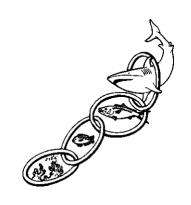
UNIT 10 RELATIONSHIPS BETWEEN ORGANISMS. FOOD CHAINS УРОК 10 ТИПЫ ОТНОШЕНИЙ МЕЖДУ ОРГАНИЗМАМИ. ЦЕПИ ПИТАНИЯ

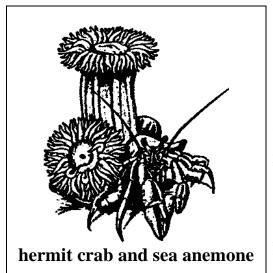


🚨 10.1. Выучите активную лексику урока.

1. allelopathy	ælı´lɔpəӨı	аллелопатия
2. amensalism	ə´mensəlɪzm	аменсализм
3. at the expense of	ık´spens	за счет
4. barn swallow	ba:n ´swɔləu	деревенская ласточка
5. bell	bel	зонтик / купол (медузы)
6. benefit	´benɪfɪt	извлекать пользу
7. carnivore	´ka:nɪvɔ:	плотоядное животное
8. chemical	´kemɪkəl	химический продукт
9. coexistence	, kəuɪg´zɪstəns	сосуществование
10. commensalism	kə´mensəlızm	комменсализм
11. compete for	kəm´pi:t	соперничать за
12. competition	_kɔmpə´tɪ∫n	конкуренция
13. consumer	kən´sju:mə	консумент, потребитель
14. creature	´kri:ʧə	существо
15. crown	kraun	крона, верхушка дерева
16. decomposer	_di:kəm´pəuzə	редуцент
17. groundling	´graundl1ŋ	живущий на земной
		поверхности
18. hare	hεə	заяц
19. harm	ha:m	причинять вред
20. hawk	hɔ:k	ястреб
21. herbivore	´hə:bɪvɔ:	травоядное животное
22. hermit crab	_hə:mɪt´kræb	рак-отшельник
23. host	həust	хозяин
24. hutchling	´hʌʧlɪŋ	малек (рыбы)
25. inhibit	ın´hıbıt	препятствовать
26. martin	´ma:tɪn	городская ласточка
27. mate	meɪt	партнер (самец, самка)
28. maybug	´meɪbʌg	майский жук

29. microorganism	_maɪkrəu´ɔ:gənɪzm	микроорганизм			
30. mutualism	´mju:tʃuəlɪzm	мутуализм			
31. nutrient	´nju:trɪənt	питательное вещество			
32. oats	əuts	овес			
33. omnivore	´ɔmnɪ ̯vɔ:	всеядное животное			
34. owl	aul	сова			
35. parasite	´pærəsaɪt	паразит			
36. parasitism	´pærəsaɪtɪzm	паразитизм			
37. particle	´pa:tɪkl	частица, крупица			
38. perch	pə:tʃ	окунь			
39. poisonous	´pɔɪzənəs	ядовитый			
40. pond	pɔnd	пруд			
41. poplar	´pɔplə	тополь			
42. predation	prī´deī∫n	хищничество			
43. predator	´predətə	хищник			
44. prey	prei	жертва			
45. primary	´praɪmərɪ	первичный			
46. producer	prə´dju:sə	продуцент			
47. property	´prɔpətɪ	свойство			
48. protective	prə´tektɪv	защитный			
49. relationship	rı´leıʃənʃıp	(взаимо)отношение			
50. safety	´seɪftɪ	безопасность			
51. sea anemone	si: ə´nemənɪ	актиния			
52. seagull	´si:gʌl	чайка			
53. secondary	´sekəndərı	вторичный			
54. shell	∫el	раковина			
55. shelter	´∫eltə	приют, пристанище			
56. shrew	∫ru:	землеройка			
57. snapping turtle	´snæpɪŋ ´tə:tl	каймановая черепаха			
58. survival	sə´vaɪvəl	выживание			
59. swallow	´swɔləu	глотать			
60. symbiosis	_sɪmbɪ´əusɪs	симбиоз			
61. tertiary	´tə:∫ərɪ	третичный			

Ш 10.2. Переведите и перескажите текст.



Symbiosis is a coexistence of the organisms of different species, in which at least one of the organisms benefits.

Mutualism is the relationship in which symbionts benefit from each other. The example of mutualism is relationship between the hermit crab and the sea anemone. The hermit crab protects its soft body using empty shells of other sea creatures. For its own safety, the hermit crab also uses protective properties of the sea

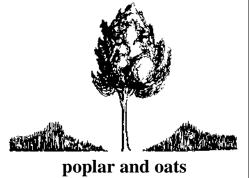
anemone, which has poisonous tentacles. The sea anemone protects the hermit crab from its enemies and eats food particles, which are left by the hermit crab after eating. When the hermit crab changes the old shell for the new one, it takes the sea anemone to its new "house".

