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Кафедра иностранных языков

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АНГЛИЙСКИЙ ЯЗЫК

методические рекомендации и задания контрольной работы №1
для студентов 1 курса факультета заочного обучения

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Предлагаемое учебное пособие предназначено для студентов 1 курса факультета заочного обучения, обучающихся по специальностям: 110301 – Механизация сельского хозяйства; 110303 – Механизация переработки сельскохозяйственной продукции; 110304 – Технология обслуживания и ремонта машин в АПК, и направлено на развитие основ письма, овладение грамматическими формами и оборотами, формирование навыков чтения и перевода оригинальной литературы по специальности на английском языке.

Данные методические рекомендации и указания составлены в соответствии с примерной программой дисциплины «Иностранный язык» федерального компонента цикла ГСЭ в ГОСе высшего профессионального образования второго поколения (2000).

Рецензенты: доцент кафедры социально-гуманитарных дисциплин филиала Орловской региональной академии государственной службы в г. Брянске, к.ф.н. Резунова М.В., ст. преподаватель кафедры иностранных языков Брянской ГСХА Катунина Л.В.

Рекомендовано к изданию методической комиссией экономического факультета Брянской государственной сельскохозяйственной академии, протокол № 6 от 13 мая 2009 г.,

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Общие методические рекомендации по изучению дисциплины

Целевая установка. Основной целью обучения студентов английскому языку в неязыковом вузе является достижение ими практического владения этим языком, что при заочном обучении предполагает формирование умения самостоятельно читать литературу по специальности вуза с целью извлечения информации из иноязычных источников.

В процессе достижения цели обучения иностранному языку решаются воспитательные и общеобразовательные задачи, которые расширяют общий и филологический кругозор обучаемых, развивают их мышление и способность делать логические выводы и умозаключения.

Структура курса. В соответствии с действующими планами на полный курс обучения иностранному языку в вузах неязыковых специальностей отводится до 40 часов обязательных аудиторных занятий, 300 часов самостоятельной работы. За весь курс обучения студент выполняет 2 контрольные работы, сдаёт зачёт и экзамен. Распределение учебных часов: 1 курс - 20 часов аудиторных занятий, 150 часов самостоятельной работы, студент выполняет 1-ю контрольную работу и сдаёт зачёт. 2 курс - 20 часов аудиторных занятий, 150 часов самостоятельной работы, студент выполняет 2-ю контрольную работу и сдаёт экзамен.

Требования на зачёте. К зачёту допускаются студенты, отработавшие материал занятий и получившие зачёт по контрольной работе №1.

Для получения зачёта студент должен уметь:

- 1) Прочитать, пересказать текст объёмом 1500 печатных знаков познавательного содержания и ответить на вопросы.
- 2) Вести беседу по теме «Семья, работа, учёба».

Требования на экзамене. К экзамену допускаются студенты, отработавшие материал занятий и получившие зачёт по контрольной работе №1.

Экзамен проводится по билетам, каждый из которых состоит из 3-х вопросов:

- 1) Письменный перевод оригинального текста по специальности со словарём (1200 п.зн. за 45 мин.)
- 2) Чтение, перевод и пересказ на иностранном языке текста по специальности без словаря (1800 п. зн. за 5-10 мин.)
- 2) Беседа по теме «Семья, работа, учёба, профессия», а также «Россия, Москва, Великобритания, Лондон» (15-20 предложений).

Методические указания по выполнению и оформлению контрольных работ

Студенты-заочники 1-го курса выполняют контрольную работу, которая представлена в десяти вариантах и предназначена для письменного выполнения с последующим собеседованием.

До выполнения данной контрольной работы рекомендуется проработать по грамматическому справочнику или учебнику английского языка следующий

грамматический материал:

1. Имя существительное. Артикль (основные правила употребления);
2. Местоимения (личные, притяжательные, указательные, вопросительные, неопределённые, возвратные, отрицательные);
3. Структура простого предложения: повествовательного, вопросительного и повелительного;
- 4.оборот There is /There are;
5. Имя прилагательное. Степени сравнения;
6. Глагол. Основные формы глагола;
7. Инфинитив, его формы;
8. Причастие I, II;
9. Модальные глаголы и их эквиваленты;
10. Система времен английского глагола. Активный и пассивный залого;
11. Конструкции «сложное подлежащее» и «сложное дополнение»;
12. Словообразование. Аффиксация.

Выдача заданий контрольной работы проводится преподавателем на установочных занятиях и сопровождается индивидуальными пояснениями по их выполнению. Каждый студент выполняет только один вариант контрольной работы в соответствии с последней цифрой зачётной книжки студента: если шифр оканчивается на 1, выполняется вариант №1; на 2 - №2, на 3 - №3 и т.д., задания, студенты сокращённой формы обучения выполняют также задания, отмеченные звёздочкой (*).

Задание выполняется письменно в отдельной тетради, аккуратно, чётким почерком. При этом следует оставлять широкие поля для замечаний, объяснений и методических указаний рецензента. Материал располагается в тетради по следующему образцу:

Поля	Левая страница	Правая страница	Поля
	Английский текст	Русский текст	

Выполненная контрольная работа сдаётся для проверки на кафедру иностранных языков в установленные сроки.

Проверка письменно выполненной контрольной работы проводится преподавателем, который в зависимости от степени усвоения студентом материала делает заключение: «Допущен к собеседованию» или «На доработку». В последнем случае даётся письменная консультация по доработке. Проверенная контрольная работа выдаётся студенту.

Собеседование по выполненной контрольной работе проводится преподавателями кафедры иностранных языков на зачётной неделе в соответствии с рецензией преподавателя, которая знакомит студента с замечаниями рецензента и ориентирует на анализ отмеченных ошибок. С учётом рекомендаций рецензента следует проработать указанный материал, исправить орфографические, лексические и грамматические ошибки, а также неточности в переводе.

Результаты собеседования отражаются в зачётной книжке за 2-й семестр учебного года как зачёт по контрольной работе №1.

Вариант 1

Задание 1

Вставьте артикли, где необходимо, подчеркните и объясните их употребление.

1. She served ... cold meat and ... cheese.
2. ... meat we had for lunch last Sunday was very tough.
3. Where did ... student come from?
4. We have ... nice apartment in ... centre of St. Petersburg.
5. ... individual has every right to expect ... personal freedom.

Задание 2

Заполните пропуски подходящими по смыслу местоимениями, подчеркните их и переведите предложения на русский язык.

1. It may be ... dictionaries.
2. ... composition is much more interesting than
3. ... is Sergeyev? Is ... an engineer?
4. There is ... snow in the street.

Задание 3

Образуйте от данных глаголов существительные, употребите их в предложениях.
to attach, to include, to open, to work, to differ

Задание 4

Письменно поставьте 5 вопросов к предложению.
Ann plays volley-ball well.

Задание 5

Образуйте степени сравнения от данных прилагательных и наречий, употребите их в предложениях.
happy, comfortable, little, powerful, deep, bad

Задание 6

Составьте предложения с данными глаголами, употребив их в указанной временной форме.

to look for	Present Progressive
to leave	Past Simple
to wait for	Present Perfect
to send for	Present Simple
to write	Past Progressive
to speak	Future Perfect
to foresee	Past Perfect
to research	Future Simple
to listen to	Future Progressive

Задание 7

Перепишите следующие предложения в Past Simple, Future Simple, используя эквиваленты модальных глаголов, подчеркните сказуемое.

1. Vertical cylindrical vessels must be used for the mixing of liquids. 2. The workers can use this motor to drive compressors tomorrow. 3. We may carry out this process in different ways.

Задание 8

Переведите, обращая внимание на конструкции «сложное подлежащее» и «сложное дополнение», подчеркните эти конструкции.

1. She orders him to use my books. 2. I'd like you to come in time. 3. She saw him hurry to the bus stop. 4. We think him to be a good specialist. 5. The conference is reported to open on the 6th of June. 6. Tsiolkovsky is known to be one of the greatest minds of our century. 7. Large deposits of oil and gas are expected to be found in the north. 8. The man doesn't seem to be very happy.

Задание 9

Измените активную форму глагола на пассивную, подчеркните её.

1. Karpinsky described the geological past of the European part of our country. 2. He has studied the past history of the earth. 3. The science of geology plays an important part in the discovery of coal deposits. 4. Man realized the heating quality of coal long ago. 5. Coal will yield large quantities of chemicals. 6. The students are studying the geological past of our district. 7. My brother visited us last week. 8. They will bring the magazines in a few days.

Задание 10

Измените пассивную форму глагола на активную, подчеркните её.

1. Coal was used to set in motion mighty vessels and locomotives. 2. Crystals are grouped into six systems. 3. Minerals have been divided into the rock-forming minerals and the ores. 4. Upward and downward movements of the land were recorded by modern history at various points. 5. All essential minerals have long been classified into groups by geologists. 6. This classification will be based on mineral composition. 7. Many guests were invited to my mother's party yesterday. 8. The doctor will be sent for immediately.

Задание 11

Перепишите и переведите следующий текст.

AGRICULTURAL MACHINERY AND IMPLEMENTS (I)

At the dawn of history we find man practicing the most elementary method of modifying soil conditions. He broke up the surface and prepared a seed-bed, using for this purpose the most primitive of all cultivating devices, a digging implement like a hoe. In early times the principal crops were cereals or pulse and a fibro crop — flax.

The greatest mechanical advance during these early days of agriculture was the evolution of the plough from the primitive hoe. The advent of the plough enabled man to supplement his labour by animal power and is one of the great landmarks of agricultural progress.

The plough is the most important tillage tool, and it has been brought to its present state of scientific perfection only after tireless experimentation.

During the Middle Ages the variety of implements had advanced but little, though the roller was known but was not employed generally in agriculture.

In the eighteenth century there was conscious and organized attempt to improve agricultural implements. New methods and inventions were being applied to most farming operations, and new conditions were being created favorable for the great advance which followed.

