

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА И ПРОДОВОЛЬСТВИЯ
РЕСПУБЛИКИ БЕЛАРУСЬ

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

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АНГЛИЙСКИЙ ЯЗЫК. VETERINARY MEDICINE

*Рекомендовано учебно-методическим объединением
в сфере высшего образования Республики Беларусь
по образованию в области сельского хозяйства в качестве
учебно-методического пособия для студентов учреждений
образования, обеспечивающих получение специального высшего
образования по специальности 7-07-0841-01 «Ветеринарная медицина»*

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Учебно-методическое пособие предназначено для студентов факультета ветеринарной медицины по специальности «Ветеринарная медицина», которые уже имеют базовую начальную подготовку по английскому языку. Издание подготовлено в соответствии с учебной программой по дисциплине «Иностранный язык (английский)» для данной специальности. Предлагаемый учебный материал может быть использован в образовательном процессе для обучающихся по другим специальностям ветеринарного и биотехнологического направлений.

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ПРЕДИСЛОВИЕ

Introduction

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

Целью настоящего пособия является развитие у обучающихся иноязычных компетенций, расширение словаря профильной лексики, развитие общего кругозора. Структурно учебно-методическое пособие состоит из двух частей (Unit I, Unit II), каждая из которых включает 5 разделов: краткий грамматический справочник, упражнения для тренировки и самоконтроля, материалы контрольной работы, тексты для чтения, коммуникативные задания.

Part I “*Brief Grammar Guide*” представляет собой краткий грамматический справочник, предназначенный для повторения нормативной грамматики, выполнения тренировочных упражнений, написания контрольной работы. Раздел полезен также при работе с текстами и коммуникативными заданиями. Лексико-грамматический материал излагается кратко, сжато, с использованием таблиц, схем, моделей, что, на наш взгляд, способствует концентрации информации, наглядности ее изложения. Теоретический материал представлен на русском языке для лучшего понимания грамматического строя неродного языка.

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

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

Part IV “*Reading and Comprehension*” содержит тексты для тренировки навыков различных видов чтения, а также комплекс упражнений для контроля усвоения лексики, понимания и осмысления содержания. Тексты пособия основаны на оригинальных, профильно ориентированных материалах.

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

Материалы данного учебного издания способствуют овладению различными видами речевой деятельности. Выполнение заданий предусмотрено в ходе автономной и аудиторной работы обучающихся. Контроль выполнения осуществляется в аудитории. Рекомендуется использовать пособие в качестве рабочей тетради.

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	Parts I – V
	Grammar to Study
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	Brief Grammar Guide
	Pages
	Bear in Mind!
	Variants 1 – 5
	Do it in Writing
	Communication



UNIT I

PART I

BRIEF GRAMMAR GUIDE



Краткий грамматический справочник

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

1. Основные суффиксы частей речи. / Word Building.
2. Имя существительное. Множественное число. Существительное в функции определения. / Nouns (Singular and Plural).
3. Артикль. / Article.
4. Имя прилагательное. Наречие. Степени сравнения прилагательных и наречий. Сравнительные конструкции. / Adjective and Adverb (Comparisons).
5. Имя числительное. Порядковые, количественные числительные. / Numerals.
6. Местоимения. Личные, притяжательные, вопросительные, неопределенные, отрицательные. / Pronouns.
7. Предлоги и союзы. / Prepositions and Conjunctions.
8. Глагол. Спряжение глагола *to be*. Оборот *there is / there are*.

9. Спряжение глагола *to have*.

10. Личные формы глагола. Группа Simple Tenses. Настоящее, прошедшее, будущее. Действительный залог. Страдательный залог. / Simple Tenses (Active / Passive).

11. Структура простого предложения. / Simple Sentence.

12. Типы вопросительных предложений. / Types of Questions.



Word Building Основные суффиксы частей речи

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



Nouns (Singular and Plural) Формы множественного числа существительных

Models:

<i>Model 1</i>	<i>Model 2</i>	<i>Model 3</i>	<i>Model 4</i>
a dog – dogs a boy – boys a book – books	a box – boxes a fox – foxes a bus – buses a virus – viruses a class – classes	a chief – chiefs a roof – roofs a cliff – cliffs a belief – beliefs	a faculty – faculties a family – families a study – studies a party – parties
<i>Model 5</i>	<i>Model 6</i>	<i>Model 7</i>	
a wolf – wolves a calf – calves a knife – knives a wife – wives a shelf – shelves a leaf – leaves	a potato – potatoes a tomato – tomatoes a mosquito – mosquitoes a toe – toes a photo – photos	a fish – fish (two fishes) hair – hair (two hairs) a swine – swine a sheep – sheep a deer – deer a species – species	

Model 8	
a man – men a woman – women a child – children an ox – oxen	a mouse – mice a louse – lice a goose – geese a tooth – teeth a foot – feet
Model 9	
a serum – sera a datum – data a formula – formulae a zoonosis – zoonoses an analysis – analyses a criterion – criteria a metachondrion – metachondria taxon – taxa	a serum – sera a datum – data a formula – formulae a zoonosis – zoonoses an analysis – analyses a criterion – criteria a metachondrion – metachondria taxon – taxa



Bear in mind!

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



Possessive Case

Притяжательный падеж

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

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



Bear in mind!

Принадлежность неодушевленному предмету:	leaves of the tree pages of the book	legs of the table a student of the group part of a chapter
--	---	--



Noun as an Attribute

Имя существительное как определение

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

Models:

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



Article / Артикль

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

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

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

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

Models:

a (an)	the	Zero article
I have a dog. У меня есть собака.	The dog is ill. Эта собака больна.	Dogs can bite. Собаки могут укусить.
A dog is a pet. Собака – это питомец.	The dogs are feeling well here. Собаки чувствуют себя здесь хорошо.	Your dog is well trained. Ваша собака хорошо воспитана. Eight dogs are enough. Восемь собак достаточно.
Nick was a student at the University. Ник был студентом университета.	There are no empty tables in the street café. В уличном кафе нет свободных мест. Animal owners like the pets and take care of them.	Every September pupils go to school again. Каждый сентябрь ученики снова идут в школу.
He must be a vet, not a doctor. Он, должно быть, ветеринар, а не врач.	Владельцы любят своих животных и заботятся о них.	Let's have dinner. Давайте пообедаем. All students should be here. Все студенты должны прийти.

*Артикль **the** употребляется:*

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

the (River) Thames – Темза;
 the Republic of Belarus (but: I live in Belarus);
 - со словами: *republic, federation, kingdom, states, union, emirates, empire*:
 the Russian Federation – Российская Федерация;
 the People's Republic of China – Китайская Народная Республика;
 the Arab Emirates – Арабские Эмираты;
 The United Kingdom of Great Britain and Northern Ireland.

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

Models:

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

'The' should be used for the following:

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

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

Предлоги и союзы

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

Имя прилагательное и наречие

Степени сравнения прилагательных и наречий

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

Model 2: многосложные прилагательные и наречия		
interesting – интересный	more interesting	the most interesting
famous – знаменитый	more famous	the most famous
carefully – осторожно	more carefully	the most carefully
easily – легко	more easily	the most easily
Model 3: exceptions – исключения из правил		
good – хороший	better – лучше	the best – лучший
well – хорошо	better – лучше	the best – лучше всего
bad – плохой	worse – хуже	the worst – худший
badly – плохо	worse – хуже	the worst – хуже всего
little – маленький	less – меньше	the least – самый маленький

Сравнительные конструкции

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

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

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

The **bigger** does not always mean **the better**. – Чем больше, тем не всегда значит лучше.

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

The **last** but not the **least** – последний по порядку, но не по значимости.



Numerals

Имя числительное

#	Cardinal numerals Количественные числительные	Ordinal numerals Порядковые числительные
1	One – один	The first – первый
2	Two – два	The second – второй
3	Three – три	The third – третий
4	Four – четыре	The fourth – четвертый
5	Five – пять	The fifth – пятый
6	Six – шесть	The sixth – шестой
7	Seven – семь	The seventh – седьмой
8	Eight – восемь	The eighth – восьмой
9	Nine – девять	The ninth – девятый
10	Ten – десять	The tenth – десятый
11	Eleven – одиннадцать	The eleventh – одиннадцатый
12	Twelve – двенадцать	The twelfth – двенадцатый
13	Thirteen – тринадцать	The thirteenth – тринадцатый
14	Fourteen – четырнадцать	The fourteenth – четырнадцатый
15	Fifteen – пятнадцать	The fifteenth – пятнадцатый

#	Cardinal numerals Количественные числительные	Ordinal numerals Порядковые числительные
16	Sixteen – шестнадцать	The sixteenth – шестнадцатый
70	Seventy – семьдесят	The seventieth – семидесятый
80	Eighty – восемьдесят	The eightieth – восьмидесятый
90	Ninety – девяносто	The ninetieth – девяностый

100 a (one) hundred roubles – сто рублей 1000 a (one) thousand tons of milk – тысяча тонн молока	two million people – два миллиона человек a billion (миллиард) stars – миллиард звезд a pair of jeans
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Fractional numerals / Дробные числительные:

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

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

Reading dates / Чтение дат:

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

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



Pronouns Местоимения

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

I am a student. Я студент. <i>Give me a pen please.</i> Дайте мне ручку, пожалуйста.	This is my red pen. Это моя красная ручка. The red pen is mine. Эта красная ручка моя.	I prefer not to speak about myself. Я предпочитаю не говорить о себе.
You are my friend. Ты мой друг. <i>I saw you yesterday.</i> Я видел тебя вчера.	Your room is large. Твоя комната большая. The large room is yours. Эта большая комната твоя.	You can translate the text yourself. Ты можешь перевести этот текст сам.
He is at work. Он на работе. Call him later please. Позвони ему позднее, пожалуйста.	His car is good. Его машина хорошая. This good car is his. Эта хорошая машина его.	He bought a car himself. Он купил машину сам.
She likes cakes. Она любит пирожные. Let's buy her a cake. Давай купим ей пирожное.	Her kitten is nice. Ее котенок хорошенький. This nice kitten is hers. Этот хорошенький котенок её.	She fed a kitten herself. Она кормила котенка сама.
It is a snake. I saw it. Это змея. Я ее видел.	Its tail is long. Ее хвост длинный.	This snake cannot bite itself. Эта змея не может укусить саму себя.
We met before. Мы встречались раньше. My brother met us at 5. Мой брат встретил нас в 5.	This is our luggage. Это наш багаж. This luggage is ours. Этот багаж наш.	We can pick our luggage ourselves. Мы можем забрать багаж сами.
You were at the airport, we saw you. Вы были в аэропорту, мы вас видели.	Your bag is brown. Ваша сумка коричневая. Эта коричневая сумка ваша. This brown bag is yours.	You can check in your luggage yourselves. Вы можете зарегистрировать ваш багаж сами.
They are from Minsk. Они из Минска. We know them. Мы их знаем.	Their city is beautiful. Их город прекрасен. This beautiful city is theirs. Этот прекрасный город их.	They came to see this beautiful place for themselves. Они приехали, чтобы самим увидеть это прекрасное место.



Demonstrative pronouns Указательные местоимения

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

Models:

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



Indefinite and negative pronouns Неопределенные и отрицательные местоимения

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

Models:

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



Generalizing and reciprocal pronouns Обобщающие и взаимные местоимения

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

Models:

Everybody knows that to be late is not good. <i>Каждый</i> знает, что опаздывать нехорошо.	Everyone should observe rules. <i>Каждый</i> должен соблюдать правила.
Everything should be done. Следует сделать <i>все</i> .	All is well that ends well. <i>Все</i> хорошо, что хорошо кончается.
Once they knew each other . Когда-то они знали <i>друг друга</i> .	We looked at one another silently. Мы молча смотрели <i>друг на друга</i> .



Many, much, few, a few, little, a little Много, мало, несколько

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

Models:

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



Question words

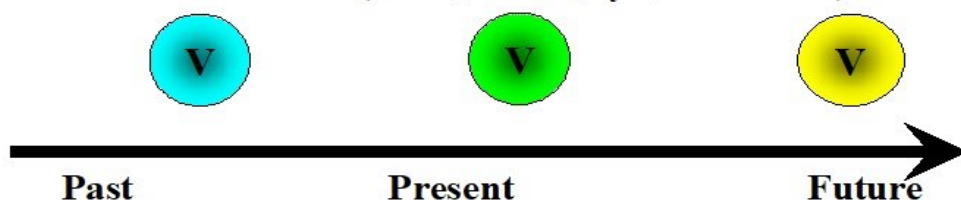
Вопросительные слова

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



The verb *to be*

Быть (находиться, существовать)



Models:

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

Models:

	+	–	?
Tense	<i>I am</i> at the academy now. Я сейчас в академии.	<i>I am not</i> at the academy now. Я сейчас не в академии.	<i>Am I</i> at the academy now? Я сейчас в академии?

	+	–	?
Present	<i>You are students.</i> Вы студенты.	<i>You are not students.</i> Вы не студенты.	<i>Are you students?</i> Вы студенты?
	<i>Ann is a very good student.</i> Энн очень хорошая студентка.	<i>Ann is not a very good student.</i> Энн не очень хорошая студентка.	<i>Is Ann a good student?</i> Энн хорошая студентка?
Past	<i>He was at the academy yesterday.</i> Он был в академии вчера.	<i>He was not at the academy yesterday.</i> Он не был в академии вчера.	<i>Was he at the academy yesterday?</i> Он был в академии вчера?
	<i>You were pupils at school.</i> В школе вы были учениками.	<i>You were not students at school.</i> В школе вы не были студентами.	<i>Were you students at school?</i> Вы были студентами в школе?
	<i>He was on the farm in September.</i> Он был на ферме в сентябре.	<i>He was not on the farm in September.</i> Он не был на ферме в сентябре.	<i>Was he on the farm in September?</i> Он был на ферме в сентябре?
Future	<i>I will be at the station at 5 o'clock. Я буду на вокзале в 5 часов.</i>	<i>I will not (won't) be together with you. Я не буду с вами.</i> <i>We will not be at the railway station. Мы не будем на вокзале.</i>	<i>Will I be together with you? Я буду с вами?</i> <i>Will we be at the railway station? Мы будем на вокзале?</i>
	<i>My brother will be at the airport. Мой брат будет в аэропорту.</i>	<i>My brother will not (won't) be at the airport. Мой брат не будет в аэропорту.</i>	<i>Will my brother be at the airport? Мой брат будет в аэропорту?</i>

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



There + to be (There is/ there are) (Есть, имеется, находится, существует)

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

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



Bear in mind!

1.	I am a student. I am in the classroom now.	Я студент. Я сейчас в классе.
2.	We are learning new words now.	Мы сейчас учим новые слова.

3.	Students are to be in class at 8 o'clock.	Студенты должны быть в классе в 8 часов.
4.	We are going to have the first exam soon.	Скоро у нас будет первый экзамен.



The Verb to Have (have got)

иметь, обладать

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

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



Bear in mind!

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



Simple (Indefinite) Tenses. Active/ Passive voice

Простое время. Действительный и страдательный залог

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

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



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

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



Simple Tenses Passive Простое время. Страдательный залог

Страдательный залог обозначает действие, которое производится над подлежащим (e.g. Студенты учатся – действительный залог. Студентов учат – страдательный. Я спрашиваю – действительный залог. Меня спрашивают – страдательный). Пассивная конструкция Simple Passive образуется: **to be + ПП = to be + V₂** для стандартных глаголов, **to be + V₃** – для нестандартных.

