Министерство сельского хозяйства

Российской Федерации

ФГБОУ ВО «Кубанский государственный аграрный университет

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английский язык

(Садоводство. садово-огородные культуры)

Учебное пособие

Краснодар

КубГАУ

2018

**УДК 811.111:635(075.8)**

**ББК 81.432.1**

**В65**

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**В65** Английский язык (Садоводство. Садово-огородные культуры) : учеб. пособие / Л. Е. Войткевич, Т. Е. Тапехина. – Краснодар : Ку6ГАУ, 2018. – 88 с.

**ISBN** **978-5-00097-688-3**

В учебном пособии излагается грамматический материал, на основе которого осуществляется формирование коммуникативных компетенций. Приведены списки терминов, лексические материалы и тексты профессиональной направленности. Издание будет способствовать формированию навыков использования английского языка в профессиональной сфере.

Предназначено для обучающихся по направлению подготовки 35.03.05 Садоводство.

**УДК 811.111: 635(075.8)**

**ББК 81.432.1**

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**ISBN 978-5-00097-688-3** И. Т. Трубилина», 2018

**ПРЕДИСЛОВИЕ**

Учебное пособие предназначено для завершающего этапа курса обучения английскому языку в неязыковом вузе по направлению подготовки 35.03.05 Садоводство. Пособие разработано в соответствии с рабочей программой и направлено на выполнение предусмотренных ею задач. Основной целью учебного пособия является формирование коммуникативной компетенции, умений и навыков, необходимых для профессионального общения на иностранном языке. Теоретическая часть пособия представлена в виде описания грамматических явлений, категорий и правил, сопровождаемых примерами, таблицами и заданиями для контроля усвоения грамматического материала. Структурно учебное пособие состоит из четырех разделов (Units) для аудиторной и самостоятельной работы. Разделы включают в себя следующую тематику: Fruit growing, Fruit tree cultivation, Growing grapes, The nightshade family of vegetables. Каждый раздел пособия состоит из трех подразделов (Sections): Grammar, Vocabulary and word study, Reading and speaking. Подраздел Grammar представляет информацию по грамматическим темам, необходимым для работы с профессионально ориентированными материалами на английском языке. Подраздел Vocabulary and word study содержит тематическую лексику раздела и комплекс лексико-грамматических заданий, направленный на формирование навыков применения профессиональных терминов на основе грамматического материала. Подраздел Reading and speaking содержит тексты профессиональной направленности и задания, нацеленные на формирование устной речи.

Учебное пособие разработано преподавателями кафедры иностранных языков КубГАУ [авторы: Л. Е. Войткевич, разделы 1, 2; Т. Е. Тапехина, разделы 3, 4]. Авторы будут признательны за отзывы и пожелания, которые можно направлять по электронному адресу. Наш e-mail: inostrannyh-jazykov@kubsau.ru

**UNIT 1. FRUIT GROWING**

**Section 1. Grammar**

**Инфинитив (Infinitive)**

**Инфинитив**, или неопределенная форма глагола – это [форма глагола](http://englishgu.ru/finite-and-non-finite-forms-verb/), которая не имеет лица и числа. Инфинитив лишь называет действие, обозначаемое глаголом. Как и в русском языке, в английском неопределенная форма глагола отвечает на вопросы «что делать?» и «что сделать?»

Признаком инфинитива является частица **to** перед глаголом, например: **to work** работать**, to read** читать.

В некоторых случаях инфинитив употребляется без частицы to:

1) После модальных глаголов must, can (could), may (might) и need:

He must help me. Он должен помочь мне.

You may come in. Ты можешь войти.

2) После глаголов to make – заставлять, to let – разрешать, а иногда также после to help – помогать:

Help me choose a gift for my sister. Помоги мне выбрать подарок для сестры.

Mother makes me clean my room. Мама заставляет меня убирать мою комнату.

3) В обороте [«объектный падеж с инфинитивом» (complex object)](http://englishgu.ru/complex-object-slozhnoe-dopolnenie/) после глаголов to watch – наблюдать, to see – видеть, to hear – слышать, to feel – чувствовать и некоторых других:

I saw her write the letter. Я видел, как она пишет письмо.

**Примечание.** Если глаголы, перечисленные в пп. 2-3, употребляются в страдательном залоге, то следующий за таким глаголом инфинитив употребляется с частицей **to**.

He was made to clean his room. Его заставили убрать комнату.

She was seen to write the letter. Видели, как она пишет письмо.

4) После устойчивых выражений had better – лучше бы, would rather, would sooner – предпочёл бы.

You had better go home. Тебе лучше бы пойти домой.

I would rather stay here. Я предпочел бы остаться здесь.

**Формы инфинитива**

|  |  |  |
| --- | --- | --- |
| **Группа времен** | **Active Voice** | **Passive Voice** |
| **Simple** (Indefinite)  выражает действие, происходящее одновременно с действием сказуемого | **to do**  делать (вообще) | **to be done**  быть сделанным (вообще) |
| **Continuous** (Progressive) выражает длительное действие, продолжающееся одновременно с действием сказуемого | **to be doing**  делать  (в определенный момент) | – |
| **Perfect** выражает действие, предшествующее действию сказуемого | **to have done**  (уже) сделать  (до какого-либо определенного момента) | **to have been done**  (уже) быть сделанным (до какого-либо определенного момента) |

**Примеры:**

I want **to ask** you – Я хочу спросить тебя.

I want **to be asked** – Я хочу, чтобы меня спросили.

I happened **to be asking** her about you when you came in. Так случилось, что я спрашивал ее о тебе, когда ты пришел.

You could **have asked** me first. Ты мог бы сначала спросить у меня.

She could **have been asked** by anybody. Ее мог спросить кто угодно.

**Синтаксические функции инфинитива и их перевод на русский язык:**

1) **подлежащее** (subject)

Инфинитив в функции подлежащего занимает в предложении глаголу в неопределенной форме или существительному в именительном падеже.

To know English is important. Знать английский язык важно/Знание английского языка важно;

2) **обстоятельство цели** (adverbial of purpose)

Инфинитив в функции обстоятельства переводится на русский язык при помощи союза **чтобы.**

To get high yields *we* must irrigate the soil. Чтобы получить высокие урожаи, *мы* должны орошать почву.

В данной функции инфинитив может вводиться также союзом **in order to** *(для того чтобы).*

In order to get high yields *we* must irrigate the soil.

Для того чтобы получитьвысокие урожаи, *мы* должны орошать почву.

Союз in order не следует путать с существительным order порядок, приказ, перед которым может быть предлог in, но после которого не употребляется частица to.

Everything is in order. Все в порядке.

**Примечание.** Чтобы правильно определить функцию, нужно найти в предложении подлежащее. Если подлежащее имеется, то инфинитив является обстоятельством, если нет, то инфинитив является подлежащим.

Инфинитиву, который следует после слов **too** слишком, **sufficiently** достаточно, **enough** достаточно, в русском языке соответствует неопределенная форма глагола с предшествующим союзом чтобы/ для того, чтобы.

This soil is too bad to cultivate it. Эта почва слишком плохая, чтобы ее возделывать.

This soil is good enough to cultivate it.

Эта почва достаточно хорошая, чтобы ее возделывать.

3) **определение** (attribute)

Инфинитив в функции определения следует в предложении за существительным. При переводе предложения на русский язык такому инфинитиву обычно соответствует определительное придаточное предложение с союзным словом *который*; сказуемое этого предложения выражает, как правило, долженствование, возможность или действие в будущем.

These are students to take part in the discussion.

Это студенты, которые примут участие в дискуссии.

We spoke about examinations to be taken in summer. Мы говорили об экзаменах, которые надо будет сдавать летом.

4) **дополнение** (object)

В функции дополнения инфинитив стоит после глагола-сказуемого или прилагательного. На русский язык обычно переводится неопределенной формой глагола, отвечающей на вопрос (что делать?).

I hope to see you next week. Надеюсь увидеть вас на следующей неделе.

I am glad to help you. ­­­­ Я рад помочь вам.

5) **именная часть сказуемого** (predicate nominative)

Составное сказуемое бывает именным или глагольным. Составное именное сказуемое состоит из связки (глаголов **be, feel, keep, become, grow, get, turn, seem, appear** т.п.) и именной части составного глагольного сказуемого, указывающей на само действие.

His aim was to inform Mark. Его целью было проинформировать Марка.

6) **часть** **составного** **глагольного** **сказуемого** (compound verbal predicate)

We intend to celebrate this occasion. Мы намереваемся отпраздновать это событие.

**Составное сказуемое** – это сказуемое, состоящее более чем из одного слова. В составном глагольном сказуемом одна часть такого сказуемого выражает смысловое значение [сказуемого](https://www.calc.ru/Skazuyemoye-Prostoye-Glagolnoye-Skazuyemoye.html), а вторая выражает наклонение и время сказуемого.

She began to sing. Она начала петь.

Составное глагольное сказуемоесостоит из двух частей:

1) **Основная часть составного глагольного сказуемого**, которая выражает лексическое значение сказуемого и выражается глаголом с частицей **to**, в форме инфинитива  
(**to sing)**.

2) **Вспомогательная часть составного глагольного сказуемого**, которая выражает время и наклонение [глагола](https://www.calc.ru/Glagol-Kak-Samostoyatelnaya-Chast-Rechi.html) и выражается глаголом в спрягаемой форме (**began**).

**Инфинитив в английском языке: отрицание**

Особое внимание стоит уделить образованию отрицательных предложений. Для употребления инфинитива в предложении можно пользоваться двумя формами отрицания. Необходимо различать эти формы, т.к. при ошибочном употреблении может быть искажен смысл высказывания, и оно может быть неправильно понятым.

К предложениям для отрицания главного действия (глагола до инфинитива) добавляется простая английская отрицательная форма с вспомогательным глаголом и отрицательной частицей **not**.

He didn’t pretend to be one of you.

Он не притворялся, что он один из вас.

Для отрицания действия в инфинитиве перед частицей **to** ставится отрицательное **not**.

He pretended not to hear a question.

Он сделал вид, что не услышал вопрос.

**Инфинитив в английском языке: особенности**

1) Если в предложении используется несколько глаголов с инфинитивными формами, и частица **to** в их случае употребляется, то она ставится только к первому инфинитиву:

He wants to do exercises and call his friends.

Он хочет сделать упражнения и позвонить своим друзьям.

I promised to run every day and eat healthy food.

Я обещал бегать каждый день и есть здоровую пищу.

2) Для английского предложения характерна еще одна особенность: если в предложении инфинитив, который употреблялся в начале, повторно употребляется в конце, сам глагол обычно опускается, а в предложении остается лишь частица **to**, которая его (этот глагол) подразумевает:

She asks me to go to the party but I don’t want to (go).

Она просит меня пойти на вечеринку, но я не хочу (идти).

**Task 1. Translate the sentences paying attention to the functions of the Infinitive.**

1. To play chess was his greatest pleasure.

2. The child did not like to be washed.

3. Which is more pleasant: to give or to be given presents?

4. To improve your pronunciation you should record yourself and analyze your speech.

5. Nature has many secrets to be discovered.

6. To be instructed by such a good specialist was a great advantage.

7. He is very forgetful, but he doesn’t like to be reminded of his duties.

8. I have come here in order to meet her.

9. To smoke is harmful.

10. He stopped to speak to his friend.

**Task 2. Find subject and predicate in each sentence. Determine the functions of the Infinitive (subject or adverbial of purpose).Translate the sentences.**

1. To clean teeth twice a day should becоmе a habit.

2. To take a proper care of your health is very important.

3. To get adequate results the scientists carried out a series of experiments.

4. To be strong and healthy you must always do your morning exercises.

5. To walk in the garden was a pleasure.

6. The car was waiting at the door to take them to the station.

7. To explain the problem he drew diagrams all over the blackboard.

8. To discuss your work is necessary today.

9. To advertise in magazines is very expensive.

10. To meet the increased demand for industrial goods, a great number of new shops have been opened in the towns.

**Section 2. Vocabulary and word study**

**Active Vocabulary. Text A**

|  |  |
| --- | --- |
| 1) breeding | выведение |
| 2) pomology | помология, плодоводство |
| 3) species | виды |
| 4) correct layout of the orchard | правильная планировка сада |
| 5) high yielding and long lived | высокоурожайный и живучий |
| 6) scorching wind | суховей |
| 7) shelter belt | лесозащитная полоса |
| 8) sprinkling, spraying | опрыскивание |
| 9) burning bonfires | горящие костры |
| 10) fruitage | плодоношение |
| 11) leaf shedding | листопад |
| 12) propagation | размножение |
| 13) small fruit | мелкоплодные |
| 14) strawberry | земляника |
| 15) raspberry | малина |
| 16) gooseberry | крыжовник |
| 17) to protect | защищать |
| 18) to spray with chemicals | опрыскивать химикатами |
| 19) blossoming | цветущие |
| 20) to conduct | вести |
| 21) a peach | персик |
| 22) a pear | груша |
| 23) an apricot | абрикос |
| 24) a plum | слива |
| 25) herbicides | гербициды |
| 26) truck crops | огородные культуры |
| 27) weeds | сорняки |
| 28) insect pests | насекомые вредители |
| 29) disease | болезнь |

**Task 1. Group the following words according to the parts of speech paying attention to the suffixes and translate them.**

Propagation, naturally, selection, breeding, variety, improving, wonderful, achievement, clearly, important, production, preparation, comparatively, plantation, fertilizer, highly, spraying, various, sргауег, sprinkling, effective, blossoming, application, factor.