By the 19th century such a complexity of implements had been introduced as to justify the term "agricultural machinery". In agriculture, as in industry, the use first of water-power and then of steam had immensely stimulated the invention of machinery supplementing or replacing manual labour. A threshing-machine was invented late in the 18th century and was gradually coming into use early in the 19th. It was driven by water or wind, sometimes by horse labour, and later by steam.

**Задание 12*

Письменно ответьте на вопросы к тексту.

1. What elementary method of seed-bed preparation did man practice in the early days of agriculture? 2. What were the principal crops grown in early times? 3. What was one of the first great landmarks of agricultural progress? 4. What were the advantages of a plough compared with a hoe? 5. What were the improvements in agricultural implements during the eighteenth century? 6. When were a great number of various farm implements introduced into agriculture? 7. What had immensely stimulated the invention of farm machinery? 8. When was the threshing-machine invented? 9. What were the first threshing-machines driven by?

**Задание 13*

Переведите, обращая внимание на употребление причастий. Определите и подчеркните их форму.

1. Have you ever read the book entitled "The Picture of Dorian Grey" by Oscar Wilde? 2. The train leaving from platform 2 goes to Minsk. 3. Having lost the key, the boy couldn't get into the house. 4. Being translated into foreign languages, Tolstoy's books were read with great interest all over the world. 5. Having been asked about his life, he told us a lot of interesting things.

**Задание 14*

Переведите, обращая внимание на формы и функции инфинитива, подчеркните инфинитив.

1. To walk in the garden was very pleasant. 2. To be recognized gave her great joy.

3. I was sorry to have said it. 4. He pretended to be sleeping. 5. To have been opened in this town, new shops will be able to meet the demands for goods.

Вариант 2

Задание 1

Вставьте артикли, где необходимо, подчеркните и объясните их употребление.

1. I don't know much about ... life of ... Salvador Dali.
2. I've got ... appointment this afternoon.
3. I've got to go to ... doctor's.
4. We have seen what ... Earth looks like from ... Moon.
5. In many countries ... head of state is called ... President.

Задание 2

Заполните пропуски подходящими по смыслу местоимениями, подчеркните их и переведите предложения на русский язык.

1. ... knowledge of the subject is not much superior to
2. There was ... water in the river, and they decided to cross it.
3. ... problem are you working at now?
4. ... likes to do everything

Задание 3

Образуйте от данных глаголов существительные, употребите их в предложениях.
to assess, to continue, to repair, to insist, to generate

Задание 4

Письменно поставьте 5 вопросов к предложению.
They worked at a large factory.

Задание 5

Образуйте степени сравнения от данных прилагательных и наречий, употребите их в предложениях.

Soon, interesting, fast, much, attentive, good

Задание 6

Составьте предложения с данными глаголами, употребите их в указанной временной форме.

to look at	Present Progressive
to take care of	Present Simple
to resist	Present Perfect
to go	Past Simple
to stay	Past Perfect
to hold	Future Simple
to find	Future Progressive

to include
to press

Future Perfect
Past Progressive

Задание 7

Перепишите следующие предложения в Past Simple, Future Simple, используя эквиваленты модальных глаголов, подчеркните сказуемое.

1. People can use heat, electricity and light for many purposes. 2. May chemists obtain coke by heating coal in special forms of apparatus? 3. The workers must use this motor to drive compressors tomorrow.

Задание 8

Переведите, обращая внимание на конструкции «сложное подлежащее» и «сложное дополнение», подчеркните эти конструкции.

1. Ann is expected to complete her essay in a week. 2. The minister was supposed to visit a number of countries of Asia last week. 3. He was said to be working on some new problem. 4. The train was announced to be 20 minutes late. 5. The teacher asked me to prepare the report by Monday. 6. I'd like them to do it at once. 7. We noticed him speaking on the phone. 8. He saw him drawing the picture.

Задание 9

Измените активную форму глагола на пассивную, подчеркните её.

1. In Alaska we can see at present the first process of coal formation. 2. Our coal industry must increase coal output. 3. Rivers can carry the mud to the sea. 4. We had to improve conventional methods of mining. 5. Aerial photography may play a very important part in prospecting virgin coal-fields. 6. The geological party will have to solve various problems. 7. By the beginning of the lecture the lab assistant had brought all the necessary diagrams. 8. I'll finish my diploma work in a month.

Задание 10

Измените пассивную форму глагола на активную, подчеркните её.

1. The earth can be physically described as a ball of rock. 2. New mines must be put into operation this year. 3. An unexplored region could be photographed rapidly from the air. 4. Rocks can be divided into igneous and sedimentary deposits. 5. The soil had to be determined from an aerial photograph. 6. Attention will have to be directed by many countries to the considerable reserves of coal situated within 150 ft. or so of the surface. 7. In mechanics the study of kinematics is followed by the study of dynamics. 8. Gas may be viewed as the vapor of a liquid with very low boiling point or very great vapor pressure.

Задание 11

Перепишите и переведите следующий текст.

AGRICULTURAL MACHINERY AND IMPLEMENTS (II)

In still more recent times an important practical contribution to the mechanization of the farm came from the discovery of the internal-combustion engine. Used

first of all to drive stationary machinery, as chaff-cutters, root-cutters and corn-mills in the barn, in the second decade of the 20th century the internal-combustion engine also made headway as a source of power for field operations. Steam engines, though widely used for traction on the road, suffered the disadvantage of being heavy for use on the land for the direct haulage of machinery and implements; and it was not until the internal-combustion engine had been perfected that agricultural tractors made their appearance.

But a still newer source of power on the farm is electricity. Although employed at first principally for lighting, electricity, when it is available at low cost relatively to other forms of power, is gradually coming into use on the farm.

Agricultural implements and machines are very numerous and very diversified and may be considered under five main groups, namely; 1) prime movers, i. e. engines of all kinds, tractors, etc.; 2) cultivating machinery, including ploughs of all kinds, harrows, rollers, cultivators, manure-distributors, drills, etc.; 3) harvesting machinery, including mowers, self-binders, threshing-machines, combines, elevators, potato-diggers, etc.; 4) stationary or barn machinery, including such food-preparing machines as chaff-cutters, grinding-mills, root-cutters, etc.; 5) dairy machinery, including milking-machines, separators, churns, sterilizing-machines, etc.

In addition there are a number of miscellaneous machines, including sprayers and sheep-shearing machines.

**Задание 12*

Письменно ответьте на вопросы к тексту.

1. What discovery contributed greatly to the further mechanization of farm work?
2. What was the internal-combustion engine first used for?
3. When did the internal-combustion engine come into use as a source of power for field operations?
4. What were steam engines widely used for?
5. Why were steam engines not used on the farm for haulage of farm implements?
6. When did agricultural tractors first make their appearance?
7. Name another source of power used on the farm.
8. What was electricity principally employed for?
9. What is the newest and very important source of heat and power?

**Задание 13*

Переведите, обращая внимание на употребление причастий. Определите и подчеркните их форму.

1. When asked to do something, she always does it readily.
2. Being a light metal, aluminium is widely used for curing people.
3. Having graduated from the University, he decided to go to the Far East.
4. Having been shown the way he could find our house easily.
5. Being built in a new way modern houses have better facilities.

**Задание 14*

Переведите, обращая внимание на формы и функции инфинитива, подчеркните их.

1. He is hard to please.
2. I'm sorry to have taken so much of your time.
3. A celebration such as this was a chance not to be missed.
4. He must have been very tired to come and fall asleep like that.
5. To be playing very softly, he didn't want to disturb anyone.

Вариант 3

Задание 1

Вставьте артикли, где необходимо, подчеркните и объясните их употребление.

1. I think ... red dress will suit you best.
2. ... watches have become very cheap and very attractive.
3. This is ... front room. ... ceiling and ... walls need decorating.
4. This is ... wonderful small computer.
5. My eldest son joined ... Navy and now my youngest wants to join ... Army.

Задание 2

Заполните пропуски подходящими по смыслу местоимениями, подчеркните их и переведите предложения на русский язык.

1. Will you help ... to sort out the things?
2. I cannot tell which are ... and which are
3. The children had ... tea.
4. ... is absent today?.

Задание 3

Образуйте от данных глаголов существительные, употребите их в предложениях.
to move, to produce, to break, to cool, to depend

Задание 4

Письменно поставьте 5 вопросов к предложению.
My sister stayed at her friend's over the week-end.

Задание 5

Образуйте степени сравнения от данных прилагательных и наречий, употребите их в предложениях.

hot, hospitable, many, badly, long, handsome

Задание 6

Составьте предложения с данными глаголами, употребите их в указанной временной форме.

to look after	Present Perfect
to profit	Past Perfect
to refer to	Present Simple
to feel	Past Simple
to eat	Present Progressive
to drive	Past Progressive
to cut	Future Progressive
to sleep	Future Simple
to keep	Future Perfect

Задание 7

Перепишите следующие предложения в Past Simple, Future Simple, используя эквиваленты модальных глаголов, подчеркните сказуемое.

1. We must repair the broken parts of the car. 2. Geologists can find oxides of many elements in the earth's crust. 3. May I bring my sister to a party?

Задание 8

Переведите, обращая внимание на конструкции «сложное подлежащее» и «сложное дополнение», подчеркните эти конструкции.

1. Oil is known to be lighter than water. 2. She was said to live in the north. 3. He is expected to be sent to the conference. 4. They are sure to be offered a good job. 5. We know him to be a good scientist. 6. You expect him to understand your words. 7. I heard the boys playing football. 8. His mother watched them reading a funny story.

Задание 9

Измените активную форму глагола на пассивную, подчеркните её.

1. They are repairing the clock now. 2. We must separate these impurities from the metal. 3. We could not distinguish the liquid alloy from a single one-substance liquid. 4. They will have to separate iron from sulphur with a magnet. 5. They had to cast metals into varied shapes. 6. We measure the strength of a metal by means of tensile tests. 7. We expressed tensile strength in pounds per square inch. 8. The workers of our shop have used special machines to produce wire.

