



Л. В. Корсакова

English for technosphere safety

Учебное пособие

Благовещенск
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UNIT ONE TEXTS AND EXERCISES

Environmental Protection

Ex. 1 Read and translate the following phrases:

global scale, overcrowded, cities, respiratory system, incomplete combustion engines, internal combustion engines, carbon monoxide, nitrogen oxides, sulfur dioxide, nuclear power station.

Ex. 2 Give a good translation of the text

Environmental protection

Our planet Earth is only a tiny part of the universe, but nowadays it's the only place where we can live.

People always polluted their surroundings. But until now pollution was not such a serious problem. People lived in rural areas and did not produce such amount of polluting agents that would cause a dangerous situation in global scale. With the development of overcrowded industrial highly developed cities, which put huge amounts of pollutants into surrounds, the problem has become more and more dangerous. Today our planet is in serious danger. Acid rains, global warming, air and water pollution, and overpopulation are the problems that threaten human lives on the Earth.

In order to understand how air pollution affect our body, we must understand exactly what this pollution is. The pollutants that harm our respiratory system are known as particulates. Particulates are the small solid particles that you can see through rays of sunlight. They are products of incomplete combustion in engines, for example: internal-combustion engines, road dust and wood smoke. Billions of tons of coal and

oil are consumed around the world every year. When these fuels are burnt, they produce smoke and other by-products, which is emitted into the atmosphere. Although wind and rain occasionally wash away the smoke, given off by power plants and automobiles, but it is not enough. These chemical compounds undergo a series of chemical reactions in the presence of sunlight; as a result we have smog, mixture of fog and smoke. While such pollutants as particulates we can see, other harmful ones are not visible. Among the most dangerous to our health are carbon monoxide, nitrogen oxides, sulfur dioxide and ozone or active oxygen. If you have ever been in an enclosed parking garage or a tunnel and felt dizzy or light-headed, then you have felt the effect of carbon monoxide (CO). This odourless, colourless, but poisonous gas is produced by the incomplete burning of fossil, like gasoline or diesel fuel.

Factories emit tons of harmful chemicals. Their emissions have disastrous consequences for our planet. They are the main reason for the greenhouse effect and acid rains.

Our forests are disappearing because they are cut down or burnt. If this trend continues, one day we won't have enough oxygen to breathe, we won't see a beautiful green forest at all.

The seas are in danger. They are filled with poison: industrial and nuclear wastes, chemical fertilizers and pesticides. If nothing is done about it, one day nothing will be able to live in our seas.

Every ten minutes one kind of animal, plant or insect dies out forever. If nothing is done about it, one million species that are alive today may soon become extinct.

And even greater threats are nuclear power stations. We all know how tragic the consequences of the Chernobyl disaster are.

Fortunately, it's not too late to solve these problems. We have the time, the money and even the technology to make our planet a better, cleaner and safer place. We can plant trees and

create parks for endangered animals. We can recycle our wastes; persuade enterprises to stop polluting activities, because it is apparent that our careless use of fossil fuels and chemical is destroying this planet. And it is now more than ever apparent that at the same time we are destroying our bodies and our future.

Ex. 3 Find synonyms among the following words:

tiny, threaten, cities, gasoline, pollute, huge, produce, overcrowded, small, impend, towns, patrol, dirty up, vast, carryout, overpopulated.

Ex. 4 Find antonyms among the following words:

overcrowded, pollute, dangerous, solid, visible, colorless, harmful, clean, under-populated, safe, smooth, invisible, coloured, harmless.

Ex. 5 Translate the following phrases from Russian into English:

перенаселенные города, находиться в серьезной опасности, кислотные дожди, угрожать человеческой жизни, подвергаться серии химических реакций, остаться невидимым, угарный газ, сернистый газ и озон, ядовитый газ без запаха, дизельное топливо, губительные последствия, атомные электростанции, перерабатывать отходы, безрасходное использование.

Ex. 6 Find the English equivalents in the text:

1. Кислотные дожди, глобальное потепление, загрязнение воздуха и воды, перенаселенность – проблемы, которые угрожают жизни на Земле.
2. Загрязняющие вещества, которые вредят нашей дыхательной системе называются макрочастицами.
3. Хотя ветер и дождь смывают дым, выделенный силовыми установками и автомобилями, этого недостаточно.
4. Среди наиболее опасных для нашего здоровья находится угарный газ, окислы азота, сернистый газ и озон, или активный кислород.
5. Эти выбросы имеют губительные последствия для планеты.
6. Они являются главной причиной парникового эффекта и кислотных дождей.
7. Если мы не сделаем этого, то десять миллионов видов живых организмов, живущих сейчас, в скором времени исчезнут.
8. Мы можем перерабатывать отходы и убедить предпринимателей прекратить загрязнение окружающей среды.

Ex. 7 Ask questions to the highlighted words:

1. **Particulates** are the small solid particles
2. You can see the **particulates through rays of sunlight**.
3. **Billions** of tons of coal and are consumed around the world every year.
4. Factories emit **tons of harmful chemicals**.
5. **They** are the main reason for the green house effect and acid rains.

6. Our forests are disappearing **because they are cut down or burnt.**
7. **One million** species may soon become extinct.
8. We can plant **trees and create parks for endangered animals.**

Ex. 8 Ask the questions:

1. When did the problem of pollution become dangerous?
2. What problems threaten human lives on the Earth?
3. Why is air pollution harmful?
4. Is it dangerous to breathe polluted air?
5. What does the burning of fuel and fossil fuels produce?
6. What are the most dangerous pollutants?
7. What is the main reason for the greenhouse effect and acid rains on our planet?
8. Can we solve the problem of environmental protection?

Ex. 9 Fill in the blanks with the appropriate form of the verb TO BE:

1. Our planet Earth _____ only a tiny part of the universe.
2. Today our planet _____ in serious danger.
3. Acid rains and global warming _____ the problems that threaten lives on the Earth.
4. The pollutants that harm our respiratory system _____ know as particulates.
5. Billions of tons of coal and oil _____ consumed around the world every year.
6. I _____ a first year student.
7. They _____ the main reason for the greenhouse effect and acid rains.
8. Our forest _____ disappearing.

Vocabulary

Tiny part – крошечная часть

To pollute – загрязнять

Rural area – сельский район

Polluting agents – загрязняющие компоненты

Global scale – глобальный масштаб

Acid rains – кислотные дожди

Overpopulation – перенаселение

To threaten – угрожать

To affect – воздействовать

Respiratory system – дыхательная система

Particulates – макрочастицы

Solid particles – твердые частицы

Ray of sunlight – зр. солнечный свет

Combustion – сжигание, согревание

Internal – combustion engine – двигатель внутреннего сгорания

Wood smoke – зр. сгорание древесины

By – products – побочные продукты

Powered plants – силовые установки

Chemical compounds – зр. химический элемент

To undergo – подвергаться воздействию

Smog – смог

Fog – туман

Carbon monoxide – угарный газ

Nitrogen oxides – окислы азота

Sulfur dioxide – сернистый газ

Dizzy – головокружение

Odourless – без запаха

Fossil fuels – органическое топливо

Gasoline – бензин

To emit – испускать, выбрасывать

Disastrous consequences – гибельные последствия

Greenhouse effect – парниковый эффект
 To breathe – дышать, вдыхать
 Chemical fertilizers – удобрения
 Pesticide – пестицид
 Plant – растение
 Insect – насекомое
 Extinct – исчезнуть, вымирать
 To persuade enterprises – зд. убедить предпринимателей
 Wastes – отходы

Ecological problems

Ex. 1 Read and translate the following phrases:

to live in harmony with environment, smoky industrial enterprises, the by – product of their activity, other harmful substances, the oxygen balance, the consequences of this explosion, must be carried on.

Ex. 2 Give a good translation of the text:

Ecological Problems

Since ancient times Nature has served Man, being the source of his life. For thousands of years people lived in harmony with environment and it seemed to them that natural riches were unlimited. But with the development of civilization man's interference in nature began to increase.

Large cities with thousands of smoky industrial enterprises appear all over the world today. The by-products of their activity pollute the air we breathe, the water we drink, the land we grow grain and vegetables on.

Every year world industry pollutes the atmosphere with about 1000 million tons of dust and other harmful substances.

Many cities suffer from smog. Vast forests are cut and burn in fire. Their disappearance upsets the oxygen balance. As a result some rare species of animals, birds, fish and plants disappear forever, a number of rivers and lakes dry up.

The pollution of air and the world's ocean, destruction of the ozone layer is the result of man's careless interaction with nature, a sign of the ecological crises. The most horrible ecological disaster befell Ukraine and its people after the Chernobyl tragedy in April 1986. About 18 percent of the territory of Byelarus were also polluted with radioactive substances. A great damage has been done to the agriculture, forests and people's health. The consequences of this explosion at the atomic power-station are tragic for the Ukrainian, Byelorussian and other nations.

Environmental protection is of a universal concern. That is why serious measures to create a system of ecological security should be taken.

Some progress has been already made in this direction. As many as 159 countries — members of the UNO — have set up environmental protection agencies. Numerous conferences have been held by these agencies to discuss problems facing ecologically poor regions including the Aral Sea, the South Urals, Kuzbass, Donbass, Semipalatinsk and Chernobyl. An international environmental research centre has been set up on Lake Baikal. The international organization Greenpeace is also doing much to preserve the environment. But these are only the initial steps and they must be carried onward to protect nature, to save life on the planet not only for the sake of the present but also for the future generations.

