

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА И ПРОДОВОЛЬСТВИЯ  
РЕСПУБЛИКИ БЕЛАРУСЬ

УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ  
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АКАДЕМИЯ ВЕТЕРИНАРНОЙ МЕДИЦИНЫ»

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# **АНГЛИЙСКИЙ ЯЗЫК. УЧЕБНЫЕ ЗАДАНИЯ. ЧАСТЬ I**

Методические указания

для студентов по специальности  
«Ветеринарная медицина»

Витебск  
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Учебное издание предназначено для студентов факультета ветеринарной медицины по специальности «Ветеринарная медицина», которые уже имеют базовую начальную подготовку по английскому языку. Издание подготовлено в соответствии с учебной программой по дисциплине «Иностранный язык (английский)» для данной специальности. Целью данного пособия является развитие у обучающихся языковых и коммуникативных навыков и умений, а также методическое обеспечение изучения дисциплины, контроля и самоконтроля в ходе автономной учебной деятельности. Предлагаемый учебный материал может быть использован в образовательном процессе для обучающихся по другим специальностям ветеринарного и биотехнологического факультетов.

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## ПРЕДИСЛОВИЕ

Данное учебное издание предназначено для студентов факультета ветеринарной медицины, которые уже имеют базовую начальную подготовку по английскому языку.

Целью настоящего пособия является развитие у обучающихся языковых и коммуникативных навыков и умений, расширение словаря профильной лексики, развитие общего кругозора. Структурно в методические указания включено 5 разделов: краткий грамматический справочник, упражнения для тренировки и самоконтроля, материалы контрольной работы, тексты для чтения, коммуникативные задания.

Part I “*Brief Grammar Guide*” представляет собой краткий грамматический справочник и предназначен для использования при повторении нормативной грамматики, выполнении тренировочных упражнений, написании контрольной работы. Раздел будет полезен также при работе с текстами и коммуникативными заданиями. Лексико-грамматический материал в справочнике излагается кратко, сжато, с использованием таблиц, схем, моделей, что, на наш взгляд, способствует концентрации информации, наглядности ее изложения. Грамматический материал может изучаться в комплексе с учебниками грамматики.

Part II “*Cover & Check Exercises*” содержит упражнения, которые помогут обучающимся в тренировке навыков использования лексико-грамматического материала, а также в обнаружении пробелов в его освоении и их ликвидации.

Part III “*Control Work*”. Раздел предусмотрен для проверки и корректировки освоения теоретического учебного материала, включает пояснения к выполнению контрольных заданий и оформлению письменной контрольной работы. Сюда же входит 6 вариантов контрольной работы. Вариант А предусмотрен как тренировочный. Выполняется в ходе автономной работы студентов, правильность выполнения проверяется в аудитории под руководством преподавателя. Варианты с 1-го по 5-й предназначены для выполнения контрольной работы в аудитории.

Part IV “*Reading and Comprehension*” содержит тексты для тренировки навыков различных видов чтения, а также комплекс упражнений, контролирующих уровень усвоения лексики, понимания и осмысления содержания. Тексты пособия основаны на оригинальных, профильно ориентированных материалах. Выполнение заданий предусмотрено в ходе внеаудиторной работы обучающихся, контроль выполнения осуществляется в аудитории.

Part V “*Communication*” включает коммуникативные модели, тренировочные и проблемно ориентированные задания по коммуникативным темам.

Материалы данного учебного издания позволяют осуществлять обучение различным видам речевой деятельности как на практических занятиях в аудитории, так и при автономной учебной деятельности обучающихся.



## PART I BRIEF GRAMMAR GUIDE Краткий грамматический справочник

Для выполнения заданий, содержащихся в данном пособии, необходимо изучить следующие грамматические темы:

1. Основные суффиксы частей речи.
2. Имя существительное. Множественное число. Существительное в функции определения.
3. Артикль.
4. Имя прилагательное. Наречие. Степени сравнения прилагательных и наречий. Сравнительные конструкции.
5. Имя числительное. Порядковые, количественные числительные.
6. Местоимения. Личные, притяжательные, вопросительные, неопределенные, отрицательные.
7. Предлоги и союзы.
8. Глагол. Спряжение глагола *to be*. Оборот *there is / there are*.
9. Спряжение глагола *to have*.
10. Личные формы глагола. Группа Simple Tenses. Настоящее, прошедшее, будущее. Действительный залог. Страдательный залог.
11. Структура простого предложения.
12. Типы вопросительных предложений.



### Word building Основные суффиксы частей речи

The suffixes of			
Nouns Существительных	Adjectives Прилагательных	Adverbs Наречий	Verbs Глаголов
-er: producer, leader -ance: importance -dom: freedom -ion: collection -ment: development -ness: kindness -ship: friendship -ure: pressure -ism: humanism -ity: activity -ty: difficulty -ing: building	-ous: famous -en: woolen -ful: careful -al: central -ent: different -ive: active -y: frosty -ic: specific -ible: possible -able: capable	-ly: highly, normally, inte- restingly	-en: sharpen -fy: simplify -ize: characterize -ate: celebrate



## Nouns (Singular and plural)

### Формы множественного числа существительных

#### Models:

<i>Model 1</i>	<i>Model 2</i>	<i>Model 3</i>	<i>Model 4</i>
a dog – dogs a boy – boys a book – books	a box – boxes a fox – foxes a bus – buses a virus – viruses a class – classes	a chief – chiefs a roof – roofs a cliff – cliffs a belief – beliefs	a faculty – faculties a family – families a study – studies a party – parties

<i>Model 5</i>	<i>Model 6</i>	<i>Model 7</i>
a wolf – wolves a calf – calves a knife – knives a wife – wives a shelf – shelves a leaf – leaves	a potato – potatoes a tomato – tomatoes a mosquito – mosquitos a toe – toes a photo – photos	a fish – fish (two fishes) hair – (two hairs) a swine – swine a sheep – sheep a deer – deer a species – species

<i>Model 8</i>	
a man – men a woman – women a child – children an ox – oxen	a mouse – mice a louse – lice a goose – geese a tooth – teeth a foot – feet

<i>Model 9</i>	
a bacterium – bacteria a medium – media a fungus – fungi a nucleus – nuclei a stimulus – stimuli a focus – foci a locus – loci	a serum – sera a datum – data a formula – formulae a zoonosis – zoonoses an analysis – analyses a criterion – criteria a metachondrion – metachondria taxon – taxa



#### Bear in mind!

Sing. **Datum** – pl. **Data** – данные, сведения, информация  
Sing. **Date** – pl. **Dates** – календарная дата, свидание, финик



## Possessive case

### Притяжательный падеж существительного

Притяжательный падеж существительного указывает на принадлежность предмета (человеку, животному, организации и т. д.). Также употребляется для обозначения временных отрезков, расстояния, географических названий.

<i>Model 1</i>	<i>Model 2</i>
<i>Nina's room</i> – комната Нины <i>father's book</i> – книга отца <i>mother's name</i> – имя мамы <i>sister's job</i> – работа сестры <i>Shakespeare's verses</i> – стихи Шекспира <i>Darvin's discovery</i> – открытие Дарвина <i>Ronnie's mum</i> – мама Ронни	<i>student's room</i> – комната студента <i>students' rooms</i> – комнаты студентов <i>scientist's opinion</i> – мнение ученого <i>scientists' opinions</i> – мнения ученых
<i>Model 3</i>	<i>Model 4</i>
<i>five years' plan</i> – пятилетний план <i>a day's trip</i> – однодневная поездка <i>tomorrow's newspaper</i> – завтрашняя газета <i>today's news</i> – сегодняшние новости	<i>Britain's economy</i> – экономика Британии <i>world's ocean</i> – мировой океан <i>country's supply</i> – запасы страны



### Bear in mind!

Принадлежность неодушевленному предмету:	<i>leaves of the tree</i> <i>pages of the book</i>	<i>legs of the table</i> <i>a student of the group</i> <i>part of a chapter</i>
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## Noun as an attribute

### Имя существительное как определение

Существительное может выполнять в предложении функцию прилагательного, служить определением к другому существительному. При этом в цепочке существительных отсутствуют артикли, предлоги, союзы. Крайнее существительное справа является главным (как правило, с него и начинаем перевод), а слева находятся существительные в функции определения.

#### Models:

<i>milk production</i> – производство молока <i>meat consumption</i> – потребление мяса <i>disease treatment</i> – лечение болезни <i>animal diseases</i> – болезни животных <i>clinic equipment</i> – оборудование клиники <i>meat processing</i> – переработка мяса <i>animal feeding</i> – кормление животных <i>state anthem</i> – государственный гимн	<i>consumer requirements</i> – требования потребителя <i>Belarus state languages</i> – государственные языки Беларуси <i>study program development</i> – разработка программы обучения <i>dog blood samples</i> – образцы крови собаки
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## Article / Артикль

Артикль – служебное слово, определитель существительного. В английском языке артиклей два – неопределенный **a** и определенный **the**. Неопределенный артикль перед гласной имеет форму **an** (*an orange, an engine*).

Неопределенный артикль – **a (an)** (в прошлом был числительным *one*) употребляется только с существительными в *единственном числе*, когда существительное обозначает предмет или лицо одно из нескольких в своем роде (a book, a pen, a dog, an apple); профессию, род занятий (a student, a veterinarian).

Определенный артикль – **the** (бывшие местоимения *this, these*) употребляется с существительными как в единственном, так и во множественном числе, если речь идет о предмете знакомом, уже известном, или существительное является единственным в своем роде (the dog, the students of the Academy).

### Models:

<b>a (an)</b>	<b>the</b>	<b>Zero article</b>
I have <b>a</b> dog. У меня есть собака.	<b>The</b> dog is ill. Эта собака больна.	Dogs can bite. Собаки могут укусить.
<b>A</b> dog is <b>a</b> pet. Собака – это питомец.	<b>The</b> dogs are kept very well here. Собак здесь содержат очень хорошо.	Your dog is well trained. Ваша собака хорошо воспитана. Eight dogs are enough. Восемь собак достаточно.
I am <b>a</b> student. Я студент.	All <b>the</b> students of the group number two will be present. Все студенты группы номер два будут присутствовать.	This is a textbook for students. Это учебник для студентов.

Артикль **the** употребляется:

- с существительными во множественном числе уже знакомыми или единственными в своем роде (the Sun, the students of the Academy).
- с географическими и политическими названиями и понятиями, названиями частей света, сторонами света, горными цепями, океанами, морями, реками, каналами и континентами;
- the Baltic Sea – Балтийское море;
- the Eastern part of Europe – восточная часть Европы;
- the Middle East – Ближний восток;
- the Pacific Ocean – Тихий океан;
- the (River) Thames – Темза
- the Republic of Belarus (but: I live in Belarus).

Со словами: *republic, federation, kingdom, states, union, emirates, empire*.

the Russian Federation – Российская Федерация

the Republic of Belarus – Республика Беларусь

the People's Republic of China – Китайская Народная Республика

the Arab Emirates – Арабские Эмираты;

The United Kingdom of Great Britain and Northern Ireland.

Названия почти всех городов и населенных пунктов употребляются без артикля (e.g. My family lives in Minsk). Название озера – без артикля.



### Models:

<i>I was born in <b>the Republic of Belarus</b> and I live here.</i>	Я родился в Республике Беларусь и живу здесь.
<i><b>Belarus</b> is my motherland.</i>	Беларусь – моя родина.
<i>I have never been to <b>Baikal</b>, my favourite place for fishing in summer is <b>Naroch</b>.</i>	Я никогда не был на Байкале, мое любимое место для рыбалки – это Нарочь.
<i><b>Ralf</b> is a student, he came from <b>Lebanon</b>, he lives and studies in <b>Vitebsk</b>.</i>	<b>Ральф</b> студент, он приехал из Ливана, он живет и учится в Витебске.
<i><b>The Greens</b> will stay in Belarus for a while.</i>	Грины некоторое время побудут в Беларуси.
<i>The country's food supply is a responsibility of <b>veterinarians</b> too.</i>	Продовольственный запас страны – это ответственность ветеринарных врачей тоже.

*The* should be used for the following:

<b>the</b> same person – тот же самый человек	<b>the</b> right side – правая сторона
<b>the</b> only child – единственный ребенок	<b>the</b> opposite side – противоположная сторона
<b>the</b> first question – первый вопрос ( <i>другие порядковые числительные</i> )	<b>the</b> previous year – предыдущий год
<b>the</b> latest news – последние известия (перед прилагательным в превосходной степени)	<b>the</b> next year – следующий год
<b>the</b> main entrance – главный вход	<b>the</b> necessary equipment – необходимое оборудование
<b>the</b> left side – левая сторона	

**Zero article** – отсутствие артикля. Артикль не ставится перед существительным во множественном числе там, где в единственном был артикль **a** (*Students study many subjects*), а также если существительное имеет перед собой числительное или местоимение (*five cows, three elements; my brother, this bike*). Не ставим артикль перед именами собственными и фамилиями (за исключением всей семьи). Не ставим перед существительным, если оно имеет абстрактное значение (*independence, friendship*) или употребляется в прямом значении (*go to bed*). Нет артикля перед названием науки или учебной дисциплины (*We study Anatomy, Zoology etc.*).



### *Bear in mind!*

Pupils <b>go to school</b> till the end of May. We <b>have breakfast</b> (dinner, lunch). I <b>go to bed</b> at 11 o'clock. I enjoy <b>playing basketball</b> . We <b>played football</b> on Sunday. I sleep well <b>at night</b> . <i>First-year students study <b>Anatomy, Zoology, Botany</b> and other subjects.</i>	My friend rides <b>a bike</b> very fast. After classes, we <b>go for a walk</b> . My mum enjoys driving <b>a car</b> . Sometimes I play computer games <b>in the evening</b> . My sister likes playing <i><b>the guitar</b></i> . I wish I could play <i><b>the piano</b></i> . <i>I am <b>a first-year student of the Vitebsk State Academy of Veterinary Medicine</b>.</i>
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## Prepositions and conjunctions Предлоги и союзы

<b>In</b> – <i>в, через</i> (in my pocket; in a week, in the taxi) <b>On</b> – <i>на</i> (on a farm, on a bus, on a plane, on a ship) <b>At</b> – <i>в, на, у</i> (at the airport, at the desk, at the academy) <b>Of</b> – <i>род. падеж – кого, чего</i> (group of students, part of the body) <b>Under</b> – <i>под</i> (under the tree) <b>Above</b> – <i>над, выше</i> (above the table, above the horizon, mentioned above) <b>Across</b> – <i>через</i> ( <i>across the street, across the bridge</i> ) <b>To</b> – <i>в, к, на</i> ( <i>по направлению к</i> ), <i>чтобы</i> (go to the railway station; for you to read) <b>Towards</b> – <i>в направлении, к</i> (towards the station) <b>Outwards</b> – <i>наружу</i> <b>Inside</b> – <i>внутри</i> <b>Outside</b> – <i>снаружи</i> <b>Into</b> – <i>в, на</i> (translate into English) <b>For</b> – <i>для, в течение</i> (for you; for 2 days) <b>With</b> – <i>с, при помощи</i> (with them; with a pencil) <b>That</b> – <i>что, который</i>	<b>Before</b> – <i>перед, до</i> (before breakfast) <b>After</b> – <i>после</i> (after classes) <b>By</b> – <i>кем, чем; у, около; каким образом; к</i> (by myself; by the river; by September, by car) <b>Since</b> – <i>с</i> ( <i>с какого-то времени</i> ) since September 2023; <b>поскольку</b> , since you have come – <i>поскольку вы пришли</i> ) <b>During</b> – <i>в течение</i> (during the last year) <b>Because</b> – <i>потому что</i> (because of cold) <b>Again</b> – <i>снова</i> ( <i>read it again</i> ) <b>From... to ...</b> – <i>от... до...</i> (from ten to twenty, or from ten till twenty) <b>If</b> – <i>если</i> (if you are a student) <b>As</b> – <i>как</i> (as you know) <b>Either... or</b> – <i>или... или</i> (either here or there – <i>или здесь, или там</i> ) <b>Neither ... nor...</b> – (neither here nor there – <i>ни здесь, ни там</i> ) <b>Both ... and...</b> (both here and there – <i>и здесь, и там</i> ) <b>Both me and my friend</b> ( <i>как я, так и мой друг</i> ) <b>But</b> – <i>но, кроме</i> (everyone, but me)
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**Adjective and adverb (comparisons)**  
**Имя прилагательное и наречие**  
**Степени сравнения прилагательных и наречий**

<b>Model 1: одно-двусложные прилагательные и наречия</b>		
<b>Positive degree</b>	<b>Comparative degree</b>	<b>Superlative degree</b>
big – большой	bigger – больший	the biggest – наибольший
large – крупный narrow – узкий highly – высоко low – низко	larger – крупнее narrower – уже higher – выше lower – ниже	the largest – самый крупный the narrowest – самый узкий the highest – выше всего lowest – ниже всего

<b>Model 2: многосложные прилагательные и наречия</b>		
interesting – интересный famous – знаменитый carefully – осторожно easily – легко	more interesting more famous more carefully more easily	the most interesting the most famous the most carefully the most easily

<b>Model 3: exceptions – исключения из правил</b>		
good – хороший	better – лучше	the best – самый лучший
well – хорошо	better – лучше	the best – лучше всего
bad – плохой	worse – хуже	the worst – самый худший
badly – плохо	worse – хуже	the worst – хуже всего
little – маленький	less – меньше	the least – самый маленький

**Сравнительные конструкции**

This elephant is **as huge as** a mountain. – Этот слон огромный, **как** гора.