Задание 10

Измените пассивную форму глагола на активную, подчеркните её.

1. Steel can be made soft enough for machining. 2. Many shapes had to be manufactured at a relatively high cost. 3. Different kinds of steel will have to be used for this purpose. 4. This mountain has never been climbed before. 5. They will cool the liquid in a crucible. 6. Those newspapers had been carefully put away. 7. The boy was saved from drowning by the quickness of the driver. 8. The letter was being written at 5 o'clock yesterday.

Задание 11

Перепишите и переведите следующий текст.

TRACTORS

Tractors occupy an important place on the farm as a source of power, and on many farms they, together with trucks or trailers, have entirely displaced horses for farm work. An advantage of tractor power over the horse is that the tractor can be used continuously for heavy work. In addition to pulling implements like ploughs and cultivators, a tractor may be used with implements for bush-clearing, ditch-filling, and land-leveling. Small tractors of from 1 to 10 horsepower, fitted with single- or twin-cylinder petrol engines, may be used for garden and orchard work.

Farm tractors may be divided into two groups: wheeled and track-laying. Wheeled tractors may be further subdivided into standard and row-crop types. Standard wheeled tractors are used for general farm work and do not have the special features associated with row-crop tractors. Row-crop tractors can be used for all ordinary purposes, but in addition they are specially designed for working on root and other row crops.

Track-laying tractors, or crawlers, have the great advantage that they can be used for heavy loads on almost any class of land. They are considerably more economical in fuel than are wheel machines, but their greater initial cost and their maintenance particularly that of the tracks, may outweigh this advantage. The crawler is, however, the more efficient type of tractor and, moreover, can go on the land earlier after rain and so can work a greater number of days per year.

**Задание 12*

Письменно ответьте на вопросы к тексту.

1. What agricultural machines occupy an important place on the farm as a source of power? 2. What is the advantage of tractor power over horse power? 3. What farm jobs are horses used for? 4. Describe the use of a tractor on the farm. 5. Name some pulling implements. 6. What tractors are used for garden and orchard work? 7. What are the two main groups of farm tractors? 8. What respects does the design of wheeled and track tractors differ in? 9. Name the two chief types of wheeled tractors.

**Задание 13*

Переведите, обращая внимание на употребление причастий. Определите и подчеркните их форму.

1. Foreign students studying in Russia can spend their holidays visiting different parts of our country. 2. He spoke of the vast research work carried on at the laboratory. 3. Having looked through a lot of journals and papers, he began to write his report. 4. Being built of wood the bridge could not carry heavy loads. 5. Having been translated into many languages Pushkin's books became known all over the world.

**Задание 14*

Переведите, обращая внимание на формы и функции инфинитива, подчеркните инфинитив.

1. She is pleasant to look at. 2. He must have forgotten about it. 3. It all sounds too good to be true. 4. He seems to be writing. 5. To have been protected against the foxes, the hens are kept in a field surrounded by wire netting.

Вариант 4

Задание 1

Вставьте артикли, где необходимо, подчеркните и объясните их употребление.

1. There are four oceans: ... Pacific Ocean, ...Arctic Ocean, ... Atlantic Ocean and ... Indian Ocean.
2. If you study ... history, you've got to read a lot.

3. Read ... first lesson, please.
4. Is there ... moon round ... planet Venus?
5. Do you know who killed ... President Lincoln?

Задание 2

Заполните пропуски подходящими по смыслу местоимениями, подчеркните их и переведите предложения на русский язык.

1. She makes all ... clothes
2. There was a cold wind blowing so I put on ... heavy coat.
3. ... would like to retell the text?
4. Nick would like to say ... words about ... journey.

Задание 3

Образуйте от данных глаголов существительные, употребите их в предложениях.
to consider, to replace, to measure, to consume, to correspond

Задание 4

Письменно поставьте 5 вопросов к предложению.
Our teacher always speaks English in class.

Задание 5

Образуйте степени сравнения от данных прилагательных и наречий, употребите их в предложениях.
cold, big, talented, comfortable, much, little

Задание 6

Составьте предложения с данными глаголами, употребите их в указанной временной форме.

to look through	Present Progressive
to know	Present Simple
to hear	Past Simple
to sleep	Past Progressive
to let	Future Simple
to read	Future Progressive
to invest	Past Perfect
to teach	Present Perfect
to understand	Future Perfect

Задание 7

Перепишите следующие предложения в Past Simple, Future Simple, используя эквиваленты модальных глаголов, подчеркните сказуемое.

1. You must study hard to become an engineer.
2. One cannot translate such an article without a dictionary in the first year.
3. You may take this book from the library.

Задание 8

Переведите, обращая внимание на конструкции «сложное подлежащее» и «сложное дополнение», подчеркните эти конструкции.

1. She seems to be surprised at this news.
2. His wife was said to be very beautiful.
3. The region proved to be rich in oil and gas.
4. She was likely to return in a week.
5. I wanted you to go with me.
6. He expected us to take part in the conference.
7. The dean ordered him to complete the work in two weeks.
8. They saw him rewriting a report.

Задание 9

Измените активную форму глагола на пассивную, подчеркните её.

1. We use various grades of copper for engineering purposes.
2. We use some metals in the native state.
3. Chemists can convert chemical energy into heat.
4. Ancient people have used bronze since the prehistoric times.
5. Metallurgists extract aluminum from rock with high alumina content.
6. A new gas field will supply natural gas to our town.
7. A marble pavilion protects the house.
8. Tom gave Nick a book for his birthday.

Задание 10

Измените пассивную форму глагола на активную, подчеркните её.

1. The alloys of iron are widely used nowadays.
2. Different metals have been produced in different ways.
3. The specimen will be placed upon the plate.
4. Steel is used for the structural parts of buildings, rails and ships.
5. Cutting tools were made of carbon steel.
6. A new machine is being tested at our shop.
7. Large piping networks are laid to distribute water, steam, gas, oil and other fluids.
8. The flowers are watered by them regularly.

Задание 11

Перепишите и переведите следующий текст.

Disk Tillers

These tools are designed for both tillage and seeding. They consist of a single gang of disk blades, 20 to 26 in. in diameter, on a common axle, all throwing the soil the same way. The common axle differentiates these tools from regular disk plows which have the disk blades tipped back, necessitating separate axles and bearings for each blade.

Disk tillers are made as small as two-blade models cutting 15 in. wide up to models cutting 20 ft wide. They are highly economical of power. Seeding boxes are available for some models, enabling seed-bed preparation and wheat seeding to be done in one operation.

The forces acting on a disk tiller are similar to those acting on a plow except that the resultant lengthwise soil force on the blades is usually upward, requiring extra weight for penetration.

Trail-type disk tillers usually permit the angle of attack of the disk gang to be ad-

justed from 40 to 55°. In hard high-draft soil, penetration can be improved and width of cut decreased by increasing the angle, while maximum width can be taken with less angle in loose easy-working soils. This adjustment is provided by changing the angle of the land wheel and the furrow wheels with respect to the disk gang.

Hitching principles are similar to those for mold-board plows. The centre of draft is at the centre disk blade slightly below the surface of the ground.

Disk tillers are necessarily built heavier than mold-board plows and wheel weights can be added for penetration in hard soil.

**Задание 12*

Письменно ответьте на вопросы к тексту.

1. What are disk tillers designed for? 2. How are these tools made? 3. They are highly economical of power, aren't they? 4. What are seeding boxes available for? 5. What do trail-type disk tillers usually permit the angle of attack of the disk gang? 6. How can penetration be improved and width of cut decreased? 7. What is this adjustment provided by? 8. Hitching principles aren't similar to those for mold-board plows, are they? 9. Is the centre of draft at the centre disk blade slightly below the surface of the ground?

**Задание 13*

Переведите, обращая внимание на употребление причастий. Определите и подчеркните их форму.

1. The eastern coast of North America washed by the Atlantic Ocean stretches for hundreds of miles. 2. When offered to stay a few days longer, she accepted the offer. 3. Having left the school, John Reed went to Harvard University. 4. Being astonished at what I saw, I turned on the light. 5. The article having been translated, he could read some book for pleasure.

**Задание 14*

Переведите, обращая внимание на формы и функции инфинитива, подчеркните инфинитив.

1. The plan will be discussed at the meeting to be held on October 21. 2. He is clever enough to answer the question. 3. He seemed to have been writing all day. 4. It was nice to have seen you. 5. The doctor told me not to go out for a week.

Вариант 5

Задание 1

Вставьте артикли, где необходимо, подчеркните и объясните их употребление.

1. ... lives of ... poets and ... musicians have often been unbearably difficult.
2. I'm not interested in buying ... silver or ... gold.
3. I can never forget ... time I've spent in ... Paris.
4. ... exercise is good for ... body.
5. Could you pass me ... salt, please?

Задание 2

Заполните пропуски подходящими по смыслу местоимениями, подчеркните их и переведите предложения на русский язык.

1. ... like ... biscuits and ... sweets.
2. ... does ... live?
3. ... building is smaller than ... one.
4. Ann invited ... friends to ... birthday party.

Задание 3

Образуйте от данных глаголов существительные, употребите их в предложениях.
to create, to punish, to pronounce, to cut, to build

Задание 4

Письменно поставьте 5 вопросов к предложению.
You lived in that house ten years ago.

Задание 5

Образуйте степени сравнения от данных прилагательных и наречий, употребите их в предложениях.

Near, late, beautiful, good, many, possible

Задание 6

Составьте предложения с данными глаголами, употребите их в указанной временной форме.

to tell	Present Progressive
to put	Past Progressive
to show	Future Progressive
to meet	Future Perfect
to make	Past Perfect
to understand	Past Simple
to swim	Present Perfect
to insist	Present Simple
to produce	Future Simple

Задание 7

Перепишите следующие предложения в Past Simple, Future Simple, используя эквиваленты модальных глаголов, подчеркните сказуемое.

