

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА И ПРОДОВОЛЬСТВИЯ  
РЕСПУБЛИКИ БЕЛАРУСЬ

УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ  
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АКАДЕМИЯ ВЕТЕРИНАРНОЙ МЕДИЦИНЫ»

**И. А. Виноградов**

## **АНГЛИЙСКИЙ ЯЗЫК. ПРАКТИЧЕСКАЯ ГРАММАТИКА ДЛЯ МАГИСТРАНТОВ**

Методические указания

для магистрантов по специальностям «Ветеринария», «Зоотехния»  
и соискателей ученой степени кандидата наук

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Методические указания представляют собой систематизированный курс основных разделов грамматики английского языка, включают в себя грамматический справочник, практическую часть в виде тренировочных и контролирующих заданий по изучаемым темам. Методическая разработка предназначена для магистрантов, аспирантов, соискателей ученой степени кандидата наук.

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## Предисловие

Данные методические указания предназначены для использования в образовательном процессе по дисциплине «Иностранный язык (английский)» для магистрантов, аспирантов и соискателей ученой степени кандидата наук по специальностям 7-06-0841-01 «Ветеринария», 7-06-0811-01 «Зоотехния».

Пособие состоит из трех разделов:

1. Словообразование. Способы словообразования.
2. Морфология (Глагол. Действительный залог. Страдательный залог. Причастие).
3. Синтаксис (Структура простого и сложного предложения. Прямая и косвенная речь).

Разноуровневые упражнения дают большую свободу для учебной деятельности в зависимости от уровня языковой подготовки обучающихся, сформированности умений и навыков, уровня профессиональной подготовки, предпочтения преподавателя, количества отведенных часов. Часть теоретического материала представлена в виде схем и таблиц.

Изучение материала может производиться в порядке, предусмотренном рабочими программами, либо произвольно.

Теоретический материал представлен на русском языке, что важно при сознательно-аналитическом подходе к изучению грамматического строя неродного языка. В условиях отсутствия языковой среды важно правильное понимание сути явления, которое обеспечивает дальнейшее формирование речевой компетенции.

В методических указаниях приводятся не только нормы употребления грамматических форм, но и исключения из правил, составляющие значительный пласт грамматики современного английского языка.

Практическая часть включает в себя систему упражнений. Процесс усвоения материала предполагает восприятие модели, действие по аналогии, дифференциацию, подстановку, трансформацию; представлены тренировочные упражнения репродуктивного и продуктивного характера. Рекомендуется использовать практическую часть методических указаний в качестве рабочей тетради.

# I. СЛОВООБРАЗОВАНИЕ (WORD-BUILDING)

## Суффиксальный способ образования

### Суффиксы, образующие существительные

<b>-er, -or</b>	<b>-ant, -ent</b>	<b>-ee</b> (обозначает лицо, на которое направлено действие)	<b>-ion, -tion, ation, - sion, -ssion</b>
Researcher – исследователь	Student – студент	Addressee – адресат	Production – производство
<b>-ment</b>	<b>-ure</b>	<b>-ance, -ence</b>	<b>-ing</b> (образует отглагольное существительное)
Development – развитие	Pressure – давление	Dependence – зависимость	Heating – нагревание
<b>-ness</b>	<b>-ity</b>	<b>-th</b>	<b>-dom</b>
Effectiveness – эффективность	Similarity – сходство	Depth – глубина	Boredom – скука
<b>-ism</b>	<b>-hood</b>	<b>-ship</b>	<b>-ian</b>
Humanism – гуманизм	Childhood – детство	Membership – членство	Technician – техник

### Суффиксы, образующие прилагательные

<b>-able</b>	<b>-ant, -ent</b>	<b>-al</b>	<b>-ful</b>
Movable – подвижный	Dependent – зависимый	Formal – формальный	Colourful – яркий
<b>-en</b>	<b>-ar</b>	<b>-y</b>	<b>-ly</b>
Woolen – шерстяной	Circular – круглый	Sunny – солнечный	Weekly – еженедельный
<b>-ous</b>	<b>-less</b> (суффикс указывает на отсутствие признака, свойства)		
Advantageous – выгодный	Characterless – бесхарактерный		

## Суффиксы, образующие глаголы

-en	-fy	-ize
Lengthen – удлинять	Intensify – усиливать	Realize – осуществлять

## Суффиксы, образующие наречия

-ly	-ward(s) (указывает направление)
Easily – легко	Inward – внутрь

## Practical part. Word-building

**Exercise 1. Read the sentences, underline the suffixes in the words in italics. Translate the sentences.**

1. Potential threats include the **destruction** of the soil, water pollution.  
\_\_\_\_\_
2. Different types of fish can live at different **depths**.  
\_\_\_\_\_
3. Some kinds of bacteria are **harmless** for animals and humans.  
\_\_\_\_\_
4. **Developments** in drugs for infectious diseases in the 20<sup>th</sup> century were as dramatic as in drugs for non-infectious diseases.  
\_\_\_\_\_
5. Vitamins and minerals are **useful** for the health of cattle.  
\_\_\_\_\_
6. Carl Linnaeus and Charles Darwin are famous **biologists**.  
\_\_\_\_\_
7. **Belarusian** agriculture produces potatoes, flax, wheat and barley.  
\_\_\_\_\_

**Exercise 2. Fill in the gaps with the correct suffix from the list:**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. The growth in number of educational television programs in the past years is not the only index of <i>active</i> ____.</li> <li>2. There is a great <i>differ</i> ____ between mammals and insects.</li> <li>3. Scientists describe <i>relation</i> ____ between man and nature.</li> <li>4. <i>Move</i> ____ of wheeled tractors takes place on a farm.</li> <li>5. <i>Week</i> ____ and <i>day</i> ____ papers contain interesting news for people in small towns and large cities.</li> </ol> | <p><b>-ence, -ly, -ship, -ance, -hood, -ment, -ity.</b></p> |
|--|---|

**Префиксальный способ образования**  
**Префиксы с отрицательным значением**

<b>Un- – не-</b>	<b>In- – не-</b>	<b>Il- – не-</b>	<b>-Ir- – не-</b>
Uncommon – необыкновенный	Incapable – неспособный	Illegal – нелегальный	Irrational – нерациональный
<b>Im- не-</b>	<b>Dis-</b> (противоположн ое качество)	<b>De-</b> (придает глаголам противополож ное значение)	<b>Non- не-</b>
Immaterial нематериальный	Dishonest – нечестный	Decompose – (разлагать на части)	Non-productive непродуктивный
<b>Mis-, mal-</b> плохо, неправильно, ошибочно	<b>Under-</b>		
To miscalculate - ошибаться в расчетах	To underestimate – недооценивать		

**Префиксы с положительным значением**

<b>Re-</b> – сделать снова	<b>Over-</b> – сверх, чрезмерно
Reconsider – пересмотреть	Overdo – перестараться, преувеличивать

**Префиксы, используемые для обозначения размера**

<b>Semi-</b> – наполовину, частично	<b>Equi-</b> – равный
Semifluid – полужидкий	Equidistant – равноудаленный

**Префиксы расположения**

<b>Inter- – между, среди, взаимно</b>	<b>Super- – над, сверх</b>	<b>Trans- – через</b>	<b>Ex- – указывает на исключение</b>
International – международный	Supersonic – сверхзвуковой	Transcontinental – трансконтиненталь ный	Exclude – исключать
<b>Extra- – что-то дополнительное, сверх</b>	<b>Sub- – под-</b>	<b>Peri- – вокруг</b>	
Extraordinary – необычный	Subcutaneous – подкожный	Pericardium – околосердечная сумка	

## Префиксы времени и порядка следования

Pre- – до-	Prime- первый, главный	Post- после	Retro- назад
Pre-war – довоенный	Prime-minister – премьер-министр	Post-war – послевоенный	Retroaction – обратная реакция, обратное действие

## Префиксы числа

Semi- – полу-
Semi-solid – полутвердый

## Другие префиксы

Pro- – до, вперед	Auto- – само-, авто-	Co- – общность действия
Promotion – продвижение	Autobiography – автобиография	To cooperate – сотрудничать

## Конверсия. Изменение места ударения

Water – вода	To water – поливать
Empty – пустой	To empty – опустошать

Конверсия – изменение значения слова и его синтаксической функции в предложении без изменения произношения. Наиболее распространенным является образование глаголов от существительных: face (лицо) – to face (стоять лицом).

## Словосложение

Словосложение – объединение полнозначных слов или их основ в сложное слово: birthplace – место рождения (birth – рождение, place – место).

## Practical part. Word-building

**Exercise 3. Read the following sentences and underline the prefixes in the words in italics. Write their translation.**

**Model:** He was ***misinformed*** about the place where the conference was organized.

Он был неправильно информирован о месте, где была организована конференция.

1. ***Minivans*** are used for transportation of people and cargoes.

2. Skin includes derma, epidermis and *subcutaneous* layer.

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3. Organs of the respiratory system are *interrelated* with each other.

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4. Sustainable development is the *precondition* of a healthy society.

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5. The veterinarians stood in a *semicircle* watching the surgery.

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**Exercise 4. Choose the correct prefix from the following list: *inter-, maxi-, micro-, mini-, multi-, sub-*.**

1. The solution of the problem was in the depths of his \_\_\_\_consciousness.
2. The farmer's main aim is to \_\_\_\_mize profit.
3. They were able to \_\_\_\_mize the losses of the African swine fever.
4. He cooked his breakfast in \_\_\_\_wave oven very quickly.
5. Many of \_\_\_\_national companies have operations in the Russian Federation.
6. Biologists study unicellular and \_\_\_\_cellular animals.

**Exercise 5. Translate the following words into Russian. Make up sentences with the words.**

Antitoxin, antibiotic, antibody, coauthor, cooperation, decomposition, degradation, deformation, disinfect, interaction, microclimate, misunderstanding, pre-incubation, prewar, rebuilding, remake.

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**Exercise 6. What part of speech do the words belong to? Complete the table.**

Activity, combination, composition, creativity, definition, dehydration, differentiate, elementary, evaluate, humidity, pressure, quantitative, sanitation, secondary.

Noun	Verb	Adjective




### Exercise 7. Form nouns using the suffixes.

*To deteriorate – deterioration.*

To determine, to develop, to detect, to disturb, to establish, to examine, to identify, to infect, to integrate, to prevent, to promote.

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### Exercise 8. Form nouns and adjectives from the following verbs. Complete the table.

*Model: To depend – independence.*

Verb	Noun	Adjective
To complete		
to estimate		
to absorb		
to alter		
to add		
to bleed		
to consist		
to compare		
to damage		
to distribute		
to detect		
to develop		
to enhance		
to excrete		
to expect		
to examine		
to exhaust		
to balance		
to interact		
to indicate		
to observe		
to occur		
to obtain		
to poison		
to replicate		
to prepare		
to restore		
to respire		

**Exercise 9. Translate the words. Make up 5 sentences with the words.**

Motherland, short-term, multilingual, newspaper, south-east, telephone, underground, chemotherapy, gastrointestinal, high-quality, low-quality, pathophysiological, gastroenteritis.

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**Exercise 10. Complete the sentences with a word, derived from the word given in brackets.**

**Model:** *I have been living in the United States of America for a year, but I still feel like a (foreign). foreigner*

1. I felt great (happy), after I had passed an exam in Chemistry.
2. He has been working on a farm for five months, so he is (experience).
3. I have known him since childhood. Our (friend) is very strong.
4. There were some (home) dogs sleeping in the street.
5. It hadn't rained for months and there was a great water (short).
6. He didn't like this job, because he was (paid).
7. Smoking is very (danger) for your health.
8. They had all modern (machine) at their enterprise.
9. They didn't communicate with each other for some time. There was (understand) between them.

**Exercise 11. Read the text. Answer the questions.**

**Tsetse flies, Black flies**

Tsetse fly species in the genus *Glossina* are of great economic importance as ectoparasites and vectors of pathogens that affect cattle health in a significant portion of sub-Saharan Africa savanna, forest and riverine ecosystems. Tsetse flies transmit *Trypanosoma* spp. causing African animal trypanosomiasis in cattle and other domestic animals. Some of these fly ectoparasites are of One Health relevance because they are also cyclical vectors of trypanosomes causing human African trypanosomiasis or sleeping sickness. African animal trypanosomiasis is a major impediment of the development of cattle production in Africa, where the disease is endemic. 31 Male and female tsetse flies are obligate blood feeders.

Tsetse flies can detect moving cattle 180 m away, attracted to host odors from 100 m.