Ex. 3 Find antonyms and translate them into Russian:

appear, create, limited, future, cut, poor, careful, destroy, rich, past, careless, unlimited, disappear, plant.

Ex. 4 Translate the following phrases from Russian into English:

с древних времен, природные богатства, промышленные предприятия, побочные продукты, вредные вещества, кислородный баланс, редкие виды животных и растений, небрежное обращение с природой, агентства по защите окружающей среды.

Ex. 5 Find English equivalents in the text:

1. С развитием цивилизации человек всё больше стал вмешиваться в природу.
2. Побочные продукты их деятельности загрязняют воздух, которым мы дышим, воду, которую мы пьем.
3. Исчезновение лесов нарушает кислородный баланс.
4. Многие города страдают от смога.
5. Разрушение озонового слоя является результатом небрежного обращения с природой.
6. Самая ужасная экологическая катастрофа постигла Украину в 1986 году.

Ex. 6 Make up sentences. Translate them into Russian:

1. Thousands, in, lived, people, of, years, for, harmony, environment, with.
2. Must save, generation, the future, We, for, our planet.
3. Air, The, pollution, is, of, great.
4. There, a lot of, are, enterprises, all over, appear, the world.
5. Pollutes, world industry, the atmosphere, Every year.
6. Forests, Vast, cut, are, in fire, and burn.

Ex. 8 Answer the questions:

1. How did people live for thousands of years?
2. What cities appear all over the world today?
3. What pollutes the air we breathe?
4. What is the result of the pollution the atmosphere?
5. Why is environmental protection of a universal concern?
6. What are the initial steps in this direction?

Ex. 9 Put the following sentences in negative and interrogative forms:

1. His working day begins at seven o'clock.
2. It takes him fifteen minutes to get to work.
3. The worker delivers furniture once a month.
4. They can plant trees and create parks.
5. Factories emit tons of harmful chemicals.
6. The seas and the oceans are in danger.

Vocabulary

Ancient – древний

Harmony – гармония

Environment – окружающая среда

Riches – богатства

Unlimited – неограниченный

To interfere – вмешиваться

To increase – увеличиваться, возрастать

Smoky – дымный

Enterprises – предприятия

By-product – побочный продукт

Activity – деятельность

To pollute – загрязнять
Substances – вещества
Oxygen – кислород
Rare – редкий
Destruction – разрушение
Ozone – озон
Layer – слой
Interaction – взаимодействие
Horrible – ужасный
Disaster – катастрофа
To befall – пасть (на что-то)

Water pollution

Ex. 1 Read and translate the following phrases:

wastes or substances, living beings, moderately pure, toxic chemicals, harmful microorganisms, the petroleum products, pesticides and herbicides, heavy metals, automobile exhausts, be extremely poisonous, fertilizers and other nutrients, serious circumstances.

Ex. 2 Read and translate the text:

Water pollution

Water pollution occurs mostly, when people overload the water environment such as streams, lakes, underground water, bays or seas with wastes or substances harmful to living beings.

Water is necessary for life. All organisms contain it, some drink it and some live in it. Plants and animals require water that is moderately pure, and they cannot survive, if water contains toxic chemicals or harmful microorganisms. Water

pollution kills large quantity of fish, birds, and other animals, in some cases killing everything in an affected area.

Pollution makes streams, lakes, and coastal waters unpleasant to swim in or to have a rest. Fish and shellfish harvested from polluted waters may be unsafe to eat. People who pollute water can become ill, if they drink polluted water for a long time, it may develop cancer or hurt their future children.

The major water pollutants are chemical, biological, and physical materials that lessen the water quality. Pollutants can be separated into several different classes:

The first class is petroleum products: oil, fuel, lubrication, plastics. The petroleum products get into water by accidental spills from ships, tanker trucks and when there are leaks from underground storage tanks. Many petroleum products are poisonous for animals. Spilled oil damages the feathers of birds and the fur of animals, often it causes death.

The second class is pesticides and herbicides. There are chemicals used to kill harmful animals and plants. If they penetrate into streams, rivers, lakes, these chemicals can be very dangerous. The chemicals can remain dangerous for a long time. When an animal eats a plant that's been treated with it, the poisons are absorbed into the tissues and organs of the animals. When other animals feed on a contaminated animal, the chemicals are passed up to them. As it goes up through the food chain, the chemical becomes more harmful, so animals at the top of the food chains may suffer cancers, reproductive problems, and death.

Nitrates can cause a lethal form of anemia in infants.

The third class are heavy metals, such as, mercury, selenium, uranium, radium, cesium, etc. They get into the water from industries, automobile exhausts, mines, and natural soil. Heavy metals also become more harmful as they follow the food chain. They accumulate in living being's cells and when they reach high levels of concentration in the organism, they

can be extremely poisonous, or can result in long-term health problems. They can sometimes cause liver and kidney damage.

The fourth class is fertilizers and other nutrients used to promote plant growth on farms and in gardens.

The fifth class is infectious organisms and pathogens. They enter water through sewage, storm drains, runoff from farms, etc.

The last one is thermal pollution. Water is often taken from rivers, lakes or seas to be used in factories and power plants. The water is usually returned to the source warmer than when it was taken. Even a small temperature change in a body of water can drive away the fish and other species that were originally there, and attract other species in place of them. It breaks a balance and can cause serious circumstances in future.

Ex. 3 Translate the following phrases from Russian into English:

все организмы содержат воду, убивать всё живое, места непригодные для отдыха или купания, вызывать рак, загрязняющие вещества, смазочные вещества, проблемы производства, выхлопные трубы автомобилей, клетки живых организмов.

Ex. 4 Find English equivalents in the text:

1. Растениям и животным нужна относительно чистая вода.
2. Загрязнение воды убивает большое количество рыбы, птиц и других животных.
3. Рыба и моллюски, пойманные в загрязненной воде, могут быть не безопасны для еды.
4. Нефтепродукты попадают в воду через случайные утечки с судов и грузовых танкеров.

5. Если химические вещества попадают в ручьи, реки, озёра, то могут быть очень опасны.

6. Проникая вверх по пищевой цепочке, химикаты становятся всё более вредоносными.

7. Когда тяжелые металлы достигают высокого уровня концентрации в организме, они могут быть чрезвычайно ядовитыми.

8. Даже малое температурное изменение воды может отпугнуть рыбу и другие виды животных.

Ex. 5 Ask questions to the highlighted words:

1. Water pollution occurs mostly, **when people overload the water environment.**

2. Water is necessary **for life.**

3. **Water pollution** kills large quantity of fish and birds.

4. The petroleum products get into **water.**

5. They accumulate in **living being's cells.**

6. They can sometimes cause **liver and kidney damage.**

Ex. 6 Fill in the blanks with the prepositions:

1. Water is necessary _____ life.

2. Pollution makes lakes and rivers unpleasant to swim _____ or to have a rest.

3. The petroleum products get into water _____ accidental spills from ships.

4. The chemicals can remain dangerous _____ a long time.

5. They get _____ the water _____ industries.

6. Fertilizers enter water _____ sewage and storm drains.

Ex. 7 Choose the verb for each situation and use it in the right form:

to run, to revolve, to teach, to like(2), to cost, to want, to speak, to know, to learn, to get up, to close, to have, to boil, to take, to open.

1. Diana is a teacher. She _____ physics to young children.
2. Steve _____ every morning because he _____ to be healthy and strong.
3. My new computer is very expensive. It _____ a lot of money.
4. The planets _____ around the Sun.
5. We _____ many interesting subjects at the university but my favorite is Latin.
6. The Hermitage _____ at 10 o'clock and _____ at 6 p.m.
7. I _____ at 8 o'clock, then I _____ a shower and _____ breakfast.
8. My friend _____ there languages, besides he _____ Ancient Greek.
9. I _____ literature and history but I _____ not _____ exact sciences.
10. Water _____ at 100 degrees Centigrade.

Ex. 8 Answer the following questions:

1. When does water pollution occur?
2. Why do plants and animals require pure water?
3. What are the major water pollutants?
4. How can pollutants be separated?
5. How do petroleum products affect the animals?
6. Why can pesticides and herbicides be dangerous if they penetrate into streams, rivers and lakes?
7. What do heavy metals result in?

8. How do fertilizers penetrate to water?
9. What damage can thermal pollution cause?

Ex. 9 Retell the text «Water Pollution».

