

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА  
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное образовательное учреждение  
высшего профессионального образования  
«Казанский государственный аграрный университет»

Кафедра иностранных языков

**УЧЕБНОЕ ПОСОБИЕ ПО  
АНГЛИЙСКОМУ ЯЗЫКУ**  
для студентов заочных отделений аграрных университетов

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Данное учебное пособие рассчитано, прежде всего, на тех студентов, кто начинает изучение английского языка, кто прошел неполный курс обучения (1-2 года) или имеет большой перерыв в учебе. Цель пособия - обучить студентов навыкам чтения, дать основную грамматику как средство перевода. Учебное пособие состоит из трех частей. В первой части перед текстами даются правила чтения, грамматический материал, словарь-минимум, далее следует текст и большое количество упражнений, направленных на закрепление грамматического и лексического материала данного урока. Вторая часть пособия последовательно продолжает структуру первой части. В третьей части представлены тексты для дополнительного чтения. Тексты имеют сельскохозяйственную тематику и могут быть использованы для чтения в межсессионный период. В конце пособия даются таблица нестандартных глаголов и англо-русский словарь.

СОСТАВИТЕЛИ: Гизатова Г.К., Богачёва Н.В.

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## ЧАСТЬ I

### УРОК I

#### 1. Английский алфавит (The English Alphabet)

Aa - [eɪ]	Nn - [en]
Bb - [bi:]	Oo - [ou]
Cc - [si:]	Pp - [pi:]
Dd - [di:]	Qq - [kju:]
Ee - [i:]	Rr - [a:]
Ff - [ef]	Ss - [es]
Gg - [dʒi:]	Tt - [ti:]
Hh - [etʃ]	Uu - [ju:]
Ii - [aɪ]	Vv - [vi:]
Jj - [dʒeɪ]	Ww - ['dʌblju:]
Kk - [keɪ]	Xx - [eks]
Ll - [el]	Yy - [wai]
Mm - [em]	Zz - [zed]

2. Английское название букв дается в транскрипции - системе условных знаков, обозначающих звуки английского языка.

Запомните следующие транскрипционные значки:

[ʃ], [tʃ], [ʒ], [ŋ], [ju:], [a:], [ʌ], [e], [u], [ɔ], [æ], [ə:], [j], [ð], [θ], [ə]

3. Английские гласные звуки бывают долгими и краткими. Долгота и краткость звуков влияют на смысл слова:

ship [ʃɪp] - корабль, sheep [ʃi:p] - овца ([:] - знак долготы);

pot [pɒt] - горшок, port [pɔ:t] - порт.

4. Буква “e” в конце слов не читается: take, lake.

Буква “y” в конце многосложных слов произносится как [ɪ]:

lady - ['leɪdɪ], fifty - ['fɪtɪ], happy - ['hæpɪ].

5. Транскрипция особенно необходима, когда встречаются буквенные сочетания, которые пишутся одинаково, но произносятся по-разному. Как например, в этих парах слов:

so [səʊ] итак, do [du:] делать;

but [bʌt] но, put [put].

6. В отличие от русского, английские звонкие согласные в конце слова не становятся глухими. Например, в слове rub [rʌb] должно звучать четкое

[b]. В слове good [gud] так же четко произносите звук [d], а в слове dog [dog] звук [g].

7. Удвоенные согласные в английских словах произносятся как один звук:

grass [gra:s], bitter [ˈbɪtə], carry [ˈkæri], winner [ˈwɪnə].

8. Алфавит следует выучить наизусть. Иногда приходится уточнять, как правильно пишется то или иное имя:

- Spell your name, please. - Скажите ваше имя по буквам, пожалуйста.

- P-E-T-E – [pi:] [i:] [ti:] [i:]

Есть в Англии город Лестер. В названии только пять звуков [ˈlestə], а букв - девять! Исторически так сложилось, что некоторые буквы стали «немыми».

Leicester - [el] [i:] [ai] [si:] [i:] [es] [ti:] [i:] [ɑ:].

#### 9. Понятие о слогах:

Каждая гласная буква в английском языке имеет несколько вариантов чтения. Чтение гласных букв зависит от того, находится ли она в открытом или закрытом слоге, сочетается ли с другой гласной или с согласной “r”.

Открытый слог оканчивается либо на гласную, либо на согласную, за которой следует нечитаемая буква “e”:

no, be, name - [nou], [bi:], [neɪm].

В ударном открытом слоге буквы читаются так, как они называются в алфавите. Слог считается закрытым, если он оканчивается на согласную букву: pen, plan - [pen], [plæn].

#### 10. 6 гласных и их чтение:

Гласные	Открыт. слог	Закрыт. слог	Примеры
a	[eɪ]	[æ]	late, bag, hat, name, flat, land
e	[i:]	[e]	be, Pete, hen, we, spell, help
o	[ou]	[ɒ]	no, note, not, top, hope, dog
u	[ju:]	[ʌ]	tube, tune, cup, but, use, duty
i	[aɪ]	[ɪ]	nice, kiss, time, hit, like, it
y	[aɪ]	[ɪ]	my, type, sky, system, mystery

## УПРАЖНЕНИЯ

### I. Запишите названия нескольких городов по буквам:

[el] [ou] [en] [di:] [ou] [en]  
[waɪ] [ou] [ɑ:] [keɪ]  
[em] [eɪ] [en] [si:] [etʃ] [ɪ:] [es] [ti:] [ɪ:] [ɑ:]  
[bi:] [ɑ:] [aɪ] [es] [ti:] [ou] [el]

### II. Расставьте слова в алфавитном порядке.

Day, girl, go, apple, tree, and, spell, sit, device, cold, well, he, what, take, egg, make, sorry, little, big, wife, question, word.

### III. Назовите по буквам эти слова.

Field, mother, weather, quality, seed, job, garden, page, nature, zero, children.

### IV. Прочитайте следующие слова, соблюдая правила чтения гласных букв в открытом и закрытом слогах:

Kate - am	Pete - pen	no - not	tube - but
take - man	be - best	so - stop	tune - bus
make - bag	he - hen	hope - top	fuse - run
name - sad	she - ten	home - hot	duty - sum
date - plan	we - set	stone - on	fume - fun
same - hat	me - bed	close - spot	mute - us
fake - bad	eve - net	go - got	dune - pump

like - sit	my - mystery
time - print	type - symphony
fine - big	fly - hymn
life - in	sky - symbol
site - is	spy - system
mine - did	try - symptom
file - disk	dry-symmetry

### V. Прочитайте скороговорки, соблюдая правила чтения:

1. Ann has a hat in her handbag,  
Dan has a cap in his backpack.
2. He lives in a mill on top of a hill.

3. Better to do well than to say well.  
4. Pat keeps two pets: a cat and a rat.  
Pat likes his pets, and his two pets like Pat.

## УРОК 2

### ПРАВИЛА ЧТЕНИЯ СОГЛАСНЫХ И БУКВОСОЧЕТАНИЙ

1)

[ð] ~~this~~, that, these, the

th

[θ] ~~thick~~, theme, thin

2)

c

→ [s] ~~перед~~e, i, y - cite, nice, ice

→ [k] в остальных случаях cat, core

3) oo [u] - soon, moon, good, food

4) ar [a:] - car, far, star, arm

5) r [r] - передгласными - red, every, marry

6) ck [k] - black, clock, ticket

7) sh [ʃ] - fish, she

8) g [dʒ] - перед e, i, y - huge, gym, page

[g] в остальных случаях - go, gun

9) o + ld [ou] - old, cold, gold, bold

10) ew [ju:] - new, few

11) ou [au] - out, found, house

12) x [ks] - box, fox

13) ch, tch [tʃ] - much, match, chess

## УПРАЖНЕНИЯ

### I. Прочитайте слова, соблюдая правила чтения:

civil, neck, stock, soon, took, room, space, cycle, cry, name, came, part, farm, harm, stick, lick, shy, shop, track, race, ran, grave, game, few, new, bound, mouse, gin, large, plunge, gymnast, place, shut, pocket, ship, from, drive, crime, lock, rock, shelf, wish, cube, match, chess, switch.

### II. Прочитайте скороговорки, соблюдая правила чтения:

1. A black cat sat on a mat and ate a rat. What a black cat!
2. Mark parks his car in a car park,  
Bart parks his car in a dark park.  
If Mark didn't park his car in the car park,  
Would Bart park his car in the dark park?
3. The mouse that I found in our house was running around in the lounge.
4. A good cook could cook as much cookies as a good cook who could cook cookies.
5. Elizabeth's birthday is on the third Thursday of this month.

## ГРАММАТИКА

### 1. Понятие об артикле:

В английском языке перед существительными употребляются артикли. Неопределенный - «а» («an» - перед гласными) употребляется только с существительными в единственном числе:

a job, a street, a red apple;  
an apple, an onion, an old house.

Определенный артикль употребляется с существительными как в единственном, так и во множественном числе:  
the farmer, the earth, the rivers, the evenings.

Артикли на русский язык не переводятся. Основное назначение неопределенного и определенного артикля – показывать употребляется ли существительное в неопределенном (общем) или определенном (конкретном) значении:

Take a pen! - Возьми (одну, любую, все равно какую, еще не известную говорящему) ручку!

Take the pen! - Возьми (эту, конкретную) ручку!

## 2. Множественное число имени существительного:

а) Большинство английских существительных во множественном числе имеют суффикс -s, который произносится после глухих согласных как [s](maps, hats, books) и после гласных извонких согласных как [z](pens, plans, names).

б) Существительные, оканчивающиеся на o, s, ss, x, tch, ch, sh, z образуют множественное число путем прибавления -es к форме единственного числа. Суффикс -es читается как [(i)z]: boxes, matches, benches, classes, badges, heroes, potatoes. Исключения: photos, pianos, radios, euros, videos.

в) К существительным, оканчивающимся на -у с **предшествующей согласной**, во множественном числе прибавляется суффикс -es, причем -у меняется -i: alibrary-libraries, acity - cities. Если перед стоит **гласная** буква, то -у не изменяется: a day -days, aboy- boys.

г) Некоторые существительные имеют особую форму множественного числа:

man - мужчина, человек	men- мужчины, люди
woman - женщина	women - люди
child - ребенок	children - дети
tooth - зуб	teeth - зубы
foot - нога (ступня)	feet- ноги (ступни)
goose - гусь	geese - гуси
ox - бык	oxen - быки
mouse - мышь	mice - мыши

## 3. Личные местоимения:

I [aɪ] - я	we [wi:] - мы
you [ju:] - ты, Вы	you [ju:] - вы
he [hi:] - он	they [ðei] - они
she [ʃi:] - она	
it [ɪt] -он, она, оно	

## 4. Множественное число указательных местоимений:

this [ðɪs] - этот, эта, это	these [ði:z] - эти
that [ðæt] - тот,та, то	those [ðəʊz] - те

## 5. Глагол **to be** (быть, иметь место, являться) в простом настоящем времени:

I am an agronomist.	We are Russian.
You are a student.	You are engineers.



He / she / it is English. They are economists.

Вопросительная и отрицательная формы:

Am I late? No, I am not. I am not late.

Is he American? No, he is not. He is not American.

Are they students from Moscow? No, they are not. They are not students from Moscow.

В разговорной речи часто употребляются сокращенные формы глагола to be:

am = 'm

I am not = I'm not

is = 's

is not = isn't

are = 're

are not = aren't

## 6. Повелительное наклонение

Повелительное наклонение выражается I формой глагола, т.е. формой глагола из словаря.

Go! - Иди(те)!

Say it in English. - Скажите это по-английски.

Look! - Смотри(те)!

Help me, please. - помогите мне, пожалуйста.

Take! - Бери(те)!

Be quiet, please. - Потише, пожалуйста.

## 7. Предлоги для обозначения места:

**on**

**in**

in- в (внутри);

на (на поверхности);

возле, около; в, на (при указании места, вершается процесс).

## СЛОВАРЬ-МИНИМУМ

1. this	24. bag
2. these	25. pen
3. that	26. pencil
4. my	27. plan
5. your	28. book
6. his	29. box
7. her	30. table
8. our	31. laptop
9. they	32. notebook
10. good	33. backpack
11. red	34. farm
12. black	35. and

13. big	36.on
14. nice	37. please
15. new	38.where
16.bad	39. to spell
17. old	40. to make
18. far from	41. to take
19. very	42. to be in time
20. file	43.to be late
21. mobile phone	44. What is this?
22. hat	45. What is your name?
23. camera	

### ТЕКСТ 1

This is a bag. It is my bag. My bag is big and black. My pen is red. These are pencils. The pencils are on the table. They are his pencils. That is her book.

This is a table. The table is big. The books are on the table. They are not old. They are new.

This is not my file. My file is not black. My file is red and nice.

This is Kate. She is from Moscow. Kate is not late. Pete is late. It is bad. He is not in time.

Is that your camera? No, it is not. My camera is new and black. It is in my bag.

What is this? This is an old plan. Ann, take a pen and make a new plan.

What is that? It is a mobile phone. Is it his mobile phone? No, it is not. His mobile phone is old.

This is our farm. It is very big. It is a good farm. Is it far from Kazan? Yes, it is. The farm is far from Kazan.

### УПРАЖНЕНИЯ

#### I. Прочитайте и переведите:

1. This is my notebook. My notebook is black. My notebook is on the table. This is my pen. My pen is red. My red pen is in the box. This is his plan. The plan is good. It is new.

2. This is not my hat. My hat is not red. It is black. This is not my laptop. My laptop is not old. It is new.

3. Is this his table? Yes, it is. Is his table good? Yes, it is. His table is good. Is Ann on the farm? No, she is not. Ann is not on the farm. Are they on the farm? Yes, they are. They are on the farm. Are we late? Yes, you are. You are very late.

4.What is this? This is our plan. What are these? These are books. What is your name? My name is Ann. What is his name? His name is Pete Spell his name, please. P-E-T-E.

5.Where is your camera? It is in my backpack. Where is your farm? It is far from Kazan. Where is he from? He is from Kazan.Where are you from? We are from Russia. Are you from the USA? No, I am from the UK.

II. Составьте предложения из следующих слов:

- 1.My, table, is, camera, on, the.
- 2.This, farm, Kazan, is, far, from.
3. Ann, late, and, Pete, are.
- 4.Am, late, I?
- 5.Pete, phone, take, mobile, your.
6. Is, in, backpack, your, what?
7. Your, spell, please, name.

III.Переведите слова, данные в скобках, на английский язык:

1. His plan is (новый).
2. That farm is (хорошее).
3. My table is (большой).
4. This hat is (черная).
5. Your name is (красивое).
6. Her box is (красная).
7. Our bag is (старая).
- 8.This pencil is (плохой).