This tree is **as old as that** one. – Это дерево **такое же** старое, **как** и то.

The **earlier the better**. – Чем раньше, тем лучше.

The **bigger** does not always mean **the better**. – Больше не всегда значит лучше.

**The more** you give, **the more** you get. – Чем больше отдаешь, тем больше получаешь.



## *Numerals* Имя числительное

#	<b>Cardinal numerals</b> Количественные числительные	<b>Ordinal numerals</b> Порядковые числительные
1	One – один	The first – первый
2	Two – два	The second – второй
3	Three – три	The third – третий
4	Four – четыре	The fourth – четвертый
5	Five – пять	The fifth – пятый
6	Six – шесть	The sixth – шестой
7	Seven – семь	The seventh – седьмой
8	Eight – восемь	The eighth – восьмой
9	Nine – девять	The ninth – девятый
10	Ten – десять	The tenth – десятый
11	Eleven – одиннадцать	The eleventh – одиннадцатый
12	Twelve – двенадцать	The twelfth – двенадцатый
13	Thirteen – тринадцать	The thirteenth – тринадцатый
14	Fourteen – четырнадцать	The fourteenth – четырнадцатый
15	Fifteen – пятнадцать	The fifteenth – пятнадцатый
16	Sixteen – шестнадцать	The sixteenth – шестнадцатый
70	Seventy – семьдесят	The seventieth – семидесятый
80	Eighty – восемьдесят	The eightieth – восьмидесятый
90	Ninety – девяносто	The ninetieth – девяностый

<b>100 a (one) hundred</b> – (сто) roubles <b>1000 a (one) thousand</b> – (тысяча) tons of milk	<b>two million</b> people <b>a billion</b> (миллиард) stars
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### **Fractional numerals / Дробные числительные:**

*Simple fractions / простые дроби:*  $\frac{2}{3}$  – two thirds;  $\frac{5}{8}$  – five eights;  $\frac{3}{4}$  – three fourths.

*Decimals / десятичные дроби:* 0.5 – (oh point five); 0.25 (zero point two five).

### **Reading dates / Чтение дат:**

January 3, 1986 – the third of January, nineteen eighty-six;

May 5, 1998 – the fifth of May, nineteen ninety-eight.



## Pronouns Местоимения

Personal личное		Possessive притяжательное		Reflexive (self/selves) возвратное
Subject	Object	Adjective	Absolute	
<b>I</b> я	<b>Me</b> мне, меня	<b>My</b> мой, моя, мое	<b>Mine</b> мой, моя, мое	<b>Myself</b> Я сам
<b>You</b> ты	<b>You</b> тебя, тебе	<b>Your</b> твой, твоя, твоё	<b>Yours</b> ваш, ваша, ваше	<b>Yourself</b> ты сам <b>Yourselves</b> вы сами
<b>He</b> он	<b>Him</b> его, ему	<b>His</b> его	<b>His</b> его	<b>Himself</b> он сам
<b>She</b> она	<b>Her</b> её, ей	<b>Her</b> её	<b>Her</b> её	<b>Herself</b> она сама
<b>It</b> оно, он, она	<b>It</b> его, её	<b>Its</b> его	<b>Its</b> его (не человек)	<b>Itself</b> сам, сама (не человек), само
<b>We</b> мы	<b>Us</b> нас, нам	<b>Our</b> наш, наша	<b>Ours</b> наш, наша	<b>Ourselves</b> мы сами
<b>You</b> вы	<b>You</b> вас, вам	<b>Your</b> ваш, ваша, ваше	<b>Yours</b> ваш, ваша, ваше	<b>Yourselves</b> вы сами
<b>They</b> они	<b>Them</b> их, им	<b>Their</b> их	<b>Theirs</b> их	<b>Themselves</b> они сами

### Models:

<i>I am a student.</i> Я студент. <i>Give me a pen.</i> Дайте мне ручку.	This is <b>my</b> red pen. Это моя красная ручка. The red pen is <b>mine</b> . Эта красная ручка моя.	I prefer not to speak about <b>myself</b> . Я предпочитаю не говорить о себе.
<i>You are my friend.</i> Ты мой друг. <i>I saw you yesterday.</i> Я видел тебя вчера.	<b>Your</b> room is large. Твоя комната большая. The large room is <b>yours</b> . Эта большая комната твоя.	You can translate the text <b>yourself</b> . Ты можешь перевести этот текст сам.
<i>He is at work.</i> Он на работе. Call <b>him</b> later please. Позвони ему позднее, пожалуйста.	<b>His</b> car is good. Его машина хорошая. This good car is <b>his</b> . Эта хорошая машина его.	He bought a car <b>himself</b> . Он купил машину сам.
<i>She likes cakes.</i> Она любит пирожные. Let's buy <b>her</b> a cake. Давай купим ей пирожное.	<b>Her</b> kitten is nice. Ее котенок хорошенький. This nice kitten is <b>hers</b> . Этот хорошенький котенок её.	She fed a kitten <b>herself</b> . Она кормила котенка сама.
<i>It is a snake.</i> I saw it. Это змея. Я ее видел.	<b>Its</b> tail is long. Ее хвост длинный.	This snake cannot bite <b>itself</b> . Эта змея не может

		укусить себя.
<b>We</b> met before. Мы встречались раньше. My brother met <b>us</b> at 5. Мой брат встретил нас в 5.	This is <b>our</b> baggage. Это наш багаж. This baggage is <b>ours</b> . Этот багаж наш.	We can take our baggage <b>ourselves</b> . Мы можем забрать багаж сами.
<b>You</b> were at the airport. Вы были в аэропорту. We saw <b>you</b> . Мы вас видели.	<b>Your</b> bag is brown. Ваша сумка коричневая. This brown bag is <b>yours</b> . Эта коричневая сумка ваша.	You can check in your luggage <b>yourselves</b> . Вы можете зарегистрировать ваш багаж сами.
<b>They</b> are from Minsk. Они из Минска. We know <b>them</b> . Мы их знаем.	<b>Their</b> city is beautiful. Их город прекрасен. This beautiful city is <b>theirs</b> . Этот прекрасный город их.	They came to see this beautiful place for <b>themselves</b> . Они приехали, чтобы самим увидеть это прекрасное место.



### Demonstrative pronouns Указательные местоимения

<b>This</b>	<b>These</b>	<b>That</b>	<b>Those</b>	<b>Same</b>	<b>Such (as)</b>
Этот	Эти	Тот	Те	Такой же, тот же	Такой как

#### Models:

<b>This</b> dress looks nice. Это платье смотрится хорошо. <b>That</b> dress was too dark. То платье было слишком темное.	We study in the <b>same</b> group. Мы учимся в этой же группе. <b>What a nice surprise!</b> Какой замечательный сюрприз!
<b>These</b> jeans are a bit short. Эти джинсы немного коротки. <b>Those jeans were better.</b> Те джинсы были лучше.	<b>Such a beautiful butterfly!</b> Какая красивая бабочка! We study anatomy of several animals, <b>such as</b> cattle, swine, horse, sheep, dog. Мы изучаем анатомию нескольких животных, <b>таких как</b> корова, свинья, лошадь, собака.



## Indefinite and negative pronouns Неопределенные и отрицательные местоимения

+ <b>Some</b>	? <b>Any</b>	– <b>No</b>
Некоторый, несколько, кто-нибудь, что-нибудь	Какой-нибудь, любой, что-либо, кто-либо	Никакой, никто, никого, ничего
<i>Some, somebody, someone, something</i>	<i>Any, anything, anybody, anyone</i>	<i>No, nobody, no one, none, nothing</i>

### Models:

<b>Some</b> people do morning exercises and <b>some</b> don't. <i>Некоторые</i> люди делают зарядку, а <i>некоторые</i> нет.	Does <b>anyone</b> do morning exercises? <i>Кто-нибудь</i> делает зарядку?	<b>Nobody</b> likes to get up so early. <i>Никто</i> не любит так рано вставать. There is <b>nobody</b> in the room. В комнате никого нет.
There were <b>some</b> apples on the table. На столе было несколько яблок.	Were there <b>any</b> apples on the table?	There were <b>no</b> apples on the table. На столе не было яблок.
He wanted to add <b>something</b> else but he was not allowed. Он хотел добавить <i>что-то</i> еще, но ему не разрешили.	Does <b>anyone</b> want to add <b>anything</b> ? <i>Кто-нибудь</i> хочет добавить <i>что-либо</i> ?	There is <b>nothing</b> to say. – <i>Нечего</i> сказать. <i>No words were said.</i> <b>Никаких</b> слов не было сказано.



## Generalizing and reciprocal pronouns Обобщающие и взаимные местоимения

Generalizing pronouns			Reciprocal pronouns	
everybody / everyone	everything	all	each other	one another
все / каждый	всё	все / всё	друг друга (предполагается два лица)	друг друга (предполагается более двух лиц)

### Models:

<b>Everybody</b> knows that to be late is not good. <i>Каждый</i> знает, что опаздывать нехорошо.	<b>Everyone</b> should observe rules. <i>Каждый</i> должен соблюдать правила.
<b>Everything</b> should be done. Следует сделать <i>все</i> .	<b>All</b> is well that ends well. <i>Все</i> хорошо, что хорошо кончается.



Once they knew <b>each other</b> . Когда-то они знали <i>друг друга</i> .	We looked <b>at one another</b> silently. Мы молча смотрели <i>друг на друга</i> .
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**Many, much, few, a few, little, a little**  
**Много, мало, несколько**

<b>Many</b> <i>много</i> – с исчисляемыми существительными во множественном числе (friends)	<b>Much</b> <i>много</i> – с неисчисляемыми существительными (money)
<b>Few</b> <i>мало</i> – с исчисл. сущ. (friends)	<b>A few</b> <i>немного</i> – с исчисл. сущ. (friends)
<b>Little</b> <i>мало</i> – с неисчисл. сущ. (little sugar – мало сахара, little water – мало воды)	<b>A little</b> <i>немного</i> – с неисчисл. сущ. (a little sugar – немного сахара, a little water – немного воды)

### Models:

<b>Many</b> students live in this dormitory. <i>Много</i> студентов живет в этом общежитии.	To consume <b>much</b> sugar is unhealthy. Употреблять <i>много</i> сахара вредно для здоровья.
<b>Few</b> chairs were left. Оставалось <i>мало</i> стульев.	<b>A few</b> more chairs were fetched. Принесли еще <i>несколько</i> стульев.
To have <b>little money</b> is better than nothing. / Иметь <i>мало</i> денег лучше, чем совсем ничего.	There was <b>a little</b> water left on the bottom. / На донышке оставалось <i>немного</i> воды.



### *Question words* **Вопросительные слова**

<b>Who?</b> Кто? (Who knows?)
<b>Whom?</b> Кому? Кого? ( <i>Whom did you give? Whom did you meet?</i> )
<b>Whose?</b> Чей? (Whose book is this?)
<b>What?</b> Что? Какой? (What do you think? What student?)
<b>Which?</b> Какой, который? (Which animal?)
<b>Which of you?</b> (Кто из вас?)
<b>Where?</b> Где? Куда? (Where to go?)
<b>When?</b> Когда? (When will you come?)
<b>Why?</b> Почему? Зачем? (Why did you do this?)
<b>How?</b> Как? Каким образом? (How will they come?)
<b>How many?</b> Сколько? – с исчисляемым существительным (How many chairs?)
<b>How much?</b> Сколько? – с неисчисляемым существительным (How much money do we have?)
<b>How long?</b> Как долго, сколько? (How long will you stay here?)
<b>How often?</b> Как часто? (How often shall we examine a sick cow?)





## The verb *to be*

Быть (находиться, существовать)



	<i>Past Simple</i>	<i>Present Simple</i>	<i>Future Simple</i>
I	<b>was</b>	<b>am</b>	<b>shall be/ will be</b>
you	<b>were</b>	<b>are</b>	<b>will be</b>
he / she / it	<b>was</b>	<b>is</b>	<b>will be</b>
we	<b>were</b>	<b>are</b>	<b>shall be / will be</b>
you	<b>were</b>	<b>are</b>	<b>will be</b>
they	<b>were</b>	<b>are</b>	<b>will be</b>

### Models:

	+	-	?
<b>Tense</b>	<i>I <b>am</b> at the academy now.</i> Я сейчас в академии.	<i>I <b>am not</b> at the academy now.</i> Я сейчас не в академии.	<i><b>Am I</b> at the academy now?</i> Я сейчас в академии?
<b>Present</b>	<i>You <b>are</b> students.</i> Вы студенты.	<i><b>You are not</b> students.</i> Вы не студенты.	<i><b>Are</b> you students?</i> Вы студенты?
	<i>Ann <b>is</b> a very good student.</i> Энн очень хорошая студентка.	<i>Ann <b>is not</b> a very good student.</i> Энн не очень хорошая студентка.	<i><b>Is</b> Ann a very good student?</i> Энн очень хорошая студентка?
<b>Past</b>	<i>He <b>was</b> at the academy yesterday.</i> Он был в академии вчера.	<i>He <b>was not</b> at the academy yesterday.</i> Он не был в академии вчера.	<i><b>Was</b> he at the academy yesterday?</i> Он был в академии вчера?
	<i>You <b>were</b> pupils at school.</i> В школе вы были учениками.	<i>You <b>were not</b> students at school.</i> В школе вы не были студентами.	<i><b>Were</b> you students at school?</i> Вы были студентами в школе?
	<i>He <b>was</b> on the farm in September.</i> Он был на ферме в сентябре.	<i>He <b>was not</b> on the farm in September.</i> Он не был на ферме в сентябре.	<i><b>Was</b> he on the farm in September?</i> Он был на ферме в сентябре?

Future	I <b>will go</b> together with you. Я пойду с вами. <b>We shall take</b> the luggage. Мы возьмем багаж.	I <b>will not go</b> together with you. Я не пойду с вами. <b>We shall not take</b> the luggage. Мы не возьмем багаж.	<b>Will I go</b> together with you? Я пойду с вами? <b>Shall we take</b> the luggage? Мы возьмем багаж?
	My brother <b>will meet</b> you at the railway station. Мой брат встретит вас на вокзале.	My brother <b>will not meet</b> you at the railway station. Мой брат не встретит вас на вокзале.	<b>Will my brother meet</b> you at the railway station? Мой брат встретит вас на вокзале?