The distribution around the world of black fly species of the family Simuliidae is determined by the presence of flowing water where the larvae develop. Herd health and productivity are affected when cattle are attacked by swarms of adult female black flies. Significant blood loss and exposure of the host, including cattle, to considerable amounts of bioactive salivary factors at feeding sites associated with persistent biting by swarms of black flies results in a syndrome called simuliotoxicosis. Cattle can die in large numbers from severe blood loss in areas where population explosions of black flies occur.

Black flies are vectors of vesicular stomatitis virus – New Jersey in North America, and filarial nematodes causing bovine onchocerciasis in various parts of the world. The microfilaria of *Onchocerca lienalis* infect the umbilical region of cattle, where feeding black flies acquire the nematode for transmission to other susceptible hosts. This parasitic nematode is suspected to cause zoonotic ocular onchocerciasis.

**Write out nouns, verbs, adjectives with suffixes and prefixes.**

Noun	Verb	Adjective

**Answer the questions.**

1. How many male and female tsetse flies are obligate blood feeders?
2. What is the distribution around the world of black fly species of the family Simuliidae determined by?
3. What is the cause of cattle death in areas where population explosions of black flies occur?

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## II. МОРФОЛОГИЯ (MORPHOLOGY)

### 1. ГЛАГОЛ. ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ (VERB. ACTIVE VOICE)

Залог – это категория глагола, которая показывает отношение действия к субъекту или объекту. Действительный залог (**The Active Voice**) показывает, что лицо или предмет, который выполняет действие, является подлежащим:

*The scientist gives a general description of foot-and-mouth disease. – Ученый приводит общее описание ящура.*

Страдательный залог (**The Passive Voice**) показывает, что подлежащее (лицо или предмет) подвергается воздействию:

*Mastitis was treated by a veterinarian. – Мамтит был вылечен ветеринаром.*

#### Tense forms in the Active Voice

Время	Утвердительное / отрицательное / вопросительное предложение	Случаи употребления	Слова- указатели
Present Simple	<i>He writes. He doesn't write. Does he write?</i>	<ul style="list-style-type: none"> <li>- действия, происходящие обычно, постоянно повторяющиеся;</li> <li>- констатация фактов, общеизвестные истины;</li> <li>- действия, происходящие друг за другом;</li> <li>- действия, не ограниченные временными рамками и не зависящие от воли людей;</li> <li>- с глаголами, не употребляющимися в Continuous: to see, to hear, to feel, to know, to believe и др.;</li> <li>- при планировании будущих действий, связанных с глаголами движения;</li> <li>- в придаточных предложениях времени и условия для выражения будущего времени</li> </ul>	<i>Every day, on Saturdays, often, normally, sometimes, always</i>
Present Continuous	<i>He is writing. He isn't writing. Is he writing?</i>	<ul style="list-style-type: none"> <li>- действия, происходящие в момент речи;</li> <li>- продолженное действие, которое носит постоянный характер;</li> <li>- запланированное действие, которое совершится в будущем</li> </ul>	<i>At the moment, at this time, now, just now, right now, Listen!, Look!</i>
Past Simple	<i>He wrote. He didn't write. Did he write?</i>	<ul style="list-style-type: none"> <li>- действие, которое совершалось или совершилось в прошлом;</li> <li>- действия, происходившие друг за другом в прошлом</li> </ul>	<i>Yesterday, 5 minutes ago, in 1998, the other day, last week</i>

Past Continuous	<i>He was writing. He wasn't writing. Was he writing?</i>	<ul style="list-style-type: none"> <li>- действие, происходившее в определенный период времени в прошлом;</li> <li>- действия, происходившие в прошлом одновременно;</li> <li>- многократно повторяющееся действие, которое надоедает говорящему, с наречием <i>always</i></li> </ul>	<i>As long as, when, while</i>
Present Perfect	<i>He has written. He hasn't written. Has he written?</i>	<ul style="list-style-type: none"> <li>- действие, произошедшее в прошлом, у которого есть связь с настоящим моментом;</li> <li>- действие, начавшееся в прошлом, но еще не закончившееся</li> </ul>	<i>Already, ever, just, never, not yet, so far, till now, recently</i>
Present Perfect Continuous	<i>He has been writing. He hasn't been writing. Has he been writing?</i>	<ul style="list-style-type: none"> <li>- длительное действие, которое началось в прошлом, только закончилось или все еще продолжается;</li> </ul>	<i>All day, for 7 years, since 2015, the whole year</i>
Past Perfect	<i>He had written. He hadn't written. Had he written?</i>	<ul style="list-style-type: none"> <li>- действие, произошедшее до определенного момента или действия в прошлом;</li> </ul>	<i>Already, just, never, until that month</i>
Past Perfect Continuous	<i>He had been writing. He hadn't been writing. Has he been writing?</i>	<ul style="list-style-type: none"> <li>- длительное действие, которое происходило до определенного момента в прошлом</li> </ul>	<i>For, since, the whole day</i>
Future Simple	<i>He will write. He won't write. Will he write?</i>	<ul style="list-style-type: none"> <li>- однократно или многократно повторяющееся действие, которое произойдет в будущем;</li> <li>- спонтанное решение;</li> <li>- привычное действие, которое должно произойти в будущем;</li> </ul>	<i>In a year, next month, tomorrow</i>
Future Continuous	<i>He will be writing. He won't be writing. Will he be writing?</i>	<ul style="list-style-type: none"> <li>- действие, которое будет происходить в определенный момент в будущем</li> </ul>	<i>Next week, at 4 o'clock tomorrow</i>
Future Perfect	<i>He will have written. He won't have written. Will he have written?</i>	<ul style="list-style-type: none"> <li>- действие, которое закончится к определенному моменту в будущем;</li> <li>- действие, которое завершится до начала другого действия в будущем</li> </ul>	<i>By Saturday, in a year</i>
Future Perfect Continuous	<i>He will have been writing. He won't have been writing. Will he have been writing?</i>	<ul style="list-style-type: none"> <li>- длительное действие, которое будет происходить до определенного момента или действия в будущем</li> </ul>	<i>All day long</i>

## Practical part. Active Voice Simple Tenses

**Exercise 1. Complete the following sentences according to the model. Use the Past Simple Tense.**

**Model:** He *studies* surgery, but last year he *studied* pathological anatomy.

1. The students come to the academy at 8, but last year they \_\_\_\_\_ at half past eight.
2. She carries out experiments herself, but some time ago she \_\_\_\_\_ them under her scientific advisor's supervision.
3. He works at the Research Institute, but five years ago he \_\_\_\_\_ on the farm.
4. They vaccinate cows rather quickly, but last year they \_\_\_\_\_ animals slowly.
5. They usually complete their investigation on time, but some years ago they \_\_\_\_\_ it very late.

**Exercise 2. Underline the correct form of the verb.**

1. The scientists (*work, works, doesn't work*) in the field of veterinary medicine, they deal with treatment of animal diseases.
2. Last year she (*uses, used, will use*) a new vaccine on the farm.
3. He (*attends, attend, doesn't attend*) practical classes on Sundays.
4. In a month they (*carry out, will carry out, do not carry out*) their course papers.
5. Every day our scientists (*will carry on, doesn't carry on, carry on*) important projects.
6. Next year the meat processing plant (*will produce, produces, produced*) many new products which are going to be better than those which we (*produced, produce, will produce*) last year.
7. The problem (*appeared, will appear, appears*) four month ago.
8. Last century they (*use, used, will use*) the other method.
9. Next year our scientists (*solve, solved, will solve*) serious problems.

## Continuous tenses

**Exercise 3. Use verbs in either Present Simple or Present Continuous Tense: *boil, develop, have, help, need, play, produce*.**

1. The element \_\_\_\_\_ some important properties.
2. The water \_\_\_\_\_ in the laboratory.
3. Animal husbandry \_\_\_\_\_ many trained specialists.
4. The factory \_\_\_\_\_ some new veterinary drugs at present.
5. The scientists of the research laboratory \_\_\_\_\_ some new methods of work now.

6. Television and the Internet \_\_\_\_\_ to transmit programs to huge territories.
7. Parasitology \_\_\_\_\_ an increasing role in the world.

**Exercise 4. Use the verbs in Present Simple, Present Continuous, Past Simple or Past Continuous Tense: *carry out, deal, happen, have, help, go on, publish, spend, take.***

1. I \_\_\_\_\_ a lot of important experiments, while I \_\_\_\_\_ my practice in the laboratory.
2. Every year many scientists \_\_\_\_\_ part in various conferences, \_\_\_\_\_ their articles in different veterinary journals.
3. Great changes \_\_\_\_\_ in science and the life of people in the 20 century.
4. A person of wide interests, he successfully \_\_\_\_\_ with problems in parasitology, microbiology, obstetrics, epizootology, surgery.
5. Works of outstanding veterinarians \_\_\_\_\_ to intensify the development of animal husbandry.
6. He actually \_\_\_\_\_ only some years in the developing the new drug, then \_\_\_\_\_ to other work.

### Perfect Tenses

**Exercise 5. Use the correct form of the verb in Present Simple, Present Perfect, Past Simple, Past Perfect.**

1. The scientists and engineers (build) \_\_\_\_\_ the milking machine, which facilitates the process of milking.
2. He (collect) \_\_\_\_\_ a lot of information about modern discoveries in veterinary surgery by the end of the last month.
3. Researchers in the branch of veterinary medicine (discover) \_\_\_\_\_ how to treat cows with mastitis and metritis.
4. The foundation of the Vitebsk State Academy of Veterinary Medicine (play) \_\_\_\_\_ an important role in the Belarusian science.
5. They (not / do) \_\_\_\_\_ this task yet.
6. Vitebsk scientists already (solve) \_\_\_\_\_ many problems of parasitology.
7. They (not / see) \_\_\_\_\_ him since he graduated from the Academy.
8. Recently our plants (produce) \_\_\_\_\_ many veterinary drugs.
9. Producers (pay) \_\_\_\_\_ great attention to the increasing of productivity in animal husbandry.

**Exercise 6. Circle the correct option.**

1. After Vladimir ... his master's degree, he intends to work at Vitebsk State Academy of Veterinary Medicine.
 

a) will get	c) gets
b) will have gotten	d) is getting

2. By 5 o'clock p.m., I ... my work.

- a) will finish
- b) have finished
- c) finish
- d) will have finished

3. When my friends ... for a visit tomorrow, they will see my new article.

- a) will arrive
- b) arrived
- c) will have arrived
- d) arrive

4. When Ann saw the leak in the milking machine, she ... .

- a) was screaming
- b) had screamed
- c) screamed
- d) screams

5) By the time Jack finally finished secondary school, he ... four different schools, because his family moved a lot.

- a) changed
- b) was changing
- c) had changed
- d) has changed

6) Until you study more, you ... your foreign language.

- a) hadn't improved
- b) weren't improving
- c) didn't improve
- d) won't improve

7) I borrowed five books on infectious diseases, non-infectious diseases and pharmacology the last time, I ... to the library.

- a) went
- b) had gone
- c) have gone
- d) go

### Perfect Continuous Tenses

**Exercise 7. Fill in the blanks with Present Perfect or Present Perfect Continuous.**

1. The students (eat) \_\_\_\_\_ chocolate for two hours. That's why they feel sick.

2. Your computer looks old, how long (have) \_\_\_\_\_ it for?

3. They (run) \_\_\_\_\_ nonstop for 3 hours.

4. Helen (do) \_\_\_\_\_ homework for four hours and she still has some tasks to do.

5. I (have) \_\_\_\_\_ my fridge for 10 years, I think it's time to buy a new one.

6. Jerry (not / read) \_\_\_\_\_ the book they are talking about.

7. He (drink) \_\_\_\_\_ two cups of coffee, that's more than enough.

8. He (not / take care) \_\_\_\_\_ of himself lately, I am afraid he is going to get sick.

9. We (live) \_\_\_\_\_ in Vitebsk for 35 years.

10. Where you (be) \_\_\_\_\_ in the past 4 days?



**Exercise 8. Fill in the blanks with Present Perfect, Present Perfect Continuous, Past Perfect, Past Perfect Continuous.**

1. I never get up from the table before others (finish) \_\_\_\_\_.
2. It is already 7.30 pm and I (wait) \_\_\_\_\_ here for 2 hours. If Ann does not get here in the next 10 minutes, I will go to the hostel.
3. I (see) \_\_\_\_\_ many pictures of Grodno sights, before I went to this town last spring.
4. Alex (visit) \_\_\_\_\_ Minsk, Brest, St. Petersburg. He is fond of travelling.
5. Alex (visit) \_\_\_\_\_ Minsk, Brest, St. Petersburg by the time he was 22 years.
6. Before my trip to Beijing five years ago, I never (be) to China.
7. Before we finally stopped him, the dog already (eat) \_\_\_\_\_ four sausages.
8. Mary is the owner of the veterinary clinic. She just (finish) \_\_\_\_\_ the painting, but she (not / buy) \_\_\_\_\_ veterinary equipment yet.
9. You look tired. How long (work) \_\_\_\_\_?