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

Models:

	+	-	?
Present Simple	A house is built . Дом построен.	A house is not built . Дом не построен.	Is the house built ? Дом построен?
	My car is fixed . Мой автомобиль отремонтировали.	My car is not fixed . Мой автомобиль не отремонтировали.	Is my car fixed ? Мой автомобиль отремонтировали?
Past Simple	A house was built . Дом был построен. Дом построили.	A house was not built . Дом не был построен. Дом не построили.	Was the house built ? Дом был построен? Дом построили?
	My car was fixed . Мой автомобиль отремонтировали.	My car was not fixed . Мой автомобиль не отремонтировали.	Was my car fixed ? Мой автомобиль отремонтировали?
Future Simple	A house will be built . Дом будет построен.	A house will not be built . Дом не будет построен.	Will the house be built ? Дом будет построен?
	My car will be fixed . Мою машину починят.	My car will not (won't) be fixed . Мою машину не починят.	Will my car be fixed ? Мою машину починят?



Bear in mind!

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

Compare Simple Active and Simple Passive:

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



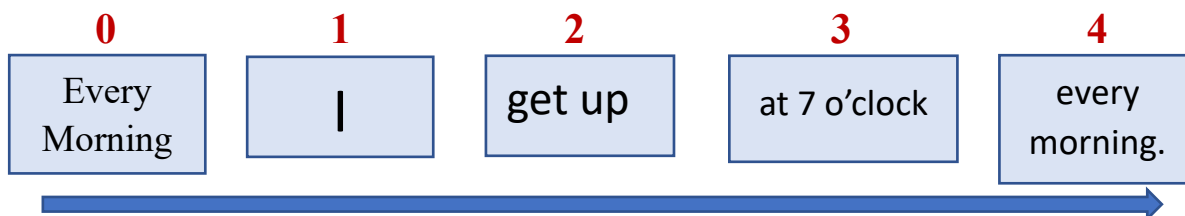
Simple Sentence

Структура простого предложения

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

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

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



Models:

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



Types of Questions

Типы вопросительных предложений

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

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



Bear in mind!

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

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

Models:

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

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

Models:

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

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

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

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

Models:

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

6. Indirect Question / Косвенный вопрос

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

Model 1

Tom asks whether you'll go with him.	Том спрашивает, пойдешь ли ты с ним.
I'll see if it's raining.	Я посмотрю, идет ли дождь.
Let's ask Jane if she knows.	Давай спросим Джейн, знает ли она.
Tell me please why you left your last job.	Скажите, пожалуйста, почему вы ушли с последнего места работы.

Model 2

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



PART II COVER & CHECK EXERCISES

Cover the Grammar theory, do exercises then check the answer.

 Nouns. Singular, plural	  6 - 9
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I. Tick ✓ the nouns in the plural.

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

II. Supply the plural form.

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

III. Circle the number if the sentence is correct.

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

 Article	  9-11
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IV. Choose the proper article.

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

V. Insert articles where necessary.

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



Noun as an attribute



8

VI. Give Russian equivalents.

Model: *Sense organs* – органы чувств

Dog owners – владельцы собак

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



Possessive case



7

VII. Provide your translation.

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



Adjectives and adverbs (comparisons)



12

VIII. Sort out the adjectives and adverbs below according to the model of their comparison. Complete the table.

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

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

IX. Translate into English.

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

X. Provide answers to these questions.

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

 Pronouns	  14-17
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XI. Change the nouns for the pronouns according to the model.

Model: My sister (**she**) likes ice cream. I know Sofia and Gerald (**them**) for ages.

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

XII. Underline the correct pronoun.

1. This is (my, mine) dog. 2. Let (I, me) introduce myself. 3. The Academy trains (its, her) students to become specialists. 4. A farmer has to take care of (he, his) animals. 6. Let (she, her) know about the results. 7. Look. These cats are (my, mine). 8. My son drew this picture (himself, herself). 9. These things are (our, ours). 10. You may come and see our new house for (yourself, themselves).

 The verb to be	  18-19
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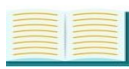
XIII. Complete the chart.

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

XIV. Match the sentences to their translation.

#	Sentence		Translation
1	I was at the theatre last Sunday.	1	Мы будем рады увидеться с вами.
2	He will be at home at 10.	2	Есть животные большие и маленькие, а я люблю слонов больше всех.
3	All animals on the farm were healthy.	3	Есть еще миллионы видов организмов, которые будут открыты.
4	I am to be at home by 10 p.m.	4	Он будет дома в 10.
5	On land, the most important ecosystems are forests.	5	Все животные на ферме были здоровы.

#	Sentence		Translation
6	There are animals large and small, and I like elephants best of all.	6	В прошлое воскресенье я был в театре.
7.	There are millions more species of organisms that will be discovered.	7	Я должен быть дома к 10 вечера.
8.	We will be happy to see you.	8)	На суше наиболее важными экосистемами являются леса.

 <i>There is/ there are</i>	  19-21
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XV. Translate the sentences using the model.

Model:

Животные бывают дикие и домашние. / There are wild and domestic animals.

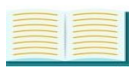
В холодильнике не было воды.

/ There was no water in the fridge.

На столе есть яблоки?

/ Are there any apples on the table?

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

 <i>The verb to have</i>	  21-22
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XVI. Underline the correct form of the verb.

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

XVII. Match the sentences to their translation.

№	English		Russian
1.	Cells have the hereditary information that is passed from one generation to the next one.	1	Ветеринарам приходится работать по многу часов, чтобы помочь больным животным.
2.	Viruses have many different types.	2	Дом был построен к сентябрю.
3.	Some students have to study and work.	3	Нам пришлось перепробовать множество возможных способов, чтобы открыть коробку.
4.	The house has been built by September.	4	Вирусы бывают разных типов.
5.	Veterinarians have to work for long hours to help sick animals.	5	Некоторым студентам приходится учиться и работать.
6.	We had to try many possible ways to open the box.	6	Сельское хозяйство было развито после многих лет простого содержания животных.
7.	Agriculture has been developed after many years of just keeping animals.	7	Клетки содержат информацию, которая передается от одного поколения к другому.



Simple Tenses
Active /Passive



 **22-23**

XVIII. Make up sentences.

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

XIX. Complete the chart.

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

XX. Fill in the missing forms.

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

	Simple Passive	  23
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XXI. Mark these sentences as Active or Passive. Translate them into Russian.

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

b) *A rhinoceros' horn is made of keratin.*

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

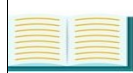
1. Ants take rest for around 8 Minutes in 12-hour period. 2. Koalas sleep for up to 22 hours a day. 3. Agricultural products from Belarusian producers are exported to 95 countries. 4. Hot water is turned into ice faster than cold water. 5. The tongue is considered the strongest muscle in the body. 6.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

#	<i>Active</i>	<i>Passive</i>	<i>Translation</i>
1.			
2			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

XXII. Turn Active into Passive according to the model.

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

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



XXIII. Ask questions starting with the words in brackets.

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



PART III

PROGRESS TEST
Контрольная работа

GUIDELINES

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

1. Обучающийся должен выполнить письменно контрольную работу.
2. Контрольная работа представлена в 6 вариантах. Вариант А является тренировочным и предназначен для автономного выполнения. Проверка правильности выполнения осуществляется на занятии.
3. Варианты 1–5 предназначены для индивидуальной работы в аудитории. Обучающийся должен выполнить один из пяти вариантов контрольной работы в соответствии с заданием преподавателя.
4. Контрольная работа должна быть выполнена письменно в отдельной тетради, четко и разборчиво. На обложке тетради напишите свою фамилию, инициалы, факультет, группу, укажите вариант контрольной работы.
5. При выполнении контрольной работы оставляйте в тетради поля для замечаний, объяснений и указаний рецензента. Контрольные задания

должны быть выполнены в той последовательности, в которой они даны в контрольной работе.

6. В каждом разделе контрольной работы указан лексико-грамматический материал, рекомендованный к повторению для выполнения контрольных заданий. Соответствующие разделы смотрите в кратком грамматическом справочнике данного пособия или в любом учебнике грамматики.

7. В конце работы поставьте дату выполнения работы и свою подпись.

8. Выполненную контрольную работу предъявляйте для проверки и рецензирования в указанные сроки.





VARIANT A

Read the text and do the tasks as required.

Agriculture

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

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

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

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

#		<i>Check tasks</i>
1.	Noun, Article  6-11	1. Give the meaning. Production, practice, start, domestication, globe, population, human, climate, aquaculture, forestry, fishery, agriculture. 2. Supply English equivalents: сельское хозяйство, домашний скот, животноводство, возделывание почвы, продовольствие, корм, охота, собирательство, вред, загрязнение. 3. Translate into Russian. Crop production, livestock breeding, plant selection, agricultural machinery, climate change, world's food, animal's feed, animal husbandry, deforestation. 4. Insert the articles where needed. 1. My... sheep, ... goats, my... pig and my cow are all highly productive.

		2. ... cattle, ... sheep and... goats were domesticated in ... different countries. 5. Remove which is not correct. Sheeps, cattles, pigs, animals, plants, livestocks, cows, humans, soils, parts.																														
2. Adjective, Adverb  12	1. Complete the chart. <table border="1"> <thead> <tr> <th>Noun</th><th>Adjective</th><th>Adverb</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td></tr> <tr> <td>agriculture</td><td>agricultural</td><td>agriculturally</td></tr> <tr> <td>industry</td><td></td><td>industrially</td></tr> <tr> <td>practice</td><td></td><td></td></tr> <tr> <td></td><td></td><td>productively</td></tr> <tr> <td>science</td><td></td><td></td></tr> <tr> <td></td><td>ecological</td><td></td></tr> <tr> <td>selection</td><td></td><td>selectively</td></tr> <tr> <td></td><td></td><td>ecological</td></tr> </tbody> </table> 2. Choose the correct form of the adjective or adverb. Translate the sentences. 1) The development of agriculture enabled the human population to grow many times (much, many, more) crops. 2) Many (good, better, the best) plant species and animals breeds are developed. 3). Agriculture allowed (few, fewer) people to provide more food. 3. Translate the sentence. The more developed agriculture becomes, the more food it provides for humans and animals.	Noun	Adjective	Adverb				agriculture	agricultural	agriculturally	industry		industrially	practice					productively	science				ecological		selection		selectively			ecological	
Noun	Adjective	Adverb																														
agriculture	agricultural	agriculturally																														
industry		industrially																														
practice																																
		productively																														
science																																
	ecological																															
selection		selectively																														
		ecological																														
3. The verb to be  18 - 19	1. Put the verb in the correct form. 1). Agriculture (is, are) the practice and science of growing crops and raising livestock. 2). Sheep, goats, pigs, and cattle (was, were) domesticated 10,000 years ago. c). New better plants and animal breed (shall be, will be) developed in the nearest future. 2. Choose which translation is correct (a, b or c): <i>Humans started gathering grains at least 10,500 years ago.</i> a) Люди начали собирать зерно по меньшей мере 10 500 лет назад. b) Зерно начали собирать по меньшей мере 10 500 лет назад. c) Люди собирали зерно по меньшей мере 10 500 раз.																															

4.	<i>There is/ there are</i>  20-21	<i>Complete the chart.</i>			
			+	-	?
		1	There are many new breeds of animals.		Are there any new breeds of animals?
		2		There were not so many better plants before.	Were there so many better plants before?
		3	There will be more different plant species.		Will there be more different plant species?
5.	<i>The verb to have</i>  21-22	<i>1. Choose the correct translation of the sentence (a, b or c):</i> <i>People have many better plants and animal species.</i> а) Люди вывели много улучшенных видов растений и пород животных. б) Люди имеют много улучшенных видов растений и пород животных. в) Люди должны выводить лучшие виды растений и животных.			
6.	<i>Simple Tenses</i>  22-24	<i>1. Put the verb in the correct form.</i> 1) Agriculture (begin, began, will begin) independently in different parts of the globe thousands of years ago. 2) More better species of plants and farm animals (appear, will appear, appeared) soon. 3) Small farms (produce, produces) only about a third of the world's food supply.			
7.	 <i>Questions</i>  25 - 27	<i>1. Give answers to these questions.</i> 1) Agriculture is the practice and science, isn't it? 2) From what Latin words is the word "agriculture" derived? 3) What started earlier gathering of plants or their planting? 4) Do industrial farms prevail in many parts of the world? 5) Does modern agriculture cause more high-quality or low-quality production? <i>2. Provide possible questions to these answers.</i> 1. Agriculture is the practice and science of growing crops, and raising livestock. 2. Small farms produce only about a third of the world's food supply. 3. Yes, people developed many better plant species and animals breeds.			
8.	<i>Numerals</i>  13	<i>1. Write these numerals in words:</i> 5; 13; 123; 2000; 0.2; 0.02; ½. <i>2. Write these dates in English:</i> 17 июня, 9 ноября, 31 января.			



VARIANT 1

Read the text and do the tasks as required.

Humans and Animals

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

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

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

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



Scan and listen

#		Check tasks																								
1.	Noun, Article  6-11	1. Give the meaning. Domestic, natural, history, control, biological, aspect, culture, companion, population, transportation, domestication. 2. Supply English equivalents. Окружающая среда, мышцы, рот, зубы, помощь, домашний скот, животные-компаньоны, отдых, рабочий скот, сельское хозяйство, пища. 3. Translate into Russian. Human interference, horse domestication, human culture, food source, animal breeding, population density, cattle feed, steppe region. 4. Insert the articles where needed. 1. ... animals are classified as wild and domestic. 2. Among ... first domesticated animals were...sheep. 5. Remove which is not correct. Sheeps, pigs, animals, cattles, humans, livestocks, horses, dogs, teeth.																								
2.	Adjective, Adverb  12	1. Complete the chart. <table border="1"> <thead> <tr> <th>Noun</th><th>Adjective</th><th>Adverb</th></tr> </thead> <tbody> <tr> <td>agriculture</td><td>agricultural</td><td>agriculturally</td></tr> <tr> <td>history</td><td></td><td>historically</td></tr> <tr> <td></td><td>biological</td><td>biologically</td></tr> <tr> <td></td><td></td><td>naturally</td></tr> <tr> <td>culture</td><td>cultural</td><td></td></tr> <tr> <td>environment</td><td></td><td>environmentally</td></tr> <tr> <td></td><td>joyful</td><td>joyfully</td></tr> </tbody> </table> 2. Choose the correct form of the adjective or adverb. Translate the sentences into Russian. 1) Wild animals are usually (large, larger, largest) than domestic animals. 2) Wild animals have (strong, stronger, the strongest) teeth than domestic animals. 3). Goat domestication began somewhat (later, late, the latest) than sheep's one. 3. Translate the sentence. Pets are usually not so large as cattle or horses.	Noun	Adjective	Adverb	agriculture	agricultural	agriculturally	history		historically		biological	biologically			naturally	culture	cultural		environment		environmentally		joyful	joyfully
Noun	Adjective	Adverb																								
agriculture	agricultural	agriculturally																								
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	biological	biologically																								
		naturally																								
culture	cultural																									
environment		environmentally																								
	joyful	joyfully																								
3.	The verb to be  18-20	1. Put the verb in the correct form. 1). Animals (is, are, will be) classified as wild and domestic. 2). Wild animals (are, is) usually larger than domestic animals. 3). Scientists agree that horses (was, were) first used for food. 2. Choose which translation is correct (a, b or c): <i>Pets are not kept for economic purposes.</i>																								

		a) Питомцев держат в хозяйственных целях. b) Питомцев не держат в хозяйственных целях. c) Хозяева не держат питомцев в хозяйственных постройках.			
4.	<i>There is / there are</i>  21	1. Complete the chart.			
			+	-	?
		1	There are three types of domestic animals.		Are there three types of domestic animals?
		2	There were economic reasons to keep animals.	There were no economic reasons to keep animals.	
		3	There will always be large and small pets.		Will there always be large and small pets?
5.	<i>The verb to have</i>  21 - 22	1. Choose the correct translation of the sentence (a, b or c). <i>Humans have a long history of relationship with animals.</i> a) Люди имеют долгую историю взаимоотношений с животными. b) Люди имели долгую историю взаимоотношений с животными. c) Люди и животные должны иметь долгую историю взаимоотношений.			
6.	<i>Simple Tenses</i>  22-24	1. Put the verb in the correct form. 1) The domestication of dogs (to occur) well before the domestication of other animal species. 2) Goat domestication (to begin) probably about 8,000 B.C. 3) Pig and cattle domestication (to allow) the feeding of larger populations.			
7.	 <i>Questions</i>  25-27	1. Give answers to these questions. 1) What animals live in natural environment without human interference? 2) Did wild or domestic animals become a major aspect of the human culture? 3) Sheep were among the first animals domesticated for use as a food source, were not they? 4) Domestication of what animals can be traced back to at least 12,000 years? 5) How are animals classified according to the text?			

