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**МНОГОПРОФИЛЬНЫЙ КОЛЛЕДЖ ФГБОУ ВПО Орёл ГАУ**

**МЕТОДИЧЕСКАЯ РАЗРАБОТКА**

«Тексты для чтения для студентов 3-4 курсов по специальности 35.02.05 Садово-парковое и ландшафтное строительство»

 Составитель

 \_\_\_\_\_\_\_\_\_И.М. Табурченко

Орёл, 2015

**РАССМОТРЕНО**

Протокол заседания Методического совета

от \_\_\_ \_\_\_\_\_\_20\_\_ г. №\_\_\_

Старший методист УМО \_\_\_\_\_\_\_\_\_ Г.А. Харланова

Протокол заседания ПЦКгуманитарных дисциплин

от\_\_\_ \_\_\_\_\_\_20\_\_ г. №\_\_\_\_\_

Председатель ПЦК \_\_\_\_\_\_\_\_\_\_\_\_\_И.М. Табурченко

**Рецензенты:**

**внешний:**

Заместитель директорапо научно-методической работе

БОУ СПО «Орловский техникум технологии

и предпринимательства имени В.А.Русанова» \_\_\_\_\_\_\_\_А.С. Якушина

**внутренний:**

преподавательМногопрофильного

колледжаФГБОУ ВПО Орёл ГАУ,

кандидат педагогических наук **\_\_\_\_\_\_\_\_\_\_\_\_\_**О.И. Овчинникова

**Рецензия на методическую разработку по английскому языку «Тексты для чтения для студентов 3-4 курсов поспециальности 35.02.05 Садово-парковое и ландшафтное строительство», разработанную преподавателем иностранных языков Многопрофильного колледжа ФГБОУ ВПО «Орёл ГАУ»И.М. Табурченко**

Методическая разработка по английскому языку **«**Тексты для чтения для студентов 3-4 курсов по специальности 35.02.05 Садово-парковое и ландшафтное строительство» предназначена для оказания помощи преподавателям английского языка в процессе аудиторной работы при изучении лексических тем со студентами 3-4 курсов средних профессиональных образовательных учреждений, изучающих садово-парковое и ландшафтное строительство, а также для внеаудиторной работы студентов.

 Умение работать с литературой по специальности рассматривается как базовое при осуществлении любой профессиональной деятельности.Обучение чтению на иностранном языке студентов средних профессиональных образовательных учреждений предусматривается как ведущий вид речевой деятельности.

В данной методической разработке представлены разнообразные тексты и система упражнений на развитие у студентов навыков основных видов чтения: изучающего, ознакомительного, просмотрового и поискового.

Методическая разработка построена по тематическому принципу и включает 4 раздела («PlantsandFlowers», «Gardening, Londonparks», «LandscapeDesign»), охватывающие основные области садово-паркового ландшафтного строительства. К несомненным достоинствам данной методической разработки следует отнести то, что каждый раздел имеет активный словарь, включающий садово-парковую лексику текстов, а также дополнительные слова, рекомендуемые для активного усвоения.

Каждый текст сопровождают различные виды упражнений: лексические, грамматические и речевые, которые позволяют овладеть и закрепить навыки и умения по заданной теме.

Актуальность и практическая значимость данной методической разработки не

подлежит сомнению, так как в настоящее время ощущается большая потребность в учебно – методической литературе по английскому языку при обучении студентов 3-4 курсов средних профессиональных образовательных учреждений по специальности 35.02.05 «Садово-парковое и ландшафтное строительство».

Преподаватель Многопрофильного

 колледжаФГБОУ ВПО Орёл ГАУ,

 кандидат педагогических наук \_\_\_\_\_\_\_\_\_\_\_\_\_О.И. Овчинникова

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В системе профессионально ориентированного обучения иностранному языку в средних профессиональных образовательных учреждениях особое место занимает чтению научно - технических текстов по определённой отрасли знаний. Целью методической разработки **«**Тексты для чтения для студентов 3-4 курсов по специальности 35.02.05 Садово-парковое и ландшафтное строительство» является подготовка студентов к самостоятельному чтению и пониманию английской литературы и к устному общению на английском языке в пределах изучаемой тематики.Данная методическая разработка построена на текстах, насыщенных садово-парковой лексикой. Отобранные автором учебные тексты соответствуют коммуникативным и когнитивным интересам и потребностям учащихся, их стремлению к получению наиболее интересной, актуальной и профессиональной информации и имеют аутентичный характер. Такие тексты, сопровождаемые большим количеством разнообразных упражнений, повышают интерес студентов к изучению языка и способствуют лучшему усвоению материала. Кроме того, они дают больше возможностей для разговорной речи.

В целом методическая разработка «Тексты для чтения для студентов 3-4 курсов по специальности 35.02.05 Садово-парковое и ландшафтное строительство» И.М. Табурченко в полной мере соответствует своей цели, и она может служить хорошим учебным материалом при обучении английскому языку студентов 3-4 курсов средних профессиональных образовательных учреждений, изучающих садово-парковое и ландшафтное строительство.

Заместитель директора по научно-методической работе

БОУ СПО «Орловский техникум технологии

и предпринимательства имени В.А. Русанова» \_\_\_\_\_\_\_\_\_\_\_\_ А.С. Якушина

**Акт внедрения**

от \_\_\_\_ \_\_\_\_\_\_\_\_\_\_ 2015 г.

Комиссия в составе 3 человек:

1. Председателя ПЦК гуманитарных дисциплин – Табурченко И.М.
2. Овчинникова О. И.
3. Панова Г.А.

Составили настоящий акт в том, что данная методическая разработка по дисциплине (профессиональному модулю): Английский язык

Разделу: Устные темы

Теме: **«**Тексты для чтения для студентов 3-4 курсов по специальности 35.02.05 Садово-парковое и ландшафтное строительство»

специальности: 35.02.05 Садово-парковое и ландшафтное строительство

преподавателя Табурченко И.М.

рекомендована для внедрения в учебный процесс преподавателей и студентов.

Подписи:

Овчинникова О.И.

 Панова Г.А.

Председатель цикловой комиссии

гуманитарных дисциплин Табурченко И.М.

**Аннотация**

Данная методическая разработка предназначается студентам 3-4 курсов средних профессиональных образовательных учреждений, изучающих садово-парковое и ландшафтное строительство.

Цель методической разработки – подготовить студентов к самостоятельному чтению и пониманию английской литературы и к устному общению на английском языке в пределах изучаемой тематики.

Методическая разработка построена на текстах, насыщенных садово-парковой лексикой. Такие тексты повышают интерес студентов к изучению языка и способствуют лучшему усвоению материала. Кроме того, они дают больше возможностей для разговорной речи.

Методическая разработка построена по тематическому принципу и включает 4 раздела, охватывающие основные области садово-паркового ландшафтного строительства.

Каждый раздел содержит несколько текстов и рассчитан примерно на 8-12 академических часов. Каждый раздел имеет активный словарь, включающий садово-парковую лексику текстов, а также дополнительные слова, рекомендуемые для активного усвоения.

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**Введение**

Умение работать с литературой по специальности следует рассматривать как базовое при осуществлении любой профессиональной деятельности. Этим объясняется тот факт, что обучение студентов средних профессиональных образовательных учреждений чтению должно рассматриваться в качестве основной цели обучения, а чтение на иностранном языке как ведущий вид речевой деятельности.

В данной методической разработке представлены разнообразные тексты и система упражнений на развитие у студентов навыков основных видов чтения: изучающего, ознакомительного, просмотрового и поискового.

Целевая установка каждого вида чтения определяет направленность учебных заданий. Так, учебные задания к текстам для просмотрового чтения направлены на формирование умения ориентироваться в логико-смысловой структуре текста, а также использовать информацию текста в соответствии с определенными коммуникативными задачами.

Изучающее чтение направлено на формирование умения полного и точного понимания всей содержащейся в тексте информации.

Ознакомительное чтение предполагает развитие умения быстрого ознакомления с содержанием всего текста и извлечения из него основной информации. Наконец, поисковое чтение ориентировано на умение быстро найти в тексте определенные данные и является сопутствующим компонентом других видов чтения. Таким образом, чтение как базовое умение определяет по существу систему всех упражнений методической разработки и ее построение в целом.

Такая система обучения чтению ориентирована, в первую очередь, на выработку у студентов коммуникативной компетенции, необходимой для их будущей профессиональной деятельности.

Конечная цель обучения устной речи в неязыковых средних профессиональных образовательных учреждениях – научить будущих специалистов высказываться по темам специальности, предусмотренным действующей программой по иностранным языкам.

Методическая разработка построена по тематическому принципу и включает 4 раздела, охватывающие основные области садово-паркового ландшафтного строительства. Каждый раздел имеет активный словарь, включающий садово-парковую лексику текстов, а также дополнительные слова, рекомендуемые для активного усвоения.

Упражнения делятся на лексические, грамматические и речевые.

Следует отметить, что система речевых упражнений, представленная в методической разработке, предусматривает обучение коммуникации, т.е. умению соотносить средства языка с целью и спецификой обучения, в частности в области будущей профессиональной деятельности студентов.

В упражнениях такого типа отрабатываются следующие виды языковой деятельности:

* правильное построение предложений;
* отбор языковых средств по ситуации общения;
* логическое построение высказываний;
* адекватное использование средств смысловой связи;
* использование лексико-грамматических средств для выражения мысли и логики ее развития.

Формирование специалиста нового типа, обладающего способностью к самостоятельной творческой деятельности и высокой профессиональной квалификацией, невозможно без целенаправленной организации самостоятельной работы обучаемого по всем видам речевой деятельности.

Развитие творческих начал возможно только в условиях учебного процесса, целенаправленно активизирующего самостоятельную деятельность студентов, а достижение высокого уровня квалификации будущего специалиста можно обеспечить, вооружив студента навыками самостоятельной работы.

Самостоятельная работа является неотъемлемой частью системы учебного процесса и наиболее эффективным средством развития познавательной деятельности студентов и формирования самостоятельности. В общем виде самостоятельная работа студентов представляет собой систему действий, которые в соответствии с учебной задачей и темой и с опорой на способности, опыт и знания преобразуют учебный материал с целью расширения и углубления опыта и знаний, формирования и развития познавательных способностей.

Методическая разработка предназначена для студентов второго уровня обучения, на котором самостоятельная работа студентов представляет собой взаимосвязанный блок аудиторной и внеаудиторной работы снекоторым преобладаем первой.

Поскольку чтение – это вид речевой деятельности, в котором можно практиковаться самостоятельно, формирование и развитие навыков и умений чтения может и должно осуществляться самостоятельно (после сравнительно небольшой практики с преподавателем).

Обучение студентов самостоятельной работе предполагает привитие им навыка извлечения из текста значительной информации наиболее рациональными путями и способами. Причем контроль понимания прочитанного имеет не только проверочную форму, но и обучающую функцию. Он является эффективным средством усвоения языкового материала и формирования речевых навыков и умений, так как выполнение контрольных заданий заставляет студента неоднократно обращаться к тексту.