**Exercise 9. Fill in the following sentences by using *for* or *since*.**

1. They have been living in Moscow ... 1994.
2. He has been working on a farm ... four years.
3. She has known about metritis... a long time.
4. Conditions have changed a little ... we were students.
5. Our teacher has been ill ... the last week.
6. I haven't eaten fast food ... 2015.
7. We have been waiting for her ... 15 minutes.
8. I haven't seen him for seven years. It is because I haven't been there ... I left the academy.
9. He has been trying to fix the milking machine ... 2 hours.
10. One of my friends has been treating animals in Lebanon ... six years. I haven't seen him ... last year.
11. I have enjoyed myself ... some days, since I knew that my exam mark in clinical diagnostics was high.
12. The master degree student has been doing the task for two weeks, ... his scientific advisor gave it to him.
13. He hasn't spoken to her a word ... the last meeting.
14. I haven't phoned her ... a month.
15. He has been the director of the meat processing plant ... 2011.
16. He has been learning English ... nine years.

**Exercise 10. Use the verbs in either Future Perfect or Present Perfect Progressive: *work, finish, go, run, stare, work*.**

1. The student ... for five hours without taking a break to be able to finish the job by 8 p. m.
2. They ... most of the distance by evening.
3. The farmer ... his business for twenty years.
4. The builders ... the construction of the zoo before the end of the year.
5. The machines ... for six hours. Do you think that we should stop them for an hour?
6. The men ... at them, since they came here.

**Exercise 11. Complete the sentences with Present Perfect, Past Perfect, Past Perfect Continuous, Past Simple.**

1. He (live) \_\_\_\_\_ in New York for five years and then (go) \_\_\_\_\_ to Washington.
2. You (wear) \_\_\_\_\_ glasses long, when you were at school? – Yes, the doctor (insist) \_\_\_\_\_ on it. But when I (leave) \_\_\_\_\_ school, my eyesight (become) \_\_\_\_\_ better and I (not / wear) \_\_\_\_\_ them ever since.
3. Anton Ivanovich Yatusovich (write) \_\_\_\_\_ a lot of scientific articles in veterinary medicine.
4. A master degree student just (finish) \_\_\_\_\_ his seventh scientific article.
5. I (go) \_\_\_\_\_ to Brest last week. You (see) \_\_\_\_\_ Brest fortress?
6. I (not / see) \_\_\_\_\_ John for five years. I wonder where he is.
7. He (not / smoke) \_\_\_\_\_ for 2 month. He is trying to give it up.
8. The scientist (make) \_\_\_\_\_ his discovery in Grodno.
9. When \_\_\_\_\_ he (arrive) \_\_\_\_\_?  
He (arrive) \_\_\_\_\_ to the conference at 9 a. m.
10. You (carry out) \_\_\_\_\_ a lot of experiments before you (write) \_\_\_\_\_ your thesis?
11. I (read) \_\_\_\_\_ his books, when I studied at the academy. I (enjoy) \_\_\_\_\_ them very much.
12. I can't go out, because I \_\_\_\_\_ (not / finish) \_\_\_\_\_ my work.
13. I \_\_\_\_\_ never (be) \_\_\_\_\_ to India.
14. The clock is slow. It isn't slow, it (stop) \_\_\_\_\_.
15. I just (do) \_\_\_\_\_ this difficult task.

**Revision of tenses**

**Exercise 12. Fill in the blanks using the correct form of the verbs.**

1. Hardly had the master's degree student finished his report, when the participants of the conference (start) \_\_\_\_\_ to ask questions.
2. Everyone will be at the academy at about 8 a. m. tomorrow, as the meeting (start) \_\_\_\_\_ at 8.30.
3. The scientist, who had been interviewed before, we (speak) \_\_\_\_\_ to all the others is the most famous scientist in this sphere.

4. While climbing onto the mountain, I (notice) \_\_\_\_\_ an animal which I never (see) \_\_\_\_\_ before.
5. I was not surprised to hear that he (defend) \_\_\_\_\_ the PhD thesis, as he is a very hard-working, talented person.
6. Since the first day when the company decided to carry out such dangerous and risky laboratory experiments, very strange incidents (take place) \_\_\_\_\_ in the research complex.
7. Urbanization (be) \_\_\_\_\_ always a problem which causes some environmental challenges ever since the rate of migration (increase) \_\_\_\_\_ after the industrial revolution.
10. By the year 2020, he (work) \_\_\_\_\_ for more than 19 years.
12. By the time he was 40, he (write) \_\_\_\_\_ 50 scientific publications.

**Exercise 13. Translate the sentences into English.**

1. Многие зарубежные ученые уже посетили Минск.
2. Недавно биологи обнаружили новые виды микроорганизмов, которые производят антибиотики. \_\_\_\_\_
3. В ветеринарной клинике находятся хорошие лекарства. \_\_\_\_\_
4. Мы изучаем этот предмет уже целый год. \_\_\_\_\_
5. Это изобретение уже сыграло большую роль в развитии ветеринарной медицины. \_\_\_\_\_
6. Этот новый трактор обладает большой мощностью. \_\_\_\_\_
7. Вы видели это новое устройство в нашей академии? \_\_\_\_\_
8. Студент записывал все данные в ходе эксперимента. \_\_\_\_\_
9. Он уже сделал несколько открытий. \_\_\_\_\_
10. Она посетила несколько интересных конференций в прошлом году. \_\_\_\_\_
11. Магистрант завершил эксперимент к концу октября. \_\_\_\_\_
12. Рабочие закончат ремонт коровника к сентябрю. \_\_\_\_\_
13. Ветеринарный врач проводил операцию, когда пришел хозяин собаки. \_\_\_\_\_
14. Он активно изучал английский несколько лет, прежде чем произошел внезапный прогресс. \_\_\_\_\_

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15. Он все еще пишет свою магистерскую диссертацию.

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**Exercise 14. Read the text. Use the proper tense form of the verbs in brackets.**

Last Monday the company \_\_\_\_\_ (to invite) me for an interview for a job. I \_\_\_\_\_ (to put) on my new jacket and trousers to look my best. I \_\_\_\_\_ (to walk) quite fast to the railway station, when I saw a man near me, who \_\_\_\_\_ (to paint) his fence with green paint. Suddenly he \_\_\_\_\_ (to turn) and \_\_\_\_\_ (to splash) my new trousers with his paint. He said he was sorry that he \_\_\_\_\_ (to spoil) my clothes. He went on apologizing and said that he \_\_\_\_\_ (to pay) the cost of the trousers. I ran to the nearest shop. I \_\_\_\_\_ (to buy) a new pair of trousers. I \_\_\_\_\_ (to hurry) to the station. On the train I went to the toilet, took off my stained trousers. Then I opened the bag to get my new trousers, but I only \_\_\_\_\_ (to find) a pink woolen sweater which the shop-assistant \_\_\_\_\_ (to wrap) up by mistake.

## 2. ГЛАГОЛ. СТРАДАТЕЛЬНЫЙ ЗАЛОГ (VERB. PASSIVE VOICE)

Времена страдательного залога образуются при помощи вспомогательного глагола *to be* в соответствующем времени и формы причастия прошедшего времени (**Past Participle**).

	Simple	Continuous	Perfect
Present	<i>The cow <b>is</b> examined.</i>	<i>The cow <b>is being</b> examined.</i>	<i>The cow <b>has been</b> examined.</i>
Past	<i>The cow <b>was</b> examined.</i>	<i>The cow <b>was being</b> examined.</i>	<i>The cow <b>had been</b> examined.</i>
Future	<i>The cow <b>will be</b> examined.</i>	-	<i>The cow <b>will have been</b> examined.</i>
Future-in-the-Past	<i>The cow <b>would be</b> examined.</i>	-	<i>The cow <b>would have been</b> examined.</i>

При образовании вопросительной формы вспомогательный глагол ставится перед подлежащим: **Is the cow examined?** Если вспомогательный глагол употребляется в сложной форме, то первая часть глагола ставится перед подлежащим: **Has the cow been examined?**

При образовании отрицательной формы частица **not** ставится после вспомогательного глагола: *The cow **is not** examined.* Если вспомогательный глагол употребляется в сложной форме, то частица **not** ставится после первого вспомогательного глагола: **The cow has not been examined.**

Страдательный залог употребляется в следующих случаях:

- когда лицо, совершившее действие, неизвестно (*The vase **was broken***); не важно (*I **was advised** to buy a T-shirt in the nearest shop*); очевидно из контекста (*Experiments **were made** on the farm*);
- когда действие важнее, чем лицо, его совершившее (*The dog **was brought** to the animal clinic in time*);
- для указания значимости лица, совершившего действие (*The theory of natural selection **was formulated** by Charles Darwin*).

Предложение со сказуемым в страдательном залоге переводится на русский язык тремя способами:

1. Сочетанием глагола **быть** (в прошедшем или будущем времени) и краткой формы причастия в страдательном залоге:

<i>The report <b>was prepared</b>.</i>	<i>Доклад <b>был подготовлен</b>.</i>
<i>The report <b>will be prepared</b>.</i>	<i>Доклад <b>будет подготовлен</b>.</i>

Глагол-связка **быть** в настоящем времени в русском предложении не используется.

<i>The report <b>is prepared</b>.</i>	<i>Доклад <b>подготовлен</b>.</i>
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2. Возвратным глаголом (глаголом с постфиксом –ся):

<i>The story <b>is being translated</b>.</i>	Рассказ <i>переводится</i> .
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3. Неопределенно-личной формой глагола:

<i>The report <b>was prepared</b>.</i>	Доклад <i>подготовили</i> .
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В английском языке подлежащим пассивной конструкции может быть:

- 1) прямое дополнение активной конструкции;
- 2) косвенное дополнение активной конструкции;
- 3) предложное дополнение активной конструкции.

Активная форма	Пассивная форма
<i>The farmer showed <b>the veterinarian a sick swine</b>.</i> Фермер показал ветеринару больную свинью.	<i><b>A veterinarian</b> was shown a sick swine by the farmer.</i> Больная свинья была показана ветеринару фермером. <i><b>A sick swine</b> was shown to a veterinarian by the farmer.</i> Больную свинью показали ветеринару.
<i>We will be aimed <b>at this result</b>.</i> Мы будем стремиться к этому результату.	<i><b>This result</b> will be aimed at.</i> К этому результату будут стремиться.

Когда в качестве подлежащего пассивной конструкции употребляется предложное дополнение активной конструкции, предлог ставится после смыслового глагола:

*This article is often referred **to**.* На эту статью часто ссылаются.

В английском языке существует ряд глаголов, которые требуют прямого дополнения, в то время как соответствующие русские глаголы требуют предложного дополнения: **to affect smb., smth.** – влиять на кого-либо, на что-либо; **to answer smth.** – отвечать на что-либо; **to attend smth.** – присутствовать на чем-либо; **to enjoy smth.** – получать удовольствие от чего-либо; **to follow smb., smth.** – следовать за кем-либо, за чем-либо; **to influence smb., smth.** – влиять на кого-либо, на что-либо; **to join smb., smth.** – присоединяться к кому-либо, к чему-либо; **to need smb., smth.** – нуждаться в ком-либо, чем-либо; **to watch smb., smth.** – следить за кем-либо, чем-либо.

Страдательные обороты с такими глаголами переводятся на русский язык соответствующими действительными оборотами:

<i>The question <b>was answered</b>.</i>	На вопрос ответили.
<i>The climate is influenced by the Atlantic Ocean.</i>	На климат влияет Атлантический океан.

## Practical part. Passive Voice

### Exercise 1. Rewrite these sentences in the passive.

*Model: These materials present new capabilities for studying COVID-19.  
New capabilities for studying COVID-19 are presented by these materials.*

1. Researchers offered a wide variety of materials: blood, liver, spleen.  
\_\_\_\_\_
2. The book provides information about the use of different surgical instruments.  
\_\_\_\_\_
3. Veterinarians use parts of plants, such as flowers, roots, leaves and seeds to treat many different minor diseases.  
\_\_\_\_\_
4. We provide an overview of metritis and endometritis in dairy cattle.  
\_\_\_\_\_
5. Leptospirosis causes deaths in much of the world, but mostly in areas of Asia and South America.  
\_\_\_\_\_
6. Propolis and bee pollen successfully protect liver tissue from various forms of regressive liver lesions.  
\_\_\_\_\_  
\_\_\_\_\_
7. They didn't tell her anything about it.  
\_\_\_\_\_
8. I had done the work by the end of the day.  
\_\_\_\_\_
9. The scientist published the article in a scientific journal.  
\_\_\_\_\_  
\_\_\_\_\_

### Exercise 2. Fill in the blanks. Use the Passive Voice.

*Model: The word «zoonosis» (use) is used to define a disease transmitting from animals to humans and from humans to animals.*

1. Blood samples that (take) \_\_\_\_\_ some days ago (bring) \_\_\_\_\_ to the laboratory yesterday.
2. Organic materials (synthesize) \_\_\_\_\_ in the body of an animal.
3. Liver and kidneys (investigate) \_\_\_\_\_ in detail.
4. Chicken anemia virus (show) \_\_\_\_\_ to be the cause of atrophy in the chicken thymus.
5. Data on the application of fermented feed for broiler production (limit) \_\_\_\_\_ next year.