		2. Provide possible questions to these answers. 1) Wild animals are usually larger than domestic ones. 2) Yes, humans have a long history of relationship with domestic animals. 3) No, scientists agree that horses were first used as food sources.
8.	Numerals 	1. Write the numerals in words. 1; 15; 115; 1000; 0.2; 3.5; $\frac{2}{3}$. 2. Write the dates in English. 25 ноября, 15 декабря, 1 мая.



VARIANT 2

Read the text and do the tasks as required.

Animals in the World

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

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

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

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

Mammals can adapt themselves to any type of environment including land, air and water. The skin of the mammals is very important in regulating the temperature. Some mammals walk in four legs, some fly, and mammals like dolphins or whales can swim. The most accurate estimate of the total number of species on the Earth includes 6.5 million species found on land and 2.2 million in the ocean's depths.



Scan and listen

#		Check tasks																								
1.	Noun, Article  6-11	1. Give the meaning. Resource, population, million, category, group, class, mammals, criteria, constant, temperature, ocean. 2. Supply English equivalents. Виды животных, ученые, позвоночник, позвоночные, беспозвоночные животные, принадлежать, биологический вид, млекопитающее, кормить, мех. 3. Translate into Russian. Animal species, milk production, animal skin, body temperature, food source, animal feeding, temperature regulation, mammal's feed, water temperature. 4. Insert the articles where needed. 1. All ... animals are classified as wild and domestic. 2. Among ... first domesticated animals were...sheep. 5. Remove which is not correct. Sheeps, scientists, animals, whales, humans, vertebrates, invertebrates, criterias, hair, fur, species.																								
2.	Adjective, Adverb  12	1. Complete the chart. <table border="1"> <thead> <tr> <th>Noun</th><th>Adjective</th><th>Adverb</th></tr> </thead> <tbody> <tr> <td>news</td><td>new</td><td>newly</td></tr> <tr> <td>history</td><td></td><td>historically</td></tr> <tr> <td>constant</td><td>constant</td><td></td></tr> <tr> <td>nature</td><td></td><td>naturally</td></tr> <tr> <td>warmth</td><td></td><td></td></tr> <tr> <td>environment</td><td></td><td>environmentally</td></tr> <tr> <td>accuracy</td><td>accurate</td><td></td></tr> </tbody> </table> 2. Put the correct form of the adjective or adverb. Translate the sentences. 1) The (small, smaller, the smallest) mammal is the shrew that is little (much, more, the most) than 2 inches, and the (large, larger, the largest) mammal is the blue whale. 2) Humans belong to a (large, larger, the largest) group of vertebrates known as mammals. 3). The (accurate, more accurate, most accurate) estimate of the total number of species on the Earth includes 6.5 million species. 3. Translate the sentence. Pigs are not so popular pets as cats and dogs.	Noun	Adjective	Adverb	news	new	newly	history		historically	constant	constant		nature		naturally	warmth			environment		environmentally	accuracy	accurate	
Noun	Adjective	Adverb																								
news	new	newly																								
history		historically																								
constant	constant																									
nature		naturally																								
warmth																										
environment		environmentally																								
accuracy	accurate																									

3.	The verb to be  18 - 20	1. Put the verb in the correct form. 1) The number of animal species (am, is, are) changing. 2) Hair (is, are, was) normally longer and thinner than fur. 3) Animals (was, were) the great resource of this world. 2. Choose which translation is correct (a, b or c). <i>Dogs and cats are kept as the most popular pets.</i> a) Собаки и кошки – самые популярные питомцы. b) Я держу собаку и кошку как самых популярных питомцев. c) Собак и кошек держат как самых популярных питомцев.																
4.	There is / there are  21	Complete the chart. <table><tr><td></td><td>+</td><td>-</td><td>?</td></tr><tr><td>1</td><td>There are wild and domestic animals.</td><td></td><td>Are there wild and domestic animals.</td></tr><tr><td>2</td><td>There is a million of mammals found in this territory.</td><td>There is not a million of mammals found in this territory.</td><td></td></tr><tr><td>3</td><td>There will always be large and small pets.</td><td></td><td>Will there always be large and small pets?</td></tr></table>		+	-	?	1	There are wild and domestic animals.		Are there wild and domestic animals.	2	There is a million of mammals found in this territory.	There is not a million of mammals found in this territory.		3	There will always be large and small pets.		Will there always be large and small pets?
	+	-	?															
1	There are wild and domestic animals.		Are there wild and domestic animals.															
2	There is a million of mammals found in this territory.	There is not a million of mammals found in this territory.																
3	There will always be large and small pets.		Will there always be large and small pets?															
5.	The verb to have  21-22	Choose the correct translation of the sentence (a, b or c). <i>Mammals are the only class that has fur or hair.</i> a) Млекопитающие были единственным классом, у которых имелся мех или шерсть. b) Млекопитающие – единственный класс, который должен иметь мех или шерсть. c) Млекопитающие – единственный класс, у которого имеется мех или шерсть.																
6.	Simple Tenses  22-24	Put the verb in the correct form. 1) Mammals (to make up) 75% among animal species. 2) The skin (to regulate) body temperature. 3) Whales (to be born) without hair or fur.																
7.	 Questions  25-27	1. Give answers to these questions. 1) Do humans belong to a large group of vertebrates known as mammals? 2) Are mammals warm-blooded animals? 3) What do all mammals except whales and dolphins have? 4) How do mammals feed their young? 5) Mammals have the capacity to adapt themselves to any type of environment, have not they?																

		2. Provide possible questions to these answers. 1) Yes, the smallest mammal is the shrew, and the largest mammal is the blue whale. 2) Humans belong to vertebrates. 3) Sure, mammals feed their young with milk.
8.	Numerals  13	1. Write the numerals in words. 1; 15; 116; 1000; 0.1; 0.01; ¼. 2. Write the dates in English. 1 июня, 3 июля, 25 декабря.



VARIANT 3

Read the text and do the tasks as required.

Animal Diseases

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

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

Rabies¹ is one of the most dangerous animal diseases. This is spread through bites of infected animals. Foot-and-mouth disease² is caused by a virus found in the saliva of cattle, pigs, and other hoofed animals. It is spread by a direct contact with an animal that has this infection.

There are diseases caused by parasites, they are widespread in domestic animals and wildlife. There are internal or external parasites. External parasites include lice, mites, ticks etc., they may cause diseases in animals and great economic losses. Internal parasites include roundworms³, tapeworms⁴, flukes⁵ etc.

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

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



Scan and listen

#		Check tasks																								
1.	Noun, Article  6-11	1. Give the meaning. Function, contact, productivity, economic, human, control, pathogen, bacteria, viruses, parasite, microscopic. 2. Supply English equivalents. Нарушения, домашний скот, дикий, копытные животные, экологический баланс, заразные болезни, незаразные болезни, наружный, внутренний, вызывать, окружающая среда. 3. Translate into Russian. Animal diseases, public health, animal bites, enzyme deficiency, disease control. 4. Insert the articles where needed. 1. ...animal diseases are characterized as.... infectious and ...noninfectious. 2. ... internal parasites include ... roundworms, tapeworms, flukes etc. 5. Remove which is not correct. Sheeps, animals, cattles, humans, livestock, bacterias, parasites, fungi, viruses, diseases, pigs.																								
2.	Adjective, Adverb  12	1. Complete the chart. <table border="1"> <thead> <tr> <th>Noun</th><th>Adjective</th><th>Adverb</th></tr> </thead> <tbody> <tr> <td>productivity</td><td>productive</td><td>productively</td></tr> <tr> <td></td><td>economical</td><td>economically</td></tr> <tr> <td>ecology</td><td></td><td>ecologically</td></tr> <tr> <td>danger</td><td>dangerous</td><td></td></tr> <tr> <td></td><td>direct</td><td>directly</td></tr> <tr> <td>environment</td><td></td><td>environmentally</td></tr> <tr> <td></td><td>microscopic</td><td></td></tr> </tbody> </table> 2. Choose the correct form of the adjective or adverb. Translate the sentences. 1) Infectious diseases are the (great, greatest) threat to livestock. 2) Animal diseases cause (greater, great) economic losses. 3) Rabies is one of the (more, most) dangerous animal diseases. 3. Translate the sentence. Noninfectious diseases are not as dangerous as infectious ones.	Noun	Adjective	Adverb	productivity	productive	productively		economical	economically	ecology		ecologically	danger	dangerous			direct	directly	environment		environmentally		microscopic	
Noun	Adjective	Adverb																								
productivity	productive	productively																								
	economical	economically																								
ecology		ecologically																								
danger	dangerous																									
	direct	directly																								
environment		environmentally																								
	microscopic																									

3.	The verb to be  18 - 20	1. Put the verb in the correct form. 1) Animal diseases (is, was, are) classified as infectious and non- infectious. 2). Parasites may (are, were, be) internal or external. 3). Infectious diseases (is, was, are) spread among animals. 2. Choose which translation is correct (a, b or c). <i>Diseases are characterized as infectious and noninfectious.</i> a) Болезни характеризуются как заразные и незаразные. b) Болезни характеризовали как заразные и незаразные. c) Мы характеризуем болезни как заразные и незаразные.																
4.	There is / there are  21	Complete the chart. <table><tr><td></td><td>+</td><td>-</td><td>?</td></tr><tr><td>1</td><td>There are diseases caused by parasites.</td><td></td><td>Are there diseases caused by parasites?</td></tr><tr><td>2</td><td></td><td>There will be no internal or external parasites.</td><td>Will there be external or internal parasites?</td></tr><tr><td>3</td><td>There were found infectious and non-infectious diseases.</td><td>There were not found infectious or noninfectious diseases.</td><td></td></tr></table>		+	-	?	1	There are diseases caused by parasites.		Are there diseases caused by parasites?	2		There will be no internal or external parasites.	Will there be external or internal parasites?	3	There were found infectious and non-infectious diseases.	There were not found infectious or noninfectious diseases.	
	+	-	?															
1	There are diseases caused by parasites.		Are there diseases caused by parasites?															
2		There will be no internal or external parasites.	Will there be external or internal parasites?															
3	There were found infectious and non-infectious diseases.	There were not found infectious or noninfectious diseases.																
5.	The verb to have  21 - 22	Choose the correct translation of the sentence (a, b or c). <i>Foot-and-mouth disease is spread by a direct contact with an animal that has this infection.</i> a) Ящур распространяется при непосредственном контакте с животным, у которого имеется эта инфекция. b) Ящур распространится при непосредственном контакте с животным, у которого была эта инфекция. c) Ящур распространяется при непосредственном контакте с животным, которое должно иметь эту инфекцию.																
6.	Simple Tenses  22 - 24	Put the verb in the correct form. 1) Diseases of animals (to influence) animals' health and ability to function. 2) The examples of non-infectious diseases (to include) allergy, plant poisoning, ingestion of foreign bodies, etc. 3) Veterinary medicine (to deal) with the study, prevention, and treatment of animal diseases.																
7.	 Questions  25-27	1. Give answers to these questions. 1) Do diseases influence animal health? 2) What kind of diseases are common for animals and humans? 3) Is rabies infectious or non-infectious disease? 4) Internal parasites include roundworms, tapeworms, and flukes, do not they?																

		5) What microorganisms cause infectious diseases? 2. Provide possible questions to these answers. 1) Some animal diseases are transmitted to humans. 2) Yes, there are internal or external parasites. 3) Sure, diseases of animals are disorders that influence animals' health.
8.	Numerals  13	1. Write the numerals in words. 5; 15; 132; 2022; 2.1; 5.07; $\frac{2}{7}$. 2. Write the dates in English. 1 января, 7 декабря, 30 ноября.



Variant 4

Read the text and do the tasks as required.

Animal Nutrition

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

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

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

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

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

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

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



Scan and listen

#		Check tasks																								
1.	Noun, Article  6-11	1. Give the meaning. Absorb, elements, protein, minerals, vitamins, block, energy, function, regulate, chemical, balance. 2. Supply English equivalents. Пища, питание, питательные вещества, корм, источник, пшеница, овес, ячмень, сено, кости, зубы, ткани, количество, пищеварение. 3. Translate into Russian. Food consumption, livestock feed, animal growth, fish meal, plant protein, grain feed, food digestion, teeth formation, water balance, fat source. 4. Insert the articles where needed. 1. ...water constitutes more than 50% of ... animal's bodies. 2. ...vitamins are needed in... small amounts. 5. Remove which is not correct. Energies, water, feeds, elements, livestock, amounts, agricultures, teeth, medium.																								
2.	Adjective, Adverb  12	1. Complete the chart. <table border="1"> <thead> <tr> <th>Noun</th><th>Adjective</th><th>Adverb</th></tr> </thead> <tbody> <tr> <td></td><td>agricultural</td><td>agriculturally</td></tr> <tr> <td></td><td>chemical</td><td>chemically</td></tr> <tr> <td>physiology</td><td>physiological</td><td></td></tr> <tr> <td>health</td><td></td><td>healthily</td></tr> <tr> <td>function</td><td></td><td>functionally</td></tr> <tr> <td>form</td><td>formal</td><td></td></tr> <tr> <td>vitality</td><td>vital</td><td></td></tr> </tbody> </table> 2. Choose the correct form of the adjective or adverb. Translate the sentences. 1) Minerals are required in (smaller, small, the smallest) amounts than protein. 2) Fats are not required in (large, larger, the largest) amounts. 3) Vitamins are required for (good, better, the best) animal metabolism, growth and reproduction. 3. Translate the sentence. Water is as important as feeds.	Noun	Adjective	Adverb		agricultural	agriculturally		chemical	chemically	physiology	physiological		health		healthily	function		functionally	form	formal		vitality	vital	
Noun	Adjective	Adverb																								
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	chemical	chemically																								
physiology	physiological																									
health		healthily																								
function		functionally																								
form	formal																									
vitality	vital																									
3.	The verb to be  18 - 20	1. Put the verb in the correct form. 1) Nutrients (is, was, are) elements in feed that (is, are, were) used by the animal. 2) Carbohydrates (is, are, will be) the main source of energy. 3) Balanced nutrition (are, is, am) the key to healthy growth.																								

		2. Choose which translation is correct (a, b or c). <i>Fats are needed in small amounts.</i> a) Жиры не требуются в любых количествах. b) Животные требуют жиры в малых количествах. c) Жиры требуются в малых количествах.																
4.	<i>There is/ there are</i>  21	<i>Complete the chart.</i> <table><tr><td></td><td>+</td><td>-</td><td>?</td></tr><tr><td>1</td><td>There are animals that mainly consume animal tissues.</td><td></td><td>Are there animals that mainly consume animal tissues?</td></tr><tr><td>2</td><td>There were animals that consumed both animal and plant tissues.</td><td>There were animals that consumed neither animal nor plant tissues.</td><td></td></tr><tr><td>3</td><td>There will also be herbivorous animals.</td><td></td><td>Will there also be herbivorous animals?</td></tr></table>		+	-	?	1	There are animals that mainly consume animal tissues.		Are there animals that mainly consume animal tissues?	2	There were animals that consumed both animal and plant tissues.	There were animals that consumed neither animal nor plant tissues.		3	There will also be herbivorous animals.		Will there also be herbivorous animals?
	+	-	?															
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3	There will also be herbivorous animals.		Will there also be herbivorous animals?															
5.	<i>The verb to have</i>  21-22	<i>1. Choose the correct translation of the sentence (a, b or c).</i> <i>Farmers have to provide balanced diets to their livestock.</i> a) Фермеры обеспечивают свой скот сбалансированным питанием. b) У фермеров скот имеет сбалансированное питание. c) Фермеры должны обеспечивать свой скот сбалансированным питанием.																
6.	<i>Simple Tenses</i>  22-24	<i>1. Put the verb in the correct form.</i> 1) Animals that (consume, consumes) both plant and animal tissues are omnivorous. 2) Water (constitute, constitutes) more than 50% of the animals' bodies. 3) Minerals (aids, aid) in the healthy maintenance of bones and teeth.																
7.	 <i>Questions</i>  25 - 27	<i>1. Give answers to these questions.</i> 1) What are nutrients needed for? 2) Is water vital for all physiological processes? 3) Farmers have to provide balanced diets to their livestock, have not they? 4) What nutrients act as storehouses of energy? 5) Are minerals or vitamins required in small amounts?																