1. We must learn new words every week.
2. I can go for a walk in the evening.
3. You may be free today.

Задание 8

Переведите, обращая внимание на конструкции «сложное подлежащее» и «сложное дополнение», подчеркните эти конструкции.

1. We saw them jump with parachutes.
2. He heard a car approaching from the opposite direction.
3. In the room he could see a man sitting in an old chair.
4. He went

back to the window and, looking through it, suddenly saw her walking down the park. 5. The river is supposed to flow in this direction. 6. His childhood is said to have been very difficult. 7. You are expected to know these things. 8. He didn't seem to know you.

Задание 9

Измените активную форму глагола на пассивную, подчеркните её.

1. Electronic devices have revolutionized life. 2. Our engineers have developed many new devices. 3. Mendeleev observed interesting regularities in the properties of elements. 4. We use boilers for many purposes. 5. We frequently cannot burn fuels completely.

6. The application of electronics is changing the entire life of people. 7. Our engineers will design and construct new thermal power stations. 8. We'll invite our friends to a concert.

Задание 10

Измените пассивную форму глагола на активную, подчеркните её.

1. Human-like thinking is done by electronics. 2. A new phenomenon of electricity was discovered by Edison. 3. Tremendous hydro-potential will be seen by the delegates in Siberia. 4. Computers are used by engineers in all the branches of economy. 5. Considerable scientific and technical progress has been achieved by our people. 6. Large atomic power stations are being constructed by the engineers in the USSR, US, and UK. 7. The letter was received yesterday. 8. Moscow was founded by Yuri Dolgorukiy in 1147.

Задание 11

Перепишите и переведите следующий текст.

Green Crop Drier

Drying is the most common method of conserving green plants used as hay. The aim of drying is to obtain concentrated fodder which can be stored for long periods and which contain the maximum nourishment and available in the green material. There are two methods for drying of fodder, i.e. drying in barns and drying in special driers.

Hay drying by aeration consists of two stages. Fodder which has been cut by a mover is left in swaths, where it is cured until its moisture content drops to 35 to 40%. During the second stage the fodder is dried by aeration, that is the cured fodder is stacked in a barn over a perforated floor to the height of 2 to 2,5 m. Air is delivered by a blower through the fodder. The fodder is dried to a moisture level of 18 to 22 %.

Hay can be dried in special driers at any time, irrespective of the weather. Depending upon the temperature of the drying mediums hay driers are subdivided into low temperature and high temperature driers. Low temperature driers include tray driers and conveyor driers (continuous driers) where the temperature of the drying medium does not exceed 150 °C. The time required for drying is 20 to 30 minutes on conveyor driers and 50 to 70 minutes on tray driers depending upon the initial moisture content

of the fodder. In case of high temperature driers the drying temperature reaches to about 1000 °C. Drum driers and pneumatic driers fall under this category. The drying time varies from several seconds to 20 minutes.

**Задание 12*

Письменно ответьте на вопросы к тексту.

1. Is drying the most common method of conserving green plants? 2. What is the aim of drying? 3. How many methods for drying of fodder are there? 4. Name the stages of hay drying by aeration. 5. How is air delivered? 6. Where can hay be dried? 7. Hay driers are subdivided into low temperature and high temperature driers, aren't they? 8. Do low temperature driers include tray driers and conveyor driers? 9. How does the drying time vary?

**Задание 13*

Переведите, обращая внимание на употребление причастий. Определите и подчеркните их форму.

1. Woolen goods produced by this factory are of good quality. 2. When asked about the research work carried out at the laboratory, he said that it was of great scientific importance. 3. Having registered all the letters, the secretary sent them down to be posted. 4. Being exhausted by his work, he threw himself on the bed. 5. Having been asked by the teacher, he couldn't answer any questions.

**Задание 14*

Переведите, обращая внимание на формы и функции инфинитива, подчеркните инфинитив.

1. The house is to be built. 2. We don't want to go to the lecture. 3. He was very sorry to have missed so many lessons. 4. I hate to be made fun of. 5. We can't allow the work to be examined carelessly.

Вариант 6

Задание 1

Вставьте артикли, где необходимо, подчеркните и объясните их употребление.

1. ...books of ... Pushkin are not difficult to read.
2. ... mining of ... coal is very important for our industry.
3. This is ... milk.
4. He is ...best student in ... our group.
5. Could you pass me ...sugar, please?

Задание 2

Заполните пропуски подходящими по смыслу местоимениями, подчеркните их и переведите предложения на русский язык.

1. Go and ask ... for ... more paper.
2. There is ... ink in the bowl.
3. ... read ... books on this subject.
4. ... flat was more comfortable than ... one.

Задание 3

Образуйте от данных глаголов существительные, употребите их в предложениях.
to create, to replace, to open, to tell, to signify

Задание 4

Письменно поставьте 5 вопросов к предложению.
Peter decided to go to a medical school last year.

Задание 5

Образуйте степени сравнения от данных прилагательных и наречий, употребите их в предложениях.
bad, little, large, short, successful, famous

Задание 6

Составьте предложения с данными глаголами, употребите их в указанной временной форме.

to work	Present Progressive
to live	Present Simple
to give	Past Simple
to snow	Past Progressive
to play	Future Simple
to plant	Future Progressive
to meet	Past Perfect
to carry out	Present Perfect
to translate	Future Perfect

Задание 7

Перепишите следующие предложения в Past Simple, Future Simple, используя эквиваленты модальных глаголов, подчеркните сказуемое.

1. We can consume great quantities of oxygen in the burning of coal and wood.
2. Chemists must study many of the complex substances.
3. After they finish their homework, the children may watch TV.

Задание 8

Переведите, обращая внимание на конструкции «сложное подлежащее» и «сложное дополнение», подчеркните эти конструкции.

1. He is known to go to work in Siberia.
2. They are expected to come back in two days.
3. Their group is said to work on a big farm.
4. All the processes on the farm are reported to be mechanized.
5. We expect them to do it in time.
6. They know these fertilizers to be applied regularly.
7. We saw them work on the construction site.
8. I want you to study better.

Задание 9

Измените активную форму глагола на пассивную, подчеркните её.

1. They invited us to their son's party yesterday.
2. We will finish this work tomor-

row. 3. My parents have sent him a parcel today. 4. A great number of people visited this exhibition last week. 5. Every year Russia sends scientific expeditions to the Antarctic continent. 6. We will bring the magazines in a few days. 7. When I looked into the classroom, he was cleaning it. 8. The workers of our shop are taking part in the meeting now.

Задание 10

Измените пассивную форму глагола на активную, подчеркните её.

1. You will be shown a lot of nice things at the museum. 2. A few new schools are built in our town every year. 3. Some experiments have been made this week. 4. The conference was held on Saturday. 5. My pen is made of plastics. 6. She has been asked to draw a picture. 7. A new student is being tested by our teacher now. 8. The letter was being written by Ann at 5 yesterday.

Задание 11

Перепишите и переведите следующий текст.

History of Agricultural and Forestry Machinery

The earliest efforts of people were to lift themselves from primitive cultures through better tools for tilling, better methods of using the land.

If we took a look of our agricultural past now, we should explain why farming as an industry hasn't reached a technological state as advanced as electronics and other industries.

Man required some 10,000 years to learn making bread. And, until the 19th century, man's tools for tilling the Earth remained mainly unchanged - the sharpened stick, the simple hoe, and the crude plow.

Had the farmers in those days known more about land they wouldn't have continued overworking the richer farmland, and depleting the soil's fertility. The more they overworked it, the fewer crops they got.

In the middle of the 18th century farmers tried a device to ease their lives. That was the moldboard plow which was designed to eliminate weeds by turning over a thick layer of earth.

It remained unchanged for the next century, although the steel plow was introduced in 1837. The cast-iron plow would poison the soil as some farmers thought.

But progress in the design of other farming implements and tools advanced steadily. In 1831 the reaper appeared. In 1839 came disk plows. The new plow, introduced in 1863, allowed the farmer to ride instead of walking behind it. The year 1869 saw the appearance of the mechanical corn planter, 1875 - the self-binding reaper.

The first combine was built in 1836 and commercial production of combines started in the 1880's.

Of greatest significance, however, was the development of mechanical power for farm work. The most far-reaching invention for agriculture was the gasoline engine mounted on a farm tractor. This combination appeared in the 20th century.

The first tests with combustion engine carried out by Nicolas August Otto date

from 1861. In 1876 he succeeded in producing a four-stroke engine suited for practical application. It had the power of 3 h.p. at 180 revolutions per minute.

**Задание 12*

Письменно ответьте на вопросы к тексту.

1. What were the earliest efforts of people? 2. How long did man require learning making bread? 3. What were man's tools for tilling the Earth? 4. In the middle of the 18th century farmers tried a device to ease their lives, didn't they? 5. When was the steel plow introduced? 6. Progress in the design of other farming implements and tools advanced steadily, didn't it? 7. When did commercial production of combines start? 8. What was of greatest significance? 9. Who were the first tests with combustion engine carried out by?

**Задание 13*

Переведите, обращая внимание на употребление причастий. Определите и подчеркните их форму.

1. They have got the modern equipment ordered some months ago. 2. Being lighter than water, oil is usually found above water. 3. Having won the first match by only one point, the players realized that they must train much harder to win the championship. 4. Being told of his arrival, I went to see him. 5. Having been three times seriously wounded, he was no longer fit for active service.

**Задание 14*

Переведите, обращая внимание на формы и функции инфинитива, подчеркните инфинитив.

1. There is nothing to be done. 2. He came here to buy a car. 3. It was nice to have spoken to you. 4. I have never heard him boasting. 5. She doesn't seem to be watching TV now.

Вариант 7

Задание 1

Вставьте артикли, где необходимо, подчеркните и объясните их употребление.

1. ... my pen is not bad.
2. I've got ... flat. ... flat is on ... third floor.
3. ... page seven is clean.
4. ...Don is one of ... biggest rivers in ... Europe.
5. ... President Medvedev took part in ... conference.