**Section 1. Plants and Flowers**

**TEXT 1**

**THE NATIONAL EMBLEMS OF GREAT BRITAIN**

The humid and mild climate of Great Britain is good for plants and flowers. Some of them have become symbols in the United Kingdom. You probably know that the poppy is the symbol of peace, the red rose is the national emblem of England, and the thistle is the national emblem of Scotland and the Edinburgh International Festival. The daffodils and the leek are the emblems of Wales; the shamrock (a kind of clover) is the emblem of Northern Ireland.

**The Rose**

The national flower of England is the rose. The flower has been adopted as England’s emblem since the time of the Wars of the Roses – civil wars (1450-1485) between the royal house of Lancaster (whose emblem was a red rose) and the royal house of York (whose emblem was a white rose). The York’s regime ended with the defeat of King Richard III by the future Henry VII at Bosworth on 22 August 1485, and the two roses were united into the Tudor rose (a red rose with a white centre) by Henry VII when he married Elizabeth of York.

**The Thistle**

The thistle is a wild plant with prickly leaves and yellow, white, or purple flowers.

The thistle is the national emblem of Scotland.        In very ancient times the Norsemen once landed somewhere on the east coast of Scotland, with the intention of plundering and setting in the country. At this time the Scots were returning to Scotland after a long march. They were very tired. So the Scots decided to stop behind the river Tay. They pitched their camp and rested.

The Norsemen, however, were near; noticing that no guards or sentinels protected the camp, they crossed the river Tay, intending to take the Scots by surprise and slaughter them in their sleep. The Norsemen took off their shoes so as to make the least noise possible. But one of the Norsemen stepped on a thistle. The sudden and sharp pain caused him to shriek. The alarm was given in the Scots’ camp and The Norsemen were put to flight. So the Scots took the thistle as their national emblem.

**The Leek**

St David is the patron saint of Wales. He was a monk who lived on bread, water, herbs and leeks and died on March 1, 589 AD. The leek became the national emblem for Wales and medieval soldiers used to wear leeks as they road to battle. Leek is a vegetable related to the onion but with wider green leaves above a long white bulb.

Nowadays Welshmen all over the world on March, 1 celebrate St David’s Day by wearing either leeks or daffodils.

**The daffodil** is also associated with St David’s Day. It became an alternative to the Leek as a Welsh emblem in the present century, because some thought the leek vulgar.

Daffodil is a very common bell-shaped pale yellow flower of early spring.

There is a very well-known poem by William Wordsworth which British people often quote when they are talking about daffodil. It begins:

I wandered lonely as a cloud

That floats on high o’er vales and hills,

When all at once I saw a crowd,

A host, of golden daffodils.

**The Shamrock**

What the red rose is to Englishmen and the leek and daffodil to the Welsh, the little shamrock is to the Irish. The Irishmen wear this national emblem on St Patrick’s Day, March 17.

A popular notion is that when preaching the doctrine of the Trinity to the pagan Irish St Patrick used the shamrock, a small white clover bearing three leaves on the stem as an illustration of the mystery.

**ACTIVE VOCABULARY**

**humid**['hju:mid] a сырой, влажный

**plant** [pla:nt] n растение, саженец

**probably** ['prכbәblι] adv вероятно

**poppy**['pכpι ] n 1) мак 2) маковый

**thistle** ['өιsl] n чертополох

**daffodil** ['dæfכdιl] 1. n 1) нарцисс 2. a бледно-желтый

**leek** [li:k] n лук-порей

**shamrock** ['ςæmrכk] n 1) кислица 2) трисистник

**clover**['klכuvә] n клевер

**adopt** [ә'dכpt] v 1) принимать; to ~a decision принять решение 2) заимствовать

**civil** ['sιvl] a гражданский

**regime** [reι'ζi:m] n режим, строй

**defeat** [dι'fi:t] 1. n 1) поражение 2) расстройство (планов)

                     2. v. 1) наносить поражение 2) расстраивать (планы)

**unite** [ju'naιt] v 1) соединять (ся) 2) объединять (ся)

**wild** ['wιld] a дикий

**prickly** ['prιklι] a 1) имеющий шипы, колючки 2) колючий

**purple** ['pз:pl] n 1) пурпурный цвет, пурпур 2) фиолетовый цвет

**ancient** ['eιn∫әnt] a 1) древний, старинный 2) античный

**intention** [ιn'ten∫n] n намерение, стремление, цель

**plunder** ['plΛndә] v грабить, воровать

**set** [set] v расставлять, располагать, размещать

**pitch** [pιt∫] v разбивать (палатки, лагерь)

**camp** [kæmp] n лагерь

**guard** [ga:d] n охрана, стража

**sentinel** ['sentιnl] 1. n часовой; страж; tostand ~ over охранять  2. v охранять, стоять на страже

**protect** [prכ'tekt] v защищать

**slaughter** ['slכ:tә] v совершать массовое убийство, резать, убивать

**cause** [kכ:z] v быть причиной, вызывать

**shriek** [∫ri:k] n пронзительный крик

**flight** [flaιt] n бегство, поспешный отступ

**patronsaint** ['peιtrәnseιnt] n святой покровитель

**monk** [mΛηk] n монах

**medieval** [medι'i:vl] a средневековый

**relate** [rι'leιt] v состоять в родстве, иметь отношение

**bulb** [bΛlb] n луковица

**alternative** [כ:l'tз:nәtιv] n альтернативный выбор

**vulgar** ['vΛlgә] a грубый, простонародный

**common** ['kכmәn] a простой, обыкновенный

**quote**[kwכut] v цитировать, ссылаться на к.-л., на ч.-л.

**float** [flכut] 1. n паром, плот  2. v плавать, плыть по небу

**host** [hכust] зд. n множество

**notion**['nכu∫n] n 1) понятие, идея 2) точка зрения, мнение

**preach** [pri:t∫] v проповедовать

**thedoctrineoftheTrinity** [ðә 'dכktrιnכfðә 'trιnәtι] учение о Троице

**pagan** ['peιgәn] a язычный, неверующий

**bear** [beә] v (bore, borne) 1) носить, нести 2) иметь

**stem** [stem] n ствол, стебель

**mystery** ['mιstrι] n 1) тайна 2) церковное таинство

**EXERCISES**

**VocabularyExercises**

1. **Practise the pronunciation of the following words:**

shamrock, purple, prickly, thistle, clover, poppy, bulb, daffodil,  humid, to relate, to protect, wild, leek, to bear

1. **Find in text English equivalents to the following words and word combinations:**

символ мира, две розы были объединены…, поражение короля, нарцисс и лук-порей, дикое растение, листья с шипами, наступить на чертополох, белая луковица, обыкновенный в форме колокольчика цветок, множество золотых нарциссов, белый клевер, три листа на стебле,  иллюстрация церковного таинства

1. **Give Russian equivalents to the following words and word combinations from the text:**

to be good for plants, a kind of clover, to be the national flower, to step on a thistle, to take the thistle as the national emblem, to live on bread and leeks, prickly leaves, to wear leeks, to be a vegetable related to the onion, a long white bulb, to think the leek vulgar, to be a very common bell-shaped pale yellow flower, a host of golden daffodils, a small white clover,  bearing three leaves on the stem, an illustration of the mystery

1. **Find in text synonyms to the following words and word combinations:**

the moist climate, thorny leaves, to apply to the onion, to cite, heaps of golden daffodils, a popular point of view, having three leaves, example of the mystery, to tread on a thistle

1. **Fill in the blanks with suitable words from the active vocabulary:**

1) The flower of March is a … . 2) The plant has long … and a sweet pleasant sweet. 3) … are bright red or yellow flowers. They look like cups. 4) Are you prepared to … yourself in case of attack? 5) A living thing that grows in soil and has leaves and roots is called … . 6) No one goes to college with the … of failing. 7) I found these daisies growing … in the meadow. 8) We offer courses that … English literature to other subjects. 9) You’ll … be gone by the time I get back.10) Bright yellow, orange and red … are often put together in baskets, bouquets.

1. **Say whether the following statements are right or wrong. Correct them if    they are wrong:**
2. The humid and mild climate of Great Britain is bad for plants and flowers.
3. The poppy is the symbol of peace.
4. The white rose is the national emblem of England.
5. The thistle is the national emblem of Ireland.
6. The shamrock (a kind of clover) is the emblem of Ireland.
7. The thistle is a wild plant with prickly leaves and red, orange, or purple flowers.
8. But one of the Norsemen stepped on a rose.
9. Leek is a vegetable related to the onion but with wider green leaves above a long  white bulb.
10. The daffodil is also associated with St Patrick’s Day.
11. Daffodil is a very common bell-shaped pale yellow flower of early autumn.
12. The Irishmen wear this national emblem on St Patrick’s Day, March 17.
13. **Give a written translation of the text. Arrange a competition for the best**

**translation.**

1. **Find in the text antonyms to the following words and word combinations:**

war, to be abolished, to be divided, smooth leaves, on the west coast of Scotland,  with the intention of giving gifts and leaving the country, to be brisk, to put on, in the ancient century, late winter

**GrammarExercises**

1. **Translate the following sentences into Russian paying attention to the Passive Voice:**

1)  The flowers were bought by me yesterday. 2) The flowers are often bought. 3)   The flower has been adopted as England’s emblem since the time of the Wars of the Roses. 3) The flowers will be bought by me tomorrow. 4) The flowers are being bought  now. 5) The flowers were being bought at five o’clock yesterday. 6) The flowers have already been bought. 7) The flowers had been bought when I came. 8) Theflowerswillhavebeenboughtbyfivetomorrow.

1. **Translate the following sentences from Russian into English:**

 1) Деревья были посажены прошлой осенью. 2)Деревья сажают каждый   день. 3) Деревья будут сажать завтра. 4) Деревья сажают сейчас.  5)  Деревья сажали вчера в 6 часов. 6) Вы когда-либо сажали деревья? 7)   Деревья уже посадили, когда я пришел. 8) Деревья уже посадят завтра к  часам.

**SpeechExercises**

1. **Answer the questions to the text:**

   1) What is the national flower of England?

   2) What is the symbol of peace?

   3) What is the national symbol of Scotland?

   4) What is the national symbol of Wales?

   5) What is the national symbol of Northern Ireland?

   6) When were two roses united into the Tudor rose?

   7) What plant is a thistle?

   8) Why did the Scots take the thistle as their national emblem?

   9) Who is the patron saint of Wales?

  10) What plant is a leek?

1. **Retellthetext.**

**Section 1. Plants and Flowers**

**TEXT 2**

**Flower Bouquets**

Bright, vibrant flowers seem to be popular with people today. More modern flowers such as lilies are now being combined with old favourites like the Irish and Chrysanthemum. The tulip is another very popular flower. In Australia the tulip is in season from April until September or October.

Bright yellows, oranges and reds are often put together in baskets, bowls and bouquets. Green foliage such as Eucalyptus leaves is added to break up the color.

The most popular type of flower arrangement is the bouquet. They are hand-held and less expensive than arrangements in baskets and bowls. There can be a variety of flowers in a bouquet or just one type of flower.