Commensalism is the relationship in which one organism benefits and the other organism is neither benefited nor harmed. For example, hutchlings of some fishes find protection under the bell of the jellyfish.

Parasitism is the relationship in which one organism (parasite) benefits at the expense of the other organism (host) that is harmed. For example, the tapeworm lives in the digestive system of other animals.

Ш 10.3. Переведите и перескажите текст.

Amensalism is the relationship in which one organism harms another and remains unaffected itself. For example, crowns of trees inhibit the growth of groundling plants and mosses because trees block sunlight access to them. Allelopathy is the phenomenon by which plants, fungi and microor-



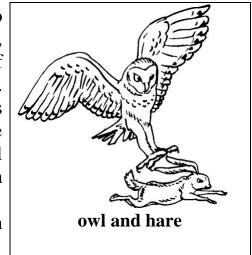
ganisms produce organic compounds that inhibit the development of other plants, fungi and microorganisms. For example, the poplar releases chemicals that harm the growth of the oats under it. Competition is the struggle between individuals of the same or different species for survival. Plants compete for light, water and miner-

als. Animals compete for food, water, shelter, and mates. For example, barn swallows and martins compete for the same insect food.

🕮 10.4. Переведите и перескажите текст.

Predation is the relationship between two species, in which one (predator) hunts, kills, and eats the other (prey). Numbers of predators and numbers of prey interdepend. For example, owls eat hares. If there are lots of owls, hare numbers will go down as more get eaten. When there are fewer hares, owl numbers go down as there is not enough food.

Neutralism is the relationship between two species, which do not affect each other



directly. For example, the maybug and the brown bear live in the same forest, but they neither benefit nor harm one another.

10.5. Выполните тесты.

- 1. Mutualism, commensalism and parasitism are types of
- A. antibiosis B. predation C. neutralism D. symbiosis 2. is the relationship in which one organism benefits at the expense of the other organism that is harmed.
- A. Parasitism B. Commensalism C. Allelopathy D. Competition 3. is the relationship between two species, in which one hunts, kills, and eats the other.
- A. Amensalism B. Predation C. Allelopathy D. Mutualism
- 4. The relationship between the hermit crab and the sea anemone is
- A. competition B. neutralism C. mutualism D. predation 5. is the struggle between individuals of the same or different species for survival.
- A. Competition B. Predation C. Amensalism D. Parasitism 6. is the relationship in which one organism harms another organism and remains unaffected itself.
 - A. Allelopathy B. Amensalism C. Neutralism D. Competition

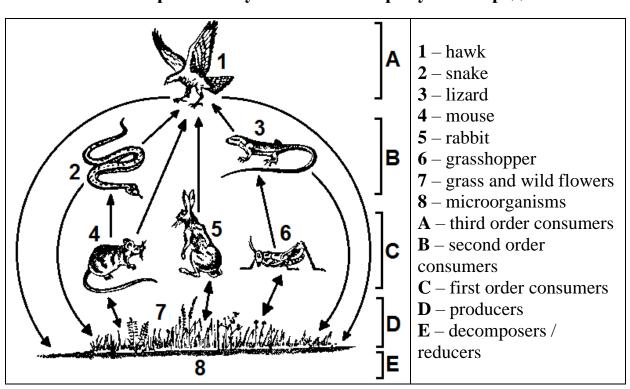
№ 10.6. Определите, кто является хищником и кто жертвой.

- 1. A snapping turtle in a pond eats a small perch.
- 2. A shrew is eaten by an owl.
- 3. A seagull lands near an alligator and the alligator eats it.
- 4. A blue whale swallows krill.

П 10.7. Переведите и перескажите текст.

The food chain shows how each living thing gets food, and how nutrients and energy are passed from creature to creature. Producers, consumers and decomposers (reducers) are distinguished within the food chain. Plants are producers: they make their own food by photosynthesis. Consumers are animals that eat producers or other animals. The animal that eats the producer is called 'the primary consumer' or the 'first order consumer'. The animal that eats the primary consumer is called the 'secondary consumer' or the 'second order consumer'. The animal that eats the secondary consumer is called the 'tertiary consumer' or 'the third order consumer', and etc. There are different types of consumers. Herbivores eat only plants. Carnivores eat only animals. Omnivores eat both animals and plants. Decomposers are organisms such as bacteria and fungi that break down dead organisms and wastes.

№ 10.8. Рассмотрите схему и заполните пропуски в предложениях.



- 1. Grass and wild flowers are, microorganisms are
- 2. The rabbit, the mouse, the snake and the hawk are
- 3. The rabbit eats, and the lizard eats
- 4. The hawk eats, and the grasshopper eats
- 5. The snake and the lizard are the order consumers.