### ***Bear in Mind!***

To be going to... собираться делать что-то

I'm going to read.	Я собираюсь почитать.
I am not going to believe everything we see in films.	Я не собираюсь верить всему, что мы видим в кино.
You were not going to spend all your time on the phone, were you?	Ты же не собирался провести все время на телефоне, не так ли?
Save money! We are going to buy a new laptop.	Экономь деньги! Мы собираемся купить новый ноутбук.
Jane is going to go shopping with her mum.	Джейн собирается пройтись по магазинам с мамой.
Tom and Jerry were just going to have some fun.	Том и Джерри просто собирались немного повеселиться.



### **There + to be** (There is/ there are)

(Есть, имеется, находится, существует)

Вводящий оборот **there is /there are** ставится в начале предложения. При наличии обстоятельства места предложение переводится, начиная с этого обстоятельства (с конца предложения). Форма глагола *to be* употребляется в зависимости от времени действия и согласуется в числе с близстоящим существительным или местоимением.

	+	-	?
Present Simple	<b>There is</b> an interesting story in this book. В этой книге есть интересная история.	<b>There is</b> not an interesting story in this book. В этой книге нет никакой интересной истории.	<b>Is there</b> any interesting story in this book? Есть ли интересная история в этой книге?

	<p><b>There are</b> around 27 thousand species of animals in Belarus. В Беларуси около 27 тысяч видов животных.</p>	<p><b>There are</b> not more than 28 thousand species of animals found in Belarus. В Беларуси обнаружено не более 28 тыс. видов животных.</p>	<p>How many species of animals <b>are there</b> in the world? Сколько видов животных существует в мире?</p>
<div>Simple</div> <div>Past</div>	<p><b>There was</b> only one empty room in the hotel. В гостинице была только одна свободная комната.</p>	<p><b>There was</b> not an empty room in the hotel. В гостинице не было ни одной свободной комнаты.</p>	<p><b>Was there</b> any empty room in the hotel? В гостинице была хоть одна свободная комната?</p>
	<p><b>There were</b> some bacteria found in the blood. В крови были обнаружены какие-то бактерии.</p>	<p><b>There were no</b> bacteria found in the blood. В крови не было обнаружено никаких бактерий.</p>	<p><b>Were there</b> any bacteria found in the blood? В крови были обнаружены какие-нибудь бактерии?</p>
<div>Future</div> <div>Simple</div>	<p><b>There will be</b> some interesting facts, I guess. Здесь будут интересные факты, я думаю.</p>	<p><b>There will not be</b> any interesting facts, I guess. Здесь <i>не будет</i> никаких интересных фактов, я думаю.</p>	<p><b>Will there be</b> any interesting facts, do you think? Ты думаешь здесь будут какие-либо интересные факты?</p>



### *Bear in mind!*

1.	I <b>am</b> a student. I <b>am</b> in the class-room now.	Я студент. Я сейчас в классе.
2.	We <b>are learning</b> new words now.	Мы сейчас учим новые слова.
3.	Students <b>are to be</b> in class at 8 o'clock.	Студенты должны быть в классе в 8 часов.
4.	We <b>are going to</b> have the first exam soon.	Скоро у нас будет первый экзамен.



## The Verb to Have (have got)

иметь, обладать

	<i>Past Simple</i>	<i>Present Simple</i>	<i>Future Simple</i>
<b>I</b>	had	have	shall / will have
<b>you</b>	had	have	will have
<b>he / she / it</b>	had	has	will have
<b>we</b>	had	have	shall / will have
<b>you</b>	had	have	will have
<b>they</b>	had	have	will have

	+	-	?
<b>Present</b>	I <b>have</b> (have got) a good idea. У меня есть замечательная идея.	I <b>have no</b> (have not got) any idea where Peter is. Я понятия не имею, где Питер.	<b>Do</b> you <b>have</b> any idea? У вас есть какая-нибудь идея?
	Mammals <b>have</b> hair or fur. У млекопитающих имеется шерсть или мех.	Wales <b>do not have</b> hair or fur. У китов нет шерсти или меха.	<b>Do</b> all mammals <b>have</b> hair or fur? У всех млекопитающих есть шерсть или мех?
	A vertebrate animal usually <b>has</b> the vertebrate column. Позвоночное животное обычно имеет позвоночный столб.	An invertebrate animal <b>does not have</b> the vertebrate column. Беспозвоночное животное не имеет позвоночного столба.	<b>Do</b> all animals the vertebrate column? Все животные имеют позвоночный столб?
<b>Past</b>	We <b>had</b> dinner at home. Мы обедали дома.  He <b>had</b> dinner at home. Он обедал дома.	We <b>did not have</b> dinner at home. Мы не обедали дома.  He <b>did not</b> have dinner at home. Он не обедал дома.	<b>Did</b> we <b>have</b> dinner at home? Мы обедали дома?  <b>Had</b> he dinner at home? Он обедал дома? ( <b>Did</b> he <b>have</b> ?)
	They <b>will have</b> dinner at home. Они пообедают дома. <b>We will (shall)</b> have dinner soon. Мы будем скоро обедать.	They <b>will not (won't)</b> <b>have</b> dinner at home. Они не будут обедать дома. <b>We will (shall)</b> not have dinner soon. Обед у нас будет нескоро.	<b>Will</b> they <b>have</b> dinner at home? Они будут обедать дома? <b>Will (shall)</b> we have dinner soon? У нас скоро будет обед?



### Bear in mind!

1.	I <b>have</b> a good job.	У меня хорошая работа.
2.	The elevator was out of order and I <b>had to</b> climb the steps.	Лифт был неисправен, и мне пришлось подниматься по лестнице.
3.	<b>Have</b> you <b>ever seen</b> a crocodile	Ты когда-нибудь видел живого кроко-

alive?	дила?
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## Simple (Indefinite) Tenses. Active/ Passive voice Простое время. Действительный и страдательный залог

Группа времен Simple Tenses употребляется для выражения обычного, повторяющегося действия. (По утрам я пью кофе. Я пил кофе вчера. Я потом выпью кофе). Может обозначать факт, общеизвестную истину (Солнце встает на востоке). Употребляется в придаточных времени и условия для обозначения будущего времени (Если погода будет хорошая, мы пойдем гулять).

Tense	Simple Active		
	+	-	?
<b>Present</b> V <sub>1</sub> , V <sub>s</sub> <b>Do, does</b>	Scientists <b>observe</b> bacteria. This scientist <b>observes</b> bacteria.	Scientists <b>do not observe</b> bacteria. This scientist <b>does not observe</b> bacteria.	<b>Do</b> scientists <b>observe</b> bacteria? <b>Does</b> this scientist <b>observe</b> bacteria?
<b>Past</b> V <sub>2</sub> <b>Did</b>	Scientists <b>observed</b> bacteria. This scientist <b>observed</b> bacteria.	Scientists <b>did not observe</b> bacteria. This scientist <b>did not observe</b> bacteria.	<b>Did</b> scientists <b>observe</b> bacteria? <b>Did</b> this scientist <b>observe</b> bacteria?
<b>Future</b> <b>Shall, will +</b> V <sub>1</sub>	Scientists <b>will observe</b> bacteria. This scientist <b>will observe</b> bacteria.	Scientists <b>will not observe</b> bacteria. This scientist <b>will not observe</b> bacteria.	<b>Will</b> scientists <b>observe</b> bacteria? <b>Will</b> this scientist <b>observe</b> bacteria?



**Bear in mind!** В придаточном предложении времени и условия для выражения будущего употребляется **Present Simple**.

+	-	?
<b>If the weather is fine</b> , we'll go for a walk. <i>Если погода будет хорошая</i> , мы отправимся на прогулку.	<b>If the weather is not fine</b> , we'll stay at home. <i>Если погода не будет хорошая</i> , мы останемся дома.	Will we go for a walk <b>if the weather is fine</b> ? Мы пойдем на прогулку, <i>если погода будет хорошая</i> ?
<b>If I know</b> , I will tell you. <i>Если я узнаю</i> , я тебе скажу.	<b>If I don't know</b> , I will not tell you. <i>Если я не узнаю</i> , я не скажу тебе.	Shall I tell you <b>if I know</b> ? Мне сказать тебе, <i>если я узнаю</i> ?
Children will be happy <b>when he comes</b> . Дети будут рады, когда он придет.	Children will not be happy <b>when he comes</b> . Дети не будут рады, <b>когда он придет</b> .	Will children be happy <b>when he comes</b> ? Дети будут рады, <b>когда он придет</b> ?



## Simple Tenses Passive

### Простое время. Страдательный залог

Страдательный залог обозначает действие, которое производится над подлежащим (e.g. Студенты учатся – действительный залог. Студентов учат – страдательный. Я спрашиваю – действительный залог. Меня спрашивают – страдательный). Пассивная конструкция Simple Passive образуется: **to be + PII = to be + V<sub>2</sub>** для стандартных глаголов, **to be + V<sub>3</sub>** – для нестандартных.

В страдательном залоге деятель становится неважным. Внимание сосредоточено на действии.

*Models:*


	+	–	?
Present Simple	A house <b>is built</b> . Дом построен.	A house <b>is not built</b> . Дом не построен.	<b>Is the house built?</b> Дом построен?
	My car <b>is fixed</b> . Мой автомобиль отремонтировали.	My car <b>is not fixed</b> . Мой автомобиль не отремонтировали.	<b>Is my car fixed?</b> Мой автомобиль отремонтировали?
Past Simple	A house <b>was built</b> . Дом был построен. Дом построили.	A house <b>was not built</b> . Дом не был построен. Дом не построили.	<b>Was the house built?</b> Дом был построен? Дом построили?
	My car <b>was fixed</b> . Мой автомобиль отремонтировали.	My car <b>was not fixed</b> . Мой автомобиль не отремонтировали.	<b>Was my car fixed?</b> Мой автомобиль отремонтировали?
Future Simple	A house <b>will be built</b> . Дом будет построен.	A house <b>will not be built</b> . Дом не будет построен.	<b>Will the house be built?</b> Дом будет построен?
	My car <b>will be fixed</b> . Мой автомобиль отремонтируют.	My car <b>will not be fixed</b> . Мой автомобиль не отремонтируют.	<b>Will my car be fixed?</b> Мой автомобиль отремонтируют?



*Bear in mind!*

The book <b>is read</b> .	Книгу читают.
	Книга читается.
	Книга прочитана.
	Книгу прочитали.
I <b>was followed</b> by the dog.	Собака шла за мной.
A doctor <b>was sent</b> for.	За доктором послали.

**Compare Simple Active and Simple Passive:**

#	Active	Passive
1	 Nicole sent a present to her mum. Николь отправила маме подарок.	A present was sent. Подарок маме был отправлен.
2	Scientists discovered cells.	Cells were discovered.
3	Veterinarians control diseases.	Diseases are controlled.
4	This factory produces nice shoes.	Nice shoes are produced at the factory.

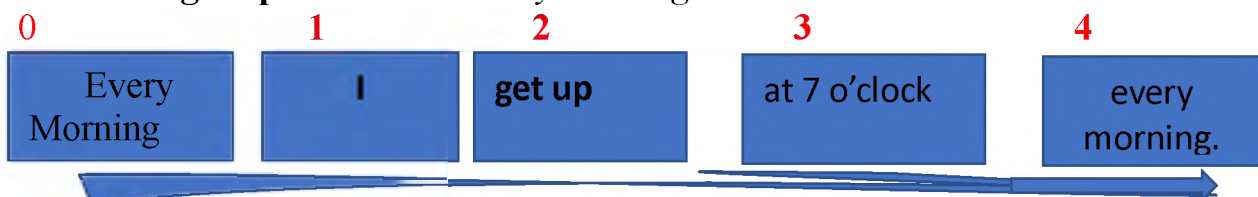
### Simple Sentence

#### Структура простого предложения

В простом повествовательном предложении прямой порядок слов, сказуемое следует за подлежащим.

**Model 1:** Every morning **I get up** at 7 o'clock.

**Model 2:** **I get up** at 7 o'clock every morning.



**Models:**

Every day little Kitty goes to school.	Little Kitty goes to school every day.
Every weekend Mary prepares traditional British food.	Mary prepares traditional British food every weekend.
Before going to bed Tom likes some reading.	Tom likes some reading before going to bed.



### Types of Questions

#### Типы вопросительных предложений

**1. General question (yes/no question).** **Общий вопрос** требует ответа да или нет (Ты учишься? Знает ли он?). Порядок слов в общих вопросах:

Вспомогательный или модальный глагол	Подлежащее	Смысловой глагол	Второстепенные члены предложения
<b>Do</b>	you	live	in a big city?
<b>Does</b>	Kitty	like	ice cream?
<b>Did</b>	Jack	go	with you?
<b>Will</b>	vets	travel	to the farm?
<b>Will</b>	we	start	at 10?
<b>Can</b>	they	wait	for me?



**Bear in mind!**

+	–	?
You <b>are</b> a student. It <b>was</b> a dog. Peter <b>is</b> absent today. I'll <b>be present</b> next time.	You <b>are not</b> a student. It <b>was not</b> a dog. Peter <b>is not</b> absent today. I <b>will not be</b> (won't) present next time.	<b>Are</b> you a student? <b>Was</b> it a dog? <b>Is</b> Peter absent today? <b>Will</b> you <b>be present</b> next time?



**2. Special question or (Wh-question). Специальный вопрос** – это вопрос к различным членам предложения. Такие вопросы начинаются с вопросительного слова **What** – что? **Which** – какой? который? **When** – когда? **Where** – где? **Why** – почему, зачем? **Who** – кто? **How** – как? и др. При построении данного типа вопросительных предложений вспомогательному глаголу предшествует вопросительное слово.

**Models:**

<i>What <b>do</b> you like?</i>	Что вы любите?
<i>Which photo <b>do</b> you like more?</i>	Какая фотография вам нравится больше?
<i>When <b>did</b> he come?</i>	Когда он приехал?
<i>Why <b>are</b> you late?</i>	Почему вы опоздали?
<i>How <b>did</b> you do this?</i>	Как вы это сделали?
<i>How much <b>does</b> it cost?</i>	Сколько это стоит?

**3. Special question (who/what qu.) Вопрос к подлежащему** (Кто знает? Кто живет?). Такая форма специального вопроса не требует вспомогательного глагола. Вопросительное слово (кто? что?) предшествует глаголу-сказуемому. Сохраняется структура утвердительного предложения. Глагол-сказуемое употребляется в единственном числе (Кто делает? Кто хочет? Что случилось?).

**Models:**

<b>Who gets up</b> early in the morning?	Кто встает рано утром?
<b>Who likes</b> reading before going to bed?	Кто любит почитать перед сном?
<b>What happened</b> in the laboratory?	Что случилось в лаборатории?
<b>Which of you left</b> the luggage behind?	Кто из вас забыл свой багаж?

**4. Alternative question. Альтернативный вопрос** содержит альтернативу, выбор. Сохраняется структура общего вопроса, добавляется альтернатива.

<b>Do you like</b> tea or coffee?	<b>Did she phone</b> or send a message?
<b>Does he play</b> football or basketball?	<b>Will you go</b> with us or not?

**5. Disjunctive question (tag-question). Разделительный вопрос** употребляется с целью получения подтверждения высказанному предложению (погода прекрасная, не так ли?). Такие вопросы состоят из двух частей. Первая часть – это утвердительное или отрицательное предложение с прямым порядком слов. Вторая часть – это краткий общий вопрос, состоящий из вспомогательного или модального глагола и местоимения в именительном падеже.

**Models:**

Farmers <b>like</b> the life in the country.	Farmers <b>like</b> the life in the country, <b>don't they?</b>
We <b>are good</b> students.	We <b>are</b> good students, <b>aren't we?</b>
Chagall <b>lived</b> in Vitebsk.	Chagall <b>lived</b> in Vitebsk, <b>did not he?</b>
Mary <b>does not like</b> street food.	Mary <b>does not like</b> street food, <b>does she?</b>
We <b>are not</b> students.	We <b>are not</b> students, <b>are we?</b>
Life in a big city <b>can be</b> admirable.	Life in a big city <b>can be</b> admirable, <b>can it?</b>

**6. Indirect Question / Косвенный вопрос**

Нет вспомогательного глагола, прямой порядок слов как в утвердительном предложении. Используется **if** или **whether**.

