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Копейкина И. И.

Garden Design

(Садовый дизайн)

Учебно-методическое пособие

Краснодар

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**К65**

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Учебно-методическое пособие разработано в соответствии с программой по иностранным языкам для неязыковых вузов. Цель издания – закрепление и применение лексико-грамматического материала, а также систематизация и углубление знаний по английскому языку, развитие навыков работы с оригинальной литературой по специальности.

Пособие включает в себя шесть разделов, дополнительный материал в виде текстов для обучения чтению и переводу, а также терминологический словарь. Содержание заданий и упражнений способствует активному усвоению тематического материала. Предназначено для студентов-бакалавров факультета плодоовощеводства и виноградарства.

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**ПРЕДИСЛОВИЕ**

Пособие предназначено для бакалавров факультета плодоовощеводства и виноградарства, обучающихся по специальности « и ландшафтный дизайн. Данное пособие рассчитано на лиц, имеющих базовую подготовку по английскому языку, овладевших лексическим и грамматическим минимумом для осуществления речевой деятельности в ситуациях социально-бытовой сферы общения.

Целью пособия является развитие речевой профессиональной деятельности на английском языке. Реализация этой цели осуществляется благодаря специально подобранным аутентичным текстам и упражнениям, методически организованным таким образом, чтобы способствовать формированию коммуникативной компетенции в профессиональном общении. Тексты пособия не адаптированы, взяты из современных источников и отражают богатство и разнообразие современного английского языка.

Пособие состоит из шести разделов, каждый из которых представляет собой тематически завершенное целое. Все разделы имеют единую структуру, что позволяет осуществлять поэтапное, целенаправленное формирование языковых и речевых навыков и умений. В пособие также включены аутентичные тексты для самостоятельной внеаудиторной работы и глоссарий, содержащий термины по тематике обучения.

В каждом разделе дается словарь основных слов и словосочетаний с переводом на русский язык, грамматический материал, задания на формирование лексических и грамматических навыков и несколько текстов (A, B, C), объединенных общей тематикой. Тексты используются для обучения разным видам чтения и перевода.

Грамматический материал изучается на практических занятиях с преподавателем, а также прорабатывается студентами самостоятельно.

Важной частью пособия является глоссарий, содержащий толкование специальных терминов, встречающихся в текстах пособия.

Методический характер работы с предлагаемым пособием определяется в значительной степени конкретной ситуацией: уровнем подготовки студентов, их мотивацией, временными рамками и т. д.

**Unit I**

**Plants**

**Grammar for Revision:** Present Indefinite (Simple)

**Text A :** Plant Kingdom

**Text B**

**Text C :** Co-evolution of Plants and Animals

**Socializing:** Greetings. English Forms of Address

“Plants show respect for each other by the way they live in harmony”.

Masuru Emoto

**Warm up**

– Are you an expert in plants? Take this Plant Quiz and find it out.

Plant Quiz

1. This word starts with an "L." It is the part of a plant that collects energy from sunlight. What is its name?

A latex B lemon C leaf D lotus

1. This word starts with an "R." It is the part of a plant that is underground and that gets water and other nutrients from the soil. What is its name?

A rabbit B raccoon C rain D root

1. This word starts with an "R." It is the name of the tallest tree in the world. What is its name?

A rock-lily B rose C redwood D reed

1. This word starts with an "S." It is the part of a plant that provides its support. What is its name?

A soil B snake C stem D skeleton

1. This word starts with an "S." It is the name of the reproductive unit of some plants. These units grow into new plants. What are they called?

A seed B salt C sugar D shell

1. This word starts with a "B." It is a flying insect that is very important to many plants because it pollinates (fertilizes) its seeds as it flies from flower to flower eating nectar. What is this insect's name?

A bird B bison C beetle D bee

1. This word starts with an "F." It is the seed-making part of some plants. What is its name?

A fruit B face C flower D fat

1. This word starts with an "F." It is the part of some plants that contains the seeds. It is often juicy and tasty. What is it?

A fruit B fat C face D flower

1. This word starts with an "F". It is the name of a large area of trees. What is it called?

A farm B firm C family D forest

1. This word starts with a "T". It is a plant that has leaves, roots, and a trunk. What is its name?

A table B tooth C tree D tiger

**Grammar Revision**

**Present Indefinite (Simple)**

|  |  |  |
| --- | --- | --- |
| **Утвердительная форма** | **Отрицательная форма** | **Вопросительная форма** |
| I work  He work**s**  She work**s**  It work**s**  We work  You work  They work | I do not work  He **does** not work  She **does** not work  It **does** not work  We do not work  You do not work  They do not work  **do not = don’t**  **does not = doesn’t** | Do I work?  **Does** he work?  **Does** she work?  **Does** it work?  Do we work?  Do you work?  Do they work? |

**Характеристика действия**

|  |  |
| --- | --- |
| **Как?** | 1. Обычное, регулярное, повторяющееся действие; факт.  2. Будущее действие, связанное с графиком, расписанием |
| **Когда?** | 1. Usually, generally, always, never, often, seldom, every day, sometimes |
| **Примеры** | The earth **moves** round the Sun.  She **does not** **live** in London.  I **work** in my garden every day.  The next train **leaves** in an hour. |
| **Вопрос – краткий ответ** | **Do** you study?  – Yes, I **do**.  **Does** your sister study?  – No, she **doesn’t**. She works.  When **do** your classes usually begin?  – At 9 o’clock. |

**I. Take this Present Indefinite Tense Quiz.**

**Complete the sentences using Present Indefinite:**

|  |  |
| --- | --- |
| 1. He \_\_\_\_ it. | 1. don't like 2. doesn't like 3. doesn't likes 4. don't likes |
| 1. They \_\_\_\_\_ here very often. | 1. don't come 2. doesn't comes 3. doesn't come 4. don’t comes |
| 1. I \_\_\_\_\_ mind at all. | 1. am not 2. isn't 3. don't 4. doesn't |
| 1. It \_\_\_\_\_ sense. | 1. don't make 2. doesn't makes 3. doesn't make 4. isn’t make |
| 1. They \_\_\_\_ happy. | 1. seem 2. seems 3. are seeming 4. are seem |
| 1. She \_\_\_\_ a brother. | 1. doesn't has 2. don't has 3. don't have 4. doesn't have |
| 1. The exam \_\_\_\_\_ two hours. | 1. last 2. lastes 3. lasts 4. is last |

**II. Open the brackets using the proper form of the verb:**

1. He (speak) English? – Yes, he (speak) English quite fluently. 2. She (write) letters to her mother every week. 3. Ships (travel) from Saratov to Novgorod in three days. 4. I think that he always (have) lunch at this hour. 5. Mary (learn) French at the university. 6. You (like) these flowers? – No, I don’t. They smell badly. 7. I (like) to translate articles from English into Russian. 8. The plane (arrive) at 8 p.m.? – No, it doesn’t. It arrives at 9 p.m. 9. Sorry, but you (not, know) the lesson well.

**III. Give short answers to the following questions:**

1. Do you like to study at the university?
2. Do you live in the campus?
3. Does your friend live in the campus?
4. Do you get good marks at the classes?
5. Does your friend study well?
6. Do you enjoy giving gifts?
7. Do you often give flowers to your mother?
8. Does she like to get presents?
9. Do your parents have a garden?
10. Do you enjoy growing flowers?

**IV. Read and act out the dialogue:**

**Interview with a Famous Actor**

**Interviewer**: Thank you for taking some time off from your busy schedule to answer a few questions about your life!

**Brad**: It's my pleasure.

**Interviewer**: Could you tell us about an average day in your life?

**Brad**: Sure, I get up early – at 7 in the morning. Then I have breakfast. After breakfast, I go to the gym.

**Interviewer**: Are you studying anything now?

**Brad**: Yes, I'm learning a new film called "The Man About Town".

**Interviewer**: What do you do in the afternoon?

**Brad**: First I have lunch, and then I go to the studio and shoot some scenes.

**Interviewer**: Which scene are you acting today?

**Brad**: I'm acting a scene about an angry lover.

**Interviewer**: That's very interesting. What do you do in the evening?

**Brad**: In the evening, I go home and have dinner and study my scripts.

**Interviewer**: Do you go out at night?

**Brad**: Not always, I like going out at weekends.

**Word Study**

1. **Listen, read and memorize:**

|  |  |  |  |
| --- | --- | --- | --- |
| 1) call  2) kingdom  3) multicellular  4) conifer  5) fern  6) moss (pl. mosses)  7) as well as  8) alga (pl. algae)  9) living thing  10) divide  11) at least  12) distinguish  13) move  14) catch (caught, caught)  15) create  16) scientific  17) cell  18) obtain  19) sunlight  20) via  21) carbon dioxide  22) ability  23) lose (lost, lost)  24) amount  25) alternation of generations  26) although  27) familiar | называть  царство, мир  многоклеточный  хвойное дерево  папоротник  мох (мхи)  так же как, а также  морская водоросль  живое существо  делить(ся), разде­ляться  по крайней мере  различать, выделять  двигаться  ловить  создавать  научный  клетка  получать, добывать  солнечный свет  через, посредством  окись углерода (СО2)  способность  терять  количество  чередование поколе­ний  хотя  хорошо знакомый, привычный | 28) vascular  29) through  30) precise  31) species  32) determine  33) majority  34) seed  35) provide  36) describe  37) grain  38) foodstuffs  39) domesticate  40) essential  41) give off  42) oxygen (О)  43) ultimate  44) source  45) nearly  46) include  47) wood  48) fiber  49) resin  50) сoal  51) fossil  52) origin  53) thus  54) shelter  55) fuel  56) raw materials  57) innumerable | сосудистый  через, посредством  точный  вид, виды  определять, устанавли­вать  большинство  семя  обеспечивать  описывать  зерно  продукты питания  одомашнивать  важный, значительный  выделять, испускать  кислород  первичный, основной  источник  почти  включать  дерево (материал)  древесное волокно  смола  уголь  ископаемый  происхождение  таким образом  кров, убежище  топливо  сырье  бесчисленный |

1. **Give the Russian equivalents to the following words:**

organism, group, traditionally, division, generally, mobile, basis, basic, modern, system, classification, cellulose, energy, photosynthesis, chlorophyll, contain, chloroplast, color, parasitic, produce, normal, characterize, sexual, asexual, reproduction, embryophytes, bryophytes, eukaryotic, compose, synthesize, molecular, ecological system, fruit, millennia, serve, ornaments, medicines, Botany, balance, nature, atmosphere, metabolic, manufacture, products, vital, humans, latex, pigment, petroleum, substance

1. **Translate the following word combinations into Russian:**

multicellular plant; multicellular organism; multicellular living thing; multicellular group; scientific study; scientific data; scientific approach; scientific discussion; scientific classification; familiar questions; familiar places; familiar people; familiar plants; domesticated animals; domesticated plants; domesticated birds; precise numbers; precise results; precise definition; precise measurement; essential oils; essential ingredient; essential part; essential element; ultimate questions; ultimate aim; ultimate source; ultimate result

1. **Match the verb and its synonym:**

|  |  |
| --- | --- |
| 1) divide  2) distinguish  3) move  4) catch  5) create  6) obtain  7) lose  8) determine  9) provide  10) describe  11) give off  12) include  13) call | a) identify  b) establish  c) produce  d) comprise  e) forget  f) classify  g) characterize  h) name  i) release  j) supply  k) capture  l) get  m) go |

1. **Match the word and its definition:**

|  |  |
| --- | --- |
| 1) conifer  2) fern  3) moss  4) alga  5) source  6) cell  7) oxygen  8) species  9) seed  10) fossil  11) shelter | a) very ancient leafy plant that grow in moist areas under forest canopy  b) microscopic unit of living matter enclosing a nucleus with self-produc­ing genes  c) group having some common characteristics able to breed with each other but not with other groups  d) small embryonic plant enclosed in a covering called the seed coat, usu­ally with some stored food  e) place from which smth comes or is got  f) small spore-bearing land plant  g) part of prehistoric animal or plant once buried in earth  h) smth that gives safety or protection  i) cone-bearing seed plant with vascular tissue  j) chemical element, a gas with no color or smell  k) water plant of very simple structure |

1. **Translate into Russian:**

one of the two groups; between plants; much later; the basis of the modern system; the kingdoms Vegetabilia and Animalia; cell walls with cellulose; most of their energy; chlorophyll contained in chloroplasts; amounts of chlorophyll; sexual reproduction; multicellular land plants; vascular plants; eukaryotic cells; the great majority; the world's molecular oxygen;the earth's ecological systems; mankind's basic foodstuffs;scientific study; people's lives; wood products

1. **Fill in the blanks with the appropriate words:**
2. The "goodbye" party was the \_\_\_\_ celebration of the three-day weekend.
3. Many non-native \_\_\_\_ are planted in this country for commercial purposes.
4. The pet store sells cats and dogs, \_\_\_\_ lizards and birds.
5. The food wasn't good, but \_\_\_\_ it was cheap.
6. I sent this message \_\_\_\_ E-mail.
7. \_\_\_\_ 200 fruit trees were planted in this garden last year.
8. Some countries are significant exporters of hard \_\_\_\_.
9. European countries needed cheap \_\_\_\_ such as coal that developing countries had plenty of.
10. Should we eat \_\_\_\_ which had been genetically modified using human genes?
11. The flourish collection by this florist contains handpicked flowers set in \_\_\_\_.
12. This is the family name and indicates the English \_\_\_\_ of the family.

(nearly, ultimate, foodstuffs, raw materials, origin, conifers, at least, resin, as well as, coal, via)

1. **Read Text A and answer the question:**

– Why are green plants important to all living things?

**Text A**

**Plant Kingdom**

Plants, also **called** green plants (Viridiplantae in Latin), are living organisms of the **kingdom** Plantae which include such **multicellular** groups as flowering plants, **conifers**, **ferns** and **mosses**, **as well as** the green **algae**.

Plants are one of the two groups into which all **living things** have been traditionally **divided**; the other is animals. The division goes back **at least** as far as Aristotle (384 BC – 322 BC) who **distinguished** between plants which generally do not **move**, and animals which often are mobile to **catch** their food. Much later, when Linnaeus (1707–1778) **created** the basis of the modern system of **scientific** classification, these two groups became the kingdoms Vegetabilia (later Plantae) and Animalia.

Green plants have eukaryotic **cells** with cell walls composed of cellulose and **obtain** most of their energy from **sunlight** **via** photosynthesis using chlorophyll contained in chloroplasts, which gives them their green color. Plants also use water and **carbon dioxide** to synthesize food.

Some plants are parasitic and have **lost** the **ability** to produce normal **amounts** of chlorophyll or to photosynthesize. Plants are also characterized by sexual reproduction and an **alternation of generations**, **although** asexual reproduction is common.

The plants that are most **familiar** to us are the multicellular land plants, called embryophytes. Embryophytes include the **vascular** plants, such as ferns, conifers and flowering plants. They also include the bryophytes, of which mosses are the most common.

**Precise** numbers are difficult to **determine**, but as of 2010, there are thought to be 300–315 thousand **species** of plants, of which the great **majority**, some 260–290 thousand, are **seed** plants. Green plants **provide** most of the world's molecular **oxygen** and are the basis of most of the earth's ecological systems, especially on land. Plants **described** as **grains**, fruits and vegetables form mankind's basic **foodstuffs**, and have been **domesticated** for millennia. Plants serve as ornaments and the source of most medicines. Their scientific study is known as Botany.

Plants are **essential** to the balance of nature and in people's lives. Green plants **give off** oxygen into the atmosphere. Plants are the **ultimate** source of food and metabolic energy for **nearly** all animals, which cannot manufacture their own food. Besides foods, plants products vital to humans **include** **wood** and wood products, **fibers**, oils, latex, pigments, and **resins**. **Coal** and petroleum are **fossil** substances of plant **origin**. **Thus** plants provide people with **shelter**, clothing, medicines, fuels, and the **raw materials** from which **innumerable** other products are made.

1. **Choose the correct answer:**
2. Plants include \_\_\_\_.
3. unicellular groups
4. multicellular groups
5. . The division into plants and animals goes back as far as \_\_\_\_.
6. Darwin
7. Linnaeus
8. Aristotle
9. Green plants obtain most of their energy from \_\_\_\_**.**
10. water
11. sunlight
12. wind
13. Some plants are parasitic and have lost the ability to produce \_\_\_\_.
14. normal amounts of oxygen
15. normal amounts of carbon dioxide
16. normal amounts of chlorophyll
17. Embryophytes include \_\_\_\_.
18. flowering plants, ferns and conifers
19. ferns, mosses and conifers
20. mosses, flowering plants and ferns
21. There are thought to be some 260–290 thousand of \_\_\_\_.
22. algae species
23. seed plants
24. plants
25. Plants are essential to the balance of nature and \_\_\_\_.
26. in people’s life
27. in animals’ life
28. all of the above
29. **Find in the text the equivalents to the following word combinations:**

а также зеленые водоросли; все живые организмы; чтобы поймать свою еду; современная система научной классификации; клеточные стенки; большая часть энергии; посредством фотосинтеза; хлорофилл, содержащийся в хлоропластах; чтобы синтезировать еду; вегетативная репродукция; самые распространенные; точное количество; трудно определить; тысячелетиями; большинство лекарственных препаратов; в атмосферу; производить свою собственную еду; изделия, жизненно необходимые человеку.

1. **Find in the text and read the sentence in which it is said that…**

– Green plants include such groups as flowering plants, conifers, ferns and mosses, as well as the green algae.

– The basis of the modern system of scientific classification was created by Linnaeus in the 18th century.

– Cell walls of green plants consist of cellulose.

– To synthesize food plants need water and carbon dioxide.

– Some plants are not able to produce normal amounts of chlorophyll or to photosynthesize.

– Some plants are characterized by asexual reproduction.

– Most familiar to us plants are called embryophytes.

– Green plants are the basis of most of the earth's land ecological systems.

– Plants are very importantin people's lives.

1. **Say if it is true or false. Correct the wrong statements:**
2. Plants include several unicellular groups.
3. Linnaeus was the first who divided all living things into groups.
4. Green plants include flowering plants, conifers, ferns and mosses.
5. Green plants are eukaryotic living organisms.
6. To obtain food plants need only sunlight.
7. The multicellular land plants are called embryophytes.
8. Red and brown algae provide most of the world's molecular oxygen.
9. Grains, fruits and vegetables form mankind's basic foodstuffs.
10. Plants are not essential for animals because animals are able to produce their own food.
11. **Answer the questions:**
12. What are plants?
13. Who was the first to divide all living things into groups?
14. Who and when created the basis of the modern system of scientific classification of plants?
15. What characterizes green plants?
16. What plants have lost the ability to produce normal amounts of chlorophyll or to

photosynthesize?

1. What do plants use to obtain food?
2. What are embryophytes?
3. How many species of plants are there on Earth?
4. Why are plants essential to the balance of nature and in people’s lives?
5. **Ask your partner some more questions on the text.**
6. **Find in the text 5 sentences in Present Indefinite. Translate them into Russian.**
7. **Summarize the text using the following phrases:**

The text reports on…

The text touches upon…

It is reported that…

Much attention is given to…

The text points out that…

The text deals with the problem of…

The text provides information on…

The text defines the phenomenon of…

The text covers such points as…

1. **Read Text B and choose the headline from the ones given below:**

– Responses to Injury

– Response to Disease

– Plants Communication

**Words and expressions:**

disease-causing – вызывающий болезнь fight – бороться, сражаться

herbivore – травоядное животное scar tissue – рубцовая ткань

respond – реагировать carry out – проводить, осуществлять

innate – врожденный greenhouse – теплица, парник

wound – рана harm – вредить

interfere with – вмешиваться, мешать neighboring – соседствующий

medication – медикаментозное лечение

**Text B**

Plants are attacked by a variety of disease-causing organisms and by plant-eating herbivores. Plants respond to disease in much the same way as animals do. When infected with a disease, plants have an innate ability to fight the infection. Plants also repair wounds by growing a form of scar tissue over the wounded area.

Plants fight herbivores in a different way. Many plants produce toxic materials, which interfere with the metabolism of animals that eat plants. When the leaves of plants are eaten by animals, the new leaves often contain higher amounts of toxic materials than the original leaves.

Plants may even have the ability to communicate with one another. An experiment carried out in a greenhouse produced some interesting results. Some of the plants had their leaves mechanically “eaten” by an experimenter, whereas nearby plants were not harmed. Not only the cut plants produced new leaves with more toxins, but the new growth on neighboring plants had increased toxin levels as well. This shows that plants communicate in some way, perhaps by the release of molecules that cause changes in the receiving plant.

Many of the toxic chemicals produced by plants have been used as medications. Quinine has been used to fight malaria. Digitalis is used to strengthen heartbeat. Taxol is an anticancer drug.

1. **Choose the correct answer:**
2. What are plants attacked by?

**A** humans **B** bacteria **C** carnivores **D** disease-causing organisms and by plant-eating herbivores

1. What do plants do when infected with a disease?

**A** they fight the infection **B** they ignore the infection **C** they cure the infection **D** they always die

1. How do plants repair wounds?

**A** by growing vascular tissue over the wounded area **B** they do not repair wounds **C** by growing new leaves over the wounded area **D** by growing a form of scar tissue over the wounded area

1. What did the experiment in a greenhouse show?

**A** plants can eat each other **B** plants can fight each other **C** plants can communicate with each other **D** plants can cure each other

1. How can the toxic chemicals produced by plants be used?

**A** as poisons **B** as medications **C** as fertilizers **D** as food

1. **Match the parts of the sentences:**

|  |  |
| --- | --- |
| 1. Plants respond to disease in much the same way …  2. Plants also repair wounds by growing a form of scar tissue …  3. Plants fight herbivores …  4. The new leaves often contain higher amounts of toxic materials …  5. Plants may even have the ability …  6. The experiment showed that plants communi­cated …  7. Many of the toxic chemicals produced by plants …  8. Quinine has been used …  9. Digitalis is used … | a) … over the wounded area.  b) … to communicate with one another.  c) … to fight malaria.  d) … have been used as medications.  e) … to strengthen heartbeat.  f) … as animals do.  g) … than the original leaves.  h) … in some way.  i) … in a different way. |

1. **Retell the text in Russian.**
2. **Read and translate Text C in writing using a dictionary:**

**Text C**

**Co-evolution of Plants and Animals**

The first terrestrial organisms were plants. Shortly after the plants became established on land, animals, such as insects and amphibians, arrived. Thus, terrestrial plants and animals have a long history of interaction, which has had an influence on the evolution of each group. There are many examples of their co-evolution.

Most flowering plants are pollinated by insects or other animals. Insect-pollinated plants produce flowers that are showy, have nectar, and produce odors. Some flowers bloom only at night and are pollinated by moths or bats.

Grasses and grazers have co-evolved. Grasses have silica in their cell walls. This is a very hard material, and it tends to wear down the teeth of grazers. Most grazing animals have very long teeth, which can accommodate a lifetime of wear. Grasses also differ from most other plants in that their leaves and stems grow from the base of the plant rather than from the tip. Thus, they can withstand regularly having the tips of their leaves chewed off.

Many kinds of flowering plants produce large, nutritious fruits, which animals use for food and thus taking part in the process of distributing the seeds. There are even seeds that will not germinate unless they have passed through the gut of an animal. In tropical forests, many trees have very large fruits, which are eaten by monkeys. They eat the fleshy part of the fruit and drop the seeds.

Plants produce a variety of chemicals. Some of these chemicals are toxic or irritating and deter certain animals from eating portions of the plant. Others chemicals produce odors that help animals locate flowers or fruits. These attractive odors aid the plant by assuring that pollination and seed dispersal will take place. Humans use many of these plants and the chemicals they produce as spices and flavorings.

**Socializing**

**Greetings**

**English Forms of Address**

**I. Listen, read and memorize:**

|  |  |
| --- | --- |
| Hello! Здравствуй!/Здравствуйте!  Hi! Привет!  Good morning! Доброе утро!  Good afternoon! Добрый день!  Good evening! Добрый вечер!  I’m very glad Очень рад(а)  to see you. тебя (вас) видеть  I’m glad to see Я тоже рад(а).  you too.  Certainly. Конечно.  How are you? Как дела?  *syn.* How are things with you?  *syn*. How are you doing?  Very well. Отлично! | Fine. Нормально.  Everything is well. (OK) Все в порядке.  Not bad. Неплохо.  Bad. Плохо.  So-so. Так себе.  Bye. (Bye-bye.) Пока.  See you. Увидимся.  See you tomorrow. До завтра.  Thank you. (very much) Спасибо.  You’re welcome. Пожалуйста.  Excuse me. Извини(те).  No problem. Ничего.  May I…? Can I…? Можно…?  Please… Пожалуйста… |

**Обратите внимание!**

В англоязычных странах к мужчине обращаются Mr., к замужней женщине – Mrs., к женщине независимо от ее семейного положения – Ms., к девушке и незамужней женщине принято обращаться Miss. Обращения Mr., Mrs., Ms. и Miss употребляются только с фамилией или с именем и фамилией.

*Например:* Mr. Smith – мистер Смит; Mr John Smith – мистер Джон Смит.

При обращении к супружеской паре после слов Mr. And Mrs. называют фамилию.

*Например:* Mr. and Mrs. Smith – мистер и миссис Смит.

Обращение Miss без называния фамилии или имени и фамилии возможно, когда просят подойти официантку или продавщицу.

В отличие от русского языка, в английском языке слова Thanks и Thank you ставятся обычно после ответа на вопрос.

*Сравните:*

Как дела? How are you?

– **Спасибо**, хорошо. – Good, **thanks**.

В английском языке, как и в русском языке, слово *please* (пожалуйста) используется для выражения вежливой просьбы и может ставиться как в начале, так и в конце предложения.

*Например:*

Please come in. Пожалуйста, войдите.

Come in, please. Войдите, пожалуйста.

Но, в отличие от русского языка, английское *please* не употребляется, когда удовлетворяют просьбу человека, а также при ответе на *спасибо*.

*Сравните:*

Можно позвонить? May I use your telephone?

– Пожалуйста. – Yes, certainly.

Спасибо. Thank you.

– Пожалуйста. – You are welcome.

**II. Listen, memorize and act out:**

|  |  |
| --- | --- |
| **1**  – Hello, Sasha!  – Hello, Bess!  – How are you?  – Good, thanks. And how are you?  – I’m good too.  – Goodbye!  **2**  – Hi, Bill!  – Hi, Tom!  – How are you doing?  – Fine. And how are things with you?  – OK. | **3**  – Good evening, Mr. Smith!  – Good evening, Mr. Johnson!  I’m very glad to see you.  – I’m very glad to see you too.  How are you?  – Very well, thanks. And you?  – Also fine.  – Good bye.  – See you tomorrow.  **4**  – Hello, Ms. Sims. May I come in?  – Yes, certainly.  Thank you. |

**Practice**

1. **Give the answers.**
2. – How are you?
3. – Bye!
4. – Goodbye.
5. – Hi!
6. – Hello, Lena!
7. – Thank you.
8. – I’m very glad to see you.
9. – Excuse me.
10. – May I use your telephone?
11. – Good morning, Ms Mills.
12. **Match the parts of the dialogues:**
13. – Hi! a) Good, thanks.
14. – Can I use your pen? b) Also fine.
15. – I’m fine. And you? c) I’m glad to see you too.
16. – Goodbye. d) Bye.
17. – Thank you. e) Hello, Irina.
18. – Hello, Mary! f) Good, thanks. And you?
19. – How are you? g) Hi!
20. – I’m very glad to see you. h) No problem.
21. – How are things with you? i) Yes, certainly.
22. – Bye. j) Goodbye.
23. **Make up dialogues.**

**Unit II**

**Types of Plants**

**Grammar for Revision:** Comparatives and Superlatives

**Text A:** Types of Plants: Plant Classification

**Text B**

**Text C :** Garden Types of Plants

**Socializing:** Getting Acquainted. Introductions

"Love the animals, love the plants, love everything.

If you love everything, you will perceive the divine mystery in things.

Once you perceive it, you will begin to comprehend it better every day.

And you will come at last to love the whole world with an all-embracing love".

Fyodor Dostoyevsky

**Warm up**

You may know that rice is the seed of a plant, but what is the world's oldest known plant? Which kind of plant can be an annual, biennial, or perennial? Take this quiz and find out the answers.

1. Which of these is not a kind of plant?

**A** abacus **B** acanthus **C** acacia **D** aster

1. A banana plant fits into which of these groups?

**A** grasses **B** trees **C** herbs **D** flowers

1. From what plant was paper originally made?

**A** pine **B** rosemary **C** papyrus **D** wheat

1. How old is the world's oldest known plant?

**A** 13,000 years old **B** 43,000 years old **C** 81,000 years old **D** 124,400 years old

1. Why is cotton such an important plant?

**A** It is easy to grow **B** It provides shade **C** It smells good **D** It is both a food and fiber

1. Which kind of plant can be an annual, biennial, or perennial?

**A** Venus's-flytrap **B** hollyhock **C** rhododendron **D** peony

1. Which of these is not a dehiscent plant?

**A** pea **B** bean **C** magnolia **D** banana

Read the answers to the quiz and check yourself:

1. Abacus. An abacus is an instrument for performing calculations by sliding counters along rods or in grooves.
2. Herbs. Although called a tree, the banana plant is really an herb. It does not have a woody trunk. The banana stalk grows above ground and looks like a trunk.
3. Papyrus. The ancient Egyptians made a paper, also called papyrus, from the pith, or inner portion, of the stalk of the papyrus plant.
4. 43,000 years old. In 1996 botanists announced the discovery of a shrub called Lomatia tasmanica, or king's holly, on the Australian island of Tasmania. It is 43,000 years old.
5. It is both a food and fiber. The cotton plant is grown for its fibers, used to make more than half the world's textile fabrics, and its seed is a source of oil for cooking and of protein for cattle feed.
6. Hollyhock. The hollyhock is native to China. Its several varieties include annual, biennial, and perennial forms.
7. Banana. The fruit of a dehiscent plant splits open when it is ripe to disperse seeds. Examples are peas, beans, peanuts, and magnolias. Technically, a banana is an herb.