Vocabulary

- Pollution – загрязнение
 To occur – происходить, случаться, совершаться
 Mostly – главным образом, по большей части
 Environment – окружение, окружающая обстановка, окружающая среда
 Stream – река, ручей
 Underground water – подземные воды
 Bay – залив, бухта
 Harmful – вредный
 Living beings – живые существа
 To contain – содержать в себе, включать, иметь в своем составе, вмещать
 To require – требовать
 Moderately – умеренно, сдержанно
 To survive – выдержать, пережить, перенести
 Quantity – количество
 Shellfish – моллюск, ракообразное
 To harvest – проводить массовые охоты
 To ingest – глотать, проглатывать
 To lessen – уменьшать(ся), сокращать(ся)
 Petroleum products – нефтепродукты
 Fuel – топливо, бензин
 Lubrication – смазка, смазывание (машины)
 Accidental – случайный
 To spill – проливать(ся), разливать(ся), расплескивать(ся)
 Tanker truck – грузовой танкер

Leak – течь, протечка, утечка

Underground storage tank – подземные хранилища (резервуары)

Poisonous – ядовитый

To penetrate – проникать внутрь, проходить сквозь, пронизывать

To remain – оставаться

To absorb – всасывать, впитывать, абсорбировать, поглощать

Tissue – ткань

Contaminated – зараженный, загрязненный

To suffer – страдать, испытывать, претерпевать

Lethal form – летальный исход

Exhausts – выхлопные газы

To cause damage – причинять ущерб, вред

Liver – печень

Kidney – почка

Nutrient – питательное вещество

Sewage – сточные воды, нечистоты

Storm drains – дренажи

Circumstance – обстоятельство, случай, условие

Air pollution

Ex. 1 Read and translate the following phrases:

particulate matter, dynamic natural gaseous system, ozone depletion, due to, primary pollutants, volcanic eruption, carbon monoxide gas, ground level ozone, sulfur oxides, nitrogen oxides, carbon monoxide, carbon dioxide, volatile organic compounds, particulate matter, toxic metals.

Ex. 2 Read and translate the text:

Air pollution

Air pollution is the introduction of chemicals, particulate matter, or biological materials that cause harm or discomfort to humans or other living organisms, or damages the natural environment, into the atmosphere.

The atmosphere is a complex, dynamic natural gaseous system that is essential to support life on planet Earth. Stratospheric ozone depletion due to air pollution has long been recognized as a threat to human health as well as to the the of the Earth's ecosystems.

An air pollutant is known as a substance in the air that can cause harm human and the environment. Pollutants can be in the form of solid particles, liquid droplets, or gases. In addition, they may be natural or man-made. [1]

Pollutants can be classified as either primary or secondary. Usually, primary pollutants are substances directly emitted from a process, such as ash from a volcanic eruption, the carbon monoxide gas from a motor vehicle exhaust or sulfur dioxide released from factories

Secondary pollutants are not emitted directly. Rather, they form in the air when primary pollutants react or interact. An important example of a secondary pollutants of ground level ozone - one of many secondary pollutants that make up photochemical smog.

Major primary pollutants produced by human activity include:

Sulfur oxides (SO_x) – especially sulfur dioxide. Is produced by volcanoes and in various industrial processes. Since coal and petroleum often contain sulfur compounds, their combustion generates sulfur dioxide.

Nitrogen oxides (NO_x) – especially nitrogen dioxide are emitted from high temperature combustion. Nitrogen dioxide is one of the several nitrogen oxides. This reddish-brown toxic

gas has a characteristic sharp, biting odor. Most prominent air pollutants.

Carbon monoxide – is a colorless, odorless, non-irritating but very poisonous gas. It is a product by incomplete combustion of fuel such as natural gas, coal or wood. Vehicular exhaust is a major source of carbon monoxide.

Carbon dioxide (CO₂) – a greenhouse gas emitted from combustion but is also a gas vital to living organisms. It is a natural gas in the atmosphere.

Volatile organic compounds – VOCs are an important outdoor air pollutant. In this field they are often divided into the separate categories of methane and non-methane. Methane is an extremely efficient greenhouse gas which contributes to enhanced global warming.

Particulate matter – Particulates, alternatively referred to as particulate matter (PM) or fine particles, are tiny particles of solid or liquid suspended in a gas. In contrast, aerosol refers to particles and the gas together. Sources of particulate matter can be man-made or natural.

Toxic metals – such as lead, cadmium and copper.

Odors – such as from garbage, sewage, and industrial processes.

Radioactive pollutants – produced by nuclear explosions, war explosives, and natural processes such as the radioactive decay of radon.

Ex. 3 Translate the following phrases from Russian into English:

наносить ущерб естественной среде обитания, природная газовая система, истощение стратосферного озона, различные промышленные процессы, содержать соединения серы, обладать характерным запахом, являться основным источником окиси углерода.

Ex. 4 Find English equivalents in the text:

1. Атмосфера представляет собой сложную, динамическую, природную, газовую систему, которая необходима для поддержания жизни на Земле.
2. Загрязнители могут быть в форме твердых частиц, капель жидкости или газа.
3. Основные первичные загрязнители, образующиеся в результате деятельности человека.
4. Поскольку уголь и нефть часто содержат соединения серы, то при их сжигании образуется диоксид серы.
5. Это продукт неполного сгорания топлива.
6. Автомобильный выхлоп является основным источником окиси углерода.
7. Метан – это чрезвычайно эффективный парниковый газ, способствующий усилению глобального потепления.
8. Радиоактивные загрязнители образуются в результате ядерных взрывов и природных процессов.

Ex. 5 Make up sentences paying attention to the word order and translate them:

1. Natural gaseous system, does, support, on planet Earth, life?
2. Can, to, cause harm, an air pollutant, and, humans, the environment?
3. Can be classified, as either primary, Pollutants, or secondary.
4. By, are produced, human activity, Major primary pollutants.
5. Is, poisonous, very, gas, Carbon monoxide.

6. By, produced, Radioactive pollutants, explosions, nuclear.

Ex. 6 Answer the questions:

1. What is air pollution?
2. What can we call an air pollutant?
3. What does the word «atmosphere» mean?
4. How can pollutants be classified?
5. What can you say about primary pollutants?
6. What can you say about secondary pollutants?
7. What is the important example of a secondary pollutants?
8. What do major primary pollutants produced by human include?

Ex. 7 Open the brackets using the verbs in Present Simple, Past Simple or Future Simple:

1. I (to go) to bed at ten o'clock every day.
2. I (to go) to bed at ten to o'clock yesterday.
3. I (to go) to bed at ten o'clock tomorrow.
4. I (not to go) to the cinema every day.
5. I (not to go) to the cinema yesterday.
6. I (not to go) to the cinema tomorrow.
7. You (to watch) TV every day?
8. You (to watch) TV yesterday?
9. You (to watch) TV tomorrow?
10. When you (to leave) home for school every day?
11. When you (to leave) home for school yesterday?
12. When you (to leave) home for school tomorrow?
13. My brother (to go) to work every day. He (to leave) home at a quarter past eight. As the office he (to work) at (to be) near our house, he (to walk) there. He (not to take) a

bus. Yesterday he (not to go) to work. Yesterday he (to get) up at nine o'clock.

14. You (to have) a PT lesson yesterday? – No, I... .

15. What you (to buy) at the shop yesterday? – I (to buy) a book.

16. Yesterday my father (not to read) newspaper because he (to be) very busy. He (to read) newspaper tomorrow.

17. What mark she (to get) in her exam last week?

Ex. 8 Retell the text «Air pollution»

Vocabulary

Stratospheric ozone depletion – истощение стратосферного озона

Cause harm – причинять вред

Solid particles – твёрдые частицы

Liquid droplets – капли жидкости

Pollutants – загрязнители

Directly emitted – выбрасываются на прямую

To react – реагировать

To interact – взаимодействовать

Ground level ozone – приземной озон

Sulfur oxides – оксид серы

Nitrogen oxides – окислы азота

Carbon monoxide – угарный газ

Carbon dioxide – углекислый газ

Volatile organic compounds – летучие органические соединения

Particulate matter – твёрдые частицы

Toxic metals – токсичные металлы

Odors – запах

Radioactive pollutants – радиоактивные загрязнения

UNIT TWO TEXTS AND EXERCISES

Ecology as a science

Ex. 1 Choose the best definition for ecology. Think and say what sciences other definitions refer to:

Ecology is the study of

- 1) matter and natural forces;
- 2) of living things;
- 3) relations of animals, plants and people to each other and to their surroundings;
- 4) the way in which wealth* is produced and used;
- 5) government;
- 6) substances which make up the Universe, how these substances combine and behave;
- 7) the countries of the world and the Earth's surface.

*wealth is what a country or a person has (money, goods, etc.)

Ex. 2 Think and say if ecology has anything in common with other sciences. Guess the sciences mentioned and fill in the gaps:

Ecology studies relations of living organisms to each other and to their surroundings on different levels, from proteins and nucleic acids like ch_____, to individuals like b_____, and finally at the level of populations, communities, and ecosystems, like g_____. It also has social aspect as far as it focuses on interaction of people and their environment*. Thus ecology is linked with e_____ and p_____.

*environment is everything around us: the air, the water and the land, as well as the plants. Animals and microorganisms.

Ex. 3 Think and say in which spheres of human activity scientifically based ecological knowledge are needed.

Ex. 4 You will read the text “Ecology as a science”. Before you read do the tasks below:

1. Study the definition of one of the key terms of ecology and guess the meanings of related terms.

Biota is the whole population of living organisms of a certain area:

- biotic
- abiotic.

2. Look through the text and write out special terms of ecology. Check their meanings in a dictionary.

Example: living organism.

Ex. 5 Give a good translation of the text below:

Ecology as a science

Ecology as an independent science was formed to the time of the 1900 year approximately. The term "ecology" is derived from Greek oikos-home and logus-science. It was suggested by German biologist Ernst Haeckel in 1869 year. Consequently, this science is very young and is on its stage of the rapid increase.

There are many definitions of ecology, but the majority of modern researchers suppose, that the ecology is a science, which studies conditions of living organisms' being and the interrelation between organisms and environment, where they inhabit.