IV.Заполните пропуски соответствующими личными местоимениями:

1. Pete is late. ... is not in time. 2. This is a very bad file. ... is not our file. 3. Ann and Pete are far from Moscow. ... are on the farm. 4. Is Ann nice? Yes, ... is.

V.Употребите нужную форму глагола to be:

1. I ... a student. 2. She ... very good. 3. He ... not old. 4. We ... late. 5. That... not bad. 6. Ann and Pete ... late. 7. My notebook and my pen ... in my bag. 8. ... this name nice? 9. ... they in Moscow? 10. He ... on the farm. 11. You ... not in time. 12. They ... far from Kazan. 13. His camera ... new. 14. Where ... your laptop?

VI.Переведите на русский язык:

In the box, on the farm, in this box, on that table, on this farm, in the backpack, at the table, in the notebook.

VII. Употребите нужную форму глагола **to be**:

1. Hello. My name ... Kate Black. I ... a student.
2. Hi! I ... Nick and this ... Tim.
3. These ... my friends, Ann and Alice. They ... English. Ann ... from London and Alice ... from Oxford.
4. Excuse me. ... you Mr. Stone? ... this your bag?
5. ... your name Boris Smirnov? ... you from Moscow? Please, spell your name.

VIII. Поставьте предложения во множественном числе. Не забывайте, что глагол тоже меняет форму.

1. A horse is an animal.
2. A rose is a nice flower.
3. A book is in a box.
4. Anox is on a farm.
5. That man is a teacher.
6. This woman is an economist.
7. This boy is at a table.
8. That apple is on a tree.

IX. Найдите соответствия:

1. Spell	a. at this photo!
2. Stand	b. down.
3. Don't take	c. your name, please.
4. Look	d. hello to everyone!
5. Come	e. a new plan, Ann.
6. Open	f. here.
7. Don't be	g. my laptop!
8. Make	h. your books at page 25.
9. Sit	i. up.
10. Say	j. late for classes!

### УРОК 3

#### ПРАВИЛА ЧТЕНИЯ

- 1) ee, ea [i:] - sea, street, screen

2) er, ir, ur [ə:] - her, first, surf

3) в конце слов “er, or” [ə] - sister, number, teacher

4) ow всередине [au]-town, brown, cloud  
в конце слов [ou] -snow, show

Исключения: how, now, plow [hau], [nau], [plau]

## УПРАЖНЕНИЯ

### I. Прочитайте слова, соблюдая правила чтения:

meet, feet, see, deep, keep, meal, please, tea, read, meat, heat, sea, mean, peace, shirt, term, verb, nerve, firm, burn, turn, member, speaker, number, letter, show, grow, low, brown, flower, bird, germ, feel, how, now, plow.

### II. Прочитайте скороговорки, соблюдая правила чтения:

1. The bees are in the trees with green leaves.
2. Percy was the first to learn that the early bird catches the worm.
3. The third word is heard.
4. German learners learn German words,  
Turkish learners learn Turkish words.
5. A girl sees three big grey geese.
6. Snow is so snowy, when it's snowing.
7. Early to bed, early to rise makes a man healthy, wealthy and wise.

## ГРАММАТИКА

### 1. Спряжение глагола **to have**:

I have a friend.

You have a friend.

He has a friend.

She has a friend.

It (a house) has many rooms.

We have friends.

You have friends.

They have friends.

Глагол to have употребляется в качестве смыслового глагола со значением иметь, обладать.

### Вопросительные и отрицательные формы:

Do you have a friend?

- Yes, I do. I have a friend.

- No, I do not. I do not have a friend.

Does she have a friend?

- Yes, she does. She has a friend.

- No, she does not. She does not have a friend.

В разговорной речи употребляются слитные формы:

do not have- don't have

does not have- doesn't have

## 2. Притяжательные местоимения:

my [maɪ]	мой, моя, мое, мои
your [jɔ:]	твой, твоя, твое, твои
his [hɪz]	его
her [hə:]	её
its [ɪts]	его, её
our [aʊə]	наш, наша, наше, наши
your [jɔ:]	ваш, ваша, ваше, ваши
their [ðeə]	их

3. Указательные местоимения **this, these, that, those** могут выполнять две функции - подлежащего и определения:

This is a book.

Это книга (подлежащее).

This book is new.

Эта книга новая (определение).

## 4. Притяжательный падеж и предлог **of**:

Притяжательный падеж - это сохранившаяся в современном английском языке форма родительного падежа, выражающая принадлежность. Эта форма употребляется, главным образом, с существительными, обозначающими одушевленные предметы, и служит определением к другому существительному. Существительные в притяжательном падеже употребляются перед определяемыми существительными и имеют окончание 's (апостроф s) и просто ' (апостроф) соответственно в единственном и множественном числах:

Pete's pen. - Ручка Пети.

Students' book. - Книга студентов.

Притяжательный падеж, соответствующий родительному падежу, может также быть образован при помощи существительного с предлогом **of**, который употребляется перед существительным:

This is the plan of our farm -Этот план нашего хозяйства.

## СЛОВООБРАЗОВАНИЕ

1. Один из наиболее часто встречающихся суффиксов имен существительных -суффикс -ture[tʃə]:nature, agriculture.

2. Суффикс er [ə], как правило, участвует в образовании существительных от глаголов. Такие слова обозначают действующее лицо: to teach - a teacher, to work -a worker.

Прочитайте, обращая внимание на произношение суффиксов:

Lecture, culture, picture, nature, literature, farmer, teacher, worker, reader.

## СЛОВАРЬ-МИНИМУМ

1. student	11. compact disk (CD)
2. state	12. hostel / dormitory (dorm)
3. University	13. room
4. Institute	14. building
5. large	15. friend
6. street	16. reading-room
7. personal computer (PC)	17. a first-year student
8. desk	18. to like
9. shelf (shelves)	19. to live
10. headphones	20. to learn English

## ТЕКСТ 2

My name is Ann. I am a student of the Kazan State Agrarian University. I study at the Institute of Economics. Our Institute is large. It is in Karl Marx Street. I live in the hostel. My hostel is far from the Institute. It is a large building. The rooms of the hostel are not large. This is my room. My books are on the shelf. I have a friend. Her name is Kate. She is from Buinsk. This is my friend's desk. These are her headphones, a laptop and English CDs. They are on the desk. Kate likes learning English. She is a first-year student of the agronomy faculty. She is in the reading-room now.

## УПРАЖНЕНИЯ

I. Прочитайте и переведите:

student, I am student, I am a first-year student; Institute, this is a new Institute, an old Institute, our Institute is old; hostel, a nice hostel, far from the

hostel; room, his room, a new room, the rooms of the hostel; large, a large room, a large hostel; friend, she is my friend; English, an English book, an English lesson; street, in Pushkin Street, to live, to live in the hostel, I live in Pushkin street; building, the building of our Institute, a nice building; reading-room, the reading-room of our Institute.

II. Переведите следующие предложения, пользуясь словами из таблицы:

1. Он агроном. 2. Она студентка. 3. Я не экономист. 4. Вы студент? 5. Они в комнате. 6. Катя - мой друг. 7. Она экономист. 8. Катя вообще житии?

Kate		an economist
He	am	in the room
She	is(not)	students (a student)
I	are	an agronomist
You		my friend
They		in the hostel

III. Поставьте правильную форму глагола **to have**:

1. We ... a good friend. 2. He ... a nice room. 3. They ... a new book. 4. Do you ... an old plan? 5. I .... 6. Does your friend ... a computer?

IV. Поставьте отрицание **don't have** или **doesn't have**.

1. We ... this CD. 2. They ... English books. 3. I ... his books. 4. She ... six pencils.

V. Переведите следующие словосочетания:

my plan, my bag, my hat, his farm, his backpack, his desk, her pen, her pencil, her box, our table, our room, your name, your headphones, your time, their friends, their CDs, their notebooks.

VI. Заполните пропуски нужными местоимениями:

1. Is your camera new? Yes, ... is new. 2. I like ... handbag, Ann. 3. She is late. What is ... name? 4. The farm is large. What is ... name? 5. This is Michael. ... lives in the hostel.

VII. Переведите, обращая внимание на притяжательный падеж и предлог of:



1. This is my friend's room. It is large and good. It is in the hostel. 2. This is Kate's desk. It is not large. Kate's books are on the desk. 3. This is my friend's book. 4. His sister's handbag is on the shelf. She is a student of the Kazan State Agrarian University. 5. My friend's mother is in Kiev. 6. This is the hostel of our Institute. 7. Petrov's sisters are on the farm. 8. The pencils are in Nina's box. 9. Our friends are students of the Moscow University. 10. Ivanov's father is not in Moscow. 11. The students of this group are in the classroom. 12. The new building of our University is far from the city centre.

VIII. Переведите предложения. Скажите, показателем какой грамматической категории является конечная буква "s":

1. These rooms are very nice. 2. Ann's friends are on the farm. 3. The students' notebooks are on the table. 4. Kate's friends are students. 5. The pencils are in Nina's bag. 6. These are their new plans. 7. His friend's name is Pete.

XI. Ответьте на вопросы:

What does Kate have at her workplace?

What doesn't she have at her workplace?

screen, set square, photo, mobile phone, lamp, computer, notebook, glasses, headphones, book, file, laptop, pen, cup and saucer, desk, scissors, pen, bulletin board, penholder, white board, hook, agenda, bin, mouse, keyboard, paperclips ...

*Примеры:*

*She has a bin under the desk.*

*She has her headphones on the hook.*

*She doesn't have her mobile phone.*

*She doesn't have paperclips.*



## УРОК 4

### ПРАВИЛА ЧТЕНИЯ

- 1) o + th, v, m, n [ʌ] - London, mother, love
- 2) wor [wə:] - work, word
- 3)  $\begin{cases} \rightarrow [tʃ] \text{much, child} \\ \rightarrow [k] \text{mechanic, chemist} \end{cases}$
- 4) oi, oy [ɔɪ] - soil, boy
- 5) ture [tʃə] - nature, culture
- 6) er, or [ə] - winter, sister, doctor (в конце слов)

### УПРАЖНЕНИЯ

#### I. Прочитайте слова, соблюдая правила чтения:

out, house, found, cloud, work, word, worse, boy, soil, oil, noise, try, match, child, chess, March, catch, teach, inch, chemist, scheme, school, technical, agriculture, brother, London, love.

## II. Прочитайте скороговорки, соблюдая правила чтения:

1. Whenever the weather is cold.

Whenever the weather is hot.

We'll weather the weather,

Whatever the weather,

Whether we like it or not.

2. The thirty-three thieves thought that they thrilled the throne throughout Thursday.

3. Peter Piper picked a peck of pickled peppers,

A peck of pickled peppers Peter Piper picked,

If Peter Piper picked a peck of pickled peppers,

Where's the peck of pickled peppers Peter Piper picked?

4. Canada is colder than Korea,

Korea is hotter than Canada.

## ГРАММАТИКА

### 1. Количественные числительные:

1-12	13-19
1 - one [wʌn] 2 - two [tu:] 3 - three [θri:] 4 - four [fɔ:] 5 - five [faɪv] 6 - six [sɪks] 7 - seven ['sevn] 8 - eight [eɪt] 9 - nine [naɪn] 10 - ten [ten] 11 - eleven [ɪ'levn] 12 - twelve [twelv]	13 - thirteen [, θə: 'tri:n] 14 - fourteen [, fɔ: 'tri:n] 15 - fifteen [, fɪf'fi:n] 16 - sixteen [, sɪks 'tri:n] 17 - seventeen [, sevn'tri:n] 18 - eighteen [, eɪ'tri:n] 19 - nineteen [, naɪn'tri:n]
20-90	100,1000

20 - twenty ['twenti]	100 - one hundred ['wʌn 'hʌndrɪd]
30 - thirty ['θə:ti]	1000 - one thousand ['wʌn 'θauzənd]
40 - forty ['fɔ:ti]	
50 - fifty ['fifti]	
60 - sixty ['sɪksti]	
70 - seventy ['sevnti]	
80 - eighty ['eɪti]	
90 - ninety ['naɪti]	

75 - seventy-five

246 - two hundred and forty-six

803 - eight hundred and three

4691 - four thousand, six hundred and ninety-one

Даты:

1955 -nineteen fifty-five

1989 - nineteen eighty-nine

1905 - nineteen (ou) five

1900 - nineteen hundred

2000 - two thousand

2003 - two thousand (and) three

2016 - two thousand (and) sixteen / twenty sixteen

2. Порядковые числительные образуются от соответствующих количественных числительных путем прибавления суффикса -th:

seven - the seventh

nineteen - the nineteenth

sixty-four - thesixty-fourth

Исключением из правила являются следующие числительные:

one - the first [ðə 'fɜ:st]

two - the second [ðə'sek(ə)nd]

three-the third [ðə 'θɜ:d]

3. Степени сравнения прилагательных и наречий:

Положительная  
степень

Сравнительная  
степень

Превосходная  
степень

big  
long  
happy

bigger  
longer  
happier

thebiggest  
**the longest**  
**the happiest**

interesting

more interesting

the most interesting

Особая группа прилагательных и наречий образует степени сравнения от других корней:

good [gʊd]	better [betə]	the best [best]
хороший	лучше	самыйхороший
bad [bæd]	worse [wɜ:s]	the worst [wɜ:st]
плохой	хуже	самыйплохой
many [meni], much [mʌtʃ]	more [mɔ:]	the most [məʊst]
много	больше	наибольший
little [lɪtl]	less [les]	the least [li:st]
маленький	меньше	наименьший

#### 4. Оборотречи **there is (are):**

В предложениях с **there is (are)** слово **there** является формальным элементом и на русский язык не переводится. В русском языке сочетание **there is (are)** переводится как “имеется”, “находится”, “есть”:

There is a book on my table. - Нао́моемстоле (есть) книга.

There are no books on my table. - Нао́моемстоле (имеются) тетради.

Если в предложении есть существительные во множественном числе и в единственном, выбор **there is** или **there are** зависит от первого существительного. Если первым идет **a book**, необходимо использовать **there is**. Если первыми стоят **notebooks**, тогда будет **there are**

There is a book, notebooks on my table.

There are notebooks, a book on my table.

Вопросительная и отрицательная формы:

There is a book on the table.

Is there a book on the table? - Yes, there is.

- No, there is not.

- There is no English book on the table.

Запомните: перед числительными и местоимениями используется отрицание “not”:

There are not many students in the reading-room.

There are not five books on the table, there are six.

## СЛОВООБРАЗОВАНИЕ

1. -teen [ti:n] - суффикс числительных от 13 до 19.