Australians usually send flowers for special occasions, such as, the birth of a baby, weddings, birthdays, and funerals. Australia has a special day called “Daffodil Day” on the 1st of September. On this day it is a tradition to buy a bunch of daffodils as a sign of respect for cancer sufferers. All proceeds from sales that day go towards cancer research

**ACTIVE VOCABULARY**

**bouquet**['bukeι] n букет

**vibrant**['vaιbrәnt] a (зд.) броский, яркий

**lily** ['lιlι] n лилия

**iris** ['aιәrιs] n ирис

**chrysanthemum** [krι'sænθәmәm] n хризантема

**tulip** ['tju:lιp] n тюльпан

**foliage**['foulιdζ] n листва

**wedding** ['wedιη] n свадьба

**funeral**['fju:nәrәl] n похороны

**bunch** [bΛnt∫] n  букет

**respect** [rιs'pekt] n уважение

**cancer**[ 'kænsә] n рак

**sufferer**['sΛfәrә] a пострадавший

**proceeds** ['prousi:dz] n доход

**combine** ['kכmbaιn] v 1) объединять(ся) 2) комбинировать, сочетать(ся),смешивать(ся)

**bowl**[bәul] n  ваза для цветов

**eucalyptus** [ju:kә'lιptәs] n (pl –ses [-sιz], -ti) эвкалипт

**arrangement** [ә'reιndζmәnt] n расположение, аранжировка

**occasion** [ә'keιζәn] n событие

**research** [rι'sз:t∫] n научное исследование, изучение, исследовательская работа

**EXERCISES**

**VocabularyExercises**

1. **Practise the pronunciation of the following words:**

bouquet,popular, chrysanthemum, Australia, foliage, arrangement, eucalyptus, expensive, occasion, vibrant, bunch, tulip, iris, lily, daffodil

1. **Give Russian equivalents to the following words and word combinations from the text:**

to seem, the lilies are now being combined with old favourites like the Irish and Chrysanthemum, to put together in baskets, bowls and bouquets, green foliage, to break up the color, the type of flower arrangement, hand-held, a variety of flowers, for special occasions, a special day, to buy a bunch of daffodils, a sign of respect

1. **Find in text English equivalents to the following words and word  combinations:**

зеленая листва, быть популярным, самый популярный вид аранжировки цветов, сделанный руками, в букете, посылать цветы по особому случаю, в этот день, букет нарциссов, доходы от продажи

1. **Find in text synonyms to the following words and word combinations:**

to mix, for special event, a token of respect, all returns, to break up the tint

1. **Find in the text antonyms to the following words and word combinations:**

pale flowers, cheap, to sell, to take away the leaves, a sign of insult

1. **Fill in the blanks with suitable words from the active vocabulary:**
2. I like to put together the beautiful flowers in … . 2) Yesterday my mother had her birthday. She got many bright and … flowers. 3) A … is a colourful flowers that is shaped like a cup. 4) A … is a large flower in the shape of a bell. 5) A … is a tall, usually purple, flower. 6) The leaves of a plant or tree are called … .7) A ceremony in which two people get married is called … .8) … is a tall yellow flower that grows in spring in our country. 9) She has worked hard to gain the … of her colleagues. 10)  He died of lung …

**7. Give a written translation of the text. Arrange a competition for the best**

**translation.**

**GrammarExercises**

1. **Translate into Russian paying attention to the Tenses of the English Verb:**
2. When I saw Ann, she was sorting the flowers which she had picked in the field. 2) People are planting tulips now. 3) I have bought a bouquet of lilies for my mother today. 4)  When I went out into the garden, the sun was shining and birds were singing in the trees. 5) They grew all their own vegetables. 6) I have planted a small apple tree in the garden. 7) I will pour water on plants in order to keep them healthy tomorrow. 8) My father has been planting lilies for two hours. 9) We have brought a lot of flowers from the wood. Nowwewillmakebouquets.
3. **Translate the following sentences into English** **paying attention to the Tenses of the English Verb:**

1)- Что ты делаешь? – Сажаю цветы. 2) Когда он пришел домой, цветы уже посадили. 3) Моя бабушка сажает цветы каждый день. 4) Она посадила цветы на прошлой неделе. 5) Ты уже посадила цветы? 6) Она сажает цветы уже 2 часа. 7) Когда я пришел домой, бабушка сажала цветы. 8) Я завтра посажу цветы.

     **SpeechExercises**

1. **Answer the questions to the text:**

     1) Do you have a favourite flower?

     2) What kinds of flowers are popular in your country?

     3) If you could create a bouquet of different flowers, which flowers would you

        choose?

     4) On which occasions do Australians give flowers? On which occasions do you

        give flowers?

     5) Do you have a special day like “Daffodil Day” in your country? If you could

        create such a day, to whom would you give the proceeds?

1. **Retellthetext.**

**Section 2. Gardening**

**TEXT 1**

**THE HISTORY OF GARDENING AND THE EGYPTIAN GARDENS**

 The earliest evidence for ornamental gardens is seen in Egyptian tomb paintings of the 1500s BC; they depict lotus ponds surrounded by rows of acacias and palms. The other ancient gardening tradition is of Persia: Darius the Great was said to have had a “paradise garden” and the Hanging Gardens of Babylon were renowned as a Wonder of the World. Persian influences extended to post-Alexander’s Greece: around 350 BC there were gardens at the Academy of Athens.

The most influential ancient gardens in the western world were the Ptolemy’s gardens at Alexandria.

In Europe, gardening revived in France in the 13th century. French parterres were developed at the end of the 16th century and reached high development under Andre le Notre. English landscape gardens opened a new perspective in the 18th century.

**Egyptian Gardens**

Gardens were much cherished in the Egyptian times and were kept for secular purposes. Gardens in private homes and villas before the New Kingdom were mostly used for growing vegetables and located close to a canal or the river. However, in the New Kingdom they were often surrounded by walls and their purpose incorporated pleasure and beauty besides utility. Garden produce played an important role in the foodstuff but flowers were used in garlands to wear at festive occasions and for medicinal purposes. While the poor kept a patch for growing vegetables, the rich people could afford gardens with vibrant trees and decorative pools with fish and waterfowl.

The ancient Egyptian garden differs from a garden in our days. Flowers like the iris, chrysanthemum, lily and delphinium (blue), were certainly known to the ancients but do not feature much in garden scenes.

Due to the arid climate of Egypt, the tending gardens meant constant attention and depended on irrigation. Skilled gardeners were employed by temples and households. Duties included planting, weeding, watering the plants, pruning of fruit trees, digging the ground, harvesting the fruit.

**ACTIVE VOCABULARY**

**evidence**['evιdәns] n данные

**ornamental**[כ:nә'mentl]  a декоративный

**tomb** [tu:m] гробница

**Egyptian** [ι'dζιp∫n] a египетский

**painting**nживопись, роспись

**depict**[dι'pιkt] vизображать, описывать

**lotus**['lכutәs] nлотос

**pond** [pכnd] nпруд, водоем

**acacia** [ә'keι∫ә] nакация

**paradise** ['pærәdaιs] nрай

**Babylon** ['bæbιlәn] Вавилон

**renowned**[rι'naund] aизвестный, знаменитый

**Persian** ['pз:∫n] aперсидский, иранский

**influence** ['ιnfluәns] nвлияние, воздействие

**extend** [ιk'stend] vпростирать(ся), тянуть(ся)

**post-** [pכust] prefпосле-, по-

**Greece** [gri:s] Греция

**Athens**['æθιnz] Афины

**revive** [rι'vaιv] v восстанавливать, возобновлять, приходить в себя

**parterre**[pa:'teә] n цветник

**cherish** ['t∫erι∫] v заботливо выращивать (растения)

**secular**['sekjulә] a мирской, светский (не церковный)

**purpose**['pз:pәs] n намерение, цель

**incorporate** [ιnkכ:pә'rәt] (зд.) v соединять(ся), объединять(ся)

**besides** prep кроме

**utility**[ju'tιlәtι] n выгода

**produce** ['prכdju:s] n изделие, продукция, продукт

**foodstuffs** ['fu:dstΛfs] n продовольствие, продукты питания

**garland** ['ga:lәnd] n венок, гирлянда

**festive**['festιv] a праздничный, веселый

**medicinal** [mә'dιsnl] a лекарственный, лечебный

**patch** [pæt∫] n зарплата

**afford** [ә'fכ:d] v позволить себе

**vibrant**['vaιbrәnt] a (зд.) броский, яркий

**waterfowl**['wכ:tәfaul] n водяные птицы

**differ**['dιfә] v различаться, отличаться

**lily** ['lιlι] n лилия

**iris** ['aιәrιs] n ирис

**chrysanthemum** [krι'sænθәmәm] n хризантема

**delphinium** [del 'fιnιәm] n дельфиниум, шпорник

**feature**['fi:t∫ә] v изображать, обрисовывать

**scene** [si:n] n эпизод, сцена

**arid**['ærιd] a сухой

**tend**ухаживать, заботиться

**irrigation** [ιrι'geι∫n] n орошение

**employ** [ιm'plכι] v нанимать, держать на службе, предоставлять работу

**temple** ['templ] n храм

**household**n (зд.) королевский двор

**weed** v полоть

**prune**[pru:n] v подрезать (деревья)

**dig**v копать, выкапывать

**harvest** ['ha:vιst] v собирать урожай

**skilled**a квалифицированный

**EXERCISES**

**Vocabulary Exercises**

1. **Practise the pronunciation of the following words:**

 ornamental, lotus, acacia, cherish, garland, foodstuffs, medicinal, irrigation, weed, prune, dig, harvest

1. **Find in text English equivalents to the following words and word combinations:**

живопись египетских гробниц, окруженный акациями, античные традиции садоводства, «райский сад», чудо света, западный мир, лечебные цели, дельфиниум, сухой климат, подрезка деревьев, прополка, вскапывание земли, собирать урожай фруктов

1. **Give Russian equivalents to the following words and word combinations from the text:**

 the earliest evidence, to depict lotus ponds, growing vegetables, in garlands, at festive occasions, decorative pools, for medicinal purposes, Egyptian garden, due to the arid climate, skilled gardeners, planting, weeding, watering the plants, pruning of fruit trees, digging the ground, harvesting the fruit

1. **Find in text synonyms to the following words and word combinations:**

to represent, famous, the miracle, to reach to, horticulture, to achieve, intention, except, curative, to unite, profit, wages, the bright trees, dry, qualified

1. **Find in the text antonyms to the following words and word combinations:**

the gardens were destroyed, to separate pleasure and beauty, to put off,  the poor people, with pale trees, at sad occasions, the humid climate

1. **Fill in the blanks with suitable words from the active vocabulary:**

1) Yesterday I saw many … by Picasso. 2) An area of water that is smaller than a lake is called a … . 3) Teachers have considerable … over what is taught in the classroom. 4) I asked if I could … my holiday. 5) She had fainted, but soon … . 6) The … of this dictionary is to help students of English. 7) We’ll … some of these ideas in the final report. 8) Did you talk to anyone … Joan? 9) A ring of flowers or leaves that you decorate something with is called a … 10) Our approach … from theirs in different ways.