**Grammar Revision**

**Comparatives and Superlatives**

**(Степени сравнения прилагательных и наречий)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Положительная**  **степень** | **Сравнительная**  **cтепень**  **(Comparatives)** | **Превосходная**  **cтепень**  **(Superlatives)** |
| Односложные,  двусложные\* | hot  easy (adj)  polite  soon (adv) | hott**er**  easi**er**  polit**er**  soon**er** | (the) hott**est**  (the) easi**est**  (the) polit**est**  (the) soon**est** |
| Многосложные | correctly (adv)  beautiful (adj) | **more** correctly  **more** beautiful | (the) **most** correctly  (the) **most** beautiful |
| Смешанные  случаи | old (adj)  often (adv),  slow/slowly  quick/quickly | older/elder  oftener/more often  slower/more slowly  quicker/more quickly | oldest/eldest  oftenest/most often  slowest/most slowly  quickest/most quickly |
| Случаи, которые  следует запомнить | well (adv)/good (adj)  badly/bad  much  little  far  near | better  worse  more  less  farther/further  nearer | best  worst  most  least  farthest/furthest  nearest |
| \*Двусложные прилагательные с ударением на втором слоге, двусложные прилагательные, оканчивающиеся на ***y*** и некоторые другие прилагательные: *common, pleasant, quiet*. | | | |

**Некоторые особенности употребления прилагательных в сравнительной   
и превосходной степени**

|  |  |  |
| --- | --- | --- |
| **most**  **farther**  **farthest**  **further**  **furthest**  **elder**  **eldest**  **nearer**  **nearest**  **next**  **later**  **latest**  **last** | имеет и другие значения:  *крайне/весьма*  Может использоваться с артиклем **a/an**  *большинство/большая часть*  используется, когда речь идет о расстоянии: *дальше, самый дальний*  выражает значения: *дальнейший, по*  *следующий, добавочный*  употребляется для обозначения возрастных отношений в семье  *ближе, ближайший* (о расстоянии);  *следующий* (о порядке следования)  *позже, последний* (о времени)  *последний* (о порядке следования) | This is a **most** interesting film.  They are **most** interesting people.  **Most** of my friends live in Moscow.  You must go a little **farther**.  **further information**  дополнительная информация  **further discussion**  дальнейшее обсуждение  my **elder** brother  Where is the **nearest** post office?  They live in the **next** house.  I’ll call you back **later**.  It’s his **last** book. |

Для сравнения качества предметов используют также следующие формулы:

1. **than** – чем Moscow is **larger than** St.-Petersburg.
2. **as…as** – так(ой)же…как He is **as** young **as** my brother.
3. **not so…as** – не так(ой)…как This train goes **not so** quickly **as** that one.
4. **the more…the better** – чем…тем **The more** you work **the better** you know the

language.

1. **much, far** – намного, гораздо, The husband was **much older** than the wife.

значительно

1. **a bit, a little** – немного Could you speak **a bit louder**?

**I. Take this Comparatives/Superlatives Quiz. Fill in the gaps:**

|  |  |
| --- | --- |
| 1. The blue car is \_\_\_\_\_\_ than the red car. 2. This is \_\_\_\_\_\_\_ than that one. 3. Mt. Everest is \_\_\_\_\_ than Mt Fuji. 4. This is the \_\_\_\_\_\_ shirt in the store. 5. The Mona Lisa is one of the \_\_\_\_\_\_ paintings in this museum. 6. Michael Jordan is the \_\_\_\_\_\_\_ basketball player. 7. This is the \_\_\_\_\_\_ book in the store. 8. That was the \_\_\_\_\_\_\_\_\_\_ exam I had all semester. 9. Oxygen is the \_\_\_\_\_\_\_\_\_\_ natural resource. 10. A blue whale is the \_\_\_\_\_\_\_\_ animal in the world. | 1. more fast 2. more faster 3. faster 4. fast 5. more interesting 6. interestinger 7. more interest 8. interesting 9. more high 10. highest 11. higher 12. more higher 13. expensivest 14. most expensive 15. most expensiver 16. more expensive 17. more beautifuler 18. most beautiful 19. beautifuler 20. most beauty 21. most best 22. best 23. most better 24. more better 25. worse 26. most bad 27. baddest 28. worst 29. more difficult 30. difficultest 31. most difficult 32. most difficultest 33. cheapest 34. most cheap 35. more cheapest 36. more cheaper 37. heaviest 38. most heavy 39. most heaviest 40. heaver |

**II. Open the brackets using Comparatives or Superlatives:**

1. The Trans-Siberian railway is (long) in the world. 2. The 22nd of December is the (short) day of the year. 3. Iron is (useful) of all metals. 4. The Volga is (wide) and (deep) than the Neva River. 5. Elbrus is the (high) peak in the Caucasian Mountains. 6. His theory is (practical) than yours. 7. Moscow is the (large) city in Russia. 8. Yesterday was the (cold) day we have had this winter.

**III. Fill in the gaps with *as…as* or *so…as*:**

1. The temperature today is … high … it was yesterday. 2. He is not … old … he looks. 3. He is … strong … his brother. 4. This street is … wide … the next one. 5. The luggage is not … heavy … I expected. 6. His TV set is not … powerful … mine. 7. She is … tall … her mother. 8. In Novgorod it is not … hot … in Rostov.

**IV. Read and act out the dialogue:**

**The City and the Country**

**David**: How do you like living in the big city?

**Maria**: There are many things that are better than living in the country!

**David**: Can you give me some examples?

**Maria**: Well, it certainly is more interesting than the country. There is so much more

to do and see!

**David**: Yes, but the city is more dangerous than the country.

**Maria**: That's true. People in the city aren't as open and friendly as those in the countryside.

**David**: I'm sure that the country is more relaxed, too!

**Maria**: Yes, the city is busier than the country. However, the country is much slower

than the city.

**David**: I think that's a good thing!

**Maria**: Oh, I don't. The country is so slow and boring! It's much more boring than the city.

**David**: How about the cost of living? Is the country cheaper than the city?

**Maria**: Oh, yes. The city is more expensive than the country.

**David**: Life in the country is also much healthier than in the city.

**Maria**: Yes, it's cleaner and less dangerous in the country. But, the city is so much more

exciting. It's faster, crazier and more fun than the country.

**David**: I think YOU are crazy for moving to the city.

**Maria**: Well, I'm young now. Maybe when I'm married and have children I'll move back

to the country.

**Word Study**

1. **Listen, read and memorize:**

|  |  |  |  |
| --- | --- | --- | --- |
| 1) build (built, built)  2) belong  3) study  4) reveal  5) vary  6) size  7) huge  8) mainly  9) according (to)  10) bear (bore, borne)  11) relative  12) represent  13) cotyledon  14) liverwort  15) vascular tissue  16) angiosperm  17) gymnosperm  18) pteridophyte  19) nutrient  20) trachea  21) bryophyte  22) hornwort  23) genus (pl genera)  24) by means of  25) contain | строить  принадлежать  изучение, исследование  обнаруживать  разниться  размер  огромный  в основном  согласно, в соответствии (с)  рождать, производить  родственник  представлять, изображать  семядоля  печеночный мох  проводящая ткань  покрытосемянное растение  голосемянное растение  папоротникообразное растение  питательное вещество  древесинный сосуд  мохообразное растение  роголистник  род  посредством  содержать | 26) quantity  27) vital  28) thrive (throve, thriven)  29) moist  30) wet  31) environment  32.)tiny  33) slender  34) plain land  35) rocks  36) mild  37) superior  38) cool  39) dry  40) hot  41) damp  42) existence  43) scientific researches  44) embryo  45) food supply  46) enclose  47) seed covering  48) cone  49) instead of  50) within  51) female  52) shrub  53) vegetation  54) varied  55) trait | количество  жизненно важный  процветать, разрастаться  влажный  мокрый  окружающая среда  крошечный  тонкий, стройный  гладкая, ровная местность  камни  мягкий, умеренный  лучший  прохладный  сухой  жаркий, горячий  влажный, сырой  существование  научные исследования  эмбрион, зародыш  запас еды  окружать, заключать  семенная оболочка  шишка  вместо (чего-либо)  внутри, в пределах  женский  кустарник, куст  растительность  разнообразный  черта, особенность |

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

fundamental, block, form, microscopic, classify, type, reproduce, spore, criterion, basis, to transport, collectively, genetic matter, region, tropic regions, identify

1. **Translate the following word combinations into Russian:**

fundamental building blocks; scientificstudy;at least 500,000 species; vary in size; huge sequoia trees; spore bearing plants; seed bearing plants; according to this criterion; as follows; on the basis of the presence or absence; by means of spores; a small quantity of vital genetic matter; simple stems; tiny, slender leaves; mild, damp regions; hot, damp tropic regions; around 15,000 species; according to scientific researches; cones instead of flowers; within female cones; majority of gymnosperms; land vegetation; till now; the distinguishing trait

1. **Match the verb and its synonym:**

|  |  |
| --- | --- |
| 1) build  2) belong  3) reveal  4) vary  5) bear  6) represent  7) contain  8) thrive  9) enclose | a) uncover  b) show  c) include  d) construct  e) prosper  f) differ  g) cover  h) relate to  i) produce |

1. **Match the word and its definition:**

|  |  |
| --- | --- |
| 1) study  2) relative  3) angiosperm  4) gymnosperm  5) pteridophyte  6) bryophyte  7) genus  8) environment  9) existence  10) cone  11) shrub | a) any of a large group of plants that produce flowers  b) a class of flowerless plants, embracing ferns and other like plants  c) division of plants or animals within a family  d) a person to whom one is related (an uncle or aunt, etc.)  e) fruit of certain evergreen trees  f) manner of living  g) non-vascular plants  h) plant with woody stem, lower than a tree, and with several separate stems  i) that which is investigated  j) the combination of external physical conditions that affect and influence the growth, development, and survival of organisms  k) plants having naked seeds |

1. **Fill in the blanks with the appropriate words:**
2. These animals are difficult to detect since they feed \_\_\_\_ at night and hide in older vegetation during the day.
3. Seen from the sky, the river looked like a \_\_\_\_ snake.
4. They absorb many useful \_\_\_\_ by which to supply their own growth.
5. They arrived in France \_\_\_\_ airplane.
6. A huge tree starts from a \_\_\_\_ seedling.
7. If you want to learn more about landscaping \_\_\_\_, you should read this article.
8. They have \_\_\_\_ climate due to the warm air of the Gulf Stream.
9. I hung my clothes back out to dry as they were still \_\_\_\_.
10. \_\_\_\_ of having soft coral-pink flowers, you can have bright rosy-red ones.
11. He was surprised to learn that some types of \_\_\_\_ are able to live in that harsh climate.
12. I was dressed \_\_\_\_ the ten minutes, and came out.
13. Shyness is one of her noticeable \_\_\_\_.

(vegetation, by means of, damp, huge, within, rocks, traits, nutrients, tiny, instead, mild, mainly)

1. **Read Text A and answer the question:**

– What is the main feature of flowering plants?

**Text A**

**Types of Plants: Plant Classification**

Plants are the fundamental **building** blocks of life on earth. Plants are life forms **belonging** to the kingdom Plantae. The scientific **study** has **revealed** at least 500,000 species of plants. The types of plants **vary** in **size** from microscopic algae, to **huge** sequoia trees more than 8m (26 ft) tall.

Plant Kingdom is **mainly** classified into two. This type of plant classification is done **according** **to** how they reproduce:

1) Spore **bearing** plants (algae, mosses, ferns and their **relatives**)

2) Seed bearing plants (сonifers and flowering plants).

Plant classification according to this criterion, can be **represented** as follows:

Plant kingdom: Spore Bearing Plants and Seed Bearing Plants;

Spore Bearing Plants: Algae, Mosses (Liverworts), and Ferns;

Seed Bearing Plants: Flowering Plants (Angiosperms) and Conifers (Gymnosperms);

Angiosperms: Monocotyledons and Dicotyledons.

The plant kingdom can also be classified on the basis of the presence or absence of **vascular** **tissue**. Ferns (**pteridophytes**), **gymnosperms** and **angiosperms** have vascular tissue which transports the **nutrients** and water through the plant. They are collectively known as **tracheophytes**. Mosses, liverworts, **hornworts** (**bryophytes**) are non-vascular, i.e. they do not have vascular tissue to transport sugar, water and nutrients.

Spore Bearing Plants

Algae, mosses, ferns and their **genus** all reproduce **by means of** spores. Each spore **contains** a small **quantity** of **vital** genetic matter.

Algae

The simplest plants of this type are algae. They do not have leaves, stems or roots. Algae **thrive** in a **moist** or **wet** **environment**.

Mosses

Mosses and most liverworts have simple stems and **tiny**, **slender** leaves. They can be found growing on the **plain land**, on **rocks**, and on other plants. They live in **mild,** **damp** regions, but some can live in very cold places.

Ferns

Ferns are the most **superior** spore bearing type of plants. Many ferns grow in **cool**, **dry** places but the largest ones are found in the **hot**, damp tropic regions. Around 15,000 species of ferns are there in **existence** now according to **scientific researches**.

Seed Bearing Plants

Plants that reproduce by means of seeds belong to this type of plants. Conifers or gymnosperms and flowering plants or angiosperms reproduce by seeds. Each seed contains an **embryo** and a **food supply**. This is **enclosed** by a seed covering.

Conifers

Сonifers are plants that have **cones** **instead of** flowers. Their seeds grow **within female** cones. The majority of gymnosperms are trees or **shrubs**.

Flowering plants

Flowering plants are the most **varied** part of land **vegetation**. There are at least 250,000 kinds of flowering plants identified till now. The distinguishing **trait** of flowering plants or angiosperms is the flower.

1. **Choose the correct answer:**
2. The scientificstudy has revealed at least \_\_\_\_.
3. 300,000 species of plants
4. 500,000 species of plants
5. 600,000 species of plants
6. Spore bearing plants and seed bearing plants. This type of plant classification is done according to how they \_\_\_\_.
7. use
8. feed
9. reproduce
10. Spore bearing plants are \_\_\_\_.
11. algae, mosses, ferns
12. ferns, сonifers and flowering plants
13. сonifers and flowering plants
14. Spore bearing plants are \_\_\_\_.
15. algae, mosses, conifers
16. ferns, algae, mosses
17. flowering plants and conifers
18. Plants that have vascular tissue are \_\_\_\_.
19. pteridophytes, bryophytes,angiosperms
20. angiosperms, gymnosperms, pteridophytes
21. gymnosperms, pteridophytes, bryophytes
22. The majority of gymnosperms are \_\_\_\_.
23. trees or shrubs
24. shrubs or flowers
25. herbs or trees
26. **Find in the text the equivalents to the following word combinations:**

виды растений; их родственники; следующим образом; на основе; не имеющие проводящей ткани; посредством спор; малое количество; влажная окружающая среда; самый лучший; семенная оболочка; наземная растительность

1. **Find in the text and read the sentence in which it is said that…**

– Plants are very important for the life on earth.

– One of the plant classifications is done according to the type of reproduction.

– Another classification is done on the basis of the presence or absence of vascular tissue.

– Vascular tissue transports the nutrients and water through the plant.

– Algae grow best in a wet environment.

– Mosses can sometimes use other plants for growing.

– Gymnosperms and angiosperms reproduce by seeds.

– The flower is the distinguishing trait of flowering plants.

1. **Say if it is true or false. Correct the wrong statements.**
2. Plants belong to the kingdom Animalia.
3. The scientificstudy has revealed at least 500,000 species of plants.
4. Pteridophytes, gymnosperms and angiosperms are collectively known as bryophytes.
5. Mosses have vascular tissue to transport sugar, water and nutrients.
6. Spore bearing plants reproduce by means of spores which contain vital genetic matter.
7. Algae are the simplest plants among spore bearing plants.
8. The largest ferns can be found in cool, dry regions.
9. The embryo of the seed of flowering plants is enclosed by a seed covering.
10. **Answer the questions:**
11. How are plants mainly classified according to how they reproduce?
12. How are plants classified on the basis of the presence or absence of vascular tissue?
13. What plants are called tracheophytes?
14. What plants do bryophytes include?
15. What plants are called seed bearing plants?
16. What is the distinguishing trait of flowering plants?
17. What are conifers?
18. **Ask your partner some more questions on the text.**
19. **Find in the text the sentences with Comparatives and Superlatives. Translate them into Russian.**
20. **Summarize the text using the following phrases:**

The text reports on…

The text touches upon…

It is reported that…

Much attention is given to…

The text points out that…

The text deals with the problem of…

The text provides information on…

The text defines the phenomenon of…

The text covers such points as…

1. **Read Text B and choose the headline from the ones given below:**

– Conifers

– Trees and Shrubs

– Deciduous vs. Coniferous

**Words and expressions:**

deciduous – лиственный lack – отсутствовать, не доставать

dryness – засуха trigger – вызывать

improve – улучшать(ся) prompt – подсказывать

dormant – дремлющий, спящий triangular – треугольный

means – средство, способ needle – игла

require – требовать, нуждаться scale – чешуя, чешуйка

survive – выживать

**Text B**

Trees can also be divided into deciduous and coniferous categories.

Deciduous trees are plants that drop their leaves every year, usually during periods of dryness or cold weather. Their branches remain free of foliage until conditions improve. For the tree, this means that it can save energy by not working to keep the leaves green and healthy.

Trees lose their leaves when they go dormant, which is a means of self-preservation. The majority of plants require sun, light, and water to survive, and when any one of these elements is lacking, the stress triggers hormonal changes. These changes prompt the tree to put more energy into simply surviving.

Coniferous trees keep their leaves and then shed only the oldest leaves.

Conifers are the trees of the coldest regions. Only conifers are found north of about latitude 55 degrees. Conifers are fast growing trees that have adapted to a variety of environmental conditions.

Coniferous trees can be small bushes or one-hundred meter high redwoods.

Coniferous trees grow up instead of out and are of a triangular shape. The leaves can be long needles, or small, flat scales. Seeds grow in cones. There are three major groups of conifers – firs, spruces and pines – and they can be identified by their needles.

1. **Choose the correct answer.**
2. How are trees that drop their leaves every year called?

**A** evergreen **B** deciduous **C** carnivorous **D** coniferous

1. Why do deciduous trees drop their leaves?

**A** they fight the infection **B** they spend energy **C** they work to keep their branches healthy **D** they save energy

1. Do coniferous trees drop their leaves?

**A** Yes, they do. **B** No, they don’t. **C** only the oldest leaves **D** sometimes

1. Where can coniferous trees grow?

**A** in deserts **B** in savannah **C** in the coldest regions **D** in the jungle

1. How can coniferous trees be identified?

**A** by their needles **B** by their leaves **C** by their fruits **D** by their cones

1. **Match the parts of the sentences:**

|  |  |
| --- | --- |
| 1. Trees can also be divided into …  2. Deciduous trees are plants that …  3. Their branches remain free of foliage until …  4. Trees lose their leaves …  5. Coniferous trees keep their leaves and then …  6. Only conifers are found …  7. Coniferous trees can be small bushes or …  8. Conifers are fast growing trees that …  9. There are three major groups of conifers : … | a) … shed only the oldest leaves.  b) … firs, spruces and pines.  c) … drop their leaves every year.  d) … one-hundred meter high redwoods.  e) … have adapted to a variety of environmental conditions.  f) … when they go dormant.  g) … deciduous and coniferous categories.  h) … north of about latitude 55 degrees.  i) … conditions improve. |

1. **Retell the text in Russian.**
2. **Read and translate Text C in writing using a dictionary:**

**Text C**

**Garden Types of Plants**

**Annuals**

Annuals are plants that live for a year or less based on Latin “annus”, meaning “year”. Annuals are also known as seasonal flowering plants which flower only for three to four months. They are normally grown through seeds. They grow, flower, make more seeds and die, within a year. Annuals are great for creating instant effect and adding color to your garden. Planting annuals also gives you the option of changing the layout of your garden after a year. Most annuals are tender and some of them like phlox look beautiful and are excellent as borders and hedges.

**Biennials**

A plant that takes two years to grow from seed to fruit is a biennial, based on Latin “biennis” meaning “two years”. These are also seasonal flowering plants that flower only in the second year of planting. To have blooms year after year with biennial flowers, you have to plant seeds every year.

**Perennials**

The Latin “perennis” means ‘many years'. Perennials are those flowering plants that last longer and keep on flowering. Most take two years until they are old enough to bloom. Once you plant them there is no need for replanting year after year. But they are not a good option, if you want to change the layout of the garden frequently. Most perennials grow best in slightly acidic soils and prefer six to eight hours of sun per day. Watering should be deep, infrequent and applied directly to the soil. This type of watering will promote deep rooting and will help reduce leaf diseases.

**Flowering and Ornamental Trees**

Trees can be flowering trees, fruit trees, shade trees, ornamentals etc. Some attractive medium height flowering trees or ornamental trees would be ideal for a home garden. Trees take a number of years to mature. In the first year, remove weak or unruly shoots. In the second or third year remove poorly spaced branches, leaving alone the central trunk. Once they settle, trees need to be watered only once in a while. But the watering should be deep and applied directly to the soil. Shade trees and ornamentals grow on a framework of older branches and need only infrequent maintenance pruning. Prune only dead, diseased or damaged wood or when you need to correct a poor shape. Flowering trees can be pruned after flowering or fruition.

**Creepers and Climbers**

Creepers: These plants can be grown along the top of the compound wall or as a cover for walls, or at the entrance as an arch.

Climbers: These are the plants with soft stems that grow only with a support. They rely on something else for support; another plant, a wall or trellis.

**Bulbs**

A bulb is a specific stem structure which is planted beneath the soil and stays underground. Roots grow down from it, and stem and leaves grow up from it. Most bulb plants have a dormant (resting) period during which there is no growth visible. Bulb plants grow, flower, then the leaves remain for some time and disappear completely until next year. They are easy to grow and guaranteed to bloom.

**Socializing**

**Getting Acquainted. Introductions**

**I. Listen, read and memorize:**

|  |  |
| --- | --- |
| What is your name? Как вас (тебя)  зовут?  My name is… Меня зовут…  What is your last name? Как ваша (твоя)  фамилия?  My last name is… Моя фамилия…  What is your patronymic? Как ваше (твое)  отчество?  My patronymic is… Мое отчество…  What is your first name? Как ваше (твое)  имя?  My first name is… Мое имя… | Is your name John? Вас зовут Джон?  Yes, my name is John. Да, меня зовут  Джон.  No, my name is Jim. Нет, меня зовут  Джим.  Let’s get acquainted. Давайте (давай)  познакомимся!  Let me introduce you… Познакомьтесь  (познакомься)…  Very nice to meet you. Очень приятно.  Nice to meet you too. Мне тоже.  Who is that? Кто это?  That is my friend. Это мой друг  (подруга). |

**Обратите внимание!**

В английском языке форма притяжательного местоимения зависит от того, имеет ли оно определяемое слово.

*Например:* **My name** is Bill. – And **mine** is Pete.

|  |  |  |
| --- | --- | --- |
| **Personal Pronoun** | **Possessive Adjective** | **Possessive Pronoun** |
| I  you  he  she  it  we  they | my  your  his  her  its  our  their | mine  yours  his  hers  its  ours  theirs |

**II. Listen, memorize and act out:**

|  |  |
| --- | --- |
| **1**  – Hello! Let’s get acquainted. My name  is Nina. And yours?  – My name is carol.  – Nice to meet you.  – Me too.  **2**  – Who is that?  – That’s our teacher.  – What’s his name?  – His name is Ivan Petrovich.  – What is his last name?  – His last name is Sergeev. | **3**  – Slava? Is this your friend?  – Yes, it’s my friend.  – And what is his name?  – His name is Misha. And is this your friend?  – Yes, this is my friend. Her name is Olya.  **4**  – Hi, Tim, let me introduce you, this is my friend. His name is Igor.  – Nice to meet you. My name is Tim.  – Nice to meet you too. |

**Practice**

1. **Match parts of the phrases:**
2. My name is Sasha. A. Very nice to meet you.
3. Is this your colleague? B. Me too.
4. Very nice to meet you. C. Yes, her name is Ira.
5. What is her patronymic? D. His last name is Sergeev.
6. What is your name? E. Her name is Lena.
7. Is her name Ira? F. My name is Tom.
8. What is his last name? G. I’m glad to see you too.
9. I’m very glad to see you. H. Her patronymic is Ivanovna.
10. What is your last name? I. My last name is Romanov.
11. What is her name? J. This is my friend.
12. Who’s that? K. Yes, this is my friend.
13. Is this your friend? L. Yes, this is my colleague.
14. **Finish the sentences:**
15. His name is…
16. Her first name is…
17. This is our colleague…
18. My patronymic is…
19. Let me introduce you, this is…
20. Let’s get acquainted.
21. Meet my friend…
22. **Read the sentences choosing the proper pronoun:**
23. (My/Mine) name is Jack. – And (my/mine) is Tony.
24. This is (our/ours) teacher, and that is (your/yours).
25. (Her/Hers) name is Lisa, and (her/hers) is Sandra.
26. This is (my/mine) friend, and that is (your/yours).
27. (Her/Hers) last name is Griffin, and (my/mine) is Cage.
28. This is (our/ours) colleague, and that is (their/theirs).
29. (My/Mine) patronymic is Ivanovna, and (her/hers) is Sergeevna.
30. **Give the answers:**
31. Very nice to meet you.
32. What is her last name?
33. What is your name?
34. I’m very glad to see you.
35. What is her name?
36. What is your first name?
37. What is his patronymic?
38. Let me introduce you, this is Dima.
39. Who is that?
40. Is this your friend?
41. Is that their colleague?
42. Is this your teacher?
43. **Make up dialogues.**

**Unit III**

**The Tree**

**Grammar for Revision:** Attributive Clauses

**Text A :** Structure of a Tree

**Text B**

**Text C :** Trees

**Socializing**: Profession

“Love the trees until their leaves fall off,

then encourage them to try again next year”.

Chad Sugg

**Warm Up**

Trees produce oxygen, provide habitats for insects and birds, and one held the apple that met Sir Isaac Newton. What else do you know about trees?

**Take this Trees Quiz and find it out:**

1. A tree has leaves. What does a palm have?

**A** fronds **B** needles **C** spikes **D** grains

1. What is the tallest kind of tree?

**A** teak **B** mahogany **C** redwood **D** spruce

1. From what tree does aspirin come?

**A** willow **B** palm **C** cedar **D** redwood

1. Which of these is not a coniferous tree?

**A** spruce **B** redwood **C** cypress **D** elm

1. Which of these is not a deciduous tree?

**A** poplar **B** spruce **C** maple **D** elm

1. Which of these terms applies to trees that shed their leaves?

**A** coniferous **B** deciduous **C** bulbous **D** evergreen

1. Which of these trees can grow in standing water?

**A** pine **B** mangrove **C** sequoia **D** spruce

Read the answers to the quiz and check yourself:

1. A palm has fronds, a specialized kind of leaf.
2. The coast redwood of California, the world's tallest tree, can reach up to 370 feet (113 meters) tall and grow bark as thick as 1 foot (30 centimeters).
3. Aspirin is made from salicylic acid, which was originally derived from the willow (in Latin, ‘salix’) tree.
4. Conifers are a group of trees and shrubs that produce cones. Most conifers are evergreens, or trees that keep their leaves year-round. Elms are deciduous, meaning they lose their leaves.
5. The spruce is a conifer, with needles instead of leaves. It does not lose those needles, whereas a deciduous tree sheds its leaves in fall.
6. Deciduous trees shed their leaves in the fall. Often they change color, to yellow or red, before they shed.
7. Most trees cannot live on tide-drenched seashores because their roots cannot get air from the wet soil. The mangrove, however, takes air into its vine like roots through their pores.

**Grammar Revision**

**Attributive Clauses**

**(Определительные придаточные предложения)**

Определительные придаточные предложения относятся к существительному или местоимению в главном предложении и являются его сложным определением (какой?). По значению и способу соединения определительные придаточные предложения делятся на:

|  |  |
| --- | --- |
| **Индивидуализирующие** | **Описательные** |
| **The** man **who wants to buy my house** came again yesterday.  Описывают индивидуальный признак предмета или лица. Не отделяются запятой. | **A** man, **who said he knew my father**, came to see me yesterday.  Служат для сообщения дополнительной информации или описания лица или предмета. Отделяются запятой. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Придаточное**  **предложение** | **Союзы,**  **союзные слова** | **Перевод** | **Примеры** |
| Определительное  (Attributive) | who  that  which  whom  whose | который  который  который  которого  чей | The man **who** normally works here is ill.  Have you seen the dress **that** I’ve just bought?  Have you read the book **which** I gave you?  I know the man **whom** you mean.  Our sister **whose** photo I showed you, is coming tomorrow. |

**Обратите внимание!**

В определительных придаточных предложениях относительные местоимения, выполняющие функцию дополнения, часто опускаются:

The man (**who**) I saw yesterday is ill.

В придаточных предложениях относительные местоимения, выполняющие функции подлежащего, не опускаются:

The man **who** normally works here is ill.

Если в придаточном предложении сказуемым является глагол с предлогом *rely on, speak about, pass by,* etc., то при пропуске союзного слова предлог передвигается в конец придаточного предложения:

The woman **who we buy eggs from** has twenty hens.

В формальном стиле предлог обычно стоит перед относительным местоимением. В этом случае *that* **не используется**:

The success of the bread can depend on the oven **in which** it is baked (инструкция).

**Where, when, why** могут также вводить определительные придаточные предложения:

We visited the town **where** I was born.

There must be a reason **why** you said that.

It was last year **when** we met.

**Относительные местоимения в индивидуализирующих**

**hи описательных придаточных предложениях**

|  |  |  |  |
| --- | --- | --- | --- |
| **Придаточное**  **предложение** | **Тип**  **предложения** | **Одушевленное**  **существительное** | **Неодушевленное**  **существительное** |
| индивидуализирующее  описательное | «подлежащее»  «дополнение»  «подлежащее»  «дополнение» | **who** (or **that**)  **that**  **who**  **who** (or **whom**) | **that** (or **which**)  **that**  **which**  **which** |

*Например:*

The man **who/that** phoned you didn’t leave his name.

What’s the name of the river **that/which** flows through the town?

That’s the boy **who** has just graduated from the university.

Mr. Right **who/whom** I met yesterday asked you to phone him.

He came to see me off, **which** was very nice of him.

**I. Take this Attribute Clause Quiz.**

Choose all the possible correct answers to complete the sentence. Most sentences have more than one correct response:

|  |  |
| --- | --- |
| 1. The food \_\_\_\_ she is buying looks healthy. 2. A dishwasher is a machine \_\_\_\_ washes dishes. 3. The bat is the only mammal \_\_\_ can fly. 4. Look! That's the singer \_\_\_ mother is from my hometown. 5. I don't like dogs \_\_\_ jump on me. 6. I felt bad for the guy \_\_\_ failed the exam. 7. Jasmine is a flower \_\_\_\_ is white and very fragrant. 8. They are filming the girl \_\_\_ birthday is today. | 1. who 2. that 3. which 4. O 5. who 6. that 7. which 8. O 9. who 10. that 11. which 12. O 13. whose 14. who 15. that 16. who's 17. whose 18. that 19. whom 20. O 21. that 22. which 23. who 24. O 25. which 26. who 27. that 28. O 29. whose 30. that 31. who 32. O |

**II.** **Add the phrase in brackets to the sentence using an attribute clause.**

*Example:*

She worked for a man (the man used to be an athlete).