2. -ty [ti] - суффикс числительных от 20 до 90.

Прочитайте, обращая внимание на произношение суффиксов:

1. thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen;
2. twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety.

### СЛОВАРЬ-МИНИМУМ

1. family	23. agricultural
2. father	24. young
3. mother	25. busy
4. parents	26. interesting
5. sister	27. same
6. brother	28. very
7. grandmother	29. many
8. wife	30. much
9. children	31. second
10. girl	32. spring
11. boy	33. summer
12. man	34. autumn
13. house	35. but
14. village	36. to study
15. farm	37. to be fond of
16. centre	38. to be married
17. school	39. to work
18. department	40. How old are you?
19. teacher	41. I am 27 years old.
20. schoolgirl	
21. engineer	
22. a second-year student	

### ТЕКСТ 3. MY FAMILY

My family is large. I have a father, a mother, a grandmother, one sister and two brothers. My father is an agronomist. He works on a big farm. He is a very busy man. He has much work in spring, summer and autumn. My father is fifty-three years old. My mother is forty-nine. She is an economist on the same farm. My parents have a big house in the centre of the village. My elder brother is an engineer. He is twenty-seven. He is married and has two children: a boy and a girl. My brother's wife is a teacher of biology at school. My younger brother is a second-year student of the Kazan University. He is married, but he does not have any children. My sister's name is Nina. She is a schoolgirl. She is fond of reading books. I am a first-year student of the Agricultural University. I study at the

economy (agronomy, engineering) department.

## УПРАЖНЕНИЯ

### I. Прочитайте и переведите на русский язык:

family, a large family, Kate's family; busy, a busy student; father, her father, my friend's father; mother, Ann's mother; man, a very busy man; work, good work; spring, a very nice spring; summer, a bad summer; same, the same building, the same student; parents, this student's parents; house, this new house, that old house; village, an old village; children, her nice children; boy, a good boy; girl, a nice girl; wife, his wife, that student's wife; teacher, a teacher of English; school, a school teacher; department, the economy department, the agronomy department; agriculture, a book on agriculture.

### II. Переведите на русский язык:

1. I have a large family. 2. My friend has a boy and two girls. 3. I have many friends at the Institute. 4. My parents have a nice house in a village not far from Kazan. 5. My father is a very busy man. 6. I am a student of the Economy department. 7. We have a nice room in the hostel. 8. Does your friend have a family? - Yes, he does. 9. Does he have many children? - No, he does not. 10. He does not have many children. He has two children. 11. They have much work in spring, summer and autumn.

### III. Переведите на русский язык.

1. We have many interesting books on history. My sister has two English books. 2. Does your brother have a new book on biology? No, my brother doesn't have books on biology, he has many books on economy. 3. Their parents have a big house in a village not far from Kiev. 4. They don't have friends in Moscow. 5. Do you have a sister? Yes, I do. I have two sisters. 6. My elder sister has a good room in a new house. 7. My friends have a nice room in the hostel. 8. Do you have any children? No, I don't have children.

### IV. Переведите «цепочки» существительных:

farm work, family farm, village house, school year, village centre, University hostel, school teacher, family friend, summer house.

### V. Переведите слова в скобках на английский язык:

My elder brother's name is Boris, but my (младший) brother's name is Misha. My younger brother is 20 (лет), he is a student of the Agricultural

University. My elder brother is a (фермер). He is an (агроном). He has much work (летом, осенью, весной). He is (женат), but he doesn't have any children. His wife is a teacher of biology at (школе). She is (любит) of her work.

VI. Прочитайте, переведите текст:

OUR UNIVERSITY

I am a student of the Kazan State Agrarian University. I study at the Institute of Economics. The old building of our Institute is in Karl Marx Street. There are many classrooms and different laboratories there. In the classrooms we have classes in physics, mathematics, chemistry, foreign languages- English or German. We have also a conference hall and a reading-room. There are many textbooks, journals and newspapers in the reading-room. There are many students there. They read, write and prepare their lessons.

VII. Заполните пропуски глаголами **to be** и **to have**:

1. I ... a sister. 2. My sister ... a student. 3. She ... many friends at the Institute. 4. My sister's name ... Ann. Ann ... a good room in the hostel. Ann's hostel ... far from the Institute. 5. My friend ... married. His name ... Pete. Pete ... a family. He ... two children. Pete ... a busy man. He ... much work now. His wife ... a teacher, she ... fond of English.

VIII. Составьте предложения из следующих слов:

1. Is, my, name, brother's, Boris. 2. A, student, you, are, Moscow, University, of? 3. Your, children, have does, friend? 4. Doesn't, sister, a, have, his, elder, family. 5. Her, a, have, big, parents, do, house?

IX. Сделайте предложения вопросительными:

1. She is a second-year student of the Agrarian University. 2. I have a nice room in the hostel. 3. Your friend has many English books. 4. They are farmers. Their farms are far from Kazan. 5. His brother is a worker. He has a boy and two girls. 6. My sister is a teacher of English at school. She has a large family.

X. Сделайте предложения отрицательными:

1. His father is old. 2. My parents have a big house. 3. We are workers. 4. My friend has a new book on agriculture. 5. This room is very big. 6. Our hostel is far from the Institute. 7. Our University is large. 8. My brother has three boys. 9. You have ten English books. 10. Olga has a good room in the hostel. 11. They have



much work to do.

XI. Назовите по-английски:

1) следующие количественные числительные:

11, 12, 13, 14, 15, 16, 19, 28, 33, 54, 70, 82, 140, 261, 795, 800, 1000, 5346, 350, 427, 7040, 1002, 63, 193, 991, 20, 11550;

2) даты: 1917, 1945, 1812, 1900, 1799, 1853, 1965, 1905, 1987, 2002, 2011, 2017.

XII. Образуйте степени сравнения от следующих прилагательных и наречий:

short, long, much, well, busy, important, bad, necessary, big, good, many, difficult, little.

XIII. Переведите на русский язык:

stronger, most important, worse, more, heavier, lowest, more beautiful.

XIV. Переведите на русский язык:

1. There is a book on the table. 2. There are many students in this room. 3. Is there a pen in this box? No, there isn't. 4. There is no pen there. 5. There are many good rooms in the hostel. 6. There are English journals on the table. 7. There are no students in the lecture hall now. 8. There are new computers in the laboratories of our University.

XV. Вставьте правильную форму глагола to be:

1. There ... a boy and three girls in the room. 2. There ... a pencil on the table. 3. There ... English books on the table. 4. ... there twelve desks there? 5. There ... a shelf on the wall. 6. There ... three rooms and a kitchen in our flat. 7. ... there a board in every room? 8. There ... many different trees in the park.

## УРОК 5

### ПРАВИЛА ЧТЕНИЯ

1) wr [r]- write, wrong

2) wh + o[h]- whole, who

3) wh + гл.[w] - which, when

## УПРАЖНЕНИЯ

### I. Прочитайте, обращая внимание на правила чтения:

wrestling, written, wrong, whom, whole, who, wholesale, white, which, when.

### II. Прочитайте скороговорки, соблюдая правила чтения:

1. Where is the White House and who's in it?
2. Ripe white wheat reapers reap ripe white wheat right.
3. When you write copy you have the right to copyright the copy you write.
4. Do not hang the ring thing next to the wrong thong.
5. If a dog chews shoes, whose shoes does it choose?
6. That's the man,  
Who sat on my white hat in the tram.  
Whatabadman!

## ГРАММАТИКА

### 1. Местоимения в объектном падеже:

**me**[mi:] мне, меня

**him**[him] ему, его

**her**[hə:] ей, ее

**it**[it] ему, ей, его, ее

**us**[ʌs] нам, нас

**you** [ju:] вам, вас

**them**[ðem] им, их

### 2. Простое настоящее время (Present Indefinite Tense):

Простое настоящее время употребляется для выражения обычного, регулярно повторяющегося действия, а также для выражения состояния:

We work every day. - Мы работаем каждый день.

He is married to my sister. - Он женат на моей сестре.

На эту повторяемость и повседневность могут указывать следующие обстоятельства:

every day - каждый день

every week - каждую неделю

every weekend - (на) каждые выходные

usually - обычно

frequently - часто

regularly - регулярно

occasionally - времяотвремени  
always - всегда  
as a rule - как правило  
often - часто  
sometimes - иногда  
never - никогда

Утвердительная форма глагола во всех лицах, кроме 3-го лица единственного числа, совпадает с формой инфинитива этого глагола без частицы to. В 3-ем лице единственного числа к глаголу добавляется суффикс -s.

#### Спряжение глагола to work:

I work	We work
You work	You work
He works	
She works	They work
It works	

В вопросительной и отрицательной форме глагол-сказуемое состоит из двух частей: вспомогательного глагола do (в 3-ем лице единственного числа does) и смыслового глагола:

He works every day. - Does he work every day? Yes, he does. No, he does not. He does not work every day.

We live in Moscow. - Do you live in Moscow? Yes, we do. No, we do not.

We do not live in Moscow.

#### Запомните следующие вопросительные слова:

Who? [hu:] - кто?  
Whom? [hu:m] - кого? кому?  
Whose? [hu:z] - чей? чья? чье? чьи?  
What? [wɒt] - что? какой?  
When? [wen] - когда?  
Where? [weə] - где? куда?  
Why? [wai] - почему?  
How? [hau] - как?  
How much? [hau'mʌtʃ] - сколько?  
How many? [hau'meni] - сколько?  
Where do you live? - Где вы живете?  
When does he prepare his lessons? - Когда он готовит свои уроки?

#### СЛОВООБРАЗОВАНИЕ

Суффиксы прилагательных -ent, -ant, соответствуют суффиксам

существительных -ence, -ance с тем же корнем:

different - difference

important – importance

Прочитайте прилагательные с суффиксами -ent. -ant:

constant, indifferent, distant, resistant, brilliant, dependent.

### СЛОВАРЬ-МИНИМУМ

1. soil	9. winter
2. crop	10. to live
3. field	11. to show
4. combine-harvester	12. to harvest
5. farm machines	13. to study
6. harvest time	14. to plow
7. every year	15. to go
8. different	16. to help

### ТЕКСТ 4

I have a friend. His name is Peter. He is a third-year student of the Kazan State Agrarian University. Peter studies at the agronomy department. He lives in the village far from Kazan. Every summer he goes there and works on the farm. There are many farm machines on the farm. The machines plow the soil, sow and harvest the crops. Autumn is the harvest time in our region. All students of our University work on farms every year. Peter helps the farmers to harvest different crops. He works on the combine-harvester. In winter there are no machines in the fields. The farmers do not work in the fields in winter.

### УПРАЖНЕНИЯ

I. Прочитайте, переведите на русский язык:

a third-year student, a first-year student, a second-year student; to study at the economy department, engineering department; to live in the village, to live far from Moscow; every summer, every autumn, every day; to go to the Institute, to go to school, to go to the hostel, to go to the reading-room; farm machines, different machines; to plow in spring; soil, to plow the soil; to sow different crops, many crops, to harvest crops, harvest time; region, in our region; every year; to help farmers, to help friends in their work; winter, in winter; field, in the fields, to work in the fields.

II. Переведите на русский язык:

1. Give me your book, please. 2. Pete, help us to translate this text. 3. Take her to the cinema. 4. Give them some pens. 5. Help him with his English.

III. Переведите на русский язык:

1. My brother likes to read books. 2. My brother likes mathematics. 3. Students read English books. 4. My brother does not work on the farm. 5. Where does your mother work? 6. My friend works on the farm in summer. 7. His sister does not live in Moscow. 8. Do students read journals in the reading-room? 9. Students do their work there. 10. I like spring. 11. My friend does not like autumn. 12. I like working in the field in autumn. 13. Do you like to work on a combine? 14. We do not sow this crop in our region. 15. Farmers harvest crops in autumn. 16. My brother speaks English and German. 17. This student lives in the hostel. 18. Where do your parents live? 19. Where does your friend study?

IV. Употребите глагол, стоящий в скобках, в нужной форме:

1. My sister (to live) in Moscow. 2. My friends (to read) foreign journals in the reading-room. 3. I (not to like) winter. 4. Farmers (to plow) the soil in spring. 5. My father (not to work), he is old. 6. Where (to live) your friend? 7. I (to help) my friend in English. 8. My parents (to work) on the farm. 9. Farmers (not to work) in the fields in winter.

V. Заполните пропуски вопросительными словами:

1. ... does your father work? He works on the farm. 2. ... is this girl? She is my sister. 3. ... do farmers work in the fields? They work in the fields in spring, in summer and in autumn. 4. ... is this? This is my table. 5. ... room is this? This is his room. 6. ... do you do? I am a farmer. 7. ... do your parents live? They live in the village. 8. ... rooms are there in the house? There are three rooms. 9. ... do you study at this department? Because I want to become an engineer.

VI. Ответьте на вопросы и заполните анкету.

*What is your full name? How do you spell your name? Where are you from? How old are you? What do you do? Are you married?*

NAME	COUNTRY	AGE	OCCUPATION	FAMILY

## УРОК 6

### ПРАВИЛА ЧТЕНИЯ

1)igh [aɪ]- high, light

2)al + согласная- [ɔ:] - small, all

### УПРАЖНЕНИЯ

I. Прочитайте, соблюдая правила чтения:

high, light, fight, fall, talk, all, small, chalk, walk.

II. Прочитайте скороговорки, соблюдая правила чтения:

1. I fly high in the sky.

2. Miss Smith lisps as she talks and lists as she walks.

3. All Paul's daughters were born in Cork,

All Walt's daughters were born in York.

4. Four explorers explore forty waterfalls,

Forty explorers explore four waterfalls.

### ГРАММАТИКА

1. Простое прошедшее время (Past Simple Tense):

Простое прошедшее время выражает действие в прошлом. Оно обычно употребляется с обстоятельствами типа:

yesterday- вчера

last week- на прошлой неделе

last month- в прошлом месяце

last year- в прошлом году

a year ago - год тому назад

По способу образования простого прошедшего времени все английские глаголы (делятся на правильные (стандартные) и неправильные (нестандартные)). Правильные глаголы образуют прошедшее время с помощью суффикса -ed, прибавляемого к инфинитиву без частицы to:

to work - worked; to live – lived

Неправильные глаголы образуют прошедшее время изменением корня глагола. Это форма дается в словаре после инфинитива и называется “второй формой глагола”: to have - had; to go - went. Все глаголы, как правильные, так и неправильные, в простом прошедшем времени имеют одну форму для всех лиц единственного и множественного числа:

I (he, she, we, you, they) lived in Moscow.

I (he, she, we, you, they) went to the Institute.