**7.  Give a written translation of the text. Arrange a competition for the best   translation.**

**GrammarExercises**

1. **Translate the following sentences into Russian paying attention to the Sequence of Tenses:**

1) He said that he had weeded the flowers. 2) I was sure that she was weeding the flowers. 3) My mother informed me that they would weed the flowers in the evening. 4) He asked me where I lived. 5) I thought that you had already pruned the trees. 6) I was sure that he spoke French very well. 7) She said that Andrew had told her that he was cherishing the lilies. 8) He knows that you have weeded the flowers. 9)    I hoped that I would find him at home. 10) Hesaidthathehaddugtheground.

1. **Translate the following sentences from Russian into English:**

1) Мы увидели, что наш сын играет в саду. 2) Она сказала, что мама уже прополола цветник. 3) Моя сестра сказала, что хочет выращивать ирисы. 4) Он спросил, где мы будем собирать урожай. 5) Я не думал, что вы все будете ждать меня. 6) Она спросила нас, кто хочет полить хризантемы. 7) Он сказал, что его мама сажала деревья уже более 2 часов. 8) Я знал, что мой брат увлекается ландшафтным дизайном. 9) Я боялся, что он не получит зарплату. 10) Мой друг позвонил мне и сказал, что болен и не сможет прийти ко мне на день рождения.

 **Speech Exercises**

**1. Answer the questions to the text:**

1. When and where did the earliest evidence for ornamental gardens appear?
2. What can you say about the Hanging Gardens of Babylon?
3. When did gardening revive in Europe?
4. What cli5mate was in Egypt?
5. Where did the skilled gardeners work?
6. What kind of gardens could the rich people of Egypt afford?
7. Did the ancients feature the flowers like the iris, chrysanthemum, lily, and delphinium in garden scenes?
8. What duties did the skills gardeners have?
9. Are you fond of gardening?
10. What are your duties in gardening?

**2. Retell the text.**

**Section 2. Gardening**

**TEXT 2**

**ENGLISH GARDEN**

The English garden, also called English landscape park is a style of landscape garden which appeared in England in the early 18th century, and spread across Europe, replacing the more formal, symmetrical French garden of the 17th century as the principal gardening style of Europe.

It is an informal garden lacking symmetry. These gardens attempt to imitate nature with winding paths, naturally shaped ponds, plantings in informal masses, etc. This design is the opposite of the formal garden.

The English garden presented an idealized view of nature. It usually included a lake, gently rolling lawns set against groves of trees, and recreations of classical temples, Gothic ruins, bridges, and other picturesque objects of architecture, designed to recreate an idyllic pastoral landscape.

The later contribution was to simplify the garden by eliminating geometric structures, alleys, and parterres near the house and replacing them with rolling lawns and extensive views out to isolated groups of trees, making the landscape seem even larger. It was an attempt to create an ideal landscape out of the English countryside with artificial lakes and canals to transform streams or springs into the illusion that a river flowed through the garden.

The English Garden style also had the advantage of requiring fewer gardeners, and was easier to maintain, than the French garden and it spread to the Continent.

As early as 1738 a Chinese house was built, starting a fashion for exotic architecture in gardens. In the gardens pagodas and Chinese houses came to be built. The Anglo-Chinese Garden style became popular in the late 18th century, and Chinese pavilions appeared in English gardens all across Europe.

The style also spread rapidly to Russia, where in 1774 Catherine the Great adapted the new style in the park of her palace at TsarskoyeSelo, complete with a mock Chinese village and a Palladian bridge.

**ACTIVE VOCABULARY**

countrysiden — сельскаяместность

groven — роща, лесок

lawnn — лужайка, газон

parterren — партер, цветник

rollinga — холмистый

springn — источник, родник

streamn — поток, река, ручей

windinga — извилистый

eliminatev — уничтожать, ликвидировать

extensivea — обширный, пространный

gentlyadv — 1. мягко, нежно, кротко; тихо 2. спокойно; осторожно; умеренно

mocka — поддельный

**EXERCISES**

**Vocabulary Exercises**

**1. Find in text synonyms to the following words:**

to eliminate, curvilinear, to copy, to attempt, to transform, formal garden, English garden

**2. Explain the forming of following words:**

recreation, simplify, countryside, gardener, requirement, picturesque, informal

**3. Write all meanings of following words.**

spring, wind

**4. Translatethesentencespaidattentionto theunderlinedwords.**

1. It makes the landscape seem more natural. 2. It came to be used very often. 3. It was easier to maintain the park this year, than the last one. 4. Thehousewasbuiltasearlyas 1798.

**5.Groupfollowingwordsaccordingtotheirmeanings.**

avenue, bank, block of flats, cat, church, circus, crocodile, crossing, dog, forest, giraffe, grove, house, lake, lane, lawn, lion, ocean, pagoda, path, pond, pool, river, sea, shore, spring, square, stream, street, temple, terrace houses, tiger, wood.

 **Grammar Exercises**

**Open the brackets using Present Simple or Present Continuous and translate the sentences.**

1. She (to read) at the moment.

2. I (not to get up) at seven o’clock every morning.

3. Don’t (to make) 50 much noise: mother (to sleep).

4. He (not to watch) television at the moment.

5. Look! She (to dance).

6. We (to look) for our things now.

7. I (not to watch) television every evening.

8. He (not to ride) a bicycle every evening.

**2. Translate the following sentences into English using Present, Past, Future Simple Passive or Active.**

1. Мама не разрешает нам играть на улице.

2. Диктанты пишут каждый день.

3. На следующей неделе будет написан тест.

4. Меня встретили на станции.

5. Мебель изготовлена из древесины и пластика.

6. Завтра он закончит эту работу.

7. Что было написано в письме?

**SpeechExercises**

**1. Answer the questions to the text:**

1. Is the English garden a formal garden? 2. How else is it called? 3. Why is it called the English garden? 4. When did it appear? 5. What garden did it replace? 6. Does it occur only in England? 7. Why is it called the landscape garden? 8. What did it include? 9. How was it simplified? 10. What did it try to create? 11. Was a Japanese house built in England as early as 1738? 12. Was the Chinese style popular only in England?

**2. Retell the text.**

**Section 2. Gardening**

**TEXT 3**

**CHARACTERISTICS OF THE ENGLISH GARDEN**

The European «English garden» is characteristically on a smaller scale and more filled with «eye-catchers»
than most English landscape gardens: grottoes, temples, tea-houses, belvederes, pavilions, imitation ruins,
bridges and statues, though the main ingredients of the landscape gardens in England are sweeps of gently
rolling ground and water, against a woodland background with clumps of trees and groves.
 The dominant style was revised in the early 19th century to include more «gardenesque» features,

including shrubberies with gravelledwalks, tree plantations to satisfy botanical curiosity, and, most notably, the return of flowers, in planted beds. This is the version of the landscape garden most imitated in Europe in the 19th century. The outer areas of the «home park» of English country houses retain their naturalistic shaping. English gardening since the 1840s has been on a more restricted scale, closer and more allied to the residence.

Roses, clematis, a thatched roof: a cottage garden in Brittany

The canonical European English park contains a number of Romantic elements. Always present is a pond or small lake with a bridge. Overlooking the pond is a round or hexagonal pavilion, often in the shape of a monopteros, a Roman temple. Sometimes the park also has a «Chinese» pavilion. Other elements include a grotto and imitation ruins.

A second style of English garden, which became popular during the 20th century in France and northern Europe, is the late 19th-century English cottage garden.

The cottage garden is a distinct style of garden that uses an informal design, traditional materials, dense plantings, and a mixture of ornamental and edible plants. English in origin, the cottage garden depends on grace and charm rather than grandeur and formal structure

The earliest cottage gardens were more practical than the modern ones — with an emphasis on vegetables

and herbs, along with some fruit trees, perhaps a beehive, and even livestock. Flowers were used to fill any spaces in between. Over time, flowers became more dominant. The traditional cottage garden was usually enclosed, perhaps with a gateway with roses. Flowers common to early cottage gardens included hollyhocks, pansies and delphinium, all three essentially 19th-century flowers. Others were the old-fash­ioned roses that bloomed once a year with rich scents, simple flowers like daisies, and flowering herbs. A well-tended topiary of traditional form, perhaps a cone-shape in tiers, would be part of the repertory, to which the leisured creators of «cottage gardens» would add a sun-dial,

crazy paving on paths with thyme in the interstices, and a rustic seat, generally missing in the earlier cottage gardens. Over time, even large estate gardens had sections they called «cottage gardens».

Modern-day cottage gardens include countless regional and personal variations of the more traditional English cottage garden, and embrace plant materials, such as ornamental grasses or native plants, that were never seen in the rural gardens of cottagers. Traditional roses, with their full fragrance and lush foliage, continue to be popular in cottage gardens — along with modem disease-resistant varieties that keep the traditional attributes. Informal chmbing plants, whether traditional or modem hybrids, are also a common cottage garden plant. Self-sowing annuals and freely spreading perennials continue to find a place in the modem cottage garden, just as they did in the traditional cottage garden.

In the early 20th century the term «cottage garden» might be applied even to large and sophisticated gardens.

**ACTIVEVOCABULARY**

climbingplant, climbern — вьющеесярастение

crazypaving — мощение без подбора камней

ediblea — съедобный

herbn — трава, растение (особ, лекарственное)

hollyhockn — штокроза розовая

intersticen — промежуток; щель, расщелина

monopterosn — моноптер (античный храм, обычно круглый в плане,

в виде сквоз­ной перекрытой колоннады)

pansyn — анютины глазки

shrubn — куст

shrubberyn — кустарник

thymen — тимьян, чабрец

**EXERCISES**

**Vocabulary Exercises**

**1. Explain the forming of the following words:**

background, overlooking, «gardenesque», «home park», canonical

**2. Writedownallcharacterized buildings for parks and plants.**

**3. Describe a park or a garden.**

**4. Describe your own garden if you have it or the garden which you would like to have.**

 **Grammar Exercises**

**1.Translate the sentencespaying attention to Participle Ι, ΙΙ, determine their function.**

1.The only force acting on a freely falling body in vacuum is gravity.

2.Radio waves pass through the atmosphere including clouds and fog.

3.Scientists have developed different types of lasers.

4.When placed over a fire, a substance becomes hot.

5.Russia is giving disinterested (бескорыстный) assistance to many countries.

**3. Переведитенаанглийскийязык, употребляяглаголыв Present, Past, Future Simple Passive или Active**.

1. Я попросил своего друга помочь мне.

2. Ученикам дали трудное задание.

3. Важные вопросы мы обсуждали дома.

4. Нам сказали правду.

5. Книга будет возвращена вовремя.

6. Эти дома построили два года назад.

7. Мама не разрешает им играть на улице.