		2. Provide possible questions to these answers. 1) Yes, fats act as storehouses of energy and insulate the body. 2) Sure, amino acids are essential for the formation of tissues. 3) Because vitamins perform a wide range of functions.
8.	Numerals  13	1. Write the numerals in words. 3; 18; 399; 2000; 3.5; 2.03; $\frac{5}{8}$. 2. Write the dates in English. 25 декабря, 7 января, 23 февраля.



VARIANT 5

Read the text and do the tasks as required.

Veterinary Medicine

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

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

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

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

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

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



Scan and listen

#		Check tasks																					
1.	Noun, Article  6-11	1. Give the meaning. 1. Veterinary medicine, specialty, diagnosis, domestic, academic professional, vaccination, control, reproduction, zoonosis. 2. Supply English equivalents. Ветеринарная медицина, ветеринарный врач, болезнь, лечить, профилактика, диагностика, нарушение, биобезопасность, общественное здравоохранение, ветеринарная помощь. 3. Translate into Russian. Animal diseases, health conditions, disease prevention, public health, farm industries, food supply, animal breeding, government service, military service, academic programs. 4. Insert the articles where needed. 1. ...veterinary medicine is ... medical specialty and science. 2. ...Veterinarians play... important roles in public health. 5. Remove which is not correct. Medicines, sciences, diseases, zoonosis, healths, veterinarians, diagnoses, nutritions.																					
2.	Adjective, Adverb  12	1. Complete the chart. <table border="1" data-bbox="560 1106 1331 1420"> <thead> <tr> <th>Noun</th><th>Adjective</th><th>Adverb</th></tr> </thead> <tbody> <tr> <td></td><td>medical</td><td>medically</td></tr> <tr> <td></td><td>preventive</td><td>preventively</td></tr> <tr> <td>importance</td><td></td><td>importantly</td></tr> <tr> <td>health</td><td></td><td>healthily</td></tr> <tr> <td>safety</td><td>safe</td><td></td></tr> <tr> <td>publicity</td><td></td><td>publicly</td></tr> </tbody> </table> 2. Choose the correct form of the adjective or adverb. Translate the sentences. 1) They manage a wide range of health conditions and injuries in (small, smaller, the smallest) and (large, larger, the largest) animals. 2) Veterinarians ensure a (safe, safer, the safest) food supply. 3). Veterinarians can play (important, more important, the most important) roles in public health and prevention of zoonoses. 3. Translate the sentence. Veterinary medicine is as important as human medicine.	Noun	Adjective	Adverb		medical	medically		preventive	preventively	importance		importantly	health		healthily	safety	safe		publicity		publicly
Noun	Adjective	Adverb																					
	medical	medically																					
	preventive	preventively																					
importance		importantly																					
health		healthily																					
safety	safe																						
publicity		publicly																					
3.	The verb to be  18 -20	1. Put the verb in the correct form. 1) A veterinarian (is, was, are) a medical professional who practices veterinary medicine.																					

		2) An important role (are, will be, is) played by veterinarians in prevention, control, and treatment of zoonoses. 3) Vets often (is, are, were) supported in their work. 2. Choose the correct translation of the sentence (a, b or c). <i>Veterinary medicine is a medical specialty and science that deals with the prevention, control, diagnosis, and treatment of diseases.</i> a) Ветеринарная медицина — это медицинская специальность и наука, которая занимается профилактикой, контролем, диагностикой и лечением заболеваний. b) Ветеринарная медицина была медицинской специальностью и наукой, которая занималась профилактикой, контролем, диагностикой и лечением заболеваний. c) Ветеринарная медицина должна быть медицинской специальностью и наукой, которая занимается профилактикой, контролем, диагностикой и лечением заболеваний.																
4.	<i>There is/ there are</i>  21	1. Complete the chart. <table><tr><td></td><td>+</td><td>-</td><td>?</td></tr><tr><td>1</td><td>There is an essential role of disease prevention.</td><td>There is no essential role of disease prevention.</td><td></td></tr><tr><td>2</td><td>There were animals that needed veterinary support.</td><td></td><td>Were there animals that needed veterinary support?</td></tr><tr><td>3</td><td>There will be a need in veterinary care.</td><td>There will be no need in veterinary care.</td><td></td></tr></table>		+	-	?	1	There is an essential role of disease prevention.	There is no essential role of disease prevention.		2	There were animals that needed veterinary support.		Were there animals that needed veterinary support?	3	There will be a need in veterinary care.	There will be no need in veterinary care.	
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3	There will be a need in veterinary care.	There will be no need in veterinary care.																
5.	<i>The verb to have</i>  21 -22	1. Choose the correct translation of the sentence (a, b or c). <i>Veterinarians have to rely primarily on clinical signs.</i> a) Ветеринары полагаются в первую очередь на клинические признаки. b) Клинические признаки должны быть в первую очередь. c) Ветеринары должны полагаться в первую очередь на клинические признаки.																
6.	<i>Simple Tenses</i>  22 -24	1. Put the verb in the correct form. 1. The word "veterinary" (come, comes, will come) from the Latin <i>veterinae</i> meaning "working animals". 2. A veterinarian (treats, treat, treated) disease, disorder or injury in animals.																

		3. Today veterinarians (serve, serves, will serve) in clinical practice, academic programs, farm industries, government service, public health, and military services.
7.	Questions  25 -27	1. Give answers to these questions. 1) Is veterinary medicine a medical specialty or a science? 2) Who ensures a safe food supply for people by monitoring and maintaining the health of food-producing animals? 3) Do veterinary surgeons serve only in clinical practice? 4) Veterinary surgeons are supported in their work by other veterinary medicine professionals, are not they? 5) Which word does the term "veterinary" come from? 2. Provide possible questions to these answers. 1) There is an essential role that vets play in animal reproduction, animal husbandry, and disease control. 2) No, vets prevent, diagnose and treat animal diseases. 3) Sure, veterinary surgeons are often supported in their work.
8.	Numerals  13	1. Write the numerals in words. 4; 35; 599; 2001; 3.54; 2.3; ½. 2. Write the dates in English. 9 мая, 3 июля, 7 ноября.



PART IV



READING AND COMPREHENSION

Text 1

Classification of Living Organisms

1. Guess the meaning.

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

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

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

3. Read the text. Continue the sentences.

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

Classification of Living Organisms

Organisms are classified depending on their structure and characteristics such as appearance, reproduction, mobility, functionality, etc. Process of grouping living things is based on their similarities. Living things are placed into

certain kingdoms based on how they obtain their food, the types of cells that make up their body, and the number of cells they contain.

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

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

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

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



Scan and listen

4. Give Russian equivalents.

Kingdom	
Phylum/phyla	
Class	
Order	
Family	
Genus/genera	
Species	

5. Arrange the kingdoms in order from the most elementary to more complex.
Kingdom Monera, Kingdom Fungi, Kingdom Plantae, Kingdom Protista, Kingdom Animalia.

1. Kingdom _____ 2. Kingdom _____ 3. Kingdom _____

4. Kingdom _____ . 5. Kingdom _____

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

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

7. True or false?

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

8. Answer the questions.

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

9. Match the columns to describe the kingdom.

1	Animal kingdom	1	Multicellular living things can make their glucose by photosynthesis.
2	Plant kingdom	2	Unicellular microscopic living things. Their cell does not have a true nucleus.

3	Fungi kingdom	3	Mostly unicellular animal/plant-like organisms. Their cell possesses a nucleus.
4	Protista kingdom	4	Living organisms that can't produce their own food, decompose dead plant and animals for energy.
5	Monera kingdom	5	Includes multicellular living beings, that can't produce food themselves. Their cells have the nucleus.

10. Put possible questions to these answers.

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

Text 2

Principles of Classification

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

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

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

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

Principles of Classification

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

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

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



Scan and listen

3. True or false?

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

4. Choose which is correct.

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

5. Translate into English.

1. Впервые научная система классификации живых существ была создана шведским ученым Карлом Линнеем.
2. Организмы подразделяются на группы.
3. Классификация живой природы основана на двух принципах – биномиальной номенклатуре и иерархии.

4. Систематика живых организмов включает в себя 7 уровней.
5. Биноминальная система обозначения видов использует латинские слова.
6. Существительное обозначает род, а прилагательное – вид.
7. К. Линней классифицировал только два царства – животных и растений.

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

1. What science deals with the classification of living things?
2. Who was the first to create a system for naming organisms?
3. In what century did that happen?
4. How many levels in classification of living things do you know? What are they?

Text 3 Structural Organization of Microorganisms

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

Structural Organization of Microorganisms

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

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

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

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



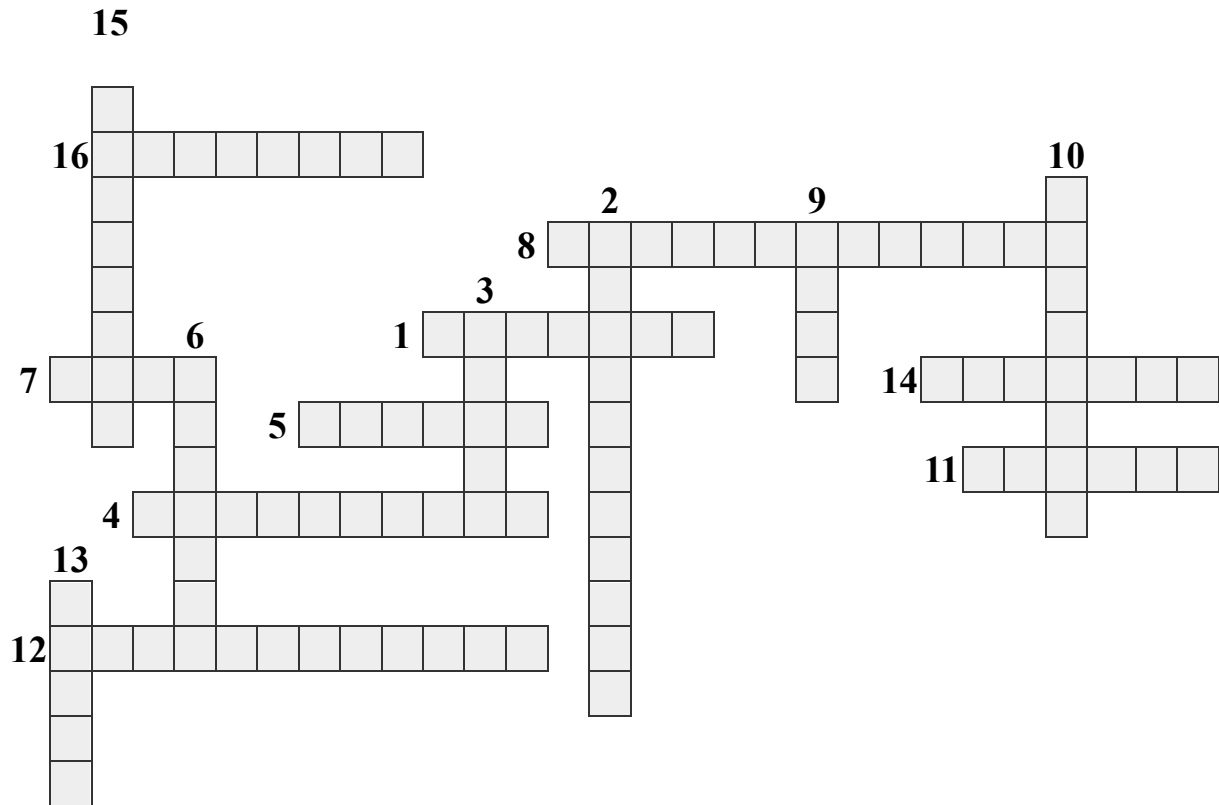
Scan and listen



Scan and study

Tasks:

- a) Make up a plan of this text, compare your plan with your partner's one.
- b) Render the text according to your plan.



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

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



PART V

COMMUNICATION



Read the text and do the tasks that follow.

Topic 1

ABOUT MYSELF

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

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

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

1. Supply English equivalents.

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

2. True or false?

1. Ivan was born on 12 September 2025.
2. He graduated from the veterinary college in 2020.
3. Ivan is a full-time student.
4. He studies at the Biotechnological faculty.
5. Ivan is not married.
6. He works on a poultry farm.
7. This man is hardly working.

3. Answer the questions.

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

4. Say it in English.

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

5. Ask your speaking partner:

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

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

To work and study, why not?

Currently, a great number of students work and study. In Belarus, some students study on a budget basis and some have to pay for their studies. Those people who work may **gain the experience** they will need in the future. It's not easy **to keep** these two important aspects of life balanced. First, you **need to plan and manage** your time effectively to succeed in both sectors. When you work, you **build relationships** with some of the best professionals. On the other side, you **can improve your knowledge and skills** and use them in your work. When you work, **you are paid**, you **can improve your skills**, and **develop the relationships** that you'll need.

Earning your own money creates a **sense of independence** in you, doesn't it? If you belong to those who work and study, you know how difficult it can be to **find time for everything**. Of course, good things do not come easily.

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

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

7. Plan your website profile. Make notes on the information you want to include in your profile. Compare your notes with your group mates' ones.

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

Topic 2 VITEBSK STATE ACADEMY OF VETERINARY MEDICINE

Read the text and do the tasks below.

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

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

The faculties comprise 26 departments. Students attend lectures and participate in practical classes and seminars. They have training practice both in clinics and at agricultural enterprises of Belarus. Many students are actively involved into science, sports and various outclass activities.

1. Give English equivalents.

Витебская государственная академия ветеринарной медицины, факультет ветеринарной медицины, биотехнологический факультет, факультет повышения квалификации и переподготовки кадров, заочное обучение, кафедра, научно-исследовательский институт, сельскохозяйственное предприятие, клиника, практическое занятие, практическая подготовка, наука, научный, ученый.

2. True or false?

1. The Vitebsk State Academy of Veterinary Medicine was founded in 1924.
2. In 1974 the Institute was awarded the “Order of the Badge of Honour”.
3. The Faculty of Veterinary Medicine trains future veterinary surgeons.
4. The Biotechnological Faculty trains specialist in animal husbandry.
5. The faculties comprise 126 departments.

6. Those people who want to combine work and studies can study by correspondence.
7. Students do not attend lectures and seminars.
8. Students have training practice both in clinics and at agricultural enterprises.

3. Check if you remember:

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

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

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

5. Say it in English.

1. Я учусь в Витебской государственной академии ветеринарной медицины.
2. Академия была основана в 1924 году.
3. Сколько студентов учится в академии?
4. Какие предметы изучают студенты?
5. В академии имеется научно-исследовательский институт.
6. Мы изучаем науки о животных.
7. Где кафедра зоологии?
8. Анатомия – интересная наука.
9. Я учусь заочно и работаю на ферме.