She worked for a man **who** used to be an athlete.

1. They called a lawyer (the lawyer lived nearby).
2. I sent an email to my brother (my brother lives in Australia).
3. The customer liked the waitress (the waitress was very friendly).
4. We broke the computer (the computer belonged to my father).
5. I dropped a glass (the glass was new).
6. She loves books (the books have happy endings).
7. They live in a city (the city is in the north of England).
8. The man is in the garden (the man is wearing a blue T-shirt).
9. The girl works in a bank (the girl is from India).
10. My sister has three children (my sister lives in Australia.
11. The waiter was rude (the waiter was wearing a blue shirt).
12. The money is in the kitchen (the money belongs to John).
13. The table got broken (the table was my grandmother’s).
14. The television was stolen (the television was bought a year ago).

**Word Study**

1. **Listen, read and memorize:**

|  |  |  |  |
| --- | --- | --- | --- |
| 1) be composed (of)  2) underground  3) root  4) aboveground  5) trunk  6) crown  7) leaf (leaves)  8) fight (fought, fought)  9) disease  10) perform  11) allow (for)  12) result (in)  13) solution  14) require  15) take place  16) occur  17) draw up (drew up, drawn up)  18) replace  19) moisture  20) be made up (of)  21) a number of  22) hair  23) extend  24) main | состоять (из)  под землей  корень  над землей  ствол  крона  лист (листья)  сражаться, драться  болезнь  выполнять  позволять, делать возможным  кончаться, иметь результатом  раствор  требовать, нуждаться  происходить, иметь место  происходить, случаться  втягивать, вбирать  восстанавливать, замещать  влага  состоять (из)  некоторое количество  волос, волосок  простирать(ся)  главный, основной | 25) stem  26) thin  27) pass  28) core  29) tip  30) exist  31) root cap  32) loose  33) shed (shed, shed)  34) soil  35) slightly  36) taproot  37) substantial  38) damage  37) elm  39) maple  40) bark  41) differ  42) layer  43) outer  44) inner  45) dead  46) thick  47) certain  47) birch  48) phloem  49) somewhat  50) akin  51) skin  52) inside | стебель, ствол  тонкий  проходить, двигаться вперед  сердцевина  кончик  существовать  корневой чехлик  не (плотно) прикрепленный  ронять, осыпаться  почва  слегка  стержневой корень  значительный  ущерб, вред  вяз  клен  кора  отличать(ся)  слой  внешний  внутренний  мертвый  толстый  определенный  береза  флоэма  отчасти, до некоторой степени  сродни; похожий  кожа  внутри |

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

convert, distribution, process, combine, chemical reactions, to result, production, organ, absorb, mineral, specialized components, protective structure, central, fatal, to transplant, dominant, characterize, identification, extremely, to form, transpiration, stability, human

1. **Translate the following word combinations into Russian:**

underground part; aboveground parts; the trunk and the crown; to fight disease;vital functions; to result in the production of sugars; sugar solutions; to replace lost moisture; a number of specialized components; the root hairs; the main root stems; thin walls; the vascular core of the root; throughout the tree; at the tip of the root; slightly different root systems; deep into the ground; substantial damage; the outer protective covering of tree trunks; a thin layer of living cells; akin to human skin; from the inside

1. **Match the verb and its synonym:**

|  |  |  |  |
| --- | --- | --- | --- |
| 1) be composed  2) fight  3) perform  4) allow  5) result  6) require  7) take place  8) occur | 9) draw up  10) replace  11) be made up  12) extend  13) pass  14) exist  15) shed  16) differ | a) need  b) occur  c) enable  d) go  e) substitute  f) spread  g) drop  h) be formed | i) vary  j) develop  k) be  l) happen  m) struggle  n) pass  o) consist  p) carry out |

1. **Match the word and its definition:**

|  |  |
| --- | --- |
| 1) root  2) trunk  3) crown  4) leaf  5) root hair  6) stem  7) core  8) root cap  9) taproot  10) bark  11) phloem | a) the totality of the plant's aboveground parts, including stems, leaves, and reproductive structures  b) the inside wood of a tree  c) a thin hair-like outgrowth of an epidermal cell of a plant root that absorbs water and minerals from the soil  d) the main wooden axis of a tree  e) a section of tissue at the tip of a plant root  f) the innermost layer of the bark  g) the large single root of plants such as the dandelion, which grows vertically downwards and bears smaller lateral roots  h) the outermost layers of stems and roots of woody plants  i) the organ of a plant that typically lies below the surface of the soil  j) the main ascending axis of a plant; a stalk or trunk  k) a thin, flattened organ borne above ground and specialized for  photosynthesis |

1. **Fill in the blanks with the appropriate words:**
2. Truffles belong to the same family as mushrooms, and are grown \_\_\_\_.
3. People all over the country have \_\_\_\_ swimming pools in their yards.
4. Acid rain has also been linked to respiratory \_\_\_\_ in children.
5. The \_\_\_\_ of magnesium chloride hidden at the back of a shelf.
6. The oceans are the major source of the atmospheric \_\_\_\_ that is obtained through evaporation.
7. What is the \_\_\_\_ idea of the story?
8. When an organism \_\_\_\_ naturally in a given ecosystem, it is considered a native species.
9. The earthquake has caused a lot of \_\_\_\_.
10. During hot damp summers when it is warm outside and cooler \_\_\_\_, wood tends to expand.
11. We live in a \_\_\_\_ age where we can easily become victims to online predators.

(inside, diseases, solution, exists, underground, moisture, aboveground, main, certain, damage)

1. **Translate the words in brackets and fill in the blanks. Translate the texts:**

**How Trees Breathe**

Acting as an enormous "carbon sink", trees soak up \_\_\_\_ (углекислый газ) from the air, producing life-giving \_\_\_\_ (кислород) in return. In fact, a medium-sized tree generates the same \_\_\_\_ (количество) of oxygen as each one of us needs to breathe.

In a tree, 'breathing' \_\_\_\_ (происходить) in the \_\_\_\_ (лист). Chlorophyll (the substance causing the green colour) absorbs the CO2 and uses it along with water to dissolve minerals taken up through the \_\_\_\_ (корни). After the chemical reaction is completed, the leaf releases oxygen and water vapor through its \_\_\_\_ (поры).

**How Trees Drink**

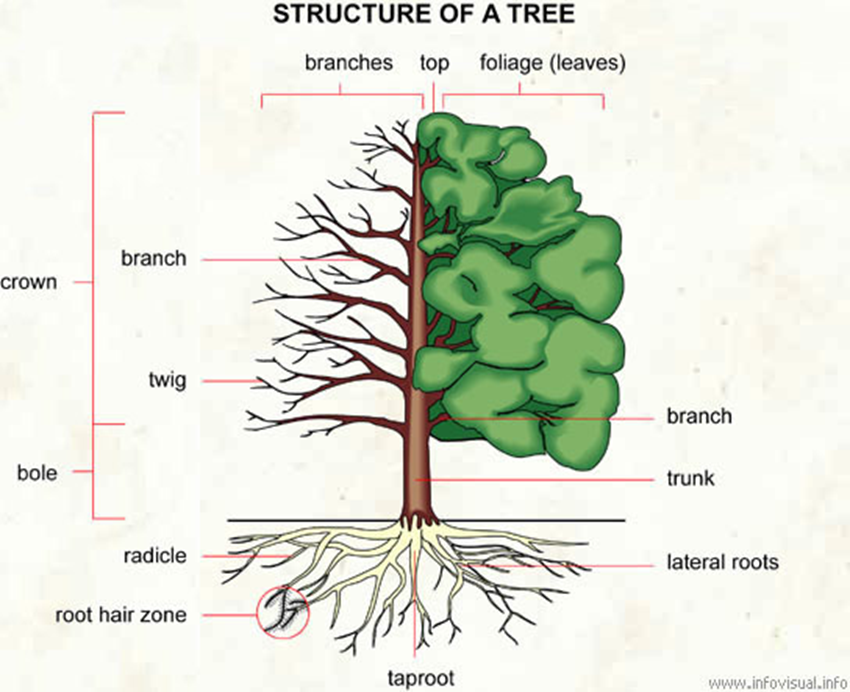
There are two ways that a tree can take in water: \_\_\_\_ (через) the leaves and through the roots.

Trees absorb small amounts of \_\_\_\_ (влага) from the air through their leaves and their \_\_\_\_ (кора). Most of their water, however, comes via the roots.

Water enters the roots through thin membranes at their \_\_\_\_ (кончики). The tree’s \_\_\_\_ \_\_\_\_ (васкулярная система) draws the water up through the \_\_\_\_ (ствол) and distributes it to the leaves. The leaves use the water to \_\_\_\_ (растворять) minerals. Excess water goes back to the air through pores in the leaf - a process called \_\_\_\_ (транспирация).

1. **Read Text A and answer the question:**

– What tree has a very thin bark?



**Text A**

**Structure of a Tree**

The tree **is composed of** an **underground** part, the roots, and two **aboveground** parts, the **trunk** (bole) and the **crown**.

**Leaves**

The leaves convert carbon dioxide into oxygen and provide the tree with energy to grow and **fight diseases**. Leaves **perform** two vital functions for trees. They produce sugars by photosynthesis and they **allow for** the distribution of water through transpiration.

Photosynthesis is a process by which CO2 and water are combined with sunlight and a pigment called chlorophyll. The chemical reactions **result in** the production of sugars which provide energy to the tree. The leaves use some of this energy, but the majority is transported, in the form of sugar **solutions**, to other parts of the tree that **require** it.

Transpiration, or water loss, also **takes place** in the leaves. As this **occurs**, water is **drawn up** from the roots through the vascular system to **replace** lost **moisture**.

Roots

Roots are organs that provide structural stability for trees. Roots also absorb water and

minerals.

Root Structure

Roots **are made up of** **a number of** specialized components. The root **hairs**, tiny structures **extending** from the **main** root **stems**, have very **thin** walls which absorb water and minerals. This mineral solution is **passed** into the vascular **core** of the root from where it is transported throughout the tree. At the **tip** of the root, there **exists** a protective structure called the **root cap**. These **loose** cells are **shed** as the root grows into the **soil**.

Different trees have **slightly** different root systems. Some trees, such as the pine, have a strong central root called the **taproot**. This is usually larger than any other roots and often extends deep into the ground. Because **substantial** **damage** to this root can be fatal to the tree, trees with taproots are generally difficult to transplant.

Other trees, such as the **elm** or **maple**, do not have a dominant taproot. Their root systems are characterized by a large number of roots often closer to the surface.

The **Bark**

The bark is the outer protective covering of tree trunks. The form and structure of the bark can **differ** greatly from tree to tree. As a result, it is a useful characteristic for tree identification.

The bark is made up of two **layers** - outer bark and **inner** bark.

The outer bark is made up of **dead** cells. This layer is usually quite **thick**, but in **certain** trees (young **birch**, for example) it is very thin.

The inner bark, known as the **phloem** is made up of a thin layer of living cells. These cells have extremely thin walls allowing water and nutrients (in the form of sugar solutions) to pass easily throughout the tree. Somewhat **akin** to human **skin**, old bark is shed, and new bark is formed from the inside.

1. **Choose the correct answer:**
2. The tree is composed of \_\_\_\_.
3. roots and a trunk
4. a trunk and a crown
5. roots, a trunk and a crown
6. The functions of the leaves are \_\_\_\_.
7. to allow for the distribution of water through transpiration
8. to provide the tree with energy
9. all of the above
10. Water is drawn up from the roots through the vascular system \_\_\_\_.
11. to replace lost moisture
12. to replace lost nutrients
13. to replace lost energy
14. The function of roots is \_\_\_\_.
15. to provide structural stability
16. to absorb water and minerals
17. all of the above
18. . At the tip of the root, there exists a protective structure called \_\_\_\_.
19. taproot
20. root cap
21. root hairs
22. Bark is the outer protective covering of \_\_\_\_.
23. tree trunks
24. tree crown
25. leaves
26. **Find in the text the equivalents to the following word combinations:**

жизненно важные функции; посредством транспирации; пигмент, называемый хлорофиллом; производство сахаров; восполнить утерянную влагу; крошечные структуры; раствор минералов; защитная структура; главный корень; защитное покрытие; тонкий слой живых клеток; изнутри

1. **Find in the text and read the sentence in which it is said that…**

– The tree consists of three main parts.

– A process by which CO2 and water are combined with sunlight and chlorophyll is called

photosynthesis.

– Water loss occurs in the leaves.

– One of the functions of roots is to absorb water and minerals.

– The root hairs have very thin walls.

– Root structures of different trees can differ.

– Root systems of some trees have a large number of roots often closer to the surface.

– The outer protective covering of tree trunks is called the bark.

– The cells of the phloem have extremely thin walls.

– Bark is somewhat akin to human skin.

1. **Say if it is true or false. Correct the wrong statements:**
2. The tree iscomposed of two underground parts and two aboveground parts.
3. One of the functions of leaves is to convert oxygen into carbon dioxide.
4. Leaves produce sugars by photosynthesis.
5. Photosynthesis is a process by which CO2 and H2O are combined with sunlight and

chlorophyll.

1. Transpiration occurs in roots.
2. The root hairs have very thick walls which absorb water and minerals.
3. At the tip of the root, there is a protective structure called the taproot.
4. The taproot is usually larger than any other roots and often extends deep into the ground.
5. All trees have the same root systems.
6. The inner bark is made up of dead cells.
7. The phloem is composed of a thin layer of living cells.
8. **Answer the questions:**
9. What is the tree composed of?
10. What are the main functions of leaves?
11. What is photosynthesis?
12. What process is called transpiration?
13. What is the main function of roots?
14. What is the structure of roots?
15. What is the bark?
16. What is the structure of the bark?
17. **Ask your partner some more questions on the text.**
18. **Match the term and its definition:**

|  |  |
| --- | --- |
| 1. structure of a tree 2. top 3. foliage 4. branch 5. trunk 6. lateral roots 7. taproot 8. bole 9. crown 10. twig 11. radical 12. root hair zone | 1. the leaves of a tree 2. part of the tree from the first branch to the top 3. roots that grow outward from the tree, underground, holding the tree in place and nourishing it 4. large ligneous plant whose stem is bare loose to the ground and carries branches at its top 5. the highest part of the tree 6. divisions of the branches 7. strong offshoot of the trunk of a tree 8. small thread like parts of the root 9. part of the tree between the ground and the first branches 10. body of the tree 11. main root that grows vertically into the ground 12. small roots |

1. **Find in the text the sentences with Attributive Clauses. Translate them into Russian.**
2. **Summarize the text using the following phrases:**

The text reports on…

The text touches upon…

It is reported that…

Much attention is given to…

The text points out that…

The text deals with the problem of…

The text provides information on…

The text defines the phenomenon of…

The text covers such points as…

1. **Read Text B and choose the headline from the ones given below:**

– Important Facts about Trees

– Ring-porous and Diffuse-porous Trees

– Wild-type Trees

**Words and expressions:**

wild – дикий spread – распределять

dissimilar – непохожий evenly – равномерно

distinction – различие affect – влиять, поражать

treat – обрабатывать, лечить susceptibility – восприимчивость

ring – кольцо wilt – увядание

porous – пористый vessel – сосуд

sapwood – заболонь (наружные молодые, refer (to) – относиться (к)

физиологически активные

слои древесины)

**Text B**

Some trees are wild, others are cloned.

It's easy to think that all trees of a species are alike. This is only true, however, of certain species. Most trees are wild-type trees, meaning that their genetic structures are as dissimilar as individual humans. An example of a wild-type is an elm.

Other trees have been cloned to produce many trees with identical genes. This is usually done to guarantee the presence of certain favourable characteristics of the tree. Examples include apple and pear trees.

This distinction is important when treating diseases. In a wild-type tree, each tree will react differently.

Trees can be divided into ring-porous or diffuse-porous types. This refers to the structure of the vascular system.

The vascular system of diffuse-porous trees (such as a birch) is characterized by vessels spread evenly throughout the sapwood. These vessels are produced regularly during the growing season.

The vessels of a ring-porous tree (such as an elm) are generally larger and concentrated in the outermost layer of sapwood. These vessels are produced early in the season.

This is significant because it affects a tree's susceptibility to vascular wilt diseases.

1. **Choose the correct answer:**
2. What type are most trees?

**A** cloned **B** low **C** young **D** wild

1. What do cloned trees have in common?

**A** identical leaves **B** identical genes **C** identical flowers **D** identical crowns

1. How can trees be divided according to the structure of the vascular system?

**A** ring-porous or diffuse-porous **B** deciduous or coniferous **C** annuals or perennials **D** creepers and climbers

1. .When are the vessels of a ring-porous tree produced?

**A** late in the season **B** in two seasons **C** in the middle of the season **D** early in the season

1. **Match the parts of the sentences:**

|  |  |
| --- | --- |
| 1. Some trees are wild, …  2. It's easy to think that all trees of a species …  3. Most trees are …  4. Other trees have been cloned …  5. This distinction is important when …  6. Trees can be divided into …  7. The vascular system of diffuse-porous trees is characterized by …  8. The vessels of a ring-porous tree are generally larger and concentrated …  9. This is significant because it affects … | a) … wild-type trees.  b) … treating diseases.  c) … vessels spread evenly throughout the sapwood.  d) … others are cloned.  e) … a tree's susceptibility to vascular wilt diseases.  f) … in the outermost layer of sapwood.  g) … to produce many trees with identical genes.  h) … are alike.  i) … ring-porous or diffuse-porous types. |

1. **Retell the text in Russian.**
2. **Read and translate Text C in writing using a dictionary:**

**Text C**

**Trees**

In botany, a tree is a perennial plant with an elongated stem, or trunk, supporting leaves or branches. In some usages, the definition of a tree may be narrower, including only woody plants, only plants that are usable as timber or only plants above a specified height. At its broadest, trees include the taller palms, the tree ferns, bananas and bamboo.

A tree typically has many secondary branches supported by the trunk. This trunk typically contains woody tissue for strength, and vascular tissue to carry materials from one part of the tree to another. For most trees it is surrounded by a layer of bark which serves as a protective barrier. Below the ground, the roots branch and spread out widely; they serve to anchor the tree and extract moisture and nutrients from the soil. Above ground, the branches divide into smaller branches and shoots. The shoots typically bear leaves, which capture light energy and convert it into chemical energy by photosynthesis, providing the food needed by the tree for its growth and development.

Flowers and fruit may also be present, but some trees such as conifers instead have pollen cones and seed cones, and others such as tree ferns produce spores.

Trees tend to be long-lived, some reaching several thousand years old. The tallest known specimen on Earth is 115.6 m and they have a theoretical maximum height of 130 m. Trees have been in existence on the Earth for 370 million years. Trees are not a taxonomic group but are a number of plant species that have independently evolved a woody trunk and branches as a way to tower above other plants and make full use of the sunlight.

Trees play a significant role in reducing erosion and moderating the climate. They remove carbon dioxide from the atmosphere and store large quantities of carbon in their tissues. Trees and forests provide a habitat for many species of animals and plants. Tropical rainforests are one of the most bio-diverse habitats in the world. Trees provide shade and shelter, timber for construction, fuel for cooking and heating, and fruit for food as well as having many other uses.

**Socializing**

**Profession**

**I. Listen, read and memorize:**

|  |  |
| --- | --- |
| Where do you work? Где вы работаете?  I work at the institute. Я работаю  в институте  Where do you study? Где вы учитесь?  I study at the university. Я учусь  в университете.  What do you do (for a living)? Кто вы?  (What is your position?)  What does he/she do? Кто он/она?  (What is his/her position?)  What is your/his/her profession? Кто вы  (по профессии)?  manager менеджер  programmer программист  salesperson продавец  nurse медсестра  doctor врач  engineer инженер  driver шофер  interpreter, translator переводчик  guide гид  lawyer юрист  teacher учитель | secretary секретарь  reporter, journalist журналист  economist экономист  accountant бухгалтер  businessman, businesswoman бизнесмен  policeman полицейский  worker рабочий  postman почтальон  What is that? Что это?  college колледж  hospital больница  company, firm фирма  school школа  bank банк  factory завод  post-office почта  police полиция  store, shop магазин  Are you a student? Вы студент?  Yes, I am a student. Да, я  студент.  No, I am not a student. Нет, я не  студент.  I am a doctor. Я врач. |

**Обратите внимание!**

В предложениях, в которых говорится о профессии или о роде занятий человека, употребляется неопределенный артикль.

*Например:*

He is **a businessman**.

I am **a student**.

**II. Listen, memorize and act out:**

|  |  |
| --- | --- |
| **1**  – Hello!  – Good afternoon!  – Let’s get acquainted, my name is Bill.  – Nice to meet you. I’m Olga.  – Nice to meet you too. Olga, what do you  do for a living?  – I’m a journalist. And you?  – I’m a manager.  **2**  – Hi! My name is Ivan. I am a student.  – Ivan, where do you study?  – I study at the academy. And you?  – I am also a student. I study  at the university. | **3**  – Jim, do you work or study?  – I work.  – And where do you work?  – I am a driver. I work in a store.  – And your friend Lena? Does she work or study?  – She also works.  **4**  – Steve, are you a programmer?  – No, I am not a programmer, I am a layer.  – Where do you work?  – I work in a bank. |

**Practice**

1. **Finish the sentences:**
2. My friend Jack studies \_\_\_\_.
3. My friend Liz works \_\_\_\_.
4. Does Sasha work or \_\_\_\_?
5. John works \_\_\_\_.
6. I am \_\_\_\_.
7. I study \_\_\_\_.
8. They don’t \_\_\_\_.
9. My parents are \_\_\_\_.
10. **Fill in the blanks:**

Henry \_\_\_\_, he works \_\_\_\_. Olya \_\_\_\_, she works \_\_\_\_. I \_\_\_\_, I study \_\_\_\_. My friends are also \_\_\_\_, they \_\_\_\_ at the university. Joe \_\_\_\_ in a bank, he \_\_\_\_. These are his \_\_\_\_, they also \_\_\_\_ in a bank. She is not \_\_\_\_, she is \_\_\_\_. He is not \_\_\_\_, he is \_\_\_\_.

1. **Give positive and negative answers:**

*Example:*

Are you a teacher? – Yes, I am.

No, I am not. I am an economist.

1. Is Jim an interpreter?

Is Helen a secretary?

Is Robert a driver?

Are you a businessman?

Do they work?

Do you work or study?

1. Is this a university? – Yes, it is.

No, it is not. It’s a school.

Is this a firm?

Is this a bank?

Is this a store?

Is this a factory?

Is this a post-office?

1. **Answer the questions:**
2. Where does she work?
3. Where do they study?
4. What is your profession?
5. Are these your colleagues?
6. What does she do?
7. What does he do for a living?
8. Is he an accountant?
9. Do you work?
10. Where do you study?
11. Where do your friends work?
12. Does he work at a factory?
13. **Fill in the questions:**
14. \_\_\_\_? – Yes, they are students.
15. \_\_\_\_? – We work.
16. \_\_\_\_? – Yes, he studies at the university.
17. \_\_\_\_? – They work in a hospital.
18. \_\_\_\_? – No, he is not a student. He is a programmer.
19. \_\_\_\_? – Yes, he is an engineer.
20. \_\_\_\_? – She works in a firm.
21. \_\_\_\_? – My friends are designers.
22. \_\_\_\_? – She is a nurse.
23. \_\_\_\_? – I study at the university.
24. **Make up dialogues.**

**Unit IV**

**Garden**

**Grammar for Revision:** The Participle

**Text A :** Garden

**Text B:** Ornamental Gardens

**Text C :** Types of Gardens

**Socializing:** Nationality

“The best place to seek God is in a garden”.

George Bernard Shaw

“There is always music amongst the trees in the Garden,

but our hearts must be very quiet to hear it”.

Minnie Aumonier

**Warm up**

**What do you know about garden and gardening?**

**Take this Garden Quiz. Match the questions to the answers:**

|  |  |
| --- | --- |
| 1. What herb is regularly mentioned along with Rosemary?  2. Soil can be Acidic, Alkaline or......?  3. Is a blue tulip fact or fiction?  4. What colour rose is associated with Lancashire?  5. What is the name for sculpting hedges?  6. What special attribute makes Lavender ideal for dry conditions?  7. I am a woody stemmed plant, usually branched near the base and lacking a single trunk....what am I?  8. What type of plants can be found in a rock garden?  9. What herb beginning with ‘A’ has soothing properties?  10. A dibble is useful for what?  11. Cacti are often referred to as what?  12. A beer trap can help control what type of pest?  13. What general term is given to the trees and shrubs whose leaves fall in autumn? | a) succulents  b) slugs and snails  c) deciduous  d) alpines  e) small leaves  f) red  g) thyme  h) topiary  i) aloe Vera  j) a shrub  k) neutral  l) planting seeds  m) fiction |

**Grammar Revision**

**The Participle**

**Forms and Functions**

|  |  |  |
| --- | --- | --- |
|  | **Active** | **Passive** |
| **Indefinite Participle**  (Participle I) | asking | being asked |
| **Past Participle**  (Participle II) | asked | – |
| **Perfect Participle** | having asked | having been asked |

**Indefinite Participle** (Active and Passive) показывает, что действие, выраженное причастием, происходит одновременно с действием глагола-сказуемого в настоящем, прошедшем или будущем.

*Например:*

That day we stayed at home **watching** TV.

**Past Participle** имеет только одну форму, которая может выражать как одновременное, так и предшествующее действие по отношению к действию, выраженному глаголом в личной форме.

*Например:*

He is a man **loved** and **admired** by everybody.

**Perfect Participle** (Active and Passive) показывает, что действие, выраженное причастием, предшествует действию, выраженному глаголом в личной форме, независимо от того, стоит ли глагол-сказуемое в настоящем, прошедшем или будущем времени.

*Например:*

**Having explained** everything, I want to tell you how sorry I am.

**Обратите внимание!**

Предшествующее действие не всегда выражается Perfect Participle. С глаголами чувственного восприятия или движения: *to see, to hear, to come, to arrive, to look, to turn*, etc. используется the Indefinite Participle.

*Например:*

**Hearing** footsteps he rose and went to open the door.

Причастие имеет разные формы для обозначения действительного и страдательного

залогов.

*Например:*

When **writing** letters, he doesn’t like to be disturbed.

**Being written** in pencil, the letter was difficult to read.

**Having written** the letter, he went to the post-office.

**Having been written** long ago, the manuscript was impossible to read.

**Функции причастия в предложении**

Причастие в предложении выполняет две синтаксические функции:

|  |  |  |
| --- | --- | --- |
|  | **Определение** | **Обстоятельство** |
| **building**  **being built**  **built**  **having built**  **having been built** | The young men **building** our house with me are my brothers.  The white stone house **being built** near the park is our Art museum.  They are reconstructing the house **built** in the 18th century.  –  – | He made his living **building** summer houses for people.  **Being built** with great skill, the mansion has been used by the family for centuries.  If **built** of the local stone, the road will serve for years.  **Having built** the house, he began building a greenhouse.  **Having been** **built** in concrete, the house was always cold in winter. |

**Обратите внимание!**

В некоторых случаях Participle I Active в функции определения переводится на русский язык придаточным предложением.

*Например:*

He came back and stood on the steps **leading** down to the street.

Он вернулся и стоял на лестнице, *которая вела на улицу*.

The Past Participle (Participle II) выступает в роли обстоятельства после союзов *when, while, as if/as though, though, unless, if.*

*Например:*

She continued staring at the screen **as if fascinated**.

За глаголами *catch, spot, find, discover и smell* следует комплекс **существительное/местоимение + Participle** I.

*Например:*

The teacher *caught* **the pupil cheating**.

За глаголами *spot, find и discover* может следовать комплекс **дополнение + Participle II**.

*Например:*

The police *found* **the money hidden** in a garage.

Такие же структуры характерны для глаголов *leave и keep*.

He *kept* **me waiting**.

He *kept* the **dog chained up**.

Если действия, обозначенные причастием и сказуемым, следуют друг за другом в близкой последовательности, то вместо **Perfect Participle** используется **Indefinite Participle.**

*Например:*

*Seeing* me he *smiled* happily. – *Увидев* меня, он счастливо *улыбнулся*.

Когда говорится о **двух одновременных взаимосвязанных действиях**, одно из них может быть выражено **Indefinite Participle.**

*Например:*

He *looked* at me *smiling*. – Он *посмотрел* на меня и *улыбнулся*.

**Русские эквиваленты причастия в функции определения**

**Active**

|  |  |  |
| --- | --- | --- |
| **Английский** | **Русский** | **Примеры** |
| **reading** | 1. читающий,   который читает   1. читавший,   который читал | Look at this **reading** boy! He is only five.  We looked at the **reading** boy. He had a nice voice. |

**Passive**

|  |  |  |
| --- | --- | --- |
| **Английский** | **Русский** | **Примеры** |
| **used**  **being used** | 1. применяющиеся,   применяемые,  которые применяются (обычно)   1. применявшиеся,   которые применялись (раньше)   1. примененные,   которые были применены   1. применяемые,   которые применяются (в момент речи) | These are the methods **used** for metal treatment.  There were several methods **used** before the invention.  This is the method **used** in the first experiment.  What do you think of the method **being used**? |

**Русские эквиваленты причастий в функции обстоятельства**

|  |  |  |
| --- | --- | --- |
| **Английский** | **Русский** | **Примеры** |
| **(when/while)**  **reading**  **having read** | читая, когда читаю,  когда читал  прочитав, когда прочитал,  потому что прочитал | **(While) reading** this book I always remember my own childhood.  **(When) reading** this book I wrote out a number of useful expressions.  **Having read** this book I learnt a lot. |

**Обратите внимание!**

Причастие **being** (от глагола to be) не используется в качестве обстоятельства времени.

В этом случае употребляется “while-phrase” или придаточное предложение.

*Например:*

*Будучи* в Москве, я посетил Кремль.

**While in Moscow** (= when I was in Moscow) I visited Kremlin.

Причастие **being** используется в качестве **обстоятельства причины**.