Исключением является глагол to be, имеющий разные формы для единственного и множественного числа:

I (he, she, it) was at the Institute yesterday.

We (you, they) were at the Institute yesterday.

Вопросительная и отрицательная формы глагола в простом прошедшем времени образуются с помощью прошедшего времени вспомогательного глагола to do (did) и инфинитива смыслового глагола без частицы to. В вопросительной форме did ставится перед подлежащим:

Did you live in Moscow? - Вы жили в Москве?

Did you go to the Institute? - Вы ходили в институт?

В отрицательной форме на первом месте стоит подлежащее, после него глагол did с отрицанием not, затем инфинитив смыслового глагола без частицы to:

I did not live in Moscow. - Я не жил в Москве.

I did not go to the Institute. - Я не ходил в институт.

## 2. Неопределенные местоимения:

many [meni]	много	few [fju:]	мало
much [mʌtʃ]		little [lɪtl]	

Местоимения many, few употребляются с исчисляемыми существительными:

I have many (few) friends. - У меня много (мало) друзей.

Местоимения much, little употребляются с неисчисляемыми существительными:

I have much (little) work. - У меня много (мало) работы.

Запомните: a few - несколько

a little - немного:

My friend has a few interesting books. -

У моего друга есть несколько английских книг.

He speaks English a little. - Он немного говорит по-английски.

## СЛОВООБРАЗОВАНИЕ

Суффикс прилагательного -ic образует прилагательные от существительных: atom - atomic

Образуйте прилагательные от существительных с помощью суффикса -ic. Переведите прилагательные:

history, atom, metal, organ, academy, patriot, democrat.

## СЛОВАРЬ-МИНИМУМ

1. man	12. high
2. plant	13. other
3. seed	14. to give (gave)
4. species	15. to be fond of
5. clothing	16. to build (built)
6. world	17. to begin (began)
7. in this way	18. to make (made)
8. ago	19. to grow (grew)
9. basic	20. to see (saw)
10. important	21. to be (was, were)
11. small	22. to develop

## ТЕКСТ 5. MAN AND PLANTS

Plants are very important for man. They give us food and clothing. There are over 350,000 species of plants. Some are very large, over 100 metres high. Some plants are very old. Many thousand years ago man built houses and made his clothing from plants. 10,000 years ago man began to grow the first food plants. The first farmers saw that there were good plants and not so good plants. They sowed the seeds of good plants and grew new plants from them. In this way man developed the basic food crops of the world.

## УПРАЖНЕНИЯ

I. Прочитайте и переведите на русский язык:

plants, good plants, not so good plants, important plants; food, food plants, to give food and clothing; species, 350.000 species of plants, 100 metres, over 100 metres high, high building, some plants, other plants, small plants; many thousand years ago, 10,000 years: to build, man built houses; to make, man made clothing from plants; to grow, man grew new plants; in this way, to develop new plants,



basic food crops.

II. Образуйте формы простого прошедшего времени от следующих глаголов:

to be, to go, to have, to come, to work, to begin, to live, to read, to write, to speak, to study, to meet, to become, to give, to build, to know, to take, to see, to stop, to help.

III. Употребите глагол, стоящий в скобках, в простом прошедшем времени:

1. Man (to begin) to study plants many hundred years ago. 2. Ann and Kate (to become) students last year. 3. Yesterday Kate (to get) a letter from her brother. 4. Peter (to meet) Ann in the reading-room two days ago. He (to be) in the reading-room at that time too. 5. They (to take) books about plants and (to begin) to read them. 6. Man (to begin) to grow the first food plants 10,000 years ago. 7. I (to see) Kate many years ago.

IV. Прочитайте, переведите текст:

### THE EARTH

The Earth is the planet on which we live. It is the third planet outward from the sun. It lies between Venus and Mars. The Earth has a satellite, the Moon. The Earth moves at an average speed of 18.5 miles a second and it makes a complete circuit in a solar year.

We can only guess about the origin of the Earth. One of the theories is that a big group of meteorites condensed. Most scientists believe that the age of the Earth is over 5,000 million years.

There was a time when there were dinosaurs everywhere on earth. The biggest of them weighed about 78 tonnes - as much as 20 adult elephants. They were 23 metres long and 12 metres high.

Most of these huge creatures ate plants. Their diet was half a tonne of food a day. But their brain was only as big as a nut.

Smaller creatures could run as fast as a racehorse. Dinosaurs disappeared about 64 million years ago.

Words – слова:

satellite ['sætəlaɪt] - спутник; average ['ævərɪdʒ] - средний; circuit ['sə:kɪt] - обращение (вокруг чего-либо); origin ['ɒrɪdʒɪn] - происхождение; theory ['θiəri] - теория; meteorite ['mi:tjəraɪt] - метеорит; condense [kən'dens] - уплотнять(ся); dinosaur ['daɪnəsɔ:] - динозавр; weigh [weɪ] - весить; tonne [tʌn] - тонна; adult ['ædʌlt, ə'dʌlt] - взрослый; huge [hju:dʒ] - огромный; diet ['daɪət] - питание, пища; brain [breɪn] - мозг; nut [nʌt] - орех; racehorse ['reɪshɔ:s] - беговая лошадь; disappear [dɪsə'pɪə] - исчезать.

V. Сделайте следующие предложения вопросительными и отрицательными:

1. Our students worked on the farm in September. 2. He became an agronomist last year. 3. She studied economics at the Institute. 4. We began to speak English. 5. They came to Kazan yesterday.

VI. Сделайте следующие предложения утвердительными:

1. I did not write a letter to my mother last week. 2. Petrov did not study English at school. 3. Ann did not go to the reading-room yesterday. 4. The third-year students did not build a farm last year. 5. Kate was not at home yesterday. 6. These students did not work in the fields last autumn. 7. He did not help me.

VII. Переведите на русский язык:

1. My father has much free time. 2. Few foreign students study at the Kazan University. 3. I have many friends at the Institute. 4. She speaks German a little. 5. I have a few books on biology.

VIII. Употребите подходящие по смыслу слова из предложенных в скобках вариантов:

1. There are (many, much) plant species in the world. 2. Plants like (many, much) light. 3. Man gets (much, many) food from plants. 4. Kate spoke Russian (a few, a little) when she came to Moscow. 5. There are (many, much) students in the reading-room. 6. There are (little, few) students in the group.

## **ЧАСТЬ II**

### **УРОК 7**

**ЧТЕНИЕ ГЛАСНЫХ БУКВ ПЕРЕД re-:**

1) are [ɛə]- rare, care, prepare

2) ere [ɪə]- here, mere, severe

3) ire [aɪə]- fire, wire, sire

4) ure [juə]- pure, cure, endure

5) ore [ɔː]- more, store, before

### **УПРАЖНЕНИЯ**

## I. Прочитайте, соблюдая правила чтения:

fire, wire, sire, spare, glare, stare, cure, pure, here, sincere.

## II. Прочитайте скороговорки, соблюдая правила чтения:

1. Mary Mac's mother's making Mary Mac marry me.  
My mother's making me marry Mary Mac.  
Will I always be so merry when Mary's taking care of me?  
Will I always be so merry when I marry Mary Mac?
2. Bob, don't snore any more like you snored before, for Polly lock the door.
3. Not these things here,  
but those things there.
4. Wire about the fire.
5. Pure food for pure mules.
6. They could barely spare the money for their fare.

## ГРАММАТИКА

### Простое будущее время (Future Indefinite Tense):

Простое будущее время выражает действие в будущем. Оно обычно употребляется с такими обстоятельствами времени, как:

tomorrow- завтра  
the day after tomorrow- послезавтра  
next week- на будущей неделе  
next year- в будущем году  
next month - в будущем месяце  
in two days - через два дня

Простое будущее время образуется с помощью вспомогательного глагола will для всех лиц единственного и множественного числа и инфинитива смыслового глагола без частицы to:

I will go to Minsk next week. - Я поеду в Минск на следующей неделе.  
He will come tomorrow. - Он придет завтра.

В утвердительной форме глагол will часто сокращается до 'll:  
He'll go to Minsk next week.

В вопросительной форме простого будущего времени вспомогательный глагол становится перед подлежащим:

Will he go to Minsk next week? - Он поедет в Минск на следующей неделе?

В отрицательной форме отрицание not следует за вспомогательным глаголом will:

He ~~will~~not go to Minsk next week.- Он не поедет в Минск на следующей неделе.

## СЛОВООБРАЗОВАНИЕ

1.Суффикс -ity [iti] образует существительные от прилагательных. В таких существительных ударение падает на слог, предшествующий этому суффиксу. Ударный гласный, как правило, произносится как в закрытом слоге:

locality–местность

2.В образовании прилагательных часто участвует суффикс -al:

central– центральный

Прочитайте, обращая внимание на произношение суффиксов:

- 1.speciality, University, possibility, locality, productivity;
- 2.electrical, mechanical, economical, historical.

## ТЕКСТ 6

We are first-year students of the Agricultural Institute. We became students a year ago and in four years we will become agronomists, economists and engineers. We have many lessons. Tomorrow the students of our group will have a lesson in English. We will read, write and speak English. Next week the students will take an exam on biology. After examinations my friend and I will go to Moscow.

## ДИАЛОГ 1

Kate: Will you go to Nick's birthday?

Tim: I will.

Kate: Will your sister go?

Tim: No, she has to study for her history lesson.

Kate: What are you going to give Nick?

Tim: I think, I'll give him some CDs. And you?

Kate: Nick likes sweets. I'll buy him a box of chocolates.

Tim: I'll call for you and we'll go together.  
Kate: That'll be fine. What time will you call?  
Tim: I'll come round at six o'clock.  
Kate: All right. I'll be ready by that time.

## УПРАЖНЕНИЯ

### I. Переведите на русский язык:

1. Peter will read this book next month. 2. They'll go home next week. 3. Kate will not go to Moscow next year. 4. The farmers will have good harvest next autumn. 5. She will go to the reading-room tomorrow. 6. I will have an examination in English in two days. 7. He will become an agronomist in three years. 8. Ann will become a student after school. 9. My friends and I will go to the farm next summer. 10. We will help the farmers in their work in the fields.

### II. Сделайте предложения вопросительными и отрицательными:

1. You will read this book. 2. You will have an English lesson tomorrow. 3. He will become an economist next year. 4. She will go to Moscow in two days.

### III. Постройте при помощи таблицы следующие предложения:

1. Она пойдет домой после урока. 2. Они будут работать на ферме летом. 3. Ее друг придет завтра. 4. Мы будем жить в Москве в будущем году. 5. Ябудучитатъанглийскиекниги.

I		live	home	next summer
Her friend		work	in Moscow	tomorrow
She	will	read	English books	next year
They		come	on the farm	after the lesson
We		go		

## УРОК 8

### ПРАВИЛА ЧТЕНИЯ

1) ng, nk [ŋ] [ŋk]- king, link, think

2) qu [kw]- quick, quarter

3) ph [f] - telephone, physics

4)ie [ɪ]-field, yield

## УПРАЖНЕНИЯ

### I. Прочитайте, соблюдая правила чтения:

long, song, king, wrong, bank, rang, pink, think,  
quite, squirrel, quail, question, quiz, quote, phone, physics, phonetics, phosphorus,  
niece, field, piece, yield.

### II. Прочитайте скороговорки, соблюдая правила чтения:

1. The King's ring rung wrong.
2. As I was going along, along, along,  
Singing a comical song, song, song,  
The lane that I went was so long, long, long,  
And the song that I sang was so long, long, long,  
And so I went singing along.
3. It is quite quiet.
4. Four furious friends fought for the phone.
5. Once a fellow met a fellow  
In a field of beans.  
Said a fellow to a fellow,  
If a fellow asks a fellow,  
Can a fellow tell a fellow  
Whatafellowmeans?

## ГРАММАТИКА

### Причастие настоящего времени - Причастие I (Participle I):

Причастие I образуется путем прибавления к основе глагола суффикса -  
ing: working работающий, работая

### Функции Причастия I и способы перевода на русский язык:

#### 1. Определение.

Причастие I в функции определения может стоять перед определяемым словом или после него. На русский язык переводится действительным причастием настоящего времени или действительным причастием прошедшего времени:

The working student.

Занимающийся студент.

I listened to the teacher, standing  
at the blackboard.

Я слушала преподавателя,  
стоящего у доски,

## 2.Обстоятельство.

В функции обстоятельства Причастие I стоит в начале или в конце предложения. На русский язык обычно переводится деепричастием:

Reading an English book, the student translated the new words.	Читая английскую книгу, студент переводил новые слова.
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## 3.Часть сказуемого.

В этом случаи Причастие I с глаголом to be образует группу продолженных времен. Различают настоящее, прошедшее и будущее продолженные времена (Present, Past, Future Continuous Tenses):

Время	<u>to be + Причастие I</u>		
	<u>Утвердительн.</u>	<u>Вопросительн.</u>	<u>Отрицательн.</u>
Настоящее продолженное	He is working now.	Is he working now?	He is not working now.
Прошедшее продолженное	He was working yesterday at that time.	Was he working yesterday at that time?	He was not working yesterday at that time.
Будущее продолженное	He will be working tomorrow at that time.	Will he be working tomorrow at that time?	He will not be working tomorrow at that time.

Продолженные времена употребляются для выражения действия, происходящего в момент речи (настоящее продолженное) или в определенный момент в прошлом или будущем (прошедшее и будущее продолженное):

I am reading now.

(Я читаю сейчас.)

He was speaking at the conference at five o'clock yesterday.

(Он выступал вчера на конференции в 5 часов.)

He'll be speaking at the conference at five o'clock tomorrow.

(Он будет выступать на конференции завтра в 5 часов.)

## СЛОВООБРАЗОВАНИЕ

1.Суффикс -ness используется для образования существительных от прилагательных. Существительные с таким суффиксом имеют отвлеченное

значение качества или состояния:

dark (темный)- darkness (темнота)

2.Суффикс -ment образует имена существительные от глаголов:

to improve (улучшать) - improvement (улучшение)

Образуйте существительные от прилагательных с помощью суффикса –ness; от глаголов с помощью суффикса -ment. Переведите существительные на русский язык:

1. rich-богатый

dark - темный

hard- твердый

good- хороший

black- черный

2. to develop - развивать

to improve - улучшать

to govern –править

## ДИАЛОГ 2

Pete: Hallo, Ann! Where are you going?

Ann: Hallo, Pete! I am going to the reading-room.

Pete: Why are you going there?

Ann: A friend of mine is waiting for me. I want to help him in English.

Pete: What were you doing at that time yesterday?

Ann: I was preparing for a seminar.

Pete: What were you reading?

Ann: I was reading books about great Russian biologists who worked at new varieties of crops.