Задание 2

Заполните пропуски подходящими по смыслу местоимениями, подчеркните их и переведите предложения на русский язык.

1. There isn't ... news.
2. Put ... spices into the soup.
3. ... dress is nice.
4. ... knows the way to the railway station?

Задание 3

Образуйте от данных глаголов существительные, употребите их в предложениях.
to achieve, to repair, to absorb, to work, to operate

Задание 4

Письменно поставьте 5 вопросов к предложению.

My friend wrote an interesting article last month.

Задание 5

Образуйте степени сравнения от данных прилагательных и наречий, употребите их в предложениях.

tall, old, difficult, complete, good, bad

Задание 6

Составьте предложения с данными глаголами, употребите их в указанной временной форме.

to see	Present Perfect
to be	Past Perfect
to write	Present Simple
to sit	Past Simple
to go	Present Progressive
to watch	Past Progressive
to speak	Future Progressive
to wear	Future Simple
to study	Future Perfect

Задание 7

Перепишите следующие предложения в Past Simple, Future Simple, используя эквиваленты модальных глаголов, подчеркните сказуемое.

1. We must write only one exercise now. 2. She can speak English well. 3. Some students may take their exams in December.

Задание 8

Переведите, обращая внимание на конструкции «сложное подлежащее» и «сложное дополнение», подчеркните эти конструкции.

1. We saw the students help the farmers. 2. She heard a tram approach from the opposite direction. 3. These plants are known to be widely used for feeding animals. 4. The farmers consider the crops grown in the region to be especially useful. 5. We know our Earth to revolve around the Sun. 6. New uses of plants are expected to be found in the nearest future. 7. Lomonosov and Rithman happened to work at the same time. 8. Some liquids proved to be good conductors of electricity.

Задание 9

Измените активную форму глагола на пассивную, подчеркните её.

1. I had translated this article before he left. 2. He has finished writing the essay to-

day. 3. The teacher is asking Alice now. 4. She was opening the window when we came in. 5. We use chalk for writing. 6. They saw her at the theatre yesterday. 7. They will offer us a good job. 8. His friends talked a lot about a trip.

Задание 10

Измените пассивную форму глагола на активную, подчеркните её.

1. Chalk is used for writing. 2. Many ships have been manufactured at a relatively high cost. 3. He has been sent by his parents to the Black Sea. 4. My friend was told this news yesterday. 5. They will be spoken about. 6. He is being asked by the police. 7. The boy was being offered a good job. 8. The letter was being written at 5 o'clock yesterday.

Задание 11

Перепишите и переведите следующий текст.

Tillage Implements

As you know tillage is used to prepare the ground for seeding or planting, to retard weed growth and to improve the physical condition of soil. Tillage includes various operations: plowing (primary tillage), harrowing (secondary tillage), deep tillage, cultivation, fertilizing, etc.

Primary tillage, or plowing, may be done by various kinds of plows, such as two-way plows, disk plows, rotary plows, etc. The plows may be both tractor-mounted and tractor-drawn.

Tractor-drawn plows are attached to the tractor by an adjustable hitch which permits horizontal adjustment of the plow and prevents "nosing" of plow points. The hitch incorporates a spring release or some other device which disconnects the plow when it strikes an obstacle. In some plows each bottom is held in working position by a heavy spring which permits the bottom to raise and pass over the obstacle. Tractor-drawn plows are provided with a lifting mechanism which raises them from or lowers them to their working position. The lifting mechanism may be either mechanical or hydraulic. There are also two levers — one for regulating the depth of plowing, the other for leveling the plow.

A tractor-mounted plow is a compact unit of high maneuverability which is adjusted by means of hydraulic controls. Due to hydraulic controls the tractor operator can quickly connect and disconnect the implements without leaving the cabin. Tractor-mounted plows, like tractor-drawn plows, have two levers — one is used for regulating the depth, the other — for leveling the plow.

Secondary tillage, or harrowing, is done to refine the ground after plowing. Depending on the physical condition of soil and other factors various kinds of harrows must be used, such as, disc harrow, spike-tooth harrow, spring-tooth harrow, etc.

It goes without saying that all types of harrows, like plows, are either tractor-mounted or tractor-drawn.

There are other implements intended for retarding weed growth, such as row-crop cultivators, field cultivators, spring-tooth weeders, etc.

**Задание 12*

Письменно ответьте на вопросы к тексту.

1. What is tillage used for? 2. What operations does tillage include? 3. What kinds of plows may primary tillage be done? 4. How are tractor-drawn plows attached to the tractor? 5. Tractor-drawn plows are provided with a lifting mechanism, aren't they? 6. Have tractor-mounted plows, like tractor-drawn plows, two levers? 7. What are these levers used for? 8. What is harrowing done for? 9. Name the kinds of harrows.

**Задание 13*

Переведите, обращая внимание на употребление причастий. Определите и подчеркните их форму.

1. In the north, Europe is washed by the Barents and the White seas formed by the Arctic Ocean. 2. Trying to give the definition of the rule, he had to choose the words carefully. 3. Having caught a bad cold, he had to miss a few lessons. 4. These machines will be sent to the plant being constructed in this region. 5. Having been advised by the doctor to go to the south, she decided to spend her leave in Sochi.

**Задание 14*

Переведите, обращая внимание на формы и функции инфинитива, подчеркните инфинитив.

1. I hesitated a little which book to choose. 2 I can't hear a word, though he seems to be speaking. 3. He is happy not to have failed you. 4. This patient must be operated on immediately. 5. I'd like you to meet Max.

Вариант 8

Задание 1

Вставьте артикли, где необходимо, подчеркните и объясните их употребление.

1. Take ... pencil.
2. ... Moscow is ... capital of ... Russia.
3. This is ... my room. ... ceiling and ... walls are white.
4. ...sun is shining brightly today.
5. Open ... your copy book, please.

Задание 2

Заполните пропуски подходящими по смыслу местоимениями, подчеркните их и переведите предложения на русский язык.

1. There isn't ... life in that girl.
2. ... have ... work to do today.
3. ... report was excellent.
4. ... pencil is on the floor?

Задание 3

Образуйте от данных глаголов существительные, употребите их в предложениях.
to communicate, to replace, to build, to consume, to correspond

Задание 4

Письменно поставьте 5 вопросов к предложению.

They do a lot of exercises at home.

Задание 5

Образуйте степени сравнения от данных прилагательных и наречий, употребите их в предложениях.

cold, big, talented, comfortable, much, little

Задание 6

Составьте предложения с данными глаголами, употребите их в указанной временной форме.

to do	Present Progressive
to sow	Past Progressive
to help	Future Progressive
to discover	Future Perfect
to construct	Past Perfect
to leave	Past Simple
to get	Present Perfect
to learn	Present Simple
to cost	Future Simple

Задание 7

Перепишите следующие предложения в Past Simple, Future Simple, используя эквиваленты модальных глаголов, подчеркните сказуемое.

1. Geologists can find oxides of many elements in the earth's crust. 2. We must consume great quantities of oxygen in the burning of coal and wood. 3. We may use metals in the main parts of structures or machine tools.

Задание 8

Переведите, обращая внимание на конструкции «сложное подлежащее» и «сложное дополнение», подчеркните эти конструкции.

1. Everybody knows Lomonosov to be one of the greatest scientists of his time.
2. The scientists consider silver and copper to be the best conductors of electricity.
3. Our teacher wanted this report to be made in time. 4. We know Franklin to have invented the lightning rod. 5. Faraday is known to have measured the electric current for the first time in the world. 6. The new plant is reported to have gone into operation in our town. 7. This instrument is considered to be useful for different purposes.
8. He is expected to finish his school in two years.

Задание 9

Измените активную форму глагола на пассивную, подчеркните её.

1. We will send for a doctor immediately. 2. People speak English in many countries of the world. 3. They have sent a scientific expedition to Antarctica this year. 4. Nobody saw her yesterday. 5. They will bring the books in two days. 6. She is translating his article now. 7. His parents have sent him to the South. 8. John was writing the letter at 5 yesterday.

Задание 10

Измените пассивную форму глагола на активную, подчеркните её.

1. Many guests were invited to my mother's birthday party yesterday. 2. This work will be finished tomorrow. 3. The letter is being sent by him now. 4. Computers are used by engineers in solving many problems. 5. He has been greatly impressed by Russian people. 6. We were being shown a large atomic power station. 7. The fax was being received at 2 yesterday. 8. Bryansk was founded in 1985.

Задание 11

Перепишите и переведите следующий текст.

Potato Planter

Potato-seed pieces are entirely different in character from other seeds, and the seed-selection mechanisms differ accordingly. Because of the irregularity of the size and shape of cut seed, conventional type is not successful. One type of selector arm has cam-actuated jaws which close to grasp a seed piece while passing up through the well and then release it into the boot on the opposite side. Another type of selector arm has cam-actuated picker points which are projected through the picker arm face as it passes up through the seed well, thus spearing a seed piece and carrying it over to the opposite side, where the points are withdrawn, allowing the seed to drop in the furrow made by the opener. Seed flows sideways from the hopper into the seed well, the rate being regulated by the operator.

Potatoes are planted deep, and a wide V-opener is required to open a deep enough furrow for the seed. Disk coverers without press wheels are most common.

Large amounts of fertilizer are often used with potatoes, and to avoid damage the fertilizer should be placed in bands at each side and slightly below the seed. A pair of disks open furrows for the fertilizer bands. The seed opener then splits the soil between the bands, thus covering the fertilizer and preventing contact with the seed. Fertilizer hoppers have belt-type or horizontal plate feeds capable of applying up to 3,000 lb per acre.

Potato planters are made as two-wheel trail-type implements only, since the weight and bulk of the seed and fertilizer required make tractor mounting impractical. One- and two-row machines are available. An operator is required on the planter to see that the seed flows into the well properly, and he is also relied upon to lift and adjust the furrow opener and to actuate the feed clutch and in some cases the row maker.