*Например:*

**Being tired** (as he was tired) he went home at once.

**I. Take this Participle Quiz.**

**Remember**: Past participles "-ed" are used to describe how people feel, while Present participles "-ing" are used to describe something that causes the feelings. Choose the correct word:

|  |  |
| --- | --- |
| 1. This treatment is really great. It makes me feel so \_\_\_\_. 2. I didn't like that movie. I thought it was too \_\_\_\_. 3. He wasn't \_\_\_\_ with my response. 4. What an \_\_\_\_ situation! 5. I can't talk anymore because I'm really \_\_\_\_. 6. Most of the fans were \_\_\_\_ with the concert. 7. This is \_\_\_\_ news! 8. His explanation wasn't very \_\_\_\_. 9. The woman worked for 15 hours straight. She was \_\_\_\_. | a) relaxed  b) relaxing  a) depressed  b) depressing  a) satisfied  b) satisfying  a) embarrassed  b) embarrassing  a) tired  b) tiring  a) disappointing  b) disappointed  a) excited  b) exciting  a) convincing  b) convinced  a) exhausting  b) exhausted |

**II.** **Choose the correct participle from the pair to complete the sentence.**

1. What are we going to do tonight? I'm so \_\_\_\_ (bored/boring) just sitting here watching TV. Let's go out and do something \_\_\_\_ (exciting/excited).
2. Did you watch that \_\_\_\_ (interesting/interested) documentary on TV last night?
3. I think his \_\_\_\_ (baffled/baffling) attitude is due to the fact that he isn't \_\_\_\_ (interested/interesting) enough in his studies.
4. The \_\_\_\_ (astonished/astonishing) fact that almost 20% of Americans are obese is, in part, due to the fact that they eat too much junk food.
5. His abilities were so \_\_\_\_ (amazed/amazing) that people traveled from far away to hear

him play.

1. \_\_\_\_ (excited/exciting) particles in the nucleus center caused a chemical transformation.
2. I was \_\_\_\_ (humored/humoring) by his reply to my question.
3. Do you find that so \_\_\_\_ (surprised/surprising)?

**Word Study**

1. **Listen, read and memorize:**

|  |  |  |  |
| --- | --- | --- | --- |
| 1) display  2) incorporate  3) common  4) a residential garden  5) habitat  6) formerly  7) universal  8) signify  9) shorten  10) enclosure  11) yard  12) court  13) orchard  14) hence  15) refer to  16) adjoin  17) parsley  18) benefit  19) exhibit  20) follies | показ  соединять, включать (в состав)  общий; распространенный  сад около жилого дома  место обитания  ранее  всеобщий  значить, означать  укорачивать  отгораживание; ограждение  двор  двор  фруктовый сад  следовательно; отсюда  относиться; упоминать  примыкать, граничить  петрушка  выгода  выставлять  структурные компоненты сада | 21) feature  22) pond  23) creek  24) bed  25) statuary  26) distinguish  27) fragrance  28) delight  29) senses  30) soil  31) rocks  32) light  33) precipitation  34) pollution  35) proximity  36) salinity  37) path  38) pool  39) patio  40) deck  41) lighting  42) gazebo | особенность, деталь  пруд  ручей  дно (реки, моря и т.д.); клумба, грядка  скульптура  различать  аромат, благоухание  восторг, наслаждение  чувства  почва  камни  свет  осадки  загрязнение  близость, родство  соленость  тропинка  бассейн  патио (внутренний дворик)  палуба, подиум  освещение, осветительная аппаратура  бельведер, беседка |

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

planned, cultivation, natural, materials, term, traditionally, general, simulated, zoological, base, botanical, etymology, traditional, type, irrigation, extensive, resource, structural, fountain, ornamental, intermixed, labor-intensive methods, hobby, different, texture, interest, drainage sculpture, pergola, terrace

1. **Translate the following word combinations into Russian:**

a planned space; both natural and man-made materials; the most common form; simulated natural habitats; a shortened form of botanical garden; enclosed space; an enclosed area of land; some traditional types of eastern gardens; local native plants; water features; dry creek beds; ornamental purposes; food crops; ornamental plants; food-producing gardens

1. **Match the verb and its synonym:**

|  |  |
| --- | --- |
| 1) display  2) incorporate  3) signify  4) shorten  5) adjoin  6) distinguish  7) exhibit | a) be next or nearest to  b) show  c) show publicly (for pleasure, for sale, in a competition, etc.)  d) make united in one body or group  e) mean  f) see, hear, recognize, understand well the difference  g) make or become shorter |

1. **Match the word and its definition:**

|  |  |
| --- | --- |
| 1) habitat  2) enclosure  3) feature  4) creek  5) fragrance  6) precipitation  7) pollution  8) salinity  9) gazebo  10) patio | a) the introduction of harmful substances or products into the  environment.  b) an ecological or environmental area that is inhabited by a particular species of animal, plant, or other type of organism.  c) a pavilion structure, sometimes octagonal or turret-shaped, often built in a park, garden or spacious public area.  d) the property of containing salt.  e) a stream smaller than a river.  f) any form of water, such as rain, snow, sleet, or hail, that falls to the earth's surface.  g) an outdoor space generally used for dining or recreation that adjoins a residence and is typically paved.  h) a structure consisting of an area that has been enclosed for some  purpose.  i) a sweet or pleasant odor; a scent.  j) a prominent or distinctive aspect, quality, or characteristic. |

1. **Fill in the blanks with the appropriate words:**
2. A piece of ground with fruit trees is called \_\_\_\_.
3. A usual natural place and conditions of plants or animals growth is called \_\_\_\_.
4. Enclosed or partly enclosed space near or round a building or a group of buildings, often paved is called \_\_\_\_.
5. Small area of still water is called \_\_\_\_.
6. Way made by or for people walking is called \_\_\_\_.
7. Paved area near a house, used for recreation is called \_\_\_\_.
8. A small body of still water is called…
9. A small stream, often a shallow or intermittent tributary to a river is called \_\_\_\_.
10. A small roofed building affording shade and rest is called \_\_\_\_.
11. Statues collectively are called \_\_\_\_.
12. A garden typically located on the land near a residence is called \_\_\_\_.

(creek, patio, statuary, habitat, pond, pool, orchard, path, gazebo, a residential garden, yard)

1. **Read Text A and answer the question:**

– Why do flower gardens combine plants of different heights, colors, and fragrances?

**Text A**

**Garden**

A garden is a planned space, usually outdoors, organized for the **display**, cultivation, and enjoyment of plants and other forms of nature. The garden can **incorporate** both natural and man-made materials. The most **common** form today is known as a **residential garden**, but the term garden has traditionally been a more general one. Zoos, which display wild animals in simulated natural **habitats**, were **formerly** called zoological gardens. Western gardens are almost **universally** based on plants, with garden often **signifying** a **shortened** form of botanical garden.

The etymology of the word **refers to** **enclosure**: it is from Middle English *gardin*, from Anglo-French *gardin, jardin*, from German *gard, gart*. The words ***yard****,* ***court***, and Latin *hortus* (meaning "garden," **hence** horticulture and **orchard**) — all refer to an enclosed space.

The term "garden" in British English refers to an enclosed area of land, usually **adjoining** a building. This would be referred to as a yard in American English.

Some traditional types of eastern gardens, such as Zen gardens, use plants such as **parsley**. Xeriscape gardens use local native plants that do not require irrigation or extensive use of other resources while still providing the **benefits** of a garden environment. Gardens may **exhibit** structural components, sometimes called **follies**, including water **features** such as fountains, **ponds** (with or without fish), waterfalls or **creeks**, dry creek **beds**, **statuary**, **trellises** and more.

Some gardens are for ornamental purposes only, while some gardens also produce food crops, sometimes in separate areas, or sometimes intermixed with the ornamental plants. Food-producing gardens are **distinguished** from farms by their smaller scale, more labor-intensive methods, and their purpose (enjoyment of a hobby rather than produce for sale). Flower gardens combine plants of different heights, colors, textures, and **fragrances** to create interest and **delight** the **senses**.

Elements of a garden

The elements of a garden consist of the following:

*Natural conditions and materials:*

**Soil**

**Rocks**

**Light**

Wind

Water from **precipitation** or other source

Air

**Pollution**

**Proximity** to ocean (**salinity**)

Plant materials

*Constructed elements:*

Garden beds

**Paths**

**Pool**, water garden, or other water elements such as drainage system

Terrace, **patio**, **deck**

**Lighting**

Sculpture

Buildings such as **gazebos**, pergolas and follies

1. **Choose the correct answer:**
2. A garden is a planned space organized for \_\_\_\_.
3. the display
4. enjoyment of plants and other forms of nature
5. cultivation
6. all of the above
7. The garden can contain \_\_\_\_.
8. man-made objects
9. both natural and man-made materials
10. natural objects
11. The most common form of garden today is known as \_\_\_\_.
12. a zoo
13. a residential garden
14. a botanical garden
15. The etymology of the word “garden” refers to \_\_\_\_.
16. enclosure
17. display
18. cultivation
19. The elements of a garden consist of \_\_\_\_.
20. constructed elements
21. natural conditions and materials
22. all of the above
23. Structural components of a garden are called \_\_\_\_.
24. trellises
25. rocks
26. follies
27. **Find in the text the equivalents to the following word combinations:**

обычно вне дома; другие формы природы; самая общепринятая форма; в искусственных местах обитания; уменьшенная форма ботанического сада; восточные сады; местные растения; обширное использование других ресурсов; декоративные цели; продовольственные культуры; меньший масштаб; методы интенсивного труда; возбуждать интерес

1. **Find in the text and read the sentence in which it is said that…**

– The main purpose of a garden is to cultivate, display and enjoy plants and other forms of nature.

– Gardens can display animals.

– A residential garden is the most popular type of garden among people.

– European gardens look like botanical garden.

– Food-producing gardens differ from farms.

– Flower gardens combine difference plants.

– Native local plants are used in Eastern gardens.

1. **Say if it is true or false. Correct the wrong statements:**
2. A garden is a planned space organized for the display, cultivation, and enjoyment of plants and other forms of nature.
3. The garden can comprise only natural materials.
4. Zoos were formerly called botanical gardens.
5. The etymology of the word “garden” refers to natural habitat.
6. An enclosed area of land, usually adjoining a building would be referred to as a yard in American English.
7. Some traditional types of eastern gardens use edible plants.
8. Structural components of a garden can include waterfalls and creeks.
9. Flower gardens combine plants of the same height, color, texture, and fragrance.
10. **Answer the questions:**
11. What is a garden?
12. What is the most common form of a garden?
13. What is the etymology of the word “garden”?
14. What is the purpose of a garden?
15. What do the elements of a garden consist of?
16. What are natural conditions and materials of the garden?
17. What are structural elements?
18. **Ask your partner some more questions on the text.**
19. **Match the name of the garden and its definition:**

|  |  |
| --- | --- |
| 1. a botanical garden? 2. a flower garden 3. a residential garden 4. a Zen garden 5. a Xeriscape garden 6. an ornamental garden 7. a zoological garden | A. It is a private domestic garden which is the most common form of garden and is in proximity to a residence, such as the 'front or back garden'.  B. It is a facility in which animals are confined within enclosures, displayed to the public, and in which they may also be bred.  C. It is a well-tended area displaying a wide range of plants labeled with their botanical names.  D. It is the Japanese rock garden or "dry landscape" garden.  E. It is a garden where the need for supplemental water from irrigation is reduced or eliminated.  F. It is a garden which combines plants of different heights, colors, textures, and fragrances to create interest and delight the senses.  G. It is a garden which is designed for the purpose of aesthetic pleasure, rather than the production of crops. |

1. **Find in the text the sentences with Participles. Translate them into Russian.**
2. **Summarize the text using the following phrases:**

The text reports on…

The text touches upon…

It is reported that…

Much attention is given to…

The text points out that…

The text deals with the problem of…

The text provides information on…

The text defines the phenomenon of…

The text covers such points as…

1. **Read Text B and answer the questions:**

– What are ornamental gardens designed for?

– What can ornamental gardens provide?

– What does the layout of ornamental garden depend on?

– What are ornamental gardens used for?

**Words and expressions:**

be designed (for) – предназначаться (для) devote – посвящать

civic (am) – городской ruler – правитель

ancient – древний specimen – образец, экземпляр

layout – планировка, разбивка, расположение contemplation – созерцание

fondness – любовь, нежность devotional – религиозный

allegedly – будто бы; как утверждают creature – создание

**Text B**

**Ornamental Gardens**

Ornamental gardens are gardens which are designed for the purpose of aesthetic pleasure, rather than the production of crops. Many cities have civic ornamental gardens for the pleasure of residents. Some botanical gardens also include ornamental sections which show interesting ornamental plants, as opposed to preserving botanical specimens, which is the primary purpose of a botanical garden.

The practice of laying out ornamental gardens appears to be ancient. Humans have long had a fondness for art and beautiful things. In fact, ornamental gardens were even included in the Seven Wonders of the Ancient World, in the form of the Hanging Gardens of Babylon. These gardens were allegedly designed as pleasure gardens for a ruler's wife.

Ornamental gardens often surround public buildings to make these buildings more visually interesting. Churches, galleries, and other buildings devoted to contemplation are also commonly surrounded with ornamental gardens which are used by their members. Some religions even expressly include devotional activities which are meant to be performed in a garden. Other ornamental gardens are used to decorate private homes.

The layout of ornamental gardens can be varied, depending on the climate, the plants involved, and the nature of the surrounding architecture. The ornamental gardens at locations like Versailles, for example, are extremely formal and elegant, with a complex layout of beds and paths which is often best viewed from a distance. By contrast, the ornamental garden which surrounds a small cottage may be done in a more casual style.

In addition to being pleasant to look at, ornamental gardens are also pleasant to use. Many ornamental gardens include recreation areas for playing sports, walking, or simply sitting and enjoying the garden, and some have space for performances of music and theater. Events like weddings and cocktail parties may also be staged in an ornamental garden. An ornamental garden can also provide habitat for birds, butterflies, and other creatures.

1. **Choose the correct answer:**
2. What are ornamental gardens designed for?

**A** production of crops **B** displaying animals **C** aesthetic pleasure **D** growing of herbs

1. Where were ornamental gardens included?

**A** in the Red Book **B** in the Guinness Book of Records **C** in the Hanging Gardens of Babylon

**D** in the Seven Wonders of the Ancient World

1. Why do ornamental gardens often surround public buildings?

**A** to make these buildings more visually interesting **B** to protect these buildings from the sun

**C** to provide space for relaxation **D** to grow flowers for sale

1. What does the layout of ornamental gardens depend on?

**A** the climate **B** the plants involved **C** the surrounding architecture **D** all of them

1. Why are ornamental gardens pleasant to use?

**A** they include recreation areas **B** they have space for performances of music and theater

**C** they have space for different events **D** all of them

1. **Match the parts of the sentences:**

|  |  |
| --- | --- |
| 1. Ornamental gardens are gardens which are designed …  2. Some botanical gardens also include ornamental  sections …  3. The practice of laying out ornamental gardens …  4. The Hanging Gardens of Babylon were designed as …  5. Some religions even expressly include devotional  activities …  6. The ornamental gardens at locations like Versailles are …  7. The ornamental garden which surrounds a small cottage may be done …  8. Many ornamental gardens include …  9. An ornamental garden can also provide habitat … | a) … pleasure gardens for a ruler's wife.  b) … which are meant to be performed in a garden.  c) … the purpose of aesthetic  pleasure.  d) … recreation areas.  e) … extremely formal and elegant  f) … appears to be ancient.  g) … for birds, butterflies, and other creatures.  h) … in a more casual style.  i) … which show interesting ornamental plants. |

1. **Retell the text in Russian.**
2. **Read and translate Text C in writing using a dictionary:**

**Text C**

**Types of Gardens**

According to the type gardens may be:

**Botanical garden**. It is a well-tended area displaying a wide range of plants labeled with their botanical names.

**Butterfly garden**. It is aimed at creating an environment that attracts butterflies, as well as certain moths.

**Community garden**. It is a single piece of land gardened collectively by a group of people.

**Cottage garden**. It is a distinct style of garden that uses an informal design, traditional materials, dense plantings, and a mixture of ornamental and edible plants.

**Cutting garden**. A functional garden used to grow flowers for indoor use rather than outdoor display is known as a cutting garden. It contains flowers for cutting.

**Forest garden**. Forest gardening is a food production and land management system based on woodland ecosystems, but substituting trees (such as fruit or nut trees), bushes, shrubs, herbs and vegetables which have yields directly useful to humans.

**Green wall (vertical garden).** A green wall is a wall, either free-standing or part of a building, which is partially or completely covered with vegetation and, in some cases, soil or an inorganic growing medium.

**Greenhouse**. A greenhouse (also called a glasshouse) is a building in which plants are grown.

**Rain garden**. A rain garden is a shallow, constructed depression that is planted with deep-rooted native plants and grasses. It is located in your landscape to receive runoff from hard surfaces such as a roof, a sidewalk and a driveway.

**Raised bed garden**. It is a form of gardening in which the soil is formed in 3–4 foot (1.0–1.2 m) wide beds, which can be of any length or shape. The soil is raised above the surrounding soil sometimes enclosed by a frame generally made of wood, rock, or concrete blocks, and enriched with compost.

**Residential (private) garden**. It is the most common form of garden and is in proximity to a residence, such as the 'front or back garden.

**Back garden**. It is a residential garden located at the rear of a property, on the other side of the house from the public street-side entrance and front garden.

**Roof garden**. It is any garden on the roof of a building.

**Zoological garden** (zoological park, or zoo). It is a facility in which animals are confined within enclosures, displayed to the public, and in which they may also be bred.

Gardens may feature a particular plant or plant type(s):

**Cactus garden**. It is a miniature garden of two or more small cacti in a container.

**Flower garden**. It is any garden where flowers are grown for decorative purposes.

**Herb garden**. It is often a separate space in the garden, devoted to growing a specific group of plants known as herbs.

**Orchard**. Orchards comprise fruit or nut-producing trees which are grown for commercial production.

**Rose garden**. It is a garden where roses are grown for decorative purposes.

**Vegetable garden**.

**Vineyard**

**White garden**. It is a feature garden composed of plants that produce white flowers and as well as plants with a white or silvery cast to their foliage.

**Winter garden**. It is winter-hardy plants grown for winter interest and decoration, or to be harvested for food between winter and early spring.

Gardens may feature a particular style or aesthetic:

**Alpine or rock garden**

**Bonsai or miniature garden**

**Children's Garden**

**Chinese garden**

**Dutch garden**

**English landscape garden**

**French formal garden**

**French landscape garden**

**Italian garden**

**Japanese garden**

**Knot garden**. It is a garden of very formal design in a square frame, consisting of a variety of aromatic plants and culinary herbs.

**Korean garden**

**Persian garden**

**Roman gardens**

**Spanish garden**

**Terrarium**. It is a miniature landscape with living plants and even sometimes small animals like lizards or turtles.

**Trial garden**. A garden grown specifically for the purpose of testing and evaluating plants is called a trial garden.

**Tropical garden**

**Water garden** (aquatic garden). It is defined as any interior or exterior landscape or architectural element whose primarily purpose is to house, display, or propagate a particular species or variety of aquatic plant.

**Wild garden**

**Xeriscaping**. Xeriscaping refers to landscaping and gardening in ways that reduce or eliminate the need for supplemental water from irrigation. Xeriscape landscaping is designed specifically for areas that are susceptible to drought

**Zen garden**. The Japanese Zen garden or is the type of dry landscape garden often seen outside of Zen temples in Japan and in other parts of the world. The gardens are made entirely of stone and sand, without the use of water or vegetation of any kind.

**Socializing**

**Nationality**

**I. Listen, read and memorize:**

|  |  |
| --- | --- |
| What is your Кто вы по  nationality? национальности?  Russian русский  American американец  English англичанин  Chinese китаец  French француз  German немец  Italian итальянец  Spanish испанец  Canadian канадец  Swedish швед  Korean кореец  Japanese японец | Arab араб  Polish поляк  Ukrainian украинец  In what city were you born? В каком городе  вы родились?  (Where were you born?) (Где вы родились?)  I was born in… Я родился в…  Where do you live now? Где вы живете  сейчас?  I live in… Я живу в…  Where did you live before that? Где вы жили  раньше?  I used to live in… Раньше я жил в…  Have you (ever) been to London? Вы (когда-нибудь)  были в Лондоне? |

**Обратите внимание!**

В отличие от русского языка, в английском языке названия национальностей и названия языков пишутся с большой буквы.

Сочетание **used to +infinitive** употребляется для выражения продолжительного или часто повторявшегося действия в прошлом. Обычно эта конструкция употребляется в тех случаях, когда указанное действие полностью лежит в области прошлого и не продолжается в настоящем. Поэтому на русский язык сочетание **used to + infinitive** часто переводится с помощью слова **раньше**.

*Например:*

They **used to live** in Seattle. – **Раньше они жили** в Сиэтле (но теперь не живут).

Предложения типа *Вы были в Лондоне?* переводятся на английский язык с использованием формы перфекта настоящего времени (**the Present Perfect Tense**) и предлога **to**.

*Например:*

Ты (когда-нибудь) была в Стокгольме? – **Have** you (ever) **been to** Stockholm?

**II. Listen, memorize and act out.**

|  |  |
| --- | --- |
| **1**  – I would like you to meet Paul.  – Nice to meet you. My name is Marina.  – Marina, are you Russian?  – Yes, I am Russian. And what is your  nationality?  – I am French. I used to live in Paris, and  now I live in Moscow. Marina, have  you ever been to France?  – No, I haven’t. Paul, do you work or  study in Moscow?  – I study at the university. | **2**  – Hello, Jessica!  – Hello, Dasha!  – How are you?  – Fine, thanks. And how are you?  – Also fine, thank you. Jessica are you English?  – Yes, I am English.  – And in what city were you born?  – I was born in Manchester.  – Is it a pretty city?  – Yes, it’s a pretty, big and old city. Have you been to Manchester?  – No, I haven’t. |

**Practice**

1. **Finish the sentences:**

*Example:*

**Russians live in Russia.**

English … Koreans …

Americans … Polish …

Canadians … Italians …

Australians … Spanish …

Germans … Dutch …

Danes … Ukrainians …

1. **Give positive and negative answers:**

*Example:*

Are you French? – Yes, I am.

No, I am not. I am German.

1. Are you Russian?

Is Tom English?

Is Van Chinese?

Is Salvador Spanish?

Is Marta Dane?

Are they Japanese?

1. Have you been to New York? – Yes, I have.

No, I haven’t.

Has Victor been to the U.S.A.?

Has Lena been to Germany?

Have they been to China?

Have you been to Berlin?

Have your American friends been to Russia?

1. **Translate into English:**
2. Раньше я жила в Риме, а сейчас живу в Москве.
3. Раньше он жил в Англии, а сейчас живет во Франции.
4. Раньше мы жили в Испании, а сейчас мы живем в Германии.
5. Раньше они жили в Америке, а сейчас живут в России.
6. Раньше она жила в Вашингтоне, а сейчас живет в Лос-Анджелесе.
7. **Answer the questions:**
8. Is she Russian?
9. Where does he live now?
10. Is it a big city?
11. Where did you live before that?
12. Where do you work?
13. What is his nationality?
14. Has he ever been to London?
15. Where did you used to live?
16. Do they live in Krasnodar?
17. Where were you born?
18. **Fill in questions:**
19. \_\_\_\_? – She is Swedish.
20. \_\_\_\_? – No, he is not American, he is German.
21. \_\_\_\_? – I was born in Kiev.
22. \_\_\_\_? – They used to live in Italy
23. \_\_\_\_? – No, I haven’t.
24. \_\_\_\_? – Yes, it’s an old city.
25. \_\_\_\_? – Yes, they are English.
26. \_\_\_\_? – I live in Russia.
27. **Make up dialogues.**

**Unit V**

**From the History of Gardening**

**Grammar for Revision:** Present/Past Simple Passive

**Text A :** From the History of Gardening

**Text B**

**Text C:**  Where does the Story of Gardens Begin?

**Socializing**: Language

“Someone's sitting in the shade today

because someone planted a tree a long time ago”.

Les Brown

**Warm up**

Do you know when the first greenhouse was built? Who invented the wheelbarrow, the garden hose, the flower pot? Who had the first lawn?

**Try this quiz to learn some lesser known, but none the less important, persons and facts in the history of gardening:**

1. When were the first garden hoses (поливочные шланги) made?
2. When did the first European garden hose appear?
3. When was the earliest record of bonsai?
4. When did the first lawns appear?
5. Who invented the first greenhouse in 1619?
6. Who discovered the concept of "microclimates"?
7. Who was the first to popularize, if not invent, flower pots?
8. What firm produced the first garden catalog with prices?
9. When and where was the earliest western depiction of a wheelbarrow (тачка)?
10. Who invented the wheelbarrow?

Read the answers to the quiz and check yourself.

1. Around 400BC, made of ox gut

2. In 1672 in Amsterdam, made of leather.

3. In wall paintings from 706AD in China.

4. In the 1st century AD, promoted in Greece by Pliny the Younger.

5. The mathematician Salomon de Caus, being a movable wooden framed structure to shelter orange trees at Heidelberg Castle in Germany.

6. Nathaniel Ward in 1832 with his enclosed glass boxes known as Wardian cases, and used extensively on plant explorations after.

7. The Egyptian Pharoah Ramses III, about 1230BC.

8. Telford family, Yorkshire, UK in 1775; previously, listings from firms had no prices.

9. A stained glass window (витражное стекло) in Chartres Cathedral, France, dating to 1220AD.

10. Chuko Liang, a Chinese general, in 231AD for use by his troops in moving supplies through mucky soil.

**Grammar Revision**

**Present/Past Simple Passive**

|  |
| --- |
| **be + III форма глагола** |

Правильные глаголы + **-ed** to study - studi**ed**

Неправильные глаголы – **III форма** to write - **written**

|  |
| --- |
| Действие совершается над подлежащим |
| I **am/was asked**  He (she, it) **is/was asked**  We (you, they) **are/were asked** |

Непереходные глаголы не могут использоваться в страдательном залоге, поскольку при них нет прямых дополнений. Это глаголы:

– to fly, to arrive

– to be, to become

– to have, to lack, to possess, to consist, to belong

– to hold, to suit, to resemble, to fit

– to appear, to seem, to become, to go, to last

*Например:*

They **have** a nice house.

My shoes **don’t fit** me.

My sister **lacks** tact.

**Обратите внимание!**

Passive Voice – это не просто изменение действительного залога. Он используется, когда мы не можем/не хотим сказать, кто совершил действие, обращаем особое внимание на событие, избегаем использования формального подлежащего.

*Например:*

Rome **wasn’t built** in one day. Рим не один день строился.

The window **was broken** last night. Окно разбили прошлой ночью.

Cars **are fixed** here. Здесь ремонтируют машины.

Чтобы показать, **кем/чем** совершается действие, используются предлоги:

|  |  |
| --- | --- |
| **BY**  Перед одушевленным предметом, а также после глаголов типа: *damage, make, bring, discover, break, destroy, etc.* | **WITH**  Указывается, какой предмет, орудие, инструмент использован для совершения действия. |
| This building was designed **by Rossi**.  The window was broken **by this stone**.  The theatre was destroyed **by fire**. | The bag was cut **with a razor**.  The pictures were drawn **with chalk**.  The door was opened **with a key**. |

Обратите внимание на перевод глаголов с предлогом в страдательном залоге:

|  |  |
| --- | --- |
| **Русский язык** | **Английский язык** |
| **Об** этой книге много говорят.  **Над** ним часто смеются.. | This book is much spoken **about**.  He is often laughed **at**. |

**Наиболее распространенные глаголы с предлогами:**

hear of – слышать о send for – посылать за

laugh at – смеяться над speak of/about – говорить о

make fun of – насмехаться над talk about – говорить о

look after – ухаживать за think of – думать о

look at – смотреть на pay attention to обращать внимание на

rely on – полагаться на take care of – заботиться о

**В русском языке не все глаголы сохраняют предлог:**

to listen to – слушать что-либо/кого-либо

to look for – искать что-либо

to operate on – оперировать кого-либо

to provide for – обеспечить кого-либо чем либо

to explain to – объяснять кому-либо

*Например:*

He was **operated on** last night.