Theory in ecology consists of principles used to construct models. Unlike evolutionary theory, ecology has no generally accepted global principles.

Contemporary ecology consists of patchwork of sub-disciplines including population ecology, community ecology, ecosystem ecology, metapopulation ecology, metacommunity ecology, evolutionary ecology, functional ecology, behavioral ecology. What is common to all this fields is the view that: 1) different biota interact in ways that can be described with sufficient precision and generality to permit their scientific study; 2) ecological interactions set the stage for evolution primarily because they provide an external components of an entity fitness.

It's necessary to pay attention to the interrelation of the ecology and nature security. Scientists of the West differ science of ecology and sciences of the environment. The ecology studies three types of factors, which have an influence on organisms:

- abiotic,
- biotic,
- antropogeneous,

The nature security sees into the third factor only the human effect on the environment doesn't concur with total ecology approach. The nature conservation is in and out of the ecology bounds (it's more narrow, but wider) because not any effect is analyzed, but one which has an impact on peoples' lives.

Ex. 6 Find English equivalents in the text:

условия существования живых организмов, взаимосвязь между организмами и окружающей средой, общепринятые глобальные принципы, экологическое взаимодействие, взаимосвязь экологии и безопасности, влиять на

организм, природная безопасность, влияние человека на окружающую среду, влиять на жизнь людей.

Ex. 7 Answer the following questions:

1. When did the science of ecology appear?
2. What is the term “ecology” derived from?
3. What does ecology study?
4. What is general principle of ecology?
5. What is the difference between science of ecology and science of environment?
6. What is common to all these fields?
7. What types does the ecology study?
8. Why is the nature conservation in and out of the ecology bounds?

Ex. 8 Give a short summary of the text

Biosphere

Ex. 1 Transcribe the following words. Guess their meaning:

Hydrosphere-----

Hydrothermal-----

Multicellular-----

Nitrogen-----

-

Calcium-----

Potassium-----

Photosynthesis -----

Molecule- -----

Amino acids-----

Dioxide-----

Ex. 2 Match the verbs to the nouns to make meaningful phrases. Compare with the text while reading:

- | | |
|---|---|
| 1. Alternate between
(варьироваться) | a) several compartments |
| 2. Release (выделять) | b) other spheres |
| 3. Convert into
(преобразовывать в) | c) chemical energy |
| 4. Divide into (делиться на) | d) the hydrosphere,
lithosphere, atmosphere
and biosphere |
| 5. Reach into (проникать в) | e) mineral and organic
state |
| 6. Maintain (поддерживать) | f) the balance of ele-
ments |
| 7. Exchange
between (обмениваться между) | g) free oxygen |

Ex. 3 Give a good translation of the text into Russian:

Biosphere

For modern ecologists, ecology can be studied at several levels: population level (individuals of the same species), bio-

coenosis level (or community of species), ecosystem level, and biosphere level.

The outer layer of the planet Earth can be divided into several compartments: the hydrosphere (or sphere of water), the lithosphere (or sphere of soils and rocks), and the atmosphere (or sphere of the air). **The biosphere (or sphere of life), sometimes described as «the fourth envelope», is all living matter on the planet or that portion of the planet occupied by life.** It reaches well into the other three spheres, although there are no permanent inhabitants of the atmosphere. Relative to the volume of the Earth, the biosphere is only the very thin surface layer which extends from 11,000 meters below sea level to 15,000 meters above.

The biosphere contains great quantities of elements such as carbon, nitrogen and oxygen. Other elements, such as phosphorus, calcium, and potassium, are also essential to life, yet are present in smaller amounts. At the ecosystem and biosphere levels, there is a continual recycling of all these elements, which alternate between the mineral and organic states.

The functioning of the ecosystem is based on the input of solar energy. Plants and photosynthetic microorganisms convert light into chemical energy by the process of photosynthesis, which creates glucose (a simple sugar) and releases free oxygen. Glucose thus becomes the secondary energy source which drives the ecosystem. Some of this glucose is used directly by other organisms for energy. Other sugar molecules can be converted to other molecules such as amino acids. Plants use some of this sugar, concentrated in nectar to attract pollinators to help them in reproduction.

Cellular respiration is the process by which organisms (like mammals) break the glucose back down into its constituents, water and carbon dioxide, thus regaining the stored energy of the sun.

The proportion of photosynthetic activity of plants and other photosynthesizers to the respiration of other organisms determines the specific composition of the Earth's atmosphere, particularly its oxygen level. Global air currents mix the atmosphere and maintain nearly the same balance of elements in areas of intense biological activity and areas of slight biological activity.

Water is also exchanged between the hydrosphere, lithosphere, atmosphere and biosphere in regular cycles. The oceans are large tanks, which store water, ensure thermal and climatic stability, as well as the transport of chemical elements thanks to large oceanic currents.

Ex. 4 Find English equivalents of these terms in the text:

постоянный обитатель, потребление солнечной энергии, население, опылитель, млекопитающее, интенсивная (слабая) биологическая деятельность, сообщество видов (животных и растений), выделять свободный кислород, океанические течения, клеточное дыхание, внешний слой, постоянная переработка, поддерживать баланс элементов.

Ex. 5 Answer the following questions:

1. At what levels can ecology be studied?
2. What components can the outer layer of the planet be divided?
3. Why is the biosphere described sometimes as “the fourth envelope”?
4. What elements does the biosphere contain?
5. What is the functioning of the ecosystem based on?

6. How is light converted into glucose and other sugar molecules?
7. What can you say about cellular respiration?
8. What determines the specific composition of the Earth's atmosphere?
9. How important are the oceans for water cycling?

Ex. 6 Find English equivalents for these terms in the text:

взаимоотношение, взаимодействие, снабжение питательными веществами, грибы (споры), четкие границы, стоячий, проточный, делить ресурсы, среда (обитания), пищевые цепи, пищевые сети, водосборный бассейн, территория без растительного покрова.

Ex. 7 Mark these statements as true or false (T/F). Prove the true sentences and correct the false ones:

1. The biosphere is sphere of soils and rocks.
2. At the ecosystem and biosphere levels, there is a continual recycling of carbon, nitrogen, oxygen and other elements, such as phosphorus, calcium, and potassium.
3. The process of photosynthesis releases carbon.
4. Glucose and other sugar molecules are concentrated in nectar and attract pollinators to aid plants in reproduction.
5. Water and carbon dioxide are the two constituents which cause the process of cellular respiration.
6. Water cycles between the hydrosphere, lithosphere, atmosphere and biosphere.

Ex. 8 Find Russian equivalents of the following expressions:

outer layer; living matter; permanent inhabitants; to extend; amino acids; solar energy; to alternate; cellular respiration; to regain; global air currents; to maintain; mammal; intense biological activity; carbon dioxide; to release; secondary energy source, phosphorus; input; to reach well into.

Ex. 9 Find odd one out. Explain your choice:

1. Population, community, species, ecosystem.
2. Semisphere, hydrosphere, lithosphere, atmosphere, biosphere.
3. Phosphorus, calcium, potassium, carbon, nitrogen, mercury, oxygen.
4. Cellular respiration, photosynthesis, recycling of elements, organic state.

Ex. 10. Give a short summary of text.

The ecosystem concept

Ex.1. Read and translate the text:

The ecosystem concept

The first principle of ecology is that each living organism has an ongoing relationship with every other element that makes up its environment. An ecosystem can be defined as any situation where there is interaction between organisms and their environment. The term is generally understood to refer to all biotic and abiotic components, and their interactions with each other, in some defined area, with no conceptual restrictions on how large or small that area can be.

There are two main components of all ecosystems: abiotic and biotic. Abiotic, or nonliving, components of an ecosystem are its physical and chemical components, for example, rainfall, temperature, sunlight, and nutrient supplies.

Biotic components of an ecosystem are its living things - fungi, plants, animals, and microorganisms. Organisms live in populations, groups of the same species occupying a given region. Populations never live alone in an ecosystem. They always share resources with others, forming a community (a group of organisms living in the given area). Within the ecosystem, species are connected by food chains or food webs.

The concept of an ecosystem can be applied to units of variable size, such as a pond, a field, or a piece of deadwood. A unit of smaller size is called microecosystem. For example, an ecosystem can be a stone and all the life on it. A mesoecosystem could be a forest, and a macroecosystem a whole ecoregion with its drainage basin. As most of these borders are not rigid, ecosystems tend to blend into each other. As a result, the whole earth can be seen as a single ecosystem, while a lake can be divided into several ecosystems, depending on the scale used.

Ecosystems are often classified by reference to the biotopes concerned.

The following ecosystems may be defined:

- 1) continental ecosystems, such as forest ecosystems, meadow ecosystems such as steppes or savannas), or agroecosystems;
- 2) ecosystems of inland waters, such as lentic ecosystems such as lakes or ponds;
- 3) lotic ecosystems such as rivers;
- 4) oceanic ecosystems.

Another classification can be done by reference to its communities, such as in the case of a human ecosystem.

The main questions when studying an ecosystem are:

- 1) whether the colonization of a barren area could be carried out;
- 2) investigation of the ecosystem's dynamics and changes;
- 3) the methods of which an ecosystem interacts at local, regional and global scale;
- 4) investigating the value of an ecosystem and the ways and means the interaction of ecological systems provide benefit to humans.