Pete: What will you be doing at 10 o'clock tomorrow?

Ann: I will be preparing for my examination in biology.

## УПРАЖНЕНИЯ

I.Образуйте Причастие I от следующих глаголов:

to speak, to work, to discuss, to play, to read, to prepare, to study, to live, to listen.



II. Сравните следующие пары русских предложений. Определите, как во времени (в простом или продолженном настоящем) следует перевести сказуемое в этих предложениях:

Куда ты едешь отдыхать?

Она хорошо бежит.

Петр свободно читает английские книги.

Осенью часто идет дождь.

Куда ты едешь?

Он бежит по второй дорожке.

Не шумите, Петр читает.

Идет дождь, надень плащ.

III. Переведите части предложения, обращая внимание на функции Причастия I:

1. The man sitting at the table is... 2. The student translating the text is... 3. The translating student... 4. Translating the text the student... 5. The student is translating the text. 6. Going along the street I... 7. He is going along the street... 8. The man going along the street....

IV. Переведите предложения на русский язык, обращая внимание на функции Причастия I:

1. The man sitting at the table is our teacher. 2. The woman reading the book is his mother. 3. Being in Moscow he came to see me. 4. Translating the text I did not consult the dictionary.

V. Переведите на русский язык, обращая внимание на перевод глагола-сказуемого, Причастия I:

1) What are you doing? I am translating a new text. I usually translate it in the library. Tomorrow at 9 o'clock we will be having our English lesson.

2) What were you doing when I telephoned you yesterday? I was reading an English book. I read English every day. When I was reading my brother was playing chess with his friend.

3) When I entered the library I saw a man working at the table. The working man was my friend. He was working at an interesting problem. Working at this problem he read many books. While he was working I was preparing for my examination in history.

## УРОК 9

### ПРАВИЛА ЧТЕНИЯ

1)-tion, -ssion [ʃn] - nation, cultivation, session

2)-sion [ʒn] - conclusion, invasion

I. Прочитайте, обращая внимание на правила чтения:

revolution, constitution, construction, fiction, reaction, invasion, conclusion, division.

II. Прочитайте скороговорки, соблюдая правила чтения:

1. Dr. Johnson and Mr. Johnson, after great consideration, came to the conclusion that the Indian nation beyond the Indian Ocean is back in education because the chief occupation is cultivation.

2. Anillusoryvisionisavisionaryillusion. Isit?

## ГРАММАТИКА

### Модальные глаголы:

Модальность - категория глагола, выражающая отношение говорящего к действию. Модальность в английском языке может быть выражена глаголами:

can	- мочь
may	- мочь
must	- должен

а также их эквивалентами:

to be (to)	- эквиваленты глагола must
to have (to)	
to be able (to)	- эквивалент глагола can

Группу модальных глаголов can, may, must объединяют следующие формальные признаки:

1) Они не имеют формы инфинитива, т.е. перед ними не употребляются частица to.

2) Они употребляются перед другими смысловыми глаголами без частицы to:

It may rain today. - Сегодня может пойти дождь.

I can speak English. - Я могу говорить по-английски.

3) Модальные глаголы не изменяются по лицам, по числам и имеют одну форму для всех лиц единственного и множественного числа:

He canspeakEnglish. - Он может говорить по-английски.

IcanspeakEnglish.- Я могу говорить по-английски.

4)Вопросительная форма образуется передвижением модального глагола напервое место (перед подлежащим):

Must you go to the Institute tomorrow?- Выдолжныидтивинститутзавтра?

5)В отрицательном предложении после модального глагола употребляетсячастица not. Глагол can с частицей not пишется слитно:

IcannotreadEnglish. - Я не могу (не умею) читать по-английски.

6)Глаголы can, may имеют две формы: настоящего и прошедшего времени: can - could, may - might; глагол must имеет только форму настоящего времени. Модальныеглаголы не имеют будущего времени.

Глагол can соответствует русскому глаголу могу в смысле “имею физическую или умственную возможность”, “умею”:

Icanliftthisbox.- Я могу поднять этот ящик.

Icanread.- Я умею читать.

Глагол may выражает разрешение или просьбу:

You may go.- Выможетеидти.

May I come in?- Можнойойти?

Глагол must выражает долженствование:

Youmustgothere. - Вы должны пойти туда.

## СЛОВООБРАЗОВАНИЕ

1.Один из наиболее часто встречающихся суффиксов существительных -суффикс -tion.

Ударение падает на слог, предшествующий этому суффиксу:

revolution-революция

constitution–конституция

2.Приставка re обозначает повторяемость действия:

write- писать

rewrite- переписать

Прочитайте следующие слова:

nation, action, section, condition, cultivation, translation.

Переведитеглаголы:

to rename, to reform, to reread, to remake, to reorganize.

## ТЕКСТ 7. PLANTS AND NATURE

Plants and animals are of organic nature. Animals cannot live without plants, because they are linked. Man and animals need oxygen and food. Plants can accumulate sunlight and make organic matter from inorganic in their leaves. Plants must use sunlight to make their food. During these processes they give off oxygen into the air. After plants and animals die, rotting process gives back minerals to the soil, where plants may again use them.

Plants also play an important part in conservation and protection of soil, water and animals. There must be many parks and trees in a city and many forests around it, then its population will have enough oxygen to breathe.

### УПРАЖНЕНИЯ

I. Переведите на русский язык. Обратите внимание на различные значения модальных глаголов:

1. I can come at 5 o'clock. We can meet at the Institute. He can play volleyball well. Can you show me your room? Can you give me your dictionary? You can't walk there, it is very far. We cannot meet today.

2. I must come in time. I must go to the Institute. He must prepare for these examinations as they will begin next week. You must come to the lecture in time.

3. You mustn't smoke here. They mustn't speak Russian at the English lessons.

4. May I take the dictionary? No, you may not. You must translate the text without a dictionary.

II. Заполните пропуски соответствующими модальными глаголами:

1. I ... go to the reading-room and prepare my lessons there as I don't have a textbook at home. 2. You ... translate this text without a dictionary. It is not difficult. 3. It is very hot in the street. It... rain in the evening. 4. You ... smoke here. 5. I ... read English books.

III. Переведите на русский язык, обращая внимание на эквиваленты модальных глаголов:

1. I have to translate this text. 2. He has to go to the library. 3. I am to meet my friend. 4. She had to live in Moscow during her holidays. 5. He was to speak at the meeting. 6. We are to be at the Institute at 9 o'clock. 7. I am able to do this translation. 8. They will be able to do this work.

## УРОК 10

### ПРАВИЛА ЧТЕНИЯ

1) au [ɔː]- cause, pause

2) ai, ay [eɪ] - day, say, aim, train

I. Прочитайте, соблюдая правила чтения:

because, applause, claim, drain, pay, lay, say, day.

II. Прочитайте скороговорки, соблюдая правила чтения:

1. Paul, please pause for proper applause.

2. Please pay promptly.

3. Say this sharply, say this sweetly,

Say this shortly, say this softly.

Say this sixteen times in succession.

### ГРАММАТИКА

Причастие прошедшего времени Причастие II (Participle II):

Форма причастия прошедшего времени правильных глаголов по форме совпадает с формой прошедшего времени этих глаголов, т.е. образуется прибавлением к основе глагола суффикса -ed:

to solve	solved	solved
решить	решил	решенный (-ая), (-ое)

Форма Причастия II от неправильных глаголов образуется разными способами. В списке неправильных глаголов Причастие II всегда стоит на третьем месте и поэтому называется иногда 3-й формой глагола:

to speak	spoke	spoken
to make	made	made
to go	went	gone

Причастие II употребляется в предложении в функции определения и стоит перед или после определяемого слова:

the solved problem

## Решенная задача

the problem solved

На русский язык Причастие II обычно переводится причастиями страдательного залога настоящего или прошедшего времени:

the opened book - открытая книга

the houses built - построенные дома

Страдательный залог - (Passive Voice):

В английском языке, так же как и в русском, существует два залога: действительный залог (Active Voice) и страдательный залог (Passive Voice):

Студенты строят общежитие (действительный залог).

Общежитие строится студентами (страдательный залог).

Форма глагола для выражения страдательного залога в английском языке состоит из вспомогательного глагола to be в соответствующем времени и Причастия II смыслового глагола:

Время	Форма		
	Утвердительная	Вопросительная	Отрицательная
Простое настоящее	The house <u>is built</u> this year.	<u>Is</u> the house <u>built</u> this year?	The house <u>is not built</u> this year.
Простое прошедшее	The house <u>was built</u> last year.	<u>Was</u> the house <u>built</u> last year?	The house <u>was not built</u> last year.
Простое будущее	The house <u>will be built</u> next year.	<u>Will</u> the house <u>be built</u> next year?	The house <u>will not be built</u> next year.

Если указывается лицо, совершающее действие, тогда слово, выражающее его, употребляется как предложное дополнение с предлогом by:

The work was done by the students. - Работа была сделана студентами.

Обратите внимание на возможные варианты перевода английской конструкции в страдательном залоге на русский язык:

- |                                 |  |
|---------------------------------|--|
|                                 | 1. Новые дома <u>строятся</u> в Москве.  |
| New houses are built in Moscow. | 2. Новые дома <u>построены</u> в Москве. |
|                                 | 3. Новые дома <u>строят</u> в Москве.    |

## СЛОВООБРАЗОВАНИЕ

1. Суффикс -ly[lɪ] образует наречия чаще всего от прилагательных:

warm-теплый, warmly - тепло.

Прочитайте следующие слова:

highly, shortly, warmly, quickly.

## ТЕКСТ8. OUR UNIVERSITY

The Kazan State Agrarian University was founded in 1922. In 2012 it celebrated its 90 anniversary.

Our University is located in four buildings. The main building is situated in the centre of our city. It is a nice three-storey building. The second and third buildings are located on Farm-2. The fourth building is situated in Derbishki. There are 2 faculties and 2 Institutes at our University: the agronomy faculty and forestry faculty, the Institute of Economics and the Institute of Mechanization and Technical Service. There is also a distant learning faculty. Each faculty is headed by its dean and each institute is headed by its director.

About 5000 students are trained at the University. Lectures are delivered by professors and candidates of science. Practical training is directed by assistants. The students are given advice and help by teachers.

There are many laboratories at the University which are equipped with modern equipment. The University has also an experimental training farm. Many agricultural processes are mechanized there. Modern farm machines are used for crop cultivation and livestock breeding.

Different specialists in agriculture are trained at our University: agronomists, farm economists and mechanical engineers.

## УПРАЖНЕНИЯ

### 1. Ответьте по-русски на вопросы:

- |  |  |
|--|--|
| 1. This hostel was built many years ago.   | 1. Здание этого общежития новое или старое?                                  |
| 2. All the books on biology were taken from the library.                                     | 2. Можно ли сейчас получить книги по биологии?                               |
| 3. The problem of farm mechanization will be discussed.                                      | 3. Проблему уже обсудили?  |
| 4. At the last lecture on agronomy we were shown a number of crops growing in Moscow region. | 4. Знаем ли мы теперь, какие с/х культуры выращиваются в Московской области? |

II. Сравните следующие пары предложений, ответьте на вопрос, поставленный к каждой паре, и переведите предложения на русский язык:

- |  |   |
|--|---|
| 1. Helen spoke at the meeting. Peter was spoken about at the meeting.              | Кто выступал на собрании - Лена или Петя?         |
| 2. The students helped the farmers. The schoolchildren were helped by the farmers. | Кому помогали фермеры - студентам или школьникам? |
| 3. Helen took Nick to hospital. Nick was taken to hospital.                        | Кто заболел - Коля или Лена?                      |
| 4. The girl told me about her sister. The boy was told about his sister.           | Кто рассказал о сестре - девочка или мальчик?     |

III. Сделайте следующие предложения вопросительными и отрицательными:

1. Engineers for agriculture are trained at the Institute of Agricultural Engineering. 2. The work will be finished tomorrow. 3. The problem of irrigation was not spoken about at the conference. 4. These engineers will be given some interesting work. 5. The football was watched on the TV with great interest by everyone in our hostel.

IV. Переведите на русский язык:

1. The student was visited at the hospital. 2. We were criticized. 3. Lectures are followed by seminars. 4. His books were much spoken about. 5. He was taken to the hospital. 6. She is always listened to with great interest. 7. The lectures are always attended by the students. 8. Ann was spoken about at the meeting. 9. The factories will be given new machines. 10. The doctor was sent for. II. She was met at the station.

V. Перепишите следующие предложения в страдательном залоге:

*We solved the problem. - активный залог*  
*The problem is solved. - страдательный залог*

1. My father built this house.
2. The teacher told student to sit down.
3. The foreign students speak English.
4. My sister reads the books very seldom.
5. Tomorrow my friend will take an exam on physics.
6. We will help farmers in the fields.

VI. Заполните таблицу:



-	-	been	to live	-	-
to get	-	-	to make	-	-
-	wrote	-	-	came	-
to have	-	-	-	sowed	-
-	did	-	-	-	grown
-	-	gone	-	-	taken

## УРОК 11

### ПРАВИЛА ЧТЕНИЯ

- 1) war[wɔ:] - warm, warn
- 2) тв сочетаниях stle, sten не произносится - listen, castle
- 3) бв сочетаниях mb и bt не произносится - bomb, doubt
- 4) кв сочетании kn в начале слов не произносится - know, knife

Прочитайте, соблюдая правила чтения:

whistle, castle, listen, knew, knot, knight, tomb, bomb, doubt.

II. Прочитайте скороговорки, соблюдая правила чтения:

1. Thirty thrifty whistling washers witchingly whistling, wishing washing was washed.
2. Tie a knot, tie a knot. Tie a tight, tight knot. Tie a knot in the shape of a nought.
3. If many knew what many men know,  
If many went where many men go.  
If many men did what many men do,  
The world would be better. I think so. Don't you?

## 2. ГРАММАТИКА

Совершенные (перфектные) времена в действительном и страдательном залогах (Perfect Active and Perfect Passive):

Группа совершенных времен выражает:

- 1) совершенное действие, закончившееся к настоящему моменту:  
настоящее совершенное время (Present Perfect);

2) действие, завершённое к определённому моменту в прошлом: прошедшее совершённое время (Past Perfect);

3) действие, которое закончится к определённому моменту в будущем: будущее совершённое время (Future Perfect).

Глагольные формы времен этой группы сложные. Они состоят из вспомогательного глагола to have в соответствующем времени и причастия прошедшего времени - Причастия II (Participle II) смыслового глагола: to have + Participle II:

He has finished his work by two o'clock today. Он закончил свою работу сегодня к двум часам.