№ 10.9. Повторите правила образования и употребления времен группы Simple в пассивном залоге и выполните задание.

- **І.** Глагол в форме активного залога, обозначает то, что подлежащее предложения само совершает действие:
 - (1) The cat catches mice Кот ловит мышей.
 - (2) The cat caught mice—Кот поймал мышей.
 - (3) The cat will catch mice Кот будет ловить мышей.
- **II.** Глагол в форме пассивного залога, обозначает то, что подлежащее предложения испытывает действие со стороны другого лица или предмета:
 - (4) Mice **are caught** by the cat Мыши ловятся котом.
 - (5) Mice were caught by the cat Мыши были пойманы котом.
 - (6) Mice will be caught by the cat Мыши будут пойманы котом.
- **III. Образование утвердительной формы** глагола в группе Simple в пассивном залоге:

подлежащее + форма глагола to be + смысловой глагол в 3 форме (V3)

V3 правильных глаголов: 1 форма глагола + окончание -ed

V3 неправильных глаголов: 3 форма из таблицы неправильных глаголов

Present Simple Passive			Past Simple Passive			Future Simple Passive		
Ι	am		Ι			I		
You We They	are	V ₃ praised caught	He She It	was	V ₃ praised caught	You He She It We They	will be + V ₃ praised caught	
He She It	is		You We They	were				

- (7) Меня **хвалят** за мою работу I **am praised** for my work.
- (8) Меня похвалили за мою работу I was praised for my work.
- (9) Меня похвалят за мою работу I will be praised for my work.

IV. Образование отрицательной формы

Ι	am		I			I	
You We They	are	not + V ₃ praised		was	not + V ₃ praised caught	You He She	will not be + V ₃ praised caught
He She It	is	caught	You We They	were		It We They	

- (10) Меня **не хвалят** за мою работу I **am not praised** for my work.
- (11) Мышь не была поймана котом The mouse was not caught by the cat.

IV. Образование общего вопроса:									
Am	I			I			т		
Are	you we they	V ₃ praised caught	Was	he she it	V ₃ praised caught	Will	you he she it they	be + V ₃ praised caught	
Is	he she it		Were	you we they					

- (12) Тебя хвалят за твою работу? Are you praised for your work?
- (13) Мышь была поймана котом? Was the mouse caught by the cat?
 - (14) Ее похвалят за ее работу? Will she be praised for her work?

V. Образование специального вопроса к второстепенным членам:

Специальный вопрос к второстепенны членам задается по схеме общего вопроса, начиная со специального вопросительного слова:

- (15) **За что** тебя хвалят? **What** are you praised **for**?
- (16) **Когда** была поймана мышь? **When** was the mouse caught?
 - (17) Γ де будут пойманы мыши? Where will mice be caught?
- **VI.** Для того чтобы указать лицо, совершающее действие, употребляется предлог **by**. **После предлога by следует:** *имя собственное; имя существительное в именительном падеже; местоимение в объектном падеже:*
 - (15) The mouse was caught by Murzik / the cat / him. Мышь была поймана Мурзиком / котом / им.
- **VII.** При **преобразовании активного оборота в пассивный** дополнение активного оборота становится подлежащим пассивного оборота и употребляется всегда в именительном падеже. Форма (время и группа) активного глагола заменяется на соответствующую форму (время и группу) пассивного глагола.
 - (16) I gave *a fish* to the cat (**Past Simple Active**) Я дал рыбку коту. *A fish* was given to the cat by me (**Past Simple Passive**) Рыбка была дана коту мною.
 - (17) My cat will catch the mouse Мой кот поймает мышь. The mouse will be caught by my cat Мышь будет поймана моим котом.

(18) The teacher **praised** *me* for my work – Учитель похвалил меня за мою работу.

I was praised for my work by the teacher – Я был похвален за мою работу учителем.

(19) The teacher **will praise** *them* for their work – Учитель похвалит их за их работу.

They will be praised for their work by the teacher – Они будут похвалены за их работу учителем.

Задание: Употребите глаголы в указанных временах.

Present Simple Passive

- 1. The man has a monkey. His monkey (call) Miky.
- 2. Monkey Miky (not keep) outdoors.
- 3. Twenty monkeys (keep) in the Kaliningrad Zoo.
- 4. monkeys (feed) with bananas?
- 5. How often yogurt (give) to this monkey?

Past Simple Passive



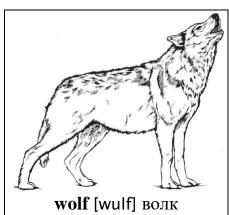
- 6. The large web (spin) by the spider.
- 7. Those webs (weaver) long ago.
- 8. The cockroach (not catch) into the web.
- 9. The flies (catch) by the spider.
- 10. When this web (spin)?