**Его** оперировали прошлой ночью.

**I. Take this Present/Past Simple Passive Quiz. Complete the sentences using Present Simple Passive:**

|  |  |
| --- | --- |
| 1. Coffee \_\_\_\_ in Brasil and Colombia. 2. Kangaroos \_\_\_\_ in America. 3. \_\_\_\_ in Spain? 4. Vatican \_\_\_\_ by hundreds of people every day. 5. How often \_\_\_\_\_? 6. Dogs \_\_\_\_ in restaurants in most countries. | a) is grown  b) are grown  c) grow  a) aren’t find  b) isn’t found  c) aren’t found  a) Is a lot of meat eat  b) Are a lot of meat eat  c) Is a lot of meat eaten  a) is visited  b) are visited  c) is visit  a) are general elections hold  b) is general elections held  c) are general elections held  a) isn’t allowed  b) aren’t allowed  c) aren’t allow |

**II.** **Put the sentences into Past Simple Passive.**

1. Etienne Lenoir made the first motor car in Belgium.

2. How many paintings did the police found?

3. Lennon and McCartney wrote the song Yesterday.

4. The government ordered them to build a new bridge.

5. When did Cook discover Australia?

6. Scientists found a skeleton of an ancient man in this area.

7. They took care of these flowers properly.

8. The students spoke much about the film.

**III. Put the sentences into Passive (Present or Past)**

1. The airline sent our luggage to Australia by mistake.

2. Farmers grow soy in Argentina.

3. You don’t find penguins at the North Pole.

4. Columbus didn’t discover America in 1491.

5. They draw some paintings.

6. My uncle sold the bicycle.

7. The child broke all the plates in the cupboard.

8 She didn’t find the book.

**IV. Put these questions into Passive.**

1. When did Pasteur discover Penicillin?

2. How do people make sushi?

3. Where do people speak Mandarin dialects?

4. Did Spain win the last basketball Olympics?

5. Do people speak English in Hawaii?

6. Who directed the film Avatar?

7. When did they plant these cherry trees?

8. When did paleobotanists find flower fossils?

**V. Write questions for these answers in the passive form.**

1. Yes, rice is grown in Spain.

2. Yes, the song was sung by them.

3. No, the trees weren’t cut down.

4. No, the story isn’t known.

5. Yes, he was told to be quiet.

6. No, they aren’t made fun of.

7. Yes, these girls were paid much attention to.

8. Yes, the film is much spoken about.

9. No, the plant wasn’t grown in the greenhouse.

**Word Study**

1. **Listen, read and memorize:**

|  |  |  |  |
| --- | --- | --- | --- |
| 1) emerge  2) eventually  3) purely  4) World Heritage Site  5) wonder  6) elaborate  7) means  8) shade  9) commonly  10) surround  11) row  12) date palm  13) sycamore  14) willow  15) beverage  16) wealthy  17) poppy  18) daisy  19) miss  20) tend | появляться, возникать  со временем, в конце концов  чисто, исключительно  объект всемирного наследия  чудо  продуманный, тщательно разработанный  средство, способ  тень  обычно  окружать  ряд  финиковая пальма  платан  ива  напиток  богатые, состоятельные  мак  маргаритка  пропустить, избежать  иметь тенденцию | 21) hunting  22) leisure  23) cypress  24) lay out  25) hedge  26) acanthus  27) cornflower  28) ivy  29) myrtle  30) bed  31) courtyard  32) decline  33) seclusion  34) lawn  35) axis  36) adorn (with)  37) marigold  38) sunflower  39) available  40) increase  41) monk  42) dozen | охота  досуг, свободное время  кипарис  располагать, планировать  (живая) изгородь, ограда  акант, медвежья лапа  василек (синий)  плющ (обыкновенный)  мирт  клумба  внутренний двор  спад, снижение, упадок  уединение  лужайка, газон  ось  украшать (чем-л.)  бархатцы, ноготки  подсолнух  доступный  возрастать, повышаться  монах  дюжина |

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

prehistory, create, decorative, relax, associate, popular, fig tree, nut tree, rose, iris, statue, sculpture, contain, crocus, cyclamen, lavender, narcissus, rosemary, violet, period, medicinal, decorating, altar, start, monastery, symmetric, proportioned, balanced, classical, central, gravel, fountain, tulip, privilege, reserved, popularity

1. **Translate the following word combinations into Russian:**

gardening for food, people's need, for purely decorative purposes, ancient Rome, to relax in the shade of the trees, trees planted in rows, the most popular species, the beverage for the wealthy, the most planted types of trees, a wide variety of flowers, the beds of flowers, a period of decline, the fall of Rome, to provide seclusion, during the next two centuries, by the late 13th century, classical appearance, around a central axis, gravel paths, rock gardens

1. **Match English and Russian plants names:**

|  |  |  |  |
| --- | --- | --- | --- |
| 1) date palm  2) sycamore  3) fig tree  4) nut tree  5) willow  6) vine  7) rose  8) poppy  9) daisy  10) iris  11) cypress  12) acanthus | 13) cornflower  14) crocus  15) cyclamen  16) ivy  17) lavender  18) lily  19) myrtle  20) narcissus  21) rosemary  22) violet  23) tulip  24) marigold  25) sunflower | a) розмарин  b) финиковая пальма  c) ирис  d) мак  e) крокус  f) тюльпан  g) акант  h) фиалка  i) ива  j) подсолнух  k) лилия  l) роза | m) орех  n) фиговое дерево  o) цикламен  p) лаванда  q) ноготки  r) платан  s) виноградная лоза  t) плющ  u) маргаритка  v) нарцисс  w) кипарис  x) василек  y) мирт |

1. **Match the verb and its synonym:**

|  |  |
| --- | --- |
| 1) emerge  2) surround  3) miss  4) tend  5) lay out  6) adorn (with)  7) increase | a) neglect  b) beautify  c) arrange  d) gain  e) appear  f) be inclined  g) circle |

1. **Match the word and its definition:**

|  |  |
| --- | --- |
| 1) wonder  2) shade  3) row  4) beverage  5) leisure  6) hedge  7) bed  8) courtyard  9) decline  10) lawn | a) a small plot of cultivated or planted land  b) any one of various liquids for drinking, usually excluding water  c) a flat and usually level area of mown and cultivated grass  d) one that arouses awe, astonishment, surprise, or admiration; a marvel  e) a series of objects placed next to each other, usually in a straight line  f) an area or a space of partial darkness  g) a downward movement  h) freedom from time-consuming duties, responsibilities, or activities  i) a row of closely planted shrubs or low-growing trees forming a fence or boundary  j) an open space surrounded by walls or buildings, adjoining or within a building such as a large house or housing complex |

1. **Fill in the blanks with the appropriate words:**
2. The Seven \_\_\_\_ of the Ancient World is the first known list of the most remarkable creations of classical antiquity.
3. A \_\_\_\_ is a place (such as a forest, mountain, lake, island, desert, monument, building, complex, or city) that is listed by the UNESCO as of special cultural or physical

significance.

1. They wore \_\_\_\_ costumes.
2. If you walk into a \_\_\_\_ person's house the first thing you're going to see is a big library.
3. \_\_\_\_ is not allowed in national parks.
4. But as the Earth turns on its \_\_\_\_ and through its orbit, the sky that you see keeps changing.
5. Dominican \_\_\_\_ opened the first perfume factory in Florence, Italy, in 1608.
6. Eggs are sold by the \_\_\_\_.
7. You can have a competition to see who can grow the tallest \_\_\_\_.

(dozen, axis, wealthy, sunflower, World Heritage Site, hunting, wonders, elaborate, monks)

1. **Read Text A and answer the question:**

– When did gardens become available to the middle class?

**Text A**

**From the History of Gardening**

Gardening for food goes far back into prehistory. The earliest forms of gardens **emerged** from the people's need to grow herbs and vegetables, while rich people **eventually** began to create gardens for **purely** decorative purposes. Ornamental gardens were known in ancient times, a famous example being the Hanging Gardens of Babylon, while ancient Rome had **dozens** of gardens. The Hanging Gardens of Babylon are a **World Heritage Site** and one of the Seven **Wonders** of the Ancient World.

**Elaborate** ornamental gardens existed since ancient Egypt, when rich people used them as a **means** to relax in the **shade** of the trees. Egyptians associated trees and gardens with gods as they believed that gods liked gardens. **Commonly**, the gardens in ancient Egypt were **surrounded** by walls with trees planted in **rows**. Among the most popular **species** that used to be planted were **date palms**, **sycamores**, fig trees, nut trees, and **willows**. Rich people also grew **vineyards**, as wine was the **beverage** for the **wealthy**. Roses, **poppies**, **daisies** and irises did not **miss** from the gardens of the Egyptians.

The Assyrians were also popular for their beautiful gardens. These were situated in what we know today as Iraq and they **tended** to be wide and large, some of them used for **hunting** and others as **leisure** gardens. **Cypresses** and palms were some of the most **planted** types of trees.

The ancient Roman gardens are known by their statues and sculptures. These gardens were **laid out** with **hedges** and vines and they contained a wide variety of flowers, including **acanthus**, **cornflowers** and crocus, cyclamen, iris and **ivy**, lavender, lilies, **myrtle**, narcissus, poppy, rosemary and violet. The beds of flowers were popular in the **courtyards** of the rich Romans.

The Middle Age represented a period of **decline** in gardening. After the fall of Rome gardening was only done with the purpose of growing medicinal herbs and decorating church altars.

By the late 13th century, rich Europeans began to grow gardens for leisure and for medicinal herbs and vegetables. They surrounded the gardens by walls to protect them from animals and to provide **seclusion**. During the next two centuries, Europeans started planting **lawns** and raising flowerbeds and trellises of roses. Fruit trees were common in these gardens. At the same time, the gardens in the monasteries were a place to grow flowers and medicinal herbs but they were also a space where the **monks** could enjoy nature and relax.

The gardens in the 16th and 17th century were symmetric, proportioned and balanced with a more classical appearance. Most of these gardens were built around a central **axis** and they were divided into different parts by hedges. Commonly, gardens had flowerbeds laid out in squares and separated by gravel paths.

Gardens in Renaissance **were adorned with** sculptures, and fountains which often contained water jokes. In the 17th century Europeans started planting new flowers such as tulips, **marigolds** and **sunflowers**.

In the 18th century, gardens remained a privilege reserved for the upper class. By the next century, gardens became **available** to the middle class as well. Rock gardens **increased** in popularity in the 19th century.

1. **Choose the correct answer:**
2. The earliest forms of gardens appeared from the people's need \_\_\_\_.
3. to grow flowers
4. to grow herbs and vegetables
5. to grow fruit trees
6. The gardens in ancient Egypt were surrounded by \_\_\_\_.
7. walls with bushes planted in rows
8. trees with herbs planted in rows
9. walls with trees planted in rows
10. \_\_\_\_ were some of the most planted types of trees in Assyrian gardens.
11. Cypresses and palms
12. Cypresses and poplars
13. Oaks and palms
14. The ancient \_\_\_\_ gardens are known by their statues and sculptures.
15. English
16. Egypt
17. Roman
18. By the late 13th century, rich Europeans began to grow gardens for \_\_\_\_.
19. growing vegetables
20. growing fruits
21. leisure and for medicinal herbs and vegetables
22. Gardens in Renaissance were adorned with \_\_\_\_.
23. sculptures
24. fountains
25. water jokes
26. all of the above
27. Rock gardens increased in popularity in the \_\_\_\_.
28. 18th century
29. 19th century
30. 20th century
31. **Find in the text the equivalents to the following word combinations:**

потребность людей; в древние времена; множество садов; тщательно спланированные декоративные сады; в тени деревьев; посаженные рядами; среди самых популярных видов; огромное разнообразие цветов; клумбы с цветами; период упадка; лечебные травы; наслаждаться природой и отдыхать; разделенные гравийными дорожками; водный объект шуток; высший класс; средний класс

1. **Find in the text and read the sentence in which it is said that…**

– Ornamental gardens emerged in ancient times.

– Rich Egyptians used gardens as a means to relax in the shade of the trees.

– Ancient Egyptians planted trees in rows.

– The Assyrians gardens were wide and large, some of them used for hunting.

– Statues and sculptures featured the ancient Roman gardens.

– After the fall of Rome there was a period of decline in gardening.

– In the Middle Age gardens in Europe were used by rich people for medicinal herbs and

vegetables and for leisure.

– The gardens in the 16th and 17th century were divided into different parts by hedges.

– Planting of new flowers such as tulips, marigolds and sunflowers began in Europe

in the 17th century.

– By the 19th century, gardens became available to the middle class.

1. **Match the parts of the sentences:**

|  |  |
| --- | --- |
| 1. Ornamental gardens were known …  2. Elaborate ornamental gardens existed …  3. Some Assyrian gardens were used for hunting and others as …  4. The ancient Roman gardens are known …  5. The gardens in the monasteries were also a space …  6. Rock gardens increased in popularity …  7. The Middle Age …  8. The earliest forms…  9. The beds of flowers …  10. Gardens in Renaissance … | a)… of gardens emerged from the people's need to grow herbs and vegetables.  b)… were popular in the courtyards of the rich Romans.  c) … represented a period of decline in gardening.  d) … were adorned with sculptures, and fountains.  e) … where the monks could enjoy nature and relax.  f) … since ancient Egypt.  g) … leisure gardens.  h) … by their statues and  sculptures.  i) … in the 19th century.  j) … in ancient times. |

1. **Say if it is true or false. Correct the wrong statements:**
2. The earliest forms of gardens emerged from the people's need to grow fruit trees.
3. The most popular species used in Egyptians gardens were date palms, sycamores, fig trees, nut trees, and willows.
4. Wine was the beverage for the wealthy from ancient times.
5. The Assyrian ancient gardens were situated in what we know today as Iran.
6. The ancient Assyrian gardens were famous for their statues and sculptures.
7. Roman gardens were laid out with hedges and vines and they contained a wide variety of ornamental trees.
8. The Middle Age represented a period of prosperity in gardening.
9. The gardens in the 16th and 17th century were symmetric, proportioned and balanced.
10. In the 18th century, gardens became available to the middle class.
11. **Answer the questions:**
12. When did gardening appear?
13. Why did gardening emerge?
14. When did ornamental gardens appear?
15. How did Egyptian gardens look like?
16. What are ancient Roman gardens famous for?
17. How did the gardens of Renaissance look like?
18. When did gardens become available to the middle class?
19. **Ask your partner some more questions on the text.**
20. **Find in the text the sentences in Passive. Translate them into Russian.**
21. **Summarize the text using the following phrases:**

The text reports on…

The text touches upon…

It is reported that…

Much attention is given to…

The text points out that…

The text deals with the problem of…

The text provides information on…

The text defines the phenomenon of…

The text covers such points as…

1. **Read Text B and choose the headline from the ones given below:**

– Ancient Gardens of Rome

– A Legend about Ancient Gardens

– The Hanging Gardens of Babylon

**Words and expressions**

consider – считать, полагать mud brick – глиняный кирпич

mysterious – загадочный survive – выживать

desert – пустыня description – описание

cover – покрывать crumble – крошиться, разрушаться

pump – качать

Nebuchadnezzar II, Amytis, Babylonian, Persia, Mesopotamia, Baghdad, the Euphrates River, Herodotus, Robert Koldewey

**Text B**

These gardens are considered to be one of the seven wonders of the ancient world. Although a lot has been said and written about these legendary gardens, they still remain mysterious

for thousands.

The gardens were built about 2,500 years ago by Nebuchadnezzar II, to make his wife Amytis happy because she didn’t like the Babylonian desert. She had lived in Persia, which had many plants and fountains.

The Hanging Gardens were known to be in Mesopotamia, near what is now Baghdad, Iraq. They were located by the Euphrates River and looked like a tower. Some historians believe the gardens were built in a series of platforms that all together were 320 feet high and were covered with trees, flowers, lawns, plants, fountains, pools, and miniature water falls. They had every kind of plant available in the kingdom. They were made of mud brick and stone, a series of terraces, one on top of the other. The plants couldn’t survive without water, so they had to pump water from the Euphrates River to flow down through channels to the plants.

Writers didn’t write specifically about the Hanging Gardens, but they wrote about lots of

other things in Babylon. Herodotus was the first author to give a full description of the Hanging

Gardens.

In the early 1900’s German archaeologist, Robert Koldewey found the area where the Hanging Gardens of Babylon had been located. Only crumbling mud brick can be seen today.

1. **Choose the correct answer:**
2. When were the Hanging Gardens of Babylon built?

**A** about 3,500 years ago **B** about 2,500 years ago **C** about 1,500 years ago **D** about 1,000 years ago

1. Why did Nebuchadnezzar II built these gardens?

**A** to grow herbs and vegetables **B** to enjoy flowers **C** to make his daughter happy **D** to make his wife Amytis happy

1. How did the gardens look like?

**A** like a tower **B** like a rock **C** like a pond **D** like a wall

1. What were the gardens made of?

**A** mud brick and marble **B** mud brick and timber **C** mud brick and stone **D** marble and granite

1. Who was the first author to give a full description of the Hanging Gardens?

**A** Nebuchadnezzar II **B** Amytis **C** Herodotus **D** Robert Koldewey

1. **Match the parts of the sentences:**

|  |  |
| --- | --- |
| 1. These gardens are considered to be…  2. The gardens were built …  3. The Hanging Gardens were known to be in  Mesopotamia, …  4. Some historians believe the gardens were built …  5. They had every kind of plant …  6. They were made of mud brick and stone, a series of terraces, …  7. They had to pump water from the Euphrates River …  8. German archaeologist, Robert Koldewey found the area …  9. Only crumbling mud brick … | a) … near what is now Baghdad, Iraq.  b) … one on top of the other.  c) … can be seen today.  d) … to flow down through channels to the plants.  e) … in a series of platforms.  f) … where the Hanging Gardens of Babylon had been located.  g) … one of the seven wonders of the ancient world.  h) … available in the kingdom.  i) … about 2,500 years ago |

1. **Retell the text in Russian.**
2. **Read and translate Text C in writing using a dictionary:**

**Text C**

**Where does the Story of Gardens Begin?**

People have always depended on plants for their survival, for food, shelter, raw materials and medicine. In Neolithic times, our ancestors began to cut down trees to clear land so they could dig the soil, plant and grow for themselves the fruit, nuts, grains, vegetables and herbs that they needed. Soon they must have realized that these areas of altered nature could be used to give pleasure as well. And so the idea of a “garden” was born.

The ancient civilizations of Egypt, Persia, China, Greece and Rome all saw gardens as important. They played a role in economic and social life, and they also symbolized a vision of perfection. In Judeo-Christian traditions, Adam and Eve were expelled from the perfect Garden of Eden. In Persian beliefs (later adopted by Islam), the garden was a physical representation of Paradise, which the Koran describes as a “state of blessedness”. In fact, the words “paradise” and “park” were the same in ancient Persian.

These early gardens were usually formal in layout and contained plants that provided shade, shelter, ornament, medicine and food. These gardens weren’t simply collection of plants. For the wealthy, gardens were places of rest and pleasure, places for entertainment, games, music, dining and dancing. They were literally used as an extension of the house, an outdoor room. The poorest of households, too, would have some plants, even if they were only culinary and medicinal herbs grown in pots.

In ancient Egypt, plants played a major role in the economy along with their use in religious ceremonies.

The Romans first distinguished between “useful” gardens and “ornamental” gardens. They planted vegetable gardens and orchards on the outskirts of towns, creating early market gardens and allotments. They planted ornamental gardens in the towns and by the villas where they lived.

Archaeologists have discovered a lot about Roman gardens from the remains at Pompeii which was preserved under volcanic debris when Mount Vesuvius erupted in 79AD. It’s clear that gardens were related to many aspects of Roman cultural life: architecture, painting, sculpture, religion, work, recreation, and city planning, as well as horticulture and economics.

There is an amazing similarity between the gardens of ancient civilizations and those of today. They were usually enclosed by buildings or walls to protect important plants that were used for food and medicine. Our gardens today own much to these civilizations, in their form, use and even in the plants we grow. Many plants were introduced to northern Europe by the Romans, including bay, rosemary, thyme, lavender, horse chestnut, and chestnut. The Ancients also understood that people needed garden-like open spaces in towns too, where they can gather, meet, socialize, trade and observe ceremonies. These town spaces were the forerunners of our public parks and city squares.

**Socializing**

**Language**

**I. Listen, read and memorize:**

|  |  |
| --- | --- |
| Do you speak English?  Do you speak Russian?  Yes, I speak English  (Russian, etc.)  No, I don’t speak English  (Russian, etc.)  I speak English well.  I speak English poorly.  I study English.  I know English.  I speak a little English.  Can you read English?  Yes, I can read English.  No, I can’t read English.  What is your native language?  My native language is…  Of course  but  both | Вы говорите по-английски?  Вы говорите по-русски?  Да, я говорю по-английски  (по-русски и т. д.).  Нет, я не говорю по-английски  (по-русски и т. д.).  Я хорошо говорю по-английски.  Я плохо говорю по-английски.  Я учу английский язык.  Я знаю английский язык.  Я немного говорю по-английски.  Вы можете читать по-английски?  Да, я могу читать по-английски.  Нет, я не могу читать по-английски.  Какой ваш родной язык?  Мой родной язык…  Конечно  но  оба, обе |

**Обратите внимание!**

Слово *little* имеет значение «мало», а когда оно употребляется с неопределенным артиклем (*a little*), оно имеет значение «немного».

*Например:*

I have **little** money.

I have **a little** money.

I speak **a little** English.

**II. Listen, memorize and act out:**

|  |  |
| --- | --- |
| **1**  – Slava, do you speak Russian?  – Of course I speak Russian. It is my native  language.  – And do you speak English?  – Yes, I speak English, but very poorly. I  speak German well, and understand  a little French.  **3**  – Let me introduce you. This is my friend  Sok Khvan.  – Nice to meet you. My name is Misha.  Are you Russian?  – Yes, I am Russian. Sok Khvan, what  is your nationality?  – I am Korean. Korean is my native  language. Misha, do you speak Korean?  – No, I don’t. I speak a little English.  And do you speak English?  – Yes, but very poorly.  – But you speak Russian very well. | **2**  – Edward, do you understand Russian?  – Yes, I understand and speak a little Russian.  And what is tour native language?  – My native language is German.  Are you German?  – Yes, I am.  **4**  – Hello, Anna! Let me introduce you to my friend Sophia.  – Nice to meet you Sophia. Are you Italian?  – Yes, I am Italian. And you?  – I am Spanish.  – Do you live in Moscow?  – Yes, now I live and study in Moscow.  Sophia, do you speak Spanish?  – No, I don’t. And do you speak Italian?  – No, I don’t speak Italian.  – But we both speak and understand English! |

**Practice**

1. **Fill in the blanks:**

Sergey is Russian. Russian is his \_\_\_\_ language. Of course he can \_\_\_\_, \_\_\_\_ and \_\_\_\_ Russian.

Jane is English. \_\_\_\_ is her native language. Of course she \_\_\_\_, \_\_\_\_ and \_\_\_\_ English well.

Sun is Chinese. He can’t \_\_\_\_, \_\_\_\_, or \_\_\_\_ English.

Sophie is Italian. Her native language is \_\_\_\_. Besides, she \_\_\_\_ speaks \_\_\_\_ and \_\_\_\_.

Olga is an interpreter. She speaks \_\_\_\_ and \_\_\_\_ very well.

1. **Give positive and negative answers:**

*Example:*

Does Mary speak French? – Yes, she does. (No, she doesn’t.)

1. Do you understand English?
2. Does Lin speak Chinese?
3. Can Robert write German?
4. Can your friends read Italian?
5. Do you understand Japanese?
6. Can you speak Swedish?
7. Does Jack understand Russian?
8. **Fill in the questions:**
9. \_\_\_\_? They speak German well.
10. \_\_\_\_? No, I can’t read Swedish.
11. \_\_\_\_? Yes, John speaks Russian.
12. \_\_\_\_? Lena used to speak French.
13. \_\_\_\_? Her native language is English.
14. \_\_\_\_? Of course I understand Chinese.
15. \_\_\_\_? I speak a little French.
16. \_\_\_\_? Yes, now I can read and write in Italian.
17. **Answer the questions:**
18. Do you speak Italian?
19. What is your native language?
20. Do you study German?
21. Can you speak and write in French?
22. Does she speak English?
23. What is his native language?
24. Do you speak English well?
25. **Translate from Russian into English:**

**A**. Меня зовут Ольга. Я русская. Русский язык – мой родной язык. Конечно, я хорошо говорю, читаю, пишу и понимаю по-русски. Я учу английский язык. Сейчас я немного говорю по-английски и немного понимаю.

**B**. Меня зовут Дэн. Я англичанин. Мой родной язык английский. Сейчас я живу и работаю в Москве. Я переводчик и работаю в фирме. Я хорошо говорю и понимаю по-русски. Еще я говорю по-немецки и по-французски.

1. **Make up dialogues.**

**Unit VI**

**Garden Design**

**Grammar for Revision:** Modal Verb “Can” and its Equivalent “Be Able”

**Text A :** Garden Design

**Text B**

**Text C :** Garden Accessories

**Socializing**: Getting Around the City

“The best time to plant a tree was 20 years ago.

The second-best time is now”.

Chinese proverb

**Warm up**

Your garden can and should reflect how you feel about your home. Knowing the basics of outdoor living design can help you create the perfect harmony between your indoor and outdoor settings.

**Take the following quiz and see if you've got the basic knowledge needed to create that outdoor oasis for you and your family:**

1. What basic design principle should you follow when designing your home's outdoor

living space?

1. Pick any style.
2. Continue the style of your home.
3. Pick your favorite style.
4. Which theme should you choose for your outdoor living space?
5. Choose a fantasy theme.
6. Choose a Western theme.
7. It doesn't matter.
8. What's a good way to get ideas for designing your outdoor living space?
9. Look at design books.
10. Visit gardens.
11. Both of the above.
12. Which area of your outdoor living space should be located nearest the house?
13. the eating area
14. the play area
15. the fence area
16. What should be the focus of your backyard design?
17. the pool
18. the view
19. the patio
20. Which type of plant will grow best in your garden?
21. oak trees
22. rhododendron bushes
23. plants that are native to your region
24. How can you incorporate water effects into your garden design?
25. Create an artificial pond.
26. Create an artificial waterfall.
27. both of the above
28. How can you improve the soil conditions of your outdoor site?
29. Add sprinklers.
30. Add compost.
31. Add more plants.

Read the answers to the quiz and check yourself:

1. The design of your garden or pool area should complement the architectural style of your home.
2. It doesn't matter which theme you choose as long as you stick to it.
3. Cut out pictures from magazines, study design books and visit beautiful gardens to get ideas for your own backyard design.
4. Choose an area close to the house for functions like eating, reading and cooking. Play and sports areas should be located farther away.
5. A nice view is so important that if you don't already have one, you should create one. There are many different techniques for designing a view for your property.
6. Native plants are usually the best choice for your home garden. They require less water and tend to attract pollinators such as bees and butterflies.
7. Water effects such as ponds and waterfalls add drama and interest to your garden design. The sound of gurgling water is very soothing, as well.
8. Add compost or materials that enhance draining or alter the pH of your soil to make sure that you get the most out of your landscape designs.

**Grammar Revision**

**Modal Verb “Can” and its Equivalent “Be Able”**

|  |
| --- |
| **can/**  **be able (to)** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Present** | **Past** | | **Future** |
| can  am  is able (to)  are | could  was  able (to)  were | | –  will be able (to) |
| **Возможность:**  *могу, умею*  *возможно*  **Разрешение:**  *можно*  **Запрещение:**  *нельзя* | | I **can** run very fast.  He **can** speak French. **Can** he speak Italian?  You **can** get there by bus.  You **can** come at any time.  **Can** I have a cup of coffee?  You **can’t** cross the street here. | |

**Обратите внимание!**

Когда эквивалент модального глагола *can* дублирует уже имеющиеся формы (I can = I am able; He could = He was able), он имеет собственный оттенок значения am/is/are/able to – *быть в состоянии, быть способным*; was/were able to – *смог, сумел, удалось* (= manage).

*Например:*

He is an honest man. He **is not ab**le to do it (*не способен*).

Jack was an excellent tennis player. He **could** beat anybody (*мог выиграть*). But once he had a difficult game against John. John played very well but in the end Jack **was able** to beat him (*смог*).

**I. Take this *Can, Could, Be able to* Quiz. Fill in the gaps:**

1. \_\_\_\_ he understand what you were talking about?

2. My sister \_\_\_\_ play tennis now.

3. I \_\_\_\_ walk when I was less than a year old.

4. (Polite) \_\_\_\_ you tell me what time it is, please?

5. My grandfather \_\_\_\_ walk without any help last night.

6. I would like to \_\_\_\_ play the piano.

7. How long have you \_\_\_\_ drive?

8. I'll \_\_\_\_ help you later.

9. Can you help me? I \_\_\_\_ never understand this.

10. Will Man \_\_\_\_ live forever one day?

**II. Write the verbs in brackets in their correct forms into the gaps:**

1. Last week we \_\_\_\_ swimming, this week we can't. (can/to go)

2. Maybe the Smiths \_\_\_\_ a new house next year. (can/to build)

3. If you try hard, you \_\_\_\_ your examinations. (can/to pass)

4. When I was five, I \_\_\_\_. (not/can/to swim)

5. Dennis \_\_\_\_ the trumpet after four months. (can/to play)

6. Luke has passed his driving test, now he \_\_\_\_ a car. (can/to drive)

7. I \_\_\_\_ to him on the phone for three weeks last month. (not/can/to speak)

8. Alex \_\_\_\_ his homework when his desk is in such a mess. (not/can/to do)

9. They were so busy, they \_\_\_\_ me a text message. (not/can/to write)

10. Lisa \_\_\_\_ her dress. She can wear it again. (can/to clean)

**Word Study**

1. **Listen, read and memorize:**

|  |  |  |  |
| --- | --- | --- | --- |
| 1) owner  2) experience  3) advanced degree  4) state license  5) rockery  6) water feature  7) decking  8) consideration  9) appearance  10) lifespan | владелец  опыт  более высокая степень  государственная лицензия  сад камней  водный объект  украшения, убранство; настил  соображение, рассмотрение  внешний вид  продолжительность, срок жизни | 11) habit  12) maintenance  13) funds  14) affect  15) choice  16) regarding  17) whether  18) roughly  19) desire  21) hardscape  22) sod  23) over time | характер развития, произрастания  поддержание, уход  денежные средства  влиять  выбор  относительно  ли  грубо, приблизительно  желать  малые архитектурные формы  дерн  постепенно |

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

design, designer, professionals, to train, training, principles, expert, landscape architects, formal, combinations, regular, characteristics, naturalistic, limitations, budget, to address, materials, style, alternatively

1. **Translate the following word combinations into Russian:**

for the layout and planting of gardens and landscapes; garden owners; in principles of design and in horticulture; an expert knowledge and experience; the layout of hard landscape; sitting areas; with consideration; their season-to-season appearance; growth habit; the maintenance needs of the garden; to affect the choices of plants; whether annual or perennial; hardscape materials; sod for lawns; area by area

1. **Match the verb and its synonym:**

|  |  |
| --- | --- |
| 1. own 2. consider 3. appear 4. maintain 5. affect 6. choose 7. desire | 1. seem 2. influence 3. possess 4. select 5. regard 6. want 7. support |

1. **Match the word and its definition:**

|  |  |
| --- | --- |
| 1) experience  2) rockery  3) sod  4) lifespan  5) habit  6) decking  7) water feature  8) maintenance  9) roughly  10) hardscape | a) characteristic appearance, form, or manner of growth, especially of  a plant  b) a section of grass-covered surface soil held together by matted  roots; turf  c) the state of being supported  d) a wooden deck or platform, especially one in a garden for  deckchairs, etc.  e) the manmade part of the grounds surrounding a building, as paved areas or statues  f) a garden constructed with rocks, especially one where alpine plants  are grown  g) used for showing that an amount, number, time etc is not exact  h) skill or knowledge that you get by doing something  i) a pond or fountain in a garden  j) the average or maximum length of time an organism, material, or object can be expected to survive or last |

1. **Fill in the blanks with the appropriate words:**
2. Having car insurance is very important for a car \_\_\_\_.
3. Applicants are not required to have \_\_\_\_.
4. The officer asked the man for the driver's \_\_\_\_.
5. What are the ethical \_\_\_\_ for providers of such anonymous email services?
6. Physical \_\_\_\_ is the top concern of most teens.
7. Patients have a wide \_\_\_\_ in how they wish to pay for dental treatment.
8. The importance of this video will grow \_\_\_\_.
9. Extra investment \_\_\_\_ will be available next year.

(appearance, overtime, advanced degrees, choice, license, owner, funds, considerations)

1. **Read Text A and answer the question:**

– What considerations are subject to the limitations of the budget for a garden design?

**Text A**

**Garden Design**

Garden design is the creation of plans for the layout and planting of gardens and landscapes. Garden Design is a specialized branch of Landscape Design, concerned with private space.

Garden design may be done by the garden **owners** themselves, or by professionals. Most professional garden designers are trained in principles of design and in horticulture, and have an expert knowledge and **experience** of using plants. Some professional garden designers are also landscape architects, a more formal level of training that usually requires an **advanced** **degree** and often a **state** **license**.

Elements of garden design include the layout of hard landscape, such as paths, **rockeries**, walls, **water** **features**, sitting areas and **decking**, as well as the plants themselves, with **consideration** for their horticultural requirements: their season-to-season **appearance**, **lifespan**, growth **habit**, size, speed of growth, and combinations with other plants and landscape features.

Consideration is also given to the **maintenance** needs of the garden, including the time or **funds** available for regular maintenance, which can **affect** the **choices** of plants **regarding** speed of growth, spreading or self-seeding of the plants, **whether** annual or perennial, and bloom-time, and many other characteristics. Garden design can be **roughly** divided into two groups, formal and naturalistic gardens.