**Задание 12*

Письменно ответьте на вопросы к тексту.

1. Are potato-seed pieces entirely different in character from other seeds? 2. Are potatoes planted deep? 3. Large amounts of fertilizer are often used with potatoes, aren't they? 4. What does a pair of disks do? 5. How are potato planters made? 6. What must an operator do on the planter? 7. What opener is required to open a deep enough furrow for the seed? 8. Why do the seed-selection mechanisms differ? 9. What must be done to avoid damaging of the fertilizer?

**Задание 13*

Переведите, обращая внимание на употребление причастий. Определите и подчеркните их форму.

1. If given a dictionary, he'll be able to understand that Italian text. 2. Discussing an interesting problem, they didn't notice when she came in. 3. Having read the letter twice, he understood that the matter needed immediate attention. 4. Being checked with great care, the report didn't contain any errors. 5. Having been well prepared for the interview, he could answer all the questions.

**Задание 14*

Переведите, обращая внимание на формы и функции инфинитива, подчеркните инфинитив.

1. They must have forgotten about the meeting. 2. There is much to be done. 3. Be sure to come. 4. He pretended to have been reading all day. 5. He wanted the arrangements to be completed early in the month.

Вариант 9

Задание 1

Вставьте артикли, где необходимо, подчеркните и объясните их употребление.

1. I have ... few nice books.
2. Close ... window, please.
3. What has he got on ... his table?
4. ... Volga is ... greatest Russian river.
5. ... United Kingdom of ... Great Britain and ... Northern Ireland consists of many islands.

Задание 2

Заполните пропуски подходящими по смыслу местоимениями, подчеркните их и переведите предложения на русский язык.

1. Mr. Black gave ... wife a leather bag for ... birthday.
2. The next voice to speak up was not the Lieutenant's but
3. «...of the two of them is right? », he asked me.
4. The natives eat ... meat raw.

Задание 3

Образуйте от данных глаголов существительные, употребите их в предложениях.
to punish, to open, to mix, to teach, to differ

Задание 4

Письменно поставьте 5 вопросов к предложению.
My friend wrote an interesting article last month.

Задание 5

Образуйте степени сравнения от данных прилагательных и наречий, употребите их в предложениях.
high, new, attentive, powerful, many, badly

Задание 6

Составьте предложения с данными глаголами, употребите их в указанной временной форме.

to discuss	Present Progressive
to reconstruct	Past Simple
to pass	Present Perfect
to ask	Present Simple
to read	Past Progressive
to speak	Future Perfect
to see	Past Perfect
to drink	Future Simple
to listen to	Future Progressive

Задание 7

Перепишите следующие предложения в Past Simple, Future Simple, используя эквиваленты модальных глаголов, подчеркните сказуемое.

1. We can produce heat by means of chemical action. 2. Viscous liquids must be mixed by a multi-bladed agitator. 3. The workers may employ this machine.

Задание 8

Переведите, обращая внимание на конструкции «сложное подлежащее» и «сложное дополнение», подчеркните эти конструкции.

1. Glass is said to have been invented 2,000 years ago. 2. Coal is known to play an important part in the development of all branches of industry. 3. The students of our technical higher schools are known to have their industrial training in specially equipped laboratories, workshops and enterprises. 4. Coal is supposed to have been used by Romans. 5. I know him to be a good student. 6. I expect him to understand your problem and to help you solve it. 7. I heard the girl singing. 8. The teacher watched them writing a test.

Задание 9

Измените активную форму глагола на пассивную, подчеркните её.

1. They have sent him to Moscow. 2. Our engineers are discussing a very important problem now. 3. We will do this work tomorrow. 4. They have already looked through these magazines. 5. We always listen to his stories with great interest. 6. They were talking about new methods of teaching. 7. Our engineers designed and constructed a new power station. 8. He'll invite my sister to a concert.

Задание 10

Измените пассивную форму глагола на активную, подчеркните её.

1. The first days at the Institute can't be forgotten. 2. The students were being grouped by the dean. 3. English is spoken in many countries of the world. 4. We will be shown a house made of modern materials. 5. The group of people going to the excursion was joined by young men. 6. This question is being answered now. 7. Many experiments had been made by him. 8. Our classroom has been cleaned today.

Задание 11

Перепишите и переведите следующий текст.

Tomorrow's Farm Machinery (I)

One of the problems confronting designers is how to reduce soil compaction. Experts estimate that a tractor passes over one and the same place in a field nearly 40 times in a season. This pulverizes the active top layer of soil and closely packs the layer below 20-30 cm. The increasing weight and power of tractors create a threat that in time the fertile layer may vanish altogether. As a way out the combining of agricultural operations is suggested. For instance, cultivator-seeder unit developed by Russian scientists on the basis of the LTZ-100 is universal cultivator-seeder tractor.

Another promising innovation is a unit which combines subsoiling with fertilizer application. At present, fertilizer is strewn about the field and then ploughed into the soil. The new unit cultivates the soil and applies fertilizer simultaneously. It operates together with the heavy K-701 tractor, fitted with huge rubber tyres and extra wheels to reduce soil compaction.

Ordinarily, mouldboard ploughs used with this powerful tractor have a maximum swath of just over three meters, but a new unit's swath is a little more than four and a half meters, which makes it considerably more productive.

As a rule, cultivation is now begun in the middle of the field and carried out in spirals. This is the most economical method of using the present-day implements. But even so a machine has to cover a good deal of ground without actually being in operation; besides, a mistake made in determining where the centre of the field is results, not infrequently, in uncultivated sectors.

Designers are now testing a reversible plough which enables the driver to start working at any end of a field. After completing a run in one direction it turns the machine about practically on its axis, reverses the plough and starts in the opposite direction.

All these are machines of the very near future. The Russian scientists are also looking farther ahead, however.

**Задание 12*

Письменно ответьте на вопросы к тексту.

1. What is one of the problems confronting designers?
2. What is a universal cultivator-seeder tractor?
3. At present, fertilizer is strewn about the field and then ploughed into the soil, isn't it?
4. What does the new unit do?
5. What is the heavy K-701 tractor fitted with?
6. What swath do mouldboard ploughs used with this powerful tractor have?
7. What is the most economical method of using the present-day implements?
8. A reversible plough enables the driver to start working at any end of a field, doesn't it?
9. Are all these machines of the very near future or of the past?

**Задание 13*

Переведите, обращая внимание на употребление причастий. Определите и подчеркните их форму.

1. When asked about the condition of her health, she said she was much better.
2. Looking at the map of the world, you can see that water occupies the greater part of the earth's surface.
3. Having worked together for two years, they had learned a lot about each other.
4. Having been written long ago, the manuscript was impossible to read.
5. Being built with great skill and care, the mansion has been used by the family for centuries.

**Задание 14*

Переведите, обращая внимание на формы и функции инфинитива, подчеркните инфинитив.

1. I've got a wife and a son to look after.
2. The question will be discussed at the conference shortly to open in Moscow.
3. I didn't come here to be shouted at.
4. He seems to be sleeping.
5. She was very glad to have met his mother.

Вариант 10

Задание 1

Вставьте артикли, где необходимо, подчеркните и объясните их употребление.

1. Have we ... picture in ... room?
2. Peter has got ... pen on ... desk.
3. Where is ... duster?
4. What have you got in ... bag?
5. It is ... old dress.

Задание 2

Заполните пропуски подходящими по смыслу местоимениями, подчеркните их и переведите предложения на русский язык.

1. ... building is much smaller than ... one.

2. ... is Peter? Is ... a lawyer?
3. Let's stay here ... longer: it is such a nice place.
4. Buy ... bread and cheese for ... picnic.

Задание 3

Образуйте от данных глаголов существительные, употребите их в предложениях.
to build, to improve, to write, to press, to resist

Задание 4

Письменно поставьте 5 вопросов к предложению.
These students usually get home at 5 in the afternoon.

Задание 5

Образуйте степени сравнения от данных прилагательных и наречий, употребите их в предложениях.
exact, real, correctly, difficult, much, good

Задание 6

Составьте предложения с данными глаголами, употребите их в указанной временной форме.

to fly	Present Progressive
to take part	Present Simple
to translate	Present Perfect
to become	Past Simple
to make	Past Perfect
to transmit	Future Simple
to do	Future Progressive
to forget	Future Perfect
to cut	Past Progressive

Задание 7

Перепишите следующие предложения в Past Simple, Future Simple, используя эквиваленты модальных глаголов, подчеркните сказуемое.

1. My friend can take part in the conference.
2. We must use electrical devices.
3. This article may be translated in written form.

Задание 8

Переведите, обращая внимание на конструкции «сложное подлежащее» и «сложное дополнение», подчеркните эти конструкции.

1. She is known to be a good lecturer.
2. The actress is said to be very beautiful.
3. She seemed to have a nice collection of china.
4. He was unlikely to know her address.
5. He knows her mother to be a kind woman.
6. I expected her to take part in the conference.
7. I felt a caterpillar crawling on my arm.
8. We saw them fishing.

Задание 9

Измените активную форму глагола на пассивную, подчеркните её.

1. The director sent for him when the delegation arrived. 2. They have spoken much about the film this week. 3. They will laugh at him. 4. He shows the way to the station to the stranger. 5. The trip to London impressed him greatly. 6. The students are writing tests now. 7. My brother was repairing his car at 3 last night. 8. Jack has met the delegation this morning.

Задание 10

Измените пассивную форму глагола на активную, подчеркните её.

1. My suit is made of leather. 2. A new house is being built in my street. 3. He will be shown a new map of the world. 4. New books were taken from the library yesterday. 5. The soil had been fertilized by the farmers. 6. The examination was being held in this classroom. 7. I have been asked to explain the grammar material to my colleagues. 8. The northern, western and southern boundaries of Europe are formed by seas and oceans.

Задание 11

Перепишите и переведите следующий текст.