Ex. 2. Find English equivalents for these terms in the text:

взаимоотношения, взаимодействие, снабжение питательными веществами, грибы (споры), четкие границы, стоячий, проточный, делить ресурсы, среда (обитания), пищевые цепи, пищевые сети, водосборный бассейн, территория без растительного покрова.

Ex.3. Match the parts of definitions:

- | | |
|---------------------------|--|
| 1. Ecosystem is | a) based on running water reservoirs |
| 2. Biotic components are | b) physical and chemical components of an ecosystem |
| 3. Abiotic components are | c) the area from which water flows down into a water reservoir organisms |
| 4. Lentic ecosystems are | d) based on dead-water reservoirs |
| 5. Lotic ecosystems are | e) interaction of living organisms and their environment |

in some defined area

6. Drainage basis is

f) are without any plants growing on it

7. Barren area is

g) living in an ecosystem

Ex.4. Fill in the words:

biosphere, exchange, abiotic, relationships, communities, habitat, environment, biotic.

Ecosystem means organisms living in a particular 1) _____, such as forest or coral reef, and physical parts of the environment that affect them.

The ecosystem concept was developed by scientists to simplify the study of the 2) _____ of the organisms and their physical environment. At the top of the hierarchy is the planets entire living environment, known as 3) _____. The living or 4) _____ parts of n ecosystem live in 5) _____. The physical surrounding or 6) _____ components such as minerals found in the soil are known as the environment or 7) _____. All ecosystems show a constant 8) _____ of matter and energy between biotic and abiotic communities.

Ex.5. Answer the questions:

1. What is the first principle of ecology?
2. How can ecosystem be divided?
3. What are two main components of all ecosystems?
4. What does “abiotic” mean?
5. What does “biotic” mean?

6. How can the concept of an ecosystem be applied to?
7. What can you say about microecosystem?
8. What can you say about macroecosystem?

Vocabulary:

Biotic- биотический (живой)

Abiotic- неживой, нежизнеспособный

Researcher- исследователь

To concur- пересекаться, совпадать

Hydrosphere- гидросфера

Multicellular- многоклеточный

Hydrothermal- гидротермальный

Nitrogen- азот

Potassium- калий

Biocoenosis level- уровень биоценоза

Biosphere level- уровень биосферы

Lithosphere- литосфера

Patchwork – беспорядок

UNIT THREE TEXTS AND EXERCISES

Ecologist

Ex. 1. Read and translate the text:

Ecologist

Ecologists examine the relationship between the environment and actions that affect it, including rainfall, pollution, temperature shifts, and industrialization. The basic principle that they follow is that all the life on Earth is connected and it

is supposed to fit together harmoniously, although we have seen over time that it does not.

Sustainable development, which is loosely the idea of meeting the needs of the present without compromising the ability for future generations to meet their own needs, is a very important field of study. Ecologists study how humans consume and produce for their own personal, short-term benefit, without considering the long-term effects of their actions. Ecologists try and promote sustainability ideas, getting more people to understand that we must sometimes act in ways that will help the future environment and ecosystem.

The vision of an ecologist as a bearded, outdoorsy, mountain-man standing on a pile of litter is based on about 1 out of 100 of all ecologists. "We're not all Grizzly Adams!" wrote one ecological scientist, and she is right; the most accurate picture of an ecologist would be in a lab coat analyzing volumes of collected data. Some fieldwork is required-at the most, three to six months per year, but more often two to four weeks per year. Ecologists also work with scientific and mathematical models to analyze and interpret correlations between actions and effects on the environment.

Ecologist usually specialize in one or more of the following biological areas: botany, marine biology, microbiology, soil science, toxicology, zoology or related disciplines concerned with conservation of the environment. Often working as part of multi-disciplinary teams, ecologists conduct research studies into problems such as the effects of dam construction, mining, logging and recreational use on natural habitats, the management of fish, wildlife and forestry resources, and the effects of pollutants discharged into the air by factories or vehicles on natural vegetation and wildlife.

Some ecologists work for not-for-profit environmental groups; others work for large corporations or the government. Ecologists need to be safely conscious and take all necessary

precautions as they may be exposed to hazardous chemicals or travel in dangerous areas.

Ex.2. Find English equivalents in the text:

1. Экологи изучают, как люди потребляют и производят для собственной краткосрочной выгоды, не принимая во внимание долгосрочные последствия своих действий.
2. Экологи работают с научными и математическими моделями для анализа и интерпретации взаимосвязей между действиями и воздействиями на окружающую среду.
3. Некоторые экологи работают для некоммерческих экологических групп; другие работают на крупные корпорации или правительство.
4. Экологи обычно специализируются в одной или нескольких областях: ботаника, микробиология, почвоведение токсикология и т.д.

Ex.3. Answer the following questions:

1. What do ecologists examine?
2. What basic principle do they follow?
3. What do ecologists study?
4. What do ecologists promote?
5. What is the vision of an ecologist?
6. What do ecologist work with to analyze and interpret correlations between action and effects on the environment?
7. What do ecologists usually specialize in?
8. Who do ecologists work for?

Ex.4. Complete the sentences with the words:

Simulation, reliability, conservation, sustainable, safety, conditions, samples, relationships, excessive, hazards.

The purpose of ecologists' job is to study the 1) _____ of people and their environment. They are concerned with 2) _____ of environment. One of the ecological key ideas is the idea of 3) _____ development. The methods used in their work include collecting air, water, plants 4) _____, analyzing the collected data, making 5) _____ models in order to evaluate possible solutions.

The purpose of industrial hygienists' work is to minimize 6) _____ at a workplace and to improve working 7) _____. Harmful factors at an enterprise include dust, vapors, chemicals, 8) _____ noise, radioactivity. One of the tasks on industrial hygienists is to test health equipment on 9) _____. They make recommendations on improving 10) _____ of workers.

Ex.5. Read the list of requirements for the job of ecologist. Agree or disagree with each item in the list. Prove your ideas.

Example:

Ecologist really needs **keen analytic mind** because he has to do research, analyze data and make conclusions.

- 1) keen analytic mind;
- 2) strong essay-writing and report-writing skills;
- 3) excellent communication skills;
- 4) ability to work either independently and as part of a team;
- 5) physical stamina;
- 6) love of the outdoors and wildlife;

- 7) ability to learn new concepts;
- 8) ability to be objective.

Ex. 6. Put the sentences in the right Tense (Present Perfect). Translate the sentences into Russian:

- 1. The pupils are writing a dictation.
- 2. My friend is helping me to solve a difficult problem.
- 3. I am learning a poem.
- 4. Good manners are going out of fashion.
- 5. Kate is watching the news.
- 6. The waiter is putting a bottle of lemonade in front of him.
- 7. I am eating my breakfast.
- 8. We are drinking water.
- 9. He is bringing them some meat and vegetables.
- 10. You are putting the dishes on the table.
- 11. They are having tea.
- 12. She is taking the dirty plates from the table.
- 13. The children are putting on their coats.
- 14. Susan is making a new dress for her birthday party.
- 15. She is opening a box of chocolates.
- 16. I am buying milk for milk shakes.
- 17. James is ordering a bottle of apple juice.
- 18. We are buying a CD player and some CDs with good music.

Ex. 7. Put the Verb in the form of Tenses – Present Perfect or Past Simple:

- 1. Helen speaks French so well because she (to live) in France.
- 2. She (to live) there last year.
- 3. The rain (to stop) and the sun is shining in the sky

again.

4. The rain (to stop) half an hour ago.
5. Mary (to buy) a new hat.
6. I (to buy) a pair of gloves yesterday.
7. The wind (to blow) off the man's hat, and he cannot catch it
8. The weather (to change), and we can go for a walk.
9. The wind (to change) in the morning.
10. We (to travel) around Europe last year.
11. My father knows so much because he (to travel) a lot.
12. I (to see) Pete today.

Ex. 8. Put the Verb in the form of Tenses – Present Perfect or Past Simple:

1. Last night I (to feel) tired and (to go) to bed very early.
2. Where you (to spend) your holidays?
3. You ever (to spend) your holidays in the Crimea?
4. While travelling in the Crimea, I (to meet) your friend.
5. I never (to visit) that place.
6. He (to visit) that place last year.
7. I just (to get) a letter from Tom.
8. You (to take) any photographs while travelling in the south?
9. He (to be) abroad five years ago.
10. You (to be) in the Caucasus last year?
11. They (to leave) England when he (to be) still a child.
12. He (not yet to come) back.
13. He (to go) already?
14. When you (to see) him last?
15. I (not to see) him for ages.
16. His health (to improve) greatly since I (to see) him last.
17. You (to pass) your driving test yet? — Yes, I (to pass) it in May, but I (not to buy) a car yet.

18. He already (to move). He (to find) a nice flat before Christmas and he (to be) there two years.

Ex. 9. Put the Verb in the form of Tenses – Present Perfect or Past Simple:

1. I (not yet to eat) today.
2. He (not to eat) yesterday.
3. You (to play) the piano yesterday?
4. You (to play) the piano today?
5. What you (to prepare) for today.
6. Look at this birdhouse. Mike (to make) it himself. He (to make) it last Sunday.
7. Where you (to put) my pen? I cannot find it.
8. You (to see) Mary today?
9. When you (to see) Mary? – I (to see) her last week.
10. Your mother (to promise) to take you to the theatre?
11. Look at my new dress! I (to make) it myself.
12. He is not at school today, he (to fall ill). – When he (to fall ill)? – He (to fall ill) yesterday.