He had finished his work by two o'clock yesterday. Он закончил свою работу вчера к двум часам.

He will have finished his work by two o'clock tomorrow. Он закончит свою работу завтра к двум часам.

#### ВРЕМЕНА ГРУППЫ PERFECT В ДЕЙСТВИТЕЛЬНОМ ЗАЛОГЕ (исходная форма - to have translated)

Время	Форма		
	Утвердительная	Вопросительная	Отрицательная
Настоящее совершённое	You <u>have translated</u> the text.	<u>Have you translated</u> the text?	You <u>have not translated</u> the text.
Прошедшее совершённое	He <u>had translated</u> the text before I came.	<u>Had he translated</u> the text before I came?	He <u>had not translated</u> the text before I came.
Будущее совершённое	They <u>will have translated</u> the text before I come.	<u>Will they have translated</u> the text before I come?	They <u>will not have translated</u> the text before I come.

#### ВРЕМЕНА ГРУППЫ PERFECT В СТРАДАТЕЛЬНОМ ЗАЛОГЕ (исходная форма - to have been translated)

Время	Форма		
	Утвердительная	Вопросительная	Отрицательная
Настоящее совершённое	The text <u>has been translated</u> by him.	<u>Has the text been translated</u> by him?	The text <u>has not been translated</u> by him.
Прошедшее совершённое	The text <u>had been translated</u> by him by the	<u>Had the text been translated</u> by him by the end	The text <u>had not</u>

	end of the lesson.	of the lesson?	<u>been</u> <u>translated</u> by him by the end of the lesson.
Будущее совершенное	The text <u>will have been translated</u> by him by the end of the lesson.	<u>Will the text have been translated</u> by him by the end of the lesson?	The text <u>will not have been translated</u> by him by the end of the lesson.

### Функции глагола to have:

1. Смысловой глагол (в этом случае за ним следует прямое дополнение, выраженное именем существительным или местоимением). В этой функции он выступает в своем собственном значении «иметь»:

I have many friends. - У меня (есть) много друзей.

2. Модальный глагол, выражающий долженствование. В этой функции глагол to have переводится на русский язык глаголом должен. За глаголом to have в этом случае всегда следует смысловой глагол в форме инфинитива с частицей to:

He has to read this book. - Он должен читать эту книгу.

3. Вспомогательный глагол. В этом случае за ним следует Причастие II. В данной функции глагол to have своего собственного значения не имеет и на русский язык не переводится. Сказуемое переводится на русский язык смысловым глаголом, выраженном Причастием II:

He has read this book.

- Он прочитал эту книгу.

He had read this book by last Monday.

- Он прочитал эту книгу к прошлому понедельнику.

He will have read this book by the next lesson.

- Он прочитает эту книгу к следующему уроку.

### СЛОВООБРАЗОВАНИЕ

1. Суффикс глаголов -ize [aɪz] образует глаголы от прилагательных: special- specialize; collective - collectivize.

2.Суффикс прилагательных -ful образует от существительных прилагательные,выражающие полноту качества предмета: use- польза, useful - полезный.

Образуйте глаголы от прилагательных с помощью суффикса -ize:

local, special, national.

Образуйте прилагательные от существительных с помощью суффикса -ful:

tact, power, use, help.

### ТЕКСТ 9. OUR FARM

The farm “New Life” is the largest farm in the district.

It is situated on the bank of a river. It is very rich and every family on the farm is well-off. Life and work on the farm have changed greatly.

The village has electricity and radio. Farmers have TV sets.

New cottages have been built everywhere and very soon the children will get a new secondary school. It will have been built in the centre of the village by the new school year.

A power station has just been constructed on the left bank of the river. Before the power station was constructed the farmers had used electricity from the neighbouring village. Soon the farmers of the district will get a regular supply of electric power.

Many useful machines have been invented to make the farmer’s work easier. Our farm has a lot of automobiles, tractors, combine-harvesters and other modern agricultural machinery.

### ДИАЛОГ 3

Tim: Hello, Ann. Have you had lunch?

Ann: Yes, I have.

Tim: I wonder where Dick is. I have not seen him for ages.

Ann: I saw him during the break, just an hour ago.

Tim: What was he doing?

Ann: Well, he was just... doing nothing.

Tim: By the way, do you remember Kate’s telephone number?

Ann: Why, don’t you have it in your notebook?

Tim: It seems... I must have left it at home. Have you seen it?

Ann: No, I haven’t. Look in your bag.

## ДИАЛОГ 4. ALL THE PLACES I'VE VISITED

Tim: Have you ever been to Canada?

Kate: No. I have been to France, Russia... I have never been across the ocean. Have you?

Tim: Yes, I have been to the USA.

Kate: Did you like it there?

Tim: Yes. Have you ever travelled by boat?

Kate: No, I haven't.

Tim: When did you go to Russia?

Kate: Last month.

Tim: My brother is in Canada now.

Kate: Really? What is he doing there?

Tim: He is looking for a good job.

Kate: Why, he has a job here in England.

Tim: Well, he says that the climate in Canada is much better.

Kate: How long has he been in Canada?

Tim: About two weeks. He left on the tenth.

Kate: When is he coming back?

Tim: In a week.

## УПРАЖНЕНИЯ

I. Прочитайте предложения и ответьте по-русски на вопрос, поставленный к каждому из них:

- |  |   |
|--|---|
| 1. The scientist has visited our farm several times.                                 | Ученый знает наше хозяйство?                                |
| 2. He said that the power station had been constructed on our farm.                  | На ферме есть электричество?                                |
| 3. The new school will have been finished by the 15th of August.                     | Дети пойдут в новую школу 1 сентября?                       |
| 4. The students have been sent to the plant.   | Студенты сами поехали на завод или их туда послали?         |
| 5. The farm has been given a lot of machinery.                                       | Ферма передала кому-то с/х машины или ей их дали?           |
| 6. The new combine-harvester will have been made at the Rostov plant by next autumn. | Фермеры смогут следующей осенью использовать новый комбайн? |

II. Переведите следующие предложения на русский язык:

a) 1. When I came to Kiev my friends had already been there. 2. Farm machinery has changed life and work on our farm. 3. The farmers have planted new fruit trees in the gardens. 4. His report showed that the crop had increased. 5.

Our district has become the centre of potato planting. 6. The students will have made an important experiment before they go to the farm. 7. They will have translated the text before the lesson is over.

b) 1. The farm has been organized in our district. 2. We have already been shown new machinery. 3. We have been criticized. 4. The students have been sent to work on the farm. 5. This combine-harvester has been made at the Rostov plant.

III. Переведите следующие предложения, обращая внимание на значение глагола to have в различных функциях:

1. He has much work. He has done much work. He has to do much work. 2. The farm has a power station. The farm has to build a power station. 3. The farmers have built new cottages. The farmers have new cottages. 4. Our farm has large irrigated fields. The new canal has irrigated the fields. Our farm has to irrigate the fields.



ARE YOU A GOOD LANGUAGE LEARNER?

*English has become the most important language around the world. There are more people who need to learn this language in order to improve their professional and academic lives. But it is important to have desire to learn language. There is a good proverb: "Teachers open the door but you must enter yourself". If you want to know what kind of learner you are, the following test is for you.*

**1. Why are you learning English?**

- a) I want to get a better job.
- b) I want to go travelling.
- c) Good question ... er...

**2. What do you enjoy doing in class?**

- a) Speaking and listening.
- b) Reading and writing.
- c) Drawing pictures.

**3. When did you last read an English book or magazine?**

- a) Last week.
- b) Six months ago.
- c) Book? Magazine? Read?

**4. Where do you record new vocabulary?**

- a) In a notebook.
- b) On pieces of paper.
- c) On my hand.

**5. How do you practice English at home?**

- a) I watch English movies with subtitles.
- b) I listen to music.

c) I talk to my dog.

**6. *What's your memory like?***

a) Excellent.

b) OK.

c) What was the question?

**7. *What kind of dictionary do you have?***

a) A bilingual and an English/English dictionary.

b) An electronic dictionary.

c) My teacher is my dictionary.

**8. *How many languages can you speak?***

a) More than two.

b) One or two.

c) None. I'm still learning my own language!

## KEYS

<b>Mostly A</b>	You're an excellent language learner.
<b>Mostly B</b>	You're a good language learner. But you can do better.
<b>Mostly C</b>	Have you ever thought about taking salsa lessons? Or miss you don't have good reason for learning English.

## CONCLUSION

*Language learning tips will help you to learn language.*

1. Read as much as possible.

2. Train your memory. Exercise your brain.

3. Participate in class. Speak out.

4. Go out and buy a dictionary.

5. Have a good reason for learning English.

6. Think about how you learned your own or other languages.

7. Record and constantly review new language.

8. Look for more English outside the classroom.



*GOOD LUCK IN LEARNING ENGLISH!*

**ЧАСТЬ III**  
**ТЕКСТЫ ДЛЯ ДОПОЛНИТЕЛЬНОГО ЧТЕНИЯ**

## TEXT 1

### WHAT IS AGRICULTURE?

Agriculture is a human activity in which people use areas of land to produce food, clothing and other necessary materials.

The word “ager” is a Latin word. It means a field. The word agriculture means the cultivation of fields and growing crops. But this is the old meaning of this word. Now it also means the use of land to breed animals. At present there are two main branches of agriculture. They are crop growing and animal breeding.

We do not know when people began to grow crops. It was many thousand years ago. Now crop growing is a highly developed branch of agriculture.

The soil is the basis of agriculture. Enough food for all the people can be grown if there is sufficient good soil for crops to produce high yields.

There are two ways to grow enough food plants. They are: the increase in area of arable land and the intensification of agricultural production in the areas already used for cropping. At present the second way is more important because there is not enough experience to reclaim tropical and subtropical lands.

The intensification of production in the traditional agricultural areas is based on the knowledge of climate, soils and their use, and on a large collection of high-yielding varieties and hybrids of agricultural crops.

All intensification factors, such as full mechanization, high application of fertilizers and extensive use of herbicides must be used in such a way as not to disturb the biological equilibrium of the soil.

## TEXT 2

### LANDOWNERSHIP ABROAD

#### **USA**

American farmers own their land. They can buy or sell it at their own discretion, and nobody has the right to tell them what to sow or raise. They decide this for themselves, taking into account climatic conditions and market demand. The USA today has 2.2 million farms. Medium-sized farms, numbering 600,000 to 700,000, form the backbone of American agriculture. Though making up less than a third of the overall number, they account for 90% of the total agricultural produce. There are some leaseholders, but their numbers are decreasing.

#### **Germany**

All agricultural land belongs to private owners - from big landlords to small farmers. Land can be bought and sold. The rights of individuals and of state and public organizations to own, use and dispose of their property are regulated to the minutest detail by the Constitution and specific laws. The agrarian sector is based on private ownership of land, the owners being completely free to dispose of their plots in any legal manner.

#### **Italy**

Private ownership of land is a fundamental principle and a legal basis for the existence of over three million farms and agricultural enterprises. Most of the land



is in private hands.

Alongside private, there is cooperative ownership of land. There is also state ownership in the regions, provinces and communes. The state owns about 10% of the total area, mainly forests, game reserves and public pasture. Land can be bought, sold, inherited, and given as a gift. There are no limits to the area of a plot or field one may own. The only condition for the sale of a plot is that owners of a neighboring area or former leaseholders who used to work on the plot should have priority as buyers.

### **Japan**

Farmers own their land. Nearly 70% of the farms have small plots of not more than 2.5 acres each (including 40% with plots of up to 1.2 acres each). Only 1.7% of the farms have plots of 12.5 acres or more, and most of them are located in sparsely populated flat country Hokkaido Island, which has an abundance of unused and cheap land.

A specific feature of Japan is that only 15% of the 4.3 million peasant households are dependent on agricultural labor. The others have at least one member of the family working outside agriculture.

Despite the shortage of land there is no speculative buying of it by townspeople: the farmers prefer to keep their land under crops since tax on agricultural land is only \$40 per 100 square meters a year; whereas the same area categorized as "land plot" will cost the owner \$1,500 a year.

### **TEXT 3**

#### **LANDOWNING, AGRARIAN RELATIONS, HOME FOOD SUPPLY IN GREAT BRITAIN**

The larger part of the land belongs to big landowners: 70% of all land is in the hands of only 1% of the population. Among the largest landowners in the country are the Crown and the Church of England.

The main productive forces in Britain's agriculture are full-or part-time agricultural labourers. Large farms (having over 50 hectares of land and employing 4 or more full-timeworkers) produce about half of the total agricultural output. Medium-sized farms (from 10 to 50 hectares, employing 2 or 3 workers) account for some 40%, and very small farms, farmed part-time, produce the remainder.

The rural population of Britain can be divided into four groups: 1) landlords (landed aristocracy), owning large estates and deriving income from rents; 2) owner-farmers, owning farms and land, making their living by the sale of agricultural produce; 3) tenant-farmers, renting farms from landlords and making their living in the same way as the owner-farmers; 4) labourers, neither owning nor renting any land, but working for the farmer.

Before the Second World War Britain produced one-third of its total food requirements. In the 1980s home production of the principal foods amounted to two-thirds.

Britain today is self-sufficient in milk, eggs, potatoes, barley and oats. Also a

large proportion of meat and vegetables is home-produced. Home-produced bread, cheese, bacon and milk meet half of the country's needs.

#### TEXT 4 FARMS IN BRITAIN

Geographically Great Britain consists of Highland Britain and Lowland Britain. The soil in many parts of Highland Britain is thin and poor. Lowland Britain is a rich area with fertile soil. The types of farms are different in different soils and climatic areas. In the eastern part of Britain most farms are arable. The farmers grow different crops there. In the western part of the country most farms are dairy. Small farms in Britain are usually mixed farms on which farmers both grow crops and keep farm animals. Britain has a mild climate. The temperature seldom exceeds 32° C or falls below zero. Thus farmers work in the fields all the year round. The main agricultural products of Britain are wheat, barley, oats, potatoes, milk and different kinds of meat. There are a few millions of acres of woodlands in Great Britain. Britain usually imports meat, butter, tea, fruit, tobacco.

#### TEXT 5 FARMING IN JAPAN

Most of Japan's land cannot be used for farms because it is too mountainous. Islands do not provide enough land for cultivation. Every bit of land that can be used for growing crops is made to produce as much as possible in order to provide food for the people.

Small areas among the mountains are used as farmland. The largest is around Yokohama and Tokyo. This area contains more nearly level land than can be found in any other place in Japan. The climate here is favourable for raising crops. There is a long growing season with plenty of rain all through the year. All this helps to make it one of the best farming areas in Japan.