Tomorrow's Farm Machinery (II)

Designers have been making tractors more powerful to increase the speed of ploughing. But even a giant tractor like the K-700 A increases the width of the cultivated swath only slightly. By developing more powerful tractors, machines of 500 hp, for instance, the swath can be widened to six meters – but what about the weight of such giant tractors?

With today's ploughs a tractor expands its power not only on tilling but also on overcoming the resistance of the soil to the movement of the plough through it. After long search, designers have developed a ploughshare having a more active reaction with respect to the engine. When moving across a field a plough loosens the soil by pushing its working parts away from the layer of earth. A tractor wheel or crawler track pushing away from the soil impacts a forward motion to the tractor. By attaching a cultivating tool to the rim of a wheel or to the crawler tracks you get a reaction cultivator. At present this principle is being applied in a mounted implement. One after another the working parts bite into the soil, loosening it, and at the same time push away from it helping the tractor. Thus, soil resistance (the reaction of the layer) is diverted into the direction of the movement instead of in the opposite direction, as in conventional ploughing. This considerably reduces the expenditure of energy in ploughing.

The use of reaction cultivation components is a highly promising field. They make swath as much as 12 m wide. Despite the fact that they are propelled by light tractors with more powerful engines cultivation goes ahead faster. This unusual type of implement is still in its infancy. Scientists believe that in future a self-propelled plough will be developed.

**Задание 12*

Письменно ответьте на вопросы к тексту.

1. Why have designers been making tractors more powerful? 2. Does a giant tractor like the K-700 A increase or decrease the width of the cultivated swath? 3. What does a tractor expand its power with today's ploughs for? 4. Designers have developed a ploughshare having a more active reaction with respect to the engine, haven't they? 5. How can you get a reaction cultivator? 6. What considerably reduces the expenditure of energy in ploughing? 7. Cultivation goes ahead faster despite the fact that reaction cultivation components are propelled by light tractors with more powerful engines doesn't it? 8. Is this unusual type of implement in its infancy? 9. Do you think a self-propelled plough will be developed?

**Задание 13*

Переведите, обращая внимание на употребление причастий. Определите и подчеркните их форму.

1. The problem discussed at the meeting is of great interest. 2. He wrote an article describing his impressions of the trip. 3. Having finished the experiment the students left the laboratory. 4. Being written in pencil, the letter was difficult to read. 5. Having been built of concrete, the house was always cold in winter.

**Задание 14*

Переведите, обращая внимание на формы и функции инфинитива, подчеркните инфинитив.

1. To read a lot is to know a lot. 2. He doesn't seem to be writing anything now. 3. There is nothing to be done. 4. The houses to be built here will be of the same type. 5. Who is to blame?

Тезаурус

Морфология (Morphology)

Имя существительное (Noun)

Имя существительное – это часть речи, объединяющая слова, которые обозначают одушевлённые и неодушевлённые предметы (Personal and Non-Personal Nouns), вещества (Materials) и явления природы (Natural Phenomena). Они бывают исчисляемыми и неисчисляемыми (Count and Mass Nouns). Большинство существительных имеют два числа: единственное и множественное (Singular and Plural Number). В английском языке только одушевлённые существительные имеют два падежа: общий и притяжательный (Common and Possessive Case) и в 3 лице ед.ч. различаются по родам (Masculine, Feminine and Neuter Gender).

Артикль (Article)

Артикль – это служебное слово, которое служит определителем существительного, при этом собственного, отдельного вещественного значения не имеет. В

английском языке существуют два артикля: неопределённый (Indefinite Article) и определённый (Definite Article).

Местоимение (Pronoun)

Местоимение - это часть речи, объединяющая слова, которые не называют предметов, а только указывают на них. По своему значению местоимения делятся на следующие разряды:

- 1) личные (Personal Pronouns);
- 2) притяжательные (Possessive Pronouns);
- 3) возвратные (Reflexive Pronouns);
- 4) указательные (Demonstrative Pronouns);
- 5) взаимные (Reciprocal Pronouns);
- 6) вопросительные (Interrogative Pronouns);
- 7) относительные (Relative Pronouns);
- 8) отрицательные (Negative Pronouns);
- 9) неопределённые (Indefinite Pronouns);
- 10) обобщающие (Universal Pronouns);
- 11) союзные (Conjunctive Pronouns).

Имя прилагательное (Adjective)

Имя прилагательное – это часть речи, объединяющая слова, которые выражают признак предмета. В английском языке прилагательные не имеют рода и формы множественного числа, в предложении могут играть роль определения именной части сказуемого. Различают прилагательные качественные и относительные (Gradable or Non-Gradable Adjectives). Качественные прилагательные имеют три степени сравнения: положительную (Positive Degree), сравнительную (Comparative Degree) и превосходную (Superlative Degree).

Наречие (Adverb)

Наречие – это часть речи, объединяющая слова, которые указывают на признак действия или на обстоятельства, при которых протекает действие. Наречие относится к глаголу и показывает где, когда и каким образом действие происходит, в предложении играет роль обстоятельства и определения, и как прилагательное, может иметь три степени сравнения. По своему строению наречия делятся на простые, производные и сложные.

Имя числительное (Numeral)

Имя числительное - это часть речи, объединяющая слова, которые обозначают количество или порядок предметов при счёте. Различают количественные, порядковые и дробные числительные (Cardinal, Ordinal and Fractional Numerals).

Предлог (Preposition)

Предлог – это служебное слово, указывающее на отношение существительного или местоимения к другим словам в предложении. Предлоги выражают пространственные, временные, причинные и другие отношения и по своему значе-

нию объединяются в группы. По форме предлоги делятся на простые и составные. В роли предлогов могут употребляться некоторые словосочетания.

Союз (Conjunction)

Союз - это служебное слово, которое служит для соединения слов и словосочетаний в простом предложении или соединения простых предложений в сложном. Союзы делятся на сочинительные и подчинительные. По форме союзы бывают простыми и сложными.

Глагол (Verb)

Глагол - это часть речи, объединяющая слова, которые обозначают действие или состояние. Английские глаголы можно разделить на следующие группы:

1) знаменательные (смысловые) глаголы (Full Verbs) – выражают действие, состояние, процесс, поэтому всегда переводятся;

2) модальные глаголы (Modal Verbs) – выражают не само действие, а лишь отношение к нему, поэтому за ними всегда следует ещё и смысловой глагол. Они также всегда переводятся на русский язык;

3) вспомогательные глаголы (Auxiliary Verbs) – не выражают никакого действия, они служат для образования сложных форм глаголов, поэтому обычно не переводятся;

4) глаголы-связки (Stative Verbs) – не выражают действия, служат для связи подлежащего со смысловой частью сказуемого и показывают время, лицо, число. На русский язык эти глаголы также не переводятся.

В предложении глаголы употребляются в двух формах: личной и неличной.

Личные формы глагола (Finite Forms of the Verb)

К личным формам глагола относятся: императив (Imperative), простое настоящее время (Present Simple Tense), простое прошедшее время (Past Simple Tense). Глаголы в личной форме играют роль сказуемого.

Наклонение (Mood)

Глагол в личной форме может быть в одном из трёх наклонений: изъявительном (Indicative Mood), повелительном (Imperative Mood), сослагательном (Subjunctive Mood). В изъявительном наклонении он имеет следующие характеристики: время (Tense), вид (Aspect), залог (Voice).

Время (Tense)

Время глагола – это грамматическая категория, которая выражает отношение действия, названного глаголом, к моменту речи. В английском языке есть три грамматических времени глагола: настоящее, прошедшее и будущее. В пределах каждого времени существуют формы, указывающие на время действия или состояния, обозначенного глаголом.

Вид (Aspect)

Понятие вида глагола в английском языке не совпадает с аналогичным понятием в русском языке ни по значению, ни по способу образования глагольных форм. Различают общий и длительный вид.

Залог (Voice)

Формы залога показывают, является ли подлежащее лицом (предметом), совершающим действие, или лицом (предметом), подвергающимся действию. В английском языке различают действительный и страдательный залог (Active Voice and Passive Voice).

Основные формы глагола (Forms of the Verb)

Английский глагол имеет 4 основные формы:

- 1) инфинитив (Infinitive);
- 2) прошедшее неопределённое время (Past Simple);
- 3) причастие прошедшего времени (Participle II);
- 4) причастие настоящего времени (Participle I).

Времена английского глагола (Tenses of the Verb)

В английском языке имеются 4 группы глагольных видовременных форм, а именно:

- 1) неопределённые или простые (Indefinite or Simple);
- 2) длительные (Continuous or Progressive);
- 3) завершённые (Perfect);
- 4) длительные завершённые (Perfect Continuous or Perfect Progressive).

Времена группы Indefinite (Simple)

Времена группы Indefinite (Simple) (неопределённые, простые) с определённым моментом не связаны. Они лишь констатируют факт совершения действия без указания на характер протекания действия и безотносительно другому действию или моменту речи.

Времена группы Continuous (Progressive)

Времена группы Continuous (Progressive) (длительные, продолженные) обозначают действие, соотносённое с каким-то определённым моментом, действие в процессе его развития.

Времена группы Perfect

Времена группы Perfect (завершённые) выражают действие, соотносённое (связанное) с каким-то моментом или действием, а именно действие, предшествующее этому моменту или действию.

Времена группы Perfect Continuous (Perfect Progressive)

Времена группы Perfect Continuous (Perfect Progressive) (длительные завершённые) выражают длительное действие, законченное к определённому моменту времени.

Согласование времён (Sequence of Tenses)

Под согласованием времён (или последовательностью времён) в английском языке подразумевается временная взаимосвязь между сказуемым главного предложения и сказуемым придаточного, главным образом, дополнительного предложения.

Неличные формы глагола (Non-Finite Forms of the Verb)

Неличные формы глагола выражают действие без указания лица и числа и поэтому не могут самостоятельно выполнять в предложениях функцию сказуемого. К ним относятся инфинитив (Infinitive), герундий (Gerund) и причастие (Participle).