**SpeechExercises**

**1. Answerthequestionstothe text:**

1. What were the types of English gardens? 2. What was characteristic of Enghsh landscape gardens? 3. Did they differ from European «English gardens? 4. How did the English garden change in the early 19th century? 5. What was the continental English park like at that time? 6. What was the second type of English garden? 7. What is a modern-day cottage garden?

**2. Retellthetext.**

**Section 2. Gardening**

 **TEXT 4**

**FORMAL GARDENS**

Formal gardens benefit from a central focal point such as a fountain or pool. Some do not have water features but have a gazebo, sundial, trellis, bird bath or a gazing ball instead.

Statuary is a common feature in formal gardens. Statues and ornaments should be symmetrical if they are not the focal point of the garden.

Statues placed on one side of the garden should mirror the other side and all must be in balance.

Do not forget a bench or two so that the garden can be enjoyed.

Many formal gardens have paths that run through them making it easier to take a walk in the garden. Paths can be made from ground stone, mulch, grass, stepping stones and many other materials. The more formal the material the better.When using stepping stones plant moss or thyme in between the stones.

Some formal gardens include trees that are thin and pointed. Columnar evergreens can be used as a wall or screen and be clipped into a five or six foot hedge. Many Cypress trees add some cones to the landscape. There are several varieties of apples and other fruits that grow on small thin trees. Trees can be planted in the ground or in large containers in a formal garden.

Topiary specimens are grown from evergreen shrubs or other plants trained into different shapes. Shapes can differ and be oval, cone shape, round, rectangular and other geometric shapes. Animal shapes and wreaths are also popular in a formal garden. Plants most often used for topiaries are bay laurel and rosemary although evergreens are often used.

Almost any tidy annual can be planted in a formal garden. Begonias and impatience\* are two that are well suited as they do not grow too high or wide.

Roses are popular in a formal garden. Tea roses are so perfect they are the most popular for a formal garden. They can be planted several in a bed planted about one foot apart. They can be all one color or a

variety as long as the same is planted on the other side of the garden. The English rose is also suitable for a formal garden. Blooms are large and some can even be grown in a hedge and used instead of boxwood. Do not forget to use a trellis with some climbers over the central fountain or pool. Tea roses do not produce a good scent but English roses will cover the garden in fragrance

 **ACTIVEVOCABULARY**

Impatience — (растение) нетронь-меня

steppingstone — камень для перехода (через ручей, грязь и т. п.)

trellisn — решётка (для вьющихся растений), шпалера; подпорка (для плодовых деревьев)

steppingstone — камень для перехода (через ручей, грязь и т. п.)

trellisn — решётка (для вьющихся растений), шпалера; подпорка (для плодовых деревьев)

 **Grammar Exercises**

**1. Translate the following sentences into Russian**

1. The more formal the material the better. 2. The colder the worse. 3. The stronger the material the more

expensive.

**2. Translate the following sentences into English using can or could.**

1. Моя сестра не умеет готовить.

 2. Ты можешь сделать это сам.

 3. Кто может ответить на этот вопрос?

 4. Вчера он не мог заснуть.

 5. Она умела плавать еще в прошлом году.

 6. Вы смогли найти его вчера.

**SpeechExercises**

**1. Discussthetext and make up some questions to the text.**

**2. Retellthetext.**

**Section 2. Gardening**

 **TEXT 5**

**ROOF GARDEN AND GREEN ROOF**

A **roof garden** is any garden on the roof of a building. Besides the decorative benefit, roof plantings may provide food, temperature control, hydrological benefits, architectural enhancement, habitats or corridors for wildlife, and recreational opportunities.

A roof garden is actually very different from a green roof, although the two terms are often and incorrectly used interchangeably. A roof garden is an area that is generally used for recreation, entertaining, and as an additional outdoor living space for the building's residents. It may include planters, plants, dining and lounging furniture, outdoor structures such as pergolas and sheds, and automated irrigation and lighting systems. A roof garden reestablishes the relationship between humans and nature that can be lost in urban environments.

It is different from a **green roof** in that the considerations are primarily of an aesthetic or recreational nature, whereas a green roof is usually constructed to cover a large area in the most economical and efficient means possible with an emphasis towards improving the insulation or improving the overall energy efficiency of cooling and heating costs within a building.

The panels of a green roof are generally no more than a few inches up to a foot in depth, since weight is an important factor when covering an entire roof surface. The plants that go into a green roof are usually sedum or other shallow-rooted plants that will tolerate the hot, dry, windy conditions that prevail on most rooftop gardens. With a green roof, «the plants layer can shield off as much as 87% of solar radiation while a bare roof receives 100% direct exposure».

The planters on a roof garden, on the other hand, can generally range anywhere from 6 in up to 3 ft(0.15 to 0.9 m) in depth, depending on the weight-bearing capacity of the roof, and would be placed more for aesthetic purposes. These planters can hold a range of ornamental plants, anything from trees, shrubs, vines, or an assortment of flowers. Since the planters on a roof garden are placed in random fashion, it would be much less likely to provide the environmental and energy benefits of a green roof.

A living roof is a roof which is covered in turf, flowers, grasses, and sometimes shrubs or trees. Living roofs have been used in home building in many parts of the world for thousands of years. A rising interest in sustainable or green architecture in the late 1990s led to a rising demand for living roofs on homes and offices.

**ACTIVEVOCABULARY**

sedumn — очиток, или сёдум, или грыжная трава, или лихорадочная трава

plantern — горшок, кашпо (для цветов); декоративная кадка (для больших комнатных растений

benefitn—выгода, польза, преимущество

enhancementn— 1) модернизация; совершенствование 2) улучшение, оздоровление

recreational— развлекательный

irrigationn— орошение

reestablishv— восстанавливать, исправлять

сonsiderationn— 1) обсуждение 2) возмещение

insulationn— изоляция, обособленность

weight-bearinga—несущий

capacityn— 1) вместимость, ёмкость 2) способность (что-либо делать) 3) возможность

**Grammar Exercises**

**1. Fill in the preposition in, at, to, on and translate the sentences.**

1. Little Nelly has been … bed for 3 days and she is steel running a high temperature.

2. We are going … St. Petersburg in a week.

3. How long have you been … Paris?

4. I am very bad … explaining phonetic rules.

5. He is walking … the lawn … the entrance to the building.

**6. Translate the following sentences into English using Present, Past, Future Simple, Passive or Active.**

1. Они встретят нас на железнодорожном вокзале.

2. Я храню свои рисунки в столе.

3. Где купили это платье?

4. Во время лекции задают много вопросов.

5. Двери были закрыты.

6. Магнитофон будет отремонтирован вовремя.

7. Нам сказали правду.

 8. Хлеб был куплен в новом супермаркете

**SpeechExercises**

**1. Answerthequestionstothe text:**

What is the difference between a roof garden and a green roof? 2. What are their purposes? 3. What are they made of? 4. What plants grow there? 5. What is a living roof?

**2. Retellthetext.**

**Section 2. Gardening**

**TEXT 6**

**NIKITSKY BOTANICAL GARDEN**

The Nikitsky Botanical Garden, a unique preserve of Crimean nature and a supreme example of park architectural landscaping, is the largest scientific-research establishment in the south of Russia. More than 28,000 species and hybrids of various tropical plants have been collected in this treasury. The trees and shrubs (1,500 species) are planted in individual groups or picturesque clusters that blend into a single artistic design. There is also a wonderful rosarium and a special display of clematis and chrysanthemums.

Hundreds of thousands of visitors from Russia and from abroad come to Nikitsky Botanical Garden every day. It was founded in September 1812 as the Imperial Botanical Garden. For this purpose the site was chosen near Nikita, a village founded by Greek settlers four centuries before. Today, the Nikitsky Garden’s plant collection number more than 28,000 species, varieties and hybrids. Numerous visitors to the Garden show special interest in the great variety of subtropical trees. The Nikitsky arboretum, where more than 1,500 species of ornamental trees and shrubs are collected, covers an area of over 40 hectares and consists of four separate parks: the Upper Park, the Lower, the Maritime Park and the park on Cape Montedor.

A tour of the Nikitsky Garden begins with the Upper Park. It was laid out in typical landscape style during the last century. Here you can see rare species of conifers, ever-green shrubs, a splendid rosarium, a rock garden and displays of chrysanthemums and new varieties of the clematis.

Past the entrance to the Upper Park, in front of the main office building, there is a parterre. Chinese palms grow on the lawns of the parterre, a group of slender pyramidal cypresses and columnar English yews flank the path leading to the office building.

The Nikitskyrosarium is a really marvelous sight to behold. Here you will find various species of roses of native and foreign selection.

Chrysanthemums are the reigning beauty of the park in autumn.

Outstanding amidst the infinite wealth of greenery is the weeping glaucous Atlas cedar, a truly natural wonder whose boughs drop to the very ground. It is native to Algeria’s mountains and can be grown only through grafting. This tree terminates the Upper Park.

Here wide stairs descend to the Lower Park, the oldest section in the Nikitsky Garden. During the first years following its foundation palms and bamboos were imported from abroad. Today, you will find century-old groves of Lebanon cedars with their unusual flat crowns, mighty oaks and silvery olives. These groves have become unique monuments of nature. Sun-loving plants with thick pulpy leaves and stems are put outdoors in summer. They are mostly natives of Mexico: agaves, prickly-pears, etc. next to them, at the end of the palm alley, there is a decorative Japanese banana, noted for its large species.

The Nikitsky arboretum wears its green attire all the year round. Even in winter, when the ground is covered with a thin snowy carpet, you can still see flowering shrubs here and there. At all seasons of the year the Nikitsky Botanical Garden is visited by many tourists.