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

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

Successful students ...	To become a successful student one should...
1. Attend classes regularly and they are on time. 2. They get all the missed notes and assignments from other students or from the teacher. 3. Turn in assignments complete and on time. 4. Are attentive in class. They ask questions and participate in class discussions. 5. Are active participants in the learning process. 6. Study outside of regular class hours to learn and reinforce material covered in lectures and classes.	1. Set realistic goals. 2. Set learning goals. 3. Have a positive attitude. 4. Break down tasks into parts. 5. Begin with the most difficult tasks. 6. Create an interest in the task. 7. Monitor your progress. 8. Do things step by step. 9. Manage your time and daily routine.

7. Read the following text and supply a possible title to it.

There are more than 160 universities in Britain. The two oldest universities in England are Oxford and Cambridge. These date from the Middle Ages. Oxford is the oldest of these two universities, it is more philosophical, classical, theological. The history of Oxford began in 1249, that of Cambridge – in 1348. Among the English universities, Oxford and Cambridge have a special place.

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

8. True or false?

1. Oxford is the oldest university in England founded in 1249.
2. Cambridge is quite a new university.
3. These old universities are built of glass and concrete.
4. Oxford and Cambridge are well known universities in the world.

9. Render the text using speech models.

Models:

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

Key to the crossword p. 55

1. species	9. cell
2. unicellular	10. bacteria
3. plant	11. animal
4. vertebrate	12. invertebrate
5. mammal	13. virus
6. disease	14. science
7. wild	15. domestic
8. multicellular	16. organism

Congratulations! You've done it!





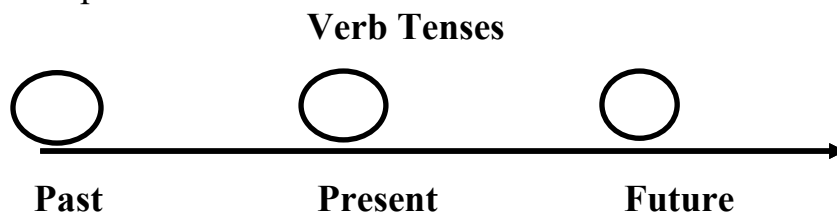
UNIT II

Part I

BRIEF GRAMMAR GUIDE AND PRACTICE

To complete the tasks contained in the Student's Guide, it is necessary to study the following grammatical topics:

1. Verb Tenses. Continuous Tenses. Perfect Tenses. Active Voice. Passive Voice.
2. Modal Verbs.
3. Verbals. The Infinitive. Constructions with the Infinitive. The Participle. Constructions with the Participle. The Gerund.
4. Complex Sentences.
5. Subjunctive Mood.
6. Direct and Indirect Speech.
7. Personal and Impersonal Sentences.



Continuous Tenses. Active Voice

Длительное (продолженное) время. Действительный залог

Continuous Tenses употребляются для выражения действия, происходящего или происходившего в момент речи, запланированного события в будущем, описания окружающей обстановки.

Time markers: now, at the moment, today, still, at 7 o'clock, from ... till, this time tomorrow, while.

to be + V_{ing}

Tense	Continuous Active		
	+	-	?
Present am / is / are + V _{ing}	The horse is running fast in the field.	The horse isn't running fast in the field.	Is the horse running fast in the field?
Past was / were + V _{ing}	The horse was running fast in the field.	The horse wasn't running fast in the field.	Was the horse running fast in the field?
Future will + be + V _{ing}	The horse will be running fast in the field.	The horse won't be running fast in the field.	Will the horse be running fast in the field?



Bear in mind! Не все глаголы употребляются в Continuous Tenses. Сюда относятся: глаголы эмоционального состояния (wish (желать), hate (ненавидеть), love (любить), need (нуждаться) и др.); глаголы мыслительной деятельности (believe (верить), know (знать), suppose (предполагать) и др.); глаголы ощущения (see (видеть), feel (чувствовать), smell (пахнуть) и др.); глаголы обладания, отношения (belong (принадлежать), contain (содержать), include (включать в себя) и др.).

N.B. I'm loving it! – употребляется в связи с исключительной эмоциональностью.



Continuous Tenses. Passive Voice

Длительное (продолженное) время. Страдательный (пассивный) залог

Страдательный залог – грамматическая конструкция, которая используется в случаях, когда тот, кто совершает действие (деятель), неизвестен или неважен, акцент переносится на саму цель действия или результат.

to be + being + V₃

Tense	Continuous Passive		
	+	-	?
Present am / is / are + being + V _{ing}	The cows are being milked now. Коров сейчас доят.	The cows aren't being milked now. Коров не доят сейчас.	Are the cows being milked now? Коров сейчас доят?
Past was/were +being+ V _{ing}	The cows were being milked at 5 o'clock yesterday. Коров доили вчера в 5 часов.	The cows weren't being milked at 5 o'clock yesterday. Коров не доили вчера в 5 часов.	Were the cows being milked at 5 o'clock yesterday? Коров вчера доили в 5 часов.
Future	—	—	—



Perfect Tenses. Active Voice

Совершенное время. Действительный залог

Perfect Tenses – выражает действие завершённое, законченное, имеющее результат, который связан с настоящим, прошедшим или будущим.

Time markers: just, already, yet, still, ever, never, before, for, since, by next week.

to have + V₃

Tense	Perfect Active		
	+	-	?
Present have / has + V ₃	The farmer has already milked the cows.	The farmer hasn't milked the cows yet.	Has the farmer just milked the cows?
Past had + V ₃	Veterinarians had vaccinated the livestock before the disease spread.	Veterinarians hadn't vaccinated the livestock before the disease spread.	Had veterinarians vaccinated the livestock before the disease spread?
Future will have + V ₃	The farmer will have milked the cows by 6 o'clock.	The farmer will have milked the cows by 6 o'clock.	Will the farmer have milked the cows by 6 o'clock?



Bear in mind! We use Perfect!

Have you ever been to London?	I have been to London.
Have you ever seen a bear?	He has been to Minsk.
Has he ever been to the Zoo?	We have seen a crocodile.



Perfect Tenses. Passive Voice Совершенное время. Страдательный залог

to have + been + V₃

Tense	Continuous Passive		
	+	-	?
Present have / has + V ₃	Cattle have been vaccinated by vets.	The cattle haven't been vaccinated by the veterinarians.	Have the cattle been vaccinated by the veterinarians?
Past had + V ₃	The cattle have been vaccinated by the veterinarians before the disease spread.	The cattle haven't been vaccinated by the veterinarians before the disease spread.	Have the cattle been vaccinated by the veterinarians before the disease spread?
Future will + have + V ₃	Cattle will have been vaccinated by next week.	The cattle won't have been vaccinated by next week.	Will the cattle have been vaccinated by next week?



Perfect Continuous Tenses (Совершенное длительное время)

Perfect Continuous Tenses – используется для выражения действия, которое началось в прошлом, длилось какое-то время и продолжается в настоящий момент. (Я жду тебя уже 2 часа – I have been waiting for you for 2 hours already.)

to have + been + V_{ing}

Perfect Continuous	
Present has / have + been + V _{ing}	Students have been doing the test for an hour. Студенты уже час пишут контрольную.
Past had + been + V _{ing}	We had been doing the test for an hour by the time the dean came. Мы уже час писали контрольную, когда пришел декан.
Future will/shall + have + been + V _{ing}	By next month, he will have been working at the veterinary hospital for ten years. К следующему месяцу он проработает в ветеринарной клинике уже 10 лет.



Modal Verbs and their Equivalents (Модальные глаголы и их эквиваленты)

Модальный глагол и его эквивалент	Значение	Present	Past	Future
Can (could) to be able to	возможность или способность совершать действия	can am / is / are able to She can perform surgery. She is able to perform surgery. Она может (умеет) делать операции.	could was / were able to She could perform surgeries before. She was able to perform surgery. (могла)	shall / will be able to She will be able to perform surgery. Она сможет делать операции.
May (might) to be allowed to	разрешение, просьба, вероятность	may am / is / are allowed to May I feed the chickens? Am I allowed to feed the chickens? Можно мне покормить цыплят? Peter may come, let's	might was / were allowed to I asked if I might feed the chickens. Я спросил, можно ли мне покормить цыплят.	will be allowed to I will be allowed to feed the chickens. Мне разрешат покормить цыплят.

Модальный глагол и его эквивалент	Значение	Present	Past	Future
		wait. (Может прийти.)	I was allowed to feed the chicken. (Мне разрешили.) Peter said that he might come. (Возможно)	
must	необходимость что-либо сделать, приказ	Must You must keep animals alive.	-	-
to have to	необходимость совершения действия из-за определенных обстоятельств	have / has to You have to do a blood test immediately as the central lab asks for the results. Вы должны немедленно сделать анализ крови, поскольку центральная лаборатория запрашивает результаты.	had to You had to do a blood test yesterday. Вам нужно было сделать анализ крови еще вчера.	shall / will have to You will have to do a blood test as the results are needed tomorrow. Вам нужно будет сделать анализ крови, поскольку результаты понадобятся завтра.
to be to	необходимость совершения запланированного действия, договоренность	am / is / are to The clinic is to start working on Monday. Клиника должна начать работу в понедельник.	was /were to The clinic was to start working last Monday. (Должна была)	-
should	рекомендация по совершению действия, совет, мягкое долженствование	Should You should bring your pets for regular check up. (Следует)	-	-

Модальный глагол и его эквивалент	Значение	Present	Past	Future
need	необходимость совершения действия	Need You need to monitor the cat's temperature. Вам нужно следить за температурой кошки. You need not to bring it to the clinic. Вам не нужно приносить ее в клинику.	-	-



Verbals

Infinitive (Инфинитив)

Формы инфинитива

	Indefinite	Continuous	Perfect	Perfect Continuous
Active	to help	to be helping	to have helped	to have been helping
Passive	to be helped	-	to have been helped	-

Функции инфинитива

подлежащее	To supply calves and piglets with vitamins is a very important task for a farmer. – Обеспечить телят и поросят витаминами – очень важная задача для фермера.
дополнение	He likes to feed chicken. – Ему нравится кормить цыплят.
именная часть сказуемого	Our task is to build a cowshed as soon as possible. – Наша задача – построить коровник как можно скорее.
определение	He was looking for a horse to buy . – Он искал лошадь, которую можно купить.
обстоятельство	To develop proper breeding programme, a breeder must rely on the pedigree of the sire. – Чтобы разработать правильную селекционную программу, селекционер должен полагаться на родословную производителя.



Constructions with the Infinitive (Конструкции с инфинитивом)

существительное или местоимение в объектном падеже + инфинитив	
The farmer <i>wants the veterinarian to examine</i> his sheep. I <i>want him to come</i> .	Фермер хочет, чтобы ветеринар осмотрел его овец. Я хочу, чтобы он пришел.
<u>Субъектный инфинитивный оборот (The Subjunctive Infinitive Construction)</u>	
!!! В данной конструкции употребляются глаголы to know, to say, to believe, to suppose, to consider, to think, to find, to assume, to report и т.д. в страдательном залоге.	
существительное или местоимение в именительном падеже + инфинитив	
The new drug <i>was expected to be</i> efficient in treating this illness.	Ожидали, что новое лекарство окажется эффективным для лечения этого заболевания.
The delegation was expected to arrive on Wednesday.	Ожидалось, что делегация прибудет в среду.
Инфинитивная конструкция с предлогом “for”	
переводится на русский язык придаточным предложением с союзом «чтобы», подлежащим которого становится существительное, а сказуемым – инфинитив, который переводится глаголом в прошедшем времени.	
<i>For calves to grow and develop</i> rapidly, a farmer should provide the due care and feeding. This rule is here for you to remember.	Чтобы телята росли и развивались быстро, фермер должен обеспечить соответствующий уход и кормление. Это правило здесь, чтобы вы запомнили.
<u>Объектный инфинитивный оборот (The Objective Infinitive Construction)</u>	
Употребляется после глаголов: to want – хотеть, to wish – желать, to require – требовать, to suppose – полагать, to assume – полагать, считать, to believe – полагать, считать, to think – думать, to expect – ожидать, to consider – считать, полагать, to know – знать, to find – находить и др. !!! После глаголов to see – видеть, to watch – наблюдать, to hear – слышать, to feel – чувствовать, to make – заставлять и др. инфинитив употребляется без частицы “to”.	



Bear in mind! Models:

1	I know him to be a good vet.	Я знаю, что он хороший ветеринар.
2	He is known to be a good vet.	Известно, что он хороший ветеринар.
3	I want you to be a good vet.	Я хочу, чтобы ты стал хорошим ветеринаром.

4	This kit is for you to be a good vet.	Этот набор для тебя, чтобы стать хорошим ветеринаром.
5	In order to be a good vet you should have more practice.	Чтобы стать хорошим ветеринаром, тебе нужно больше практики.



Participle (Причастие)

	Active	Passive
Participle I	finishing	being finished
Participle II	-	finished
Perfect Participle	having finished	having been finished

Функции причастия

функции	примеры
определение	<i>Growing</i> young animals require high-protein rations. Растущие молодые животные нуждаются в высокобелковых рационах. The <i>bred</i> bulls will be used as sires. Полученные быки будут использоваться как племенные производители.
обстоятельство	<i>Growing</i> corn, the farmer provides his herd with fodder. Выращивая кукурузу, фермер обеспечивает свое стадо кормами. When <i>given</i> proper ration animals increase their production potential. Когда животным обеспечивают правильный рацион, потенциал их продуктивности увеличивается.
часть сказуемого	The farmers are <i>feeding</i> the cattle now. Сейчас фермеры кормят скот. <i>Having been pollinated</i> by honeybees, crops produced higher yields. – После того, как их опылили пчелы, эти культуры дали более высокий урожай.



Constructions with the Participle (Причастные обороты)

The Objective Participle Construction (Объектный причастный оборот) <u>существительное в общем падеже + причастие настоящего времени</u> <u>местоимение в объектном падеже + причастие настоящего времени</u> The farmer <u>watched them harvesting</u> the wheat. Фермер наблюдал, как они собирали пшеницу. <i>They found <u>the animals grazing</u> by the river. Они обнаружили, что животные пасутся у реки.</i>
--

The Subjective Participle construction (Субъектный причастный оборот)

существительное в общем падеже + причастие прошедшего времени
местоимение в объектном падеже + причастие прошедшего времени

This region **is known to produce** *the highest quality wheat*. Известно, что этот регион производит пшеницу наивысшего качества.

The livestock **is said to be raised** *without antibiotics*. Говорят, что этот скот выращивается без применения антибиотиков.

Absolute Participle Construction (Самостоятельный причастный оборот)

The sun having risen, the farmers started their work in the fields. Как только солнце взошло, фермеры начали работу в полях.

All equipment repaired, they continued with the harvesting. Как только оборудование было отремонтировано, они продолжили уборку урожая.

Gerund (Герундий)

	Active	Passive
Indefinite	breeding	being bred
Perfect	having bred	having been bred

Функции герундия

функции	примеры
подлежащее	<i>Treating</i> sick animals requires a lot of patience and care. Лечение больных животных требует много терпения и заботы.
часть сказуемого	Her favorite part of the job is <i>helping</i> injured animals recover. Её любимая часть работы – помогать раненым животным восстанавливаться.
дополнение	The vet recommended <i>giving</i> the medication twice a day. Ветеринар порекомендовал давать лекарство дважды в день.
определение	The clinic has a special room for <i>treating</i> exotic animals. В клинике есть специальная комната для лечения экзотических животных.
обстоятельство	The assistant improved his skills by <i>observing</i> surgeries. Ассистент улучшил свои навыки, наблюдая за операциями.



Complex Sentences (Сложные предложения)

Compound Sentence (Сложносочиненное предложение)	Complex Sentence (Сложноподчиненное предложение)
части предложения равны между собой и соединены сочинительными союзами and, but, or, as well as, not only but also, etc.	состоит из главного и одного или нескольких придаточных предложений и соединены подчинительными союзами when, why, because, so that, how, where.
The vet examined the dog, and the nurse prepared the medicine.	The dog was barking because it was scared.