Ex. 10. Put the Verb in the form of Tenses – Present Perfect or Past Simple:

1. She just (to go) out.
2. She (to leave) the room a moment ago.
3. We (not yet to solve) the problem.
4. When it all (to happen)?
5. The morning was cold and rainy, but since ten o'clock the weather (to change) and now the sun is shining brightly.
6. Show me the dress which you (to make).
7. Oh, how dark it is! A large black cloud (to cover) the sky. I think it will start raining in a few minutes.
8. Oh, close the window! Look, all my papers (to fall) on

the floor because of the wind.

9. \When you (to open) the window? I (to open) it ten minutes ago.

10. The sun (not to rise) yet, but the sky in the east is getting lighter every minute.

11. I (to see) you walking along the street the other day with a heavy bag.

12. I (not to read) the newspaper today.

13. It is very late, and trams (to stop) running: we must find a taxi to get home.

14. How many times you (to be) to St Petersburg?

15. At last I (to translate) this article: now I shall have a little rest.

16. We (to go) to the country yesterday, but the rain (to spoil) all the pleasure.

17. My watch was going in the morning, but now it (to stop).

18. The lecture (not yet to begin) and the students are talking in the classroom.

Ex. 11. Put the Verb in the form of Tenses – Past Simple or Past Perfect:

1. Tom (to return) from the cinema at five o'clock.
2. Tom (to return) from the cinema by five o'clock.
3. I (to finish) my homework at seven o'clock.
4. I (to finish) my homework by seven o'clock.
5. He (to think) that he (to lose) the money.
6. Ann (to tell) me that she (to see) an interesting film.
7. When I (to come) home, mother already (to cook) dinner.
8. When father (to return) from work, we already (to do) our homework.

9. When the teacher (to enter) the classroom, the pupils already (to open) their books.

10. Kate (to give) me the book which she (to buy) the day before.

11. Nick (to show) the teacher the picture which he (to draw).

12. The boy (to give) the goats the grass which he (to bring) from the field.

13. Mother (to see) that Nick (not to wash) his hands.

14. The teacher (to understand) that Lena (not to do) her homework.

15. I (to know) that my friend (not yet to come).

16. When I (to wake) up yesterday, father already (to go) to work.

17. Nick (to think) that his father (not yet to come) home.

18. Mary (to tell) us that she (to cook) a good dinner.

19. Yesterday I (to find) the book which I (to lose) in summer.

20. When we (to come) to the station, the train already (to leave).

Ex. 12. Put the Verb in the form of Tenses – Past Simple or Past Perfect:

1. By two o'clock the teacher (to examine) all the students.

2. On my way to school I (to remember) that I (to leave) my report at home.

3. My friends (to be) glad to hear that I (to pass) all the exams successfully.

4. Poor Oliver (to lie) unconscious on the spot where Sikes (to leave) him.

5. He (to open) his eyes, (to look) around and (to try) to remember what (to happen) to him.
6. All the passengers (to see) at once that the old man (to travel) a great deal in his life.
7. By the time we (to come) to see him, he (to return) home.
8. During the holidays my friend (to visit) the village where he (to live) in his childhood.
9. When they (to enter) the hall, the performance already (to begin).
10. When I came home, my mother (to tell) me that she (to receive) a letter from grandfather.
11. Where you (to work) before you (to go) to university?
12. He (to know) French before he (to visit) France.
13. Lanny (to say) that he (to get) his education in Cape Town.
14. The boy (to want) to act the main part in the play because he (to organize) the theatre.
15. Lanny (not to know) who (to attack) him in the darkness.
16. The girl (to be) glad that she (to find) a seat near the window.
17. Suddenly he (to remember) that he (not to ring) her up in the morning.
18. By the time the train (to reach) the city, he (to make) friends with many passengers.
19. When my uncle (to leave), he (to hurry) to the station to book a ticket.
20. She (to think) that Gert and Lanny (to quarrel).

Industrial hygienist

Ex. 1. Read and translate the text:

Industrial hygienist

Industrial hygienists are occupational health and safety specialists concerned with the maintenance of good health among industrial workers. They work to prevent occupational diseases among employees and minimize environmental health hazards in the workplace. They are trained to predict, recognize, evaluate, and lessen negative working conditions that may cause illness or damage the health of workers. Such conditions may include excessive noise or the presence of dust, vapors, chemicals, and other potentially hazardous materials common to some industrial sites. Industrial hygienists frequently collect air or water samples and monitor noise levels to determine if any harmful conditions exist. They may also conduct radiological studies to measure radioactivity levels at job sites. Industrial hygienists also examine stress-related health problems.

Industrial hygienists are employed by large industrial manufacturers, insurance companies, public health agencies, and consulting firms. An industrial hygienist conducts a training session in which he informs about the dangers of particular chemicals. Some spend most of their time in laboratories, where they analyze air samples, determine the effects of certain chemicals, or run tests on the reliability of health equipment, such as pacemakers and respirators. These professionals are sometimes called industrial hygiene chemists.

Other hygienists work on-site, where they consult with plant management, labor organizations, government officials, and in some cases environmental groups to establish health and safety programs that satisfy the different needs of all these groups. Industrial hygienists who specialize in pollution problems may help devise systems for the safe storage or disposal of toxic wastes from an industrial plant. Those with backgrounds in engineering may conduct detailed plant surveys to locate and correct work hazards. These professionals are called industrial hygiene engineers.

Industrial hygienists keep companies and labor groups informed of federal, state, and local health requirements. They prepare hazard communication sheets and interactive computer software to ensure that workers understand the dangers of the chemicals and equipment they use. Industrial hygienists are sometimes called on to testify at governmental hearings on product safety, working conditions, and environmental pollution. They also may be asked to represent their employers in workers' compensation hearings.

Ex. 2. Find English equivalents in the text:

Промышленные гигиенисты работают над предотвращением профессиональных заболеваний среды работников. Они обучены прогнозировать, распознавать, оценивать и уменьшать неблагоприятные условия труда. Промышленных гигиенистов нанимают в крупные промышленные производства, страховые компании, агентства по здравоохранению и в консалтинговые фирмы. Они проводят учебную сессию, на которой информируют рабочих об опасностях.

Промышленные гигиенисты специализируются на проблемах загрязнения, могут разрабатывать системы для безопасного хранения или удаления токсичных отходов на промышленном предприятии.

Ex. 3. Answer the following questions:

1. What do industrial hygienists work for?
2. What are they trained?
3. What may negative working conditions include?
4. Who employs industrial hygienist?
5. What does industrial hygienist conduct?
6. Who is called industrial hygiene engineers?

7. What do industrial hygienists prepare?
8. Where are industrial hygienists sometimes called on?

Ex. 4. Translate into Russian:

1. Ecologists try and promote sustainability ideas, getting more people to understand that we must help the future environment and ecosystem.
2. Ecologists also work with scientific and mathematical models to analyze and interpret correlations between actions and effects on the environment.
3. They have applied thoughtful principles to attempt to improve the quality of their environment.
4. The main task of environmental engineers is to protect public health by protecting, preserving, and enhancing the environment.
5. Also, they develop new forms of energy and ways to increase the efficiency of generating and using energy.
6. They try to get people to convert to environmental friendly energy and products.
7. The most common living things are very small and difficult to quantify.
8. One way to estimate primary production is by finding the leaf area of the ecosystem.
9. To be effective, personal protective equipment must be individually selected and properly fitted.
10. Gases are formless fluids that expand to occupy the space or enclosure in which they are confined.
11. Shielding also is a way to protect against radiation.
12. To determine concentration, the color of the sample is either compared visually with manufacturer supplied standards or inserted into a photometer.

13. It's now up to governments to decide whether to support this technology.
14. We can use the steam and hot water to heat buildings or generate electricity.
15. The goal was to anticipate changes in soil behavior.

Ex. 5. Give a short summary of the text.

Ex. 6. Put the sentences in the right form of Tense – Present, Past or Future Simple Passive:

1. Bread (to eat) every day.
2. The letter (to receive) yesterday.
3. Nick (to send) to Moscow next week.
4. I (to ask) at the lesson yesterday.
5. I (to give) a very interesting book at the library last Friday.
6. Not many houses (to build) in our town every year.
7. This work (to do) tomorrow.
8. This text (to translate) at the last lesson.
9. These trees (to plant) last autumn.
10. A lot of interesting games always (to play) at our PT lessons.
11. This bone (to give) to my dog tomorrow.
12. We (to invite) to a concert last Saturday.
13. Lost time never (to find) again.
14. Rome (not to build) in a day.
15. My question (to answer) two days ago.
16. Hockey (to play) in winter.
17. Mushrooms (to gather) in autumn.
18. Thousands of houses (to destroy) during the Great Fire of London. His new book (to finish) next year.
19. Flowers (to sell) in shops and in the streets.