The most important consideration in any garden design is how the garden will be used and the way the garden space will connect to the home or other structures in the surrounding areas. All of these considerations are subject to the limitations of the budget. Budget limitations can result in a simpler garden style with fewer plants and less costly **hardscape** materials, seeds rather than **sod** for lawns, and plants that grow quickly; alternatively, garden owners may choose to create their garden **over time**, area by area.

1. **Choose the correct answer:**
2. Garden design is the creation of plans for \_\_\_\_.
3. the layout of gardens and landscapes
4. for the planting of gardens and landscapes
5. for the layout and planting of gardens and landscapes
6. Most professional garden designers have \_\_\_\_.
7. an expert knowledge of using plants
8. both knowledge and experience of using plants
9. experience of using plants
10. Elements of garden design include the layout of \_\_\_\_.
11. both hard landscape and the plants themselves
12. hard landscape
13. plants
14. Garden design can be roughly divided into \_\_\_\_.
15. two groups
16. three groups
17. four groups
18. Budget limitations can result in a simpler garden style with \_\_\_\_.
19. many plants
20. much costly plants
21. plants that grow quickly
22. **Find in the text the equivalents to the following word combinations:**

сады и ландшафты; владельцы садов; профессиональные садовые дизайнеры; принципы дизайна и садоводства; опыт в использовании растений; ландшафтные архитекторы; регулярный уход; время цветения; формальные и естественные сады; окружающие территории; лимиты бюджета

1. **Find in the text and read the sentence in which it is said that…**

– Garden design is the art and process of designing and creating plans for layout and planting of gardens and landscapes.

– Professional garden designers must know the principles of design and have knowledge and experience of using plants.

– Landscape architects usually require an advanced degree and often a state license.

– Maintenance needs of the garden are also taken into consideration.

– How the garden will be used and how it will connect to the home or other structures in the surrounding areas is the most important consideration.

– Budget limitations affect a garden style.

1. **Match the parts of the sentences:**

|  |  |
| --- | --- |
| 1. Garden design may be done by …  2. Most professional garden designers are trained …  3. Some professional garden designers are also …  4. Elements of garden design include …  5. Hard landscape includes …  6. Horticultural requirements of plants are …  7. Garden design can be roughly divided into two groups, …  8. Budget limitations can result in …  9. Garden owners may choose … | a)… landscape architects.  b)… season-to-season appearance, lifespan, growth habit, size, speed of growth, and combinations with other plants and landscape features.  c) … formal and naturalistic gardens.  d) … in principles of design and in horticulture.  e) … to create their garden over time, area by area.  f) … a simpler garden style.  g) … the layout of hard landscape and the plants themselves.  h) … the garden owners themselves, or by professionals.  i) … paths, rockeries, walls, water features, sitting areas and decking. |

1. **Say if it is true or false. Correct the wrong statements:**
2. Garden Design is a specialized branch of Landscape Design.
3. Only professionals can create a garden design.
4. Professional garden designers usually require an advanced degree and often a state license.
5. Most professional garden designers have an expert knowledge and experience of using plants.
6. Maintenance needs of the garden can not affect the choices of plants.
7. Formal and naturalistic gardens are two main groups of a garden design.
8. The most important consideration in any garden design is budget limitations.
9. **Answer the questions:**
10. What is garden design?
11. What principles are most professional garden designers trained in?
12. What elements does garden design include?
13. What considerations should a garden designer take when creating a garden design?
14. What are horticultural requirements for plants in garden design?
15. How can garden design be roughly divided into?
16. How can budget limitations affect garden design?
17. **Ask your partner some more questions on the text.**
18. **Find in the text the sentences with *can.* Translate them into Russian.**
19. **Summarize of the text using the following phrases:**

The text reports on…

The text touches upon…

It is reported that…

Much attention is given to…

The text points out that…

The text deals with the problem of…

The text provides information on…

The text defines the phenomenon of…

The text covers such points as…

1. **Read Text B and choose the headline from the ones given below:**

– Uses for the Garden Space

– Landscape Designers

– Gardens as Art

– Garden Maintenance

**Text B**

Garden design is considered to be an art in most cultures, distinguished from gardening, which generally means garden maintenance. Garden design can include different themes such as butterfly, wildlife, Japanese, water, tropical, or shade gardens. In Japan, Samurai and Zen monks were often required to build decorative gardens or practice related skills like flower arrangement known as ikebana. In 18th century Europe, country estates were refashioned by landscape gardeners into formal gardens or landscaped park lands, such as at Versailles, France, or Stowe, England. Today, landscape architects and garden designers continue to produce artistically creative designs for private garden spaces. Professional landscape designers are certified by the Association of Professional Landscape Designers.

Uses for the garden space

A garden can have aesthetic, functional, and recreational uses:

**Cooperation with nature**

– Plant cultivation

**Observation of nature**

– Bird- and insect-watching

– Reflection on the changing seasons

**Relaxation**

– Family dinners on the terrace

– Children playing in the garden

– Reading and relaxing in the hammock

– Pottering in the shed

– Basking in warm sunshine

– Escaping oppressive sunlight and heat

**Growing useful produce**

– Flowers to cut and bring inside for indoor beauty

– Fresh herbs and vegetables for cooking

1. **Choose the correct answer:**
2. What themes can garden design include?

**A** butterfly **B** wildlife **C** tropical **D** all of them

1. What skills did Samurai and Zen monks practice?

**A** flower growing **B** flower planting **C** flower arrangement **D** flower cutting

1. Who is certified by the Association of Professional Landscape Designers?

**A** garden owners **B** landscape designers **C** garden designers **D** farmers

1. What uses can a garden have?

**A** recreational **B** functional **C** aesthetic **D** all of them

1. **Match the activity and the use of a garden.**

|  |  |
| --- | --- |
| 1. Growing fresh herbs and vegetables for cooking  2. Escaping oppressive sunlight and heat  3. Family dinners on the terrace  4. Bird- and insect-watching  5. Children playing in the garden  6. Basking in warm sunshine  7. Flowers to cut and bring inside for indoor beauty  8. Pottering in the shed  9. Plant cultivation  10. Reflection on the changing seasons  11. Reading and relaxing in the hammock | functional |
| recreational |
| aesthetic |

1. **Retell the text in Russian.**
2. **Read and translate Text C in writing using a dictionary:**

**Text C**

**Garden Designer**

The term garden designer can refer either to an amateur or a professional who designs the plan and features of gardens. Amateurs design their gardens for their own properties. Professionals, with experienced skills, design gardens that benefit clients. The compositional elements of garden design and landscape design are: terrain, water, planting, constructed elements and buildings, paving, site characteristics, and the local climatic qualities. Professional garden designers are trained in and use both the aesthetic arts and technical disciplines for design projects.

**Services**

Garden designers are skilled specialists dealing with master planning of landscapes and design of gardens, consulting with advice for clients, providing direction and supervision during construction, and the management of establishment and maintenance once the garden has been created. They are able to survey the site, and prepare drawings for the development of a garden from concepts to construction, and resource the plant and building materials. Historically, many gardens have been designed by talented amateurs without formal training, and many others have been designed by people whose artistic or design training was not originally focused on gardens. The complexities in contemporary environmental design issues and technology increase the scope professional garden designers fill.

**Methods**

A wide range of design methods have been used by garden designers, depending partly on the historical period in which they worked and partly on the professional discipline with which they have the closest relationship. Treating the subject historically, one can say that ancient gardens were likely to have been "drawn" directly on the ground. Renaissance gardens were drawn on paper and that modern gardens are drawn on a computer. The design process always has an influence on the design product.

There tends to be a distinction between those designers who start with the plant palette and its needs, called garden design; and those designers who begin with consideration of the space and place-making to create architectural spaces and circulation routes with plants and other elements, called landscape design. Many famous gardens which contain many interesting plants can be incompletely planned as a whole and integrated composition. Also, many gardens which are well planned in overall design can lack the interests from planting detail. Some keen gardeners who are very knowledgeable about plants can be resistant to conceptualizing design. Really competent designers and landscape architects have a great amount of diverse botanical and horticultural knowledge and experience. A competent and talented garden designer can synthesize both needs to design sand create beautiful and sustainable landscapes and gardens.

**Garden design education**

Historically, garden designers were trained under the apprentice system. Specialist university-level landscape planning and garden design courses were established in the 20th century, generally attached to departments of agriculture, horticulture, or architecture. In the second half of the 20th century many of these courses changed their scale of focus and their nomenclature, from garden design to landscape architecture. Towards the end of the 20th century a number of BA (Bachelor of Arts) garden design curricula were established with the emphasis more on design than horticulture. Horticultural colleges, in ornamental horticulture departments, and architecture colleges, in landscape architecture departments, continue to train contemporary garden designers.

1. **Read and translate Text D using a dictionary:**

**Text D**

**Garden Accessories**

Gardening may be performed at a professional level or as a hobby. There is a wide range of accessories available in the market for both the professional gardener and the amateur to exercise their creativity. These accessories can help decorate all the different areas of gardens such as walk ways and raised beds, and any other area.

Location, size, budget are all characteristics to be considered when choosing accessories to improve a garden's deco. Accessories are made of different materials such as copper, stone, wood, bamboo, metal, stainless steel, clay, stained glass, concrete, iron, and the weather where the garden is located will determine which material works best to ensure accessories last long.

A garden's decoration with the appropriate accessories also adds personality and beauty, and depending on the situation, the decoration chosen will provide functionality to the garden. Paths for instance are functional for the maintenance of the garden, and can be somehow decorated using different materials such as pine needles, wood chips, fieldstone, or bricks. Also, backdrops include walls, fences, and hedges which are intended to provide privacy. Moreover, they hide unsightly areas and also emphasize desired views.

Trellis, arbors, and arches add height. Trellises are used for climbing flowers and vines or to create a vertical garden of small fruits and vegetables while arbors and arches can be places on walkways or entry ways. This kind of structure provides additional depth to the landscape.

For those who enjoy their garden at any time, there are also night accessories which include candle lanterns, oil lamps, patio torches, and illuminations.

Feeders, hummingbird feeders and birdbaths are all good options to invite birds to visit one's garden and also make good ornaments.

Large accessories such as benches, water fountains, stone features, urns, and statues should be used sparingly or they will cause a cluttered appearance. Fountains come in a variety of styles ranging from traditional to modern. Not only do they work as part of the deco but they also have a calming effect. Some of them are made of fiberglass which makes them lightweight and weather resistant. There are also solar-powered fountains with a remote solar panel that can be placed in the sun while the fountain is located in the shadow.

Other accessories to be taken into account are garden gongs, gazing balls, garden bugs, garden stakes, pot hangers, spinners, pinwheels which help enhance different deco styles.

**Socializing**

**Getting Around the City**

**I. Listen, read and memorize:**

|  |  |  |  |
| --- | --- | --- | --- |
| street  avenue  square  center  to be located  Where is … located?  Tell me, please, where … is located?  … is located on Oxford Street.  there  here  near, nearby, next to  close to  far/not far  on the left/on the right  to the left/to the right  straight  ahead  opposite  bus  tram  trolleybus  metro, subway  taxi  car  bus/tram stop  metro station  taxi station  to go  to walk  to go by bus/tram, etc.  Where are you going?  a transfer | улица  проспект  площадь  центр  находиться  Где находится…?  Скажите, пожалуйста, где находится…?  … находится на Оксфорд Стрит.  там  тут  рядом  близко  далеко/недалеко  слева/справа  налево/направо  прямо  вперед  напротив  автобус  трамвай  троллейбус  метро  такси  машина  остановка автобуса/трамвая  станция метро  стоянка такси  идти, ехать  идти  ехать на автобусе/трамвае  Куда вы идете (едете)?  пересадка | to make a transfer  crossing  entrance  exit  to exit/to get out  Are you getting out (at the next stop)?  Yes, I am getting out.  No, I am not getting out.  How can I get to…?  Tell me, please, how to get to…?  Can you, please, tell me how to get to…?  Sorry, I don’t know.  You need to go…  You can go…  better  then  How many stops (stations) are needed to get to…  train station (railway station)  airport  hotel  restaurant  store (shop)  park  movie theater (cinema)  exhibition  museum | делать пересадку  переход  вход  выход  выходить  Вы сейчас выходите?  Да, выхожу.  Нет, не выхожу.  Как дойти (доехать) до…?  Скажите, пожалуйста, как дойти (доехать) до…?  Вы не скажете, как дойти до…?  Извините, я не знаю.  Нужно идти (ехать)..  Можно идти…  лучше  потом  Сколько остановок (станций) нужно ехать до…?  вокзал  аэропорт  гостиница  ресторан  магазин  парк  кинотеатр  выставка  музей |

**Обратите внимание!**

Глагол to go имеет значение «идти, ходить» и «ехать, ездить», т.е. он может обозначать движение как пешком, так и на транспорте, тогда как глагол to walk («идти, ходить») обозначает только движение пешком.

*Например:*

**Go**! – Иди! Езжай!

Don’t run, **walk**! – Не беги, а иди!

Значение русских наречий *вот* и *вон* обычно передается по-английски сочетанием слов *here* (здесь) и *there* (там) с глаголом *to be*: наречию *вот* соответствует сочетание *Here is… (Here are)*, а наречию *вон* соответствует сочетание *There is… (There are).*

*Например:*

**Here is** your book. – **Вот** ваша книга.

**There is** John. – **Вон** Джон.

**Here are** your glasses. – **Вот** ваши очки.

**There are** his brothers. – **Вон** его братья.

Впрочем, иногда наречие *вот* переводится на английский язык сочетанием не с *here*,

а с *there*:

*Например:*

– And where is the trolleybus stop? Is it far?

– No, it’s not far. **There it is**.

**II. Listen, memorize and act out:**

|  |  |
| --- | --- |
| **1**  – Excuse me, can you, please, tell me  where the hotel “Marriott” is located?  – It is located in Tverskaya Street.  – Thank you.  **3**  – Excuse me, can you tell me where  the metro is?  – Yes, go straight ahead, then to the left.  – Is it far?  – No, it’s close. About 100 meters.  – Thank you.  – You’re welcome. | **2**  – Tell me, please, where is the Kremlin located?  – The Kremlin is located in the centre of  Moscow.  – Thank you.  **4**  – Tell me, please, how can I get to the hotel “National”?  – You need to go by metro to station “Komsomolskaya” and then make a transfer and go to station “Okhotny riad”. There, you will exit. The hotel “National” is opposite the metro.  – Thank you.  – You’re welcome. |

**Practice**

1. **Finish the sentences:**
2. I live in \_\_\_\_.
3. Red Square is located \_\_\_\_.
4. The bus stop is \_\_\_\_.
5. You need to go \_\_\_\_.
6. Tell me, please, how can I get to \_\_\_\_?
7. Do you know where \_\_\_\_?
8. Do you know how to get to \_\_\_\_?
9. The taxi station is \_\_\_\_.
10. Can you tell me where \_\_\_\_?
11. **Translate into English:**
12. Меня зовут Андрей. Я менеджер, я работаю в фирме. Я живу на Кутузовском проспекте. Рядом метро «Кутузовская». А наша фирма находится на Садовом кольце. Рядом метро «Краснопресненская». До работы я еду на метро. Сначала до метро «Киевская», там делаю пересадку и еду до метро «Краснопресненская». Потом немного иду пешком.
13. Меня зовут Марина. Я студентка, я учусь в Кубанском аграрном университете. Сейчас я живу в Краснодаре, в общежитии. Общежитие находится на улице Калинина. От вокзала до общежития можно доехать на трамвае до остановки «ул. Каляева». И минут 10 идти пешком.
14. **Answer the questions:**
15. Excuse me, do you know where the metro is?
16. How can I get to Krasnaya Street?
17. Are you getting out now?
18. Is it far?
19. How can I get to the hotel “Marriott”?
20. Can I get to this store only by trolleybus?
21. Where is the cinema “Aurora” located?
22. Can I go there by bus?
23. **Fill in the questions:**
24. \_\_\_\_? – Go straight ahead, then to the left.
25. \_\_\_\_? – No, it’s not far.
26. \_\_\_\_? – You need to go by tram 3 stops.
27. \_\_\_\_? – No, I am not getting out.
28. \_\_\_\_? – About 5-10 minutes.
29. \_\_\_\_? – I’m sorry, I don’t know.
30. \_\_\_\_? – The hotel “Moscow” is located in Krasnaya Street.
31. \_\_\_\_? – Yes, it’s better to go by tram, but you can also go by trolleybus.
32. **Make up dialogues.**

**SUPPLEMENTARY READING**

**Text 1**

**8 Steps to Healthier Trees (975)**

1. Using a hose or a water bath, remove all soil from the roots. Work out clumps of soil from between the roots using your fingers. Let root balls soak for several hours if they are too dry to work.

2. Prune excessively long and defective roots. From this point on, roots must be kept submerged or wrapped in wet cloth.

3. Dig a shallow hole only as deep as the root system and at least twice as wide. In the center, form a soil mound to support the root crown.

4. Arrange the roots radially over the mound and backfill with the same soil that came out of the hole. Do not use any type of soil amendment.

5. Water well, using the water from Step 1, which will contain nutrients and microbes. Add more soil as holes develop, and gently firm the soil.

6. Mulch all disturbed soil with 4 inches of coarse organic mulch, keeping it a few inches away from the trunk.

7. Water your tree well during the first year of establishment. You have removed a good portion of the root system and its ability to take up water, and nutrients will be temporarily impaired.

8. Keep it simple and natural: Do not prune the top of the tree or add expensive but pointless transplant supplements.

**Text 2**

**7 Steps to the Perfectly Planted Tree (3389)**

A tree well planted will live for decades, even centuries. Fail to plant it properly and your investment in years of care results in disappointment. Most of these problems can be avoided altogether if you select the right species, plant it properly and perform routine maintenance.

**Step 1** – Choose a vetted species

Every city in America has a list of approved street trees. These have been carefully selected for beauty, size, longevity, rooting characteristics, litter potential, structural integrity, climatic suitability, and resistance to any major pests or diseases. Choosing an unvetted tree is much like investing in a company without first seeing an earnings report.

**Step 2** – Location

A few feet in one direction or another can be enough to turn a great tree into a problem that requires its removal. Before planting your tree, take time to study the proposed location and how the tree canopy will influence everything around it after reaching full size. A suitable location also includes growth and environmental factors such as adequate sunlight, sufficient root zone and drainage. Never plant a tree unless you know its ultimate height and diameter at maturity.

**Step 3** – Hole Size

Most landscape trees are sold in nursery containers that range from 5 to 15 gallon pots. The tree's root ball is the mass of soil and roots that sits within the container. The hole you dig must have a diameter large enough to accommodate the entire root ball with ease. A rough rule is to dig a hole twice the diameter of the root ball. Never shave a root ball to make it smaller so it fits into a planting hole; dig a bigger hole.

**Step 4** – Hole Depth

Note the surface of the soil relative to the base of the trunk while the tree is still in its container. When the root ball sits in the hole you dig, that surface must be perfectly level with the surface of the surrounding natural soil. Use this as your guide to how deep to dig your hole. The root ball cannot stick up higher nor drop down lower than this elevation.

To help you set the tree at the perfect elevation, use a broom handle as a leveling guide. Simply set the root ball into the hole, then place the leveling guide so it spans the hole at its center. If there's a gap under the leveling guide your root ball is too low. Remove the root ball, add soil, then replace and gauge it again for accuracy.

**Step 5** – Backfill

There will be a pile of soil excavated from the hole. Where soil is not ideal, it’s wise to mix compost into the excavated pile to make the backfill more like the potting soil already around the roots. Lightening heavy soil helps the tree root out into new soil more quickly than it might if there was only clay in this area. Replace the soil around the root ball in layers a few inches deep. Compact each layer with the handle-end of your shovel, tamping it down as you go to eliminate any air pockets. With a larger hole you can use your boot the same way.

If you live where soil PH tends to be on the acidic side, add some phosphorous to the backfill to make nitrogen more readily available to the new roots.

**Step 6** – Make a Well

To give your tree a good start, be sure there's plenty of water delivered to the root ball and the backfill. Create a well around the base of the tree to concentrate water directly over the root ball.

**Step 7** – Watering

Watering the tree after planting is essential to preventing the root ball from drying out, which can be very difficult to re-wet once the tree is in the ground. This is why watering-in requires thorough saturation of the root ball and the backfill. Use the garden hose to fill the well you created around the base of the tree. After this water percolates down into the soil, fill the well a second time. If you encounter very hot, dry or windy weather in the days after you plant the tree, repeat this step every day or two so that there is plenty of moisture available to the roots.

After you water in the well, check the elevation of the root ball. Sometimes it will settle after you water it in, causing the base of the trunk to sit too low where it's vulnerable to crown rot.

**Text 3**

**Wound Response (1585)**

Trees have a natural defense response to wounds and pruning cuts. They form four types of walls to compartmentalizing the area thus preventing the spread of decay organisms. The decay or injury remains but is sealed off and does not increase in size if the walls are stronger than the decay organisms. The storage capacity and function of the injured part is lost forever.

Wall 1 is formed by plugging the vertical vascular system vessels following an injury. It is the weakest wall but can slow the vertical spread of decay. Wall 2 is formed at the outer edge of a growth ring. It is a weak barrier but does offer resistance to inward spread of decay.

Each growth ring is subdivided into compartments with a radial wall (Wall 3). It is the strongest of the three walls and provides resistance to lateral spread. It presents a maze of physical obstacles as well as a chemical barrier.

Wall 4 is formed by cambium growth after an injury. It is the strongest of all the walls. Internally, it separates the wood present at the time of injury from new wood formed as the tree grows. Externally, callus tissue develops around the injury and should eventually cover it by growing over the dead wood.

Some tree species can activate Walls 1, 2, and 3 very rapidly and maintain them so effectively that the amount of decay is limited. When a tree responds slowly or the walls are weak – infection can damage a large volume of wood.

A tree branch has a branch bark ridge, often referred to as a branch collar that separates the branch from the tree trunk. The collar is the swelling located at the base of a branch where the branch meets the trunk. The callus that forms the collar is an area of tissue that contains a chemically protective zone. The natural decay of a dead branch stops when it reaches the collar. When pruning a dead branch, do not create a new wound by cutting into the ring that forms around the dead branch.

**Text 4**

**Trees for Smaller Gardens (1497)**

There are many trees widely available for smaller gardens, in all shapes and sizes, evergreen and deciduous. Given that many of us have limited space in which to garden, it becomes important that any trees chosen are right for their surroundings, in terms of proportion as well as for their decorative value.

There are many factors to take into consideration when choosing a tree for a small garden. Here are some of the more important ones:

**Height and spread**: This is probably the most important factor. Even small ornamental trees may, over time, reach a height of 6-7m or more. If this is too much, consider a weeping form, as these rarely increase much in height or even a large shrub. Spread is not normally such a problem, unless in a very restricted area, in this case consider a columnar tree, as these do not spread

appreciably.

**Season of interest**: Consider when you want your tree to look good, thinking about flowering time, foliage, fruit and bark. If you only have room for one tree ideally look for one with more than one season of interest such as fruit or autumn colour following on from flowers.

**Deciduous or evergreen**: Both types of trees have their advantages, the obvious one for evergreens being that they keep their leaves. But you don’t get the lovely autumn colours with evergreen trees.

**Trees for specific locations**: we have also provided the following profiles to help with growing trees in containers and trees for wet soils.

**Trees and buildings**: many people worry about planting a tree close to a property, and there can be risks in doing so. For more information see our trees near buildings profile.

To help you choose, you may find it useful to visit gardens where a good range of well-established and mature ornamental trees can be seen and evaluated.

**Text 5**

**Gardening Secrets (2002)**

**Announcer:** Hello and welcome to today's show, Shirley's Garden. Today, we'll be interviewing Shirley on her amazing techniques at growing a square-foot garden.

**Jeff:** Good morning and my name is Jeff, and I have a special guest today, Shirley. Shirley you truly have an amazing garden. Could you tell us how you made it?

**Shirley**: Well, thank you, Jeff. I have tried various attempts at gardening and with different degrees of success. This spring I took a square-foot gardening class, and I decided to try some of the things I've learned. One of the most important things in square-foot gardening is that you choose a good location. You need at least 6 to 8 hours of direct sunshine. You also need to choose a location that has good drainage, and it should be a convenient location. A garden is a lot more fun if you are walking by and seeing it all the time. You need to decide what kind of containers you want. In my case, I used wooden boxes, and then I divided them up into one-foot squares. And then just decided what I wanted to plant, and based on what the final plant would look like.

**Jeff**: Well, Shirley, I'm truly amazed at kind of the architecture of this garden. I've noticed these vertical beams. I've never seen that before. Could you explain that to us a little bit?

**Shirley**: Well, for example, right here we have some **cantaloupe\***, and cantaloupe take a lot of space when you grow them out on the ground, and I don't have that much space, and so I just grow them up. Just grow them vertically. I just made a metal frame, and took some string, I just allow them to grow up, and they will support themselves. And all kinds of different vines you can do this with.

**Jeff**: This is truly amazing. I noticed a vast amount of vegetation. Can you explain to me what you have growing in this garden?

**Shirley**: Well, over on the far end, I have tomatoes growing vertically. In front of those I have green peppers, basil, strawberries, beets, green beans, corn, and carrots. All kinds of different vegetables like that. Right here, as I said before, I have cantaloupe. Down at the bottom, I have some Mexican tomatoes. And down at this end, I another kind of pepper called banana peppers, cucumbers, and pumpkins.

**Jeff**: Well, Shirley, this is truly amazing. I'm so impressed, and I know our viewers will be impressed about this excellent garden. I'd like to thank you very much for having us in today to look at your garden.

\***cantaloupe**– канталупа, мускусная дыня. Канталупа — растение семейства Тыквенные, разновидность дыни. Плоды канталупы покрыты полосатой кожурой. В длину, как правило, 15–25 см. Мякоть плода имеет оранжевый цвет.

**Text 6**

**Garden Design: History (919)**

Persian gardens are credited in originating aesthetic planting design and used a rectilinear plan. Planting in ancient and Medieval European gardens was often a mix of herbs for medicinal use, vegetables for consumption, and flowers for decoration. Purely aesthetic planting layouts developed after the medieval period in Renaissance gardens, as are shown in late-renaissance paintings and plans. The designs of the Italian Renaissance garden were geometrical and plants were used to form spaces and patterns. The gardens of the French Renaissance and Baroque Garden era continued the 'formal garden' planting aesthetic.

In Asia the asymmetrical traditions of planting design in Chinese gardens and Japanese gardens originated in the Jin Dynasty (265–420) of China. The gardens' plantings have a controlled but naturalistic aesthetic. In Europe the arrangement of plants in informal groups developed as part of the English Landscape Garden style, and subsequently the French landscape garden, and was strongly influenced by the picturesque art movement.

**Text 7**

**What Is a Healing Garden? (1339)**

A healing garden is a place of tranquility and sanctuary, where various elements work together to bring about a sense of well being and peace within an individual. These gardens can be broken down into three groups: healing gardens, meditation gardens, and sanctuary gardens. Experts have differing opinions on which features should be included in healing gardens, but some of the common elements are plants, sculptures, seating, and water features.

To allow individuals to relax in a safe and comfortable setting, a healing garden can be constructed anywhere, even indoors, and some are created in urban settings. Healing gardens can be created using the space available. That is why these gardens tend to vary quite a bit in size and design. Designers often choose to include water features because of their soothing effect, and in an ideal environment, those who use the garden should be able to see, hear, and even touch the water. Additional features depend entirely on the designer's preferences, but wind chimes and sculptures often find their way into healing gardens.

Anyone can construct a healing garden, but the most important consideration is that the garden should have a calming effect on those who visit it. When creating a healing garden at home, the creative process can be given free reign, and the garden can include various elements. Some suggestions for a healing garden include seating and bird feeders, for those who enjoy watching birds. If a water feature or pond is present, fish may be introduced since watching them can have a very calming effect.

**Text 8**

**Garden Design: Location and Soil (1685)**

A garden's location can have a substantial influence on its design. Topographical landscape features such as steep slopes, vistas, hills and outcrops etc. may suggest or determine aspects of design such as layout, and can be used in order to create a particular impression. The soils of the site will affect what types of plant may be grown, as well as the garden's climate zone and various microclimates. The locational context of the garden can also influence its design; for example an urban setting may require a different design style to a rural one. Similarly, a windy coastal location may necessitate a different treatment compared to a sheltered inland site.

The quality of a garden’s soil can have a significant influence on a garden’s design and its subsequent success. Soil influences the availability of water and nutrients, the activity of soil micro-organisms, and temperature within the root zone, and thus may have a determining effect on the types of plants which will grow successfully in the garden. However soils may be replaced or improved in order to make them more suitable.

Traditionally, garden soil is improved by amendment, the process of adding beneficial materials to the native subsoil and particularly the topsoil. The added materials, which may consist of compost, peat, and sand, mineral dust, or manure, that are mixed with the soil to the preferred depth. The amount and type of amendment may depend on many factors, including the amount of existing soil humus, the soil structure (clay, silt, sand, loam etc.), the soil acidity/alkalinity, and the choice of plants to be grown. One source states that, “conditioning the soil thoroughly before planting enables the plants to establish themselves quickly and so play their part in the design”. However, not all gardens are, or should be, amended in this manner, since many plants prefer an impoverished soil. In this case, poor soil is better than a rich soil that has been artificially enriched.

**Text 9**

**The Elements of Good Garden Design (6187)**

Rely on these artistic principles to take the mystery out of garden design, even if you are working with a professional.

**Lines**

Line is one of the most important and useful of all design elements. Everything in the garden involves line. Think about the trunk of a tree, the distant horizon, the line created when a lawn ends and the adjacent woods begin. A sidewalk, driveway, or fence is a clear and readily accessible line in the landscape. As you plan and design your garden, always consider the line that is created by whatever you are adding.

There are four main ways to describe lines: curved, straight, horizontal, and vertical. None is more important than the others – each has different effects. Strong lines can draw your eye into the landscape, directing both where people look and where they go.

Curved lines shape informal garden beds and add interest to pathways. Straight lines evoke a sense of order and are more formal.

Soothing horizontal lines create a sense of stability. Think of the ocean and how its wide expanse meets the sky, creating an irrefutable sense of peacefulness and majesty. Vertical lines project a sense of strength and movement.

No matter which types of line you use, be aware that lines lead the eye. Lines going away from you on the ground draw you forward. Horizontal lines on the ground slow you down. Vertical lines lead the eye up and out of the garden. Curving lines take the eye on an intriguing journey. All are desirable. It’s up to you to know where the lines will lead you or your eye and what you will see when you get there.

**Light**

What could be lovelier than early morning or evening in the garden, when plants virtually glow from warm backlighting? Who can deny that light gives plants life?

Light and shade change the way colors look and how they work together. Although you can't control natural light, you can play up its effects. Bright light has the same impact as warm color – it advances visually, making an object or area feel closer than it really is.