Types of subordinate clauses (Типы придаточных предложений)

тип	примеры
дополнительное	The vet said that the puppy needed immediate care. I don't know why the puppy stopped eating.
определительное	The dog that was rescued is now recovering. This is the clinic where I bring my pets.
обстоятельственное	When the vet entered the room, the dog stopped barking. Although the wound looked serious, it healed quickly.



The Subjunctive Mood (Сослагательное наклонение)

Сослагательное наклонение – грамматическая конструкция, которая выражает предполагаемое или желаемое действие, сомнение или нереальность выполнения действия.

	Present Subjunctive	Past Subjunctive	Past Perfect Subjunctive
Оборот it is necessary/important/essential/demanded/required that	It is necessary that a vet examine the animal. Необходимо, чтобы ветеринар осмотрел животное.	X	X
Оборот I suggest/demand/order/insist/recommend that	I suggest you take your cat to the clinic. – Я предлагаю вам отвезти кошку в клинику.	X	X

Conditionals (Условные предложения)		Real condition	Unreal condition
		If I were a vet, I would help stray animals. Если бы я был ветеринаром, я бы помогал бродячим животным.	If we had come earlier, the vet could have saved the kitten. Если бы мы пришли раньше, ветеринар смог бы спасти котенка.
Wish-constructions		I wish the clinic were closer to our house. Если бы клиника была поближе.	I wish you had brought the cat to the vet sooner. Если бы ты принес кота раньше.



Direct and Indirect Speech (Прямая и косвенная речь)

Direct	Indirect
Declarative Sentences. Утверждения.	
The vet said: "The dog needs surgery".	The vet said that the dog needed surgery.
Interrogative Sentences. Вопросы.	
I asked: "Does the cat have a fever?"	I asked if the cat had a fever.
Imperative Sentences. Просьбы, приказы.	
The vet said, "Give the medicine twice a day."	The vet told me to give the medicine twice a day.

The Sequence of Tenses (Согласование времен)

Present Simple → He says, "Cattle occupy a unique role in human history."	Past Simple He said that cattle occupied a unique role in human history.
Past Simple → He said, "Cattle occupied a unique role in human history."	Past Perfect He said that cattle had occupied a unique role in human history.
Future Simple → He said, "Cattle will occupy a unique role in human history."	Future in the Past He said that cattle would occupy a unique role in human history.
Present Continuous → Pete says, "I am reading now."	Past Continuous Pete said that he was reading then.

Past Continuous → Pete said, “I was reading.”	Past Perfect Continuous Pete said that he had been reading.
Present Perfect → Mr. Green said, “Our preliminary investigations have shown good results.”	Past Perfect Mr. Green said that their preliminary investigations had shown good results.
Present Perfect Continuous → Mr. Green said, “We have been showing good results.”	Past Perfect Continuous Mr. Green said that they had been showing good results.

Также изменяются обстоятельства места и времени, указательные местоимения:

this → that

these → those

here → there

now → then

yesterday → the day before

today → that day

tomorrow → the next/following day

last week/year → the previous week/year ago → before

next week/year → the following week/year



Impersonal and Indefinite-personal Sentences

(Безличные и неопределенно-личные предложения)

Безличное предложение – это предложение, в котором подлежащее является формальным. (Здесь холодно и светло.) Функцию формального подлежащего выражает местоимение *it*, которое на русский язык обычно не переводится. *It seems that the dog is feeling better today.* Кажется, что собаке становится лучше. *It appears that the cat has lost weight.* Похоже, что кошка похудела.

Неопределенно-личное предложение – это предложение, в котором подлежащее выражает неопределенное лицо. *Нужно помнить. Следует переходить дорогу на зеленый свет.* В английском языке в функции подлежащего неопределенно-личного предложения (в значении неопределенного лица) употребляются местоимения *one*, *you* или *they*. *One must be patient when training a new puppy.* Нужно быть терпеливым при дрессировке нового щенка. *They say you are leaving soon.* Говорят, что вы скоро уезжаете.



PART II

COVER AND CHECK EXERCISES

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

 Continuous Tenses.	  69 - 70
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I. Fill in the blanks with the correct form of the verb.

*Model 1: The researchers **were discussing** vaccination strategies when farmers **came**. 2. Students **were examining** animals when the vet **was watching** them.*

1. The farmers __ (to control) the data now.
2. Veterinarian __ (to monitor) vaccination from 10 till 12 yesterday.
3. The milkers __ (to milk) cows when I usually __ (to come).
4. The sheep __ (to graze) while the dogs __ (to run) around.
5. When you __ (to present) the results everyone __ (to listen) attentively.

II. Turn Active into Passive.

Model: The farmer is treating a sick sheep. – A sick sheep is being treated by the farmer.

1. The scientists are taking samples.
2. The workers are cleaning the barn.
3. The vet was examining a cat.
4. The staff was monitoring the health of the animals.

 Perfect Tenses.	  70 - 72
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III. Fill in the blanks with the correct form of the verb.

1. We ____ (to examine) the injured animals by the end of the day.
2. Dr. Smith ____ (to work) with exotic animals since he graduated from university.
3. The cat ____ (to suffer) from dehydration for several days.
4. The vet ____ not ____ (to finish) the surgery yet, it's taking longer than expected.
5. The dog ____ (to recover) for the last two weeks.
6. I ____ (to assist) the veterinarian with surgery all morning.
7. Before the new equipment arrived, the clinic ____ (to use) outdated machines for diagnostics.
8. This horse ____ (to live) on the farm for 5 years.
9. Has Mr. Bean ____ (open) his own clinic?

IV. Turn Active into Passive.

Model: The parrot **has** already **bitten** me. – I **have** already **been bitten** by the parrot.

1. The veterinarian has examined the dog.
2. The team has vaccinated all the cats.
3. The girl has fed the chickens.
4. The vet has diagnosed the illness.
5. The staff has already cleaned the kennels.

 Modal Verbs.	  72 - 74
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V. Open the brackets, choose the correct modal verb.

1. You (*must / can*) milk the cows twice a day to keep them healthy.
2. The sheep (*may / should*) graze in the pasture.
3. If the pig is sick, you (*might / must*) call the vet immediately.
4. A hen (*can / should*) lay an egg almost every day.
5. Goats (*must / can*) climb almost everywhere, so you (have to / should) build a very secure fence.
6. Farmers (*can / must*) feed their pigs properly to ensure they grow well.
7. You (*have to / may*) not enter the sheep pen without the farmer's permission.

VI. Match the sentences to their translation.

1	May I come in?	a.	Не могли бы вы покормить корову?
2	Shall we go?	b.	На улице холодно. Тебе стоит надеть шапку.
3	Could you feed the cow?	c.	Я не хочу заправлять кровать, но я должен.
4	I don't want to make my bed, but I have to.	d.	Пойдем?
5	It's cold outside. You should put on your hat.	e.	Могу я войти?

VII. Complete the chart.

Model:

+	-	?
Cows may graze in the pasture.	Cows may not graze in the pasture.	May cows graze in the pasture?

	+	-	?
1	Vets have to make quick decisions.		Have vets to make quick decisions?
2		Old data should not be analyzed.	Should old data be analyzed?

3	You must follow manufacturer's instructions.	You must not follow manufacturer's instructions.	
4		We need not to collect tissue samples.	Do we need to collect tissue samples?
5	We can observe many changes.		Can we observe any changes?

 The Infinitive	  75
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VIII. Match the columns.

1	The water in the pond is not fresh enough to be used.	a	Яйца, которые будут использованы для выведения цыплят, должны быть инкубированы.
2	Eggs to be used for hatching should be incubated.	b	Вода в пруду недостаточно свежая, чтобы ее можно было использовать.
3	In some areas pastures are too scarce to provide animals with feed.	c	Чтобы поддерживать высокие надои, дойных коров нужно достаточно кормить.
4	In order to maintain high-milk yields, milking cows are to be sufficiently fed.	d	Фермеры пришли к выводу, что этот метод откорма свиней является наиболее эффективным.
5	Farmers have found the method of fattening pigs to be the most efficient.	e	В некоторых районах пастбища слишком скудны, чтобы обеспечить животных кормом.

IX. Translate the sentences into Russian.

Model 1: *They are said to have changed their plans again. – Говорят, что они опять поменяли планы.*

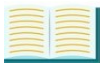
1	The best veal is considered to be obtained from young calves.	
2	The livestock production was reported to be not so profitable in this region.	
3	These cows were seen to be kept on pasture both in winter and in spring.	
4	These poultry houses are known to be provided with proper ventilation.	

Model 2: *The doctor believed his patient to be very ill. – Врач считал, что этот пациент очень болен.*

1	The vet expects the farmer to bring a sick animal in the morning.	
2	The owner ordered the vet to check all the horses.	
3	The farmer noticed the cow to have a leg injury.	
4	The vet expects the assistant to clean surgical instruments.	

Model 3: *This book is for you to read. – Вот тебе книга, чтобы почитать.*

1	These sheep are for you to feed.	
2	Here are the chickens for you to treat.	
3	Here is the spare part to replace.	
4	In order to diagnose a disease, you should take blood samples.	

 The Participle	  76
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X. Find participles in the sentences.

1. The dog was barking until the vet arrived.
2. The injured cat was placed in a warm cage.
3. Treating animals requires patience.
4. The frightened rabbit tried to hide under the table.
5. Vaccinated pets are protected from diseases.

XI. Open the brackets using Participle I or II.

1. I have always (to be interested) in dog training.
2. I noticed a cat (walked, walking) around.
3. Students watched a (running, run) horse.
4. The assistant watched X-ray results (showing, showed) on the screen.

XII. Change the sentences using Participle I or II.

Model: *The dog that is barking – the barking dog.*

1	The animal that was rescued –	
2	The medicine that is given –	
3	The dog that was found –	
4	The horse that is limping –	
5	The surgery that was performed –	

XIII. Match the columns.

1	The fertilizers being applied, the hay yield was high.	Так как купили новый трактор, эффективность резко возросла.
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2	A new tractor was bought, the efficiency greatly raised.	Так как вы получили больше цыплят, придется собирать больше яиц.
3	The milk yield has grown, we'll have to sell more milk.	Поскольку внесли удобрения, то урожай возрос.
4	As you have more chickens supplied, more eggs will have to be collected.	Так как надой увеличился, нам придется продавать больше молока.

 The Gerund	  76
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XIV. Match the columns.

1	By changing animal rations, one can improve the quality of farm products.	a	Еще один распространенный метод сохранения мяса – консервирование.
2	Both biologists and chemists are interested in developing new drugs for treating farm animals.	b	Многоплодие во многом зависит от правильного выбора свиноматки.
3	One more commonly used method of preserving meat is to can it.	c	Путем изменения рационов животных, можно улучшить качество сельскохозяйственной продукции.
4	Crossbreeding is a very popular method for increasing sheep population.	d	Как биологи, так и химики заинтересованы в разработке новых препаратов для лечения сельскохозяйственных животных.
5	Large litters greatly depend on proper selecting of a sow.	e	Скращивание является очень популярным методом увеличения поголовья овец.

XV. Define the Gerund (G) or Participle (P) is used in the sentence.

1. We saw the vet **examining** the horse in the stable.
2. **Training** animals requires consistency and kindness.
3. **Feeding** is done every morning at 8 a.m.
4. A **crying** kitten was found outside the shelter.
5. **Cleaning** the cages is a part of his daily tasks.
6. The vet found a **limping** elk calf near the road.
7. He apologized for **missing** the morning appointment.
8. The **barking** dog scared the boy.

 Complex Sentences.	  78
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XVI. Match the columns as appropriate.

1	The cow refused to eat because	a	to prepare the animal for operation.
2	Unless the weather is bad	b	it had a stomach infection.
3	The vet examined the sheep so that	c	vaccinations are important.
4	After the vet cleaned the wound,	d	he finished planting the seeds.
5	The farmer had a rest when	e	he could identify the infection.
6	The vet explained why	f	he applied medicine.
7	The assistant didn't understand how	g	we won't move the cattle to pasture.

XVII. Choose the correct conjunction.

- The cat was very sick, ____ it refused to eat.
a) and b) so c) or
- The dog was barking loudly, ____ the vet remained calm.
a) but b) and c) for
- You can call the vet, ____ you can try to treat the injury yourself.
a) nor b) or c) for
- The tractor broke down ____ the farmer fixed it.
a) but b) for c) so
- The vet examined the dog ____ she didn't find anything serious.
a) or b) since c) but

XVIII. Join parts using conjunction to make sentences.

Model: The vet prescribed antibiotics. The cow had an infection. – The vet prescribed antibiotics because the cow had an infection.

1	The cow refuses to eat	because	he could protect the crops from wild animals.
2	The farmer installed a new fence.	or	
3	The dog barked loudly	so	the stranger entered the back yard.
4	The farmer explained	and	
5	The field will be plowed	so that	the tractor is repaired
		while	we'll have to call the vet again.
		when	crop rotation helps the soil.

 Subjunctive Mood.	  78
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XIX. Fill in the gap.

- It is necessary that animals ____ (be / are) vaccinated regularly.
- I wish the vet ____ (knows / knew) how to treat this rare disease.
- If I ____ (were / was) a vet, I would be able to help more animals.
- I suggest that we ____ (check / checks) the animal's health every six months.
- If the farmer ____ (were / was) more careful, the crops wouldn't have been ruined.

6. It is crucial that the farmer_____ (use / uses) the best equipment to protect crops.
7. The vet recommended that the dog _____(take / takes) its medication twice a day.
8. I wish the sheep_____ (have / had) a better shelter in the winter.

XX. Open the brackets and use the correct form of the verb.

1. I wish a vet (be) available right now.
2. If I (have) more experience, I would apply for a job at the animal clinic.
3. The vet suggested that she (check) the dog's temperature again.
4. If we (bring) the puppy earlier, it might have recovered.
5. I wish I (know) how to treat minor wounds myself.
6. The vet recommended that the medication (be) given twice daily.
7. I wish my dog (stop) barking during check-ups.
8. If I (be) you, I'd take the animal to a specialist.



Direct / Indirect Speech.



 79 - 81

XXI. Choose the correct word in brackets.

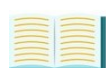
1. He said that (these / those) animals needed special food.
2. The doctor told me that she had performed the surgery (there / here).
3. The assistant told me that they had cleaned the cages (yesterday / the day before).
4. The owner told us that his dog had been sick since (the previous week / last week).
5. The receptionist said that the next appointment would be scheduled (tomorrow / the next day).
6. The vet said that she would give the injection (that / this) evening.

XXII. Convert direct speech into indirect.

1. The vet said, "The dog is recovering well."
2. I asked, "When will the operation begin?"
3. She said, "I have never treated a snake before."
4. He asked, "Is this your first visit to the clinic?"
5. The nurse said, "Give this medicine to the cat every morning."
6. The vet said, "Don't feed the dog after midnight."
7. The owner said, "My cat has been sneezing a lot."
8. I asked the vet, "What should I do if the puppy starts vomiting?"



Impersonal and Indefinite-personal Sentences.



 81

XXIII. Choose the correct translation.

1. Говорят, что эта клиника одна из лучших в городе.
 - a) They say this clinic is the best in the city.
 - b) It is said that this clinic is one of the best in the city.
 - c) People are said this clinic is the best.
2. Считается, что у кошек сильный иммунитет.
 - a) It considers that cats have strong immunity.

- b) It is considered that cats has strong immune system.
- c) Cats are considered to have strong immunity.

3. Здесь можно лечить экзотических животных.

- a) One can treat exotic animals here.
- b) You should treat exotic animals there.
- c) We can treat exotic animals here.

4. Говорят, что этот препарат вызывает сонливость.

- a) They say that this drug causes sleepy.
- b) It says that this medicine causes drowsiness.
- c) It is said that this drug causes drowsiness.