**Task 2. Give Russian equivalents to the following words.**

Naturally, selection, variety, species, production, apricot, citrus, fruit, lemon, orange, grapefruit, preparation correct, factor, plantation, protect, chemical, effective, application.

**Task 3. Determine, if the word «plant» is a noun or it is a verb and explain your answer.**

His plant; they plant; a good plant; you plant well; this plant is better; plant better.

**Task 4. Complete the sentences with the appropriate words from the list given below.**

Apples, pears, peaches, apricots, fruit quality, berries, breeding pomology, high-yielding, choice, of site; strawberry, small fruit, plum, cherry, raspberry, gooseberry.

1. ... of new species of plants is very important for fruit growing. 2.... embraces the production of fruit. 3.... is one of the main factors for ... plantations. 4.... and ... are small fruit. 5. The ..., the ..., the ... are tasty berries. 6. Fruit-growing embraces the production of the ..., the ..., the ..., the ... . 7. The goals of fruit tree improvement include enhancement of ... .

**Task 5. Make up sentences of your own with the following words and word combinations.**

Fruit propagation, plant breeding, plant variety, fruit growing, correct layout of the orchard, shelter belt, long-lived plantation, fruitage; autumn leaf shedding, small, fruit, plant protection, truck crops, strawberry, raspberry, gooseberry, apple, pear, peach, apricot lemon, orange, grapefruit, cherry, plum, blossoming, herbicides, weeds, insect, pests, high yields.

**Task 6. Try to translate the following sentences paying attention to the infinitive.**

1. It is not easy to grow any plants. 2. Sprinkling is effective during blossoming in spring to protect the trees against late frost. 3. To protect the trees from diseases and insect pests is highly important. 4. We want to do planting in autumn. 5. Our main task is to make a correct layout of the orchard. 6. These are trees to be grown on the farm. 7. To breed new species of plants the farmer must use selection. 8. A persistent struggle with weeds has to be conducted to have a good tree growth. 9. To get high production of fruit the farmer should protect the orchard from cold wind.

**Task 7. Give Russian equivalents to the following words and word combinations.**

Plant cultivation, apple-production, plant breeding, soil preparation, fruit-growing, tree plant, tree protection, fruit propagation, truck crops, hybrid, zone, agriculture, fruit producing, climate, atmospheric, practically, immune, popular, region, tendency, distance, commercial, central, form, adopt, experiment, globe.

**Section 3. Reading and speaking**

**Task 1. Read Text A and answer the questions given**

**below.**

1. What is pomology?

2. What are the main factors for high yielding plantations?

3. What should be the site for orchard?

4. What is important for young trees?

5. What purpose are herbicides used for?

6. What does fruit growing embrace?

7. What does Michurin show with his wonderful

achievements?

8. How many fruit trees do you know?

9. What small fruit do you know?

10. Name some berries and citrus fruit.

**TEXT A**

**POMOLOGY**

Fruit growing (pomology) is the part of growing, improving, and preparation of fruits. It naturally begins with selection or breeding of the best varieties of plants.

Pomological research is mainly focused on the development, cultivation and physiological studies of stone fruit trees. The goals of fruit tree improvement include enhancement of fruit quality, regulation of production periods, and reduction of production cost.

Pomology has been an important area of research for centuries. Michurin with his wonderful achievements clearly shows how important the selection and breeding of new species of plants are. Fruit growing embraces the production of the apples, the pears, the peaches, the apricots, citrus fruit (lemons, oranges, and grapefruits); so-called small fruit, as the plum and the cherry; along with such berries as the strawberry, the raspberry, the gooseberry. Choice of site, soil preparation and correct layout of orchard are the main factors for long-lived and high-yielding plantation. The site should be comparatively warm, protected from cold, as well as scorching wind, so that shelter-belts are often made to surround the orchard. The best ammonium sulphate, super phosphate and potash salts. It is highly important to protect young trees from diseases and insect pests. This is done by spraying with various chemicals out of sprinklers or sprayers. Sprinkling is also effective during blossoming in spring to protect the trees against late frosts, though burning bonfires is also used for this purpose. During the first years after an orchard is planted truck crops are grown in the inter rows, but this cannot be done when the fruitage begins. After autumn leaf shedding the ground under the trees is ploughed under. During the whole lifetime of the orchard a persistent struggle with weeds has to be conducted. This is done by means of hoeing along with the application of herbicides.

**Task 2. Give the definitions to the following statements.**

1. The art of growing, improving and propagation of fruit.

2. The production of fruit and berries.

3. Soil preparation, choice of site.

4. Barn yard manure, ammonium sulphate, potash salt.

**Task 3. Give English equivalents to the following words and word combinations.**

Плодоводство, планировка сада, листопад, гербициды, сорняки, огородные культуры, защищать, размножение, опрыскивать химикатами, отбор, сорт (вид), разбрызгиватель, цветущие, мелкоплодные, плодоношение, обработка, вспахивать, рыхление, высокоурожайный.

**Task 4. Translate following sentences into English.**

1. Улучшение фруктовых деревьев улучшает качество фруктов.

2. Сады часто окружены лесными полосами.

3. Выбор участка и правильное планирование сада является главным фактором закладки плантации.

4. Защита молодых деревьев от болезней и насекомых является еще одним важным фактором в плодоводстве.

5. В садах должна проводиться постоянная борьба с сорняками.

6. Мичурин ясно показал, как важен отбор и выведение новых сортов растений.

**Task 5. Try to express the main idea of Text A in your own way.**

**Vocabulary. Text B**

|  |  |
| --- | --- |
| 1) sweet cherry | черешня |
| 2) sour cherry | вишня |
| 3) to disseminate | распространяться |
| 4) inhabitant | обитатель |
| 5) roadside | обочина дороги |
| 6) to thrive | расти |
| 7) dryness | засуха |
| 8) inside | внутри |
| 9) temperate zone | умеренная зона |
| 10) throughout | повсюду |
| 11) hemisphere | полушарие |
| 12) withstanding | противостояние |
| 13) tо respond | отвечать, реагировать |
| 14) inconvenience | неудобство |
| 15) neglect | запущенный |
| 16) tillage | обработка |
| 17) injure | повреждать |
| 18) treatment | уход за деревом |
| 19) fail | неудачный |
| 20) fastidious | привередливый |
| 21) to bе lacking | испытывать недостаток |
| 22) to bе рrеу | подвергаться повреждению |
| 23) hardness | стойкость |
| 24) fungous illness | грибковое заболевание |
| 25) to pick | собирать |
| 26) stem | стебель |

**Task 6. Read Text B and find answers to the following questions.**

1. What has cherry been domesticated from?

2. Where is cherry produced?

3. What climate is cherry grown in?

4. What can you say about cherry cultivation?

5. Which sort of cherry is more fastidious?

6. When are commercial fertilizers used?

7. What soil are cherries grown on?

8. Where does the crop thrive best?

9. When are the sweet cherries picked?

10. When are sour cherries picked?

**TEXT B**

**THE CHERRY**

Sweet and sour cherries have been domesticated from two old world species: cultivated sweet cherries have come from Prunes Aviurn and the sour cherries from Prunus Cerasus. The name «cherry», often as the compound term «cherry tree», may also be applied to many other members of the genus Prunus, or to all members of the genus as a collective term.

The fruits of many of these are not cherries, and have other common names, including plum, apricot, peach and others. The name «cherry» is also frequently used in reference to cherry blossom.

True cherry fruits are borne by members of the subgenus Cerasus, which is distinguished by having the flowers in small corymbs of several together (not singly, but in racemes), and by having a smooth fruit with only a weak groove or none along one side. The subgenus is native to the temperate regions of the Northern Hemisphere, with two species in America, three in Europe, and the remainder in Asian continent

The majority of cherries are derived from either Prunus avium, the wild cherry (sometimes called the sweet cherry), or from Prunus cerasus, the sour cherry. Varieties of these two species and hybrids between them now encircle the globe in the North Temperate Zone. For centuries, probably from the beginnings of agriculture, cherries have been valuable fruit producing trees in Europe and Asia, inhabitants of nearly every orchard and garden as well as common roadside trees in temperate climates.

Sour cherries are suited to many environments, in various soils and withstanding rather better than most orchard fruits heat, cold and atmospheric dryness. Maur cherries also have fewer insect and fungous damage than other tree fruits, being practically immune to the dreaded San Jose scale.

Sweet cherries however are much less easily grown. Sweet varieties are all somewhat fastidious as to soils, are lacking in hardness to both heat and cold; are prey to more insects than sour cherries and subject to nearly all the fungous ills. Sweet cherries are grown on high light, sandy, gravelly or even stony loams, while sour cherries do best on somewhat heavier soils. The former are set 22 to 24 feet apart, the latter 16 to 20 feet. In soils well adapted to cherry growing, commercial fertilizers are little needed.

Good cultivation, the yearly cover crop, furnishes an abundance of food. The soil for cherries should be well drained, and the crop thrives best where the weather is moist up to picking time. Cherries are picked with stems on, the sweet a few days before fully ripe, the sour when practically mature.

**Task 7. Complete the sentences with the appropriate words from the text.**

1. Sweet and sour cherries have been … . 2. Varieties of these two … and ... between them. 3. For ... , cherries have been valuable fruit producing trees. 4. Sour cherries also have fewer ... and fungous than other tree ... 5. Sweet cherries are much less ... grown. 6. Sweet varieties are all somewhat ... to soil. 7. Sweet cherries are grown on high light, sandy, gravelly or even story 8. Sour cherries do best on somewhat ... soil. 9. In soil well adapted to cherry-growing, commercial ... are little receded. 10. Cherries are picked with stems on, the sweet a few days before fully ... , the sour when practically ... .

**Task 8. Match the beginning of the sentences in A with the ending in B, write out complete sentences and translate them.**

**A:**

1. The plant producing fertilizes

2. A lot of fertilizers are produced

3. To produce more fertilizers

4. This plant is to produce

5. Fertilizers produced at this plant

6. A new plant to produce fertilizers will be built

**B:**

a) in our town next year

b) more fertilizers next month

c) is not far froth our town

d) are applied by our farm

e) many new plants are being built

g) at this plant every year

**Task 9. Complete the table.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| tree | environment | soil | diseases | derivation |
| sour cherry |  |  |  |  |
| sweet cherry |  |  |  |  |

**Task 10. Try to express the main idea of Text B in your own way.**

**Vocabulary. Text C**

|  |  |
| --- | --- |
| 1) ancient | древний |
| 2) scientific | научный |
| 3) to derive | получать, извлекать, выводить |
| 4) domestication | доместикация, окультуривание |
| 5) assumption | предположение, предпосылка |
| 6) subsequent более | поздний, последующий |
| 7) however | однако |
| 8) range | ряд, линия, степень |
| 9) smooth | гладкий |
| 10) flesh | мякоть |
| 11) stone | косточка, зёрнышко |
| 12) bark | кора |
| 13) locality | местность, место, район |
| 14) to thrive | процветать, разрастаться |
| 15) 1оаmу | суглинистый |
| 16) gravelly | усыпанный гравием |
| 17) tillage | обработка почвы |
| 18) thoroughly | тщательно |
| 19) to hasten | спешить |
| 20) property | 1) имущество, собственность  2) свойство, качество |
| 21) vigilant | бдительный, бодрствующий |
| 22) foliage | листва |
| 23) arsenic | мышьяк |
| 24) lead | свинец |
| 25) shuck | шелуха, скорлупа, кожура |
| 26) to shed | ронять, терять, сбрасывать |
| 27) petal | лепесток |
| 28) jarring | резкий (запах), окуривание |

**Task 11. Read Text C, find answers to the following questions.**

1. The apricots are of three species, all probably native of China and Japan, aren't they?

2. What kind of apricot is the apricot of Europe and America?

3. What is the difference between Russian and European apricots?

4. Now can you describe the Japanese apricot?

5. What does the Japanese apricot demand?

6. What sort of land is ideal for the Japanese apricots?

7. What are the best fertilizers for orchard?

8. What should be done to protect young trees from diseases and insect pests?

9. Is it necessary to grow truck crops in the orchard?

10. When is sprinkling used to be effective?

**TEXT C**

**THE APRICOT**

The apricot was known in Armenia during ancient times, and has been cultivated there for so long, that it is often thought to be native there. Its scientific name Prunus armeniaca (Armenian plum) derives from that assumption. However, the Vavilov center of origin locates the origin of the apricot's domestication in the

Chinese region, and other sources say the apricot was first cultivated in India in about 3000 BC. Subsequent sources were often confused about the origin of the species. Loudon (1838) believed it had a wide native range including Armenia, Caucasus, the Himalaya, China, and Japan.

The apricots are of three species. The common apricot of Europe and America is Prunus Armeniaca; smooth at maturity, red and yellow, the sweet and firm flesh free or very nearly so, from the large, smooth flat stone; tree with a round, spreading top, and a reddish cherry-like or peach-like bark.

The Russian apricot is a hardly but smaller-fruited race of this species. The Japanese apricot, in Japan grown for fruit, is Prunes Mume; fruit is small, yellowish or greenish, the flesh rather hard and dry; tree like the common apricot.

The apricot is as hardly as the peach and thrives in similar localities and under the same general cultivation and treatment, but demands very strong soils. The ideal land for this fruit seems to be one that is deep and dry, and loamy or gravelly in character.

The apricot should always be supplied with clean culture. Tillage should be stopped late in summer or early in fall to allow the wood to mature thoroughly. It is best to raise a cover crop in the latter part of July or in August to hasten this maturity and also to protect the roots and to improve the physical properties of the soil.