**Model 1**

Tom asks <b>whether</b> you join him.	Том спрашивает, пойдешь ли ты с ним.
I'll see <b>if</b> the weather is fine.	Я посмотрю, хорошая ли погода.



Let's ask Jane if she knows.	Давай спросим Джейн, знает ли она.
Can you tell me why you left the last job.	Можете ли вы мне сказать, почему вы ушли с последнего места работы.

### Model 2

Ask your groupmate where he lives.	Спросите товарища, где он живет.
A neighbor stopped by to ask what time it was.	Зашел сосед, чтобы спросить, который час.



## PART II COVER & CHECK EXERCISES

Cover the Grammar theory, do exercises then check if it is OK.

 <b>Nouns. Singular, plural</b>	 <input type="checkbox"/> 6
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### I. Tick ✓ the nouns in the plural.

Feet, feeds, tooth, goose, teeth, women, child, cattle, money, men, sheep, information, time, jobs, animals, fungi, bacteria, fruit, hair, swine, analyses, knowledge.

### II. Supply the plural form for the following nouns:

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
man		deer		nucleus	
child		goose		mitochondrion	
woman		foot,		criterion	
bacterium		sheep		mammal	
virus		swine		chicken	
class		focus		calf	

### III. Circle the number if the sentence is correct.

1. Cattle are on pasture. 2. I have some good news for you. 3. My money is in the bank. 4. This informations is not full. 5. These data are not correct. 6. The deadline is determined. 7. Scientists tracks over 500 different animals in Europe, including wolves and bears. 8. This café were closed. 9. Eurasia has some of the rarest animals in the world, like Siberian Tigers and Snow Leopards.

 <b>Article</b>	 <input type="checkbox"/> 8-10
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### IV. Choose the proper article.

1. Wait for me at (the, an, -) gate number seven. 2. In (a, the, an) end of the story we found (a, the) right way. 3. (A, the) Atlantic Ocean is warmer than (the, a) Pacific. 4. Cows and their (a, the, -) calves were on pasture. 5. There were many (the, a, -) people around the car. 6. Our friends live on (a, an, -) small farm. 7. (A, the, an) box was easy to carry. 8. (The, a, an) first class is Chemistry today. 9. My favourite subject is (a, an, -) Biology. 10. It is (an, a) pig.

### V. Insert the articles where necessary.

They have ... dog and two ... cats. 2. My father is ... farmer. 3. We live in ...big house. 4. I like ... house very much. 5. She bought some ... meat, ... butter and ... potatoes yesterday. 6. For his... breakfast Jane had ... sandwich and ... couple of boiled... eggs. 7. My name is... John Winter. 8. My ...wife's name is ... Mary Winter. 9. I am ... vet. 10. My wife is ... school teacher. 11. I have my own... family. 12. I will call you in... evening.



 <b>Noun as an attribute</b>	 <input type="checkbox"/> 7
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## VI. Give Russian equivalents.

**Model:** *Sense organs* – органы чувств

*Dog owners* – владельцы собак

Body cells		Milk producers	
Organ systems		Cattle feed	
Plant tissues		Fish meal	
Animal products		Vitamin premix	
Pig feeding		Animal protein	
Blood stream		Water level	
Adult animals		Meat-and-bone meal	
Cod liver oil		Food production	
Animal welfare		Protein source	

 <b>Possessive case</b>	<input type="checkbox"/>  7
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## VII. Provide your translation:

<b>English</b>	<b>Russian</b>	<b>English</b>	<b>Russian</b>
Diana and Mary's answer		five minutes' break	
child's mother		students' works	
children's voices		at my grandmother's	
women's rights		teacher's desk	
at the doctor's		my brother's name	

 <b>Adjectives and adverbs (comparisons)</b>	 <input type="checkbox"/> 10-11
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## VIII. Sort out adjectives or adverbs according to the model of their comparison.

**Complete the table.**

Big, old, young, tall, large, small, early, easy, thick, thin, important, interesting, difficult, useful, carefully, comfortable, bad, little, many, far.

<b>Model 1</b>	<b>Model 2</b>	<b>Model 3</b>
long – longer – the longest	beautiful – more beautiful – the most beautiful	good – better – the best

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### IX. Translate into English.

<i>Sentence</i>	<i>Translation</i>
1. Филип мой лучший друг.	
2. Это самый длинный путь.	
3. Ты сделала самые красивые снимки.	
4. Эта история длиннее, чем раньше.	
5. Самый интересный фильм мы еще не видели.	
6. Я очень люблю такую музыку.	
7. Девушки любят драмы больше всего.	
8. Мои туфли не такие новые, как твои.	
9. Ты водишь машину лучше всех.	
10. Ольга говорит по-английски очень хорошо.	

### X. Provide answers to these questions.

	<i>Question</i>	<i>Answer</i>
1.	Are large animals found everywhere?	
2.	What is the most popular companion animal?	
3.	Are there the best feeds for animals?	
4.	What is the largest animal in Belarus?	
5.	The National Library building is the best known in Minsk, is not it?	
6.	Which river is larger the Western Dvina or Vitba?	
7.	Do fish swim badly?	
8.	Why do people like cats?	



### *Pronouns*



□ 12-15

### XI. Change the nouns for the pronouns according to the model.

**Model:** My sister (**she**) likes ice cream.

I know Sofia and Gerald (**them**) for ages.

1. Mr. Green and his wife (... ) returned. 3. Nina and Peter (... ) live here. 4. A dog (... ) can bite. 5. I gave my friend (...) a textbook. 6. Tom (... ) works and studies. 7. Don't tell Jill and Jane (... ) about their presents. 8. Come to me and my friend (...). 9. He did not tell the truth to you and me (...). 10. Don't go with Tom and Jerry (...).

### XII. Underline the correct pronoun.

1. This is (my, mine) dog. 2. Let (I, me) introduce myself. 3. The Academy trains (its, her) students to become specialists. 4. A farmer has to take care of (he, his) animals. 6. Let (she, her) know about the results. 7. Look. These cats are (my, mine). 8. My

son drew this picture (himself, herself). 9. These things are (our, ours). 10. You may come and see our new house for (yourself, themselves).



 <b>The verb to be</b>	 <b>□16-17, 19-21</b>
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### ***XIII. Complete the chart.***

#	+	-	?
1	He is my groupmate.	He is not my groupmate.	Is he my groupmate?
2			Are all students present?
3		Wild animals are not always larger than domestic animals.	
4	These are my things.	These are not my things.	
5			Are her eyes blue?
6	There are many differences between wild and domestic animals.		
7.			Were the rules explained?
8.	Tissues are made of cells.		
9.		There were not many students at the concert.	
10.	Domestic animals are often kept as pets in human homes.		

### ***XIV. Match these sentences with their translation.***

#	Sentence		Translation
1	I was at the theatre last Sunday.	1	Мы будем рады увидеться с вами.
2	He will be at home at 10.	2	Есть животные большие и маленькие, а я люблю слонов больше всех.
3	All animals on the farm were healthy.	3	Есть еще миллионы видов организмов, которые будут открыты.
4	I am to be at home by 10 p.m.	4	Он будет дома в 10.
5	On land, the most important ecosystems are forests.	5	Все животные на ферме были здоровы.
6	There are animals large and small, and I like elephants best of all.	6	В прошлое воскресенье я был в театре.
7.	There are millions more species of organisms that will be discovered.	7	Я должен быть дома к 10 вечера.

8.	We will be happy to see you.	8)	На суше наиболее важными экосистемами являются леса.
 <b>There is/ there are</b>		 <b>□ 17-18</b>	

### ***XV. Translate the sentences using the model.***

#### ***Model:***

*Животные бывают дикие и домашние. | There are wild and domestic animals.*  
*В холодильнике не было воды. | There was no water in the fridge.*  
*На столе есть яблоки? | Are there apples on the table?*

#	<i>Sentence</i>	<i>Translation</i>
1.	Есть вирусы и бактерии.	
2.	На ферме есть скот и птица.	
3.	В холодильнике есть мясо и овощи.	
4.	Дома не было еды.	
5.	В академии имеется спортивный центр?	
6.	В этой реке есть рыба?	
7.	Никого не будет дома.	
8.	В той комнате нет интернета.	
9.	Есть различные виды растений.	
10.	В этом лесу есть волки?	

 <b>The verb to have</b>	 <b>□ 18-19</b>
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### ***XVI. Underline the correct form of the verb.***

1. I (have, had) no time yesterday. 2. The farmer (has, have) many cows. 3. You (had, have) many plans for the future. 4. They (had, will have) a new house next year. 5. You (will have, had) a good profession in some years. 6. They (will have, had) a good time yesterday. 7. Farmers (have, has) a lot to do. 8. We (will have, have) to join you later. 9. You (have, had) to take your cat to the veterinary clinic because looks ill. 10. Jane will (have, has) a lot to do. 11. It was raining and I (have, had) to take my umbrella. 12. I (has, have) translated the text.

### ***XVII. Match the sentences with their translation.***

№	English		Russian
1.	Cells have the hereditary information that is passed from one generation to the next one.	1	Ветеринарам приходится работать по многу часов, чтобы помочь больным животным.
2.	Viruses have many different types.	2	Дом был построен к сентябрю.
3.	Some students have to study and work.	3	Нам пришлось перепробовать множество возможных способов, чтобы открыть коробку.

4.	The house has been built by September.	4	Вирусы бывают разных типов.
5.	Veterinarians have to work for long hours to help sick animals.	5	Некоторым студентам приходится учиться и работать.
6.	We had to try many possible ways to open the box.	6	Сельское хозяйство было развито после многих лет простого содержания животных.
7.	Agriculture has been developed after many years of just keeping animals.	7	Клетки содержат информацию, которая передается от одного поколения к другому.

 <b>Simple Tenses</b> <b>Active /Passive</b>	 <b>□ 19-21</b>
--	--

### ***XVIII. Make up sentences.***

I	speak live know like study	Belarusian, English, French, in Vitebsk, in Minsk, in Liverpool, history, many songs, many poems, dancing, dogs, cats, cooking, ice-cream, at the University, at the Academy.
My friend	speaks lives knows likes studies	
My friends	speak live know like study	


### ***XIX. Complete the chart.***

#	+	-	?
1	I wanted to see modern agricultural machinery.		Did you want to see modern agricultural machinery?
2		Mammals did not live in all parts of the Earth.	
3	Every cow has her best friend.		Has every how her best friend?
4	Dogs have 18 muscles to move their hair.		How many muscles do dogs have to move their hair?
5	Pets will help their owners to live longer.	Pets will not help their owner to live longer.	

6		Polar bear's skin is not black.	Is Polar bear's skin black?
---	--	---------------------------------	-----------------------------

**XX. Fill in the missing forms.**

	<i>The verb</i>	<i>Present Simple</i>	<i>Past simple</i>	<i>Future simple</i>
1.	to go	go, goes	went	will go
2.	to be	am, is, are		will be
3.	to keep		kept	
4.	to see	see, sees		will see
5.	to feed	feed, feeds	fed	
6.	to give			will give
7.	to get	get, gets	got	
8.	to organize		organized	
9.	to change	change, changes		
10.	to choose		chose	

 Simple Passive	 <input type="checkbox"/> 19-21
--	--

**XXI. Mark these sentences as Active or Passive. Translate them into Russian.**

**Model:** *A dragonfly sees in all directions at the same time.*

*A rhinoceros' horn is made of keratin.*

<i>№</i>	<i>Active</i>	<i>Passive</i>	<i>Translation</i>
1	√		Стрекоза видит во всех направлениях одновременно.
2		√	Рог носорога состоит из кератина.

1. Ants take rest for around 8 Minutes in 12-hour period. 2. Koalas sleep for up to 22 hours a day. 3. Agricultural products from Belarusian producers are exported to 95 countries. 4. Hot water is turned into ice faster than cold water. 5. The tongue is considered the strongest muscle in the body. 6. Food is tasted by butterflies by their feet. 7. The Earth can be covered with the gold it contains. 8. A tiny amount of blood is detected by Great White sharks from 3 kilometers away. 9. Giraffes are the tallest land animal in the world. 10. The Grey-headed Albatross circles the globe in only 46 days.

<i>#</i>	<i>Active</i>	<i>Passive</i>	<i>Translation</i>
1.			
2			
3.			
4.			
5.			
6.			
7.			
8.			



9.			
10.			

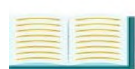
**XXII. Turn Active into Passive according to the model.**

**Model:** *We find animals everywhere. / Animals are found everywhere.*

	<i>Active</i>		<i>Passive</i>
1	All organisms include water.	1	
2	Two molecules of hydrogen and a molecule of oxygen make up water.	2	
3	Great horned owls produce two chicks at a time.	3	
4	Similar cells compose tissues.	4	
5	A small farm produced milk and dairy products.	5	
6	University provides 5 years of full-time theoretical and practical study.	6	
7	Upon graduation specialists acquire the necessary knowledge and skills.	7	
8	Service dogs play an invaluable role in the lives of individuals.	8	



Types of Questions



☐ 22-23

**XXIII. Ask questions starting with the words in brackets.**

1. England had no other universities, apart from Oxford and Cambridge, until the 19<sup>th</sup> century. (What country?)
2. The English are great travelers. (Who?)
3. Students are not afraid to ask questions in class. (Where?)
4. Forests are great resources in Belarus. (What?)
5. Some bacteria cause infectious diseases (Do...?)
6. Large bones will be excellent for your dog. (Will?)
7. From the window you can see the park. (Who?)
8. Vets have to wear protective clothing when handling animals. (... , have not they?)
9. Wild and domestic animals share some common traits. (Do wild...?)
10. Koalas sleep for up to 22 hours a day. (What animals?)



## **PART III**

### **CONTROL PAPER** **Контрольная работа**

#### **GUIDELINES**

#### **Пояснения к выполнению контрольных заданий и оформлению контрольной работы**

1. Обучающийся должен выполнить письменно контрольную работу данного комплекса в качестве промежуточного контроля.
2. Контрольная работа представлена в 6 вариантах. Вариант А является тренировочным и предназначен для автономного выполнения. Проверка правильности выполнения осуществляется на занятии.
3. Варианты 1–5 предназначены для индивидуальной работы в аудитории. Обучающийся должен выполнить один из пяти вариантов контрольной работы в соответствии с заданием преподавателя.
4. Контрольная работа должна быть выполнена письменно в отдельной тетради, четко и разборчиво. На обложке тетради напишите свою фамилию, инициалы, факультет, группу, укажите вариант контрольной работы.
5. При выполнении контрольной работы оставляйте в тетради поля для замечаний, объяснений и указаний рецензента. Контрольные задания должны быть выполнены в той последовательности, в которой они даны в контрольной работе.
6. В каждом разделе контрольной работы указан лексико-грамматический материал, рекомендованный к повторению для выполнения контрольных заданий. Соответствующие разделы смотрите в кратком грамматическом справочнике данного пособия или в любом учебнике грамматики.
7. В конце работы поставьте дату выполнения работы и свою подпись.
8. Выполненную контрольную работу предъявляйте для проверки и рецензирования в указанные сроки.





## VARIANT A

**Read the text and do the tasks as required.**


### Agriculture

Agriculture includes crop and livestock production, aquaculture, fisheries and forestry for food and non-food products. Agriculture is the practice and science of cultivating the soil, growing crops, and raising livestock to provide food, forage, and other products. Agriculture allowed fewer people to provide more food.

The "agriculture" word is derived from two Latin words – "ager" (field), and "cultūra" (cultivation). Humans started gathering grains at least 11,500 years ago, and farmers began planting them much later, around 10,500 years ago. Sheep, goats, pigs, and cattle were domesticated 10,000 years ago. Agriculture began independently in different parts of the globe. Plants were independently cultivated in at least 11 regions of the world.

The development of agriculture enabled the human population to grow many times more crops than hunting and gathering could provide. Today, industrial agriculture based on large-scale production prevails. Small farms produce only about a third of the world's food supply. People developed many better plant species and animals breeds. The more agriculture is developed, the more food it provides.