 **ACTIVE VOCABULARY**

**preserve** [prι'zз:v] n (зд.) заповедник

**unique**[ju:'ni:k] 1. a 1) единственный в своем роде; уникальный; ~ feature особенность конструкции 2) замечательный, необыкновенный

2. n уникум

**Crimean** [kraι'mιәn] a крымский

**supreme** [su'pri:m] a 1) верховный, высший 2) высочайший, величайший

**landscape** ['lændskeιp] n ландшафт, пейзаж

**establishment**[ι'stæblι∫mәnt] n учреждение, заведение

**species**['spi:∫i:z] n (pl без изменений) вид, разновидность

**hybrid** [ 'haιbrιd] n гибрид, помесь

**treasury**['treζәrι] n сокровищница

**shrub**[∫rΛb] n кустарник, куст

**picturesqueclusters** [pιkt∫ә'resk 'klΛstәs] живописные группы (пучки, гроздья,кусты)

**blend** [blend] v (blended, blent) смешивать(ся), сочетаться, гармонировать

**rosarium**[rכu'zeәrιәm] n розарий

**display** [dι'spleι] n выставка

**clematis** ['klemәtιs] n ломонос, клематис

**chrysanthemum** [krι'sænθәmәm] n хризантема

**site** [saιt] n участок, место

**purpose** ['pз:pәs] n намерение, цель

**variety** [vә'raιәtι] n многообразие, множество

**arboretum** [a:bә'ri:tәm] n (pl –ta, -tums) древесный питомник

**ornamental**[כ:nә'mentl] a декоративный

**hectare**['hekteә] n гектар

**tolayout**выкладывать, планировать

**rare** [reә] a редкий

**conifer**['kכnιfә] n хвойное дерево

**evergreen**['evәgri:n] a вечнозеленый

**splendid**['splendιd] a великолепный, роскошный, превосходный

**rock** a горный, каменный

**parterre**[pa:'teә] n цветник

**lawn** [lכ:n] n газон, лужайка

**slender**aстройный

**pyramidal**[pι'ræmιdl] aпирамидальный

**cypresses** ['saιprәs] nкипарис

**columnar** [kә'lΛmnә] aстебельчатый

**yew** [ju:] тис

**flank** vпримыкать

**path** [pa:ө] n тропинка, дорожка

**behold**v смотреть, созерцать

**outstanding** [aut'stændιη] a выдающийся, знаменитый

**amidst** [ә'mιdst] prep среди

**infinite**['ιnfιnәt] a безграничный

**greenery** n зелень, растительность

**glaucous** ['glכ:kәs] a 1) серовато-зеленый, серовато-голубой 2) тусклый

**cedar** ['si:dә] n кедр

**truly** ['tru:lι] adv 1) правдиво, искренне 2) в самом деле, действительно

**bough** [bau] n сук

**drop**v  зд. падать, спадать

**grafting**['gra:ftιη] n прививка (растения)

**Algeria** [æl'dζιәrιә] Алжир

**terminate** ['tз:mιneιt] vзавершать(ся)

**descend** [dι'send] v спускаться, сходить, снижаться

**valuable** ['væljuәbl] a ценный, дорогой

**foundation** n основа, основание

**bamboo**[bæm'bu:] n бамбук

**palm**[pa:m] n пальма

**grove** [grכuv] n роща, лесок

**flat** a ровный, прямой

**crown**n крона, верхушка дерева

**mighty** ['maιtι] a могущественный, громадный

**oak**[כuk] n дуб

**olive** ['כlιv] n маслина, олива (дерево, плод)

**pulpy**a мягкий, сочный

**stem**n ствол, стебель

**agave** [ә'geιvι] n агава

**prickly-pears** ['prιklιpeәs] n имеющие шипы (колючие) груши

**alley** ['ælι] n аллея

**noted**a знаменитый, известный

**attire**[ә'taιә] n наряд, платье

**EXERCISES**

**VocabularyExercises**

1. **Practise the pronunciation of the following words:**

preserve, Crimean, landscape, species, rosarium, treasury, chrysanthemum, variety, ornamental, arboretum, conifer, splendid, parterre, lawn, cypresses, columnar, path, greenery, cedar, grafting, prickly-pears

1. **Give Russian equivalents to the following words and word combinations from the text:**

architectural, scientific-research, tropical plants, individual groups, a single artistic design, from abroad, village, on Cape Montedor, the Maritime Park, foreign selection, during the last century, marvelous, to put outdoors

1. **Find in text English equivalents to the following words and word  combinations:**

сотни тысяч посетителей, тропический, быть основанным, императорский, многочисленные посетители, субтропические деревья, прошлый век, китайский, изумительный, селекция, природный, широкие лестницы, солнцелюбивые растения, декоративный, снежный ковер

1. **Find in text synonyms to the following words and word combinations:**

exceptional, sanctuary, institution, bush, exhibition, place, intention, slim, to look at, among, boundless, branch, complete, even, enormous, celebrated, dress

1. **Find in the text antonyms to the following words and word combinations:**

terrible, stout, to turn away, hay, to finish, crooked, slightest, smooth-pears

1. **Fill in the blanks with suitable words from the active vocabulary:**

1) Mark had a … opportunity to travel with the President. 2) The Church was of … importance in medieval Europe. 3) I am late only on … occasions. 4) Amy walked up the … to the house. 5) The possibilities are … 6) A small black or green fruit that is eaten or used for its oil is called an … . 7) Caroline was lying … on her back. 8)  … is a treewithdarkgreenleaves.

1. **Give a written translation of the text. Arrange a competition for the best**

**translation.**

**GrammarExercises**

1. **Translate into Russian paying attention to the Modal Verbs:**

1) He … plant the flowers himself. 2)  She … play trees and shrubs very well when she was young. 3) My son … … … … it without my help. 4) Where is he? – He … … planting the flowers. 5) You … go into the preserve. 6) The clematis … … planted at once. 7) My brother … come and help you in the garden. 8) Don’t go to the wood alone: you … lose your way. 9) … you tell me the nearest way to the Nikitsky Botanical Garden? 10) … we come and see you next Sunday at three o’clock in the afternoon?

1. **Translate the following sentences into English** **paying attention to the Modal Verbs:**

1) Я могу вырастить роскошные хризантемы. 2) Она не сможет вовремя добраться до заповедника. 3) Можно мне посмотреть розарий? 4) Мне разрешают ходить по газону. 5) Вы должны быть осторожны в древесном питомнике. 6) Он должен быть на выставке сейчас. 7) Можно здесь остаться? – Пожалуйста. 8) Я должен посадить хвойное дерево сегодня. 9) Мне придется посадить хвойное дерево сегодня. 10) Они, должно быть, работали в заповеднике.

     **SpeechExercises**

1. **Answer the questions to the text:**

1) How many species and hybrids of tropical plants have been collected in the Nikitsky Botanical garden?

2) How are the trees and shrubs planted there?

3) When was the Nikitsky Botanical garden founded?

4) What kind of trees can you see there?

5) How many species are there in the Nikitsky arboretum?

6) What parks does the Nikitsky Botanical garden consist of?

7) What can you see in the Upper Park?

8) What can you behold in the Lower Park?

9) What plants are natives of Mexico?

10) When is the Nikitsky Botanical garden visited by tourists?

**2. Retell the text.**

**Section 2. Gardening**

**TEXT 8**

**Botanical Garden of Moscow State University**

The Botanical Garden of the M.V.Lomonosov Moscow State University is one of the oldest botanical institutions of our country (founded in 1706). It is widely known for its scientific and educational activities. During construction of the MSU new premises at the Lenin (now Vorobyovy) Hills, a new University garden was laid out. More than 6000 plant species and varieties were planted in a territory of 40 ha.

Much research is under way at the Garden; its collection provides a practical and training base for the Department of Biology of the Moscow University, and other higher education institutions in Moscow. Besides scientists and students, general visitors also enjoy excursion tours of this remarkable island of live nature. It introduces them to a diverse world of plants. The departments of the Garden at the Vorobyovy Hills (arboretum, plot of mountain plant, plots of useful plants, ornamental plants and orchard) demonstrate their plant diversity to the visitors and show human activities in botany. The arboretum has a collection of species and forms of trees and shrubs running to over 1000. Also the wild herbaceous plants are represented here. A wealth of experience in parkland development has been gained by specialists at the arboretum. The plot of mountain plants was constructed on a geographic basic and contains more than 1000 species of alpine plants from the Carpathians, Crimea, Caucasus, middle Asia and Far East.

The best Russian and foreign fruit plants which were partly bred out by the Garden’s staff, grow in the orchard.

Tropical and subtropical plants can be seen at the hothouses of the Garden Affiliated Societies. These hothouses are located at the exact place of the “chemists’ garden” laid out in 1706 by Peter the Great. The Moscow University acquired its ownership over the garden in 1805. With the building of the new premises for the Moscow State University and the laying out of new Garden, the former Botanical Garden, a historical and cultural monument of Moscow, became its branch. The hothouse collections go back to the late 18th century and are of great scientific value.

 **ACTIVE VOCABULARY**

**activity** [æk'tιvәtι] n деятельность

**construction** [kәn'strΛk∫n] nстроительство, стройка

**premise** ['premιs] n помещение, дом (с прилегающими пристройками и участком); владение

**layout** v планировать, разбивать (сад, участок), выкладывать

**species**['spi:∫i:z] n (pl без изменений) вид, разновидность

**plant** [pla:nt] n растение, саженец

**variety** [vә'raιәtι] n 1) разнообразие, множество 2) сорт, вид

**provide**[prכ'vaιd] v снабжать, обеспечивать

**remarkable** [rι'ma:kәbl] a замечательный, удивительный

**diverse** [daι'vз:s] a разнообразный, разный

 **arboretum** [a:bә'ri:tәm] n (pl –ta, -tums) древесный питомник

 **plot**[plכt] n участок (земли)

 **ornamental**[כ:nә'mentl] a декоративный

**orchard** ['כ:t∫әd] n фруктовый сад

 **shrub**[∫rΛb] n кустарник, куст

**herbaceous** [hә'beι∫әs] a травяной, травянистый

**gain** v добиваться, получать, приобретать

**construct** [kәn'strΛkt] v строить, сооружать, воздвигать

**alpine** [ 'ælpaιn] a альпийский

**breed** [bri:d] v разводить, выводить (животных, растения)

**staff**[sta:f] n служебный персонал, личный состав

**hothouse** ['hכthaus] n оранжерея, теплица

**affiliatedsociety** [ә'fιlιeιtιdsә'saιәtι] n филиал

**exact** [ιg'zæct] a совершенно правильный, верный

**acquire** [ә'kwaιә] v приобретать, достигать

**former** прежний, предшествующий

**value** ['vælju:] n смысл, значение, ценность

**EXERCISES**

**VocabularyExercises**

1. **Practise the pronunciation of the following words:**

      to lay out, premise, species, plant, variety, remarkable, diverse, arboretum,

      ornamental, plot, orchard, shrub, herbaceous, hothouse

1. **Give Russian equivalents to the following words and word combinations from the text:**

   the Botanical gardens, educational activities, during construction, new

  premises, plant species, general visitors, to enjoy, of live nature, in botany, the

  wild herbaceous plants, a  wealth of experience, in parkland, the alpine plants,

  the exact place, the hothouse collections

1. **Find in text English equivalents to the following words and word  combinations:**

широко известный, виды растений, быть посаженным, биологический факультет, наслаждаться экскурсионными турами, удивительный остров, полезные растения, коллекция разновидностей деревьев, дикие травянистые растения, фруктовые деревья, частично, тропические растения, оранжерея

1. **Find in text synonyms to the following words:**

house, to erect, to supply, splendid, various, to seek, to grow, correct, previous

1. **Find in the text antonyms to the following words and word combinations:**

      destruction, to break, bad, to lose, wrong

1. **Fill in the blanks with suitable words from the active vocabulary:**

1) We plan to expand our business … in East Africa. 2) The company will finance the … of a new sports centre. 3) Over 120 … of flowers have been recorded in this hothouse. 4) Adults study for a … of reasons. 5) Our office can … information on the local area. 6) The play has been a remarkable success. 7) The tunnel was … in 1996. 8) She joined the … in 2007. 9) The … number of wounded people is unknown. 10) Shehas … animpressivereputationas a negotiator.