The most serious enemy of the apricot is the curculio, the same insect that attacks the fruits of plum and peach. This insect seems to have a particular fondness for the apricot, and as the fruit sets very early, the crop may be expected to be destroyed unless the most vigilant means are employed.

The foliage of the apricot, as in the case of the peach, is especially sensitive to the arsenical sprays and therefore entomologists have hesitated to recommend green and arsenate of lead for the control of the curculio. It is recommended the use of two pounds of arsenate of lead combined with fifty gallons of self-boiled lime-sulfur applied as follows:

First application – about the time the calyces, or shucks, are shedding from the young fruit.

Second application – two or three weeks later, or about one month after the falling of the petals. Another method of control of this insect is by jarring the trees in the same way as with plums and peaches, but the work must even be more thoroughly done than with those fruits.

The apricot is often placed on walls, where the fruit reaches the highest perfection. Care should be taken that the wall does not face the east or the south, or the early flowers may be caught by frost. An overhanging cornice will aid greatly in protecting from frost.

**Task 12. Change the Russian words in the brackets into the English ones in the following sentences:**

1. The apricots are of three (copта), all probably native of China and Japan.

2. The ideal (земля) for this fruit seems to be one that is deep, dry, loamy or gravel in character.

3. The apricot should always be supplied with (чистый) culture.

4. Another (метод) of control of this insect is by jarring the trees in the same way as with plums and peaches.

5. An overhanging cornice will aid greatly in protecting from (мoрoз).

**Task 13. Are these statements true or false?**

1. The most serious enemy of the apricot is the curculio.

2. The crop may not be expected to be destroyed.

3. Entomologists don't recommend anything more.

4. The second application- two or three years later.

5. Another method of control of this insect is by jarring the trees in the same way as with plums and peaches.

6. An overhanging cornice will aid greatly in protecting from frost.

**Task 14. Complete the sentences with the appropriate words from the list given below.**

Perfection, application, use, petals, insect, particular.

1. This ... seems to have ... fondness for the apricot.

2. It is recommended the ... of two pounds of arsenate of lead combined with fifty gallons of self-boiled lime sulfur.

3. Fist ... about the time the calyces, or chucks arc shedding from the young fruit.

4. Second application – two or three weeks later, or about one month after the falling of the….

5. Another method of control of this ... is by jarring the trees.

6. The apricot is often placed on walls where the fruit reaches the highest ... .

**Task 15. Translate the following words and word combination into Russian.**

Commercial fruit; fruit tree seedling; gold discovery; best varieties; size of fruit; open air; chief part; interior valleys; low places; springs danger; sea level; rarely; plant; commercial purposes.

**Task 16. Replace the Russian words into the English ones in the following sentences.**

1. The apricot in California is one of the leading (коммерческих) fruit.

2. It was apparently (представлен) by the Mission Fathers.

3. Upon these (факты) the apricot rose to wide popularity.

4. The chief part of the apricot crop in California is grown in the interior (долины).

5. In Southern California the apricot succeeds both in the (побережье) and interior valleys.

6. However, there is no relation (между) this early introduction and the expansion that quickly followed the American occupation.

**Task 17. Try to express the main idea of Text C in your own way.**

**UNIT 2. FRUIT TREE CULTIVATION**

**Section 1. Grammar**

**Инфинитивные обороты (Infinitive Constructions)**

Инфинитив входит в состав инфинитивных конструкций (оборотов):

1) Сложное дополнение (Complex object)

2) Сложное подлежащее (Complex subject)

3) Конструкция, вводимая предлогом for («For» infinitive construction)

**Сложное дополнение (Complex object)**

Это сочетание местоимения в объектном падеже или существительного в общем падеже с инфинитивом.

|  |  |  |  |
| --- | --- | --- | --- |
| Подлежащее | Сказуемое | Местоимение в объектном падеже или существительное в общем падеже | Инфинитив |
| They | knew | him | to be wrong |
| Они | знали, что | он | был не прав |

Оборот сложное дополнение употребляется после глаголов:

1) **Предположения** (to think, to expect, to believe, to suppose, to feel, to trust и так далее)

I expected her to talk to me. Я ожидал, что она поговорит со мной.

**Запомните:**после глаголов  to consider, to declare, to find обычно глагол to be опускается, не используется.

They find her very beautiful. Они считают её очень красивой.

2) **Чувственного восприятия (to see, to watch, to feel и так далее).** После них инфинитив употребляется без частицы **to**.

I saw her come home. Я видел, как она пришла домой.

3) **Желания (to want, to desire, to wish** и так далее**)**

I want her to come back. Я хочу, чтобы она вернулась обратно. 

4) **Приказа и разрешения (to order, to encourage, to allow** и так далее**)**

I allowed his friend to visit us- Я позволил его другу навестить нас.

После глаголов **to see** и **to notice** сложное дополнение не используется с глаголом to be, используется that.

I saw that she was excited. Мы видели, что она была рада.

**Сложное подлежащее (Complex subject)**

Включает в себя сочетание подлежащего и инфинитива в сложной глагольной форме.

|  |  |  |
| --- | --- | --- |
| Существительное или местоимение | Глагол, обычно в пассивном залоге | Инфинитив |
| They | were thought | to be dishonest |
| Их | считали | нечестными |

**Complex subject** используется после глаголов:

1) **To say, to report, to state, to announce, to allow, to ask в пассивном залоге.**

He is said to know him. Говорят, он знает его.

2) **Глаголов чувственного восприятия и умственного состояния: to see, to believe, to know** и так далее в пассивном залоге.

He was heard to cry noisily. Было слышно, как она громко плачет.

3) **Глаголов to seem/ to appear­­­-казаться, to turn out, to prove, to happen, to chance (в значении случаться)**

It seems to be unbelievable. Это кажется невероятным.

4) **Прилагательных: to be likely–вероятно, to be unlikely–маловероятно, to be certain/ to be sure–несомненно, обязательно.**

They are unlikely to get know each other. Вряд ли они знают друг друга.

**Обратите внимание:**

1) Только лишь **to expect, to be likely, to be certain/to be sure** могут выражать будущее время.

 I am sure to do this. Я обязательно сделаю это.

2) Если после **to seem/to appear, to prove** следует прилагательное, то глагол **to be** опускается.

 She seems happy. Она выглядит счастливой.

**Конструкция, вводимая предлогом for (for+nfinitive construction)**

Сочетание предлога **for** с существительным в общем падеже или местоимением в объектном падеже и инфинитива.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Предлог for | Существительное или местоимение | инфинитив |
| It is difficult | for | me | to tell |

Перевод: Мне сложно это рассказывать.

Нельзя путать личные [местоимения](https://speakenglishwell.ru/anglijskie-mestoimeniya-s-perevodom-i-proiznosheniem/) в субъектном и объектном падеже:

|  |  |
| --- | --- |
| Субъектный падеж | Объектный падеж |
| I – я | me – меня / мне / мной |
| we – мы | us – нас / нам / нами |
| you – ты | you – тебе / тобой |
| you – вы | you – вас / вам / вами |
| he – он  she – она  it – это /оно | him – его / ему / им  her – ее / ей  it – это |
| they – они | them – их / им / ими |

Объектному падежу свойственно употребление в качестве дополнения,  в то время как для субъектных местоимений характерна роль подлежащего.

Объектный падеж может переводиться различными способами, однако так как перед ним стоит предлог **for** (для), соответственно, в этом случае объектный падеж местоимения будет отвечать на вопросы «для кого?» или «кому?».

Инфинитив можно употреблять как в действительном залоге, так и в пассивном.

**Функции в предложении:**

1) **Сказуемое**

This cake is for children to eat. Этот торт для детей.

2) **Подлежащее.** Обычно вводится с **it**.

It is difficult for me to understand it. Мне сложно это понять.

3) **Определение**

The best advice for him to talk to his parents. Лучший совет для него–поговорить с его родителями.

4) **Дополнение**

They waited for me to come home. Они ждали, что я приду домой.

5) **Обстоятельства цели и результата.**

He repaired TV set for you to watch it. Он починил телевизор, что вы могли его смотреть.

**Training exercises**

**Task 1. Translate the sentences paying attention to Infinitive Constructions.**

1. I consider your success to be very significant. 2. For him to become a prizewinner he should train well. 3. I believe this to be true but I want to know more. 4. When I listen to music, I like it to be loud. 5. He is said to spend his vacation in the South. 6. You are expected to get a job at a big company or something like that. 7. I think they expected me to congratulate them. 8. These snacks seem to be delicious. 9. The scientists are supposed to make a discovery in astronomy. 10. For Helen to take part in the conference she has to be registered on the website.

**Task 2. Translate into English using the Infinitive Constructions: Complex Subject or Complex Object.**

1. Он хочет, чтобы мы пришли к нему сегодня. 2. Я хотел бы, чтобы вы подождали меня здесь. 3. Он хочет, чтобы его сын стал врачом. 4. Известно, что его послали в Москву на конференцию. 5. Говорят, ее пригласили на вечеринку. 6. Мы не хотели, чтобы вы его прерывали. 7. Вы хотите, чтобы я вам помог? 8. Сообщают, что поезд отправляется через 25 минут. 9. Я хочу, чтобы его статья была опубликована. 10. Доктор не хочет, чтобы вы ехали на юг.

**Section 2. Vocabulary and word study**

**Active Vocabulary. Text A**

|  |  |
| --- | --- |
| 1) set out | высаживать |
| 2) stock | ствол дерева |
| 3) distance | расстояние |
| 4) apart | от |
| 5) dig (dug, dug) | копать |
| 6) nursery | питомник |
| 7) root | корень |
| 8) destroy | разрушать |
| 9) remove | удалять |
| 10) injure | повреждать |
| 11) thorough | тщательный |
| 12) horticultural | садовый, садоводческий |
| 13) cover сгор | покровная культура |
| 14) clover | клевер |
| 15) alfalfa | люцерна |
| 16) plow | пахать |
| 17) dormant | в состоянии покоя |
| 18) humus soil | перегнойная почва |
| 19) orchard | сад |
| 20) cuffing | черенок |
| 21) stem cuffing | стеблевой черенок |
| 22) гооt cuffing | корневой черенок |
| 23) tuber cuffing | клубневой черенок |
| 24) leaf cuffing | листовой черенок |
| 25) possess | иметь, обладать |
| 26) grafting | прививка |
| 27) bud | почка |
| 28) twig | побег |
| 29) employ | здесь: применять |
| 30) seed | семя |
| 31) scion | привой |
| 32) grafting by approach | прививка сближением |
| 33) dwarf plant | карликовое растение |
| 34) breakage | поломка |
| 35) pruning | обрезка |
| 36) promote | способствовать |

**Task 1. Group the following words according to the parts of speech and translate them.**

Farmer, horticultural, vegetative, various, propagation, generally, condition, usually, desirable, lightly, dangerous, early, operation, likely, serious, advisable, capable, practical, mechanical.

**Task 2. Give Russian equivalents of the following words:**

Farmer, result, distance, system, compensate, practical, recommend, practice, nitrogenous, mechanical, condition, method, vegetative, produce, characteristic, process, varieties, train, season, temperature, subject.

**Task 3. Translate the sentences.**

1. The tress may be set either in the fall or in the

2. When the trees are dug from the nursery, 1/2 to 3/4 of the root system is destroyed.

3. Horticultural plants are propagated by two methods.

4. The are many methods of grafting, such as budding, scion grafting, grafting by approach.

5. Young trees should be pruned to promote rapid growth and early bearing.

**Task 4. Try to translate the following sentences paying attention to the Infinitive constructions.**

I. This method of planting is said to be the best one.

2. The teacher asked the student to tell about propagation of horticultural plants.

3. I want him to tell me about pruning of Fruit trees.

4. To give the students the necessary knowledge of fruit trees cultivation was the main task of the lessons.

5. This method of propagation is sure to have some advantages.

6. Fruit trees planted in the spring are known to give better results.

7. To compensate for the loss of roots in digging, it is necessary to cut back the top of the trees.

8. Grafting is employed to propagate the variety of fruit.

9. To promote rapid growth and early bearing young trees should be pruned.

10. It is more dangerous to prune in early winter.

**Section 3. Reading and speaking**

**Task 1. Read Text A, find the answers to the following questions.**

|  |
| --- |
| 1. When are the trees to be planted? |
| 2. What does the planting distance depend on? |
| 3. When is the orchard tillage to be done? |
| 4. What methods of propagation do you know? |
| 5. What is cutting? |
| 6. Does cutting have the same characteristics as the parent, from which it was taken? |
| 7. What kinds of cuttings do you know? |
| 8. What is grafting? |
| 9. What methods of grafting do you know? |
| 10. What purpose in pruning done for? |

**TEXT A**

**FRUIT TREE CULTIVATION**

Planting.

Farmers find one or two year old trees to be better for setting out than older stock. The trees may be set either in the fall or in spring, but in most cases spring planting will give better results. Planting distances vary with the varieties.

Apple trees should stand from 32 to 40 feet apart each way in the orchard. The proper distance for setting the apricot trees is about 20 feet apart each way.

Plum trees should be planted about 15 to 25 feet apart each way. When the trees are dug from the nursery, 1/2 to 3/4 of the root system is destroyed. Before planting one should remove broken and injured roots and shorten the longer ones. To compensate for the loss of roots in digging, one should cut back the top of the trees.

Practical horticulturists recommend doing tillage of the orchard until July or August, then seeding the orchard down to some nitrogenous cover crops, like clover or alfalfa. These cover crops, when plowed under in the following spring, add humus to the soil, and improve its mechanical condition.