5. Известно, что вакцина эффективна против вируса.

- a) It is known that the vaccine effective for the virus.
- b) The vaccine is known to be effective against the virus.
- c) They know that the vaccine is effective on the virus.

6. Здесь можно наблюдать за животными через камеру.

- a) One can watch the animals through the camera here.
- b) You should observe the animals through the camera here.
- c) Observing the animals by the camera is very easy here.

7. Говорят, что требуются дальнейшие исследования.

- a) It is said that further investigations were required.
- b) They say that further investigations are required.
- c) He says that further investigations will be required.



PART III PROGRESS TEST

GUIDELINES

1. Students should do the Progress Test as an intermediate control.
2. There are 6 variants of the Progress Test. The Variant **A** is intended as independent work out of class for every student. The results are to be discussed in class.
3. Variants 1-5 are designed for work in class. Individual Progress Test variant should be selected by the teacher's request.
4. Test should be done in a written form in a special notebook, clearly and legibly. On the cover of the notebook, please write your last name, initials, faculty, group, and indicate the Test variant.
5. When completing the Test please leave the margins for the teacher's comments and instructions. The tasks should be completed in the order they are given in the Progress Test.
6. Consult a relevant part of the provided Grammar Guide or a grammar book in order to complete the tasks correctly.
7. At the end of the paper, put the date and your signature.
8. Submit your Progress Test before the deadline.

May success attend you!





Variant A

Do the tasks in writing.

#		Check Tasks
1.	<i>The Verb. Active and Passive Voices. Continuous, Perfect, Perfect Continuous Tenses</i>  69 - 72	<i>1. Put the verb in the correct form.</i> 1. Milkmaids __ (milk) the cows right now. 2. They __ already (plant) crops. 3. The farmer __ (work) in the field since early morning. 4. Yesterday at this time the plough __ (work) in the field. 5. A new greenhouse __ (built) by the farmers. <i>2. Make up sentences.</i> 1. Harvesting, they, were, the corn, in the afternoon. 2. The farmer, the cows, are being, by, fed. 3. All the eggs, will have, by 10 a.m., been collected. 4. The farmer, since morning, the soil, has been, ploughing. 5. About 20, are affected, farms, by this disease.
2.	<i>Modal verbs and their equivalents.</i>  72-74	<i>Underline modal verbs or their equivalents. Translate the sentences.</i> 1. We are to grow different grasses for feeding livestock. 2. Manure has to be applied for the crop. 3. The feed for young farm animals must be nutritious. 4. Favorable conditions should be provided for poultry. 5. Weeds could be controlled with special cultural practices.
3.	<i>Verbals: infinitive, gerund, participle I, II</i>  74 - 78	<i>I. Underline Participle I or Participle II in the sentences. Translate the sentences.</i> 1. Planted crops grew quickly under the warm sun. 2. Dogs living with the sheep were included into the group. 3. The rising cost of fertilizers is a problem for many farmers. 4. The developed techniques have made farming more efficient. <i>II. Translate the sentences.</i> 1. He bought new planting equipment for his farm. 2. Farmers can improve soil fertility by rotating crops. 3. To grow healthy crops requires good soil and plenty of sunlight.

		4. Growing cattle in dry regions is very challenging. 5. Their goal is to increase meat production. III. Choose the right translation for the sentences. 1. <i>The soil being dry, the farmer decided to delay planting.</i> a) Почва была сухой – фермер решил отложить посадку. b) Так как почва была сухой, фермер решил отложить посадку. 2. <i>Crop rotation is considered to improve soil fertility.</i> a) Считается, что севооборот улучшает плодородие почвы. b) Мы считаем, что севооборот улучшает плодородие почвы.
4.	Complex Sentences.  78	Complete the sentences. 1. The workers stopped ploughing when..... 2. Backyard farming it is where ... 3. If the weather is fine, ... 4. The machine that was bought last year....
5.	Subjunctive Mood.  78	Mark the sentence as a real (R) or unreal (UR) conditions. 1. If I had more land, I would grow more vegetables. 2. We would have grown more vegetables if it were not for the land.
6.	Direct / Indirect Speech.  79 - 81	Put the sentences into indirect speech. Example: <i>She said, "I worked in a veterinary clinic last year."</i> She said that she had worked in a veterinary clinic the year before. 1. He says, "Cattle occupy a unique role in human history." 2. She asked, "Why haven't you fed the chickens?" 3. The farmer told me, "Feed the cows, please."

Read the text and do the tasks.

Farming

Farming is the practice of cultivating the land, growing crops, and raising livestock for food, fiber and other products. It has been a part of human civilization for thousands of years. Over the years scientists have developed better varieties of plants and livestock and highly effective fertilizers. Farmers use advanced technologies to increase productivity and efficiency.

There are different types of farming, including backyard farming, where farmers grow food mainly for their families, commercial farming, where crops and livestock are produced for sale in markets, large-scale industrial farming,

where food is produced extensively. Farming plays an important role in the economy of many countries, providing employment and supporting food security.

Almost half of the territory of the Republic of Belarus is occupied by agricultural lands. The present state of farming allows Belarus to produce highly profitable commodities such as milk, beef, pork, poultry meat, eggs, potatoes, fiber flax, sugar beets, wheat, rye, barley, oats etc. In Belarus the potential of cattle breeding and crop growing is great enough and is based on advanced industrial technologies.

However, farming also faces many challenges such as climate changes, soil and water depletion and the need to producing more food for people.



Scan and listen

I. True or False?

1. Farming has been a part of human civilization for thousands of years.
2. Farmers use advanced technologies to decrease productivity and efficiency.
3. There are different types of farming: backyard farming, commercial farming, large-scale industrial farming.
4. The present state of agriculture doesn't allow Belarus to produce highly profitable commodities.
5. In Belarus, the potential of cattle breeding and crop growing is great enough based on advanced industrial technologies.

II. Answer the questions.

1. What is farming?
2. Does modern farming use advanced technology?
3. There are different types of farming, aren't there?
4. What commodities are produced in Belarus?
5. What challenges does farming face?

III. Put 5 questions to the sentence.

In Belarus the potential of cattle breeding and crop growing is great enough, and it is based on advanced industrial technologies.



Variant 1

Do the tasks in writing.

#		Check Tasks
1.	The Verb. Active and Passive Voices. Continuous, Perfect, Perfect Continuous Tenses  69 - 72	1. Put the verb in the correct form. 1. Birds ____ (fly) in the sky at the moment. 2. People ____ (keep) pet birds for thousands of years. 3. Falconry ____ (practice) by humans since antiquity. 4. Scientists noted that an interest in using trained birds ____ (grow). 5. Binoculars ____ (use) to get better views of the birds. 2. Make up sentences. 1. Beaks, have, for, gathering, birds, food, from, woodlands. 2. Birds, always, have been, and familiar, animals, diverse, the most, on the Earth. 3. Digestive process, during, gastric juices, are, food particles, breaking down. 4. Has been noted, it, that changes, in the diet of cause, alterations, in environmental, factors, certain, birds, species of. 5. Around the world, of avian diets, further research, are conducted.
2.	Modal verbs and their equivalents  72 - 74	Underline modal verbs or their equivalents. Translate the sentences. 1. Studies have shown that certain species are able to recognize specific melodies even after years apart. 2. Some species may migrate from high mountain areas to lower valleys during the summer months. 3. Birds have to take part in an activity known as foraging, in order to obtain energy. 4. Migration can be divided into two main types: altitudinal and latitudinal migration. 5. The newly hatched birds must remain in the nest for around two weeks.
3.	Verbals: infinitive, gerund, participle I, II  74 - 78	I. Underline Participle I or Participle II in the sentences. Translate the sentences. 1. Birds are part of a group of animals called vertebrates. 2. Infected birds typically eat less and become less active. 3. It is important to protect existing populations of birds. 4. Studying infected birds, scientists have discovered a wide range of pathogens.

		II. Translate the sentences. 1. Birds with respiratory infections keep their beaks open while breathing. 2. Breeding and nesting of birds is a complex process that varies greatly among species. 3. To attract mates or defend territories young birds learn songs from adults. 4. Breeding pairs take turns sitting on eggs until they hatch after an incubation period. 5. To find warmer conditions birds have to fly north-south depending on the seasons. III. Choose the right translation for the sentences. 1. <i>It is essential that all ages of bird have access to food sources.</i> a) Важно, чтобы птицы всех возрастов имели доступ к пищевым ресурсам. b) Птицы всех возрастов имеют доступ к важным пищевым ресурсам. 2. <i>As humans continue to alter birds' natural habitats through deforestation, it becomes important to protect existing avian populations.</i> a) Поскольку люди продолжают изменять среду обитания птиц посредством вырубki лесов, становится важным защищать существующие популяции птиц. b) Так как птицы изменяют среду обитания из-за вырубki лесов, становится важным защищать существующие популяции птиц.
4.	Complex Sentences  78	Complete the sentences. 1. Smaller birds tend to migrate shorter distances while larger ones fly.... 2. People have been keeping pet birds since ancient times due to their beautiful.... 3. Birds typically breed in spring or summer when food sources are..... 4. There are herbivorous, carnivorous and omnivorous species which consume both
5.	Subjunctive Mood  78	Mark the sentence as a real (R) or unreal (UR) conditions. 1. When birds possess powerful wings, they are able to flight over great distances. 2. If birds had no wings, they would not fly.
6.	Direct / Indirect Speech	Put the sentences into indirect speech. <i>Example: Scientists say, "Most songbird species build cup-shaped nests with soft bedding material". - Scientists</i>

	 79- 81	<i>said that most songbird species built cup-shaped nests with soft bedding material.</i> 1. Observers noticed, “Many migratory birds will fly thousands of miles each year”. 2. The teacher asks, “What are the two main types of migration?” 3. The regulation reads, “Follow all the hygiene rules strictly!”
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Read the text and do the tasks.

Habits and Behaviors of Birds

Birds are among the most diverse and familiar animals on the Earth. They can be found in virtually every habitat from tropical rainforests to icy tundras, soaring above the land or crawling through dense undergrowth.

With more than 10,000 known species of birds, they come in a range of shapes and sizes that is astonishing. Birds are part of a group of animals called vertebrates which includes backboned creatures such as mammals, reptiles, amphibians and fish. The defining characteristic of birds is their feathers; no other animal has them.

Birds may eat a variety of items depending on availability within their habitat; these can include small mammals, eggs from other bird species, aquatic invertebrates.

Birds demonstrate a variety of habits and behaviors that are unique to the species. For example, some birds may spend most of their day foraging for food while others migrate long distances to find suitable habitats.

One interesting habit amongst many birds is cooperative breeding. This is where two or more adult birds work together to feed and raise young chicks.

Another common trait shared by many birds is song learning. Young birds learn songs from adults in order to attract mates or defend territories against other males during mating season. Certain species can recognize specific melodies even after years apart.

Migration patterns of birds vary greatly among species so they can survive and reproduce successfully. Smaller birds tend to migrate shorter distances while larger ones fly longer distances.

Along their route birds must take into account factors like weather, landforms and other geographical features that could impact their flight.



Scan and listen



Scan and study

I. True or False?

1. Birds can be found in virtually every habitat.
2. Birds are part of a group of animals called invertebrates
3. The defining characteristic of birds is their tails; no other animal has them.
4. Cooperative breeding is a work of several young birds to forage for food.
5. Some species of birds can't recognize specific melodies after years apart.

II. Answer the questions.

1. Where are birds found?
2. Are birds part of a group of animals called vertebrates or invertebrates?
3. What are the defining characteristics of birds?
4. Do migration patterns of birds vary greatly among species?
5. What factors must birds take into account during their flight?

III. Put 5 questions to the sentence.

Young birds learn songs from adults in order to attract mates or defend territories against other males during mating season.



Variant 2

Do the tasks in writing.

#		Check Tasks
1.	<i>The Verb. Active and Passive Voices. Continuous, Perfect, Perfect Continuous Tenses</i>  69 -72	<i>1. Put the verb in the correct form.</i> 1. Scientists ____ currently (monitor) the migration patterns of bony fish. 2. Fossils of fish ____ (date) back to the Cambrian period. 3. Fish ____ (give) rise to all aquatic animals. 4. Researchers ____ (study) the feeding behavior of tuna for over a decade. 5. By the end of the experiment, biologists ____ (collect) genetic samples for analysis. <i>2. Make up sentences.</i> 1. Goldfish, for, their vibrant, have been, colors, bred, forms unique. 2. More, the bony fish, than, the sea, have conquered, other species. 3. The sharks, by students, are being, examined, in, the laboratory. 4. Is adapted, salmon, to, their, the intestinal tract, of, specific, and, diet, habitat. 5. Gills, particles, are filtering out, the water, as, flows, through.

2.	Modal verbs and their equivalents  72 -74	<i>Underline modal verbs or their equivalents. Translate the sentences in writing.</i> 1. Fish can breathe under water with the help of gills. 2. Migratory fish species have to pass through multiple ecological zones. 3. To ensure population stability, fish must spawn in optimal environmental conditions. 4. Tropical reef fish may decline in population if coral bleaching increases. 5. Eels should be monitored more precisely as they migrate between the freshwater and the oceans.
3.	Verbals: infinitive, gerund, participle I, II.  74 - 78	<i>I. Underline Participle I or Participle II in the sentences. Translate the sentences.</i> 1. Most fish reproduce by means of eggs laid by the female and fertilized by the male. 2. Flying fish can launch themselves into the air for brief periods. 3. Catfish are bottom-dwelling fish characterized by scaleless bodies. 4. Salmon are prized for their delicious and highly valued flesh. <i>II. Translate the sentences.</i> 1. Living in water presents a problem such as maintaining salt concentrations. 2. Sharks are predators and have developed many adaptations to help them hunt, reproduce and survive. 3. Nearly all fish have fins, used for swimming. 4. Tuna possess streamlined bodies, enabling them to reach remarkable speeds. 5. The main direction of fish culture development is the rearing of fish using intensive and source saving methods. <i>III. Choose the right translation for the sentences.</i> 1. Fish are believed to have smaller brains than most other animals. а) Считается, что у рыб мозг меньше, чем у других животных. б) Мы считаем, что у рыб мозг меньше, чем у других животных. 2. It is known fish may be found in most aquatic bodies. а) Все знают, что рыбу можно обнаружить в большинстве водных объектов. б) Известно, что рыбу можно обнаружить в большинстве водных объектов.

4.	Complex Sentences  78	Complete the sentences. 1. A fish out of water suffocates because 2. Fish population decreases when water pollution.... 3. Instead of breathing air into lungs, fish have..... 4. Unless fish find clean water, they will not
5.	Subjunctive Mood  78	Mark the sentence as a real (R) or unreal (UR) conditions. 1. If fish lived on land, they would need lungs. 2. If fish sense danger, they quickly swim away to avoid predators.
6.	Direct / Indirect Speech  79- 81	Put the sentences into indirect speech. <i>Model: The professor explained, "Fish are a group of aquatic animals with skull, gills and limbs." – The professor explained, that fish were a group of aquatic animals with skull, gills and limbs."</i> 1. The scientist said, "Fish are found in almost every watery habitat from large puddles to polar seas." 2. The student asks, "Are angelfish popular in aquariums?" 3. The biologist instructed, "Observe carefully the behavior of goldfish."

Read the text and do the tasks.

Types of Fish Species and their Features

Fish are a group of aquatic animals with skulls, gills and digitless limbs. Fish were the first vertebrate animals to evolve and have given rise to all the vertebrate animals found in water and on land.

Fish account for more than half of all the vertebrate species known in the world, with more than 24,000 species identified so far. They are found in almost every watery habitat – salt or fresh – from large puddles to polar seas. They range in size from gobies, less than an inch long, to whale sharks, 59 feet long. Fish come in all colors and in thousands of patterns.