Rice is a favourite food of the Japanese, and they raise more of it than any other food. Rice grows in standing water in fields that have low banks around them to hold in the water. In some places the rice seed is scattered over the ground of the rice field. The farmers walk through the water and stick rice plants one by one into the soil below. These plants have been raised in small seed beds to be transplanted later in the larger fields.

The fields are drained when the rice is ripe, and the plants are cut. They are then tied into small bundles and laid out on the ground to dry. Small threshing machines may then be used to separate the rice grains from the stalks. Most rice is raised on the lower, flatter lands where it is easier to flood the rice fields. Where sloping land is used, it has to be terraced.

On the higher, quite level areas, there are fields of other grains, such as wheat, barley and corn. Sweet potatoes and vegetables are grown on the higher levels too. Sweet potatoes are a big crop in Japan.

## TEXT 6

### AGRICULTURE IN DENMARK

Denmark is situated in North-Western Europe. Its population is more than one million.

Agriculture is the most important industry in this country. It is highly developed. At present big farms are predominant in Denmark. Small and medium farms cannot compete with big industrial farms and they are quickly disappearing.

The country has very favourable climate, soils and topography for farming. Most soils are light. There are no heavy clay soils. The climate is mild. The rainfall ranges from 30 inches in the West to 22 inches in the East. These factors favour crop growing and animal breeding.

Most of the farmland is under grass. Of the crops grown the most important is barley that is used in pig feeding. Animal products make up more than a half of the total agricultural export of the country.

The natural conditions of Denmark, a great number of livestock on the farms, and the use of fertilizers are the factors that favour the growing of high yields of crops.

## TEXT 7

### CLASSIFICATION OF FIELD CROPS

The aim of classification of field crops is to group them according to their growth habit and according to their use. On the first principle the crops are classified as annuals, biennials and perennials. According to their use there exists the following classification:

1.Cereal or Grain Crops. A Cereal is a grass grown for its edible grain. Corn, wheat, barley, oats, rice and rye are the main cereals raised by man.

2.Large-Seeded Legumes. The principal legumes are field peas, field beans and soybeans. They are grown for their edible seeds or in order to improve soil fertility.

3.Root Crops. They are grown because of the food value of their roots. They are biennials. The first year they collect food and store it up in their roots. The second year they grow and produce seeds.

4.Forage crops. Forage crop is a crop grown because of its stems and leaves which are used in feeding livestock. Forage crops include all grasses cut for hay, legumes cut for forage, sorghum and corn fodder.

5.Tubers. A tuber is a thickened underground stem. The most important tuber in the world is potato.

6.Fiber crops. Several plants are grown because of their fiber which is used in making textiles, ropes and similar materials. The principal fiber crops are cotton, flax and hemp.

## TEXT 8

### PLANTS, THEIR PARTS AND THEIR FUNCTIONS

Plants are highly important sources of food for man, they supply us with

food, clothing and many other things as well.

To get high yields of crops we must know how a plant grows. It is necessary to study the principal parts of a plant and their functions.

The principal parts of a plant are:

1. the root system,
2. stems and leaves,
3. the reproductive part made up of flowers, fruits, seeds.

The roots grow downward into the soil and have two main functions: to absorb plant nutrients and water from the soil, to anchor the plant. As to stems and leaves they are usually above the ground. The food used in growth by green plants is manufactured in the leaves from the raw materials taken from the soil and air. This process is known as photosynthesis.

The main functions of the stem are to support the leaves and to connect them with the roots.

A flower is the part of the plant where seeds are produced. Thus, to produce seeds the plant must have flowers.

A seed consists of an embryo, a supply of food, and one or more seed coats surrounding the young plant and its food supply.

All parts of a plant must be developed well to function properly. If conditions for plant growth are bad, the plant will be too weak to develop its parts well.

## TEXT 9

### TOMORROW'S FARM MACHINERY

Experts estimate that a tractor passes over one and the same places in a field nearly 40 times in a season. This packs the top layer of soil 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 was developed by Russian scientists on the basis of the LTZ-100 universal cultivator-seeder tractor. Another 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.

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.

Another promising field is the use of reaction-cultivation components. They make swa as much as 12 metres 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.

We have mentioned only a few experimental models of farm machines. Some will prove their worth while others may possibly be rejected. That is a natural process as our scientists develop new, highly productive machines for farm fields.

## TEXT 10

### LAND ECONOMICS

Land economics deals with the efficiency of the use of land, soil conservation and irrigation practices. Crop production greatly depends on land and its productivity. Soils are the most important natural resources. Farming destroys them to some extent, removing the essential plant-food elements and exposing soils to the effects of erosion. Better land use means first of all soil conservation. It includes measures for controlling erosion, proper rotations to increase the organic matter, the application of fertilizers and manure, proper tillage methods as well as drainage and irrigation practices. The better the soil, the higher the yield. But yields are affected by many other factors as well. Among them there are: high-quality seeds, application of fertilizers, good preparations of the land, proper rotations, drainage and irrigation where needed, timely planting, cultivating and harvesting.

Proper varieties should be chosen to get high yields. The proper selection of high-producing, good quality varieties is an important part of high production efficiency. Seedbed preparation is also very important. The right kind of preparing a seedbed is to get a fine, moist and mellow soil. Good crop rotation keeps up the productivity of the soil. Well-planned rotations increase yields because they conserve and improve the soil. Crop rotations increase the supply of organic matter and are very effective in controlling weeds and diseases.

## TEXT 11

### UTILIZATION OF NATURAL RESOURCES

The problem of rational utilization of natural resources is of greatest importance all over the world today. Now, in the period of most intensive development of industry and agriculture, the programme of nature conservation is of special importance. According to this programme practical measures on rational and economic utilization of natural resources in different spheres of economy are planned. One of the means to solve this problem is to build complex enterprises. It means that the production process in the complex must be organized so that waste products of one enterprise could be used and processed by another. It will have great economic effect and will protect air and water from pollution. When we use natural resources we should be careful not to destroy the balance of the biosphere in order to preserve nature not only for people living now but also for those who will live many thousand years after. To realise measures to be taken for nature conservation, to fulfil the programme on rational use and reproduction of natural

resources, cooperation of specialists in different spheres of science and practical activities is necessary. To solve ecological problems cooperation of all scientists and engineers is necessary. That is why some basic information on ecology is to be part of professional education of specialists in different spheres of science.

## TEXT 12

### ENVIRONMENTAL CONSERVATION

Conservation of living resources means using them in such ways that valuable plants and animals are maintained for future generation. To survive, every species must modify its environment. So, environmental modification is a natural process, it is a necessary part of development. To conserve the environment it is necessary to find such ways of development which will at the same time conserve the living resources essential for man.

Soil is the greatest importance in the life of people, as all food production depends on it. Soil erosion is a natural process, but usually the soil is regenerated if there is enough vegetation. If soil and vegetation are not in balance as a result of poor soil management, the soil is lost.

Pest control is another important problem. Chemicals are an important means of control, but if too high doses of pesticide are applied, it may produce undesirable effect. Too high doses of pesticide destroy natural pest enemies and may contaminate food and feed. Besides, these pesticides may become less effective after some time. That is why chemical control methods should be combined with the introduction of pest-resistant crop varieties.

Such and similar problems should be considered by a special soil conservation service. This service should operate in each country. It should be able not only to give recommendations, but also to influence the agricultural policy.

## TEXT 13

### CLIMATIC REQUIREMENTS OF PLANTS

Man cannot influence climatic conditions. However, with new progress in science, crop production can be controlled by applying improved farming practices.

So, the farmer can't regulate the amount of rainfall, but he can prevent loss of moisture by proper cultivation and by incorporating into the soil large amounts of organic matter which helps conserve moisture. In some areas irregularities in rainfall and lack of moisture are compensated by irrigation.

Proper temperature is also essential for successful plant growth.

Wind is another climatic factor influencing crop production. The farmer cannot control the wind but he can farm land in such a way as to lose as little soil as possible due to wind erosion. Sunlight is highly important for many processes taking place in the growing of plants.

Crops vary in their climatic requirements. Low yields may often result from too low temperatures and abnormally dry weather.

To obtain high yield of a good quality crop it is necessary to select a proper variety best adapted to the conditions of the region it is to be grown in.

#### ТАБЛИЦА НЕСТАНДАРТНЫХ ГЛАГОЛОВ

<b>Infinitive</b>	<b>Past Indefinite</b>	<b>Past Participle</b>
be [bi:] быть	was, were [wɒz] [wə:]	been [bi:n]
become [bi'kʌm] становиться	became [bi'keɪm]	become [bi'kʌm]
begin [bi'gɪn] начинать	began [bi'gæn]	begun [bi'gʌn]
breed [bri:d] разводить	bred [bred]	bred [bred]
build [bɪld] строить	built [bɪlt]	built [bɪlt]
can [kæn] мочь	could [kʊd]	
come [kʌm] приходить	came [keɪm]	come [kʌm]
do [du:] делать	did [dɪd]	done [dʌn]
get [get] получать	got [gɒt]	got [gɒt]
give [gɪv] давать	gave [geɪv]	given [gɪvn]
go [gou] ходить	went [went]	gone [gɒn]
grow [grou] расти	grew [gru:]	grown [groun]
have [hæv] иметь	had [hæd]	had [hæd]
know [nou] знать	knew [nju:]	known [noun]
lead [li:d] вести	led [led]	led [led]
make [meɪk] делать	made [meɪd]	made [meɪd]
may [meɪ]	might [maɪt]	
meet [mi:t] встречать	met [met]	met [met]
read [ri:d] читать	read [red]	read [red]
say [seɪ] говорить	said [sed]	said [sed]
see [si:] видеть	saw [sɔ:]	seen [si:n]
send [send] посылать	sent [sent]	sent [sent]
sit [sɪt] сидеть	sat [sæt]	sat [sæt]
sow [sou] сеять	sowed [soud]	sown [soun]
speak [spi:k] говорить	spoke [spouk]	spoken [spoukən]
stand [stænd] стоять	stood [stud]	stood [stud]
take [teɪk] брать	took [tuk]	taken [teɪkən]
tell [tel] сказать	told [tould]	told [tould]
write [raɪt] писать	wrote [rout]	written [rɪtn]

## АНГЛО-РУССКИЙ СЛОВАРЬ

<b>A</b>	
about [ə'baʊt]	о, об, около
accumulate [ə'kju:mjuleɪt]	накапливать
advice [əd'vaɪs]	совет
after [a:ftə]	после; после того, как
afternoon, in the afternoon [ 'a:ftə'nu:n]	после обеда
again [ə'gen]	опять, снова
agenda [ə'dʒendə]	персональный органайзер, ежедневник
ago [ə'gou]	тому назад
agricultural [ ,ægrɪ'kʌltʃurəl]	сельскохозяйственный
agriculture [ 'ægrɪ, kʌltʃə]	сельское хозяйство
agronomist [ə'grɒnəmɪst]	агроном
air [ɛə]	воздух
all [ɔ:l]	все, всё
along [ə'lɒŋ]	вдоль, по
already [ɔ:l'reɪdɪ]	уже
also [ 'ɔ:lsou]	тоже, также
always [ 'ɔ:lwəz]	всегда
and [ænd]	и
animal [ 'ænɪmə]	животное
around [ə'raʊnd]	вокруг
as [əz]	как, когда, так как
at [ət]	в; на; при, у
attend [ə'tend]	посещать
autumn [ 'ɔ:təm]	осень
<b>B</b>	
back [bæk]	назад, обратно
backpack [ 'bækpæk]	рюкзак
bad [bæd]	плохой
bag [bæg]	сумка, портфель
bank [bæŋk]	берег
basic [ 'beɪsɪk]	основной
be [bi:] (was, were, been)	быть, находиться
become [bi'kʌm] (became, become)	становиться
before [bi'fɔ:]	перед, прежде чем
begin [bi'ɡɪn] (began, begun)	начинать (ся)



big [bɪɡ]	большой
bin [bɪn]	корзина для мусора
biology [baɪ'ɒlədʒɪ]	биология
black [blæk]	черный
blackboard [ˈblækbɔ:d]	доска
book [buk]	книга
box [bɒks]	ящик, коробка
boy [bɔɪ]	мальчик
breathe [bri:ð]	дышать
breed [bri:d] (bred)	разводить, выводить
brother [ˈbrʌðə]	брат
build [bɪld] (built)	строить
building [bɪldɪŋ]	здание
bulletin board [ˈbulətɪn bɔ:d]	пробковая доска
busy [ˈbɪzi]	занятый
but [bʌt]	но, а
by [baɪ]	у, около; посредством
<b>C</b>	
call for [kɔ:l fɔ:]	заходить за (кем-либо)
can [kæn] (could)	мочь
canal [kən'æl]	канал
centre [ˈsentə]	центр
change [ˈtʃeɪndʒ]	меняться
chemistry [ˈkemɪstri]	химия
chess [tʃes]	шахматы
child [tʃaɪld]	ребенок
children [ˈtʃɪldrən]	дети
city [ˈsɪti]	город
classes [ˈkla:sɪz]	занятия
classroom [ˈklɑ:srʊm]	аудитория
clock [klɒk]	часы
clothing [ˈklaʊdɪŋ]	одежда
combine-harvester [kəm'baɪn ˈhɑ:vɪstə]	зерноуборочный комбайн
come [kʌm] (came, come)	приходить, приезжать
come round	зайти ненадолго
compact disk [ˈkɒmpæktɪsk](CD)	компакт-диск
conference [ˈkɒnfərəns]	конференция
conservation [ˌkɒnsə:'veɪʃn]	сохранение, хранение; консервация
construct [kən'slɹʌkt]	строить, создавать
consult [kən'sʌlt]	советоваться; консультироваться