Propagation.

Horticultural plants are known to be propagated by two methods: by seed and by vegetative means. In fruit-growing various means of vegetative propagation are generally employed.

Cuttings.

Cuttings are known to be parts of plants used in place of seed for producing new plants. Under proper conditions they may be set in soil or water, where they take root and produce fruit of very low quality when grown from seed. Plants grown from cuttings are believed to possess the same characteristics as the parent from which they were taken. According to the part of the plant from which such cuttings are taken they may be grouped as stem cuttings, root cuttings, leaf cuttings and tuber cuttings.

Grafting.

It is the process of inserting a piece of plant, usually a bud or twig, in another, so that it will grow. Grafting is employed to propagate varieties of fruit, that will not be developed from seed; to change over orchards, already established, into more desirable sorts, to draft plants, to grow tender plants on hardy roots. There are many methods of grafting, but these may be classified as: budding, scion grafting and grafting by approach.

Pruning. Young fruit trees should be trained to a desirable pattern so that the side branches develop into strong limbs capable of bearing heavy of fruit without breakage.

Young trees should be pruned as lightly as possible to promote rapid growth and early bearing. Pruning can be best done during the dormant season. It is more dangerous to prune in early winter than later in the dormant season, because very cold temperatures following the pruning operation are likely to result in serious freezing injury to the trees.

The mature trees should be pruned first and the young trees last because the latter are more succulent and more subject to freezing injury. It is sometimes advisable with young trees to perform a small amount of training, making only a few cuts to help the trees in assuming a better shape and prevent them from making unnecessary growth in undesired places.

**Task 2. Complete the sentences with the appropriate words from the list given below.**

inserting, nursery, spring planting, cover crops, broken, injured roots, cuttings, humus, root system, tillage

1. In most cases ... will give better results.

2. Before planting one should remove ... and ... .

3. When the trees are dug from the ... 1/2 to ¾ ... is destroyed.

4. ... ... add humus to the soil and improve its mechanical condition.

5. Under proper conditions ... may be set in soil or water.

6. Grafting is the process of ... a piece of plant in another, so that it will grow.

7. Horticulturists recommend doing ... of the orchard until July or August.

**Task 3. Try to explain the following words in English: planting, cutting, grafting.**

**Task 4. Give the definitions to the following statements.**

1. Parts of plants used in place of seed for producing new plants.

2. The process of inserting a piece of plant, usually a bud or twig.

3. Budding, scion grafting and grafting by approach.

4. Seeds and vegetative means.

**Task 5. Match the beginning of the sentences in A with the ending in B, write out complete sentences and translate them.**

|  |  |
| --- | --- |
| **A** | **B** |
| 1. The trees may be | a) recommend the practice of tillage of the orchard until July and August |
| 2. Planting distances | b) the process of inserting a piece of plant, usually a bud or twig |
| 3. Practical horticulturists | c) set either in the fall or in spring |
| 4. Grafting is | d) the dormant season |
| 5. There are many methods of grafting, such as | e) vary with the varieties |
| 6. Pruning can be best done during | f) budding, scion, grafting and  grafting by approach |

**Task 6. Try to express the main idea of Text A in your own way.**

**Vocabulary. Text B**

|  |  |
| --- | --- |
| 1) outlook | перспектива |
| 2) wide range | большое разнообразие |
| 3) native | родной |
| 4) adjacent | соседний |
| 5) immemorial | незапамятный |
| 6) immensely | чрезвычайно |
| 7) valuable | ценный |
| 8) French settlers | французские поселенцы |
| 9) bank | берег |
| 10) market | рынок |
| 11) enormous | огромный |
| 12) race | сорт |
| 13) storage | хранение |

**Task 7. Read and translate Text B.**

**TEXT B**

**THE APPLE**

The Crab-tree or Wild Apple Tree (Pyrus malus), is the key to the history of apples. It is native to Britain and is the ancestor of all the cultivated varieties of apple trees we grow today. It was the rootstock on which new varieties were grafted when brought from Europe.

It is a tree, which has been grown from before the Norman Conquest. It has spread in its wild state in most countries of Europe and as far as the Caucasus. In Norway, it is found in the lowlands.

The apple is native to southwestern Asia and adjacent Europe. It has been cultivated from time immemorial. Now widely cultivated and immensely variable, the apple is grown in every temperate climate, and is the most important commercial fruit.

There are many valuable varieties of apples. Varieties may be classified according to their season of maturing, as summer, fall and winter. The last group includes varieties of apples, which are best for storage, as they keep the best. Apples of different varieties adapt themselves to a rather wide range of soils, but in general the foams or heavy bourns are much better for apples than lighter soils.

Planting apple trees should be done any time during the winter and early spring months, October to December being the best months. Don't add any fertilizer to the soil at this time, it may burn the roots and it will only encourage tree growth at the expense of fruit growth. Apples have been cultivated in Canada for about 300 years. In the early part of the seventeenth century, the French settlers brought with them seeds and trees to the banks of the St. Lawrence River. In that part of Canada; now the province of Nova Scotia, apple trees were planted early in the seventeenth century. The production of apples in Canada is large and increases very fast. The area in Canada over which apples can be grown is very large. Canadians are fully alive to the importance of practicing the best methods of apple-culture and in those parts of the Dominion where the industry is an important one, the methods employed and culture given are equal to those in other countries.

The cooperative movement is strong in Canada, and there are many cooperative associations for the buying of horticultural supplies and for the marketing of fruit. The outlook for apple growing in Canada is bright. The market for Canadian apples appears to be unlimited if the fruit is well packed and properly distributed, and the quantity of apples that Canada is able to produce is enormous.

**Task 8. Put special questions to the following sentences.**

|  |
| --- |
| 1. Before planting one should remove broken and injured roots and shorten the longer ones. |
| 2. The last group includes varieties of apples, which are  best for storage. |
| 3. Apples have been cultivated in Canada for about 300 years. |
| 4. In that part of Canada, now the province of Nova Scotia, apple trees were planted early in the seventeenth century ago. |
| 5. The area in Canada over which apples can be grouped is very large. |

**Task 9. Match the beginning of the sentences in A with the ending in B, write out and translate the sentences.**

|  |  |
| --- | --- |
| **A** | **B** |
| 1. The apple is native | a) native to North America |
| 2. Certain apples are | b) south-western Asia and adjacent Europe |
| 3. There are many valuable | c) is large and increasing very fast |
| 4. The production of  apples in Canada | d) is bright |
| 5. The outlook for apple-growing in Canada | e) if the fruit is well packed and properly distributed, and the quantity of apples that Canada is able to produce is enormous |
| 6. The market for Canadian apples appears to be  unlimited, | f) varieties of apples |

**Task 10. Change the Russian words in the brackets into the English ones in the following sentences.**

1. Now widely cultivated and (чрезвычайно) variable, the apple is grown in every temperate climate, and is the most important commercial pomological fruit.

2. Varieties may be (классифицированы) according to their season of maturing, as summer, fall and winter.

3. The last group includes varieties of apples, which are best for (xpанение), as they keep the best.

4. In that part of Canada, now the province of Nova Scotia, apple trees were planted in the seventeenth (веке).

5. The area in Canada over which apples can be grown is (очень) large.

6. The marker for Canadian apples appears to be unlimited, if

the fruit is well packed and properly distributed, and the (качество

of apples that Canada is able to produce is enormous.

**Task 11. Try to express the main idea of Text B in your own way.**

**Vocabulary. Text C**

|  |  |
| --- | --- |
| 1) to extend | простираться, тянуться, длиться |
| 2) remote | отдалённый |
| 3) evidence | ясность наглядность |
| 4) prehistoric | доисторический |
| 5) raw | сырой |
| 6) approximately | приблизительно |
| 7) genus | род, сорт, вид |
| 8) to originate | происходить, брать начало |
| 9) to evolve | развёртывать, развивать |
| 10) diverse | иной |
| 11) subspecies | подвид |
| 12) to derive | получать, извлекать |
| 13) otherwise | иначе |
| 14) to germinate | прорастать, давать почки или ростки |
| 15) court | суд |
| 16) account | расчет, отчет, сообщение |
| 17) pollination | опыление |
| 18) record | запись |
| 19) to distinguish | различать, |
| 20) to ship | грузить на корабль, перевозить |
| 21) grit | песок, гравий |
| 22) visible | видимый, очевидный, явный |
| 23) gentle | нежный |
| 24) to consume | потреблять |
| 25) perry  26) cider | грушевый сидр  cидр |

**Task 12. Read and translate Text C.**

**TEXT C**

**THE PEAR**

The pear is a fruit tree of genus Pyrus.

The cultivation of the pear in cool temperate climate extends to the remote antiquity, and there is evidence of its use as a food since prehistoric times. The pear was also cultivated by the Romans, who did not eat them raw. Pears have been cultivated in China for approximately 3000 years.

The genus is thought to have originated in present day western China in the foothills of the Tian Shan, a mountain range of Central Asia, and to have spread to the north and south along mountain chains, evolving into a diverse group of over 20 widely recognized primary species.

The enormous number of varieties of the cultivated European pear (Pyrus communis subsp. communis), are without doubt derived from one or two wild subspecies (P. communis subsp. pyraster and P. communis subsp. caucasica), widely distributed throughout Europe, and sometimes forming part of the natural vegetation of the forests. In England, where an ancient pear tree gave its name to Pirio (Perry Barr, a district of Birmingham) in Domes day, the pear is sometimes considered wild; there is always the doubt that it may not really be so, but the produce of some seed of a cultivated tree deposited by birds or otherwise, which has germinated as a wild form spine-bearing tree.

Court accounts of Henry III of England recorded pears shipped from Rochelle and presented to the King by the Sheriffs of London. The pear is very similar to the apple in cultivation, propagation and pollination. Pears and apples cannot always be distinguished by the form of the fruit; some pears look very much like some apples, one major difference is that the flesh of pear fruit contains stone cells (also called «grit»). Pear trees and apple trees do have several visible differences.

According to Pear Bureau Northwest, there are about 3000 known varieties of pears grown worldwide. In the United States only 10 varieties are widely recognized. Pears may be stored at room temperature until ripe. Pears are ripe when flesh around stem gives to gentle pressure. Ripe pears are optimally stored refrigerated, uncovered in a single layer, where they have a shelf life of 2 to 3 days. Pears are consumed fresh, canned, as juice, and dried. The juice can also be used in jellies and jams, usually in combination with other fruits or berries. Fermented pear juice is called, perry or pear cider.

**Task 13. Answer the following questions.**

1. How long have pears been cultivated in China?

2. Did the Romans eat pears?

3. Is the pear very similar to the apple or plum in cultivation, propagation and pollination?

4. Some pears look very much like some apples, don't they?

5. What is the major difference between the pear and the apple?

6. What differences do pear trees and apple trees have?

7. How many varieties of pears are widely recognized in the United States?

8. How can ripe pears be stored?

9. How long can pears have a shelf life?

10. How do we call fermented pear juice?

**Task 14. Complete the following sentences with the correct prepositions.**

1. The cultivation of the pear ... cool temperate climate.

2. The pear was also cultivated ... Roman.

3. Pears have been cultivated China ... approximately 3000 years.

4. The pear is very similar ... the apple ... cultivation.

5. The report was made according … Pear Bureau Northwest information.

6. The juice can also be used ... jellies and jams.

**Task 15. Math the words in A with their synonyms in B.**

|  |  |
| --- | --- |
| **A** | **B** |
| 1. temperate | 1. area |
| 2. cultivation | 2.make the difference (between) |
| 3. region | 3. tillage |
| 4. world-wide | 4. a few |
| 5. distinguish | 5. moderate |
| 6. several | 6. universal |

**Task 16. Complete the sentences with some or any and how do you think, are the sentences true or false?**

1. It is a good idea to drink ... fruit juice between meals.

2. Water has not got ... calories.

3. For a healthy snack, you can eat ... nuts or melon.

4. Do not drink ... coffee before you go to bed,

it is bad for you.

5. It is healthy to put ... sugar in your tea.

6. Chocolate has not got ... vitamins or minerals in it.

7. It is good to eat ... pasta, rice or bread every day.

8. Do not eat ... oil, it is very bad for you.

**Task 17. Make up the situations trying to explain the meaning of the following proverbs.**

1. He that would eat the fruit must climb the tree.

2. Tree is known by its fruit.

3. No garden without its weeds.

4. A hard nut to crack.

5. A man of words and not of deeds is like a garden full of weeds.

**Task 18. Try to express the main idea of Text C in your own way.**

**UNIT 3. GROWING GRAPES**

**Section 1. Grammar**

**Модальные глаголы (Modal Verbs)**

Глаголы **can, may, must, should, ought, need** относятся к группе модальных глаголов ([Modal Verbs](http://study-english.info/modal.php)). [Модальные глаголы](http://study-english.info/modal.php) употребляются в сочетании с инфинитивом смыслового глагола Они обозначают возможность, способность, вероятность, необходимость совершения действия, выраженного смысловым глаголом.

Не can do it himself. Он может сделать это сам.

They may come tonight. Они, может быть, придут сегодня вечером.

[Модальные глаголы](http://study-english.info/modal.php) не выражают конкретного действия, а показывают лишь отношение говорящего к действию, оценку действия, т. е. возможность, необходимость, предположительность, долженствование, разрешение и т. д.