1. **Give a written translation of the text. Arrange a competition for the best**

**translation.**

**GrammarExercises**

1. **Translate into Russian paying attention to the Infinitive:**

1) To grow the plants is pleasant. 2) He is glad to be growing the flowers now. 3) He is glad to have already been growing the flowers for three hours. 4) He is glad to have already grown the flowers. 5) I remained there to see what would happen. 6) He was glad to grow the flowers. 7) He was glad to be growing the flowers the whole evening. 8) He was glad to have already grown the flowers. 9) He was glad to have already been growing the flowers for three hours. 10) He will be glad to be growing the flowers the whole evening.

1. **Translate the following sentences into English** **paying attention to the Infinitive:**

1) Мне очень жаль, что я тебя не встретил. 2) Он всегда счастлив поговорить с  вами. 3) Он счастлив, что говорит с вами сейчас. 4) Он счастлив, что поговорил с вами. 5) Он счастлив, что говорит с вами уже более часа. 6) Он был всегда счастлив  поговорить с вами. 7) Он был счастлив, что проговорил с вами весь вечер. 8) Он был счастлив, что поговорил с вами. 9) Он был счастлив, что говорил с вами уже 2 часа. 10) Он всегда будет счастлив поговорить с вами.

 **Speech Exercises**

**Answer the questions to the text:**

1.) When was the Botanical Garden of Moscow State University founded?

2.) What collection has the arboretum?

3.) What do the departments of the Garden at the Vorobyovy Hills demonstrate?

4.) What departments are there in the Garden at the Vorobyovy Hills?

5.) What plants are there in the Botanical Garden?

6.) When was the hothouse collection founded?

**2. Retell the text.**

**Section 3.London Parks**

**Text 1**

**London Parks**

There are very many parks in London. One of the reasons is the fact that English kings were fond of hunting.

The most famous is Hyde Park, one of the largest parks in central London, England and one of the Royal Parks of London, famous for its Speakers' Corner\*. It stretches from Park Lane in the east to Kensington Gardens in the west and covers an area of 158 hectares. The park was laid out under Henry VIII (the first half of the 16th century).

In the north-east corner of the park Marble Arch is situated. It takes its name from the Carrara\* marble from which it is made. The triumphal arch was designed by John Nash\*. It was erected in 1828 in front of Buckingham Palace\* but had to be moved from there to its present location in 1851 dur­ing the building of the east front of the palace, since it was found to be too narrow for the state coach. The arch is on a large traffic is­land, in the midst of traffic. The traffic island is directly across from the Marble Arch tube station. Historically, only members of the royal family and the King's Troop, Royal Horse Artillery\*, have been allowed to pass through the arch in ceremonial procession. The park has become a traditionallocation for mass demonstrations. Near Marble Arch you can see the Speakers' Corner where "the soap-boxpreachers"\*, all kinds of orators, who speak to the people, if there are any who wish to listen to them, aboutall sorts of things, standing some times on a soap-box.

Hide Park and Kensington Gardens are really one piece of ground divided by a lake called the Serpentine\*.This park was also laid out under Henry VIII.

The Serpentine is an artificial lake. It was formed in the 18th century from a number of ponds. The lakeis crossed by a bridge designed by John Rennie\* in 1826.

Green Park is situated between Buckingham Palace, Piccadilly, Constitution Hill and the Mall. Artists display their pictures and drawings in this park. At the west end of the park, at the junction of Piccadilly and Constitution Hill, is the Hyde Park Corner. Green Park is joined to St. James's Park. It was turned into a park under Henry VIII, and under Charles II it was laid out by Le Notre, the celebrated French landscape gardener. In 1827-29 it was changed by John Nash. In the park there is a very beautiful lake with a lot of birds.

In London there are many more parks — Regent's Park, with the Zoological Gardens, Victoria Park, New Gardens (Botanic Gardens) and others.

**ПРИМЕЧАНИЯ**

1. Speakers' Corner — "Уголокораторов»
2. Carraramarble — каррарский мрамор, белый мрамор, добываемый в г. Карара, Италия
3. JohnNash — известный английский архитектор Джон Нэш (1752—1835)
4. BuckinghamPalace — Букингемский дворец (лондонская резиденция короля
5. King'sTroop, RoyalHorseArtillery — церемониальный отряд британской армии
6. soap-boxpreachers — уличные ораторы, выступающие стоя на ящиках от мыла
7. Serpentine — Серпантин
8. JohnRennie — английский архитектор (1761—1821), построивший много мостов в Лон­доне
9. LeNotreAndre— французский ландшафтный архитектор Андре ЛеНотр, 1613-170

**ACTIVE VOCABULARY**

coach n — карета, экипаж

huntingn — охота

locationn — нахождение размещение, поселение

lanen — 1. переулок 2. полоса дороги

trafficisland — островокбезопасности

**EXERCISES**

**VocabularyExercises**

1.**Write down all meanings of the following words: state, tube**

**2. Translatethefollowing words and sentences paying attention to the underlined words.**

1. The house is in a good state. 2. State Academy. 3. The United States of America. 4. Every state has its own laws. 5. Tube is a long hollow and typically cylindrical object. 6. She lives near a tube station. 7. The archway was found to be too narrow. 8. The house had to be moved.

**Grammar Exercises**

1. **Fill in the articles*: -a, -an, the.***

1. Her aunt, in … straw hat so broad that it covered her to … very edges of her shoulders, was standing by the window.
2. I am afraid I addressed … wrong man.
3. … room has three doors, one … on same side as … fireplace, near … corner, leading to … best bedroom.
4. Thank you, Stephen, I knew you would give me …. right advice.
5. … woman will only be equal of … man, when she earns her living in … same way as he does.
6. He arrived half … hour before dinner and went up to … schoolroom at … top of … house.
7. … man who entered … room was short and broad. He had … grey hair and was wearing … grey flannel trousers with … red woolen shirt.

2.**Translate the following sentences into English** **paying attention to the modal Verbs.**

1. Ты можешь открыть этот ящик.
2. Я совсем не умею плавать.
3. Мистер Браун взрослый (grown-up), он может курить.
4. Я должен идти в школу.
5. Я могу читать очень быстро.
6. Джейн может пойти с нами.
7. Том не может прийти к нам, он болеет.
8. Вы должны прочитать эту книгу.

**Speech Exercises**

**1. Answer the questions to the text:**

1. Why do people need parks and gardens? 2. What do architects lay out? 3. What parks and gardens are popular? 4. Why are there many parks in London? 5. Which London park is the most famous? 6. When was Hyde Park laid out? 7. How large is it? 8. What is situated there? 9. What takes place in the park? 10. Why is the Serpentine called so?

**2. Describe Hyde Park and Marble Arch**

**Section 4. Landscape Design**

**TEXT 1**

**Landscape design**

Designers, agronomists, builders, psychologists carry out a landscape project. This collective work comes to the excellent result in a landscape design.

There is an exhibition plot of land in Sheremetievo (12 km from Moscow), where customers can view the landscape design created and served by the company.

The company provides interior of landscape design for private and corporative customers.

Do you want to have a beautiful landscape design on your plot of land?

Firstly, a landscape project is to carry out. Their specialist will come to your plot to get an order and to form a sketch by hand, then this specialist carries out a landscape project by hand or visualization by computer (AutoCAD, PhotoShop, 3D Max). The next is the realization of landscape design on the plot.

Landscape design is a result of human’s activity on a plot of land for creating beautiful views.

Landscape design is a method of providing inside territories with artistic value.

Landscape design has some styles.

Landscape style is a style of landscape design based on natural views without geometric figures, with flexible forms of garden constructions: paths and walks, pavilion, pergola, arch, - with flexible forms of garden water features: garden reservoirs, ponds, - with flexible forms of groups of landscape plants: trees, bushes, flowers in flower bed.

The company uses a landscape plants from their nursery that makes the process of greenery very quick and simple. These elements are well based on the hedge and lawn.

Elements of landscape design:

-  stony slope with garden or reservoir;

-  area for the rest with garden pavilion or other constructions between trees;

-  wall of stone with flowers or other rocks in a garden;

-  garden water features: spring, stream and pond or reservoir with garden rocks on the banks and bushes, flowers between them.

Landscape project is an artistic passport of a plot.

It’s important to project out beautiful views and isolate poor details, to take into account the wishes of the plot’s owner and opportunity of maintenance of the landscape project. One can have got not many landscape plants: trees, bushes, flowers – or elements of landscape design in the garden: flower-bed, pavilion, garden reservoir or pond, garden rocks – but everything is to be in harmony with each other.

**ACTIVE VOCABULARY**

**agronomist** [ә'grכnәmιst] n агроном

**carryout** vвыполнять, проводить; to ~ outin (to) practiceосуществлять, проводитьвжизнь

**project**[ 'prכdζekt] n проект, план (строительства)

**plot**[plכt] n участок (земли)

**customer**['kΛstәmә] n заказчик, покупатель, клиент

**view** [vju:] 1. v осматривать, рассматривать 2. n вид, пейзаж

**create** [krι'eιt] v творить, создавать

**serve**[sз:v] v обслуживать, управлять, снабжать

**sketch** [sket∫] n набросок, эскиз

**visualization** [vιzuәlaι'zeι∫n] n отчетливый зрительный образ

**realization** [rιәlaι'zeι∫n] n осуществление, выполнение

**provide**[prכ'vaιd] v снабжать, обеспечивать

**value** [ 'vælju:] n смысл, значение, ценность

**flexible**['fleksәbl] a гибкий, гнущийся

**path** [pa:θ, plpa:ðz] n тропинка, дорожка, путь

**walk** [wכ:k] n зд. аллея, тропа

**pavilion** [pә'vιlιәn] n беседка, павильон

**pergola** [ 'pз:gәlә] n беседка, крытая аллея из вьющихся растений

**arch** [a:t∫] nарка, свод

**feature**['fi:t∫ә] n особенность, свойство, деталь

**reservoir** ['rezәvwa:] n водоем, бассейн

**pond**n пруд

**nursery** ['nз:srι] n рассадник, питомник

**hedge** [hedζ] n изгородь

**lawn** [lכ:n] n газон, лужайка

**slope**[slכup] n склон, скат

**rock** n 1) горная порода; 2) камень, булыжник; 3) скала

**stream**[strι:m] n ручей

**spring** [sprιη] n источник, ключ, родник

**bush** [bu∫] n куст, кустарник

**project** v проектировать, составлять план

**account** [ә'kaunt] n мнение, оценка; totakeinto ~ принимать во внимание

**maintenance**['meιntәnәns] n поддержка, сохранение, содержание

**harmony** [ 'ha:mәnι] n гармония, согласие

**EXERCISES**

**VocabularyExercises**

1. **Practise the pronunciation of the following words:**

project, view, plot, to create, sketch, visualization, pavilion, pergola, path, arch, reservoir, pond, nursery, hedge, lawn, spring, bush

1. **Give Russian equivalents to the following words and word combinations from the text:**

designer, landscape project, exhibition plot of land, for private and corporative

customers, to form a sketch by hand, on the plot, human’s activity, with artistic value, garden reservoirs, stony slope, garden water features

1. **Find in text English equivalents to the following words and word  combinations:**

  коллективная работа, ландшафтный дизайн, на участке земли,   красивые пейзажи, гибкие формы садовых конструкций, тропинки и аллеи, каменные склоны, крытая аллея из вьющихся растений

1. **Find in text synonyms to the following words:**

to realize, plan, buyer, meaning, arbour, opinion, support

1. **Find in the text antonyms to the following words and word combinations:**

the bad result, the  destruction of landscape design on the plot, for creating awful views, with hard forms of garden, very slow and complicated, area for the work

1. **Fill in the blanks with suitable words from the active vocabulary:**

1) The building work was … … by a local contractor. 2) Supermarkets use a variety of tactics to attract … . 3) We had a spectacular … of the mountains from our room. 4) He was only 22 when he … this masterpiece. 5) The lecture … him with an opportunity to meet one of his heroes. 6) The ring was of little … . 7) Amy walked up the … to the house. 8) If you take inflation into …, the cost of computers has fallen in the last ten years.