6. Natural products often (use) \_\_\_\_\_ as antibacterials, disinfectants and immunostimulants.
7. The veterinarian said, chronic kidney disease (diagnose) \_\_\_\_\_ in dogs.
8. Although there are many available treatments, a veterinary therapeutic food is the only one that (show) \_\_\_\_\_ to prolong survival time and improve quality of life for dogs and cats with chronic kidney disease.

**Exercise 3. Complete these sentences with the passive form of the verbs in brackets.**

1. A nucleus and cytoplasmic membrane (include) \_\_\_\_\_ into a cell.
2. In recent years most farms (equip) \_\_\_\_\_ with modern machinery and implements.
3. The drug (develop) \_\_\_\_\_ in 1990.
4. The swine (vaccinate) \_\_\_\_\_ at the moment.
5. In the near future mobile phones (use) \_\_\_\_\_ more frequently for the access to the Internet than computers.
6. Different organs and systems (connect) \_\_\_\_\_ with each other.
7. When the owner of the dog came into the clinic, the dog (treat) \_\_\_\_\_.
8. The teacher hopes that the exam (pass) \_\_\_\_\_ by the end of the week.
9. She entered the room and saw that the table (set) \_\_\_\_\_.
10. Penicillin (invent) \_\_\_\_\_ by Alexander Fleming.

**Страдательные обороты с формальным подлежащим it**

Обороты, состоящие из местоимения *it* и глагола в страдательном залоге – **it is written, it was written** – соответствуют в русском языке глаголам в 3-м лице множественного числа с неопределенно-личным значением: **пишут, писали** и т. п. В таких оборотах *it* играет роль формального подлежащего и не имеет самостоятельного значения:

***It is reported,** that the cow was treated with antibiotics. **Сообщают,** что корову лечили антибиотиками.*

В таких оборотах часто встречается сочетание модального глагола с инфинитивом страдательного залога: **it should be expected** – *следует ожидать*, **it can be said** – *можно сказать* и т. п. При наличии **as** со значением *как* перед оборотом такого типа **it** не употребляется: **as was reported** – *как сообщали*, **as is expected** – *как ожидается*.

В некоторых случаях опускается глагол-связка **to be**: **as shown on page 4** – *как показано на странице 4*, **as mentioned above** – *как упомянуто выше*.

**Practical part. Passive Voice**

**Exercise 4. Use impersonal passive structures. Complete the sentences.**

*Model: He has found that ...*

*It has been found that ...*



1. I must accept that \_\_\_\_\_
2. He believes that \_\_\_\_\_
3. The veterinarian hopes that \_\_\_\_\_
4. Scientists say that \_\_\_\_\_
5. Many people consider that \_\_\_\_\_
6. He wrote in the scientific article that \_\_\_\_\_

**Exercise 5. Transform the sentences using the Passive Voice.**

*Example: They say that Fleming made a breakthrough in medicine in 1928.*

*It is said, that a breakthrough in medicine was made in 1928 by Fleming.*

1. The authors consider, that these approaches will be widespread in the animal husbandry. \_\_\_\_\_
2. They show, that a detailed analysis of the liver of the cow has been carried out. \_\_\_\_\_
3. We expect, that the implementation of new drugs for gastritis will benefit in treatment in pigs. \_\_\_\_\_
4. They consider, that infectious and non-infectious diseases are two classes of animal diseases. \_\_\_\_\_
5. Veterinarians hope, that the struggle with animal diseases will be easier with the development of new technologies. \_\_\_\_\_
6. Scientists believe, that similar concepts can be used for the explanation of different phenomena. \_\_\_\_\_

**Exercise 6. Give English equivalents of the following phrases using impersonal passive structures. Complete the sentences.**

**Model:** Обнаружено, что \_\_\_\_\_

*It was founded that the milk had been infected with Salmonella.*

1. Говорят, что \_\_\_\_\_
2. Можно надеяться, что \_\_\_\_\_
3. Общеизвестно, что \_\_\_\_\_
4. Считают, что \_\_\_\_\_

В страдательном залоге лицо, выполняющее действие, вводится с помощью предлога **by**:

*The cow was vaccinated **by** a veterinarian.*

После глагола в страдательном залоге используется дополнение с предлогом **with** для выражения инструмента, с помощью которого осуществляется действие: *The bread was cut **with** a knife.*

## Practical part. Passive Voice

### Exercise 7. Choose the appropriate preposition. Translate the sentences.

1. The relationship between different diseases has been point out **by/with** a veterinarian.  
\_\_\_\_\_
2. The animal health is affected **by/on** such parameters as stress, feeding, environment.  
\_\_\_\_\_
3. His idea was supported **by/with** no one.  
\_\_\_\_\_
4. The discovery was followed **by/with** further research of ixodid ticks.  
\_\_\_\_\_
5. Good health of animals can be obtained **with/by** proper husbandry, nutrition, general management.  
\_\_\_\_\_
6. This farm method has been found to be unprofitable **from/with** his point of view.  
\_\_\_\_\_
7. He was woken up **by/with** a loud noise from the car.  
\_\_\_\_\_
8. The drug was made **by/with** a famous veterinarian.  
\_\_\_\_\_
9. In February the fields were covered **by/with** snow.  
\_\_\_\_\_
10. The herd of cows is guarded **by/with** dogs.  
\_\_\_\_\_

### Exercise 8. Put questions to the words given in bold.

1. **The temperature in the cowshed** was kept at 10 C.  
\_\_\_\_\_
2. The liver and the spleen were cut into pieces and were subjected **to the careful examination**.  
\_\_\_\_\_
3. This device is used **for measuring of blood pressure**.  
\_\_\_\_\_
4. The milk production of cows is highly affected **by their ration**.  
\_\_\_\_\_
5. **Fermentation** is associated with a high number of lactic acid bacteria.  
\_\_\_\_\_
6. All medicinal herbs necessary for medical purposes are grown **on the territory of Belarus**.  
\_\_\_\_\_

7. **More than 300 constituents** have been identified in different propolis samples.
8. Modern methods of poultry breeding are aimed **at elimination or reduction of use of chemical means in animal feeding**.
9. Staphylococcus and E. coli were detected **in different environments**.
10. In China, activated whole virus vaccines are **commonly** used.

**Exercise 9. Translate the sentences into Russian.**

1. Many drugs have been developed for treatment of animal diseases.
2. Breakthrough in the use of vaccines was needed for deceleration of spreading of animal diseases.
3. Different mixtures were prepared from plants for treatment of diseases of digestive system, respiratory system and animal skin.
4. The experiment was repeated four times in the control group.
5. Animal welfare is increasingly viewed as a factor affecting the quality of animal products.
6. The combined use of technologies is being tested.
7. Interest in using immunomodulators to improve cellular and humoral immune functions and resistance against infections in chickens and other domestic animals has increased in the last decade.
8. Over the years, antibiotics have been added to poultry feed for improving of growth, performance, stabilizing the intestinal microflora and preventing some specific pathogenic microorganisms.
9. He was told that many animals had been cured in this clinic recently.

**Exercise 10. Translate into English.**

1. Он был уверен, что книги были прочитаны.

2. Эксперимент будет проведен, когда магистрант вернется из командировки.

3. Ученых встретили на вокзале.

4. Важная проблема сейчас обсуждается на конференции.

5. Электрическая лампочка была изобретена Томасом Эдисоном.

6. Книги будут возвращены в библиотеку через две недели.

7. Упражнение было сделано в срок.

8. Перевод будет сделан письменно.

9. Это правило легко запомнят.

### Exercise 11. Underline the correct verb form.

1. Many animal diseases **are associated** / **are associating** / **was being associated** with improper nutrition and improper management.

2. Drugs for treatment of diseases **are manufactured** / **have been manufactured** / **had been manufactured** taking advantage of new technologies.

3. At present cowsheds and pigsties **had been built** / **will be built** / **are being built** in different regions of our republic.

4. For many years, research **was carried out** / **has been carried out** / **had been carried out** on improving drugs for animal diseases.

5. This vaccine **was created** / **had been created** / **will be created** in the 20-th century.

6. Garlic and eucalyptus **were used** / **are used** / **will be used** for bronchitis, pleurisy and pneumonia because of their antibacterial activity next year.

### Exercise 12. Look at the notes, that John has written. Say, what was done yesterday, what have been done today, what will be done tomorrow.

Yesterday	Today	Tomorrow
Collect the material for the scientific work	Write the conclusion of the scientific article	Discuss the results of the experiment with the scientific advisor
Prepare equipment for the experiment	Write the summary of the scientific article	Translate the article from English into Russian
Analyze the results	Print scientific article	Test the drug

The equipment was checked yesterday.

The summary of the scientific article has been written today.

The article will be translated from English into Russian tomorrow.

### Exercise 13. Translate into English.

1. Был сделан важный вклад в изучение бактерий в организме цыплят.

2. В этой лаборатории проводятся исследования крови и печени животных.

3. После лабораторных опытов лекарство было испытано на мышах.

4. Потребуется дальнейшие исследования эффективности вакцины.

5. Постановка диагноза должна происходить только после осмотра животного.

6. Для получения высококачественной продукции птицеводства постоянно проводят ветеринарно-санитарные мероприятия, направленные на профилактику болезней птиц.

7. Инфекционный перитонит кошек связан с вирусной инфекцией.

8. В последние десятилетия процесс ферментации использовался для производства кормов, которые потенциально могут улучшить микроэкологию желудочно-кишечного тракта бройлеров, их здоровье и производственные показатели.

### Exercise 14. Read the text. Put the verbs in brackets in the correct form.

#### A College Tour

“I’m glad you’ve all come to visit our college. I hope that many of you will enter it next year. First, let’s visit some of your classrooms. In this room, students \_\_\_\_\_ (teach) French. Here at Greenville College, we believe that all students should \_\_\_\_\_ (teach) to speak a foreign language.

The students in the next room are studying history. History classes are usually very lively, but today the students \_\_\_\_\_ (give) a lecture.

This room is a science classroom. You can stay for a while and listen. I’m sure many interesting ideas \_\_\_\_\_ (discuss) now.

In a little while, we are going to see the cafeteria where all the college food \_\_\_\_\_ (prepared). We believe that young people should \_\_\_\_\_

(feed) good food. That's why we've planted the vegetable garden you see next to the cafeteria. The vegetables, that our students are eating today, \_\_\_\_\_ (grow) in our garden.

The next stop on the tour will be the college hospital. It \_\_\_\_\_ (build) last year and is the college's most modern building. Patients at the college hospital \_\_\_\_\_ (take care) of by excellent nurses and doctors who \_\_\_\_\_ (train) at the best universities.

Students from Greenville College are well prepared for life. Many of our former students \_\_\_\_\_ (hire) by fine companies where they \_\_\_\_\_ (give) important jobs.

We hope you've enjoyed your tour of Greenville College".