[Модальные глаголы](http://study-english.info/modal.php) являются недостаточными глаголами (Defective Verbs), так как они не имеют всех форм, какие есть у других глаголов. Глаголы **сап** и **may** имеют формы настоящего и прошедшего времени: **can***–***could, may***–***might**, глаголы **must, ought** и **need** – только форму настоящего времени, **need** изменяется по временам группы Simple по типу правильных глаголов. Недостающие формы образуются от их эквивалентов.

Для правильного употребления модальных глаголов необходимо различать модальные категории.

**Способность**

Главный выразитель физических, умственных и иных способностей для выполнения действий – [глагол **can**](https://speakenglishwell.ru/glagol-can-v-anglijskom-yazyke-znacheniya-formy-upotreblenie/), который переводится на русский язык в значении «могу, умею».

We can speak Spanish well. Мы хорошо умеем говорить по-испански.

Он не изменяется по лицам и числам. Кроме того, **can** самостоятельно, без вспомогательных глаголов, создает вопросы и отрицания.

Can she write verses?Она умеет писать стихи?

My children can’t read yet. Мои дети еще не умеют читать.

В прошедшем времени форма **could** так же употребляется во всех лицах всех. Иногда ее заменяют сходным по значению managed (удалось). Для образования будущего времени применяют эквивалент **to be able to** (быть в состоянии).

Next year I will be able to speak Polish fluently. В следующем году я смогу бегло говорить по-английски.

**Формальные возможности, просьбы и разрешения**

Формальные возможности, то есть возможности, связанные с внешними обстоятельствами, выражаются **[may](https://speakenglishwell.ru/modalnyj-glagol-may-formy-i-situatsii-upotrebleniya/" \t "_blank)** и его формой прошедшего времени **might**. Он переводится как «мочь», но в значении разрешения и возможности, близком к своему синониму **to be allowed to** (быть позволенным).

We may play football on Friday. Мы можем сыграть в футбол в пятницу.

Часто можно встретить использование **may** в вопросительной форме в качестве просьбы.

May Jack visit us? – Можно Джек навестит нас?

Часто для выражения просьбы используется глагол **can.**

Can I speak to Jane? Могу я поговорить с Джейн?

**Необходимость, запреты, предположения и советы**

Категоричную необходимость выражает [модальный глагол **must**](https://speakenglishwell.ru/modalnyj-glagol-must-pravila-primery/). Он выражает долженствование, определенное человеком для себя самостоятельно, т.е. это не внешнее давление, а принятие решения по личным мотивам и принципам.

I must go home. Я должен пойти домой.

В отрицательной форме данный глагол играет роль строгого запрета, практически приказания.

You mustn’t  talk that way with your parents. Ты не должен говорить со своими родителями в таком тоне.

Must не образует будущее и прошедшее время. Эти формы образуются при помощи эквивалентов be to/ have to.

Основное назначение have to – указание на вынужденную необходимость совершения действия, т.е. на внешние обстоятельства.

We had to make the report yesterday. Мы должны были сделать этот отчет вчера.

She has to go to the office on Saturday.  Она вынуждена пойти в офис в субботу.

Do I have to make this report? Я должен сделать этот отчет?

Оба глагола также используются для выражения предположений, но must употребляют в этой роли чаще, чем have to. В переводе на русский язык это значение выражено вводным сочетанием «должно быть».

It must be true. Это, должно быть, правда.

Если необходимость и долг возникли в результате предварительной договоренности, то используется эквивалент be to. Он изменяется по числам и лицам, и означает «должен, обязан», предполагая предварительную договоренность.

The driver is to meet you at 3 o’clock. Водитель должен встретить тебя в 3 часа.

Эта форма может применяться в прошедшем и будущем времени, причем в конструкции будущего to be заменяется на to have.

The guide will have to meet this delegation next Monday – Экскурсовод должен встретить эту делегацию в следующий понедельник.

Настоятельный совет выражают глаголы **[should](https://speakenglishwell.ru/modalnyj-glagol-should/" \t "_blank)** и**[ought to](https://speakenglishwell.ru/ought-to-modalnyj-glagol/" \t "_blank).** У них одна форма, поэтому они употребляются только в настоящем времени.

You ought to help your little brother.  Тебе следует помогать младшему брату.

**Modal Verbs**

|  |  |  |  |
| --- | --- | --- | --- |
| Present | Эквиваленты | Past | Future |
| Can | be able to | сould | will be able to |
| May | be allowed to | might | will be allowed to |
| Must Should  Ought | be to/have to | was to  were to  had to | will be to  will have to |

**Примечание.** При помощи эквивалентов может образовываться любая временная форма модальных глаголов. При этом глаголы to be и to have употребляется в личной форме Present, Past или Future Simple.

**Личные формы глагола to be**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Present** |  | **Past** |  | **Future** |  |
| I am | We are | I was | We were | I will be | We will be |
| You are | You are | You were | You were | You will be | You will be |
| He  She is  It | They are | He  She was  It | They were | He  She will be  It | They will be |

You **can** come today=You **are able** **to** come today.

You **could** come yesterday=You **were able to** come yesterday.

You **will be able** to come tomorrow.

В Present Simple глагол have to имеет две формы: для 3 лица ед.ч. – has, для остальных лиц – have. Вопросы и отрицания строятся при помощи вспомогательных глаголов do/ does.

Do you have to meet her at the station? Вам надо встретить ее на вокзале?

В Past Simple используется форма had to и вспомогательный глагол did соответственно, во Future Simple – форма will have to, при этом вспомогательный глагол will ставится на первое место в вопросительном предложении.

**Отрицательная форма** **модальных глаголов** образуется при помощи частицы not, которая ставится непосредственно после модального глагола. В настоящем времени can пишется слитно с not.

He cannot do it. You may not take it. He must not go there.

Также в отрицательной форме часто употребляются сокращения, например: **can’t**, **couldn’t**, **mustn’t**, **needn’t** и др.

**В вопросительных предложениях** [модальный глагол](http://study-english.info/modal.php) стоит на первом месте либо сразу после вопросительного слова.

Can I help you? Могу я вам помочь?

Who can do it? Кто может это сделать?

**Отличительные свойства модальных глаголов**

1)Не имеют окончания –**s** в 3-м лице единственного числа настоящего времени.He can do it. He may take it. He must go there. He ought to help him. Need he do it?

2)Не имеют неличных форм (инфинитива, герундия и причастия)

3)Не употребляются как отдельный член предложения – простое глагольное сказуемое, но только в сочетании с еще одним, не модальным, глаголом в форме инфинитива без частицы **to** (кроме **ought** и иногда **need**), образуя составное глагольное сказуемое. I must go there. Я должен пойти туда. You needn't do it. Вам не нужно делать этого. Но: You ought to help him. Вам следовало бы помочь ему.

4)Вопросительная и отрицательная формы модальных глаголов образуются без вспомогательного глагола: в вопросительных предложениях модальный глагол ставится перед подлежащим, в отрицательных – после него ставится отрицание **not**.Can you do it? May I take it? Must he go there? Ought he to help him? Need he do it? He ought not to help him. He need not do it.

5) Не имеют формы прошедшего времени (кроме **can**– **could, may**–**might**) и аналитических форм (будущего времени, продолженного вида, перфектных форм и форм страдательного залога). В случае необходимости вместо отсутствующих форм используются **эквиваленты** модальных глаголов

**Task 1. Translate the sentences paying attention to modal words and their equivalents.**

1. May I return the book to you on Friday? I’m afraid I will not be able to finish it before. – No, that’s too late. You will have to bring it to me not later than on Wednesday. 2. They spent all the morning on the river bank. Only Ann had to return home as she couldn’t stay in the sun for such a long time. 3. How do you feel when you are to take a test? – I’ m always a little frightened. 4. She can decorate a room nicely. 5. Hurry up! We must not be late! 6. Perhaps we’ll be able to meet next week. 7. I can’t believe! I failed another test! – You should learn grammar rules better. 8. He has got a lung problem and he must go to hospital every two weeks. 9. Ann could not go to Nick’s birthday party yesterday because she had to go to the dentists. 10. You should take medicine three times a day. You mustn’t stop taking it until you have finished all pills. Don’t forget, you are to drink water as much as you can. You will be allowed to get up tomorrow, but you should relax for a few days.

**Task 2. Fill in the gaps using appropriate forms of modal verbs and their equivalents.**

1. You … not come to help them tomorrow: the work is done.2. You … not change the whole text as the beginning is all right. You … rewrite only the second part of it yesterday. 3. … he speak English in childhood? 4. My neighbours … grow their own vegetables last summer. 5. … you turn the music down, please. 6. I … believe. I am already out of money. – You … learn not to spend so much. – But I … do it, there are things that I … buy. 7. Don’t think that to study English you … only attend classes. You … learn grammar rules and new words by heart at home, do exercises, read and translate. If you want to improve your English, you … work not only in class, but also at home. 8. … I take this book? – Certainly, but you … not give it to anybody else. 9. Mother, … I go to the country tomorrow? – No, you … not. The doctor says you … stay at home for two days more. 10. There is something wrong with your TV set. You … call a repairman yesterday. – Oh, we … not do it! My brother … fix it himself!

**Section 2. Vocabulary and word study**

**Active Vocabulary. Text A**

|  |  |
| --- | --- |
| 1) vineyard | виноградник |
| 2) grapevine | виноградная лоза |
| 3) shade | тень |
| 4) impede | задерживать |
| 5) neighboring | соседний, ближайший |
| 6) exposure | выставление |
| 7) valley floor | дно долины |
| 8) bluff | отвесный, крутой участок |
| 9) knoll | возвышенность, бугор |
| 10) shoot | побег, росток |
| 11) water holding capacity | водоудерживающая способность |
| 12) incorporation | внесение, объединение |
| 13) encounter | встречаться, сталкиваться |
| 14) poor vigor | плохой рост (развитие) |
| 15) susceptibility | восприимчивость |
| 16) nutrients | питательные вещества |
| 17) apt | подверженный, способный |
| 18) friable | рыхлый, хрупкий |
| 19) vigorous | сильный |
| 20) sod | дёрн |
| 21) drift | скопление |
| 22) right-of-way | обочина |
| 23) lawn | газон, лужайка |
| 24) sandy soil | песчаная почва |
| 25) clay soil | глинистая почва |
| 26) loam soil | суглинок |

**Task 1. Match the following English words with their Russian equivalents.**

|  |  |
| --- | --- |
| 1) establish | a) развиваться, расти |
| 2) avoid | b) получать |
| 3) perfomance | c) склон |
| 4) thrive | d) избегать |
| 5) consideration | e) проветриваемый |
| 6) obtain | f) сорт |
| 7) hillside | g) длительный |
| 8) variety | h) рассмотрение |
| 9) aerated | i) устанавливать, закладывать |
| 10) extended | j) выполнение |

**Task 2. Point out what word cannot be used in the line.**

1) soil, water, land, ground, Earth;

2) a plant, a crop, a tree, an animal, a flower;

3) an ocean, a lake, a continent, a river, a sea;

4) a hill, a knoll, a mountain, a valley, a mound;

5) production, performance, manufacture, work, execution;

6) variety, sort, type, kind, brand;

7) grape, vine, wine, beer, shoot;

8) heat, light, temperature, frost, slope.

**Task 3. Translate the sentences.**

1. Location near the body of water gives some form of protection.

2. Clay soils are apt to become water logged.

3. One final factor which should be considered in site selection is proximity to fields where certain herbicides might be used.

4. Vine performance is dependent upon a need for full sunlight.

5. Even relatively hardy varieties will usually produce more fruit when given winter protection.

6. North facing slopes should be avoided.

**Task 4. Read and translate the word combinations.**

Full light; north facing slopes; well drained; generally speaking; plant food; increased capacity, mineral deficiency; moisture content; hard clods; under condition; rather cool relative temperatures; result in; manageable operation.

**Task 5. Match the words with the definitions.**

|  |  |
| --- | --- |
| 1. to cultivate | a. rich of nutrients |
| 2. grape growing | b. a compressed, dormant, undeveloped shoot |
| 3. sandy soil | c. the green growth |
| 4. rich loam soil | d. to plant, grow, raise |
| 5. clay soil | e. the relatively permanent part of the vine |
| 6. bud | f. a labor intensive operation |
| 7. trunk | g. drained slowly |
| 8. spur | h. well aerated |
| 9. shoots | i. the sum total of the leaves and the shoots |
| 10. canopy | j. a cane pruned to buds |

**Section 3. Reading and speaking**

**Task 1. Read and translate Text A. Divide the text into sense groups and give the title to every group.**

**TEXT A**

**SITE SELECTION**

The first step in establishing a vineyard is the selection of site. This should be done carefully, as grapevines have special needs and future problems can be avoided by choosing a favorable site. Vine performance is depend upon a need for full sunlight, freedom from late spring and early fall frosts, good air drainage, mid-winter low temperatures and soil.

Grapevines thrive on sunshine and heat. In selecting the vineyard location, perhaps the most important, single consideration should be that the vines receive as much light as possible. Even slight shading will reduce the crop potential and impede ripening of the fruit. Care should be taken so that the vines will receive full sun during the day or nearly all day. Neighboring trees that could cast shade on the vineyard should be avoided or removed. South, southeastern and southwestern slopes will allow more complete penetration of sunlight into the vine rows than other exposures. North facing slopes should be avoided as there will be less light and less heat absorbed at the vineyard floor.

Another important element in the decision should be temperature protection from frosts. Valley floors and other low areas should be avoided since cold air flows downhill. Hillsides and the tops of bluffs or knolls are recommended. Late spring frosts can kill young shoots and reduce the crop; early fall frosts can cut short the growing season and stop the fruit from fully ripening. Location near the body of water gives some frost protection due to the large heat retaining capacity of water.