Modern agriculture with the use of selective plant breeding, pesticides, fertilizers, smart machinery and advanced technologies in animal husbandry causes more high-quality production but also may contribute to some environmental problems such as: depletion of soil, deforestation etc.

#		<i>Check tasks</i>
1.	<b>Noun, Article</b>  <input type="checkbox"/> 6-10	<p><b>1. Give the meaning.</b> Production, practice, start, domestication, globe, population, human, climate, aquaculture, forestry, fishery, agriculture.</p> <p><b>2. Supply English equivalents for the following:</b> сельское хозяйство, домашний скот, животноводство, возделывание почвы, продовольствие, корм, охота, собирательство, вред, загрязнение.</p> <p><b>3. Translate into Russian.</b> Crop production, livestock breeding, plant selection, agricultural machinery, climate change, world's food, animal's feed, animal husbandry, deforestation.</p> <p><b>4. Insert the articles where needed.</b> 1. My... sheep, ... goats, my... pig and my cow are all highly productive. 2. ... cattle, ... sheep and... goats were domesticated in ... different countries.</p>

		<p><b>5. Remove which is not correct.</b> Sheeps, cattles, pigs, animals, plants, livestocks, cows, humans, soils, parts.</p>																											
2.	<p><b>Adjective, Adverb</b> <input type="checkbox"/> 10-11</p>	<p><b>1. Complete the chart.</b></p> <table border="1"> <thead> <tr> <th>Noun</th><th>Adjective</th><th>Adverb</th></tr> </thead> <tbody> <tr> <td>agriculture</td><td>agricultural</td><td>agriculturally</td></tr> <tr> <td>industry</td><td></td><td>industrially</td></tr> <tr> <td>practice</td><td></td><td></td></tr> <tr> <td></td><td></td><td>productively</td></tr> <tr> <td>science</td><td></td><td></td></tr> <tr> <td></td><td>ecological</td><td></td></tr> <tr> <td>selection</td><td></td><td>selectively</td></tr> <tr> <td></td><td></td><td>ecological</td></tr> </tbody> </table> <p><b>2. Choose the correct form of the adjective or adverb. Translate the sentences.</b>            1) The development of agriculture enabled the human population to grow many times (much, many, more) crops.            2) Many (good, better, the best) plant species and animals breeds are developed.            3). Agriculture allowed (few, fewer) people to provide more food.</p> <p><b>3. Translate the sentence.</b>            The more developed agriculture becomes the more food it provides for humans and animals.</p>	Noun	Adjective	Adverb	agriculture	agricultural	agriculturally	industry		industrially	practice					productively	science				ecological		selection		selectively			ecological
Noun	Adjective	Adverb																											
agriculture	agricultural	agriculturally																											
industry		industrially																											
practice																													
		productively																											
science																													
	ecological																												
selection		selectively																											
		ecological																											
3.	<p><b>The verb to be</b> <input type="checkbox"/> 16-17, 19-21</p>	<p><b>1. Put the verb in the correct form.</b>            1). Agriculture (is, are) the practice and science of growing crops and raising livestock.            2). Sheep, goats, pigs, and cattle (was, were) domesticated 10,000 years ago.            c). New better plants and animal breed (shall be, will be) developed in the nearest future.</p> <p><b>2. Choose which translation is correct (a, b or c):</b>  <i>Humans started gathering grains at least 10,500 years ago.</i>            a) Люди начали собирать зерно по меньшей мере 10 500 лет назад.            b) Зерно начали собирать по меньшей мере 10 500 лет назад.            c) Люди собирали зерно по меньшей мере 10 500 раз.</p>																											

4.	<b><i>There is/ there are</i></b>  <input type="checkbox"/> 17-18	<b><i>Complete the chart.</i></b>			
			+	-	?
		1	There are many new breeds of animals.		Are there any new breeds of animals?
		2		There were not so many better plants before.	Were there so many better plants before?
		3	There will be much more different plant species.		Will there be much more different plant species?
5.	<b><i>The verb to have</i></b>  <input type="checkbox"/> 18-19	<b><i>1. Choose the correct translation of the sentence (a, b or c):</i></b> <i>People have many better plants and animal species.</i> a) Люди вывели много улучшенных видов растений и пород животных. b) Люди имеют много улучшенных видов растений и пород животных. c) Люди должны выводить лучшие виды растений и животных.			
6.	<b><i>Simple Tenses</i></b>  <input type="checkbox"/> 19-21	<b><i>1. Put the verb in the correct form.</i></b> 1) Agriculture (begin, began, will begin) independently in different parts of the globe thousands of years ago. 2) More better species of plants and farm animals (appear, will appear, appeared) soon. 3) Small farms (produce, produces) only about a third of the world's food supply.			
7.	<input type="checkbox"/> <b><i>Questions</i></b>  <input type="checkbox"/> 15, 22-23	<b><i>1. Give answers to these questions.</i></b> 1) Agriculture is the practice and science, isn't it? 2) From what Latin words is the word "agriculture" derived? 3) What started earlier gathering of plants or their planting? 4) Do industrial farms prevail in many parts of the world? 5) Does modern agriculture cause more high-quality or low-quality production? <b><i>2. Provide possible questions to these answers.</i></b> 1. Agriculture is the practice and science of growing crops, and raising livestock. 2. Small farms produce only about a third of the world's food supply. 3. Yes, people developed many better plant species and animals breeds.			
8.	<b><i>Numerals</i></b>	<b><i>1. Write these numerals in words:</i></b>			

	□ 11-12	5; 13; 123; 2000; 0.2; 0.02; $\frac{1}{2}$ . 2. <i>Write these dates in English:</i> 17 июня, 9 ноября, 31 января.
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## VARIANT 1



**Read the text and do the tasks as required.**

### **Humans and animals**

Animals are classified as wild and domestic. Wild animals live and breed in their natural environment without human interference. Wild animals are larger than domestic animals, with much more muscle and stronger teeth.

Humans have a long history of relationship with domestic animals. We control their breeding, behaviour, feeding, and other biological requirements. There are three types of domestic animals: livestock, working animals and companion.

Among the first animals domesticated for using as a food source were sheep, there domestication occurred between 12,000 and 9,000 B.C. in Southwest Asia. Goat domestication began somewhat later, probably about 8,000 B.C. Pigs and cattle were also domesticated around 12,000 to 8,000 B.C. Pig and cattle domestication allowed the feeding of larger populations and contributed to growing population density. Horse domestication dates back to about 4,000 B.C. in the Eurasian Steppes region. Scientists agree that they were first used for food, not transportation or sport.

There are animals domesticated for companionship, they are called pets and are kept for the companionship and recreation of their owners. The dog was domesticated well before the domestication of other animal species. Domestication of dog can be traced back to at least 12,000 years. Cat domestication began about 5,500 B. C. with the first evidence of a domesticated cat found in Cyprus.

#		<b>Check tasks</b>
---	--	--------------------

1.	<b>Noun, Article</b>  <input type="checkbox"/> 6-10	<b>1. Give the meaning.</b> Domestic, natural, history, control, biological, aspect, culture, companion, population, transportation, domestication. <b>2. Supply English equivalents for the following:</b> окружающая среда, мышцы, рот, зубы, помощь, домашний скот, животные-компаньоны, отдых, рабочий скот, сельское хозяйство, пища. <b>3. Translate into Russian.</b> Human interference, horse domestication, human culture, food source, animal breeding, population density, cattle feed, steppe region. <b>4. Insert the articles where needed.</b> 1. ... animals are classified as wild and domestic. 2. Among ... first domesticated animals were... sheep. <b>5. Remove which is not correct.</b> Sheeps, pigs, animals, cattles, humans, livestock, horses, dogs, teeth.
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2.	<b>Adjective, Adverb</b>  <input type="checkbox"/> 10-11	<b>1. Complete the chart.</b> <table border="1"> <thead> <tr> <th>Noun</th><th>Adjective</th><th>Adverb</th></tr> </thead> <tbody> <tr> <td>agriculture</td><td>agricultural</td><td>agriculturally</td></tr> <tr> <td>history</td><td></td><td>historically</td></tr> <tr> <td></td><td>biological</td><td>biologically</td></tr> <tr> <td></td><td></td><td>naturally</td></tr> <tr> <td>culture</td><td>cultural</td><td></td></tr> <tr> <td>environment</td><td></td><td>environmentally</td></tr> <tr> <td></td><td>joyful</td><td>joyfully</td></tr> </tbody> </table> <b>2. Choose the correct form of the adjective or adverb. Translate the sentences into Russian.</b> 1) Wild animals are usually (large, larger, largest) than domestic animals. 2) Wild animals have (strong, stronger, the strongest) teeth than domestic animals. 3). Goat domestication began somewhat (later, late, the latest) than sheep's one. <b>3. Translate the sentence.</b> Pets are usually not so large as cattle or horses.	Noun	Adjective	Adverb	agriculture	agricultural	agriculturally	history		historically		biological	biologically			naturally	culture	cultural		environment		environmentally		joyful	joyfully
Noun	Adjective	Adverb																								
agriculture	agricultural	agriculturally																								
history		historically																								
	biological	biologically																								
		naturally																								
culture	cultural																									
environment		environmentally																								
	joyful	joyfully																								
3.	<b>The verb to be</b>  <input type="checkbox"/> 16-17, 19-21	<b>1. Put the verb in the correct form.</b> 1). Animals (is, are, will be) classified as wild and domestic. 2). Wild animals (are, is) usually larger than domestic animals. 3). Scientists agree that horses (was, were) first used for food.  <b>2. Choose which translation is correct (a, b or c):</b> <i>Pets are not kept for economic purposes.</i>																								



		a) Питомцев держат в хозяйственных целях. b) Питомцев не держат в хозяйственных целях. c) Хозяева не держат питомцев в хозяйственных постройках.																			
4.	<i>There is / there are</i>  □ 17-18	<i>1. Complete the chart.</i> <table><tr><td></td><td>+</td><td>-</td><td>?</td></tr><tr><td>1</td><td>There are three types of domestic animals.</td><td></td><td>Are there three types of domestic animals?</td></tr><tr><td>2</td><td>There were economic reasons to keep animals.</td><td>There were no economic reasons to keep animals.</td><td></td></tr><tr><td>3</td><td>There will always be large and small pets.</td><td></td><td>Will there always be large and small pets?</td></tr></table>					+	-	?	1	There are three types of domestic animals.		Are there three types of domestic animals?	2	There were economic reasons to keep animals.	There were no economic reasons to keep animals.		3	There will always be large and small pets.		Will there always be large and small pets?
	+	-	?																		
1	There are three types of domestic animals.		Are there three types of domestic animals?																		
2	There were economic reasons to keep animals.	There were no economic reasons to keep animals.																			
3	There will always be large and small pets.		Will there always be large and small pets?																		
5.	<i>The verb to have</i> □ 18-19	<i>1. Choose the correct translation of the sentence (a, b or c).</i> <i>Humans have a long history of relationship with animals.</i> a) Люди имеют долгую историю взаимоотношений с животными. b) Люди имели долгую историю взаимоотношений с животными. c) Люди и животные должны иметь долгую историю взаимоотношений.																			
6.	<i>Simple Tenses</i>  □ 19-21	<i>1. Put the verb in the correct form.</i> 1) The domestication of dogs (to occur) well before the domestication of other animal species. 2) Goat domestication (to begin) probably about 8,000 B.C. 3) Pig and cattle domestication (to allow) the feeding of larger populations.																			

7.	<input type="checkbox"/> <b>Questions</b> <input type="checkbox"/> 15, 22-23	<b>1. Give answers to these questions.</b> 1) What animals live in natural environment without human interference? 2) Did wild or domestic animals become a major aspect of the human culture? 3) Sheep were among the first animals domesticated for use as a food source, were not they? 4) Domestication of what animals can be traced back to at least 12,000 years? 5) How are animals classified according to the text? <b>2. Provide possible questions to these answers.</b> 1) Wild animals are usually larger than domestic ones. 2) Yes, humans have a long history of relationship with domestic animals. 3) No, scientists agree that horses were first used as food sources.
8.	<b>Numerals</b> <input type="checkbox"/> 11-12	<b>1. Write these numerals in words:</b> 1; 15; 115; 1000; 0.2; 3.5; $\frac{2}{3}$ . <b>2. Write these dates in English:</b> 25 ноября, 15 декабря, 1 мая.



## VARIANT 2

Read the text and do the tasks as required.

### Animals in the World

Animals were the great resource of this world since early times. There are wild and domestic animals and they populate nearly everywhere.


There are millions of different animal species and the number of species is constantly changing. Animals fall into two categories: vertebrates and invertebrates. Vertebrates have a backbone and invertebrates are animals without a backbone. Humans belong to a large group of vertebrates known as mammals.

Mammals feed their young with the milk produced by the mammary glands. Mammals are the only class that has hair. Hair is normally longer and thinner than fur, while fur is usually shorter and coarser.

Mammals are endothermic and warm-blooded animals. They have a constant body temperature. There are some exceptions to the mammal criteria. Whales and dolphins are mammals but they are born without hair or fur. Mammals vary greatly in size. The shrew is the smallest mammal that measures about 2 inches. The largest mammal is the blue whale. It can measure 100 feet long and 130 tons in weight.

Mammals can adapt themselves to any type of environment including land, air and water. The skin of the mammals is very important in regulating the temperature. Some mammals walk on four legs, some fly, and mammals like dolphins or whales can swim. The most accurate estimate of the total number of species on the

Earth includes 6.5 million species found on land and 2.2 million in the ocean's depths.

#		Check tasks
1.	<b>Noun, Article</b> □ 6-10	<p><b>1. Give the meaning:</b> resource, population, million, category, group, class, mammals, criteria, constant, temperature, ocean.</p> <p><b>2. Supply English equivalents for the following:</b> виды животных, ученые, позвоночник, позвоночные, беспозвоночные животные, принадлежать, биологический вид, млекопитающее, кормить, мех.</p> <p><b>3. Translate into Russian.</b> Animal species, milk production, animal skin, body temperature, food source, animal feeding, temperature regulation, mammal's feed, water temperature.</p> <p><b>4. Insert the articles where needed.</b> 1. All ... animals are classified as wild and domestic. 2. Among ... first domesticated animals were... sheep.</p> <p><b>5. Remove which is not correct.</b> Sheeps, scientists, animals, whales, humans, vertebrates, inverte-</p>