cottage [ˈkɒtɪdʒ]	коттедж
criticize [ˈkrɪtɪsaɪz]	критиковать
crop [krɒp]	урожай; с/х культура
cultivator [ˈkʌltɪveɪtə]	культиватор
cultivation [ˌkʌltɪˈveɪʃn]	обработка, культивация
cup [kʌp]	чашка
<b>D</b>	
day [deɪ]	день
dean [di:n]	декан
deliver [dɪˈlɪvə]	доставлять
deliver lectures	читать лекции
desk [desk]	письменный стол; рабочий стол; парта
develop [dɪˈveləp]	развивать(ся); разрабатывать, создавать
dictionary [ˈdɪkʃənəri]	словарь
die [daɪ]	умирать
different [ˈdɪfərənt]	другой, различный
difficult [ˈdɪfɪkəlt]	трудный
direct [dɪˈrekt]	направлять
direct practical training	вести практические занятия
discuss [dɪsˈkʌs]	обсуждать
district [ˈdɪstrɪkt]	район
do [du:] (did, done)	делать
doctor [ˈdɒktə]	доктор
dormitory (dorm) [ˈdɔːmɪtri]	студенческое общежитие
during [ˈdʒuəriŋ]	в течение
<b>E</b>	
each [i:tʃ]	каждый
easy [ˈiːzi]	легкий
economics [ˌiːkəˈnɒmɪks]	экономика, народное хозяйство
economist [iːˈkɒnəmɪst]	экономист
economy [iːˈkɒnəmi]	хозяйство; экономика, бережливость
elder [ˈeldə]	старший
electricity [ˌɪlekˈtrɪsɪti]	электричество
end [end]	конец
engineer [ˌendʒɪˈniə]	инженер
engineering [ˌendʒɪˈniəriŋ]	техника
English [ˈɪŋɡlɪʃ]	английский язык
enough [ɪˈnʌf]	достаточно
enter [ˈentə]	входить
evening [ˈiːvniŋ]	вечер

every ['evri]	каждый
everyone ['evriwʌn]	каждый (человек)
everywhere ['evriweə]	езде, всюду
examination (exam) [ɪg,zæmɪ'neɪʃn]	экзамен
experiment [ɪks'perɪmənt]	эксперимент
experimental training farm	учебно-опытное хозяйство
<b>F</b>	
factory ['fæktəri]	фабрика, завод
faculty ['fækəlti]	факультет
family ['fæmɪli]	семья
far [fa:]	далеко
farm [fa:m]	ферма, хозяйство
farming [fa:mɪŋ]	занятие сельским хозяйством, земледелие
father ['fa:ðə]	отец
few [fju:]	мало
field [fi:ld]	поле
file [faɪl]	папка, скоросшиватель (для бумаг)
finish ['fɪnɪʃ]	кончать(ся), заканчивать
first [fɜ:st]	первый
fond [fɒnd] (to be fond of)	любить, нравиться
food [fu:d]	пища
foreign ['fɔ:rn]	иностранный
forest ['fɔ:rist]	лес
found [faund]	основывать
free [fri:]	свободный
friend [frend]	друг
from [frɒm]	из, от
fruit [fru:t]	фрукт, плоды
<b>G</b>	
garden ['gɑ:dn]	сад
German ['dʒə:mən]	немецкий язык
get [get] (got)	получать; доставлять, добывать
girl [gɜ:l]	девочка
give [gɪv] (gave, given)	давать
give off	испускать
glasses[ 'glɑ:sɪz]	очки
go [gəʊ] (went, gone)	ходить, ездить
good [gʊd]	хороший

grandmother [ˈgræn,mʌðə]	бабушка
great [greɪt]	великий, огромный
greatly [greɪtlɪ]	очень, весьма
group [gru:p]	группа
grow [grou] (grew, grown)	расти, выращивать
<b>H</b>	
hall [hɔ:l]	зал
harvest [ˈhɑ:vɪst]	урожай
hat [hæt]	шляпа
have [hæv] (had)	иметь
he [hə:]	он
head [hed]	голова
headphones [ˈhedfəʊnz]	наушники; головной телефон
hello [hə'lou]	привет, здравствуй(те)
help [help]	помощь; помогать
her [hə:]	ее, ей
here [hɪə]	здесь
high [haɪ]	высокий, высоко
him [hɪm]	ему, его
his [hɪz]	его
history [ˈhɪstəri]	история
holidays [ˈhɒlədeɪz]	каникулы
home [həʊm]	дом; родина
hook [hʊk]	крюк
hospital [ˈhɒspɪtl]	больница
hostel [ˈhɒstəl]	общежитие
hot [hɒt]	горячий, жаркий
house [haʊs]	дом
how [haʊ]	как
how many, how much	сколько
How old are you?	сколько вам лет?
hundred [ˈhʌndrɪd]	сто, сотня
<b>I</b>	
I [aɪ]	я
important [ɪmˈpɔ:tənt]	важный
increase [ɪnˈkri:s]	увеличивать(ся), усиливать(ся)
inorganic [ˌɪnɔ:ˈɡænɪk]	неорганический
Institute [ˈɪnstɪtju:t]	институт
interest [ˈɪntrɪst]	интерес
interesting [ˈɪntrɪstɪŋ]	интересный
invent [ɪnˈvent]	изобретать

irrigation [ˌɪrɪˈgeɪʃən]	орошение
is [ɪz]	3 лицо ед. числа от гл. to be (быть)
it [ɪt]	он, она, оно; это
its [ɪts]	его, ее
<b>J</b>	
journal [ˈdʒəːnl]	журнал
just [dʒʌst]	только
<b>K</b>	
keyboard [ˈkɪːbɔːd]	клавиатура
know [naʊ] (knew, known)	знать
<b>L</b>	
laboratory [ləˈbɒrətəri]	лаборатория
lamp [læmp]	лампа
language [ˈlæŋɡwɪdʒ]	язык
laptop [ˈlæptɒp]	ноутбук, портативный компьютер
large [laːdʒ]	большой
last [laːst]	последний, прошлый
late [leɪt] (to be late)	опаздывать
learn [ləːn]	изучать; учить, учиться
lecture [ˈlektʃə]	лекция
left [left]	левый
lesson [ˈlesn]	урок, занятие
letter [ˈletə]	письмо
library [ˈlaɪbrəri]	библиотека
life [laɪf]	жизнь
lift [lɪft]	поднимать
light [laɪt]	свет
like [laɪk]	любить, нравиться
listen [ˈlɪsn]	слушать
little [ˈlɪtl]	маленький; мало
live [lɪv]	жить
livestock [ˈlaɪvstɒk]	домашний скот, поголовье
look [lʊk]	смотреть
lot [lɒt] (a lot of)	много, множество
<b>M</b>	
machine [məˈʃiːn]	машина
machinery [məˈʃiːnəri]	машины; оборудование

make[meɪk] (made)	делать, изготавливать
man [mæn]	человек; мужчина
many ['meni]	много
married ['mærɪd]	замужем, женатый
mathematics [ˌmæθɪ'mætɪks]	математика
matter ['mætə]	вещество
may [meɪ] (might)	мочь
me [mi:]	мне, меня
mechanize ['mekənaɪz]	механизировать
meet [mi:t] (met)	встречать
meeting [mi:tiŋ]	собрание; встреча
mineral ['mɪnərəl]	минерал
mobile phone ['moubaɪl fəʊn]	мобильный телефон
modern ['mɒdən]	современный
month [mʌnθ]	месяц
more [mɔ:]	более
most [mɔ:st]	наиболее, самый
mother ['mʌðə]	мать
mouse [maʊs]	мышь
much [mʌtʃ]	много
must [mʌst]	должен
my [maɪ]	мой, моя, мое, мои
<b>N</b>	
name [neɪm]	имя; называть
nature ['neɪtʃə]	природа; сущность; характер
need [ni:d]	нуждаться
neighbouring ['neɪbəɪŋ]	соседний
new [nju:]	новый
news[nju:z]	новости
newspaper ['nju:s,peɪpə]	газета
next [nekst]	следующий
nice [naɪs]	красивый; хороший
no [nou]	нет
not [nɒt]	не
notebook [nəʊtbʊk]	тетрадь, записная книжка, блокнот
now [naʊ]	сейчас
number ['nʌmbə]	число; количество; номер
<b>O</b>	
old [əʊld]	старый

on [ɒn]	на
one [wʌn]	один
open ['əʊpən]	открывать
organic [ɔ:'gænik]	органический
organize ['ɔ:gənaɪz]	организовать
other ['ʌðə]	другой
our [aʊə]	наш, наша, наше, наши
over ['əʊvə]	свыше, более (to be over-заканчиваться)
oxygen ['ɒksɪdʒən]	кислород
<b>P</b>	
page [peɪdʒ]	страница
paperclip ['peɪpəklɪp]	скрепка для бумаг, канцелярская скрепка
parents ['peərənts]	родители
park [pa:k]	парк
part [pa:t]	часть
pen [pen]	ручка
pencil ['pensl]	карандаш
penholder ['pen ,houldə]	подставка для ручек
personal computer [ˌpɜ:snəl kəm'pjʊ:tə] (PC)	персональный компьютер
photo ['fəʊtəʊ]	фотоснимок; фотография
physics ['fɪzɪks]	физика
plan [plæn]	план
plant [plɑ:nt]	завод; растение, сажать
play [pleɪ]	играть
plow [pləʊ]	пахать
population [ˌpɒpjʊ:'leɪʃn]	население
potato [pə'tetəʊ]	картофель
power ['paʊə]	энергия, мощность
prepare [prɪ'preə]	готовить (ся)
problem [prɒbləm]	проблема, задача
process [prəʊsəs]	процесс
protection [prə'tekʃən]	защита, охрана
<b>Q</b>	
qualification [ˌkwɒlɪfɪ'keɪʃən]	квалификация
<b>R</b>	
radio ['reɪdiəʊ]	радио

rain [reɪn]	дождь
read [ri:d] (read)	читать
reading-room [ri:diŋrʊm]	читальный зал
red [red]	красный
region [ˈri:dʒən]	район
regular [ˈregjʊlə]	регулярный, систематический
report [riˈpɔ:t]	доклад
rich [rɪtʃ]	богатый
river [ˈrɪvə]	река
room [ru:m]	комната
rotting [rɒtɪŋ]	гниющий, гниение
Russian [ˈrʌʃən]	русский
S	
same [seɪm]	тот же самый
saucer [ˈsɔ:sə]	чайное блюдце
say [seɪ] (said)	говорить, сказать
school [sku:l]	школа
schoolgirl [ˈsku:lɡɜ:l]	школьница
science [ˈsaɪəns]	наука
scientists [ˈsaɪəntɪst]	ученый
scissors [ˈsɪzəz]	ножницы
screen [skri:n]	экран
second [ˈsekənd]	второй
secondary [ˈsekənd(ə)rɪ]	средний
see [si:] (saw, seen)	видеть, смотреть
seed [si:d]	семя, семена; зерно
seminar [ˈseminɑ:]	семинар
send [send] (sent)	посылать, отправлять
set [set]	комплект, прибор (TV-set-телевизор)
set square [set skweə]	чертёжный угольник
several [ˈsevrəl]	несколько
she [ʃi:]	она
shelf [ʃelf] (shelves)	полка (полки)
show [ʃəʊ] (showed, shown)	показывать
sister [ˈsɪstə]	сестра
sit [sɪt] (sat)	сидеть
sit down	садиться, сесть
situated [ˈsɪtʃueɪtɪd]	расположенный
six [sɪks]	шесть
small [smɔ:l]	маленький



smoke [smouk]	курить
so [sou]	такой, так
soil [soil]	почва
solve [sɒlv]	решать
some [sʌm]	некоторый, некий: несколько
soon [su:n]	скоро, вскоре
sow [sou] (sowed; sowed, sown)	сеять, засеивать
speak [spi:k] (spoke, spoken)	говорить, разговаривать
special [ˈspeʃəl]	специальный, особый
specialist [ˈspeʃəlist]	специалист
species [ˈspi:ʃi:z]	класс, род, тип; вид; разновидность
spell [spel]	писать или произносить по буквам
spring [sprɪŋ]	весна
stand [stænd] (stood)	стоять
stand up	встать, вставать
state [steɪt]	государство
station [ˈsteɪʃən]	станция, вокзал
street [stri:t]	улица
student [ˈstju:dənt]	студент
study [ˈstʌdi]	учить(ся)
summer [ˈsʌmə]	лето
sunlight [ˈsʌnlait]	солнечный свет
supply [səˈplaɪ]	снабжение, поставка; снабжать
<b>T</b>	
table [teɪbl]	стол
take [teɪk] (took, taken)	брать
teacher [ˈti:tʃə]	учитель, преподаватель
telephone [ˈtelɪfoun]	звонить
tell [tel] (told)	сказать, говорить, рассказывать
text [tekst]	текст
textbook [ˈtekstbuk]	учебник
that [ðæt]	тот, та, то; что
their [ðeə]	их
them [ðem]	им, их
then [ðen]	тогда; затем, потом
there [ðeə]	там; туда
these [ði:z]	эти
they [ðeɪ]	они
third [θə:d]	третий
this [ðɪs]	этот, эта, это

those [ðəʊz]	те
thousand [ˈθaʊzənd]	тысяча
three [θriː]	три
time [taɪm]	время, раз
in time	во время
today [təˈdeɪ]	сегодня
tomorrow [təˈmɒrəʊ]	завтра
too [tuː]	тоже, также
train [treɪn]	обучать, воспитать
translate [trænsˈleɪt]	переводить
tree [triː]	дерево
two [tuː]	два
<b>U</b>	
under [ˈʌndə]	под
University [ˌjuːnɪˈvɜːsɪti]	Университет
us [ʌs]	нас, нам
Use [juːz]	пользоваться; применять
useful [ˈjuːsful]	полезный
usually [ˈjuː ʒuəli]	обычно; обыкновенно
<b>V</b>	
variety [vəˈraɪəti]	разнообразие; множество, ряд; разновидность, сорт
very [ˈveri]	очень
village [ˈvɪlɪdʒ]	деревня
visit [ˈvɪzɪt]	посещать, навещать
<b>W</b>	
wait [weɪt]	ждать, ожидать
walk [wɔːk]	гулять, ходить пешком
wall [wɔːl]	стена
want [wɒnt]	хотеть, желать
water [ˈwɔtə]	вода
watch [wɒtʃ]	наблюдать (to watch TV - смотреть телевизор)
way [weɪ]	путь, способ
we [wiː]	мы
week [wiːk]	неделя
well [wel]	хорошо
well-off	зажиточный

what [wɒt]	что, какой
what is your name?	Как вас зовут? Как ваша фамилия?
when [wen]	когда
where [wɛə]	где, i
which [wɪtʃ]	который
while [waɪl]	в то время», как
who [hu:]	кто
whom [hu:m]	кого, кому
whose [hu:z]	чей, чья, чье, чьи
why [waɪ]	поче
wife [waɪf]	жена
winter [ˈwɪntə]	зима
with [wɪð]	с
without [wɪˈðaʊt]	без
world [wɜ:ld]	мир
work [wɜ:k]	работа; работать
worker [ˈwɜ:kə]	рабочий
write [raɪt] (wrote, written)	писать
<b>Y</b>	
year [jɜ:]	год
yes [jes]	да
yesterday [ˈjestədi]	вчера
you [ju:]	ты, вы
young [jʌŋ]	молодой
younger [jʌŋə]	младший
your [jɔ:]	ваш, твой
<b>Z</b>	
zone [zəʊn]	зона, пояс; полоса