Инфинитив (Infinitive)

Инфинитив – неопределённая (словарная) форма глагола. Различают инфинитив активного и пассивного залога (Infinitive Active and Infinitive Passive).

Причастие (Participle)

Причастие – это неличная форма глагола, которая обладает свойствами глагола с одной стороны, и свойствами прилагательного или наречия, - с другой. В английском языке различают причастие I и II. Причастие с зависимыми от него словами образует причастный оборот (Participial Construction).

Герундий (Gerund)

Герундий – это неличная форма глагола, которая обладает свойствами глагола и существительного.

Синтаксис (Syntax)

Словосочетание (Word Combination)

Словосочетание – это сочетание двух или более знаменательных слов, связанных по смыслу и грамматически и представляющих собой сложные наименования явлений объективной реальности. Словосочетание состоит из главного и зависимого слов.

Предложение (Sentence)

Предложение – это сочетание слов, выражающих законченную мысль. Слова, входящие в состав предложения и отвечающие на какой-нибудь вопрос, являются членами предложения. Они делятся на главные и второстепенные. По своему составу предложения бывают простыми (Simple Sentences) и сложными (Compound and Complex Sentences).

Простое предложение (Simple Sentence)

Простые предложения имеют только одну грамматическую основу. В зависимости от цели высказывания предложения могут быть повествовательными (утвердительными или отрицательными) (Declarative Affirmative or Negative Sentences), вопросительными (Interrogative Sentences) и побудительными (повелительными или восклицательными) (Imperative Sentences).

Сложное предложение (Compound and Complex Sentence)

Сложные предложения имеют две или несколько грамматических основ, которые соединяются между собой при помощи сочинительных или подчинительных союзов или союзных слов.

Порядок слов (Word Order)

В английском языке твёрдый порядок слов. Для повествовательных предложений характерен прямой порядок слов: подлежащее – сказуемое – дополнение – обстоятельство (может занимать место в начале или конце предложения).

В вопросительных предложениях используется обратный порядок: вспомогательный глагол – подлежащее – смысловая часть сказуемого – остальные члены предложения, исключение составляют вопросы к подлежащему.

Виды вопросов (Types of Questions)

Существуют 4 типа вопросов:

- 1) общий (General Question),
- 2) альтернативный (Alternative Question),
- 3) специальный (Special Question),
- 4) разделительный (Disjunctive Question).

Общий вопрос (General Question)

Общий вопрос – это вопрос, который относится ко всему предложению и требует утвердительного или отрицательного ответа.

Альтернативный вопрос (Alternative Question)

Альтернативный вопрос – это вопрос, предполагающий в ответе выбор между двумя или более предметами, действиями или качествами, выраженными однородными членами предложения, соединёнными союзом *or* (или).

Специальный вопрос (Special Question)

Специальный вопрос – это вопрос, который относится к отдельному члену предложения и начинается с вопросительного слова.

Разделительный вопрос (Disjunctive Question)

Разделительный вопрос - это вопрос, требующий краткого утвердительного или отрицательного ответа, т.е. подтверждения или отрицания мысли, выраженной в вопросе, и который состоит из двух частей.

Подлежащее (Subject)

Подлежащее - это главный член предложения, который отвечает на вопрос «кто? что?», обозначает предмет или лицо, выполняющее действие и может быть выражен существительным, местоимением, числительным, герундием или инфинитивом.

Сложное подлежащее (Complex Subject)

Конструкция «сложное подлежащее» или «именительный падеж с инфинитивом» не имеет соответствующего оборота в русском языке. Она состоит из существительного в общем падеже или местоимения в именительном падеже и инфинитива, следующего за глаголом-сказуемым, и является в английском языке эквивалентом подлежащего придаточного предложения, на русский язык переводится дополнительным придаточным предложением.

Сказуемое (Predicate)

Сказуемое - это главный член предложения, который отвечает на вопрос «что делать?», обозначает действие, состояние или другой признак подлежащего и выражает грамматическое значение одного из наклонений. Сказуемое может быть простым и составным.

Дополнение (Object)

Дополнение – это второстепенный член предложения, который отвечает на падежные вопросы и может быть выражен существительным, местоимением, числительным, герундием или инфинитивом.

Сложное дополнение (Complex Object)

Конструкция «сложное дополнение» или «объектный падеж с инфинитивом» не имеет аналога в русском языке. Она состоит из местоимения в объектном падеже или существительного в общем падеже и инфинитива, на русский язык переводится дополнительным придаточным предложением.

Определение (Attribute)

Определение - это второстепенный член предложения, который отвечает на вопросы «какой? который? чей?», может быть выражен существительным, местоимением, числительным.

Обстоятельство (Adverbial Modifier)

Обстоятельство - это второстепенный член предложения, который отвечает на вопросы «где? когда? куда? как?» и т.д. Различают обстоятельства места, направления, времени, способа, частоты, степени.

Краткий грамматический справочник

Личные местоимения

Число	Лицо	Именительный падеж		Объектный падеж		
		подлежащее, именная часть сказуемого		дополнение		
		кто? что?		прямое кого? что?		косвенное кому? чему?
Единственное	1-е	I	я	me	меня	мне
	2-е	you	ты	you	тебя	тебе
	3-е	he, she, it	он, она, оно	him her it	его, её	ему, ей
Множественное	1-е	we	мы	us	нас	нам
	2-е	you	вы	you	вас	вам
	3-е	they	они	them	их	им

Указательные местоимения

Этот – this; **эти** – these

Тот – that; **те** – those

Притяжательные местоимения

	Относительная форма	Абсолютная форма
мой	my	mine
твой	your	yours
его	his	his
её	her	hers
его	its	-
наш	our	ours
ваш	your	yours
их	their	theirs

Вопросительные местоимения и наречия

Кто?	who?
Кому?	whom?
Какой?	what (+noun)?
Какой, который из ..?	which?
Чей?	whose?
Что?	what?
Где?	where?
Когда?	when?

Почему?
Как?
Сколько?

why?
how?
how many ..? (how much ..?)

Степени сравнения прилагательных и наречий

<i>Положительная</i>	<i>Сравнительная</i>	<i>Превосходная</i>
Односложные и некоторые двусложные	-er	-est
long	longer	(the) longest
многосложные	more ...	(the) most ...
important	more important	the most important
исключения		
good, well	better	(the) best
bad, badly	worse	(the) worst
much, many	more	(the) most
little	less	(the) least

Таблица спряжения глагола to ask Действительный залог (Active Voice)

	Simple	Progressive	Perfect	Perfect Progressive
Infinitive	to ask	to be asking	to have asked	to have been asking
Present	ask, asks	am (is, are) asking	have (has) asked	have (has) been asking
Past	asked	was (were) asking	had asked	had been asking
Future	shall (will) ask	shall (will) be asking	shall (will) have asked	shall (will) have been asking

Страдательный залог (Passive Voice)

	Simple	Progressive	Perfect	Perfect Progressive
Infinitive	to be asked	to be being asked	to have been asked	
Present	am (is, are) asked	am (is, are) being asked	have (has) been asked	
Past	was (were) asked	was (were) being asked	had been asked	
Future	shall (will) be asked		shall (will) have been asked	

Модальные глаголы и их эквиваленты

Can (to be able to...)	мочь, уметь
May (to be allowed to...)	мочь, иметь разрешение
Must (to have to..., to be to...)	долженствовать
Should	следовать, долженствовать
Need	нужно, надо
Ought to	следовало бы, следует
Would	хотеть, желать
Shall	долженствовать, быть обязанным
Will	желать, намереваться
Dare	смечь, отважиться

Причастия

	Active	Passive
Indefinite Participle (Participle I)	asking	being asked
Past Participle (Participle II)		asked
Perfect Participle	having asked	having been asked

Инфинитив

	Active	Passive
Indefinite (Simple)	to ask	to be asked
Continuous (Progressive)	to be asking	
Perfect	to have asked	to have been asked
Perfect Continuous	to have been asking	

Сводная таблица нестандартных глаголов

Infinitive	Past Indefinite	Participle II	Перевод
to be	was, were	been	быть
to become	became	become	становиться
to begin	began	begun	начинаться
to break	broke	broken	ломать
to bring	brought	brought	приносить
to build	built	built	строить
to buy	bought	bought	покупать
to come	came	come	приходить
to cost	cost	cost	стоить
to do	did	done	делать
to eat	ate	eaten	кушать
to fall	fell	fallen	падать
to find	found	found	находить
to fly	flew	flown	летать
to forget	forgot	forgotten	забывать
to get	got	got	получать, доставать
to give	gave	given	давать
to go	went	gone	идти
to have	had	had	иметь
to hear	heard	heard	слышать
to keep	kept	kept	держать, хранить
to know	knew	known	знать
to leave	left	left	оставлять, покидать
to make	made	made	делать
to meet	met	met	встречать
to put	put	put	класть
to read	read	read	читать
to ring	rang	rung	звонить, звенеть
to run	ran	run	бежать
to say	said	said	говорить, сказать
to see	saw	seen	видеть, смотреть
to send	sent	sent	посылать
to sing	sang	sung	петь
to sit	sat	sat	сидеть
to speak	spoke	spoken	говорить
to spend	spent	spent	тратить
to stand	stood	stood	стоять
to swim	swam	swum	плавать
to take	took	taken	брать
to teach	taught	taught	учить
to tell	told	told	рассказывать
to think	thought	thought	думать
to write	wrote	written	писать

Словообразование. Аффиксы:

Существительных	Прилагательных	Глаголов	Наречий
-or/-er	-less	-fy	-ward(s)
-ian	-able/-ible	-ize/-ise	-wise
-ion (-ation -sion)	-ful		
-ese	-ous		
-ist	-ive		
-ance/-ence	-al		
-ment	-ic		
-ness	-y		
-hood	-ish		
-ism			
-ure			
-ing			
-ship			
-dom			
-th			

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