		brates, criterias, hair, fur, species.																										
2.	Adjective, Adverb □ 10-11	<div>1. Complete the chart.</div> <table><tr><th>Noun</th><th>Adjective</th><th>Adverb</th></tr><tr><td>news</td><td>new</td><td>newly</td></tr><tr><td>history</td><td></td><td>historically</td></tr><tr><td>constant</td><td>constant</td><td></td></tr><tr><td>nature</td><td></td><td>naturally</td></tr><tr><td>warmth</td><td></td><td></td></tr><tr><td>environment</td><td></td><td>environmentally</td></tr><tr><td>accuracy</td><td>accurate</td><td></td></tr></table> <div>2. Put the correct form of the adjective or adverb. Translate the sentences.</div> <div>1) The (small, smaller, the smallest) mammal is the shrew that is little (much, more, the most) than 2 inches, and the (large, larger, the largest) mammal is the blue whale.</div> <div>2) Humans belong to a (large, larger, the largest) group of vertebrates known as mammals.</div> <div>3). The most accurate estimate of the total number of species on the Earth includes 6.5 million species.</div> <div>3. Translate the sentence.</div> <div>Pigs are not so popular pets as cats and dogs.</div>			Noun	Adjective	Adverb	news	new	newly	history		historically	constant	constant		nature		naturally	warmth			environment		environmentally	accuracy	accurate	
Noun	Adjective	Adverb																										
news	new	newly																										
history		historically																										
constant	constant																											
nature		naturally																										
warmth																												
environment		environmentally																										
accuracy	accurate																											
3.	The verb to be  □ 16-17, 19-21	<div>1. Put the verb in the correct form.</div> <div>1) The number of animal species (am, is, are) changing.</div> <div>2) Hair (is, are, was) normally longer and thinner than fur.</div> <div>3) Animals (was, were) the great resource of this world.</div> <div>2. Choose which translation is correct (a, b or c).</div> <div>Dogs and cats are kept as the most popular pets.</div> <div>a) Собаки и кошки – самые популярные питомцы.</div> <div>b) Я держу собаку и кошку как самых популярных питомцев.</div> <div>c) Собак и кошек держат как самых популярных питомцев.</div>																										
4.	There is / there are  □ 17-18	<div>Complete the chart.</div> <table><tr><td></td><td>+</td><td>-</td><td>?</td></tr><tr><td>1</td><td>There are wild and domestic animals.</td><td></td><td>Are there wild and domestic animals.</td></tr><tr><td>2</td><td>There is a million of mammals found in this territory.</td><td>There is not a million of mammals found in this territory.</td><td></td></tr><tr><td>3</td><td>There will always be large and small pets.</td><td></td><td>Will there always be large and small pets?</td></tr></table>				+	-	?	1	There are wild and domestic animals.		Are there wild and domestic animals.	2	There is a million of mammals found in this territory.	There is not a million of mammals found in this territory.		3	There will always be large and small pets.		Will there always be large and small pets?								
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5.	<b><i>The verb to have</i></b>  <input type="checkbox"/> 18-19	<b><i>Choose the correct translation of the sentence (a, b or c).</i></b> <i>Mammals are the only class that has fur or hair.</i> a) Млекопитающие были единственным классом, который имел мех или шерсть. b) Млекопитающие – единственный класс, который должен иметь мех или шерсть. c) Млекопитающие – единственный класс, который имеет мех или шерсть.
6.	<b><i>Simple Tenses</i></b> <input type="checkbox"/> 19-21	<b><i>Put the verb in the correct form.</i></b> 1) Mammals (to make up) 75% among animal species. 2) The skin (to regulate) body temperature. 3) Whales (to be born) without hair or fur.
7.	<input type="checkbox"/> <b><i>Questions</i></b> <input type="checkbox"/> 15, 22-23	<b><i>1. Give answers to these questions.</i></b> 1) Do humans belong to a large group of vertebrates known as mammals? 2) Are mammals warm-blooded animals? 3) What do all mammals except whales and dolphins have? 4) How do mammals feed their young? 5) Mammals have the capacity to adapt themselves to any type of environment, have not they? <b><i>2. Provide possible questions to these answers.</i></b> 1) Yes, the smallest mammal is the shrew, and the largest mammal is the blue whale. 2) Humans belong to vertebrates. 3) Sure, mammals feed their young with milk.
8.	<b><i>Numerals</i></b> <input type="checkbox"/> 11-12	<b><i>1. Write these numerals in words.</i></b> 1; 15; 116; 1000; 0.1; 0.01; ¼. <b><i>2. Write these dates in English:</i></b> 1 июня, 3 июля, 25 декабря.



### VARIANT 3

Read the text and do the tasks as required.

#### Animal Diseases

Diseases of animals are disorders that influence animals' health and ability to function. They reduce the productivity of livestock such as poultry, pigs, sheep, beef and dairy cattle, and cause great economic losses.

Animal diseases are characterized as infectious and noninfectious. Infectious diseases are spread among animals and can be caused by bacteria, viruses, fungi, parasites, protozoans. Infectious diseases are the greatest threat to livestock health. Some animal diseases can be transmitted to humans, they are known as zoonoses.

Rabies<sup>1</sup> is one of the most dangerous animal diseases. This is spread through bites of infected animals. Foot-and-mouth disease<sup>2</sup> is caused by a virus found in the saliva of cattle, pigs, and other hoofed animals. It is spread by a direct contact with an animal that has this infection.

There are diseases caused by parasites, they are widespread in domestic animals and wildlife. There are internal or external parasites. External parasites include lice, mice, ticks etc., they may cause diseases in animals and great economic losses. Internal parasites include roundworms<sup>3</sup>, tapeworms<sup>4</sup>, flukes<sup>5</sup> etc.

Non-infectious diseases are caused by factors such as diet, poor environment, injury, chemical poisons, heredity and many other causes. The examples of non-infectious diseases include allergy, plant poisoning, ingestion of foreign bodies, rickets, traumas, genetic defects etc.

Notes: 1. rabies - бешенство, 2. foot -and-mouth disease – ящур, 3. roundworms – круглые черви, 4. ленточные черви, 5. сосальщики.

#		Check tasks
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1.	<b>Noun, Article</b> <b>□ 6-10</b>	<p><b>1. Give the meaning.</b>  Function, contact, productivity, economic, human, control, pathogen, bacteria, viruses, parasite, microscopic.</p> <p><b>2. Supply English equivalents for the following:</b>  нарушения, домашний скот, дикий, копытные животные, экологический баланс, заразные болезни, незаразные болезни, наружный, внутренний, вызывать, окружающая среда.</p> <p><b>3. Translate into Russian.</b>  Animal diseases, public health, animal bites, enzyme deficiency, disease control.</p> <p><b>4. Insert the articles where needed.</b>  1. ...animal diseases are characterized as.... infectious and ...noninfectious.  2. ... internal parasites include ... roundworms, tapeworms, flukes etc.</p> <p><b>5. Remove which is not correct.</b>  Sheeps, animals, cattles, humans, livestock, bacterias, parasites, fungi, viruses, diseases, pigs.</p>																								
2.	<b>Adjective, Adverb</b> <b>□ 10-11</b>	<p><b>1. Complete the chart.</b></p> <table border="1" data-bbox="544 965 1313 1319"> <thead> <tr> <th><i>Noun</i></th><th><i>Adjective</i></th><th><i>Adverb</i></th></tr> </thead> <tbody> <tr> <td>Productivity</td><td>productive</td><td>productively</td></tr> <tr> <td></td><td>economical</td><td>economically</td></tr> <tr> <td>Ecology</td><td></td><td>ecologically</td></tr> <tr> <td>Danger</td><td>dangerous</td><td></td></tr> <tr> <td></td><td>direct</td><td>directly</td></tr> <tr> <td>environment</td><td></td><td>environmentally</td></tr> <tr> <td></td><td>microscopic</td><td></td></tr> </tbody> </table> <p><b>2. Choose the correct form of the adjective or adverb. Translate the sentences.</b>  1) Infectious diseases are the (great, greatest) threat to livestock.  2) Animal diseases cause (greater, great) economic losses.  3). Rabies is one of the (more, most) dangerous animal diseases.</p> <p><b>3. Translate the sentence.</b>  Noninfectious diseases are not as dangerous as infectious ones.</p>	<i>Noun</i>	<i>Adjective</i>	<i>Adverb</i>	Productivity	productive	productively		economical	economically	Ecology		ecologically	Danger	dangerous			direct	directly	environment		environmentally		microscopic	
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Ecology		ecologically																								
Danger	dangerous																									
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environment		environmentally																								
	microscopic																									

3.	<p><b>The verb to be</b></p> <p>☐ 16-17, 19-21</p>	<p><b>1. Put the verb in the correct form.</b></p> <p>1) Animal diseases (is, was, are) classified as infectious and non-infectious.</p> <p>2) Parasites may (are, were, be) internal or external.</p> <p>3) Infectious diseases (is, was, are) spread among animals.</p> <p><b>2. Choose which translation is correct (a, b or c).</b></p> <p><i>Diseases are characterized as infectious and noninfectious.</i></p> <p>a) Болезни характеризуются как заразные и незаразные.</p> <p>b) Болезни характеризовали как заразные и незаразные.</p> <p>c) Мы характеризуем болезни как заразные и незаразные.</p>																
4.	<p><b>There is / there are</b></p> <p>☐ 17-18</p>	<p><b>Complete the chart.</b></p> <table><tr><td></td><td>+</td><td>-</td><td>?</td></tr><tr><td>1</td><td>There are diseases caused by parasites.</td><td></td><td>Are there diseases caused by parasites?</td></tr><tr><td>2</td><td></td><td>There will be no internal or external parasites.</td><td>Will there be external or internal parasites?</td></tr><tr><td>3</td><td>There were found infectious and non-infectious diseases.</td><td>There were not found infectious or noninfectious diseases.</td><td></td></tr></table>		+	-	?	1	There are diseases caused by parasites.		Are there diseases caused by parasites?	2		There will be no internal or external parasites.	Will there be external or internal parasites?	3	There were found infectious and non-infectious diseases.	There were not found infectious or noninfectious diseases.	
	+	-	?															
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3	There were found infectious and non-infectious diseases.	There were not found infectious or noninfectious diseases.																
5.	<p><b>The verb to have</b></p> <p>☐ 18-19</p>	<p><b>Choose the correct translation of the sentence (a, b or c).</b></p> <p><i>Foot-and-mouth disease is spread by a direct contact with an animal that has this infection.</i></p> <p>a) Ящур распространяется при непосредственном контакте с животным, у которого имеется эта инфекция.</p> <p>b) Ящур распространится при непосредственном контакте с животным, у которого была эта инфекция.</p> <p>c) Ящур распространяется при непосредственном контакте с животным, которое должно иметь эту инфекцию.</p>																
6.	<p><b>Simple Tenses</b></p> <p>☐ 19-21</p>	<p><b>Put the verb in the correct form.</b></p> <p>1) Diseases of animals (to influence) animals' health and ability to function.</p> <p>2) The examples of non-infectious diseases (to include) allergy, plant poisoning, ingestion of foreign bodies, etc.</p> <p>3) Veterinary medicine (to deal) with the study, prevention, and treatment of animal diseases.</p>																



7.	<input type="checkbox"/> <b>Questions</b> <input type="checkbox"/> 15, 22-23	<p><b>1. Give answers to these questions.</b></p> <p>1) Do diseases influence animal health?</p> <p>2) What kind of diseases are common for animals and humans?</p> <p>3) Is rabies an infectious or noninfectious disease?</p> <p>4) Internal parasites include roundworms, tapeworms, and flukes, do not they?</p> <p>5) What microorganisms cause infectious diseases?</p> <p><b>2. Provide possible questions to these answers.</b></p> <p>1) Some animal diseases are transmitted to humans.</p> <p>2) Yes, there are internal or external parasites.</p> <p>3) Sure, diseases of animals are disorders that influence animals' health.</p>
8.	<b>Numerals</b> <input type="checkbox"/> 11-12	<p><b>1. Write these numerals in words.</b></p> <p>5; 15; 132; 2022; 2.1; 5.07; <math>\frac{2}{7}</math>.</p> <p><b>2. Write these dates in English:</b></p> <p>1 января, 7 декабря, 30 ноября.</p>



## VARIANT 4

**Read the text and do the tasks as required.**

### Animal Nutrition

Nutrients are elements in feed used for animal health and growth. The process of obtaining the food is known as nutrition. Nutrients include protein, carbohydrates, fats, minerals and vitamins. There are animals that consume animal tissues, they are called carnivorous. There are animals that consume plant tissues, they are called herbivorous. Animals are omnivorous if they consume plants and animals.

Water constitutes more than 50% of the animals' bodies. It is vital for all physiological processes. Water is the medium where all the nutrients are dissolved.


Protein is essential for healthy growth and reproduction. Amino acids, the building blocks of protein, are needed for the formation of tissues. Livestock feeds mainly consist of plant proteins such as hay and straws. Fish meal, meat-and-bone meal are a source of animal protein for agricultural animals.

Carbohydrates are the source of energy for the proper functioning of the body. Animals acquire carbohydrates from grains such as oats, wheat, barley and hay.

Fats are needed in small amounts. Fats act as storehouses of energy and insulate the body. Oilseeds are the main source of fats for farm animals.

Minerals aid in the healthy maintenance of bones, teeth, tissues and also regulate body chemical processes.

In small amounts vitamins are required for better animal metabolism, growth and reproduction. Vitamins aid in digestion, bone and teeth formation, combating stress and prevention of infection.

#		Check tasks
1.	<b>Noun, Article</b> <b>□ 6-10</b>	<p><b>1. Give the meaning.</b> Absorb, elements, protein, minerals, vitamins, block, energy, function, regulate, chemical, balance.</p> <p><b>2. Supply English equivalents for the following:</b> пища, питание, питательные вещества, корм, источник, пшеница, овес, ячмень, сено, кости, зубы, ткани, количество, пищеварение.</p> <p><b>3. Translate into Russian.</b> Food consumption, livestock feed, animal growth, fish meal, plant protein, grain feed, food digestion, teeth formation, water balance, fat source.</p> <p><b>4. Insert the articles where needed.</b> 1. ...water constitutes more than 50% of ... animal's bodies. 2. ...vitamins are needed in... small amounts.</p> <p><b>5. Remove which is not correct.</b></p>

		Energies, water, feeds, elements, livestock, amounts, agriculturalures, teeth, medium.																								
2.	<p><b>Adjective, Adverb</b></p> <p>□ 10-11</p>	<p><b>1. Complete the chart.</b></p> <table><tr><td>Noun</td><td>Adjective</td><td>Adverb</td></tr><tr><td></td><td>agricultural</td><td>agriculturally</td></tr><tr><td></td><td>chemical</td><td>chemically</td></tr><tr><td>physiology</td><td>physiological</td><td></td></tr><tr><td>health</td><td></td><td>healthily</td></tr><tr><td>function</td><td></td><td>functionally</td></tr><tr><td>form</td><td>formal</td><td></td></tr><tr><td>vitality</td><td>vital</td><td></td></tr></table> <p><b>2. Choose the correct form of the adjective or adverb. Translate the sentences.</b></p> <p>1) Minerals are required in (smaller, small, the smallest) amounts than protein.</p> <p>2) Fats are not required in (large, larger, the largest) amounts.</p> <p>3) Vitamins are required for (good, better, the best) animal metabolism, growth and reproduction.</p> <p><b>3. Translate the sentence.</b></p> <p>Water is as important as feeds.</p>	Noun	Adjective	Adverb		agricultural	agriculturally		chemical	chemically	physiology	physiological		health		healthily	function		functionally	form	formal		vitality	vital	
Noun	Adjective	Adverb																								
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3.	<p><b>The verb to be</b></p> <p>□ 16-17, 19-21</p>	<p><b>1. Put the verb in the correct form.</b></p> <p>1) Nutrients (is, was, are) elements in feed that (is, are, were) used by the animal.</p> <p>2) Carbohydrates (is, are, will be) the main source of energy.</p> <p>3) Balanced nutrition (are, is, am) the key to healthy growth.</p> <p><b>2. Choose which translation is correct (a, b or c).</b></p> <p><i>Fats are needed in small amounts.</i></p> <p>a) Жиры не требуются в любых количествах.</p> <p>b) Животные требуют жиры в малых количествах.</p> <p>c) Жиры требуются в малых количествах.</p>																								
4.	<p><b>There is/ there are</b></p> <p>□ 17-18</p>	<p><b>Complete the chart.</b></p> <table><tr><td></td><td>+</td><td>-</td><td>?</td></tr><tr><td>1</td><td>There are animals that mainly consume animal tissues.</td><td></td><td>Are there animals that mainly consume animal tissues?</td></tr><tr><td>2</td><td>There were animals that consumed both animal and plant tissues.</td><td>There were no animals that consumed animal and plant tissues.</td><td></td></tr></table>		+	-	?	1	There are animals that mainly consume animal tissues.		Are there animals that mainly consume animal tissues?	2	There were animals that consumed both animal and plant tissues.	There were no animals that consumed animal and plant tissues.													
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2	There were animals that consumed both animal and plant tissues.	There were no animals that consumed animal and plant tissues.																								

