

Britain is an exporter of pedigree cattle, sheep, pigs and horses.

Sheep are found in hilly countries particularly. Britain has been famous for it for centuries. There is hardly a place in the country which hasn't got some connection with the wool trade. Many surnames show a family's past connection with the wool trade. Shepherd and Weaver are the best examples.

Market gardening centers are usually situated near the big towns. Glasshouses are mainly in southern England.

#### **Exercise 4. Answer the questions.**

1. What part of Great Britain is called "Garden of England"?
2. What are many of the apples grown in the West of England used for?
3. In what way are apples used in your region?
4. What are barley and oats used for?
5. What farm animals does Britain export?
6. What do surnames of Shepherd and Weaver show?

### **ON AN ENGLISH FARM IN OCTOBER**

#### **Exercise 5. Read the text using a dictionary. Write out a sentence from each paragraph containing the main idea.**

October is a busy month for any farmer. The two most important jobs are to finish the harvesting of last year's crops, and to begin preparations for next year's harvest. All the grain is now in the stacks or ricks and thatched safe from the rain. The potatoes were dug in September and are now stored in pits, and the apples have been sold, stored or made into cider. But there are two crops still to harvest — mangolds and sugar beet.

The mangolds have been grown for cow-feed, so that the cows may have some moist fresh food when winter brings the good grass in the pastures to an end. They are now huge yellow roots with dark green leaves, and they must be pulled up and stored before the winter frosts can spoil them. Sugar beet are of the same plant family as mangolds, but are much more difficult to harvest.

In addition to ploughing, sowing, and root-harvesting, the routine work with the farm's livestock has been going on. The cows have been

milked and fed twice daily, on weekdays and Sundays. October is a fairly easy month for the dairyman. His cows obtain most of their food from the pastures.

What else is there to do in October on a farm? Very many things. For one, the poultry must be looked after. Now on most farms they are kept in houses without floors, which are moved on to fresh ground each day. On a day when it's too wet to sow, or even to pull roots, the men can do a little hedge-trimming.

#### **Exercise 6. English people say:**

1. Soil is the best provider.
2. Make hay while the sun shines.
3. Everything is good in its season.
4. Don't count chickens until eggs are hatched.
5. A snowy year, a rich year.

#### **What do they say in your country?**

## 8. ДОПОЛНИТЕЛЬНАЯ ЛИТЕРАТУРА

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И ВЕЛИКОБРИТАНИИ

*Учебно-методическое пособие*

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