### 3. ПРИЧАСТИЕ (PARTICIPLE)

#### Формы причастия

Form of participle	Active Voice	Passive Voice	Meaning
<b>Present Participle (Participle I)</b>	<i>Building</i>	<i>Being built</i>	Выражает действие, происходящее одновременно с действием, выраженным сказуемым
<b>Perfect Participle</b>	<i>Having built</i>	<i>Having been built</i>	Выражает действие, предшествующее действию, выраженному сказуемым
<b>Past Participle (Participle II)</b>	-	<i>Built</i>	Выражает действие, происходящее одновременно с действием, выраженным сказуемым, раньше или позже этого действия

#### Функции причастия настоящего времени и причастия прошедшего времени

Present Participle	Past Participle
<b>В функции определения</b>	
<b>Present Participle Active</b> переводится причастием действительного залога с суффиксами <b>-ущ, -ющ, -аш, -ящ, -вш, -ш</b> или определительным придаточным предложением. Может стоять перед определяемым словом или после него.	<b>Past Participle</b> переводится причастием страдательного залога. Может стоять перед определяемым словом или после него.
а) перед определяемым словом	
<i>Look at the <b>growing</b> trees in our yard. – Посмотрите на <b>растущие</b> в нашем дворе деревья.</i>	<i>The <b>opened</b> book lay on the table. – <b>Открытая</b> книга лежала на столе.</i>
б) после определяемого слова	
<i>Tigers <b>living</b> on the Earth feed on different animals. – Тигры, <b>живущие</b> на Земле (или: <b>которые живут на Земле</b>), питаются различными животными.</i> <i>The enterprise <b>being built</b> in the town will produce dairy products. – Предприятие, <b>строящееся</b> в этом городе, будет производить молочные продукты.</i>	<i>The surgical operation <b>done</b> in a veterinary clinic was successful. – Хирургическая операция, проведенная (или: <b>которая была проведена</b>) в ветеринарной клинике, была успешной.</i>

В функции обстоятельства	
<p><b>Present Participle Active</b> переводится деепричастием с суффиксами <b>–а, –я, –ав, –ив</b> или обстоятельственным придаточным предложением.</p> <p><i>(When) <b>reading</b> scientific journals a master degree student made notes. – Читая</i> научные журналы, магистрант делал пометки.</p>	<p><b>Past Participle</b> переводится, как правило, придаточным обстоятельственным предложением.</p> <p><i><b>Written</b> 200 years ago the article was not easy to read. – Так как</i> статья была написана 200 лет назад, ее было нелегко читать.</p>
<p><i>The medicine was used for treating of mastitis on the farm (as) <b>being</b> effective. – Это</i> лекарство использовалось для лечения мастита в хозяйстве, <b>так как</b> оно <b>являлось</b> эффективным.</p>	<p><i><b>Once said</b> a word cannot be unsaid. – Раз уж</i> слово <b>сказано</b>, его нельзя вернуть назад.</p>
<p><b>Present Simple Passive</b> переводится обстоятельственным предложением времени или причины.</p> <p><i><b>Being built</b> from hard materials the cowshed will be used for a long period of time. – Так как</i> коровник <b>строится</b> из прочных материалов, он будет использоваться долго.</p>	
<p><b>Perfect Participle Active</b> переводится деепричастием совершенного вида с суффиксами <b>–ав, –ив</b> или придаточным предложением.</p> <p><i><b>Having vaccinated</b> cows on one farm, the veterinarian went to the next farm. – Вакцинировав</i> коров на одной ферме, ветеринарный врач поехал на следующую ферму. Или После того, как ветеринарный врач вакцинировал коров на одной ферме ...</p>	
<p><b>Perfect Participle Passive</b> переводится придаточным предложением с союзами <b>так как, после того как, когда</b>.</p> <p><i><b>Having been vaccinated</b> the cows didn't become ill with infectious diseases. – После того как</i> коровы <b>были вакцинированы</b>, они не заболели инфекционными болезнями</p>	



В функции сказуемого	
<b>Present Participle Active</b> во временах группы Continuous и Perfect Continuous переводится глаголом в личной форме	<b>Past Participle</b> является частью сказуемого в страдательном залоге и во временах группы Perfect, переводится глаголом в личной форме.
<i>We <b>are treating</b> a horse. – Мы (сейчас) лечим лошадь.</i>	<i>He <b>was told</b> to do the task in time. – Ему <b>сказали</b> выполнить задание вовремя.</i>
<i>The veterinary clinic <b>has been working</b> with cat diseases for many years. – Ветеринарная клиника работает с болезнями кошек многие годы.</i>	<i>I <b>have made</b> a report. – Я <b>сделал</b> доклад.</i>

### Practical part. Participle

**Exercise 1. Use the following participles as predicative in the sentences:** *appalling, astonishing, demanding, disgusting, irritating, rewarding.*

- The voice of the chief veterinarian was \_\_\_\_\_.
- Can't you fix this tap? It's getting on my nerves – it's really \_\_\_\_\_.
- The scientists think that air pollution and water pollution are \_\_\_\_\_.
- People who don't drop litter in litter bins are \_\_\_\_\_.
- We agree that the discovery of antibiotics is \_\_\_\_\_.
- Career of a scientist can be \_\_\_\_\_.

**Exercise 2. Change the sentences using Present Participle or Past Participle.**

**Model:** *The scientists work at a veterinary laboratory. They are testing a veterinary drug. The scientists working at a veterinary laboratory are testing a new drug.*

- The student doesn't use a dictionary. He is reading a newspaper.

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- The veterinarian lived in Minsk for five years. He was being trained to be a highly qualified specialist.

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- The students waited for the beginning of the exam in internal non-infectious diseases. They felt nervous.

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- The scientist works at Vitebsk State Academy of Veterinary Medicine. He is making a speech at the conference in Moscow.

---

- The man is a famous veterinarian. He asks about the surgical operation.

---

- The phenomena are thoroughly investigated. They take place in infected liver.

---

**Exercise 3. Use the following participles in the sentences:** *asking, assisting, understanding, researching, sitting, working.*

1. She had left a note in the room, \_\_\_\_\_ them to come to the conference on the 14<sup>th</sup> of April.
2. The veterinarians, \_\_\_\_\_ on the farm, ensure the appropriate use of drugs to sick animals.
3. This work is done by the associate professor, \_\_\_\_\_ between practical classes and other duties.
4. The man, \_\_\_\_\_ on the chair, is a first-year student.
5. The master's degree student, \_\_\_\_\_ the professor in his experiment, will defend his master degree thesis in June.
6. He made his decision, \_\_\_\_\_ all possible consequences.

**Exercise 4. Use the following participles in the sentences:** *affected, attended, followed, formulated, written.*

1. New trends in veterinary medicine were discussed by scientists, \_\_\_\_\_ the conference.
2. The Students of the Vitebsk State Academy of Veterinary Medicine were asked questions, \_\_\_\_\_ by a group of sociologists.
3. The work, \_\_\_\_\_ by a student, was checked by a professor.
4. African swine fever, \_\_\_\_\_ a lot of animals, is a dangerous infectious disease of swine.
5. Experimental work, \_\_\_\_\_ by the discovery stimulated research in the areas of parasitology and epizootiology.

**Exercise 5. Make one sentence from two using an –ing clause.**

**Model:** *The investigators had little knowledge in this sphere. They couldn't carry out research on their own.*

*The investigators couldn't carry out research on their own having little knowledge in this sphere.*

1. Equipment in clinics ensures different operations. It makes possible to observe changes in the health of animals.  
\_\_\_\_\_
2. The master degree student took part in the conference. He was awarded with a diploma.  
\_\_\_\_\_
3. People want to earn for their living. They look for good jobs.  
\_\_\_\_\_
4. The student saw his friend. The student shouted to him to attract his attention.  
\_\_\_\_\_

5. John couldn't go to the cinema. He was very tired.
- 
6. The head of the department got urgent work. He thought about it.
- 
7. The drug is used for treatment of cows. It is the most efficient means for healing of tuberculosis.
- 
8. Sanitary regulations were strictly observed on the farm. Farmers protected hens from Newcastle disease.
- 

**Exercise 6. Make sentences beginning with *Having*\_\_\_\_\_.**

*Model: The technologist made the ration for the animals. Then he went home. –  
Having made the ration for animals, the technologist went home.*

1. A chemist changed the speed of the reaction. Then he achieved important results.
- 
2. A veterinarian finished the diagnosis of a horse. Then he began the treatment.
- 
3. A scientist developed the new vaccine. Then he felt quite satisfied.
- 
4. They collected the information. Then they began to analyze it.
- 
5. A farmer fed animals in a proper way. It influenced their immune system.
- 
6. Poultry dust is predominately composed of bacteriophage viruses and Gram-positive bacteria. Poultry dust has the highest relative abundance among the airborne samples.
- 
- 

**Exercise 7. Make sentences beginning with –ing, not –ing, having done (something).**

*Model: The veterinarian diagnosed the disease. He made the first step to its treatment.*

*Having diagnosed the disease, the veterinarian made the first step to its treatment.*

1. Scientists investigate different phenomena. They encounter great difficulties.
- 
2. A veterinarian made a report about new methods of treatment of goats. He excited the curiosity of his colleagues.
-

3. You are students of Vitebsk State Academy of Veterinary Medicine. You probably have difficulties with learning a great number of veterinary terms.

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4. Veterinarians in clinics use modern techniques. They succeeded in diagnosis and treatment of diseases.

---

5. The biologist realized the necessity of use of different approaches. He changed one project for the other.

---

6. Scientists depend on observations of the outside world. They come to conclusions on the base of their observations.

---

7. He didn't know English. He wasn't able to find the way to the necessary destination.

---

**Exercise 8. Change the sentences using Past Participle as an adverbial modifier. Translate the sentences into Russian.**

**Model:** *If meat is properly cooked, it can be eaten by people.*

*If cooked properly, meat can be eaten by people.*

1. Once the process is started, it is difficult to stop.

---

2. Though the book is generally criticized, yet it describes the essential characteristics of the phenomenon.

---

3. If paper and glass are properly cycled, they will give raw materials for the economy.

---

4. When microbial samples are gathered properly, they can be used in research.

---

5. A computer is an inherent part of our life, when it is viewed as a whole.

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**Причастный оборот Have + object + Past Participle (Participle II)**

Оборот	Значение	Пример	Перевод
<b>Have + object + Past Participle</b> <b>Have something done</b>	Действие, выраженное сказуемым (глаголом <b>to have + Past Participle</b> ), совершает не само лицо (подлежащее), а кто-то другой для него.	<i>I <b>have had</b> my dog treated.</i>	<i>Я вылечил свою собаку (кто-то другой вылечил мою собаку по моей просьбе).</i>

<b>Get + object + Past Participle</b> <b>Get something done</b>	Употребляется <b>вместо have something done</b> (главным образом в разговорной речи)	<i>I think you should <b>get your car repaired</b>.</i>	<i>Я думаю, тебе <b>следует отремонтировать твою машину</b>.</i>
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### Practical part. Participle

#### Exercise 9. Translate the following sentences into Russian.

1. Peter had the bicycle repaired yesterday.

2. We are having the room painted at the moment.

3. Helen has just had the Internet installed in her flat.

4. How often do you have the coat cleaned?

5. I want to have my cat vaccinated.

#### Exercise 10. Use the participles, given in brackets, as parts of complex objects (changed, extended, finished, printed, represented).

*Model: Can they have the curriculum changed?*

1. Where did you have your master's degree thesis \_\_\_\_\_?

2. We must make our news \_\_\_\_\_?

3. He had this task \_\_\_\_\_ quickly?

4. We had our delegation \_\_\_\_\_ at the conference.

### The objective participial construction

#### (Complex object)

(I watched **him crossing** the street)

Объектный падеж с причастием состоит из **дополнения**, выраженного существительным в общем падеже или местоимением в объектном падеже (**me, us, you, him, her, it, them**), и причастия I, II.

Подлежащее + сказуемое + **дополнение (существительное или местоимение me, us, you, him, her, it, them) + Participle I, II**

Этот оборот выполняет функцию сложного дополнения и переводится дополнительным придаточным предложением.

*We liked **the problem being solved in this way**.* – Нам понравилось, **что проблема была решена** таким образом.

При переводе такого предложения между сказуемым и дополнением ставится союз **что** или **чтобы**, подлежащее со сказуемым образуют главное предложение, дополнение становится подлежащим, а причастие – сказуемым в придаточном предложении:

*They saw **the veterinary drugs being packed in boxes**.* – Они видели, **как ветеринарные препараты упаковывали** в коробки.

При переводе местоимение (**me, us, you, him, her, it, them**), которое становится подлежащим придаточного предложения, в русском языке соответствует местоимению в именительном падеже (**я, мы, вы, он, она, оно, они**):

*She saw **him** researching the liver of the cow.* – Она видела, как **он** исследовал печень коровы.

Союз **as** (если он стоит перед причастием I или II) при переводе опускается:

*They thought **the cattle as being sick** with tuberculosis.*

Этот оборот употребляется в следующих случаях:

1. После глагов, выражающих чувственное восприятие: **to hear** – слышать, **to feel** – чувствовать, **to notice** – замечать, **to see** – видеть, **to watch** – наблюдать.

*I saw **the blood samples collected**.* – Я видел, как собрали образцы крови.

2. После глаголов умственной деятельности, мнения, суждения: **to imagine** – воображать, представлять, **to consider** – считать, **to understand** – понимать.

*We understand **animal body as being built of bones and tissues**.* – Мы понимаем, что тело животного состоит из костей и тканей.

3. После глаголов, выражающих желание сделать что-либо: **to desire** – желать, **to want** – хотеть, **to wish** – желать.