The means of preventing or reducing midwinter cold injuries are in proper site selection, the use of selected management techniques such as mulching, avoiding overcropping, maintenance of moderate vine size and prevention of autumn shoot growth. The need for more careful management techniques increases as a grower selects varieties more susceptible to cold injury. Due to the regularity of severe cold at Minnesota sites, winter protection (mulching) should be a major consideration. Even relatively hardy varieties will usually produce more fruit when given winter protection. This topic will be addressed in depth later.

Minnesota has a wide variety of soil types and grapes are being grown on many of them. Soils which will not support other agriculture crops will prove unsuitable for vines as well. Grapevines generally produce their finest fruit in calcareous or slate soils and where soil composition is large grained and consequently well drained. The fact that in various parts of the world grapes are grown commercially in almost all types of soils emphasizes the wide adaptability to soils. However, heavy clays, and very shallow, poorly drained soils should be avoided.

Sandy soils are warm, well aerated, easy to cultivate and are well drained; but they have a low water holding capacity. Generally speaking, the sand portions contain very little plant foods such as potassium, phosphate, magnesium, calcium, etc. Incorporation of organic matter into sandy soils provides an increased capacity for retaining water.

Clay soil retains water and plant nutrients; however, they usually drain slowly and are apt to become water logged. These should be cultivated only when they have reduced moisture content or hard clods will form. Under some rainfall conditions, clay soils are not as acid as sandy soil, yet under intensive cultivation they may require lime to make the soil more friable. Clay soils also can have rather cool relative temperatures. Heavy clay soils also can result in slow vine growth.

Rich loam soils may contain more than adequate amounts of nutrients and promote too vigorous vine growth. On these types of soils, the use of permanent sod between rows should be considered to hold vine growth to manageable limits.

One final factor which should be considered in site selection is proximity to fields where certain herbicides might be used, such as 2.4-D. Drift of certain chemicals into the vineyard can be injurious to vines. One should check carefully into this matter before -purchasing land near other cropland. Areas often spread with 2.4-D type chemicals are road right-of-way, small grain fields, and lawns.

**Task 2. Answer the following questions. Discuss your answers with your group mates.**

1. What have you learned from Text A?

2. Do you know that vine performance is depended upon sunlight?

3. Do you think that the selection of the vineyard location is very important? If so, what is the most important in selecting sites?

4. What role does the temperature play in vine performance?

5. Can you say about wide adaptability of grape to soils? Explain your answer.

6. Based on the information of the text, enumerate the most important aspects for good vine growth. Give reasons for your words.

**Task 3. Match the beginning of the sentences in A with the endings in B and write down the complete sentences.**

|  |  |
| --- | --- |
| **A** | **B** |
| 1. The selection of the site... | a. …will prove unsuitable for vines as well |
| 2. Even slight shading ... | b. ... should hold vine growth to  manageable limits |
| 3. Late spring frosts... | c. ... are not as acid as sandy soils |
| 4. Soils which will not support other crops | d. ... will reduce the crop potential |
| 5. The sand portions... | e. ... should be done carefully |
| 6. Clay soils... | f. contain very little plant foods |
| 7. The use of permanent sod between rows... | g. can kill young shoots and reduce the crop |

**Task 4. Are these statements true or false? Translate the sentences paying attention to the modal verbs and their equivalents. Correct the false statements.**

1. Rich loam soils may contain adequate amounts of nutrients and promote too vigorous vine growth.

2. Drift of certain chemicals into the vineyard can be useful to vines.

3. Clay soils are able to have rather cool temperatures.

4. Early fall frosts cannot cut short the growing season.

5. Sandy soils are to be warm, well aerated, easy to cultivate.

6. Under some rainfall conditions, clay soils are not as acid as sandy soils.

7. Neighboring trees that could cast shade on the vineyard should be avoided.

**Task 5. Find in the text sentences with modal verbs and their equivalents and translate them.**

**Task 6. Find in the text equivalents to the following word combinations.**

На таких типах почв; благодаря ч-л.; останавливать полное созревание плода; холодный воздух дует вниз; низкая водоудерживающая способность; восприимчивость к засухе; при интенсивной обработке; плохой рост; отдалённое время; когда виноградник станет продуктивным; сильный солнечный свет; закладка виноградника; подходящий участок; простое решение; почти весь день; юго-западный склон; теплоудерживающая способность воды.

**Task 7. Make up the plan of the Text A.**

**Task 8. Retell the text about site selection for the vineyard, using the plan to this text (ex. 7).**

**Task 9. Read the text without a dictionary and answer the question: How many vines are there?**

**HOW MANY VINES**

When determining the number of vines to plant, space may be a restricting factor. However, if considerable space is available, one can determine the number of vines needed by the amount of fruit desired. Healthy, mature vines should yield from 5 to 20 pounds of fruit pеr vine, or from two to six tons per acre. If the grapes are intended for vine, this would be about 1/2 to 1 gallon (10 to 20 fruit=1 gallon wine) of wine per vine. Although the crop will vary, this is a rough estimate of potential production. Another factor to be considered is the amount of labor involved is such tasks as cultivation, spraying, pruning and winter protecting the vines. If all these chores are done by hand, one or two acres (600-1200 vines) will require significant time allocation, especially in fall and spring.

**Vocabulary. Text B.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | 1) hardwood cuttings | затвердевший черенок | | 2) rooted vines | укоренившийся виноград | | 3) unexplored | неисследованный | | 4) endeavor | попытка, стремление | | 5) ample | обильный | | 6) сost saving | экономия | | 7) peat moss | торфяной мох | | 8) spading | вскапывание лопатой | | 9) poke | закапывать, зарывать | | 10) chore | рутинная операция | |

**Task 10. Read Text B. Find the main ideas of the text. Divide it into two parts, give title to every part.**

**TEXT B**

**VINE PROPAGATION**

Grapevines are easy to propagate from hardwood cuttings. Significant cost saving can be enjoyed by the grower who propagates his own vines.

The basic knowledge of vine propagation will allow the grower to raise grape varieties that are ‘experimental’ or otherwise simply not available as rooted vines from nurseries in this country.

Growing, fruiting, and making wine from new or previously unexplored verities can be an exciting endeavor for both the hobbyist and professional grower. Hardwood cuttings for propagation can be obtained from other Minnesota Grape Growers Association members.

Grape cuttings for propagation should be selected from one-year old canes of vigorous, healthy vines. Cuttings can be taken anytime during the dormant season. However, collecting cutting material before the coldest months of winter will insure that the cuttings and their buds are viable, undamaged by the winter cold.

Cuttings should be 1/4"-3/8" in diameter and 9"-12" in length, and include three or four buds. The easiest way to store hardwood cuttings over the winter is to pack them in a double plastic bag containing an ample amount of damp (not wet) peat moss.

Then, simply store them in the refrigerator at a temperature of 32-35 degrees F. Alternatively, cuttings can be bundled and buried under 6"-10" of garden soil, and exhumed for planting in the spring.

As soon as the soil warms in the spring, the grape cuttings can be set out for rooting. Deep spading of the nursery site will make an easier job of digging the vines the following spring.

Cuttings root especially well under black plastic. Simply roll out the plastic and poke the cuttings through into the soil below. Only the top bud of the rutting should be left above the plastic.

Grown in this manner, the young vines require very little attention except occasional watering and attention to any mildew problems.

**Task 11. Read, remember parts of the vine.**

**PARTS OF THE VINE**

Trunk – The relatively permanent, above ground part of the vine.

Bud – A compressed, dormant, undeveloped shoot. Buds form in the axel of each leaf on developing shoots, lie dormant during winter, and begin growing the following year.

Shoots – (fruiting shoots) green growth that starts from a bud in the spring.

Canopy – The sum total of the leaves plus the shoots of the vine.

Cane – A mature, woody shoot after leaf fall containing buds.

Spur – A cane pruned to four or fewer buds.

Sucker – A shoot that develops from the lower trunk or from underground.

Tendril – A narrow curly growth from shoots that twines around and holds fast to anything it comes upon, arises opposite a leaf.

Cluster – A group of flowers (spring) or grapes (summer and fall) developing at certain nodes on shoots.

Lateral – A midseason vegetative growth developing in certain leaf axils of fruiting shoots.

**Task 12. Read the questions below. Choose the best answer to each question.**

1. What should grape cuttings for propagation be selected from?

a) old poor vines;

b) one-year old canes healthy vines;

c) four-year old vigorous vines.

2. How many buds should cuttings include?

a) one bud;

b) three buds;

c) ten buds.

3. How do the growers store cuttings?

a) in the refrigerator;

b) bundled and buried under garden soil;

c) in fresh air.

4. What spading of the nursery site will make an easier job of digging the vines the following spring?

a) shallow;

b) deep;

c) surface.

5. Why should preparation of the soil for planting begin one or even two years planting?

a) to eliminate weeds;

b) to except occasional watering;

c) to break up existing hardpan.

6. When is the best time to plow?

a) in spring;.

b) in winter;

c) the fall.

7. What does breaking up the hardpan allow the vine's root?

a) to penetrate fresh air;

b) to penetrate deep into the soil;

c) to use nutrients better.

**Task 13. Match the beginnings of the sentences in A with the endings in B and write the correct sentences. (Read the text again. Connect the right parts of the sentences).**

|  |  |
| --- | --- |
| **A** | **B** |
| 1. Access to the subsoil resources | a) can be disked or rototilled over. |
| 2. The plow farrows | b) can be set out for rooting. |
| 3. Heavy clay subsoil always | c) can be taken any time during the dormant season. |
| 4. The grape cuttings | d) can be stored in the refrigerator. |
| 5. Cuttings | e) can be critical for vine growth. |
| 6. Cuttings | f) can be enjoyed by the grower who propagates his own vines. |
| 7. Significant cost savings | g) should be broken up |

**Task 14. Put special questions to the following sentences.**

1. Growing, fruiting, and making wine can be an exciting endeavor for both the hobbyist and professional growers.

2. The easiest way to store hardwood cuttings is to pack them in a double plastic bag containing an ample amount of damp peat moss.

3. Healthy, mature vines should yield from 5 to 20 pounds of fruit per vine.

4. In order to plan a commercial venture, a prospective grape grower ought to be aware of cost and labor involved in a vineyard.

5. Cuttings root especially well under black plastic.

6. Weed in new vineyard plantings can slow the establishment of the young vines and even reduce their chances of survival.

**Task 15. Find in the text equivalents to the following word combinations.**

Древесный черенок; значительная экономия затрат; питомник; неисследованные сорта; болотный мох; любое время; неповреждённые зимними морозами; верхние почки черенка; несмотря на наличие твёрдого слоя; отвал плуга; разрушение твёрдого слоя почвы; пахать, рыхлить; подпочвенная влага.

**Task 16. Find the word article in the dictionary and analyze the word: plough=plow. Translate the following words and word combinations.**

Plow soil; mold board plow; plough through the book; plough; the land ploughs hard after the drought; ploughshare; ploughman; plough-land; from the plough-tail; a good plowing.

**Task 17. Make up the plan of Text B.**

**Task 18. Write down the annotation of Text B, using the plan from Task 17.**

**Task 19. Read and translate Text C with the dictionary.**

**TEXT C**

**PLANTING**

The vines can be planted when the soil is workable in the spring and the danger of spring frost has passed: order nursery stock to be delivered around May, 1. If the vines are already sprouted and in pots, they should not be set out until all danger of frost is past, usually after mid-May. The vines should he planted in good sized holes to accommodate the root system, with the lowest bud set just above the soil surface. This is especially important for varieties needing winter protection so that a curved horizontal trunk can be formed. Where a tractor will be used for cultivation, it's important that the row be set straight, to avoid damage from passing implements. This also allows for straight trellis runs.

Tender vines that are to be trained for ease of winter protection should be planted at a 30° or 45° angle. Hardy varieties may be planted upright. Keeping the vines aligned across rows will also allow cross cultivation with a tractor during the first year before the trellis is built. The roots of the young bare root vines should never be allowed to dry out. Keep them moist until planted. Never store bare root vines in water more than 3 or 4 hours since roots need aeration. Prune only the broken or dead roots. Place the vine in the hole and spread the roots, filling the hole with soil. Press soil firmly around the roots and trunk. Prune the vines back to three to five buds.

**Task 20. Read the dialogue and use it preparing Task 21.**

A: Do you know anything about growing grapes?

B: Yes, of course. What do you want to speak about?

A: I've read some articles about vine propagation but didn't understand how to propagate vines.

B: Oh, it depends on many aspects but the most important is grape cuttings. They should be selected from one year old canes of vigorous, healthy vines.

A: That's clear, but what about planting the vines?

B: The vines should be planted when the danger of spring frost has passed. And do you know how to plant them?

A: Yes, I've tried. The vines should be planted in good-sized holes to accommodate the roof system, with the lowest bud set just above the soil surface.

B: You are right. But there are some methods of planting the vines and you must know about tender and hardy varieties.

A: You see, I've understand that I should study this problem more thoroughly.

**Task 21. Make your own dialogue and speak with your group**-**mates.**

**Task 22. Try to tell a story of vine propagation.**

**UNIT 4. THE NIGHTSHADE FAMILY OF VEGETABLES**

**Section 1. Grammar**

**Герундий** (**Gerund**)

Герундий – это неличная форма глагола, которая образуется при помощи окончания -**ing** и может переводиться на русский язык существительным, глаголом или деепричастием. Герундий часто употребляется после глаголов, обозначающих начало, продолжение или конец действия: **to begin/to start, to continue/to go on, to stop/to finish.**

He **began working** at this problem.