Future Simple Passive

- 11. Daffodils (not plant) in the garden next spring.
- 12. Where the bouquet of daffodils (buy)?
- 13. The bright yellow daffodils and the white daffodils (put) into different vases.
- 14. Some white daffodils (give) to Mother on her birthday tomorrow.
- 15. Many nice bright yellow daffodils (see) in London's St. James's Park by tourists in the spring.

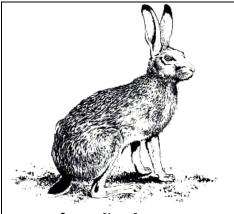


№ 10.10. Употребите глаголы в нужном времени и залоге.



- 1. The wolf usually (eat) deer and elks.
- 2. Deer and elks (eat) by the wolf.
- 3. The wolf cubs (train) to hunt by their mother last autumn.
- 4. Students (take) exams twice a year at Russia's universities.
- 5. Examinations (take) twice a year at Russia's universities by students.
- 6. Peter I (found) Petersburg in 1703.
- 7. The Albertina University (found) in Königsberg in 1544.
- 8. The University (grant) diplomas to its graduates in four years.
- 9. A Bachelor's degree (give) to graduates in four years by the University.

№ 10.11. Преобразуйте предложения из активного залога в пассивный.

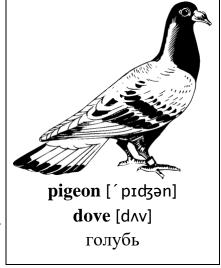


hare [hɛə] заяц **doe-hare** [´dəuhɛə] зайчиха

- 1. The hare eats grass and wild flowers.
- 2. Hares cause great damage to crops.
- 3. The doe-hare hid the nest with grass.
- 4. The sensitive ears of the hare detect the slightest sound.
- 5. The hawk ate two hares.
- 6. Hares will eat wheat in the summer.
- 7. The doe-hare cares for the babies well.
- 8. We saw the hare on the field yesterday.
- 9. The doe-hare will hide the nest with leaves.
- 10. The hunter put the hare into the cage.

№ 10.12. Употребите глаголы в Present Simple в нужном залоге.

- 1. Pigeons and doves (belong) to the scientific family Columbidae.
- 2. It (include) more than 250 species.
- 3. No sharp line (draw) between pigeons and doves.
- 4. The smaller, long-tailed members of this family (call) 'doves'.
- 5. The pigeon (eat) mostly seeds.
- 6. Seeds (pick) up from the ground by pigeons and doves.
- 7. The pigeon (have) a fine sense of direction.



- 8. Pigeons (not find) in the coldest regions of the north and south.
- 9. The pigeons (spend) much of its time on the ground.
- 10. Northern species of pigeons (fly) south in autumn.
- 11. Pairs of pigeons (stay) together for as long as they live.
- 12. Usually, two eggs (lay) by the female pigeon.
- 13. Females (sit) on the eggs at night, males during the day.
- 14. Pigeons are the only birds that (feed) their young with milk.
- 15. Both pigeon parents (produce) milk.
- 16. Milk (make) from the gland in the pigeon's throat.
- 17. Baby pigeons (stay) in the nest for 12 to 18 days.

№ 10.13. Решите тест. Прочитайте и переведите текст.

The year of 1665 was not only the year when the English scientist Robert Hooke (1) told / was told the world about the discovery of the cell, it was also the year of Black Death or Great Plague in London. In 1666, the Great Fire (2) happened / was happened. The fire (3) helped / was helped to get rid of the plague, but many people (4) killed / were killed. The Great London Fire (5) burnt / was burnt lots of houses. The Fire (6) destroyed / was destroyed the old St. Paul's Cathedral.

The famous English architect Sir Christopher Wren (7) built / was built the new St. Paul's Cathedral. Fifty-one churches (8) rebuilt / were rebuilt after the Great Fire by Sir Christopher Wren, but St. Paul's Cathedral (9) became / was become his masterpiece. It (10) took / was taken 35 years to build the new St. Paul's Cathedral. The gold cross (11) put / was put at the top of the dome. The Whispering Gallery is in the dome.

If you

(12) press / are pressed an ear to the wall, you (13) will hear / will be heard the whisper from the other side of the dome. It is interesting to know that Robert Hooke (14) helped / was helped Christopher Wren to design the dome of St. Paul's Cathedral. Today St. Paul's is a busy working church. Daily services (15) give / are given in St. Paul's. Many great people (16) buried / were buried in St. Paul's Cathedral. Sir Christopher Wren (17) buried / was buried there too. On his grave there are Latin words saying, "Reader, if you seek his memorial – look around you".