*The technologist wants **the products counted and weighed**.* – Технолог хочет, чтобы продукты были подсчитаны и взвешены.

4. После глагола **to have** в значении «заставлять, сделать так, чтобы», глагола **to get** в значении «добиваться».

*We have the drugs brought.* – Нам уже привезли препараты.

*We got the drugs brought.* – Нам (все же) привезли препараты (мы этого добились).

### The Subjective Participial Construction (Complex subject)

Предложение с таким оборотом имеет следующий порядок слов:

Подлежащее	Сказуемое (in Passive voice)	Present Participle, Past Participle
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*They were seen **coming** to the Academy.* – Видели, как они **шли** в академию.

При переводе предложения с таким оборотом сказуемое выносится вперед, часть становится главной (обычно неопределенно-личным

предложением). Подлежащее английского предложения переводится на русский язык подлежащим, а причастие – сказуемым придаточного предложения, которое вводится союзами **что, чтобы**, иногда – **как**. Возможен перевод простым предложением с вводными словами **как известно, вероятно**. При переводе причастия глаголом-сказуемым придаточного предложения его время определяется с учетом времени сказуемого:

*These veterinary drugs **are mentioned as having been used for ten years**.* – **Упоминается, что** эти ветеринарные препараты **используются в течение 10 лет**. (Эти ветеринарные препараты, **как упоминается**, **используются в течение 10 лет**).

*This disease is thought as **having occurred** only with wild animals.* – Можно считать, что эта болезнь **встречалась только среди диких животных**.

В предложениях с оборотом **Complex subject** лицо (предмет), совершающее действие, обозначенное сказуемым, или не упоминается, или вводится предлогом **by** после сказуемого. В этом случае существительное, вводимое предлогом **by**, следует вынести в главное предложение, вместе со сказуемым и, если возможно, сделать подлежащим:

*The solution **was recognized by many veterinarians** as the only possible.* – **Многие ветеринары признали**, что это единственное решение проблемы.

Оборот **Complex subject** употребляется со следующими глаголами в страдательном залоге: **to catch** – ловить, **to feel** – чувствовать, **to find** – находить, **to hear** – слышать, **to leave** – оставлять, покидать, **to notice** – замечать, **to report** – сообщать, **to see** – видеть, **to show** – показывать, **to watch** – наблюдать.

Оборот **Complex subject** употребляется с союзом **as** с глаголами **to accept** – принимать, **to explain** – объяснять, **to guarantee** – гарантировать, **to mention** – упоминать, **to regard** – расценивать, считать, **to treat** – обращаться, **to understand** – понимать.

## Practical part. Participle

### Exercise 11. Use the participles as parts of complex objects.

*Model. I watched associate professor Green hurrying along Victory Square. (to hurry)*

1. I want the article \_\_\_\_\_ at once. (to send)
2. I heard the technologist \_\_\_\_\_ the workers what to do. (to instruct)
3. The laboratory assistant left the laboratory \_\_\_\_\_ everything in it in the right order (to arrange).
4. I found the microbiologists \_\_\_\_\_ the microscope for tests (to prepare).
5. The students listened to the lecturer \_\_\_\_\_ about the side effects of the new drug (to speak).
6. The veterinarian has his clinic equipment \_\_\_\_\_ (to repair).
7. They often have their old things \_\_\_\_\_ their functions (to fulfill).

**Exercise 12. Paraphrase the following using the complex object.**

*Model. He was speaking about the symptoms of anthrax. I heard it. – I heard him speaking about the symptoms of anthrax.*

1. We were discussing the results of the test. He heard it.

2. He was explaining the results of the chemical reaction. We heard it.

3. The scientists were carrying out an experiment. The students watched it.

4. The technological processes in animal husbandry greatly changed during the last 30 years. He found it.

5. The herd of cows is making so much noise. Can you hear?

6. The master degree student was describing the conditions under which the experiment was carried out. We heard it.

7. The methods of counting of the results differed a little from the old ones. He found it.

**Exercise 13. Put the words in the right order to make sentences.**

1. they, did, have, the, tested, vaccine?

2. his, had, door, the, house, fixed, Ivan, of.

3. will, computer, installed, you, new, the, when, have, programme?

4. have, cowshed, repaired, you, the, can't.

5. installed, Internet, the, should, you, have.

**Exercise 14. Match the sentences and the translation.**

English	Russian
A veterinarian monitored the body temperature of the pig increasing.	Кто установил вам программное обеспечение на компьютер?
We consider this feed additive improving the digestion.	Мы считаем, что эта кормовая добавка улучшает пищеварение.
The chief veterinarian found the group of young specialists vaccinating the cows.	Ученый слышал, что его имя упоминалось в связи с изучением инфекционных болезней овец.



By whom did you have the software on your computer installed?	Мы знаем, что некоторые проблемы в молекулярной биологии были решены.
The scientist heard his name mentioned in connection with the study of infectious diseases in sheep.	Они знают, что он работает над проблемой повышения продуктивности крупного рогатого скота в Беларуси.
We know, that some issues in molecular biology having been solved.	Главный ветеринарный врач обнаружил, что группа молодых специалистов вакцинировала коров.
They know him working at the problem of increasing cattle productivity in Belarus.	Он знает, что этих исследователей приглашают на все конференции по болезням мелких животных.
He knows, the researches being invited to all conferences on small animal diseases.	Ветеринарный врач наблюдал за тем, как повышалась температура тела у поросенка.

### Exercise 15. Translate the sentences.

1. We observed the scientist testing the microscope.
2. The master's degree student has just had his scientific article published.
3. Students watched the surgeon performing the operation.
4. He found the chief veterinarian gone.
5. Researches have the laboratory equipment tested according to the schedule.
6. We know an atom being smaller than molecule.
7. They got the patient reexamined.
8. I had my mobile phone fixed.

### Exercise 16. Use the participles as forms of complex subjects.

*Model. This disease is diagnosed having arisen as a result of improper feeding. (arise)*

1. A cell is thought of as \_\_\_\_\_ of different elements. (compose)
2. The event was recognized by many people as \_\_\_\_\_ of great importance. (be)
3. African millet is found \_\_\_\_\_ in tropical climate. (grow)

4. The chemical reaction can be described as \_\_\_\_\_ by a certain mechanism.  
(develop)
5. The drug was mentioned as \_\_\_\_\_ good results in the treatment of calves.  
(provide)
6. The substances can be considered as \_\_\_\_\_ of several compounds. (consist)

**Exercise 17. Paraphrase the sentences using the complex subject.**

*Model. We heard the students communicating in the next room.  
The students were heard communicating in the next room.*

1. We observed the researcher testing the laboratory equipment.  
\_\_\_\_\_
2. The master's degree students watched the associate professor beginning the experiment.  
\_\_\_\_\_
3. They found the second part of the experiment completed.  
\_\_\_\_\_
4. We noticed them examining the liver and the spleen of the pig.  
\_\_\_\_\_
5. The student watched the scientist testing the gas under high pressure.  
\_\_\_\_\_
6. She saw them demonstrating a new feed additive.  
\_\_\_\_\_
7. They heard the veterinarian explaining the differences and similarities in the development of two diseases.  
\_\_\_\_\_

**Exercise 18. Put the words in the right order to make sentences.**

1. I, them, discussing, lecture, the, heard.  
\_\_\_\_\_
2. Me, he, saw, the, pulse, calf, of, checking.  
\_\_\_\_\_
3. happily, heard, them, we, crying.  
\_\_\_\_\_
4. Sheep, pen, of, we, completed, of, found, the, them, construction, the.  
\_\_\_\_\_
5. Temperature, decreasing, she, felt, the.  
\_\_\_\_\_
6. Found, done, tasks, we, all, the.  
\_\_\_\_\_
7. Machine, operating, observe, we, could, the, milking, properly.  
\_\_\_\_\_

**Exercise 19. Match the English sentences and the translation.**

<b>English</b>	<b>Russian</b>
Every day she could be seen milking the cow.	Известно, что проблема изобретения вакцин против COVID-19 была решена.
David was heard mentioning her name.	Слышно, что ветеринарные врачи обсуждают лечение туберкулеза.
The problem of inventing vaccines against COVID-19 is known to have been solved.	Было видно, как ветеринарные препараты изготавливали на предприятии.
Veterinarians are heard discussing the results of treatment of African swine fever.	Было слышно, как Дэвид упоминал ее имя.
Professor Petrov was heard delivering a lecture on new medicines against metritis in cows.	Было видно, как он рассматривает бактерии в микроскоп.
Veterinary drugs were seen being produced at the enterprise.	Было слышно, как профессор Петров читает лекцию о новых лекарствах против метрита у коров.
He was seen observing bacteria in the microscope.	Каждый день можно было видеть, как она доит коров.
The students were expected discussing the scientific problem at the conference.	Ожидали, что студенты обсудят эту научную проблему на конференции.

### III. СИНТАКСИС (SYNTAX)

#### 1. СТРУКТУРА ПРОСТОГО И СЛОЖНОГО ПРЕДЛОЖЕНИЯ (STRUCTURE OF SIMPLE AND COMPOUND SENTENCE)

В зависимости от цели высказывания предложения делятся на:

1) повествовательные (Declarative sentences)

*We are students of the Vitebsk State Academy of Veterinary Medicine.*

2) вопросительные (Interrogative sentences)

*Did he visit Minsk last year?*

3) повелительные (Imperative sentences)

*Put your exercise books on the desk, please.*

4) восклицательные (Exclamatory sentences)

*What a beautiful dog!*

По структуре предложения делятся на простые и сложные. Простые предложения могут быть распространенными и нераспространенными. Сложные предложения могут быть сложноподчиненными и сложносочиненными.

#### Порядок слов в английском простом распространенном повествовательном предложении

0	1	2	3	0
Обстоятель- ство	Подлежащее	Сказуемое	Дополнение	Обстоятель- ство
<i>in spring</i>	<i>farmers</i>	<i>Plant</i>	<i>fruit and vegetables</i>	<i>on the farm</i>

Подлежащее и сказуемое должны обязательно присутствовать в английском предложении (кроме повелительных предложений), второстепенные члены предложения могут отсутствовать. Определение располагается справа или слева от определяемого слова.

Подлежащее в английском предложении может быть выражено существительным, местоимением в именительном падеже (somebody, he, they), инфинитивом, герундием, числительным, субстантивированным прилагательным. Сказуемое обычно выражено видовременной формой глагола.

*The students are engaged in examining the cow.*

*The sick are getting better.*

*We studied the cell.*

*Four is a cardinal numeral.*

*To smoke is harmful.*

*Walking is good for your health.*

Местоимения **they** и **one** заменяют подлежащее в неопределенно-личном предложении, местоимение **it** используется в безличном.

*One should observe the rules. – Следует соблюдать правила.*

*They say he is the best student in the group. – Говорят, что он лучший студент в группе.*

*It is hot today. – Сегодня жарко.*

Местоимение *it* употребляется в конструкции **it is ... that (which, who, when)** для выделения любого члена предложения (кроме сказуемого). Выделение определяемого слова с помощью такой конструкции переводится словами «**именно, только, это, как раз**»:

*It was Alexander Fleming who found remedy for incurable diseases. – Именно Александр Флеминг разработал лекарство от неизлечимых болезней.*

### **Practical part. Structure of simple and compound sentence**

**Exercise 1. Point out subjects and predicates in the following sentences. Translate the sentences.**

**Model:** *Veterinarians have spent many hours in the cowshed.*

*Veterinarians – subject, have spent – predicate.*

1. You need to go to the post-office to send a letter.

---

2. There is a road connecting two cities.

---

3. It is a student.

---

4. It has been snowing for three days.

---

5. The work of a veterinarian is interesting and important.

---

6. Ivan had to go to his work on foot.

---

7. I am taking part in the conference tomorrow.

---

8. She may return soon.

---

9. The evening was cold.

---

**Exercise 2. Point out objects. Translate the sentences.**

**Model:** *Farmers harvest potatoes in September.*

*Potatoes – object.*

1. They asked him to open the window.

---

2. The keys to the room were lost.

---

3. One can see him in the forest every week.

---

4. I have finished a test.

---

5. Most routine tests are used to diagnose chronic kidney disease.

---

5. The structure of the cell is complex.

---

6. Some of the newer preparations have improved activity.

---

**Exercise 3. Point out attributes and adverbial modifiers. Translate the sentences.**

**Model:** *I read the newspaper with great pleasure.*

*With great pleasure – adverbial modifier.*

1. Here is the book to be typed.

---

2. The compounds have markedly decreased activity in the presence of organic materials.

---

3. They can be somewhat irritating.

---

4. We often find this word combination in articles.

---

5. Label directions should be strictly followed.

---

6. He is going to tell his parents something important.

---

5. Their activity is strongly reduced by the presence of organic matter.

---

6. The meeting was held yesterday.

---

**Вопросительные предложения (Interrogative sentences)**

Вопросительные предложения подразделяются на:

1. Общие (General questions) – это вопросы, которые начинаются со вспомогательных глаголов или с модальных глаголов в соответствующей форме, предполагают ответ “yes” / “no”:

***Did** you buy a book yesterday?*

***Can** you give me the drug?*

***Are** you a master's degree student?*

2. Специальные вопросы (Special questions) – это вопросы к различным членам предложения, которые начинаются с вопросительных слов:

***Where** will she go tomorrow?*

***Why** have you come?*

Порядок слов в специальных вопросах к дополнению и обстоятельству следующий:

Вопросительное слово	Вспомогательный глагол	Подлежащее	Смысловый глагол	Второстепенные члены предложения
Where	Did	he	work	yesterday?