1. **Give a written translation of the text. Arrange a competition for the best**

**translation.**

**GrammarExercises**

1. **Translate into Russian paying attention to the Participles:**

1) We visited one of the largest nurseries making the process of greenery very quick and simple. 2) A broken cup lay on the table. 3) He is looking at the woman planting a rose. 4) Having plenty time we decided to walk to the exhibition plot of land in Sheremetievo. 5) Having worked in the nursery for many years he knew those plants very well. 6) The boy throwing stones into the pond is my brother. 7) The large building being built in our street is a new school-house. 8) Yesterday he told us about the flowers now being growing in his garden. 9) They sent us a list of plants imported by that firm. 10) A thermometerisaninstrumentusedformeasuringtemperature.

1. **Translate the following sentences into English** **paying attention to the Modal Verbs:**

1) Будучи очень усталыми, мы отказались идти гулять. 2) Продавцы отказались снизить назначенные цены, и покупатели отклонили предложение. 3) Мы послали цветы по указанному адресу. 4) Сказав это, он вышел из комнаты. 5) В настоящее время мы имеем очень ограниченное количество этих растений в нашем питомнике. 6) Он тихо закрыл дверь, не желая будить ее. 7) «Я должен идти», -  сказал он, встав со стула. 8) Я посмотрел на присланный прейскурант. 9) На одной из осмотренных выставок заказчикам показали новые виды растений. 10) Большая ветка, сломанная ветром, лежала поперек дороги.

      **SpeechExercises**

1. **Answer the questions to the text:**
2. Who carries out a landscape project?
3. What can the customers view in Sheremetievo?
4. What styles has landscape design?
5. Why is the process of greenery so quick and simple?
6. What elements of landscape design do you know?
7. Why did you decided to be a landscape designer?
8. Why is the profession of a landscape designer interesting?
9. What does the specialist do on your plot firstly?

**2. Retell the text.**

**Section 4. Landscape Design**

**TEXT 2**

**The Principles of Landscape Design**

Landscape design is similar to landscape architecture. But it focuses more on the artistic merits of design, while landscape architecture encompasses the artistic design as well as structural engineering. Landscape design and landscape architecture, both take into account soils, drainage, climate and other issues, because the survival of selected plants depends on those.

Landscape architecture may require a license depending on the country and region. Landscape designers may be required to have a license, depending on the level and detail in the design plan, as well as the location. Landscape design is concerned with small and large scale projects. Landscape design is almost synonymous with garden design.

Garden design is the art and process of designing and creating plans for layout and planting of gardens and landscapes. Garden design may be done by the garden owners themselves, or by professionals of varying levels of experience and expertise.

Elements of garden design include the layout of hard landscape, such as paths, walls, water features, sitting areas and decking; as well as the plants themselves, with consideration for their horticultural requirements, size, speed of growth, and combinations with other plants.

Landscape architecture and landscape design can and should embrace garden design, landscape planning etc.

Landscape planning is a branch of landscape architecture.

Unity should be one of your main goals in your design. Unity can be achieved by the consistency of character of elements in the design. A simple way to create unity in your landscape is by creating themes.  And one of the simplest ways to create themes is by using a little décor. If you’re into butterflies for instance, you could create a theme using plants that attract butterflies. Unity is achieved by repeating objects or elements that are alike. Too many unrelated objects can make the garden look cluttered and unplanned.

There’s a fine line here. It’s possible that too much of one element can make a garden or landscape uninteresting, boring and monotonous.

However, unity can still be created by using several different elements repeatedly.  This keeps the garden interesting.

**ACTIVE VOCABULARY**

**similar**['sιmәlә] aподобный (to), схожий, похожий

**architecture** ['a:kιtekt∫ә] n архитектура, строение, структура

**focus** ['fכukәs] v сосредоточить (внимание и т. п.; on – на)

**merit** ['merιt] n 1) заслуга 2) pl качества 3) достоинство

**encompass** [ιn'kΛmpәs] v заключать в себе

**structural** a строительный

             **engineering** n инженерное искусство, техника

**totakeintoaccount** v принимать во внимание

**drainage** ['dreιnιdζ] n канализация, нечистоты

**issue** ['ι∫u:] n проблема, результат, спорный вопрос

**survival** [sә'vaιvl] n выживание

**selected**  отобранный, подобранный

**require** [rι'kwaιә] v требовать, нуждаться

             **license** [ 'laιsns] n лицензия, разрешение

**concern** [kכn'sз:n] v касаться, иметь отношение

**scale** n уровень, ступень, масштаб

**create** [krι'eιt] v творить, создавать

**layout** v разбивать, планировать (сад, участок)

**expertise** [ekspз:'ti:z] n знания и опыт

            **path** [pa:θ, plpa:ðz] n тропинка, дорожка, путь

**consideration** [kכnֽsιdә'reι∫n] n рассмотрение, обсуждение

       **horticultural**[hכ:tι'kΛlt∫rәl] a садовый

**embrace** [ιm'breιs] v включать в себя, заключать

**unity** ['ju:nәtι] n единство, единение

**achieve** [ә't∫i:v] v достигать, выполнять до конца, успешно выполнять

**consistency** [kכn'sιstәnsι] n последовательность, согласованность

**décor** [ 'deιkכ] n оформление, декорация

**forinstance** [ fכ:'ιnstәns] advнапример

**unrelated** [Λnrι'leιtιd] a связанный, не имеющий отношения

**clutter** ['klΛtә] v приводить в беспорядок

**repeatedly** [rι'pi:tιdlι] adv повторно, несколько раз, неоднократно

 **EXERCISES**

**VocabularyExercises**

1. **Practise the pronunciation of the following words:**

architecture, to  focus, survival, scale, to lay out, to create, path, to embrace, unity, décor, to clutter, repeatedly

1. **Give Russian equivalents to the following words and word combinations from the text:**

to be similar, the artistic merits, as structural engineering, to into account, the survival of selected plants, to depend on, to be concerned with, garden design, the garden owners, sitting areas, with consideration, a branch, the main goals, a little décor, a fine line

1. **Find in text English equivalents to the following words and word  combinations:**

ландшафтный дизайн, художественный дизайн,  различные уровни опыта и знаний, элементы садового дизайна, комбинации с другими растениями, возможно, скучный, неоднократно

1. **Find in text synonyms to the following words:**

like, building, sewerage, to need, permission, knowledge, to contain, to reach, for example

1. **Find in the text antonyms to the following words and word combinations:**

prohibition, to destroy, once, to expel, fire features, to separate

1. **Fill in the blanks with suitable words from the active vocabulary:**

1) We have … interests. 2) The church is a typical example of Gothic … . 3) Attention to detail is one of the great … of the book. 4) The term “world music” … a wide range of musical styles. 5) Education was one of the biggest … in the campaign. 6)  These animals face a constant fight for … . 7) Working with these children … a great deal of patience. 8) The designers were allowed a lot of creative … . 9) Several possibilities are under … .10)  Mostofthestudents … hightestscores.

1. **Give a written translation of the text. Arrange a competition for the best**

**translation.**

**GrammarExercises**

1. **Перефразируйте следующие предложения в косвенную речь:**

1)  She said: “I often plant the flowers”. 2) She said: “I planted the flowers yesterday”. 3) She said: “I will plant the flowers tomorrow”. 4) She said: “I am planting the flowers now”. 5) She said: “I was planting the flowers yesterday at 5 o’clock”. 6) She said: “I will be planting the flowers tomorrow at 5 o’clock”. 7) She said: “I have just planted the flowers”. 8) She said: “I will have planted the flowers by 5 o’clock. 9) She said: “Do you like to plant the flowers?”. 10) She said: “What flowers do you like to plant?”. 11) She said: “Where is my flower?”. 12) She said: “Don’t forget to take the flowers.”

1. **Восстановите прямую речь в следующих предложениях:**

1) Tom said he would go to see the doctor the next day. 2) He told me he was ill. 3) Annie said that she had planted the flowers several months before. 4) Boris told me that he wanted to build a radio set. 5) She said she had seen Mary that day. 6) Mother told me not to be late for dinner. 7) Nick asked Pete what he had seen at the museum. 8) The teacher asked who was ill. 9) I asked my aunt if she was going to her hometown for the holidays. 10) I asked my friend if he often went to England.

**SpeechExercises**

1. **Answer the questions to the text:**
2. Is landscape design similar to landscape architecture?
3. What thing may landscape architecture require?
4. What is it the garden design?
5. What do the elements of garden design include?
6. What is it the landscape planning?
7. What is the simplest way to create unity in your landscape?

 **2. Retellthetext.**

**Заключение**

Высокий уровень профессиональной компетенции специалиста достигается наличием у него определенного набора профессиональных умений и навыков.

Иноязычные умения и навыки успешно реализуются в составе коммуникативной компетенции лишь тогда, когда они соответствуют профессиональным умениям и навыкам, зафиксированным в нашей стране Государственным стандартом среднего профессионального образования.

Данная методическая разработка «Тексты для чтения для студентов 3-4 курсов по специальности35.02.05Садово-парковое и ландшафтное строительство» предполагает формирование у студентовнавыков и умений иноязычного общения в конкретных профессиональных, деловых, научныхсферахи ситуациях и по завершении курса обучения наличие следующих умений.

**Чтение:**

* умение читать со словарем тексты, тематически связанные с профессией студента;
* умение читать тексты, смысловая ситуация которых может служить предметом беседы, высказываний и обсуждения на иностранном языке.

**Письмо:**

* умение с помощью словаря изложить в письменной форме содержание текста;
* умение правильно писать слова и словосочетания, входящие в лексический минимум, определенный программой;

**Устная речь:**

* умение выражать свои мысли в устной форме по пройденной тематике, относящейся к учебной и производственной деятельности студента и его специальности.
* понимать на слух речь, содержащую усвоенный языковой материал; допускается использование незнакомой лексики, значение и смысл которой раскрывается на основе умения пользоваться языковой и лексической догадкой;
* иметь представление о культурных традициях в странах изучаемого языка.

 Письмо и учебный перевод в курсе обучения рассматривается не как цель, а как средство обучения, входящее в систему упражнений при объяснении, закреплении и контроле языкового материала и его понимания при чтении.

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