Keep in mind that light can be either natural or artificial. It is easy to add a low-voltage lighting system to extend your garden enjoyment into the evening hours. Various fixtures and their positioning create different effects. Frontlighting a dark area highlights a particular feature. Backlighting silhouettes a sculpture, tree, or shrub. Sidelighting, which can also produce dramatic effects, is used mostly for safety along walks and paths.

**Form**

Trees and shrubs can take many forms. A good home landscape includes major plants with two or three contrasting forms.

A landscape without strong, contrasting forms becomes as confusing as a melody without rhythm. The form and shape of plants and other objects in the garden work to divide space, enclose areas, and provide architectural interest. Grouping plants displays their shapes and creates various effects.

Round forms, such as barberry shrubs, for instance, add definition and stability to a mixed border.

Repeated, narrow verticals also add stability. Alone, a thin cactus looks awkward. Clustered, they appear well-placed. The strong uprights of a fence add a sense of security and completeness.

**Scale**

Scale, or proportion, is the size relationship of one object to another. A 30-foot tree is out of place in the middle of a small patio, but a dwarf tree makes sense. Conversely, a massive house overpowers a narrow front walk lined with strips of flowers.

Consider the ultimate size of a tree before you plant it. The most beautiful tree in the world will look awkward and out of place if it towers over the front of a house. That same tree, if placed in the back yard, may provide a pleasing frame for the house.

**Balance**

Visual balance is achieved when the elements on each side of a real or imaginary axis are equal. If too much emphasis is placed on one side of the garden, your eye will be drawn more readily there and not to the garden as a whole.

There are two basic types of balance: symmetrical (formal) and asymmetrical (informal). When establishing balance, you need to determine a central reference point from which to draw an axis. It could be the front door, a tree in the backyard, or any other object.

Symmetrical, or formal, balance is the easiest to see and understand: The elements on either side of a real or imaginary line are mirror images.

Formal balance doesn't always suit a home or garden style. You may prefer informal, or asymmetrical, balance. For example, a large tree on the left can be balanced by three smaller ones on the right. Or a large mass of cool colors on one side can balance a small mass of hot colors on the other side.

**Unity**

Unity results when all of the basic garden design principles come together in a balanced, harmonious whole. Focusing on harmony will help as you choose from an exciting and sometimes bewildering array of plants and other landscaping materials.

Make simplicity a guidepost as well, and you likely will achieve a unified design that gives you a sense of completeness. Good structure in the overall design, combined with hardscape that meets your needs for service and enjoyment, creates the perfect setting into which you can place favorite plants – trees, shrubs, groundcovers, flowers, and seasonal containers.

**Contrast**

Contrast emphasizes the difference between a plant or an object and its surroundings. Using contrast is the best way to avoid predictability in a garden. It also adds a pleasing sense of tension between elements.

You can create contrast by manipulating various elements such as form, texture, and color. Achieve a distinctive look by planting the contrasting forms of horizontal 'Bar Harbor' juniper in front of red-twigged dogwood, for instance.

You can contrast textures by varying hardscaping materials, such as bricks and gravel, or plant textures, such as a leathery leaved magnolia next to a finely needled cedar or juniper shrub.

Finally, the colors of flower blossoms can create wonderful contrasts. For example, red and green, purple and orange, and yellow and blue represent the highest contrast in color.

**Color**

Color seduces the eye, evokes mood, and reflects the seasons. As a powerful and unifying tool, color has predictable effects. Cool blues, purples, and greens soothe, whereas warm reds, oranges, and yellows enliven and advance.

Single-color schemes enchant with their simplicity. The real fun comes in expressing your personality by combining colors. Some colors compete for attention; others harmonize.

Although flowers are the jewels of the garden, too many different colors look chaotic. Remember that a balance of different colors creates a pleasing effect.

**Variety**

Just as you choose your guests for a dinner party with concern for their interests and personalities, so can you combine a variety of plants for compatibility.

Accents and focal points serve to make a landscape more interesting. Use them sparingly, however, to maximize their individual impact. Often, a single, interest element added to a drab scene can make all the difference.

Similar shapes and colors reinforce a theme. But certain focal points, by virtue of their interesting character, deserve major attention. These focal points should stand out from the rest of the garden. Occasional accents, such as an arbor, a sculpture, or a specimen plant, help create balance in a garden between the reference points and the background.

**Text 10**

**Landscape Design (1718)**

Landscape design is an independent profession and a design and art tradition, practiced by landscape designers, combining nature and culture. In contemporary practice, landscape design bridges between landscape architecture and garden design.

Landscape design focuses on both the landscape planning of a property and the specific garden design of landscape elements and plants within it. Landscape design is often divided into hardscape design and softscape design. Landscape designers often collaborate with related disciplines such as architecture and geography, soils and civil engineering, surveying, landscape contracting, botany, and artisan specialties. There can be significant overlap of talents and skills, depending on the education, licensing, and experience of the professional.

Design approach

Factors in designing include objective qualities, such as climate and microclimates; topography, site drainage and groundwater recharge, soils and irrigation, human and vehicular access, furnishings and lighting, property safety and security, construction detailing, and other measurable considerations. Factors in designing also include subjective qualities such as: genius loci (the special site qualities to emphasize), client's needs and preferences, desirable plants and elements to retain on site, modify, or replace, and artistic focal points for enjoyment. There are innumerable other design factors and considerations brought to the complex process of designing a garden that is beautiful, well functioning, and thrives over time.

The practice of online landscape design allows professional landscapers to remotely design and plan sites through manipulation of two-dimensional images without ever physically visiting the location. Due to the frequent lack of non-visual, supplementary data such as soil assessments and pH tests, online landscaping necessarily must focus on incorporating only plants which are tolerant across many diverse soil conditions.

**Text 11**

**Traditional Landscape Design (1781)**

Imagine yourself transported to 17th century France and strolling down the garden paths at Versailles. Traditional gardens like this one were originally all about appearance. Kings and Queens wanted to display their wealth and power as well as leaders of other countries. Such gardens were filled with statues, elaborate fountains and highly manicured plants.

Today, the idea of a traditional garden, while inspired by the aesthetic of the past centuries, is a bit more functional. Modern versions of traditional gardens often include cutting gardens or areas for growing edibles. They may also include outdoor living elements such as a fireplace or built-in barbecue. Common materials used in traditional landscaping are brick, stone, pavers and wood. The main goal of a traditional garden design is to create a well-defined and beautiful outdoor space.

A Traditional Knot Garden

Some of the most recognizable traits of traditional landscape design are the use of geometric shapes, the creation of symmetry and the inclusion of repeated patterns. A knot garden is a prime example of all three of these traits. This type of garden consists of boxwood shrubs groomed into a design that resembles an ancient Celtic knot. A knot garden is best when viewed from above, so consider placing it where it can be viewed from a balcony or second story window.

Fun in the Traditional Garden

If you have kids a maze garden can be a lot of fun. A maze garden is similar to a knot garden because it consists of groomed evergreens grown in a pattern. The evergreens are kept tall and narrow so that they create a confusing pathway that winds around and around and sometimes even leads to dead ends. Maze gardens are commonly found on palace grounds throughout Europe.

Another fun addition for a traditional garden is an oversized chess board. Like mazes, these are often found in European palace gardens. An oversized chess board can be made using two colors of large concrete pavers and allowing grass or a ground cover to grow in between. There are companies who carve giant chess pieces specifically for outdoor use.

**Text 12**

**English Cottage Garden Design (1197)**

Plants, color and character abound in the English cottage garden. The informal combination of materials provides a cozy, romantic atmosphere that draws visitors in, making them feel right at home. Over the years, recreating this cottage garden atmosphere in residential yards has become quite popular. Many American gardens feature wooden arbors shrouded in roses, white picket fences bordering garden beds, and colorful flowers filling every nook and cranny.

Cottage gardens originated with the English rural working class who lived in small countryside houses. They couldn't afford to spend money on their gardens so they transplanted plants from friends' gardens or used native wild plants. They also salvaged and reused old materials for paving and creating garden accents. This mixture of elements from a variety of sources led to the somewhat random, whimsical style we are so familiar with today.

With a little creativity, you will be able to design your own quaint cottage garden abounding with country charm. However, keep in mind that a cottage garden is something that evolves over time. It cannot and should not be completed in one weekend; rather it should be cultivated and developed for years.

Although a cottage garden is intended to be a work in progress that will provide continuous enjoyment, you should start with a good layout and design plan that will adapt to your needs.

**Text 13**

**Garden Paths and Walkways (881)**

When landscaping a yard, walkways often get overlooked. We concern ourselves with pools, patios, and plant selections, but then we neglect to consider how to connect the different spaces in our yard. By ignoring paths, a garden can become disjointed because of the lack of thought put into the transitions and connections.

Not only do walkways guide people throughout your yard, they can also be used to create a mood or atmosphere. You'll want to start by determining if you are trying to create a formal or informal feeling. Then you'll need to make a number of important decisions regarding shape, dimensions and materials, which can range from simple gravel to decorative stamped concrete. Other factors to consider include your budget, the desired traffic flow, the amount of foot traffic your walkway will receive, and safety.

Don't ignore the important roles pathways can play in your home's overall landscape. Be sure to consult with a landscape designer for advice on choosing the best materials and specifications.

**Text 14**

**Landscaping Plants (833)**

Deciding which plants to use for your home’s landscape can be a challenge. Many factors must be considered, beyond simply choosing the plants you find to be the most attractive. You will need to consider your climate and the amount of time you want to devote to maintenance. You will also need to find plants suitable for exposure conditions, such as dry or rainy weather, sun or shade.

Additionally, you should think about what you want your plants to achieve. Are you looking to add shade or privacy to your property? Do you want something fragrant and colorful that will attract birds, butterflies and other wildlife? You should also select landscape plantings that reflect the style of your garden. Most plants suitable for a quaint cottage-style garden will look out of place in a garden with a sultry Mediterranean or tropical theme.

Contact a professional landscaper to help you come up with a planting plan that will complement your home, lifestyle and climate conditions.

**Text 15**

**Grouping Trees in Landscape Design**

**Four ideas for properly grouping trees (1322)**

Trees are essential for a beautiful landscape. However, many homeowners hold the misconception that one tree planted in a central location will do the trick. The designers at Andrea Cochran Landscape Architecture believe just the opposite - the more trees the better. When properly grouped, trees can make a powerful statement in your yard or garden. Check out these wonderful examples of how grouping trees can frame views, create interest and add drama.

Frame a View

An alley of trees (in Tilden Nature Area, USA) visually frames a large stone fountain. Notice how the mulching around the trees matches the fountain and ties the whole scene together. Consider highlighting a beautiful view, or garden feature such as a sculpture or fountain.

Create a Walkway

Mature olive trees frame this walkway, ushering visitors from the home into the surrounding landscape. Make sure the trees are planted far enough apart to allow people to walk comfortable through without feeling crowded.

Play with Reflection

Here, a grove of young trees, along with a mature olive tree as well as the pine trees on the surrounding hills, are reflected in a simple pond. Trees with interesting foliage and strong seasonal color work well for this purpose.

Highlight a Pair

A dramatic focal point can be created with two trees of the same species. Here, the pair is highlighted with up-lights, causing them to pop out against the light colored wall. Trees with unique branch structures look the best when light from below.

**Text 16**

**Patio Design Ideas (852)**

Rather than upgrading to a larger home, many people are looking to expand their living space outdoors. As a result, patios are becoming larger, more luxurious, and more sheltered. Outdoor patios have become hubs of activity geared towards entertaining and relaxing. A well-designed patio will not only add additional living space to your home, but also increase its resale value.

Since your patio will provide the foundation for your outdoor living space, it will need to be durable, well-constructed and attractive. There are a variety of patio designs and paving materials to choose from. A landscape designer will be able to help you determine what size, shape and style of patio that best suits your needs.

It's time to stop thinking of your patio as simply a place to spend time outdoors. It can serve as the hub for a variety of functions including dining, cooking, socializing, relaxing and recreation. The style of your patio will change depending on the activities you want it to accommodate.

**Text 17**

**Adding Beauty in a Landscape (1395)**

**Accent Trees**

An accent tree can contribute a lot to a garden's design. Trees with attractive flowers and berries can become a focal point during their blooming season. Sometimes trees are selected to accent the garden design just because of their attractive leaves or bark. Although some accent trees are small in size, they can be striking when clumped or grouped together.

**Small Landscaping Trees**

A single small tree in a tiny garden can become both a focal point and a problem solver. If lighted carefully it becomes a jewel in the nocturnal view from windows and doors. The problem is finding naturally small trees that don't produce aggressive root systems. Because planting areas are so limited, a well behaved root system is vital to protecting masonry and utilities.

There is little difference between a large shrub and a small tree. It's all based on how the plant was raised and pruned. Prune a lilac to a single trunk and it becomes a perfectly sized flowering tree for a small garden. If you're lucky enough to have an existing shrub that could be pruned into a single trunk tree rather than replacing it, by all means give it a try.

Monrovia Nursery, USA has made its reputation on growing patio trees, which are shrubs grown with a single trunk topped with a beautiful ball of foliage. These are sold in 5 gallon nursery containers for use in ground or in containers. Monrovia offers many types of shrubs in patio tree forms such as large gardenias, hibiscus, citrus and fruitless olive. These are exceptional in pairs flanking an entry or fountain. Over time the patio tree will grow as large as you let it, or keep it small with gentle shaping.

**Text 18**

**Butterfly Bushes (1348)**

Butterfly bushes tend to gather the interest of humans, butterflies, and birds. The birds and insects come in search of the sweet nectar and we humans are attracted to the bright flower colors of blues, reds, purples, and other color combinations. Buddleias emit a fragrance that attracts butterflies like moths to a flame. The butterfly bush plants offered are of the Genus *Buddleia davidii*. Butterfly bushes can reach 5 to 15 feet tall, depending on the cultivar. The butterfly bush is medium to large sized shrub that can be used in a perennial bed or as a hedge. They usually bloom from mid-July through frost. The abundant flower spikes exude a fragrance much like lilacs. Butterfly bushes are fast growing and can reach 4 to 5 feet in the second year after planting. In northern climates they may die back to the ground during the winter and then sprout new growth in the spring.

Butterfly bushes are easy to care for and easy to grow. They do not require quality soils and can perform very well in marginal soils. Buddleia davidii tolerates urban pollution and alkaline soils. Butterfly bushes can be pruned to the ground in the late fall and the blooms tend to be more prolific and larger on the plants new growth. Some butterfly bushes bloom on old wood so if you desire blooms, prune after they flower. Allow at least 6 feet of space between bushes because of the tendency for the branches to arch away from the center. Dead flowers need hand-picked off of the stems because they will not fall off on their own. For continued boom, the old flowers should be removed to encourage new growth and more flowers.

**Text 19**

**Birch (*Betula* selections) (535)**

One of the most elegant garden trees, birches make a graceful statement with open, airy branches and roughly textured trunks. They're especially dramatic when planted as an alley (in rows on either side of a path), in a grove, or near water where their impact is doubled in reflection. River birch is a U.S. native that's among the easiest to grow.

Light: Sun, Part Sun

Zones: 2–7

Plant Type: Tree

Plant Height: 30–70 feet tall

Plant Width: 15–25 feet wide

Landscape Uses: Containers, Beds and Borders, Slopes

Special Features: Attractive Foliage, Fall Color, Winter Interest, Attracts Birds, Tolerates

Wet Soil

**Text 20**

**Bird Cherry (1086)**

*Prunus padus*, known as Bird Cherry or Hackberry, is a species of cherry, native to northern Europe and northern Asia. It is a deciduous small tree or large shrub, 8–16 m tall, which grows south of the Arctic Circle in Norway, Sweden, Finland, Russia and Ukraine. There are also some trees in Great Britain, France, Spain, Portugal, and in the Balkans.

The English name “hackberry” refers to the fruit, which is astringent due to their tannin

content.

Bird Cherry is a small tree or large shrub that makes a good country hedging plant for very poor dry soils, as long as there is plenty of sun.

Bird Cherry will reach 10 metres if it grows freely as a tree.

The flowers are hermaphroditic and pollinated by bees and flies. The fruit is readily eaten by birds, which do not taste astringency as unpleasant.

Bird-cherry moth uses bird-cherry as its host plant, and the larvae can eat single trees leafless.

The fruit of this tree is seldom used in Western Europe, but is commonly eaten farther east.

It was used medicinally during the Middle Ages.

The bark of the tree, placed at the door, was supposed to ward off plague.

It is also sold as an ornamental in North America as a May Day tree.

A taboo on the use of the wood was reported by natives of Advie, in northeast Scotland, being regarded as a "witch’s tree".

**Text 21**

**English Landscape Garden (995)**

The English landscape garden, also called English Landscape Park or simply the English garden, is a style of Landscape garden which emerged in England in the early 18th century, and spread across Europe, replacing the more formal, symmetrical “jardin à la française” of the 17th century as the principal gardening style of Europe. The English garden presented an idealized view of nature. It drew inspiration from paintings of landscapes by Claude Lorraine and Nicolas Poussin, and from the classic Chinese gardens of the East, which had recently been described by European travelers.

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

By the end of the 18th century the English garden was being imitated by the French landscape garden, and as far away as St. Petersburg, Russia, in Pavlovsk, the gardens of the future Emperor Paul. It also had a major influence on the form of the public parks and gardens which appeared around the world in the 19th century.

**Text 22**

**Cottage Garden Style (2424)**

The romantic English cottage garden is the ancestor of American country. Both were born in the spaces around ordinary homes filled with extraordinary flowers. These are not pretentious plantings, but collections of beloved plants grown both for their beauty and practical uses.

Elements of the Cottage Garden:

**The white picket fence**

In early American gardens, this fence kept children in and farm animals out of the dooryard. Pointed pickets discouraged chickens from roosting on the fence. In Victorian times, many gardeners upgraded from pickets to wrought iron. This makes both fence types suitable for the style.

**The arbor gate**

Before automobiles, visitors tied their carriage horses at the front gate to the dooryard. The vine or rose shrouded arbor made it more comfortable for the animals to wait in the shade or protected from the rain.

**White lattice**

It is an elegant way to screen a view or offer privacy without sacrificing air movement. For outdoor living, or in the era before air conditioning, this was a common and welcome building item and, today, provides a backdrop for many cottage gardens.

**Containers**

The modest lifestyle of cottage gardeners did not afford luxury items. Inexpensive red clay flowerpots became the standard of the day. Homemade wood window boxes were a popular decoration for simple, functional homes at minimal cost.

**Furniture**

Comfortable old-fashioned rocking chairs are always a big part of this style picture. Wicker furniture popular in the 19th century remains as charming today as ever. Tables and chairs come into the garden off the front porch. The picnic table and accompanying benches remain the most common of all for outdoor seating and dining.

**Paving**

Brick, decomposed granite.

**Decorative**

Antique wheelbarrow, birdhouses.

**Cottage is Simple**

The cottage garden tends to have a mix of beautiful bloomers and plants brought in from the wild. Practical herbs for kitchen and medicine chest stand side by side with roses. Traditionally planted by the woman of the house in the convenience of her "dooryard", these gardens became a casual mix of her favorite flowers.

The emphasis is on flowers and diversity, with less interest in layout except to ensure each plant receives its share of light and water.

The style is free form and yet the most challenging because of its lack of rules. Cottage garden plants are not rare and exotic. Among them are natives and ordinary species. Above all, this garden must appeal to you personally, filled with the plants, flowers, scents, and colors you love. It is a garden of the heart, of the hearth and of the home.

**Plants for a Cottage Garden**

Many old-fashioned flowering shrubs such as hydrangeas, roses, lilacs and trees, such as magnolias. Most flowering perennials and shrubs fit well in this look. Edibles for kitchen gardens: rosemary, citrus, blueberry, figs, grapes, pomegranates.

**Text 23**

**The Contemporary Garden (2435)**

There is an ever-growing trend toward a simple, contemporary garden - one that works for a smaller yard or for those seeking an easy-care garden.

These gardens have an emphasis on hardscape of stone, wood and concrete, with bold architectural plants incorporated. Water features, sculpture and containers are important in the contemporary garden; and plants, while fewer in numbers, are actually highlighted and add drama. We are more likely to notice a plant's stunning attributes when it is not competing against scores of other plants for attention.

Elements of the Contemporary Garden

**Concrete Steppers**

Inexpensive and highly versatile: precast concrete stepping-stones are the perfect geometric form for surfacing. Round, square or rectangular; small or massive slabs; these are an affordable way to get just the right look.

**Metal Grids**

Welded wire panels of varying density are ideal fencing materials. Use as screen panels for vines, combine with wood planks or create a revolutionary idea with new or recycled segments.

**Cobbles**

The rounded, natural form of river stone is the perfect contrast for rigid, man-made industrial materials. They offer an excellent surfacing texture for those difficult spaces that can be turned into serious design opportunities. Widely available in a range of colors and sizes.

**Sheet Metal**

Galvanized metal sheeting is easy to install without any special skills. Popular for its ability to curve and wrap, it makes outstanding veneer and weatherproof solid screening.

**Spheres**

Whether created of concrete, ceramic, metal or even a recycled bowling ball, spheres become vital sculptural elements for these gardens. They stand out as bold art forms in a spare landscape.

**Slick Pots**

Cylindrical or square, composed of resin or ceramic, containers paired with a plant featuring bold sculptural form double the overall impact.

**Contemporary Furniture**

Reflections of the great modern-era designers can be found in the furniture for these gardens. Stainless steel and chrome alternate with bright plastics to render these functional places.

**Keys to a contemporary garden**

Dwarf varieties that are well suited to containers; new types of shrubs and trees with a tidy habit; and dramatic architectural plants that can be a focal point in the modern garden.

Trees in a contemporary garden tend to have a more upright habit, so they become a structural element. Their canopies are not too large, and there may be several in a row to create a hedge effect.

Containers are a standard in the contemporary garden. Often with just a single plant that is either neat or tidy, like a topiary, or a trimmed boxwood.

**Plants for a Contemporary Garden**

Contemporary topiaries, agaves, bamboo, and containerized trees such as Majestic Beauty Fruitless Olive, Golden Spirit Smoke Tree, palms such as Windmill Palm, and conifers like the Blue Arrow Juniper.

**Text 24**

**Zen Garden Style (3419)**

Back in the late 14th century, Zen Buddhist priests created their very austere gardens for meditation and appreciation of beauty. Those early gardens had no water features - rather, the priests created a feeling of water with rocks, even raking them to get a ripple-like appearance. Today there are many interpretations of Zen gardens, with enhancements such as ponds, bridges, lighting and art pieces. But they are still rich in Asian traditions and focus on an intrinsic reverence for nature. At first glance, the Zen garden is very simple - yet the depth and complexity unfolds the more one studies the space.

If you want your outdoor space to be a place of calm, simplicity and quiet contemplation, a Zen garden may be for you. Plus, you'll find that this is a very easy garden to maintain. Whether enjoyed from outdoors or through windows during inclement weather, its ancient beauty transcends all seasons.

Elements of the Asian Garden:

**Stone**

Great stones and boulders are viewed in the Japanese garden as islands. Stone exists in dozens of other applications, from bridges to stepping pads. The role of stone cannot be over-emphasized because it is the structural basis of the hardscape design.

**Pebbles**

Pebbles in the Asian garden are most often river-rounded and cobble-like, from pea size to as large as a potato. They are used to create fields on the ground, offer a base plane for art, and to outline stepping stone pathways.

**Sand and fine gravel**

In classical Asian gardens without ponds or streams, sand and finer gravels are used to create a metaphor for water.

**Bamboo fences and panels**

The Japanese art of bamboo fence and gate making has become a vital part of the garden's visual design.

**Water**

Ponds, streams and waterfalls are beautiful elements in the modern Asian garden. Created in a natural style with rocks and plants often found at water's edge, these pools are the home of

colorful koi fish.

**Tea ceremony basin**

The Japanese tea garden features a path from the entry gate to the teahouse. Along that pathway, there will be a water basin with its accompanying bamboo utensils for ritual washing. The basins may be naturally hollowed out rock or beautiful containers created from carved stone, ceramic and bronze.

**Pagoda lights**

Originally made of carved stone to hold oil lamps or candles, these artistic pagoda-shaped lighting fixtures are at home in Asian gardens. Of concrete or stone, small and squat or tall and elegant, these are the most common man-made features.

**Buddha**

Figures of Buddha in all his many cultural forms are the icons of Asian gardens. Featured in contemplative spaces, they are both garden art and a vital part of Eastern spirituality.

**How to Create a Zen Garden**

First, define your space. Decide if you want to start with a small corner of your garden or transform your entire yard. Give it rough edges, much like nature would create, rather than the straight lines of a formal garden.

Next, sketch out a design. You can get ideas by visiting Asian gardens at a local botanical garden, looking at photos of Zen gardens you like, and searching online for downloadable plans. Once you have the basic bones of the garden defined -- hardscape, topography and water – then you're ready to choose the plants.

Remember, a Zen garden is not filled with plants. Select some specimen plants that add intrigue, color and texture. The few, well-chosen plants will become the stars of the garden.

Plants of the Zen garden reflect the change of seasons. Azaleas and cherry blossoms define the spring, Japanese maples the fall. The rest of the year the gardens are noticeably lacking in flowers, with the emphasis shifted to sculptural evergreens. These evergreens offer year-round beauty with a unique appeal under snowfall. You can still achieve this same garden character with some judiciously placed perennial flowers, which add interest without diverging from the traditional

landscape.

**Plants for a Zen Garden**

Focus on foliage/texture plants such as conifers, bamboo, Japanese maples, and shade-loving bloomers: camellias, azaleas, rhododendrons.

**Text 25**

**Types of Gardening (1490)**

**Residential gardening** takes place near the home, in a space referred to as the garden. Although a garden typically is located on the land near a residence, it may also be located on a roof, in an atrium, on a balcony, in a window box, or on a patio or vivarium.

**Gardening** also takes place **in non-residential green areas**, such as parks, public or semi-public gardens (botanical gardens or zoological gardens), amusement and amusement parks, along transportation corridors, and around tourist attractions and garden hotels. In these situations, a staff of gardeners or groundskeepers maintains the gardens.

**Indoor gardening** is concerned with the growing of houseplants within a residence or building, in a conservatory, or in a greenhouse. Indoor gardens are sometimes incorporated as part of air conditioning or heating systems.

**Native plant gardening** is concerned with the use of native plants with or without the intent of creating wildlife habitat. The goal is to create a garden in harmony with, and adapted to a given area. This type of gardening typically reduces water usage, maintenance, and fertilization costs, while increasing native faunal interest.

**Water gardening** is concerned with growing plants adapted to pools and ponds. Bog gardens are also considered a type of water garden. These all require special conditions and considerations. A simple water garden may consist solely of a tub containing the water and plant(s). In aquascaping, a garden is created within an aquarium tank.

**Container gardening** is concerned with growing plants in any type of container either indoors or outdoors. Common containers are pots, hanging baskets, and planters. Container gardening is usually used in atriums and on balconies, patios, and roof tops.

**СПИСОК ТЕРМИНОВ**

**A**

**Abreuvoir**

A drinking place for animals, sometimes treated as a garden ornament.

**Academy**

The Academy was the olive grove outside Athens in which Plato set up his school of philosophy. It continued in operation for 900 years. The term was later used by the Ptolomys in Egypt, by Charlemagne in north Europe and by Muslims in Spain. Renaissance Italy saw the foundation of a new Platonic Academy in Florence, which re-established the link between philosophy and gardens.

**Adonis Garden**

Adonis was the nourisher of seeds in Greek mythology. This led to the making of “Adonis gardens” which were small gardens in terracotta pots. They were placed outside Adonis temples during festivals.

**Alcove**

An alcove is a recess in a wall or hedge, often curved and often used to house a sculpture, a seat

or a fountain.

**Allée**

An Allée is a walk bordered with trees or clipped hedges.

**Alpine garden**

A garden used to grow Alpine plants (though many of them do not come from the Alps). Rocks are often used in Alpine gardens and can help to keep the roots wet and the leaves dry.

**American garden**

An American garden is an area of a Mixed Style garden used to grow plants from North America.

**Amphitheatre**

The etymology of Amphitheatre is from “amphi” (both, or both sides) + “theatron” (theatre). It means a circular theatre with seating on both sides. Garden amphitheatres are made with landform, planting or stonework.

**Anglo-Chinois**

The French term for the Serpentine Style of garden layout is Anglo-Chinois. The term originated with the belief that the “English” style of garden layout was inspired by the Chinese. Walpole argued against the term.

**Apiary**

An Apiary is a place where bees are kept (from the Latin “apis” = bee). Bee hives have been placed in gardens at least since Roman times.

**Appadana**

Appadana is a method of construction using a flat roof and columns (but not arches)

**Arbour**

An Arbour us a garden shelter, usually curved and made with vegetation.

**Arcade**

An Arcade is a set of arches supported by columns.

**Arch**

An Arch is a structure of wedge-shaped bricks, stones or other materials that lock together and can be supported from the sides.

**Architect**

Architect derives from the Greek “arkhos” (meaning chief) and “tekhne” (meaning the art of doing something).

**Armillary sphere**

An Armillary sphere is a type of spherical sundial.

**Art nouveau**

Art nouveau was a decorative movement which reached its zenith in the period 1893–1907. The Parque Güell Barcelona (started 1900) is the most famous art nouveau garden.

**Atrium**

Atrium (Latin) is the central court of a Roman house.

**Automata**

An Automata is an Italian renaissance term for a mechanical device, usually powered by water, windpower or clockwork.

**Axial**

Axial is an adjective describing a design which is structured on a straight axis.

**B**

**Back Yard**

Back Yard is an American term for a back garden (usually more functional than ornamental).

**Bagh**

Bagh is the Persian word for “garden”.

**Bailey**

A Bailey is the open area of a fortified castle. Some of the space was used for castle gardens during the middle ages.

**Balustrade**

A baluster is a short pillar with a curved outline and a balustrade is a barrier made with pillars of this type and topped with a coping or rail. The word comes from the Greek word “balustion” for a pomegranate flower which resembles the shape of a baluster.

**Baoli**

Baoli (or Baori): a stepwell or tank, as built throughout India.

**Baroque**

The term Baroque is applied to the late Renaissance period (1600–1750) when all the arts were combined to produce dramatic effects. It is said to derive from the Portuguese word for a rough pearl.

**Basin**

The word Basin is used in French gardens (pronounced “bass-an”) to mean a geometrical pool of the type made in Baroque gardens.

**Bastion**

The term Bastion comes from military architecture, meaning the projecting part of a fortification (from the Italian word “bastire”, build). In gardens it means a projecting point (usually octagonal or circular) in a walled garden.