3. Альтернативные вопросы (Alternative questions) – это вопросы, которые подразумевают выбор между предметами, действиями, качествами:

*Do you like football or basketball?*

4. Разделительные вопросы – это вопросы, которые употребляются с целью подтверждения высказанного предположения. Такие вопросы состоят из двух частей. Первая часть – это утвердительное или отрицательное предположение с прямым порядком слов. Вторая часть – это краткий общий вопрос, состоящий из вспомогательного или модального глагола и местоимения в именительном падеже:

*He can't treat animals, can he?*

*Disinfectants are chemical agents, are not they?*

*Antimicrobials kill pathogens, do not they?*

### Practical part. Structure of simple and compound sentence

**Exercise 4. Arrange the words in the right order. Define each sentence as a statement, question, command, exclamation.**

**Model:** *The, swine, the, pigsty, you, have, seen, in;*

*Have you seen the swine in the pigsty?* - statement

1. did, where, leave, you, my, luggage?

2. in, the, train, arrives, an, hour;

3. the, seminar, they, discussed, they, have, issues, different, at;

4. miss, don't, lectures!

5. he, finish, will, academy, next, year, the;

6. products, pork, the, processing, plant, beef, produces.

**Exercise 5. Put questions to the words in bold.**

**Model:** *The students **can read** documents in English.*

*What can the students do?*

1. He took part in the scientific conference **yesterday at twelve o'clock**.

2. Ivan **is leaving** for Minsk on the 3-d of March.

3. **Veterinarians** use different drugs for treatment of animals.

4. The document was signed **by the dean**.

5. Twenty people were **at the party**.

**Exercise 6. Point out 1) disjunctive questions, 2) alternative questions, 3) questions to the subject.**

**Model:** *He often goes to the library, doesn't he?* Disjunctive question.

*Who was injured in the accident?* Question to the subject.

*Which do you prefer: tea or coffee?* Alternative question

1. Does he often go to the swimming pool?

2. When did Pasteur develop a vaccine for preventing rabies? \_\_\_\_\_

3. Has he or his friend made a report for the seminar? \_\_\_\_\_

4. He doesn't often come to the shop, does he? \_\_\_\_\_

5. Did the veterinarian examine a cow or a pig yesterday? \_\_\_\_\_

6. Don't make any noise, will you? \_\_\_\_\_

7. Will you go to Russia or Turkey for your holiday? \_\_\_\_\_

### **Предложения в повелительном наклонении (Imperative sentences)**

Предложение в повелительном наклонении служит для выражения приказа, просьбы, совета, запрета. Такое предложение начинается с глагола в форме инфинитива без частицы «to» или с вспомогательного глагола «do» и отрицательной частицы «not» (в отрицательном предложении):

*Throw rubbish in a litter bin.*

*Don't miss practical classes.*

Глагол “let” может употребляться для выражения побуждения к действию.

Лицо	Утвердительная форма	Отрицательная форма
1-е	<i>Let us turn off the light. Let's go to the cinema.</i>	<i>Let's not turn off the light. Let's not go to the cinema.</i>
2-е	<i>Give this medicine to the cow.</i>	<i>Don't give this medicine to the cow.</i>
3-е	<i>Let him define the area of studies.</i>	<i>Don't let him define the area of studies.</i>



## Сложное предложение

Сложное предложение состоит из двух или более простых предложений. Сложные предложения делятся на сложносочиненные предложения (**Compound sentences**) и сложноподчиненные предложения (**Complex sentences**).

### Сложносочиненные предложения (Compound sentences)

Сложносочиненное предложение состоит из двух равноправных простых предложений, обычно соединенных сочинительными союзами:

*He will come to London in June, and his friend will visit Moscow in July.*

Сочинительные союзы делятся на простые (**and** – и, **but** – но), составные (**both ... and ...** – и ... и ..., **either ... or ...** – или ... или ..., **neither ... nor ...** – ни ... ни ...).

### Сложноподчиненные предложения (Complex sentences)

Сложноподчиненные предложения делятся на две части: главную и придаточную. Существуют следующие типы придаточных предложений:

1. Придаточное дополнительное (Object Clause): *I know that the homework was done yesterday.*

2. Придаточное определительное (Attributive Clause): *There are many factors, that complicate the spread of infection.*

3. Придаточное обстоятельственное:

a) времени (Adverbial Clause of Time): *After he had finished the work, he had supper.*

b) условия (Conditional Clause): *If the weather is fine, we will go for a walk.*

c) цели (Adverbial Clause of Purpose): *Ivan went to the shop to buy bread.*

d) причины (Adverbial Clause of Reason): *Since it was Monday, he went to the Academy.*

e) уступительное (Adverbial Clause of Concession): *Though he hasn't been studying English for a long time, he speaks English well.*

f) места (Adverbial Clause of Place): *He went to the flat where his parents had lived.*

### Правило согласования времен (Sequence of tenses)

В английском языке правило согласования времен представляет определенную зависимость времени глагола в придаточном предложении от времени глагола в главном предложении.

Основные положения правила согласования времен:

1. Если сказуемое в главном предложении выражено глаголом в настоящем или будущем времени, то сказуемое в придаточном предложении может стоять в любом требуемом по смыслу времени.

	<i>I go to the Academy.</i>
<i>He knows, that</i>	<i>I went to the Academy yesterday.</i>
	<i>I will go to the Academy tomorrow.</i>

2. Если сказуемое главного предложения стоит в прошедшем времени, то сказуемое придаточного предложения должно стоять в одном из прошедших времен: Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous, или Future in the Past.

Когда действия, выраженные сказуемыми в главном и придаточном предложениях, происходят одновременно, в придаточном предложении употребляется Past Simple или Past Continuous:

*He said that veterinary clinics in Vitebsk were opened at 8 o'clock.* – Он сказал, что ветеринарные клиники в Витебске открылись в 8 часов.

Если действие, выраженное сказуемым, в придаточном предложении предшествовало действию главного предложения, то в придаточном предложении употребляются Past Perfect или Past Perfect Continuous:

*The veterinarian said that he had treated the cow from mastitis.* – Ветеринар сказал, что он вылечил корову от мастита.

Если в придаточном предложении речь идет о будущем, то употребляется форма Future in the Past:

*He thought his life would improve.* – Он сказал, что его жизнь улучшится.

### Practical part. Structure of simple and compound sentence

**Exercise 7. Join simple sentences to make compound sentences. Use the words in brackets.**

**Model:** *A veterinarian observed the pig. A veterinarian treated it. (not only ..., but also).*

*A veterinarian not only observed the pig, but also treated it.*

1. I took the TV-set to the shop. I complained about it. (and)

2. You can give some advice. Your friend can give it. (either ... or)

3. I like fried potatoes. Helen does not like fried things. (but)

**Exercise 8. Join the sentences using *who* or *which*.**

**Model:** *This is a newspaper. It arrived this morning.*

*This is the newspaper which arrived this morning.*

1. I have useful information. I receive it from books.

2. I spoke to Professor Brown. He is Jones's scientific supervisor.

---
3. The man was injured in the accident. He is in hospital now.

---
4. She was the only person in the group. She didn't understand the teacher's explanation.

---
5. This is the place. Charles Dickens was born there.

---

**Exercise 9. Join the sentences using the conjunctions in brackets.**

**Model:** *I phoned my mother. I arrived at home. (immediately after)*  
*I phoned my mother immediately after I arrived at home.*

1. I reached the bank. It started raining. (by the time)

---
2. Bacteria penetrate a living organism. They are absorbed into the blood. (after)

---
3. He pressed the button. The lift stopped. (when)

---
4. There are difficult times in our lives. Everything goes badly. (when)

---
5. You are shouting at him. He doesn't understand the reason. (why)

---

**Exercise 10. Join the sentences using conjunctions.**

**Model:** *Could you sell your old mobile phone to me. You use your new one. (as)*  
*Could you sell your old mobile phone to me as you use your new one?*

1. You are my friend. You can help me in this difficult situation. (since)

---
2. We had eaten a lot of salty fish. We were thirsty afterwards. (as)

---
3. It was too dark to continue the journey. We stopped at the nearest hotel. (as)

---
4. The drugs can be used for cats. They are not toxic. (as)

---

**Exercise 11. Insert conjunctions in the blanks: *and, as, because, but, how, however, or, that, such as, than, where, while, who, why***

## **Overview of the Branches of Chemistry**

Chemistry can be grouped into six major branches: Organic Chemistry, Inorganic Chemistry, Analytical Chemistry, Biochemistry and Theoretical Chemistry.

### **Organic Chemistry**

This is the branch of Chemistry ... studies chemical compounds ... contain the element carbon and carbon-hydrogen bonds (C-H). Organic chemists are chemists, ... specialize in Organic Chemistry. They seek to understand the structure, properties ... the kind of reactions such compounds undergo. With this understanding, the chemists can identify ... classify the various naturally occurring organic compounds and also create organic compounds with desired properties and functions.

### **Inorganic Chemistry**

This branch of chemistry studies the reactions and properties of all chemical compounds ... do not have the C-H bonds. In other words, Inorganic Chemistry studies compounds ... are not organic. Inorganic compounds include minerals found in the earth's crust and non-living matter.

### **Physical Chemistry**

The branch of Chemistry studies the physical properties of chemical compounds using laws and concepts of physics, ... motion, energy, force, time, thermodynamics, quantum chemistry, statistical mechanics and dynamics.

Using mathematical models and formulas, physical chemists (specialists in physical chemistry) are able to quantify the physical properties of chemical substances, ... are also able to determine the effect certain phenomena would have on the physical properties of chemical substances.

### **Analytical Chemistry**

This branch of Chemistry deals with the separation, identification ... quantification of chemical substances in a given sample. In a simple way, the knowledge of Analytical Chemistry enables chemists to determine the chemical substances, ... could be present in a given material.

Analytical Chemistry involves two aspects: qualitative analysis and quantitative analysis. Qualitative analysis involves processes, ... are carried out to identify a chemical substance in a given sample; ... quantitative analysis involves finding out the concentration or the amount of substance in the sample.

Purely chemical methods were developed in the nineteenth century ... are known ... classical methods (also called wet chemistry methods).

Quantitative analyses using classical methods include titrimetry, ... the concentration of the analyte is determined by the volume of a reagent required to completely react with it, and gravimetry, ... the amount of the analyte present is determined by the mass of product obtained from a chemical reaction involving the chemical sample and a suitable chemical compound.

Classical methods are precise and highly accurate; ..., they have some serious shortcomings. They require adequate quantity of the sample ... the concentration of the analyte in the sample must be lower ... 0.1 percent. They also require trained chemists to carry them out, ... have to prepare the standard solution to be used.

Physical methods for identifying and quantifying chemical substances are based on the amount of light absorbed or emitted by the analyte, or on the strength of

an electrical signal produced by the analyte at an electrode. Physical methods are also called instrumental methods, ... they rely on the use of machines to determine the physical quantities of analytes.

Physical methods are not as accurate or precise as classical methods, ... they require little sample ... can determine concentration of analytes, ... are below 0.1 percent of the sample. Instrumental methods are gradually replacing many classical methods in today's analytical chemistry ... more powerful analytical machines are being invented.

### **Biochemistry**

This is the branch of Chemistry, ... studies the structure, composition, chemical reactions of chemical components of living systems (plants, insects, viruses, microorganisms, mammals) to understand ... and ... chemical reactions occur in them.

Biochemistry combines Biology with Organic, Inorganic and Physical Chemistry and deals with issues such as the fundamental changes that take place in diseases, the chemical basis of heredity and ... living things derive energy from foods.