		3	There will also be herbivorous animals.		Will there also be herbivorous animals?	
5.	<b>The verb to have</b> <input type="checkbox"/> 18-19	<b>1. Choose the correct translation of the sentence (a, b or c).</b> <i>Farmers have to provide balanced diets to their livestock.</i> a) Фермеры обеспечивают свой скот сбалансированным питанием.  b) У фермеров скот имеет сбалансированное питание.  c) Фермеры должны обеспечивать свой скот сбалансированным питанием.				
6.	<b>Simple Tenses</b> <input type="checkbox"/> 19-21	<b>1. Put the verb in the correct form.</b> 1) Animals that (consume, consumes) both plant and animal tissues are omnivorous. 2) Water (constitute, constitutes) more than 50% of the animals' bodies. 3) Minerals (aids, aid) in the healthy maintenance of bones and teeth.				
7.	<input type="checkbox"/> <b>Questions</b> <input type="checkbox"/> 15, 22-23	<b>1. Give answers to these questions.</b> 1) What are nutrients needed for? 2) Is water vital for all physiological processes? 3) Farmers have to provide balanced diets to their livestock, have not they? 4) What nutrients act as storehouses of energy? 5) Are minerals or vitamins required in small amounts? <b>2. Provide possible questions to these answers.</b>  1) Yes, fats act as storehouses of energy and insulate the body. 2) Sure, amino acids are essential for the formation of tissues. 3) Because vitamins perform a wide range of functions.				
8.	<b>Numerals</b> <input type="checkbox"/> 11-12	<b>1. Write these numerals in words.</b> 3; 18; 399; 2000; 3.5; 2.03; $\frac{5}{8}$ . <b>2. Write these dates in English.</b> 25 декабря, 7 января, 23 февраля.				

## VARIANT 5



### Read the text and do the tasks as required. Veterinary Medicine

Veterinary medicine is a medical specialty and science that deals with the prevention, control, diagnosis, and treatment of diseases affecting the health of domestic and wild animals. Veterinarians (vets) also prevent the transmission of animal diseases to people.


Veterinarians ensure a safe food supply for people by monitoring and maintaining the health of food-producing animals.

There is a wide range of health conditions and injuries in small and large animals that needs veterinary support and care. There is an essential role that vets play in animal reproduction, health management, conservation, animal husbandry, breeding, nutrition, and disease control as well as biosecurity and zoonotic disease prevention. The word "veterinary" came from the Latin word *veterinae* meaning "working animals".

Veterinarians treat diseases, disorders or injuries in animals, which includes diagnosis, treatment and aftercare. Veterinarians play important roles in public health and the prevention of zoonoses.

Today veterinary surgeons serve in clinical practice, academic programs, farm industries, government service, public health, and military services. They often are supported in their work by other veterinary medicine professionals such as veterinary nurses and veterinary technicians.

Unlike in human medicine, veterinarians have to rely primarily on clinical signs, as animals are unable to vocalize symptoms.

#		Check tasks
1.	<b>Noun, Article</b> <b>□ 6-10</b>	<p><b>1. Give the meaning.</b>            1. Veterinary medicine, specialty, diagnosis, domestic, academic professional, vaccination, control, reproduction, zoonosis.</p> <p><b>2. Supply English equivalents for the following:</b>            ветеринарная медицина, ветеринарный врач, болезнь, лечить, профилактика, диагностика, нарушение, биобезопасность, общественное здравоохранение, ветеринарная помощь.</p> <p><b>3. Translate into Russian.</b>            Animal diseases, health conditions, disease prevention, public health, farm industries, food supply, animal breeding, government service, military service, academic programs.</p> <p><b>4. Insert the articles where needed.</b></p>

		<p>1. ...veterinary medicine is ... medical specialty and science. 2. ... Veterinarians play... important roles in public health.</p> <p><b>5. Remove which is not correct.</b></p> <p>Medicines, sciences, diseases, zoonosis, healths, veterinarians, diagnoses, nutritions.</p>																								
2.	<p><b>Adjective, Adverb</b> □ 10-11</p>	<p><b>1. Complete the chart.</b></p> <table border="1"> <thead> <tr> <th>Noun</th><th>Adjective</th><th>Adverb</th></tr> </thead> <tbody> <tr> <td></td><td>medical</td><td>medically</td></tr> <tr> <td></td><td>preventive</td><td>preventively</td></tr> <tr> <td>importance</td><td></td><td>importantly</td></tr> <tr> <td>health</td><td></td><td>healthily</td></tr> <tr> <td></td><td>safe</td><td>safely</td></tr> <tr> <td>importance</td><td></td><td>important</td></tr> <tr> <td>publicity</td><td></td><td>publicly</td></tr> </tbody> </table> <p><b>2. Choose the correct form of the adjective or adverb. Translate the sentences.</b></p> <p>1) They manage a wide range of health conditions and injuries in (small, smaller, the smallest) and (large, larger, the largest) animals.</p> <p>2) Veterinarians ensure a (safe, safer, the safest) food supply.</p> <p>3). Veterinarians can play (important, more important, the most important) roles in public health and prevention of zoonoses.</p> <p><b>3. Translate the sentence.</b></p> <p>Veterinary medicine is as important as human medicine.</p>	Noun	Adjective	Adverb		medical	medically		preventive	preventively	importance		importantly	health		healthily		safe	safely	importance		important	publicity		publicly
Noun	Adjective	Adverb																								
	medical	medically																								
	preventive	preventively																								
importance		importantly																								
health		healthily																								
	safe	safely																								
importance		important																								
publicity		publicly																								
3.	<p><b>The verb to be</b> □ 16-17, 19-21</p>	<p><b>1. Put the verb in the correct form.</b></p> <p>1) A veterinarian (is, was, are) a medical professional who practices veterinary medicine.</p> <p>2) An important role (are, will be, is) played by veterinarians in prevention, control, and treatment of zoonoses.</p> <p>3) Vets often (is, are, were) supported in their work.</p> <p><b>2. Choose the correct translation of the sentence (a, b or c).</b></p> <p><i>Veterinary medicine is a medical specialty and science that deals with the prevention, control, diagnosis, and treatment of diseases.</i></p> <p>a) Ветеринарная медицина – это медицинская специальность и наука, которая занимается профилактикой, контролем, диагностикой и лечением заболеваний.</p> <p>b) Ветеринарная медицина была медицинской специальностью и наукой, которая занималась профилактикой, контролем, диагностикой и лечением заболеваний.</p> <p>c) Ветеринарная медицина должна быть медицинской специальностью и наукой, которая занимается профилактикой, кон-</p>																								

		тролем, диагностикой и лечением заболеваний.																		
4.	<b><i>There is/ there are</i></b> □ 17-18	<b><i>1. Complete the chart.</i></b> <table><tr><td></td><td>+</td><td>-</td><td>?</td></tr><tr><td>1</td><td>There is an essential role that vets play in animal husbandry.</td><td>There is not an essential role that vets play in animal husbandry.</td><td></td></tr><tr><td>2</td><td>There were animals that needed veterinary support.</td><td></td><td>Were there animals that needed veterinary support?</td></tr><tr><td>3</td><td>There will be a need in veterinary care.</td><td>There will be no need in veterinary care.</td><td></td></tr></table>				+	-	?	1	There is an essential role that vets play in animal husbandry.	There is not an essential role that vets play in animal husbandry.		2	There were animals that needed veterinary support.		Were there animals that needed veterinary support?	3	There will be a need in veterinary care.	There will be no need in veterinary care.	
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3	There will be a need in veterinary care.	There will be no need in veterinary care.																		
5.	<b><i>The verb to have</i></b> □ 18-19	<b><i>1. Choose the correct translation of the sentence (a, b or c).</i></b> <i>Veterinarians have to rely primarily on clinical signs.</i> a) Ветеринары полагаются в первую очередь на клинические признаки.  b) Клинические признаки должны быть в первую очередь.  c) Ветеринары должны полагаться в первую очередь на клинические признаки.																		
6.	<b><i>Simple Tenses</i></b> □ 19-21	<b><i>1. Put the verb in the correct form.</i></b> 1. The word "veterinary" (come, comes, will come) from the Latin <i>veterinae</i> meaning "working animals". 2. A veterinarian (treats, treat, treated) disease, disorder or injury in animals. 3. Today veterinarians (serve, serves, will serve) in clinical practice, academic programs, farm industries, government service, public health, and military services.																		
7.	□ <b><i>Questions</i></b> □ 15, 22-23	<b><i>1. Give answers to these questions.</i></b> 1) Is veterinary medicine a medical specialty or a science? 2) Who ensures a safe food supply for people by monitoring and maintaining the health of food-producing animals? 3) Do veterinary surgeons serve only in clinical practice?  4) Veterinary surgeons are supported in their work by other veterinary medicine professionals, are not they?  5) Which word does the term "veterinary" come from?  <b><i>2. Provide possible questions to these answers.</i></b>																		

		1) There is an essential role that vets play in animal reproduction, animal husbandry, and disease control. 2) No, vets prevent, diagnose and treat animal diseases. 3) Sure, veterinary surgeons are often supported in their work.
8.	<b>Numerals</b> □ 11-12	<b>1. Write these numerals in words.</b> 4; 35; 599; 2001; 3.54; 2.3; ½. <b>2. Write these dates in English:</b> 9 мая, 3 июля, 7 ноября.



## PART IV



### READING AND COMPREHENSION

#### Text 1

#### Classification of Living Organisms

##### 1. Guess the meaning.

Classification, living, organism, group, structure, reproduction, mobility, functionality, characteristics, base, detail, type, system, specialized, physical, categories, criterion, binominal nomenclature, hierarchy, subordination, animal, plant.

##### 2. Choose what will be discussed in the text below based on the meanings of the words above.

a) Musical genres; b) Sports; c) Biology matters; d) Politics; e) Literature.

##### 3. Read the text. Continue the sentences:

- a) This text describes...
- b) The text deals with...

#### Classification of Living Organisms

Organisms are classified depending on their structure and characteristics such as appearance, reproduction, mobility, functionality, etc. Process of grouping living things is based on their similarities. Living things are placed into certain kingdoms based on how they obtain their food, the types of cells that make up their body, and the number of cells they contain.

Kingdoms are one of the largest categories in taxonomic classification. There are 7 main levels: **Kingdom, Phylum, Classes, Order, Families, Genus, and Species**. The most basic classification rank of living things is Kingdom.

**The Phylum** (pl. phyla) is the next level in the classification. It is an attempt to find some kind of physical similarities among organisms within a kingdom.

Organisms of a **Class** have more in common than those in an entire phylum. Humans belong to the Mammal class, as they feed their young with milk like other mammals. **Orders** are divided into **Families**. Organisms within a family have more common characteristics than organisms in any classification level above it. **Genus** (pl. genera) is a way to describe the generic name for an organism. **Species** is the lowest and most specific level of classification of living things. The main criterion for



an organism to be placed in a particular species is the ability to breed with other organisms of the same species.

All living organisms are divided into 5 kingdoms: **Animal, Plant, Fungi, Protists** and **Monera**. The largest is the Animal (Animalia) kingdom. The Plant (Plantae) kingdom includes all multicellular plants, and the Fungi kingdom includes molds, yeasts and mushrooms. The plant-like algae and animal-like protozoa are members of the Protista kingdom. Bacteria are the member of the Monera Kingdom. Bacteria are the most abundant organism on the planet Earth, they are found everywhere. The classification of living things continues to develop, in the 1990s the level of Domain has been suggested which is one step higher than kingdom.

**4. Give Russian equivalents.**

<b>Kingdom</b>	
<b>Phylum/phyla</b>	
<b>Class</b>	
<b>Order</b>	
<b>Family</b>	
<b>Genus/genera</b>	
<b>Species</b>	

**5. Arrange the kingdoms in order from the most elementary to more complex.**

Kingdom Monera, Kingdom Fungi, Kingdom Plantae, Kingdom Protista, Kingdom Animalia.

1. Kingdom \_\_\_\_\_ 2. Kingdom \_\_\_\_\_ 3. Kingdom \_\_\_\_\_  
4. Kingdom \_\_\_\_\_ 5. Kingdom \_\_\_\_\_

**6. Give English equivalents. Mind the difference between plant and animal taxon.**

Plants		Animals	
Царство		Царство	
Отдел		Тип	
Класс		Класс	
Порядок		Отряд	
Семейство		Семейство	
Род		Род	
Вид		Вид	

**7. True or false?**

1. Process of grouping living things is based on their skeleton.

2. Organisms are classified into specialized groups depending on their structure and characteristics such as appearance, reproduction, mobility, and functionality.
3. The classification of living things generally includes 27 levels.
4. Kingdom is the lowest and most specific level of classification of living things.
5. Currently there are five hundred kingdoms.
6. Living things are placed into certain kingdoms based on how they obtain their food, the types of cells that make up their body and the number of cells they contain.
7. The Plant kingdom includes all multicellular animals.

**8. Answer the questions.**

1. What characteristics does the classification of living things depend on?
2. What are the 7 main classification levels?
3. Into what kingdoms are living organisms classified?
4. Do plants and protists form the same kingdom?
5. The Monera kingdom includes Bacteria, doesn't it?
6. Are humans and animals included into the same kingdom?

**9. Match the columns to describe the kingdom.**

<b>1</b>	Animal kingdom	<b>1</b>	Multicellular living things can make their glucose by photosynthesis.
<b>2</b>	Plant kingdom	<b>2</b>	Unicellular microscopic living things. Their cell does not have a true nucleus.
<b>3</b>	Fungi kingdom	<b>3</b>	Mostly unicellular animal/plant-like organisms. Their cell possesses a nucleus.
<b>4</b>	Protista kingdom	<b>4</b>	Living organisms that can't produce their own food, decompose dead plant and animals for energy.
<b>5</b>	Monera kingdom	<b>5</b>	Includes multicellular living beings, that can't produce food themselves. Their cells have the nucleus.

**10. Put possible questions to these answers.**

1. Appearance, reproduction, mobility, and functionality are important characteristics for classification of living things.
2. The classification of living things includes 7 levels.
3. Yes, currently there are 5 kingdoms.
4. No, genus is a way to describe the generic name for an organism.
5. 'Plant-like' means resembling a plant.

## Text 2

## Principles of Classification

### ***1. Read the words and choose what will be discussed in the following text.***

Science, classify, species, taxonomy, system of classification, hierarchy, principle, organism, nomenclature, category, individual, bacteria, subordination, viruses, organelles, 18<sup>th</sup> century, Homo sapiens, Carl Linnaeus.

a). Literature b). Arts c). Biology.

## **2. Read the text and do the tasks that follow.**

### **Principles of Classification**

The science that deals with describing and classifying organisms is known as taxonomy. The first scientific system of classification of living things was developed in the middle of the 18<sup>th</sup> century by the Swedish scientist Carl Linnaeus (1707–1778). The Linnaean classification uses a hierarchy of groupings at seven different levels, from Kingdom down to Species. The Linnaean species classification is still used.

The systematics of wildlife is based on two principles: binominal nomenclature and hierarchy – subordination of the lower systematic categories to the higher ones. The binomial system allows scientists to accurately identify individual species. An organism's scientific name is composed of the name of the genus followed by the name of the species, e.g., *Homo sapiens*. The binominal system of naming species uses Latin words. A double name consists of a noun and an adjective. The noun denotes the genus, and it is always capitalized. The adjective denotes the species. For example, human beings belong to the genus *Homo*, and the species is *sapiens* – so the scientific name is *Homo sapiens*. Dogs' scientific name is *Canis familiaris*, while the scientific name for gray wolves is *Canis lupus*.

Only two kingdoms were originally classified by Linnaeus – Plants and Animals, but in the 19th and 20th centuries, three other kingdoms were recognized –Fungi, Protista and Monera. As more scientific equipment became available it allowed scientists to examine organisms in more details.

### **3. True or false?**

1. Organisms are classified into groups depending on their structure and characteristics.
2. The first scientific system of classification of living things was created by the English scientist Charles Darwin.
3. Currently there are five kingdoms: Animal, Plant, Fungi, Protists and Monera.
4. The classification of living things includes 7 levels: kingdom, phylum, class, order, family, genus, and species.
5. The systematics of wildlife is based on two principles: binominal nomenclature and hierarchy – subordination of the lower systematic categories to the higher ones.
6. The binominal system of naming species uses Russian words and comprises a noun and an adjective.