20. St Petersburg (to found) in 1703.

Ex. 7. Translate into English, put the sentences in the right form of Tense –Present Simple Active or Present Simple Passive:

1. Я всегда хвалю моих друзей.
2. Меня всегда хвалят дома.
3. Каждую субботу папа показывает дедушке мои оценки.
4. Каждую субботу папе показывают мои оценки.
5. Мы часто вспоминаем вас.
6. Нас часто вспоминают в деревне.
7. Мне дают сок каждое утро.
8. Каждое утро я даю кошке молоко.
9. Он каждый день рассказывает нам что-нибудь интересное.
10. Ему каждый день рассказывают что-нибудь интересное.
11. Я часто посылаю друзьям письма по электронной почте.
12. Меня часто посылают в командировку за границу.
13. Меня часто приглашают в кино.
14. Моей сестре часто помогают в школе.
15. Я иногда забываю взять проездную карточку.
16. Я не пишу много писем.
17. Книги А. Кристи читают с большим интересом.
18. Собаки любят кости.
19. Собак любят во многих семьях.
20. Когда в вашей семье пьют чай?
21. Где хранят старые письма?
22. Почему эти правила всегда забывают?
23. Почему вы всегда забываете эти правила?
24. Где живут ваши друзья?

25. Где покупают хлеб?

26. Когда задают вопросы?

Ex. 8. Put the sentences in the right form of Tense – Passive Voice:

1. **She took** a long time to write the composition, but at **last she** wrote it.
2. Don't put the cup there: somebody will break it.
3. Why weren't you at the birthday party? — They didn't **invite** me.
4. We had some difficulties, but all the same we **finished** the work on time.
5. We shall **leave** you behind if you are not quick.
6. **I spent** all my money on books last month.
7. I don't think we shall **do** all this work today: there is too much of it.
8. It's a very funny thing that when I start doing this, somebody always **stops** me.
9. Don't leave these sweets on the table: somebody **will eat** them.
10. She really **broke** her mother's heart when she left home.
11. The bees **attacked the** bear when it tried to take their honey.

Environmental engineer

Ex. 1. Read and translate the text:

Environmental engineer

Briefly speaking, the main task of environmental engineers is to protect public health by protecting (from further

degradation), preserving (the present condition of), and enhancing the environment. Also, they develop new forms of energy and ways to increase the efficiency of generating and using energy. They try to get people to convert to environmental friendly energy and products.

Environmental engineering is a diverse field, which emphasizes several areas: process engineering, environmental chemistry, water and sewage treatment (sanitary engineering), waste reduction, and pollution prevention. Environmental engineering is a synthesis of various disciplines, incorporating elements from the following:

Agricultural engineering	Geology
Biology	Hydrogeology
Chemical engineering	Public health
Chemistry	Solid waste
Civil engineering	Hazardous waste
Ecology	Water treatment
Geography	Wastewater treatment
	Statistics

Environmental engineering training offers you opportunities to work in any aspect of environmental protection. The major areas include air pollution control, industrial hygiene, radiation protection, hazardous waste management, toxic materials control, water supply, wastewater management, storm water management, solid waste disposal, public health, and land management. And, within each of these major categories are many sub-specialties.

Environmental engineering provides limitless opportunities as to type of work, for whom you work, and where you work. A career in environmental engineering provides a comfortable salary, job security, and considerable personal satisfaction. Since before the turn of this century, there have always been many more jobs than environmental engineers to fill

them. So, you will never be out of work. However, the work of an environmental engineer changes with changing government policies and the public's priorities – for a time you might work with wastewater, then for another time with solid waste and still other specialties before retirement. Accordingly, a commitment to life-long learning is essential – a college degree is just the beginning of one's education.

Your work can take you around the world. It can be done inside and out; typically, most jobs will find you inside about 75 percent of the time and percent outdoors. However, there are many instances of 100 percent either way. Since most pollution problems are located where there are concentrations of people, the largest number of job opportunities (your employer's location) will coincide with where the greatest number of people live. However, modern information technologies are operating to alter the above described historic pattern.

Ex. 2. Answer the following questions:

1. What is the main task of environmental engineers?
2. What does environmental engineering deal with?
3. What disciplines are connected with the environmental engineering?
4. What are the major areas of environmental protection?
5. What can you tell about the career in environmental engineering?
6. Is the job of environmental engineering required?
7. Where can the work of environmental engineer be conducted?
8. What are the advantages of the career in environmental engineering?

Ex. 3. Find English equivalents of these terms in the text and write them down into your dictionary:

здоровье общества, увеличить эффективность, водоснабжение, сточные воды, очистка воды, экологически чистый, сокращение отходов, предотвращение загрязнения, опасные отходы, личное удовлетворение, готовность к обучению на протяжении всей жизни.

Ex. 4. Tell what you think about the job of environmental engineers. Use the prompts below:

The job of environmental engineers is important because they help to _____.

It's interesting / not interesting because they deal with _____.

Ex. 5. Give a short summary of the text.

Ex. 6. Put "to" before the infinitive where necessary:

1. I like ... dance.
2. I'd like ... dance.
3. I shall do all I can ... help you.
4. She made me ... repeat my words several times.
5. I saw him ... enter the room.
6. She did not let her mother ... go away.
7. Do you like ... listen to good music?
8. Would you like ... listen to good music?
9. That funny scene made me ... laugh.
10. I like ... play the guitar.
11. My brother can ... speak French.
12. We had ... put on our overcoats because it was cold.

13. They wanted ... cross the river.
14. It is high time for you ... go to bed.
15. May I ... use your telephone?
16. They heard the girl ... cry out with joy.
17. I would rather ... stay at home today.
18. He did not want ... play in the yard any more.
19. Would you like ... go to England?
20. You look tired. You had better ... go home.
21. I wanted ... speak to Nick, but could not ... find his telephone number.
22. It is time ... get up.
23. Let me ... help you with your homework.
24. I was planning ... do a lot of things yesterday.
25. I'd like ... speak to you.
26. I think I shall be able ... solve this problem.
27. What makes you ... think you are right?
28. He must ... do it.
29. Pete can't ... concentrate with the radio on.
30. We don't feel the earth ... move.

Ex. 7. Translate into Russian, pay attention to Participle I и Participle II:

- a) A letter sent from St Petersburg today will be in Moscow tomorrow.
 - b) He saw some people in the post office sending telegrams.
 - c) When sending the telegram, she forgot to write her name.
-
- a) Some of the questions put to the lecturer yesterday were very important.
 - b) The girl putting the book on the shelf is the new librarian.

c) While putting the eggs into the basket, she broke one of them.

- a) A fish taken out of the water cannot live.
- b) A person sunbathing on the beach must be very careful.
- c) Taking a dictionary, he began to translate the text.

- a) A line seen through this crystal looks double.
- b) A teacher seeing a mistake in a student's dictation always corrects it.
- c) Seeing clouds of smoke over the house, the girl cried, «Fire! Fire!»

- a) The word pronounced by the student was not difficult.
- b) The man standing at the door of the train carriage and saying goodbye to his friends a well-known musician.
- c) Standing at the window, she was waving her hand.

- a) The right word spoken at the right time may have very important results.
- b) The students speaking good English must help their classmates.
- c) The child was interested in the talking doll.
- d) While speaking to Nick some days ago, I forgot to ask him about his sister.

Ex. 8. Choose the right form of the Participle:

- a) The girl (writing, written) on the blackboard is our best pupil.
- b) Everything (writing, written) here is quite right.
- a) We listened to the girls (singing, sung) Russian folk songs.

b) We listened to the Russian folk songs (singing, sung) by the girls.

a) The girl (washing, washed) the dishes is my sister.

b) The dishes (washing, washed) by Kate looked very clean.

a) Who is that boy (doing, done) his homework at that table?

b) The exercises (doing, done) by the pupils were easy.

a) The house (surrounding, surrounded) by tall trees is lovely.

b) The wall (surrounding, surrounded) the house was very high.

Ex. 9. Read the (translating, translated) sentences once more:

1. Name some places (visiting, visited) by you last year.

2. I picked up the pencil (lying, lain) on the floor.

3. She was reading the book (buying, bought) the day before.

4. Yesterday we were at a conference (organizing, organized) by the pupils of the 10th form

5. (Taking, taken) the girl by the hand, she led her across the street.

6. It was not easy to find the (losing, lost) stamp.

7. I shall show you a picture (painting, painted) by Hogarth.

8. Here is the letter (receiving, received) by me yesterday.

9. Do you know the girl (playing, played) in the garden?

10. The book (writing, written) by this scientist is very in-

teresting.

11. Translate the words (writing, written) on the black-board.

12. We could not see the sun (covering, covered) by dark clouds.

13. The (losing, lost) book was found at last.

14. (Going, gone) along the street, I met Mary and Ann.

15. Look at the beautiful flowers (gathering, gathered) by the children.

16. His hat (blowing, blown) off by the wind was lying in the middle of the street.

17. How do you like the film?" he asked, (turning, turned) towards me.

18. When we came nearer, we saw two boys (coming, come) towards us.

19. I think that the boy (standing, stood) there is his brother.

Ex. 10. Translate into Russian, paying attention to Gerund:

1. Repairing cars is his business.

2. It goes without saying.

3. Have you finished writing?

4. Taking a cold shower in the morning is very healthy.

5. I like skiing, but my sister prefers skating.

6. She likes sitting in the sun.

7. It looks like raining.

8. My watch wants repairing.

9. Thank you for coming.

10. I had no hope of getting an answer before the end of the month.

11. I had the pleasure of dancing with her the whole evening.

12. Let's go boating.

13. He talked without stopping.
14. Some people can walk all day without feeling tired.
15. Living in little stuffy rooms means breathing poisonous air.
16. She has no hope of discussing it with him.
17. My nephew took wrestling up for a while, but soon lost interest.
18. Jane Eyre was fond of reading.
19. Miss Trotwood was in the habit of asking Mr Dick his opinion.
20. His father disliked wasting time on such trifles.