Он **начал работать (работу)** над этой проблемой.

**Stop talking.**

**Перестаньте разговаривать.**

Герундий сочетает признаки глагола и существительного: являясь отглагольной формой, он может употребляться с предлогами и притяжательными местоимениями.

I am fond **of reading**.

Я люблю читать (чтение).

I insist on **your doing** it.

Я настаиваю на том, чтобы вы это сделали.

**Note:** В некоторых случаях вместо инфинитива может употребляться герундий. Сравните:

They continued **to discuss**.

They continued **discussing**.

She will not forget **to inform** them.

She will not forget **informing** them.

**Герундий или инфинитив?**

Использование инфинитива в английском языке порой может вызвать ряд трудностей. При кажущейся простоте употребления неличной формы в дальнейшем освоении форм английских глаголов, когда изучение доходит до [герундия](https://speakenglishwell.ru/gerundij-v-anglijskom-yazyke-gerund/), могут возникнуть затруднения. Во избежание такой проблемы необходимо различать глаголы, которые используется только в инфинитиве или только в форме герундия.

Такие глаголы как agree (соглашаться), refuse (отказываться), manage (справляться), decide (решать), plan (планировать), offer (предлагать), attempt (пытаться), forget (забывать), promise (обещать), deserve (заслуживать) всегда употребляются **с инфинитивом**. Эти английские глаголы необходимо запомнить. Примеры по таблице:

I promised to check the exercises he did.

Я обещал проверить упражнения, которые он сделал.

He deserves to be remembered.

Он заслуживает того, чтобы его помнили.

She forgot to do English exercises.

Она забыла сделать упражнения по английскому языку.

I have already attempted to learn several languages but it isn’t easy and takes much time.

Я уже пытался выучить несколько языков, но это нелегко и требует времени.

В то же время есть глаголы, которые используются **с герундием**.

К ним относятся: miss (скучать), give up (прекратить), go on (продолжать), carry on (продолжать), involve (включать в себя), finish (закончить).

I gave up smoking because I don’t want to destroy my health.

Я бросил курить, потому что я не хочу разрушать свое здоровье.

I miss spending time with my family.

Я скучаю по времяпровождению со своей семьей.

Ряд слов может использоваться в обеих формах, не меняя при этом значения:

|  |  |
| --- | --- |
| **V-ing** | **V + to** |
| She likes cooking.  (Она любит готовить.) | She likes to cook.  (Она любит готовить.) |
| I will continue working.  (Я продолжу работать.) | I will continue to work.  (Я продолжу работать.) |

Значения других слов может меняться в зависимости от того, какую форму вы используете: инфинитивную или герундиальную.

|  |  |
| --- | --- |
| **V-ing** | **V + to** |
| remember V-ing (вспомнить то, что было в прошлом)  I remember talking to her about this.  (Помню, как разговаривал с ней об этом.) | remember to V (не забыть что-то сделать)  I remember to talk to her about this.  (Я помню, что мне надо поговорить с ней об этом.) |
| stop V-ing (прекратить)  I stopped playing tennis.  (Я перестал играть в теннис.) | stop to V (остановиться)  I stopped to play tennis.  (Я прервал игру в теннис.) |

**Task 1. Translate the sentences paying attention to the Gerund.**

1. She was afraid of waking her sister. 2. He congratulated himself on having thought of such a good idea. 3. My friend succeeded in translating this difficult text. 4. He has always dreamt of visiting other countries. 5. He persisted in trying to solve that difficult problem. 6. The cold weather prevented the girls from going for long walks. 7. He never agreed to their going on that dangerous voyage. 8. He didn’t approve of her drinking so much coffee. 9. I insist on being told the truth. 10. He stretched out his hand to prevent her from falling.

**Task 2. Translate the sentences into Russian paying attention to nouns, verbs and pronouns before the Gerund.**

1. I had no idea of his leaving Moscow so soon. 2. Nick’s coming here gave me much pleasure. 3. I avoided speaking to them about that matter.4. She said that she knew nothing about the door having been left open. 5. Stop talking, please, be attentive! 6. I was surprised at her son having cleaned the room so quickly. 7. He began understanding, what she wanted to say. 8. The librarian did not object to the reader keeping the manual one day longer. 9. Have you finished washing the dishes? 10.She denied having been at home that evening.

**Section 2. Vocabulary and word study**

**Active Vocabulary. Text A.**

|  |  |
| --- | --- |
| 1) genus | род, сорт, вид |
| 2) species | вид, род, породa |
| 3) spice | пряность, специя |
| 4) cuisine | кухня, еда (нац.) |
| 5) chilly (chili pepper) | стручковый перец |
| 6) capsicum | сладкий перец |
| 7) mild | умеренный |
| 8) bell pepper | болгарский перец |
| 9) to refer to | иметь отношение к |
| 10) powered | молотый |
| 11) generic | характерный |
| 12) evidence | очевидный |
| 13) remains | остаток |
| 14) pottery | керамические изделия |
| 15) sensitive | восприимчивый |
| 16) initially | первоначально |
| 17) tray | поднос |
| 18) indoors | в помещении |
| 19) to transfer | переносить, пересаживать |
| 20) pot | горшок |
| 21) inch | дюйм |
| 22) to fertilize | удобрять |
| 23) to water | поливать |
| 24) to prune | подрезать |
| 25) to prefer | предпочитать |
| 26) condiment | приправа |

**Task 1. Match the synonyms.**

|  |  |
| --- | --- |
| 1) obtain | a) harvest |
| 2) feature | b) make |
| 3) produce | c) growing |
| 4) use | d) property |
| 5) form | e) supply |
| 6) provide | f) contain |
| 7) fruit | g) get |
| 8) cultivation | h) employ |
| 9) include | i) store |
| 10. accumulate | j) result |

**Task 2. Match the antonyms.**

|  |  |
| --- | --- |
| 1) join | a) large |
| 2) advantage | b) unproductive |
| 3) after | c) near |
| 4) produce | d) disadvantage |
| 5) known | e) moist |
| 6) small | f) give |
| 7) income | g) unknown |
| 8) dry | h) separate |
| 9) get | i) before |
| 10).far | j) consume |

**Task 3. Group the following words according to the parts of speech, paying attention to the suffixes, and translate them.**

Sensitive, initially, flowing, sprinkling, position, requirement, fertilizer, referring, larger, slowly, temperature, flavor, addition, seedling, generic, native, starting, derived, continuous, bigger, fully, manufacturer, less, monitor, scissor, tolerant.

**Task 4. Give Russian equivalents to the following words.**

Mild, prune, water, inch, pot, indoors, remains, prefer, capsicum, cuisines, condiment, replant, bell pepper, dormant, harvest, evidence, require, shade, scissors, nutrients, start, cultivate, frost.

**Task 5. Read word combinations and translate the sentences.**

1. Capsicum is usually associated with the sweet ripe pepper but may also be used to describe hot peppers.

2. Continuous harvest will make the plant create more produce.

3. It would be a good idea to keep them well fertilized.

4. Capsicum has become a key element in many regional cuisines.

5. Add fertilizer at least once a month when you see that the fruit is starting to form.

6. Peppers bear a lot of fruit but not all may be of ideal health.

7. The plant is best positioned in clear view of the sun or at slight shade.

**Task 6. Read the words and word combinations, find them in the text and translate.**

At least, although, enough, once, in clear view, in modern time, in addition to, find use in ..., large, mild form, generic name, because of by remains, seed tray, from each other, for a while, immediately, eighteen inches, branches.

**Task 7. Translate sentences with different meaning of the word «water».**

1. Water is needed by all crops.

2. These watering pipelines were used last year.

3. Water plants regularly and keep them well fertilized.

4. Plants must be dry for a while between your watering.

5. Solar radiation causes water to evaporate.

6. There are four general methods of applying water.

7. To water in time is very important for plant growing.

**Task 8. Complete the sentences with the appropriate words from the list given below.** **Translate these sentences.**

Capsicum, take, particular branches, fertilizer, temperature, productive, generic.

1. The capsicum grows slowly and ... about five months until you can harvest them.

2. The ideal soil ... is between 18° and 35°C.

3. To concentrate the nutrients on ... you must prune them.

4. In warm climates you may plant ... in the soil directly.

5. The ... name is derived from the Greek «kapto» meaning «to bite» or «to swallow».

6. If the capsicums become less ... over the years, you may replant them with new seedlings.

7. When the fruit is starting to form you are to add ... at least once a month.

**Task 9. Translate the following sentences paying attention to Gerund.**

1. Using fertilizers helps capsicum to grow and develop.

2. You will begin planting capsicum in some days.

3. Watering and weeding the peppers is very important for getting good harvest.

4. You cannot get good produce of peppers without fertilizing the soil.

5. Spacing should be 45 cm to 60 cm between plants.

6. Capsicum cannot be grown profitability on land that requires liming.

7. Protecting roots of capsicum is necessary in hard weather.

**Section 3. Reading and speaking**

**Task 1. Read Text A, answer the questions given below.**

1. What is Capsicum? What family does it belong to?

2. Where can be capsicum used?

3. What names are given to the fruit of Capsicum?

4. How long may be time of its growing?

5. What does the growth of Capsicum depend on?

6. What is necessary to do if the Capsicums become less productive?

7. Where is important to plant Capsicum?

8. What must be done if fruits are not of ideal health?

**TEXT A**

**CAPSICUM**

Capsicum is a genus of flowering plants in the nightshade family Solanaceae. Its species are native to the Americas where they have been cultivated for thousands of years. In modern times, it is cultivated worldwide, and has become a key element in many regional cuisines. In addition to use as spice and food vegetables, capsicum has also found use in medicines.

The fruit of Capsicum plants have a variety of names depending on place arid type. They are commonly called chili pepper, red or green pepper in North America, or sweet pepper in Britain, and typically just «capsicum» in Australia

New Zealand, and India. The large mild form is called bell pepper in the USA and Canada. They are called paprika in some other countries (although paprika can also refer to the powered spice made from various capsicum fruit).

The generic name is derived from the Greek word «kapto» meaning «to bite» or «to swallow». The name «pepper» came into use because of their similar flavor to the condiment black pepper, Piper nigrum, although there is no botanical relationship with this plant, or with Sichuan pepper. The original Mexican term, chilli (now chile in Mexico) came from the Indian word chilli or xilli, referring to a larger Capsicum variety cultivated at least since 3000 BC, as evidenced by remains found in pottery from Puebla and Oaxaca.

Cultivation. Capsicum is usually associated with the sweet pepper but may also be used to describe hot peppers as well. They grow slowly and sometimes take more than 5 months until you can harvest them. They require high temperature and are very sensitive to salt. They are initially grown in seed tray and are planted out in a month or so. The ideal soil temperature is between 18 degrees and 35 degrees C. it is usually harvested in 10-12 weeks and may be cut from the plant with a sharp knife.

The growth of your capsicum depends on the climate of the area you plan on planting it in. In warm climates you may plant capsicum in the soil direct, in cold climates you may want to keep your seeds indoors and transfer them to larger pots once they grow bigger. When they are big enough to plant into the ground, do so when it is warm enough and be able to keep the plants at least eighteen inches from each other. Water regularly and it will also be a good idea to keep them well fertilized. Make sure however not to water them too much since they must be dry for a while between your watering. Prune them to concentrate the nutrients on particular branches, and to ensure a healthy and good harvest. Add fertilizer at least once a month when you see that the fruit is starting to form. You may start harvesting your crops once the peppers are at least 3 inches in diameter. Continuous harvest will make the plant create more produce.

The peppers are initially green, as they mature they turn yellow, then red and finally orange. Harvest according to what type of peppers you need or prefer.

There comes a time thought that the capsicums become less productive over the years, therefore you may have to replant with new seedlings. They are also perennial plants, meaning that during the winter season they go dormant and they resume their growth and development in the spring. They have similar requirements to tomatoes however do not require as much phosphorus as they prefer calcium.

The plant is best positioned in clear view of the sun or at light shade. They may be grown inside as seedlings, in pots or outside in direct soil. They are heat tolerant yet not frost tolerant. When harvesting one may twist the fruit off the branch however since they are very sensitive and brittle, it may be best to cut off the fruit with a sharp knife or scissors. They bear many fruit yet not all may be of ideal health, so it is best to prune some flowers or fruits to keep the nutrients flowing to particular produce only. Aphids, other pests and common bacteria should be taken care of immediately upon identification.

**Task 2. Find in the text English equivalents for the following word combinations.**

В течение тысячелетий, настоящее время, семейство пасленовых, разнообразие названий, молотая специя, стало использоваться, по меньшей мере, острый перец, высаживается, через месяц, острый нож, высаживать в почву, удостоверьтесь, слишком сильно, в определенных ветках, регулярный сбор, многолетние растения, на открытом солнце, срывать с ветки, поток питательных веществ, сразу после обнаружения.

**Task 3. What sentences are false according to Text A?**

1. Capsicums are used in salads, baked dishes, stuffed dishes, stews, pickles and for stuffing olives.

2. The peppers are initially green, as they mature they turn yellow, then red and finally orange.

3. They are heat tolerant yet not frost tolerant.

4. Most capsicums and chillies are grown in soil, using trickle irrigation and polythene mulch.

5. Continuous harvesting will make the plant create more produce.

6. Capsicum can be damaged by frost.

7. In cold climates you may want to keep your seeds indoors and transfer them to larger pots once they grow bigger.

8. Capsicum and chilli varieties may occur in many shapes and colours, and chilli varieties may have a range of pungencies.