### **4. Choose what is correct.**

- 1) The science dealing with classification of living things is called:  
a) Physiology, b) Taxonomy, c) Philosophy.
- 2) Carl Linnaeus created a unified system for classification of:  
a) musical instruments, b) living things, c) chemical elements.
- 3) C. Linnaeus created his classification of living organisms in:  
a) the 15th, b) the 18th, c) the 21st century.
- 4) Carl Linnaeus is known as:  
a) naturalist, b) researcher, c) biologist, d) scientist.
- 5) The broadest category in the classification of living organisms is

a) species, b) family, c) kingdom.

6) A double name of an element in the classification consists of:

a) noun & noun, b) noun & adjective, c) noun & verb.

**5. Translate into English.**

1. Впервые научная система классификации живых существ была создана шведским ученым Карлом Линнеем.

2. Организмы подразделяются на группы.

3. Классификация живой природы основана на двух принципах – биномиальной номенклатуре и иерархии.

4. Систематика живых организмов включает в себя 7 уровней.

5. Биноминальная система обозначения видов использует латинские слова.

6. Существительное обозначает род, а прилагательное – вид.

7. К. Линней классифицировал только два царства – животных и растений.

**6. Answer the questions to the text *Principles of Classification*. Render the text using your answers as a plan.**

1. What science deals with the classification of living things?

2. Who was the first to create a system for naming organisms?

3. In what century did that happen?

4. How many levels in classification of living things do you know? What are they?

**Text 3**

**Structural Organization of Microorganisms**

**1. Read the text and do the tasks that follow.**

The cell is the main structural and functional unit of life forms. Each cell consists of a cytoplasm enclosed in a membrane and contains many biomolecules, such as proteins, DNA and RNA, as well as many small molecules of nutrients and metabolites. The term *cell* comes from the Latin word *cellula*, meaning "small room".

Cells can acquire a specific function and perform various tasks in the cell, such as specialization and mobility within the cell. Most cells are measured in micrometers due to their small size.

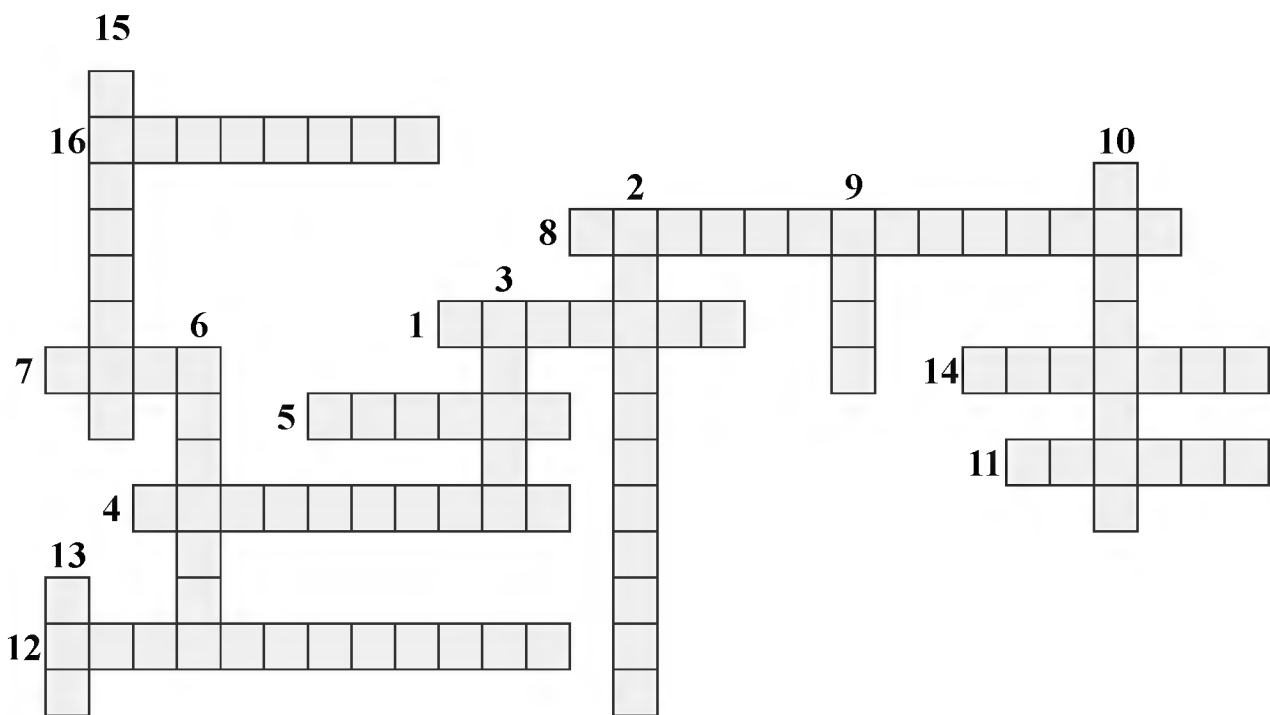
Most plant and animal cells are visible only under a microscope. Organisms can be classified as unicellular (consisting of a single cell, such as bacteria) or multicellular (including plants and animals). Most unicellular organisms are classified as microorganisms. The number of cells in plants and animals varies from species to species. It was found that the human body contains about 37 trillion ( $3.72 \times 10^{13}$ ) cells. The brain accounts for about 80 billion of these cells.

Cells were discovered by Robert Hooke in 1665. In the 1830's, the cell theory of living systems was first developed by Matthias Jakob Schleiden and Theodor Schwann, stating that all organisms consist of one or more cells. Cells are the smallest basic units of life responsible for all life processes, all cells originate from pre-existing cells.

**Tasks:**

a) Make up a plan of this text, compare your plan with a partner's one.

b) Render the text according to your plan.



**2. You can cope with this bio-crossword puzzle based on the texts above, can't you?**



1. The lowest and most specific level of classification of living things.	9. A structural and functional unit of any living thing.
2. Organism consisting of one cell.	10. Prokaryotic organisms consisting of only one single cell, members of the kingdom Monera.
3. A herb, vegetation.	11. A member of the kingdom Animalia.
4. An animal that has a backbone.	12. An animal that does not have a backbone.
5. Animal whose females produce milk to feed their young.	13. A submicroscopic biological agent that can reproduce and multiply in living cells, can cause diseases.
6. A structural or functional disorder in the body.	14. Systematic study, derived from a Latin word 'Scientia', means knowledge.
7. Animal or bird living in nature without human control or care.	15. Animals that were domesticated by humans.
8. An organism with more than one cell in its structure.	16. A living thing or living being.



## **PART V**

### **COMMUNICATION**



**Read the text and do the tasks that follow.**

#### **Topic 1**

#### **ABOUT MYSELF**

Let me introduce myself. I'm Ivan Petrov. Ivan is my first name, Petrov is my surname or last name. My full name is Ivan Vasilyevich Petrov I'm 20. I was born on March 20, 2002 in Vitebsk, and I still live and work here. In 2021 I graduated from the agrarian college, and now I am a first-year student of the Vitebsk State Academy of Veterinary Medicine.

I study by correspondence at the faculty of Veterinary Medicine. Extra-mural studies allow you to work and study at the same time. This is not easy of course, and I do my best to study well. I work on a dairy farm, and I am going to become a veterinary surgeon.

I am not married. I have a brother and I have no sisters. I live together with my parents in a house near Vitebsk. My parents are also vets, they think I am friendly, serious, hardworking and creative. I like animals, music and cheerful people.

#### ***1. Supply English equivalents for the following:***

я родился, окончил колледж, первокурсник, заочное обучение, молочно-товарная ферма, ветеринарный врач, родители, трудолюбивый, творческий, животные, жизнерадостные люди.

## 2. True or false according to the text?

1. Ivan was born on the 1<sup>st</sup> of September 1999.
2. He graduated from veterinary college in 2020.
3. Ivan is a full-time student.
4. This student studies at the Biotechnological faculty.
5. Ivan is not married.
6. He works on a poultry farm.
7. This man is hardly working.

## 3. Answer the questions.

1. What's your name?
2. Where do you study at?
3. What faculty do you study at?
4. What year student are you?
3. Is it easy to study by correspondence?
5. Where do you work?
6. What's your position at work?
7. You are a serious, creative and friendly person, aren't you?

## 4. Say it in English.

1. Позвольте представиться.
2. Мое имя Виктор.
3. Моя фамилия Иванов.
4. Виктор Иванович Иванов – мое полное имя.
5. Я студент-первокурсник.
6. Я окончил ветеринарный колледж в 2020 году.
7. Я учусь заочно на факультете ветеринарной медицины.
8. Я работаю ветеринаром на молочно-товарной ферме.
9. Мы учимся и работаем.
10. Я женат.
11. Мои друзья считают, что я дружелюбный и трудолюбивый.
12. Мой друг серьезный и творческий человек.
13. Я люблю музыку и жизнерадостных людей.

## 5. Ask your partner:

- what is his/her first and last name;
- where he/she lives;
- where he/she works;
- if he/she is a full-time student or he/she studies by correspondence;
- if it is easy to work and study at the same time.

## 6. Read the passage and complete the chart "Pros and Cons of studying and working at the same time" (words in bold type can be hints).

### To work and study, why not?

In our modern world, a great number of students work and study. In Belarus some students study on a budget basis and some have to pay for their studies. Those who work **gain the experience** they will need in the future. It's not easy **to keep** these two important aspects of life balanced. First, you **need to plan and manage** your time effectively to succeed in both sectors. When you work, you'll **build relationships** with some of the best professionals. On the other side, you **can improve your knowledge and skills** and use them in your work. When you work, **you are paid**, a job **can help** you **get more money**, **improve your skills**, and **develop the relationships** that you'll need. **Earning your own money** creates a **sense of independence** in you, doesn't it? If you belong to those who work and study, you know



how difficult it can be to **find time for everything**. Of course, good things do not come easy.

*Notes: 1. Gain the experience – получить опыт. 2. Plan and manage the time – планировать и управлять своим временем. 3. Improve knowledge and skills – совершенствовать знания и навыки. 4. Develop relationships – развивать отношения. 5. Earning your own money – зарабатывание собственных денег. 6. Sense of independence – чувство независимости.*

PROS AND CONS OF STUDYING AND WORKING AT THE SAME TIME			
#	Pro	#	Contra
1		1	
2		2	

**7. Plan your website profile. Make notes on the information you want to include in your profile.**

Name (nickname)	Pre-university education	Work experience
Born	University	Interests
Personal details	Etc.	Features of your character

**8. Compare your notes with a partner.**

## Topic 2 VITEBSK STATE ACADEMY OF VETERINARY MEDICINE

**Read the text and do the tasks below.**

The Vitebsk State Academy of Veterinary Medicine was founded in 1924, and it was introduced as the Vitebsk Veterinary Institute. In 1974 the Institute was awarded the Order of the “Badge of Honour”. In 1994 the Institute was reorganized into the Vitebsk State Academy of Veterinary Medicine. Today it is a modern educational and research centre.

The Faculty of Veterinary Medicine and Biotechnological Faculty train students to become professionals in veterinary medicine and animal husbandry. International students begin their studies at the Faculty of Pre-university training. Those who want to combine work and studies can study by correspondence. Post diploma training is offered to specialist at the Faculty of Professional Development and Retraining. The Research Institute and Agrarian college are integrated in the structure of the Academy.

The faculties comprise 27 departments. Students attend lectures and participate in practical classes and seminars. They have training practice both in clinics and at agricultural enterprises of Belarus. Many students are actively involved into science, sports and various outclass activities.

**1. Give English equivalents to the following:**

витебская государственная академия ветеринарной медицины, факультет ветеринарной медицины, биотехнологический факультет, факультет повышения

квалификации и переподготовки кадров, заочное обучение, кафедра, научно-исследовательский институт, сельскохозяйственное предприятие, клиника, практическое занятие, практическая подготовка, наука, научный, ученый.

## **2. True or false?**

1. The Vitebsk State Academy of Veterinary Medicine was founded in 1924.
2. In 1974 the Institute was awarded the Order of the "Badge of Honour".
3. The Faculty of Veterinary Medicine trains future veterinary surgeons.
4. The Biotechnological Faculty trains specialist in animal husbandry.
5. The faculties comprise 128 departments.
6. Those who want to combine work and studies can study by correspondence.
7. Students do not attend lectures and seminars.
8. Students have training practice both in clinics and at agricultural enterprises.

## **3. Check if you remember:**

1. When the Academy was founded;
2. When it was awarded the Order of the "Badge of Honour";
3. When the Vitebsk Veterinary Institute was reorganized into the Academy of Veterinary Medicine;
4. What faculties train students;
5. How many departments the faculties comprise;
6. Where students have practical training;
7. Who studies by correspondence.

## **4. Match the subjects and the departments where these subjects are studied.**

#	Subject		The Department of
1	Pharmacology	1	Internal Non-infectious Diseases of Animals
2	Chemistry	2	Normal and Pathological Physiology
3	Biophysics	3	Animal Anatomy
4	Philosophy	4	Zoology
5	Foreign Languages	5	Radiology and Biophysics
6	Animal Anatomy	6	Parasitology
7	Animal Physiology	7	Chemistry
8	Internal Non-infectious Diseases of Animals	8	Foreign Languages
9	Infectious Diseases of Animals	9	Epizootiology and Infectious Diseases.
10	Parasitic Diseases	10	Humanitarian Sciences
11	Animal Hygiene	11	Pharmacology and Toxicology
12	Zoology	12	Animal Hygiene

## **5. Say it in English:**

1. Я учусь в Витебской государственной академии ветеринарной медицины.
2. Академия была основана в 1924 году.
3. Сколько студентов учится в академии?
4. Какие предметы изучают студенты?
5. В академии есть научно-исследовательский институт.
6. Мы изучаем науки о животных.
7. Где кафедра зоологии?

8. Анатомия – интересная наука.
9. Я учусь заочно и работаю на ферме.

**6. Let's discuss: "How to become a successful student".**

Study the hints of successful learning and make a list of what you already do to become a successful student. Share the results with your group.

Successful students ...	To become a successful student one should...
<ol style="list-style-type: none"> <li>1. Attend classes regularly and they are on time.</li> <li>2. They get all the missed notes and assignments from other students or from the teacher.</li> <li>3. Turn in assignments complete and on time.</li> <li>4. Are attentive in class. They ask questions and participate in class discussions.</li> <li>5. Are active participants in the learning process.</li> <li>6. Study outside of regular class hours to learn and reinforce material covered in lectures and classes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Set realistic goals.</li> <li>2. Set learning goals.</li> <li>3. Have a positive attitude.</li> <li>4. Break down tasks into parts.</li> <li>5. Begin with the most difficult tasks.</li> <li>6. Create an interest in the task.</li> <li>7. Monitor your progress.</li> <li>8. Do things step by step.</li> <li>9. Manage your time and daily routine.</li> </ol>

**7. Read the text and supply the possible title to it.**

There are more than forty universities in Britain, of which 36 are in England, 8 in Scotland, 2 in Northern Ireland and 1 in Wales. The two oldest universities in England are Oxford and Cambridge. These date from the Middle Ages. Oxford is the oldest of these two universities, it is more philosophical, classical, theological. The history of Oxford began in 1249, that of Cambridge – in 1348. Among the English universities Oxford and Cambridge have a special place.

England had no other universities, apart from Oxford and Cambridge until the nineteenth century. The universities which were founded between 1850 and 1930, including London University, are known as redbrick universities (they were called so because that was the favourable building material of the time).

**8. Choose what is correct.**

- a) Oxford is the oldest university in England founded in 1249.
- b) Cambridge is quite a new university.
- c) These old universities are built of glass and concrete.
- d) Oxford and Cambridge are well known universities in the world.

**9. Render the text using speech models:**

- This text deals with ...
- This text describes...
- This text speaks about...
- 

**Key to the crossword p. 55**

1. species	9. cell
------------	---------

2. unicellular	10. bacteria
3. plant	11. animal
4. vertebrate	12. invertebrate
5. mammal	13. virus
6. disease	14. science
7. wild	15. domestic
8. multicellular	16. organism

Congratulations! You've done it!



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