Ex. 11. Translate into English using Gerund:

1. Перестаньте разговаривать.
2. Мы уже закончили чтение этой книги.
3. Продолжайте петь.
4. Вы не против того, чтобы открыть окно?
5. Он отрицал, что совершил преступление.
6. Я очень люблю рисовать.
7. Мы получили удовольствие от плавания.
8. Я не могла не согласиться с ним.
9. Он рассмеялся.
10. Она бросила курить.
11. Она избегала встречи с ним.
12. Мы отложим обсуждение доклада.
13. Наконец они перестали смеяться.
14. Она отрицала, что украла деньги.
15. Нам пришлось отложить поездку на дачу до следующей субботы.
16. Простите, что я потерял вашу ручку.
17. Когда она закончит писать сочинение?
18. Я не возражаю против того, чтобы остаться дома и поработать над моей новой книгой.

19. Перестаньте дрожать.
20. Избегайте показывать этим людям, что вы их боитесь.
21. Я не могу не беспокоиться о них: они перестали писать.

Safety engineer

Ex. 1. Read and translate the text:

Safety engineer

Safety engineers serve vital roles in a wide range of workplace settings, including manufacturing and the service sector. Safety engineers` jobs revolve around implementing and maintaining safety policies, procedures and equipment. Workers` lives can depend on safety engineers` thoroughness and effectiveness. Because of this, safety engineer positions include strict applicant requirements. Safety Audits

Safety engineers regularly perform audits of the facilities, systematically checking various mechanical components and work processes to ensure they are compliant with safety standards. Engineers will check things like emergency switches for factory equipment, hardhats and hazard warning systems on construction sites, and roller coaster machinery in theme parks. Safety audits often include checking required safety documentation, such as maintenance logs for equipment, to ensure that employees are following procedures.

Monitoring

Technology facilitates the gathering of large amounts of data. Part of a safety engineer`s job is to review a range of statistical reports on vital safety issues. On any given day, a safety engineer may review reposts showing the percentage increase or decrease in reported accidents for the month, or the number

of times machinery has been shut down for maintenance, for example. Engineers monitor these reports to spot potential safety hazards and address issues early.

Safety Programs

It is the job of safety engineers to develop the formal safety compliance programs of their companies or job sites. Engineers put policies in place to implement a comprehensive safety program, so that all employees know their duties and emergency procedures. Engineers continually assess current safety standards, making changes as operations change.

Training

In addition to companywide safety policies, safety engineers may be required to create and lead training programs for new hires and existing employees. Employees must be trained in a range of safety procedures, such as automatic external defibrillator (AED) operation, emergency evacuation procedures and hazard reporting systems. Safety engineers may conduct advanced training courses for employees with especially dangerous job roles. Construction workers who work on high beams, for example, require special training on the use of safety harnesses and safety-related communication on the job.

Ex. 2. Answer the following questions:

1. What is the role of safety engineers at workplaces?
2. What can depend on safety policies?
3. What do safety engineer positions include?
4. What do safety engineers perform?
5. What will engineers check?
6. What is another part of a safety engineer job?
7. What should safety engineers develop ?
8. In what range must employees be trained?

Ex. 3. Match the sentences with adverbial modifiers of time: already; usually; yesterday; next week

1. We have investigated the workplace for hazards.
2. They are collecting soil samples.
3. Ecologists prepare reports and recommendations for government.
4. Workers will be trained about job related risks.
5. We used computer to model the problem and evaluate solutions.

Ex. 4. Write down into your notebook:

- 1) special subjects you **are studying** this term;
- 2) special subjects you **studied** last term;
- 3) special subjects you **are going to study** next term;
- 4) tasks which you **performed** during your industrial training;
- 5) tasks you **have been trained** for at the institute;
- 6) types of organizations you **have worked for** before;
- 7) types of organizations you **will** probably **work** for in the future.

Ex. 5. Use your notes in the previous Activity to tell about your professional training and your future job. Mind the tenses.

Ex. 6. Translate into English using the modal verb «can (could)»:

1. Я умею говорить по-английски.
2. Мой папа не умеет говорить по-немецки.
3. Ты умеешь говорить по-французски?
4. Моя сестра не умеет кататься на коньках.
5. Ты можешь переплыть эту реку?

6. Я не могу выпить это молоко.
7. Она не может вас понять.
8. Ты умел плавать в прошлом году?
9. В прошлом году я не умел кататься на лыжах, а сейчас умею.
10. Вы не можете мне сказать, как доехать до вокзала?
11. Не могли ли бы вы мне помочь?
12. Я не могу перевести это предложение.
13. Никто не мог мне помочь.
14. Где тут можно купить хлеб?
15. Твоя бабушка умела танцевать, когда была молодой? Да, она и сейчас умеет.
16. Я умею пользоваться компьютером.

Ex. 7. Translate into English using «to be able to»:

1. Она не сможет вовремя добраться до аэропорта.
2. Ты сможешь отправить ему электронную почту сегодня вечером?
3. Они какое-то время не смогут смотреть телевизор: с ним что-то случилось.
4. Боюсь, что он не сможет помочь мне переехать в новый дом на следующей неделе.
5. Ты сможешь сделать эту работу завтра?
6. Я думаю, она не сумеет решить эту задачу.
7. Завтра я буду свободен и смогу помочь тебе.
8. Мы сможем поехать в Нью-Йорк в будущем году?
9. Ты сможешь починить мой магнитофон?
10. Вчера я не смог повидать директора, так как он был на конференции, но сегодня после работы я смогу это сделать.
11. Он рад, что смог вовремя закончить задание.

Ex. 8. Put in the right modal verb – (must, can, need):

1. I.... not believe. I failed another test. - But you ... go to more classes and fewer parties.
2. Perhaps we meet next week.
3. he speak English in childhood?
4. My neighbours ... grow their own vegetables.
5. ... you turn the music down, please.
6. I ... not believe. I am already out of money. — You ... learn not to spend so much. But I ... not help it, there are just things that I ... to buy.
7. If you want to improve your English, you ... work very hard.
8. ... I take this book? — Certainly, but you ... not give it to anybody.
9. Mother, ... I go to the country tomorrow? — No, you ... not. The doctor says you ... stay at home for a day or two.
10. There is something wrong with your television set. You ... call a repairman. Oh, we ... not do it! My brother ... fix it himself.
11. we bring these textbooks every day? No, you ... not: you ... take them from the library.
12. ... you go to the country with us? — No, I am afraid I Not: I ... go to the library.
13. ... I borrow your pen for a minute?
14. She ... have seen “War and Peace” nine or ten times.

Ex. 9. Put in the right modal verb – (must, may, can, need, to have to, to be able to):

1. You ... not come to help them tomorrow: the work is done.
2. You ... not change the whole text as the beginning is all right. You ... only rewrite the second part of it.

3. ... you help me now? — I am afraid not: I am in a great hurry. I shall be free in the evening. Come to my place at about eight, and I ... help you.

4. John ... not tell us the rules of the game: we know them.

5. ... I return the book to you on Friday? I am afraid I ... not finish it before. -- No, that is too late. You ... bring it to me not later than Wednesday.

6. It is already six o'clock. We ... hurry if we don't want to be late.

7. ... you translate this text into English? — I think I

8. They spent all the morning on the river bank. Only Ann ... return home as she ... not stay in the sun for such a long time.

9. How do you feel when you ... take a test? — I'm always a little frightened and unhappy.

10. She ... decorate a room nicely.

11. We ... not afford to buy a house.

12. He's got a lung problem and he ... go to hospital every two weeks.

13. Ann ... not go to his birthday party yesterday because she ... go to the dentist.

14. You ... take medicine three times a day before meals. You ... not stop taking it until you have finished the bottle. Don't forget. You ... drink water as much as you You ... get up tomorrow if you like. You ... not stay in bed all the time. But you ... not do any work at all. You ... just relax for a few days.

15. You ... not worry about formating your text. The computer will do it for you.

Ex.10. Translate into English using appropriate in meaning modal verb – (can, may, might, must, needn't, should, shouldn't):

1. Ты можешь пойти туда: я не возражаю.
2. Ты можешь пойти туда: это совсем близко.
3. Ты не можешь пойти туда: ты не знаешь адреса.
4. Ты можешь не ходить туда: я могу им позвонить.
5. Ты не должен идти туда: они очень плохие люди.
6. Ты мог и не ходить туда вчера.
7. Тебе следует пойти туда: они тебя ждут.
8. Тебе следовало пойти туда вчера.
9. Тебе не следовало ходить туда вчера.
10. Она, должно быть, дома сейчас.
11. Она, должно быть, была дома вчера.
12. Мы, может быть, придем к вам завтра.
13. Они, может быть, приходили к нам вчера, но нас не было дома.
14. Он, должно быть, видел этот памятник, когда был в вашем городе.
15. Он, может быть, видел этот памятник, когда был в вашем городе.
16. Не может быть, что он знает эту картину.
17. Не может быть, что он видел эту картину.
18. Он, может быть и знает эту проблему, поэтому он, может быть, и знает ответ на этот вопрос, но я не очень уверена.

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