9. Capsicum varieties are cultivated at least since 3000 BC.

**Task 4. Connect two parts of sentences, translate your**

**sentences.**

|  |  |
| --- | --- |
| 1.The fruit of capsicum plants have a variety of names | a) but may he yellow-or purple |
| 2. Varieties have a primary mature colour that is usually green | b) of carbohydrates, vitamin A and vitamin C |
| 3. The term chilli refers to the fruit which is usually cone-shaped, small and its pungency | c) at least 3 inches in diameter |
| 4. Capsicums supply good levels | d) with a sharp knife or  scissors |
| 5. You may start harvesting when the peppers are | e) as are tomatoes, potatoes and eggplant |
| 6. It may be best to cut off the fruit | f) bell pepper in the U.S. and Canada |
| 7.Capsicums and chillies are members of the solanaceae family | g) may be very mild to intensely hot |
| 8. The large mild form is called | h) depending on place and type |
| 9. They require high temperature and are | i) when you see that the fruit is forming |
| 10. Add fertilizer at least once a month when | j) very sensitive to salt |

**Task 5. What can you say about different varieties of**

**capsicums after reading the text given below.**

**VARIETIES**

Most varieties are hybrids. Varieties have a primary mature colour that is usually green, but may be yellow or purple. They also have a secondary mature colour that is usually red, but may be orange or yellow or other colours. Fruit picked at this stage is much sweeter than green fruit and has more vitamin A.

New varieties are always being introduced, so check with your local supplier or nursery. These varieties may be more resistant to disease, produce higher yields of fruit, produce more uniform fruit or be more suited to the latest market requirements for quality. The latter may change with regard to whether the variety should be blocky or have a long shape. Before planting new varieties on a large scale, compare them in small plantings to existing varieties under the same growing conditions. Good varieties are as follows:

Capsicums

– Green ripening to red (long)

– Green ripening to red (blocky)

– Purple / red (pick when purple)

– Green ripening to yellow (pick when yellow)

– Green ripening to orange (pick when orange)

There are also black, cream, brown and lime varieties.

Yellow or orange capsicums are not heavy yielding varieties and may need higher temperatures for maturity, compared with green / red varieties.

Chillies

Growers are trying many new varieties as well as standard chillies such as Firefly (9 cm long and 1.5 cm wide). These include the hottest variety, Habanaro, and the most well-known world variety, Jalapeno. They may also include oval chillies such as Cherry Bomb and small chillies such as Cascabella. The pungent small mature green (primary colour) or red (secondary colour) chillies are in most demand. Long Sweet Yellow type varieties are grown on a small scale and are often called «paprika» in Western Australia, but this term should be used for dried red capsicums or chillies. They are large, compared with most chilli varieties and have a very low pungency when picked at the yellow stage (before ripening to red). There are also yellow chillies that have a high pungency.

**Task 6. Make up the plan of Text B and make up a**

**summery about Capsicums.**

**Task 7. Read Text B and choose a title to it.**

a) Transplanting of Capsicum

b) Cultivation of Capsicum

c) Fertilization of soil for growing capsicum

**TEXT B**

The Capsicum family is native to South America. The five domesticated species of peppers and chiles include the sweet bell pepper, the smoking hot habanero and the tabasco pepper. The history of harvesting wild peppers goes back at least 10000 years. Farmers are known to have cultivated peppers as early as 3300 BC. Today, peppers and chiles are grown worldwide by farmers and home gardeners. The most popular spice in the world, peppers not only provide capsaicin to add heat to foods but also 100 % of the daily requirements of vitamins A and C in a single fruit.

Cultivating the Peppers

Prepare the garden bed by digging up the grass and unwanted vegetables. Place on the compost pile.

Add a 3-inch layer of compost to the garden bed and dig it in, mixing well with the garden soil. Then rake the soil into 1-foot-wide mounded rows.

Dig a hole for each pepper plant in the top of the row, 1 foot apart. Remove the pepper from the flower pot and place in the hole. Back fill and tamp gently.

Insert a stake next to each plant and tie it to the stake using a soft plant tie. Add more ties as the plant grows.

Arrange a soaker hose or drip watering system along the row. Water when the top of the soil is dry to the touch. Fertilize with 5-10-10 fertilizer according to the manufacturer's directions.

Add a 4-inch layer of mulch to the garden bed, surrounding the mounded row to within 4 inches of the pepper plant stems. Mulch inhibits weed growth and helps the soil retain water.

Monitor your pepper plants for pests such as aphids, caterpillars, earwigs, slugs and snails. Kill aphids by spraying with soapy water. Remove other pests by hand and dropping into a bucket of soapy water. Pour the water and dead bugs onto the compost pile.

Harvest according to the seed packet directions. Different varieties of peppers and chiles are harvested when green, yellow, orange or red. For example, bell peppers are harvested at any stage between green and red. The longer a mild pepper like a bell pepper stays on the plant, the more vitamin A and C are concentrated in the fruit. Hot chiles are often allowed to ripen on the vine, then hung on a string to dry.

**Task 8. Find in the text sentences containing the information about.**

a. methods of planting peppers

b. the role of mulch

c. pest control

d. bell peppers harvesting

e. hot chiles

**Task 9. Find in the text English equivalents to the following word combinations.**

Одомашненные виды, дикий перец, перец табаско, относится, самая известная специя, выкапывать траву, компостная куча, заравнивать почву, выкопать лунку, засыпать и уплотнить, поставить стойки, поливной шланг, система капельного полива, мульча задерживает рост сорняков, распыляя мыльную воду.

**Task 10. Read the following microtexts. Give answers to the questions:**

a. What new information do you get from the text «Transplanting»?

**Transplanting**

In Perth, plant early crops from July to September in warm, well-protected areas. Unprotected crops make slow early growth and harvesting is often delayed. Low plastic tunnels or cloches aid the production of early crops. Transplant the main capsicum crop from September to December. Chillies are slower to mature than capsicums.

In Carnarvon, transplant from late February to August. Transplanting early in the year is best so that crops can become well established before the onset of cool weather.

b. What new information do you get from the text «Soils»?

**Soils**

In their natural state, loams, gravels and clay soils (found at Geraldton, Jarrandale and in the south-west of Western Australia) have little available phosphorus.

Double superphosphate is best applied before planting in lines or bands. 15-20 cm on each side of the planting line at a depth of 5-7 cm. Apply up to 1.3 t/ha depending on cropping history and results from soil testing. Double superphosphate is preferred to single superphosphate as it has less cadmium, which is a toxic, heavy metal.

c. Do you get any new information from the text «Climate»? What is it?

**Climate**

Warm conditions over a five-month growing period are necessary for high yields and good quality fruit. Capsicums and chillies require slightly warmer temperatures than tomatoes or cucumbers. Chillies are more tolerant of high temperatures than capsicums. Optimum temperatures for fruit setting are between 16° C and 21° C. For good fruit development, night temperatures of 15-17° C and day temperatures of 24-30° C are best.

Capsicums can be damaged by frosts. Plants retarded by cool weather tend to harden and seldom regain the vigorous growth necessary for high yields. During cold weather, the fruit remains small, hard and, malformed because of uneven pollination. The fruit may also have numerous growth cracks.

The fruit may be sun-sсorched during hot weather and fruit will show poor setting and poor colouring when temperatures are above 33°C.

**Task 11. Read Text C and give characteristics to the varieties of this vegetable.**

**TEXT C**

**TOMATO**

The word «tomato» may refer to the plant (Solanum lycopersicum) or the t edible, typically red, fruit that it bears. Originating in South America, the tomato was spread around the world following the Spanish colonization of the Americas, and its many varieties are now widely grown, often in greenhouses in cooler climates.

The tomato fruit is consumed in diverse ways, including raw, as an ingredient in many dishes and sauces, and in drinks. While it is botanically a fruit, it is considered a vegetable for culinary purposes, which has caused some confusion. The vegetable is rich in lycopene, which may have beneficial health effects.

The tomato belongs to the nightshade family. The plants typically grow to 1-3 meters in height and have a weak stem that often sprawls over the ground and vines over other plants. It is a perennial in its native habitat, although often grown outdoors in temperate climates as an annual.

The tomato is now grown worldwide for its edible fruits, with thousands of cultivars having been selected with varying fruit types, and for optimum growth in differing growing conditions. Cultivated tomatoes vary in size, from tomberries, about 5 mm in diameter, through cherry tomatoes, about the same 1-2 centimeters size as the wild tomato, up to beefsteak tomatoes 10 centimeters or more in diameter. The most widely grown commercial tomatoes tend to be in the 5-6 centimeters diameter range.

Most cultivars produce red fruit, but a number of cultivars with yellow, orange, pink, purple, green, black, or white fruit are also available. Multicolored and striped fruit can also be quite striking.

Tomatoes require an immense amount of water during the fruiting season, therefore, they should always be set in soil that is high in organic matter.

If available, apply 15 tons of manure per acre. Plowing down a good sod of red, sweet, or crimson clover, or alfalfa, is one of the best practices to insure high yields. Wheat or rye is also good. A crop rotation should be planned so that there will be good sod to turn down before each tomato crop. Organic matter is important.

Set plants in May just as soon as danger of frost is past. By doing this there will be more moisture for plant growth, and the plants will have a longer period over which to produce fruit.

Good thrifty plants that are about 6 weeks old are best for transplanting.

Set plants 1 to 2 inches deeper than they grew in the plant bed. They should be watered in, using a good starter solution. A commercially prepared starter solution is best, but you can make one that is better than plain water by dissolving 1 cup of 5-10-10 or 10-10-10 fertilizer in 4 gallons of water.

The application of a good mulch will help greatly in producing good tomatoes. A good mulch conserves moisture, thus decreasing the danger of blossom-end rot.

It also keeps down weeds, keeps the tomatoes clean, and makes it easier to walk through the garden when the soil is wet. When the mulch decays, it adds valuable organic matter to the soil. The mulch should be applied about the middle of June. If applied too early, it will tend to keep the ground too cool.

**Task 12. Read the questions below and choose the best answer to each question.**

1. Where did the tomato originate?

a) In Germany;

b) In America;

c) In South America

2. Where is the tomato grown in warm climate?

a) Greenhouses;

b) Outdoors;

c) In ground

3. Does the tomato belong to the nightshade family?

a) Yes, it does.

b) No, it does not.

c) May be it does.

4. What is the size of cultivated tomatoes?

a) About 1-2 centimeters in diameter;

b) About 3 mm in diameter;

c) About 20 centimeters in diameter.

5. What type of soil should tomatoes be set in?

a) Soil that is high in nitrogen;

b) Soil that is high in organic matter;

c) Soil that is high in microelements.

**Task 13. Translate the following words and word combinations into English.**

Съедобный; производить; распространяться по всему миру; теплица; разнообразные способы; его считают; семья пасленовых; естественная среда; однолетние; включительно; томаты «бычье сердце»; большинство растений дают красные плоды; сезон плодоношения; 15 тонн перегноя на акр; дерн; севооборот; пересадка; растительный грунт; галлон воды; мулча; угроза загнивания при цветении; ценное органическое вещество.

**Task 14. Are these statements true or false? Translate them.**

1. The tomato is one of our prize vegetables.

2. The application of good mulch will help greatly in producing tomatoes.

3. Cultivated tomatoes vary in size.

4. Tomatoes require most of their nitrogen during the second months.

5. One of the best mulch materials is straw.

6. Tomatoes require an immense amount of water during fruit season.

7. While it is botanically a fruit, it is considered a vegetable.

**Task 15. Complete the sentences with the appropriate words from the list below.**

Our prize vegetables, most cultivars, a good mulch, belongs, starter solution, a vegetable, valuable organic matter.

1. ... produce red fruit.

2. A commercially prepared ... is best.

3. ... conserves moisture.

4. It is considered ... for culinary purposes.

5. Tomato is one of ...

6. The tomato ... to the nightshade family.

7. When the mulch decays, it adds ... to the soil.

**Task 16. Give your own opinion about tomato cultivation.**

**ЗАКЛЮЧЕНИЕ**

Учебное пособие представляет собой взаимосвязанный комплекс, в процессе работы над которым обучающиеся должны овладеть профессиональной англоязычной терминологией, активизировать грамматические структуры, усовершенствовать их реализацию во всех видах речевой деятельности. Таким образом, логическая структура учебного пособия позволяет осуществлять формирование коммуникативной компетенции, под которой понимается умение соотносить языковые средства с конкретными сферами, ситуациями, условиями и задачами профессионального общения.

Многообразие учебных материалов позволяет варьировать объем заданий и может способствовать решению некоторых сложных задач, связанных с дифференцированным подходом к обучению, учетом индивидуальных особенностей и степени подготовки обучающихся.

Так как характер учебных материалов, их методическая организация делают возможным взаимосвязанное обучение всем видам речевой деятельности на иностранном языке, способствуют изучению грамматического строя английского языка, обучению чтению и переводу англоязычной литературы, они также обеспечивают постепенный переход к работе с аутентичными профессионально ориентированными текстами.

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Учебное издание

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**АНГЛИЙСКИЙ ЯЗЫК**

**(САДОВОДСТВО. САДОВО-ОГОРОДНЫЕ КУЛЬТУРЫ)**

*Учебное пособие*

В авторской редакции

Дизайн обложки – Н. П. Лиханская

Подписано в печать 03.08.2018. Формат 60 × 84 1/16.

Усл. печ. л. – 5,1. Уч.-изд. л. – 4,0.

Тираж 100 экз. Заказ № .

Типография Кубанского государственного аграрного университета.

350044, г. Краснодар, ул. Калинина, 13