Biochemistry has wide applications in medicine, veterinary medicine, dentistry, food science and agriculture. It also finds application in physiology, pharmacology, clinical chemistry, microbiology, ... biochemists (scientists, ... study biochemistry) may study the mechanism of a drug action; research viral activities; study the mechanism of organ functioning or apply chemical procedures and techniques to investigate the diagnosis and treatment of disease and evaluation of health.

### **Theoretical Chemistry**

Theoretical Chemistry applies chemistry and physics calculation to explain ... make predictions about chemical phenomena. It involves the use of physics to explain ... predict chemical phenomena. In recent years it has consisted primarily of Quantum Chemistry, i. e. the application of quantum mechanics to problems in chemistry.

## 2. ПРЯМАЯ И КОСВЕННАЯ РЕЧЬ (DIRECT AND INDERECT SPEECH)

Прямая речь передает подлинные слова какого-либо лица.

Косвенная речь передает содержание высказывания в виде придаточных предложений.

Прямая речь	Косвенная речь
<i>She said: "The date of the exam has been fixed."</i>	<i>She said that the date of the exam had been fixed.</i>
<i>The speaker mentioned: "The number of microorganisms found in a water sample is too high."</i>	<i>The speaker mentioned that the number of microorganisms found in a water sample was too high.</i>

Косвенная речь может быть в следующих формах:

Главное предложение и придаточное предложение	Главное предложение + инфинитив с частицей to
<i>He said he would receive the letter next Monday.</i> <i>The researcher said that a zero bacteria level would improve performance.</i>	<i>They were asked to come in time.</i> <i>I was asked to repeat the question.</i>

При изменении прямой речи в косвенную действует согласование времен. Времена сказуемых, передаваемых в косвенной речи, изменяются следующим образом:

Direct Speech	Indirect Speech
<b>Present Simple</b> <i>The student <b>goes</b> to the shop.</i>	<b>Past Simple</b> <i>They said that the student <b>went</b> to the shop.</i>
<b>Present Perfect</b> <i>She <b>has</b> never <b>been</b> to London.</i>	<b>Past Perfect</b> <i>He said that she <b>had</b> never <b>been</b> to London.</i>
<b>Present Perfect Continuous</b> <i>He <b>has been working</b> on the farm from 2000 till 2021.</i>	<b>Past Perfect Continuous</b> <i>He said that he <b>had been working</b> on the farm from 2000 till 2021.</i>
<b>Past Simple</b> <i>He <b>passed</b> an exam.</i>	<b>Past Perfect</b> <i>He said that he <b>had passed</b> an exam.</i>
<b>Future Simple.</b> <i>The presence of bacteria in water <b>will indicate</b> contamination.</i>	<b>Future in the Past</b> <i>She said that the presence of bacteria in water <b>would indicate</b> contamination</i>
<b>Can / may</b> <i>We <b>can control</b> the quality of the water used in the poultry industry.</i> <i>Mycotoxins <b>may have</b> a negative effect on the quality of feed.</i>	<b>Could / might</b> <i>He said that we <b>could control</b> the quality of the water used in the poultry industry.</i> <i>The technologist said that mycotoxins <b>might have</b> a negative effect on the quality of feed.</i>

## Косвенные вопросы (Indirect Questions)

Общий вопрос присоединяется к главному предложению при помощи союза *if*. Специальные вопросы присоединяются при помощи вопросительного слова, которое было в прямой речи. Порядок слов в придаточном предложении прямой.

Special question <i>When will you install the new equipment?</i>	<i>He asked when we would install the new equipment.</i>
General question <i>Do you control the quality of the final product?</i> Did fermented feeds also contain acetic acids?	<i>Consumers ask if we control the quality of the final product.</i> A student asked if fermented feeds also contained acetic acids?

Повелительное наклонение заменяется в косвенной речи инфинитивом. Отрицательная форма повелительного наклонения заменяется инфинитивом с частицей *not*.

*The trainer asked me to avoid contact with animals.*

*The instruction demanded not to eat or drink when handling high risk animals or materials.*

Времена не изменяются в косвенной речи, если говорящий выражает общеизвестные факты, постоянные состояния или условия:

*Water turns into vapour. → The teacher said that water turns into vapour.*

Глагол *might* в косвенной речи не изменяется:

*He said, «It might rain». → He said that it might rain.*

При трансформации прямой речи в косвенную личные местоимения изменяются согласно контексту:

*I will show you a new atlas “Animal Anatomy”. – She said that she would show me a new atlas “Animal Anatomy”.*

Указательные местоимения, наречия времени и места изменяются в зависимости от контекста:

This, these	That, those
Now	Then, at that time, immediately
Here	There
Tonight, today	That night, that day
Yesterday	The day before
Last night / week / month / year	The previous night / week / month / year
The day before yesterday	Two days before
Tomorrow	The next day
The day after tomorrow	Two days later
Next week / month / year	The following week / month / year
Ago	Before

При трансформации предложения в косвенную речь следует сохранить слово **here**, если этого требует контекст: *He said, «My friend studies **here**».* → *He said that his friend studied **here**.*

### Practical part. Direct and indirect speech

#### Exercise 1. Change direct speech into indirect.

**Model:** *He said, “We have finished our breakfast”.*  
*He said that they had finished their breakfast.*

1. She said, “An exercise is very easy”.

---

2. He told her, “I wrote the letter last month”.

---

3. They said, “We have never been to Brest before”.

---

4. She told them “He will do the homework tomorrow”.

---

5. He said, “I want to eat fruit and vegetables today”.

---

6. He will say, “I will do it next month”.

---

7. He said, “I had practical classes and lectures yesterday”.

---

#### Exercise 2. Change direct questions into indirect.

**Model:** *The tutor asked students, “Who will go to the theatre with me?”*  
*The tutor asked students, who would go to the theatre with him.*

1. Jack asked me, “Will you be at home on Friday?”

---

2. He asked her, “What are you doing tonight?”

---

3. She asked me, “Do you need to cook this fish long?”

---

4. He asked her, “What results were obtained?”

---

5. I asked him, “Is it snowing outdoors?”

---

6. He asked her, “Has the director returned from his business trip?”

---

7. The doctor asked him, “How old is your dog?”

---



### Exercise 3. Change direct speech into indirect.

**Model:** *I told him, "Please close the door".*

*I asked him to close the door.*

1. She told him, "Give my dog some calf's foot jelly".

---
2. I told him, "Please don't give your cat any food except water".

---
3. Nick told us, "Don't be late for the party".

---
4. The director asked the secretary, "Please bring me the documents we have received this morning".

---

### Exercise 4. Write the following in the reported speech.

#### Applying for a job

Before the interview your family advised you:

*Model: "Find out, what you know about the enterprise". (My father ...)*

*My father advised me to find out, what I knew about the enterprise.*

1. "Make sure you know what the job involves". (My mother ...)

---
2. "Dress to look clean and tidy". (My sister ... )

---
3. "Show interest in the job and ask questions". (My brother ...)

---
4. "Be polite and don't panic, even if you faced by more than one person".  
(My granny ...)

---
5. "Don't give one word answers". (My father ...)

---
6. "Don't smoke or chew". (My mother ...)

---
7. "Remember that first impression is important" (My father ...)

---

## Final Test

## Circle the right option

- When I came home yesterday, my parents ... to the countryside.  
a) have gone                                  c) will go  
b) had gone                                 d) are going
- By the time he ..., the operation will have been finished.  
a) arrived                                    c) arrives  
b) will arrive                              d) would arrive
- Gasoline ... a serious problem for people for the last 10 years, during this time many people have preferred to sell their cars and buy smaller ones.  
a) is becoming                              c) will have become  
b) was becoming                          d) became
- The lecturer recently ... the difficult rule to his students.  
a) is explaining                             c) will explain  
b) has explained                          d) is explaining
- We ... Minsk many times before, but last summer we enjoyed it more than ever.  
a) had visited                               c) are visiting  
b) have visited                            d) will visit
- They said that a new apparatus ... tomorrow.  
a) will deliver                              c) would deliver  
b) will be delivered                      d) would be delivered
- Ann asked if John ... for her.  
a) was waiting                              c) am waiting  
b) wait                                      d) waited
- Max asked if I had brought my laptop with me and I said I ...  
a) hadn't                                    c) weren't  
b) wasn't                                   d) didn't
- The Professor wondered when ... his paper.  
a) would the student pass              c) will the student pass  
b) the student would pass              d) the student will pass
- The lecturer promised he would come back to ... question.  
a) that                                      c) this  
b) its                                         d) those
- His neighbour wanted to know ... .  
a) is my name                              c) my name had been  
b) was my name                          d) my name was
- Much could be ... about the application of drugs.  
a) being written                            c) having been written  
b) writing                                    d) written
- Many experiments ... in the fields of parasitology and genetics.  
a) have been carried out                c) carrying out  
b) have been carrying out              d) carried out
- The work ... by veterinary specialists was of great significance.  
a) did                                        c) do  
b) doing                                     d) done

15. An old method was ... by a new one.

a) substituting

b) having substituted

c) substituted

d) being substituted

16. This discovery ... by many experiments was of great use to scientists.

a) following

b) followed

c) having followed

d) be followed

17. ... the experiment, the researchers must process the data.

a) finishing

b) having been finished

c) being finished

d) having finished

18. ... the peculiarities of feed additives, the scientist has to perform a number of experiments.

a) study

b) studied

c) being studied

d) studying

19. Water ... in laboratory equipment should be free from substances that cause corrosion.

a) having used

b) using

c) used

d) being used

20) When ... this substance, one should be careful.

a) being heated

b) having been heated

c) heating

d) having heated

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## **УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ «ВИТЕБСКАЯ ОРДЕНА «ЗНАК ПОЧЕТА» ГОСУДАРСТВЕННАЯ АКАДЕМИЯ ВЕТЕРИНАРНОЙ МЕДИЦИНЫ»**

Витебская ордена «Знак Почета» государственная академия ветеринарной медицины является старейшим учебным заведением в Республике Беларусь, ведущим подготовку врачей ветеринарной медицины, ветеринарно-санитарных врачей, провизоров ветеринарной медицины и зооинженеров.

Вуз представляет собой академический городок, расположенный в центре города на 17 гектарах земли, включающий в себя единый архитектурный комплекс учебных корпусов, клиник, научных лабораторий, библиотеки, студенческих общежитий, спортивного комплекса, Дома культуры, столовой и кафе, профилактория для оздоровления студентов. В составе академии 3 факультета: ветеринарной медицины; биотехнологический; повышения квалификации и переподготовки кадров агропромышленного комплекса. В ее структуру также входят Аграрный колледж УО ВГАВМ (п. Лужесно, Витебский район), филиалы в г. Речице Гомельской области и в г. Пинске Брестской области, первый в системе аграрного образования НИИ прикладной ветеринарной медицины и биотехнологии (НИИ ПВМ и Б).

В настоящее время в академии обучаются более 3 тысяч студентов, как из Республики Беларусь, так и из стран ближнего и дальнего зарубежья. Учебный процесс обеспечивают около 250 преподавателей. Среди них 137 кандидатов, 23 доктора наук и 17 профессоров.

Помимо того, академия ведет подготовку научно-педагогических кадров высшей квалификации (кандидатов и докторов наук), переподготовку и повышение квалификации руководящих кадров и специалистов агропромышленного комплекса, преподавателей средних специальных сельскохозяйственных учебных заведений.

Научные изыскания и разработки выполняются учеными академии на базе Научно-исследовательского института прикладной ветеринарной медицины и биотехнологии. В его состав входит 2 отдела: научно-исследовательских экспертиз (с лабораторией биотехнологии и лабораторией контроля качества кормов); научно-консультативный.

Располагая современной исследовательской базой, научно-исследовательский институт выполняет широкий спектр фундаментальных и прикладных исследований, осуществляет анализ всех видов биологического материала и ветеринарных препаратов, кормов и кормовых добавок, что позволяет с помощью самых современных методов выполнять государственные тематики и заказы, а также на более высоком качественном уровне оказывать услуги предприятиям агропромышленного комплекса. Активное выполнение научных исследований позволило получить сертификат об аккредитации академии Национальной академией наук Беларуси и Государственным комитетом по науке и технологиям Республики Беларусь в качестве научной организации. Для проведения данных исследований отдел научно-исследовательских экспертиз аккредитован в Национальной системе аккредитации в соответствии с требованиями стандарта СТБ ИСО/МЭК 17025.

Обладая большим интеллектуальным потенциалом, уникальной учебной и лабораторной базой, вуз готовит специалистов в соответствии с европейскими стандартами, является ведущим высшим учебным заведением в отрасли и имеет сертифицированную систему менеджмента качества, соответствующую требованиям ISO 9001 в национальной системе (СТБ ISO 9001 – 2015).

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