**Beautiful**

In general use, the word Beautiful means “possessing beauty”. In the eighteenth century the term was given a specific use (e. g. by Edmund Burke), in contrast with the word “Sublime”, so that Beautiful meant “soft, gentle and smooth” while Sublime meant “dramatic, awe-inspiring and almost frightening”. Picturesque was used as an intermediate term.

**Bedding plant**

Bedding plants are used in displays of colourful plants. Usually the plants are annual or biennial and start their life in conservatories,

**Belt**

A Belt is a strip of trees, usually planted to define a space or a view. The term came into use with the Serpentine Style in the eighteenth century.

**Belvedere**

The word Belvedere derives from Italian roots (“bel” – beautiful and “vedere” – see) and describes a place from which one can see a beautiful view. This place can be a building, usually with open sides, or a defined spot (e. g. a curved terrace with a seat).

**Berceau**

A Berceau is a vaulted trellis, used to grow climbing plants.

**Bonsai**

Bonsai is a Japanese word (derived from the Chinese word “penjing”) meaning a tray garden.

**Border**

A Border is a long flower bed, usually beside a path a wall or a hedge.

**Bosco**

Bosco is an Italian word, usually applied to a wood of evergreen oak (Quercus ilex) with a mysterious air. The Sacro Bosso at Bomarzo is, literally, a sacred wood - inspired by the ancient idea of making a Sacred Grove in association with an Egyptian temple.

**Bosquet**

Bosquet is a French word, used for a block of trees and shrubs pierced by paths. At Versailles the bosquets are defined by geometrical paths and many contain elaborate features (e. g. sculpture and fountains) hidden in the trees.

**Bostan**

Bostan (or Bustan) is the Persian word for “orchard” or “fruit garden”.

**Botanic garden**

The idea of making a collection of plants is found in Egyptian and Mesopotamian gardens. In classical Greece and Rome, such plants were used for medicinal purposes. This practice was continued in the monasteries of medieval Europe and flourished anew with the scientific concerns of the renaissance. The world now has a large number of botanic gardens most of which are used for the scientific study of plants.

**Bower**

A Bower is a garden seat protected by foliage.

**Bowling Green**

A Bowling Green is a flat lawn for playing the game of bowls.

**Brownian**

The adjective Brownian is used to mean the romantic Serpentine Style of the mid-eighteenth

century.

**Burj**

A Burj is a fortified tower, as found in Indian gardens.

**Buttress**

From the French “bouter” = to bear against, and used to describe a mass of brick or masonry which resists the outward pressure of a wall, arch or vault.

**C**

**Campagna**

Campagna is the Italian word for open country. The “Roman campagna” is the countryside around Rome which was painted by landscape artists (e. g. Claude and Poussin) and helped to give form to English gardens in the eighteenth century.

**Canal**

The term Canal is used in garden design to describe a long thin body of water, which is usually rectangular but may be curved.

**Capital**

A Capital is the crowning feature of a column (from the Latin “caput” = head).

**Carpet bedding**

The nineteenth century practice of using bedding plants to create carpet-like patterns. The idea derives from the older ideas of knot gardens and parterres. At the end of the nineteenth century “carpet bedding” became a term of abuse for annual displays of plants, but it remains popular in show gardens and public parks.

**Cascade**

From the Latin “cascare”, to fall, the word Cascade came into use for a small waterfall in a garden (either natural or artificial).

**Casino and Casina**

Casino and Casina are diminutives of “casa”, meaning a small house. The Spanish equivalent is “casita”. Garden houses are often described as casinos.

**Chabutra**

A Chabutra is a sitting platform in an Indian garden (or elsewhere in an Indian town)

**Chadar**

A Chadar is a water chute or cascade in an Indian garden (the word means “sheet” or “shawl”)

**Chahar Bagh**

Chahar Bagh (pronounced “ch-haar-bah”) describes the “four square” plan of a Persian paradise garden. The term is used in connection with Iranian and Mughal gardens. The oldest example of a rectangular canal pattern is at Passargadae, in Iran, and the oldest example of a square garden with symmetrical crossing canals is at the Alhambra.

**Chanoyu**

Chanoyu (or Cha-no-yu) is the Japanese tea ceremony, performed in a “chashitsu” (teahouse)

**Chenar**

Chenar: is the oriental plane tree (Platanus orientalis)

**Chhatri**

Chhatri (or Chatri): an umbrella - and thus an umbrella-shaped pavilion in an Indian garden. Chhatris were built over funnerary sites and are common in India.

**Chinosierie**

The term Chinosierie means “imitation of Chinese” and in gardens is applied to the type of garden houses, bridges and other structures which became popular in the eighteenth century.

**Clairvoie**

A Clairvoie is a gate, fence or grille placed in an otherwise solid barrier to provide a “clear view’ of the outside scenery.

**Classic**

The word Classic means “of the first class” and was first applied to the civilization of ancient Greece and Rome. It then came to include renaissance art and is now used for anything of good quality e. g. “a classic left jab”.

**Cloister**

Cloister derives from the Latin “clostrum” = lock. It described the part of a monastery to which the public had no access and then became used to describe a rectangular lawn surrounded by a covered walk.

**Clump**

A Clump is a group of trees (or shrubs) planted together to form a group. The word “clumping” was used in the eighteenth century to describe the practice of converting an avenue into clumps.

**Coade Stone**

Coade Stone is a composite material made by Mrs Eleanor Coade to give the appearance of stone at a lower price. The formula was kept secret but is thought to have been based on the use of fragments of previously-fired ceramic material with a blend of clays in a firing process. It has great strength and durability.

**Colonnade**

A Colonnade is a row of columns.

**Column**

A Column is a post or pillar used for support or decoration (from the Latin “columna” = post).

**Conceit**

The noun Conceit is derived from the verb “to conceive” and used for a fanciful idea (e. g. an ornamental structure with little or no use).

**Concrete**

From the Latin “concretus” = compounded. The Romans made concrete with pozzolana and lime. The modern use of reinforced concrete began with the making of flower pots.

**Conservatory**

A Conservatory is a glazed structure for conserving (protecting) plants from cold weather. Originally the term was also used for non-glazed structures used for keeping food (e. g. apples).

**Coppice**

From a French word meaning “to cut”, a coppice is a wood maintained by periodical cutting. It the middle ages this was an important means of growing wood for fencing and kindling.

**Corinthian Order**

The Corinthian Order of Architecture has bell-shaped capitals decorated with acanthus leaves.

**Coronary Garden**

A Coronary Garden is used to grow flowers which could be used for wreaths and garlands (“like a crown”).

**Court**

Court derives from the Latin “cohors” meaning a company or retinue or persons (who gathered in an enclosed place). The word thus gained a range of uses: the people associated with a king; the place in which legal judgments are given; a place in front of a palace; an enclosed rectangular space within a building. It is ironic, given this derivation, that many courtyards in twentieth century buildings are used only as lightwells.

**Courtyard Garden**

A Courtyard Garden is a rectangular space surrounded by walls or buildings. See the entries for atrium, peristyle and xystus.

**Crinkle-crankle wall**

Crinkle-crankle is a serpentine wall which crinkles and crankles.

**D**

**Deciduous**

Deciduous is an adjective used for a tree or shrub which sheds its leaves in winter.

**Deer Park**

A Deer Park is used for keeping deer. The idea of making hunting parks originated in Mesopotamia. Specialized deer parks were made in the middle ages.

**Dipping Pool**

A Dipping Pool has convenient access for drawing water, usually for garden use.

**Dipping well**

A Dipping well has convenient access for drawing water, often in a medieval town or monastery garden.

**Doric Order**

Doric is an Order or Architecture in which the capitals have a fluted shaft and plain capital.

**Dovecote** (Doocot in Scotland)

A Dovecote is a building in which doves are kept for food (eggs and meat).

**Dreamstone**

Dreamstone, in Chinese garden design, is a translucent stone in which mineral deposits have formed pictures of woods and water (also known as a Journeying Stone). Dreamstones were hung from pavilion walls or set into the backs of chairs.

**E**

**Elysium**

In Greek mythology, Elysium is the place where the blessed go after death (the Elysian Fields). An elysium is a place of ideal happiness.

**Espalier**

An Espalier is a fruit tree with the branches trained flat against a wall.

**Etoile**

From the French “etoile” = star, used to describe a point where straight walks cross (see Rondpoint and Patte d'oie)

**Eurythmy**

Eurythmy derives the Greek “eu” (meaning good) and “rhuthmos” (meaning proportion or rhythm). According to Vitruvius “good rhythm” is one of the aims of design.

**Exedra**

The Greek word “exedra” originally meant a building standing apart from a dwelling. Later, it was used for a hall with seating, attached to a peristyle, gymnasium, palaestra or private house. In gardens, it usually means an area with a semicircular area backed by a wall or hedge.

**Exotic**

A plant species which is not native to the country in which it is being grown (e. g. a Eucalyptus tree in India or a Cactus in England) is described as being Exotic.

**Eyecatcher**

An Eyecatcher is a distant feature, often outside the owner’s property, used to catch the eye (e. g. at Rousham in England).

**F**

**Ferme Ornee**

Ferme Ornee, from the French “ornamented farm” and used, mainly in England, to describe a farm which is treated aesthetically, somewhat in the manner of a garden.

**Fernery**

A Fernery is a collection of ferns, either indoors or outdoors.

**Finial**

A Finial is an ornament on a column, gate pier, balustrade, wall or building (from the Latin

“finis” = end).

**Flowery Mead**

A Flowery Mead is a medieval name for a lawn rich in wild flowers.

**Folly**

A Folly is a garden structure which can be seen as a folly (by its owner or by visitors) because of its appearance, cost or lack of utility (e. g. a sham castle, an artificial ruin or a hermit's cell).

**Formal**

The term Formal is applied to gardens which emphasize straight lines, right angles and circles. It makes most sense in relation to Plato’s Theory of Forms and as a contrast with 'informal'.

**G**

**Garden**

Yard and Garden and Garth derive from the Old English “geard”, and older languages, meaning an enclosure. Dr Johnson gave the following definition of garden: “A piece of ground, enclosed, and cultivated with extraordinary care, planted with herbs or fruit or food, or laid out for pleasure”. The key point, as Johnson emphasizes, is that a garden is an enclosed place.

**Gardenesque**

The term Gardenesque was coined by J C Loudon to mean “like a garden” and “recognizable as a work of art, as distinct from a work of nature”. He recommend that when using the irregular lines of the Picturesque style, all the plants should be exotic to ensure that the garden cannot be confused with a wild place.

**Gardenist**

A gardenist is a garden designer, and the term comes from Horace Walpole (1762–1771).

**Garden Archaeology**

Garden Archaeology is the scientific study of the physical evidence of gardens recovered through the excavation.

**Garten**

Garten is the German word for garden.

**Gazebo**

A Gazebo is a garden pavilion with a good view, often placed at the corner of a garden.

**Genius of the place**

The genius of the place (Italian “genius loci”) can be defined as “the spirit of the place”. Alexander Pope said she must be “consulted” in the course of making a design. “Consult the genius of the place” is one of the most widely-supported principles in garden and landscape design.

**Gestatio**

As described in Pliny the Younger’s letters, a gestatio was an avenue set apart for exercise either on horseback on in a horse-drawn vehicle. It was generally laid out in the form of a circus

(see hippodrome).

**Giardino**

Giardino is the Italian word for garden.

**Giardino Segreto**

Giardino Segreto is the Italian for “secret garden”. During the renaissance this described a secret enclosure within a garden.

**Giochi d'acqua**

Giochi d'acqua (Italian = “water joke”). Typically, a concealed fountain which sprayed water on unsuspecting guests in renaissance gardens.

**Gloriette**

In medieval gardens a gloriette was a summerhouse, often in the woods near a castle. It might be used by the ladies to take a meal while watching a hunt.

**Grotto**

Plato used the cave as an analogy to explain the nature of human understanding. The ancient Greeks were fascinated by caves. Cretan grottoes were sites of mysteries. The ancient Romans liked natural caves and also made artificial caves. The Blue Grotto and Grotta del’Arsenale, on Capri, are famous examples. Alberti recommended grottoes as garden features and they became popular during the renaissance. A room set into the ground and decorated with minerals and shells. The idea of making Garden Grottos dates from classical times and was revived during the renaissance.

**Gulistan**

Gulistan, in Persian, means a rose garden or any flower garden.

**Gymnasium**

Gymnasium derives from the Greek “gumnos”, (meaning naked). It was a place where people exercised naked. The modern word “gym” derives from gymnasium.

**H**

**Ha-Ha**

A Ha-Ha is a sunk wall with a ditch outside, used so that the garden boundary is not visible

from within.

**Hauz**

Hauz means a stepwell or tank, as built in India and many parts of Central Asia The word is equivalent to “baoli” and “baori”.

**Herbal**

A Herbal is a book with descriptions of herbs and of their properties.

**Herber**

Herber is the medieval word for a planted garden (from the Latin “herba” = grass, or a herbaceous plant). The herber could be used for medicinal plants or flowers. Later the word came to be used

for an arbour.

**Herm**

A Herm is a representation of a head of Hermes, rising from a columnar pedestal.

**Hermitage**

A Hermitage is a garden building which looks suited to use by a hermit, usually with a rustic appearance. Houses (e. g. the Ermitage outside Bayreuth) were designed like monasteries.

**Hippodrome**

(Greek “hippos” = horse + “dromos” = course) In ancient Greece, a hippodrome was course for chariot racing. The word was then used by the Romans for a garden space shaped like a racing track but most likely to be used for walking.

**Horticulture**

Horticulture derives from the Latin “hortus”. It meant a “garden” space, in contrast to an “agricultural” space.

**Hortus**

“Hortus” is the Latin word for garden.

**Hortus conclusus**

“Hortus conclusus” is the Latin for enclosed garden.

**I**

**Ichnographia**

An Ichnographia is a ground-plan (from the Greek “ichno” = track, “graphia” = drawing)

**Improver**

The process of converting a farm to a designed landscape was described as “improvement” during the eighteenth century.

**Informal**

Informal is used as a contrasting term to Formal, meaning a layout not characterized by straight lines and right angles.

**Ionic Order**

The Ionic is an Order of Architecture which has slimmer columns and voluted capitals.

**J**

**Jardim**

Jardim is the Portuguese word for “garden”.

**Jardin**

Jardin is the French word for garden. Jardín with an accent on the "i" is the Spanish word

for garden.

**K**

**Karesansui**

A Karesansui is a Japanese Dry Garden, with water represented by sand or gravel (note that a Dry Garden is increasingly described as a Zen Garden)

**Kiosk**

A Kiosk is a pavilion in an Islamic garden.

**Knot Garden**

A Knot Garden is a small rectangular plot with an intricate design. They were called “knot” gardens because the patterns were based on the type of knot pattern seen in carpets.

**L**

**Labyrinth**

The name comes Labyrinth comes from the maze of passages where, in Greek mythology, Theseus had to escape from the Minotaur. In gardens it network of paths designed as a puzzle to entertain visitors.

**Lion Dog**

A Lion Dog is a characteristic form of Buddhist and Chinese statue. The lion is a symbol of majesty and the dog is a symbol of loyalty. Buddha's teaching was described as the “Lion's Roar” and the Lion Dog, began as a Buddhist symbol. It was placed in temples, then outside buildings and

in gardens.

**Logia**

A Logia is an open-sided arcade for sitting and dining, often attached to a house.

**M**

**Mahal**

Mahal is an Indian word for temple, as in Taj Mahal (“Taj” means crown)

**Mali**

Mali is the Indian word for gardener.

**Mausoleum**

A Mausoleum is a tomb, usually of fine architectural quality. The Egyptian pyramids were built as mausoleums and many rich garden-owners have made them (e. g. at Castle Howard).

**Maze**

A Maze is a network of paths designed as a puzzle. Garden mazes can be designed using turf, paving, hedges or other materials. The idea is ancient.

**Menagerie**

A collection of wild and exotic animals. The idea appeared in Western Asia in ancient times and was common until the nineteenth century. The Wilhelmina in Stuttgart is still managed as a combined botanical garden and zoo.

**Mirador**

A Mirador, from the Spanish “mirar” = to look, is room or tower, usually on the edge of a garden, from which there is a good view ( a mirador is similar to a belvedere).

**Mixed Border**

A Mixed Border is a flower bed with a mix of different plants (e. g. herbaceous plants and shrubs).

**Moat**

Originally a defensive feature, moats came to be valued for ornamental reasons. A canal placed round a garden for decorative reasons can also be described as a moat.

**Moon Gate**

A Moon Gate is circular aperture in a wall. The idea comes from Chinese gardens.

**Moorish**

The adjective Moorish is used for the design style characteristic of the inhabitants of North West Africa and Southern Spain, of mixed Arab and Berber descent.

**Mosaiculture**

Mosaiculture is a French term for the use of bedding plants “like a mosaic” to form patterns. The patterns could be geometrical or representational (e. g. butterflies).

**Mossery**

A Mossery is a collection of mosses.

**Moss House**

A Moss House is a garden building with moss pressed between the wall slats.

**Mount**

A Mount is a characteristic feature of English gardens in the Middle Ages. It is a mound, often with a summer house on top, used to provide a view out from an enclosed garden. Sometimes, a circular path led to a seat or bower on the summit.

**N**

**Natural**

The Platonic axiom that “art should imitate nature”, which comes from Plato’s Theory of Forms, has had a profound influence on garden design. But the meaning of the term “nature” has varied. Sometimes it has meant “the world of the forms” and sometimes it has meant “the everyday world”.

**Neoclassical**

In the fine arts, Neoclassicism is a movement of the second half of the eighteenth century, corresponding to the Enlightenment and the Art of Reason. It arose, like the English landscape garden, as a reaction to the pomposity of the Baroque. Following the example of literary critics, art critics looked back to the glories of Rome, and then Greece, as revealing a noble simplicity and reasoned calm. The movement was encouraged by the German art historian Winckelmann and by the excavation of Pompeii and Herculaneum after 1738. In architecture, Neoclassicism led to the work of the Adam brothers in England, Ledoux in France and Jefferson in America. In music, Neoclassical refers to a twentieth century reaction to the excesses of Romanticism.

**Neoplatonism**

The term Neoplatonism (“New Platonism”) is used for a school of philosophy which developed in the 3rd century AD. The most influential figures were Plotinus and St Augustine, both of whom were born in Roman North Africa. They took the Theory of Forms, embeded in many of Plato’s books, and transformed it into a more specific theory. It came to have a major influence on religious thinking and also on what became known as the Ideal Theory of Art.

**Niche**

A Niche is a shallow recess in a wall or hedge, for placing a sculpture or for decorative effect.

**Niwa**

Niwa is the Japanese word for “garden”.

**Nymphaeum**

A Nymphaeum is a place for nymphs. A nymph was a semi-divine maiden. They were believed to like water, caves, rivers and fountains.

**O**

**Obelisk**

An Obelisk is column carved from a single block of stone, with a square (or rectangular) cross-section and a pointed top. The form came from Egyptian temples.

**Orangery**

An Orangery is a conservatory made for the cultivation of oranges. They were common in renaissance and baroque gardens.

**Orchard**

An Orchard is a place for growing fruit trees, derived from the roots “hortus + yard”.

**Orders of Architecture**

The Greeks recognized three Orders in architecture: the Doric Order, the Ionic Order and the Corinthian Order. Each was a style for treating a column with its base, shaft and capital. The Doric Order has a fluted shaft and plain capital. The Ionic Order has slimmer columns and a voluted capital. The Corinthian Order has a bell-shaped decorated with acanthus leaves.

**P**

**Pagoda**

The word Pagoda came into English from Portuguese and may derive from the Persian “butkada” = temple for idols. It is now used for a sacred Chinese or Indian building, or an imitation of such a building in a garden.

**Palace**

Palace derives from the Latin palatium, which derives from the name of the Palatine Hill in Rome on which Augustus built his house.

**Palaestra**

Palaestra derives from the Greek “palaio” (meaning to wrestle) and describes a wrestling school.

**Pale**

Pale comes from the Latin “palus” = stake, and means a pointed wooden stake driven into the ground to make a paling fence.

**Palissade**

Palissade is a French term for a fence made of pales.

Pall-mall

Pall-mall (from the French “Paille-maille”, and originally from the Italian “pallamaglio”, “palla”, ‘ball”, and “maglio”, “mallet’) is a game, rather like croquet, which led to the making of “malls” in parks and gardens. This was the original use of The Mall in London.

**Palladian Bridge**

A Palladian Bridge is a roofed bridge in the style of the great renaissance architect Andrea.

**Papyrus**

Papyrus is an aquatic plant (Cyperus papyrus) used by the Egyptians for many purposes, including the making of columns and a thick paper-like substance.

**Paradise**

Paradise was originally a Persian name (“paradeisos”) for a park stocked with exotic animals, the word Paradise was used by the Greeks to mean “an ideal place”.

**Park**

A Park is a piece of land enclosed by a fence or wall. It could be woodland or pasture.

**Parterre**

A Parterre (From the French “par” = on + “terre” = ground). A level space, usually rectangular and on a terrace near a house, laid out in decorative pattern using plants and gravels.

**Parterre de Broderie**

A Parterre de Broderie is a parterre with a pattern resembling embroidery.

**Patio**

Patio is a Spanish word for an arcaded or colonaded courtyard. It is now applied to any small paved area in a garden.

**Patte d'oie**

A Patte d'oie, from the French “foot of the goose”: a point where straight walks radiate from a point (see Rondpoint and Etoile).

**Pavilion**

The word Pavilion derives from the Latin “papilio” = butterfly. Originally the word meant a tent, in gardens it is used for an airy and light building.

**Pavimentum**

Pavimentum, from the Latin “pavire” = to ram down, is used to describe a pavement made from from pieces of stone or ceramic which have been rammed down to make walking surface.

**Pedestal**

A Pedestal is a block used as a stand for a vase, an urn or a statue.

**Penjing**

Penjing is the Chinese word for a tray garden (the word came into Japanese as “bonsai”).

**Peristyle**

A Peristyle is a group of columns round a courtyard, or temple, and often used to support a roof (the Greek word derives from “peri” = round + “stilus” = column).

**Perspective**

Perspective drawing is the art of delineating a solid object on a flat surface. Once the art had been perfected, during the renaissance, it was used to create perspective effects in gardens.

**Physic Garden**

A Physic Garden is a special garden used for growing medicinal plants.

**Piazza, Plaza, Place, Platz**

Piazza, Plaza, Place, Platz, deriving from Italian, describe a public open space surrounded

by buildings.

**Picturesque**

In general use, the word Picturesque means “suitable for making into a picture”. In the eighteenth century the term was given a specific use as an intermediate quality between Beautiful and Sublime. It meant “rough and shaggy”.

**Pier**

Pier, deriving from the Latin “petra” = rock, means a column made with blocks of stone.

**Pinery**

A Pinery is conservatory for growing pineapples.

**Pinetum**

A Pinetum is a collection of coniferous trees.

**Piscina**

A Piscina is a stone basin used as a fish-pond or a bathing-pond (Latin “picis” = fish).

**Planter**

A Planter is an ornamental container for growing plants.

**Plat**

A Plat is a flat area (plot) of ground, usually a rectangle of grass.

**Pleach** (or Plash)

Pleaching (or Plashing) is the practice of bending and inter-twining plants. Pleached trees grow together to form a hedge on stilts.

**Pleasance** (or Pleasuance)

A Pleasance (or Pleasuance) is a pleasure ground attached to a castle or mansion, usually outside the fortifications.

**Plinth**

A Plinth is the square base of a column or of a building.

**Poduim**

A Poduim is a continuous projecting pedestal or speakers’ platform. The word derives from the Greek podion, meaning a little foot.

**Pollard**

A Pollard is a tree that has been cut 2–3 metres above the ground.

**Pomarium**

Pomarium is a medieval term for an apple orchard.

**Portico**

A Portico is a colonnaded entrance space (doorway).

**Potager**

Potager is the French word for a vegetable garden.

**Praeneste**

Praeneste was a Roman town (now called Palestrina) 38 km from Rome. It had a series of great terraces linked by ramps and inspired later designers to make terraces (often arcaded).

**Privy garden**

Privy means “private” and thus a private garden usually made for the sole use of a king or queen.

**Promenade**

A Promenade is a public walk.

**Prospect**

A Prospect is a view. Architects and garden designers debated the importance of “prospect and aspect” in placing a building (e. g. is it better to have a sunny place to sit, or a place with

a good view?)

**Public park**

A Public park is a piece of land provided for public recreation, sometimes defined as such a piece of land which is also owned by the public and designed for recreational use.

**Pulhamite**

Pulhamite is a reconstituted stone devised by James Pulham in the 1840s. It was used to make

artificial rocks.

**Pumice**

Pumice is an igneous rock derived from lava. It is light and porous. Pumice was used as a building stone by the Romans and has been much-used in making grottos because it favour the growth of plants.

**Pyramid**

A Pyramid is a pointed form with square base. Stone pyramids, topiary pyramids and turf pyramids have been used in garden design.

**Q**

**Quincunx**

A Quincunx is planting pattern with five points (four to mark a square and one to mark the

centre point).

**R**

**Renaissance**

Renaissance derives from the French for “re-birth” and is used for the re-introduction of classic Greek and Roman designs in the fifteenth and sixteenth centuries.

**Rill**

A Rill is a small water course.

**Rocaille**

Rocaille is rockwork, shellwork or pebblework.

**Rock Garden**

A Rock Garden is a place for growing mountain plants (e. g. from the Alps and Himalayas).

**Roji**

A Roji is a “dewy path’ to a tea house in a Japanese garden.

**Romantic**

Romanticism shows itself in the artist’s attitude of mind and choice of subject. It entered the language of art criticism in the eighteenth century (and has since become more widely applied). The word derives from the Romances of the Middle Ages, which were written in Romance languages

(i. e. languages, like French) deriving from Latin. They told of chivalrous deeds in “romantic” settings. By the late-eighteenth century “romantic” was being used as a term which contrasted with “classical”. Nicholas Pevsner argued that the “irregularity” which affected English gardens in the first quarter of the eighteenth was the first breath of romanticism on European art. Other historians talk of the whole eighteenth century as a 'pre-romantic' period in contrast with the full-blown romanticism of the nineteenth century. Ruined temples became more significant than new temples because they had a greater effect on the viewer's attitude of mind, suggesting the passage of time, human frailty and heroic deeds in ancient times.

**Rondpoint**

A Rondpoint is a circular area where avenues meet (e. g. in a Baroque garden).

**Root House**

A Root House is a garden building made with roots, trunks, stumps, branches and other parts of trees.

**Rosarium**

A Rosarium is a rose garden, often circular.

**Rotunda**

A Rotunda is a round building.

**Rustication**

Rustication is stonework with roughened surfaces and recessed joints.

**S**

**Sacred Grove**

In Ancient Egypt, Sacred Groves were placed within temple compounds. In Homeric Greece they were places of resort, outside citadels, often dedicated to specific gods and associated with a fresh spring or grotto. In Classical Greece, sacred groves were used for physical and intellectual exercise. They became academies, lyceums and gymnasia.

**Shakkei**

Shakkei is borrowed scenery (e. g. a mountain) in a Japanese garden.

**Shin-Gyo-So**

Shin, gyo and so are terms (derived from calligraphy) and used to describe, respectively, a formal, semiformal and informal style of Japanese garden design.

**Shinden-zukuri**

Shinden-zukuri is the Sleeping Hall (“Shinden”) Style (“Zukuri”) of laying out a Japanese garden during the Heian period.

**Shoin**

A Shoin is a study with a low writing desk. The shoin can either be a room in a house of a separate building in a garden.

**Shoin-zukuri**

Shoin-zukuri is the study (shoin) + style (zukuri) – the style of laying out a Japanese garden.

**Stewpond**

A Stewpond is a fishpond in a monastery garden.

**Stoa**

A Stoa is a portico or detached colonnade.

**Stroll Garden**

A Stroll Garden is a Japanese garden planned to reveal a sequence of views as the visitor strolls along the path.

**Sublime**

In general use, the word Sublime means “of exalted status”. In the eighteenth century the term was given a specific use (e. g. by Edmund Burke), in contrast with the word Beautiful (meaning “soft, gentle and smooth”) so that Sublime meant “dramatic, awe-inspiring and almost frightening”. Picturesque was used as an intermediate term.

**Sundial**

A Sundial is a device which uses the sun to tell the time, much-used as a garden ornament.

**T**

**Terrace**

Terrace derives from the Latin “terre” = earth and describes a flat area of earth, often supported by a retaining wall.

**Terracotta**

Terracotta, from the Latin for “earth + burnt”, is the traditional material for flowerpots and tiles and also describes their characteristic colour.

**Theatre**

Theatre derives from the Greek “theaomai” = to behold). In gardens a theatre can be a place for a theatrical performance or place which is like the set for a play.

**Topiary**

Topiary describes a shape made by clipping plants. The practice was popular in Roman gardens and revived with the renaissance.

**Torii**

A Torii is a gateway at the entrance to a Japanese Shinto shrine, and in other derivative locations, sometimes in gardens.

**Treillage**

Treillage is elaborate trellis-work, used to support plants in gardens.

**Trellis**

A Trellis is a lattice for the support of climbing plants.

**Triclinium**

A Triclinium is a Roman dining room with couches on three sides (from the Greek for

“three couches”).

**Trompe l'oeil**

A Trompe l'oeil is an illusion which “deceives the eye” (e. g. a wall-painting which resembles a real garden feature).

**Tufa**

Tufa is a soft volcanic stone, used in making grottos.

**Tuin**

Tuin is the Dutch word for garden.

**U**

**Urn**

An Urn is a vase, originally used for storing the ashes of a cremated body. Empty urns have been popular garden ornaments.

**V**

**Vault**

A Vault is an arched covering in stone or brick or other material.

**Villa**

Villa is the Latin word for a country estate. It refers to the land itself and to the buildings upon it.

**Volute**

Volute derives from the Latin “volute” = scroll, and is used for the scroll decoration in the classical Orders of European architecture.

**W**

**Weathering**

Weathering is the process which changes a material in time or, in architecture, the slope on a buttress to shed rainwater.

**Wilderness**

A Wilderness is a wood, kept for pleasure, with walks.

**Winter Garden**

A Winter Garden can be either an outdoor area used for winter-flowering plants, or, a conservatory.

**Wrought Iron**

Wrought Iron is iron which has been worked (“wrought”) by hammering on a forge (though the word is often used for gates made by bending mild steel bars).

**X**

**Xystus**

Xystus derives from the Greek “xustos”, meaning smooth, and describes a place for exercise. In the gardens of Pompeii, the “xystus” was a place for horticulture.

**Y**

**Yuan**

Yuan is the Chinese word for “garden”. Originally, a “yuan” was an imperial hunting park, bounded by a mud wall.

**Z**

**Ziggurat**

A Ziggurat is a pyramid-shaped tower.

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