Most fish have scales that protect their bodies. Nearly all fish have fins, used for swimming. Flying fish can launch themselves into the air for brief periods, and some fish, such as walking catfish, use their fins to drag themselves along on land.

Most fish breathe with gills, arched structures on either side of the body that contains features known as filaments and lamellae. Water, which contains oxygen, flows in through the fish's open mouth and then out across the gills.

Most fish reproduce by means of eggs laid by the female and fertilized by the male, outside the female's body. Many sharks, however, reproduce by internal fertilization and live birth from the mother's body.

Many fish eat algae or insect larvae and other small animals, but some, such as sharks, are predators than hunt even large sea mammals.

Fish frequently travel in large group called schools or shoals. Using low-frequency sonar, researchers detected a shoal of some 20 million fish.



Scan and listen

I. True or False?

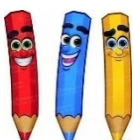
1. Fish were the first aquatic animals to evolve.
2. Fish can be found only in seas.
3. Most fish have fins that protect their bodies.
4. Fish may be different colors and patterns.
5. Forage for fish is algae, insect larvae, small animals.

II. Answer the questions.

1. Are fish vertebrate animals?
2. Where are fish found?
3. How do fish breathe?
4. What do fish eat?
5. Do fish travel in large groups called schools or flocks?

III. Put 5 questions to the sentence.

Flying fish can launch themselves into the air for brief periods.



Variant 3

Do the tasks in writing.

#		Check Tasks
1.	<i>The Verb. Active and Passive Voices. Continuous, Perfect, Perfect Continuous Tenses</i>  69 -72	<i>1. Put the verb in the correct form.</i> 1. Agricultural products that ____ (derive) from plants are diverse. 2. The integration of technology in agriculture ____ (change) farm management now. 3. Humans ____ (obtain) products of animal origin for many years. 4. The domestication of animals and the cultivation of crops ____ (become) a part of human life since ancient times.

		5. Throughout history, cereal grains ____ (be) responsible for sustaining large human populations. 2. Make up sentences. 1. Have been, cotton, jute, derived, silk, from, products, agricultural. 2. Butter, produced, cream, cheese, are being, now, at, dairy, this farm. 3. An essential, agricultural, play, time, for a long, have, playing, role, been, products, in, the economy. 4. Are, worldwide, beef, poultry, consumed, lamb. 5. Tea, in the tropics, have been, coffee, produced, already, cocoa.
2.	Modal verbs and their equivalents  72 - 74	Underline modal verb or its equivalent in the following sentences. Translate the sentences. 1. Major agricultural commodities can come from animals or plants. 2. People should understand the importance of agricultural products for ensuring food security for future generations. 3. Some products of animal origin may be made from plant-based ingredients. 4. Animal products may carry pathogens causing infectious disease, so each product must be monitored carefully. 5. Farmers have to reduce the environmental impact of agricultural production.
3.	Verbals: infinitive, gerund, participle I, II  74 - 78	I. Underline Participle I or Participle II in the sentences. Translate the sentences. 1. The hair covering the skin of some farm animals is considered a by-product. 2. The cleaned and processed fibers are woven into yarn, which can then be used to make carpet or cloth. 3. Animal-derived agricultural products include various meats, dairy items, eggs and fibers. 4. Agricultural products help meet the needs of a growing population. II. Translate the sentences. 1. Agricultural products are finished goods obtained from the cultivation, harvesting, processing of crops and livestock. 2. Forage crops are grown to feed livestock and include a variety of straw crops for haymaking. 3. Crops, livestock, aquaculture include all products to be used by humans for food, fiber, shelter, aesthetic purposes.

		4. Innovations in farming techniques and organic farming practices aim to reduce the environmental impact of agricultural products. 5. Poultry products are nutritious and relatively inexpensive for using throughout the world. III. Choose the right translation for the sentences. 1. <i>People harvest fruit to use them in a variety of ways.</i> a) Фрукты собирают, чтобы использовать их по-разному. b) Люди собирают фрукты, чтобы использовать их по-разному. 2. <i>Nuts are generally considered to be luxury food and often eaten as a delicacy.</i> a) Орехи считаются изысканной едой и часто употребляются как деликатес. b) Мы считаем орехи изысканной едой и часто употребляем их как деликатес.
4.	Complex Sentences.  78	Complete the sentences. 1. Wheat, maize, barley, oats provide essential carbohydrates and people use them in various products such as 2. Humans consume milk, cheese, butter, yogurt, because these dairy products are rich in.... 3. Major agricultural commodities can be divided into those that come from animals and those..... 4. Many plants or plant parts that possess strong aroma and flavor are grown for.....
5.	Subjunctive Mood  78	Mark the sentence as a real (R) or unreal (UR) conditions. 1. If we use organic fertilizer, the vegetables grow faster. 2. If I had a big farm, I would grow exotic fruit.
6.	Direct / Indirect Speech.  79 - 81	Put the sentences into indirect speech. <i>Example: The expert stated, "The agricultural sector is a vital part of the economy." –</i> <i>The expert stated, that the agricultural sector was a vital part of the economy.</i> 1. The scientists say, "Products of animal origin are often high in protein and rich in nutrients." 2. The customer asked, "Are these products organic?" 3. The biologist instructed, "Use only organic fertilizers."

Read the text and do the tasks.

The Importance of Agricultural Products

Agricultural products are goods that are produced through agricultural activities, such as farming, livestock production, and aquaculture. The agricultural sector is a vital part of the economy. Agricultural products contribute to the environmental and social well-being of population.

Agricultural products consist of a wide range of commodities derived from the cultivation of crops and the raising of animals, primarily for human use in food, textiles, shelter, medicine, and decoration. Products from animals include meat and meat products, poultry products (meat and eggs), fish, shellfish, dairy products (milk and cheese), and non-food products such as fiber (wool, mohair, cashmere, and leather).

The quality and safety of animal products are influenced by genetics, nutrition, and management systems. Products of animal origin are often high in protein, rich in nutrients. They come in a variety of forms, including raw materials, processed foods and cosmetics. It's easy to find a product that suits your taste and dietary needs.

On the plant side, agricultural products include grains, fruits, vegetables, nuts and spices. Major grain crops like rice and corn are foundational to global diets, while fruits and vegetables provide essential nutrients. Additionally, plants are cultivated for ornamental purposes and livestock feed.

Agricultural products play an essential role in food security and economic stability, reflecting the diverse needs and preferences of different cultures around the world.



Scan and listen



Scan and study

I. True or False?

1. Agricultural products are goods that are produced through scientific experiments.
2. The agricultural sector is a vital part of the economy.
3. Products from animals include meat and meat products, poultry products, fish, dairy products and non-food products.
4. Products of animal origin are often low in protein, poor in nutrients.
5. Some plants are cultivated for ornamental purposes and livestock feed.

II. Answer the questions.

1. Are agricultural products goods that are produced through agricultural or industrial activities?
2. The agricultural sector is a vital part of the economy, isn't it?

3. What do products from animals include?
4. What do products from plants include?
5. Do agricultural products play an essential role in food security and economic stability?

III. Put 5 questions to the sentence.

Agricultural products contribute to the environmental and social well-being of population.



Variant 4

Do the tasks in writing.

#		Check Tasks
1.	<i>The Verb. Active and Passive Voices. Continuous, Perfect, Perfect Continuous Tenses</i>  69 -72	<i>1. Put the verb in the correct form.</i> 1. Bees ____ (serve) man faithfully since ancient times. 2. Farmers and beekeepers ____ (work) to reduce pesticide use in their fields. 3. Many bee species ____ (face) population declines due to habitat loss. 4. Bee products such as honey, beeswax, and propolis have been utilized by humans for centuries. 5. Raw honey is the purest form of honey as it ____ (not go) through any processing. <i>2. Make up sentences.</i> 1. Honey bees, a crucial, playing, role, in various, pollinating, plants, have been, for centuries. 2. By bees, pollination, and, improve, of products, increase, crop yields, the quality, can. 3. A honeybee colony, a queen, includes, of workers, and, drones, thousands, male. 4. Bees, the complex, communication, of, is, well known, system. 5. Beekeeping, an important, that, practice is to ancient times, dates back.
2.	<i>Modal verbs and their equivalents</i>  72 -74	<i>Underline modal verbs or their equivalents. Translate the sentences.</i> 1. Beekeepers must have the necessary skills and knowledge to keep them healthy and productive. 2. Colonies may vary in size from a few thousand bees to over 80,000 bees. 3. Unlike honeybees, bumblebees are able to generate body heat and forage in cooler weather conditions.

		4. The queen is the only bee that can lay eggs. 5. A sophisticated system of pheromones and dances should be used by bees to communicate with one another.
3.	Verbals: <i>infinitive,</i> <i>gerund,</i> <i>participle I, II</i>  74 -78	<i>I. Underline Participle I or Participle II in the sentences. Translate the sentences.</i> 1. Around 80% of blooming plants are pollinated by bees. 2. Bees are flying insects closely related to wasps and ants. 3. Bees live in colonies with highly organized social structures. 4. The rusty patched bumblebee is listed as endangered. (<i>patched bumblebee</i> – ржавый шмель) <i>II. Translate the sentences.</i> 1. Worker bees create honey from nectar and use wax to build the honeycomb structure of their hives. 2. In most species, only the females possess stingers, and honeybee workers die after stinging. 3. In order to collect pollen from flowers bees use unique structures on their bodies called pollen baskets. 4. Without bees, it would be much harder for plants to reach their full potential. 5. The worker bees are all female and carry out a variety of jobs, including building and maintaining the hive, gathering pollen and nectar. <i>III. Choose the right translation for the sentences.</i> 1. <i>It is essential to take measures to protect bumblebees and to ensure their survival.</i> a) Необходимо принимать меры, чтобы защитить шмелей и обеспечить их выживание. b) Мы принимаем меры, чтобы защитить шмелей и обеспечить их выживание. 2. <i>Bees are widely known for having an incredible ability to pollinate plants.</i> a) Широко известно, что пчелы имеют невероятную способность опылять растения. b) Пчелы известны своей невероятной способностью опылять растения.
4.	Complex Sentences.  78	<i>Complete the sentences.</i> 1. Bees are amazing creatures that are vital to..... 2. Beeswax is a natural wax produced by bees which is used in many products such as.... 3. We should respect and preserve bees as they are 4. Bees play a critical role in pollinating flowering plants, which helps produce

5.	Subjunctive Mood.  78	Mark the sentence as a real (R) or unreal (UR) conditions. 1. If there were no bees, it would be much harder for plants to reach their full potential. 2. If it were not for bees, people would never have eaten honey.
6.	Direct / Indirect Speech.  79 - 81	Put the sentences into indirect speech. <i>Example: The expert stated, "Male bees are usually short-lived and never collect pollen." –</i> <i>The expert stated that male bees were usually short-lived and never collected pollen.</i> 1. The scientists say, "Some bees collect pollen only from flowers of certain families." 2. The customer asked, "Are bees related to any types of wasps?" 3. The biologist instructed, "Plant bee-friendly flowers to save bees."

Read the text and do the tasks.

The Honey Makers

Bees are flying insects closely related to wasps and bumblebees. There are over 20, 000 species of bees around the world. Bees can be found on every continent except Antarctica. Bees are known for their role for pollination and producing honey, pollen, royal jelly and beeswax.

Bees primarily feed on nectar and pollen from flowers. Nectar provides energy in the form of carbohydrates while pollen supplies protein and other nutrients necessary for growth and reproduction.

Honey bees and bumblebees are social insects, they live in enormous colonies, which are highly socially structured. However, a number of bee species are solitary. The queen is the most significant bee in the colony, she lays all the eggs. The worker bees are all female and carry out a variety of jobs, including building and maintaining the hive, gathering pollen and nectar, and tending to the young. Drones are the male bees whose only job is to mate with the queen.

They communicate information about food sources and any dangers to the colony by making certain motions and vibrations.

Bees are quite good navigators. They can sense the Earth's magnetic field and use the sun as a compass to travel great distances and return to the hive.

Many bee species are facing population declines due to habitat loss, pesticides, disease, climate change, and lack of forage. Some species, like the rusty patched bumblebee, are listed as endangered. Efforts are underway globally to protect bees.

Bees play a vital role in ecosystems and agriculture around the world. Pollination is their main service. They also help to decompose organic matter control pest population and provide food for other animals such as birds and humans.

Beekeeping is one of the forms of agriculture, widely spread in Belarus since ancient times.



Scan and listen



Scan and study

I. True or False?

1. Bees are flying insects closely related to mosquitoes.
2. Bees are known for their role for pollination and producing honey.
3. Honey bees and bumblebees are solitary insects.
4. Bees are quite bad navigators.
5. Beekeeping is one of the forms of agriculture.

II. Answer the questions.

1. Can bees be found on every continent?
2. How do bees feed?
3. Do female bees or drones carry out a variety of jobs?
4. Many bee species are facing population declines, aren't they?
5. What is the main service of bees?

III. Put 5 questions to the sentence.

Bees play a vital role in ecosystems and agriculture around the world.



Variant 5

Do the tasks in writing.

#		Check Tasks
1.	<i>The Verb.</i> <i>Active and</i> <i>Passive Voices.</i> <i>Continuous,</i> <i>Perfect, Perfect</i> <i>Continuous Tenses</i>  69 -72	<i>1. Put the verb in the correct form.</i> 1. Ecology ____ (be) a part of human life for millions of years. 2. Man ____ (take) keen interest in his surrounding since his evolution. 3. The science of ecology ____ (have) a gradual development through history. 4. The rise in sea level ____ (have) devastating effects now. 5. Storm, hurricanes and typhoons ____ (become) more severe nowadays.

		2. Make up sentences. 1. Change, climate, extreme, is making, weather, and, dangerous, more common. 2. Pollution, of, has become, the most harmful, environmental problems, one, we, today, face. 3. Pesticides, and, by, fertilizers, can be polluted, soil, and, water, making, unsafe, them. 4. Pollution, factories, from cars, and, power, plants, is getting the biggest, cause, of poor, air, quality. 5. Plastic, is growing, waste, a problem, as.
2.	Modal verbs and their equivalents  72 -74	Underline modal verbs or their equivalents in the following sentences. Translate the sentences. 1. Economy requires natural resources, as our food has to be grown and raised. 2. There can be no life on earth without an environment. 3. Governments must also enforce policies to introduce safe and clean energy projects. 4. Entire communities have to relocate as the land becomes uninhabitable. 5. Hurricanes and storms may bring devastating winds and flooding.
3.	Verbals: infinitive, gerund, participle I, II  74 -78	I. Underline Participle I or Participle II in the sentences. Translate the sentences. 1. Ecology is the science that studies relationships between living organisms and their environment. 2. Polluted water from farms, factories, and cities can be severely damaging. 3. Ecology is a more specialized and focused field of study. 4. Rising temperatures, polluted water, and shrinking forests put people, wildlife, and the planet at risk. II. Translate the sentences. 1. Ecology is generally termed as studying the interactions of biological organisms. 2. Conserving the environment means how ecology provides a proper guidance in our behaviour to impact the ecosystem. 3. Environment is an essential factor for the life on earth to exist. 4. Ecologists aim to explain the distribution, life processes and adaptations amongst the organisms.

		5. Deforestation and the loss of animals and plants make it harder for nature to stay balanced. III. Choose the right translation for the sentences. 1. <i>It is often believed that an environment and ecology are the same things.</i> а) Часто считают, что окружающая среда и экология одно и то же. б) Мы часто считаем, окружающая среда и экология – одно и то же. 2. <i>Ecosystems are observed to face increasing threats from human activities, climate change and declining biodiversity.</i> а) Очевидно, что экосистемы сталкиваются с растущими угрозами, связанными с деятельностью человека, изменением климата и сокращением биоразнообразия. б) Мы наблюдаем, что экосистемы сталкиваются с растущими угрозами, связанными с деятельностью человека, изменением климата и сокращением биоразнообразия.
4.	Complex Sentences  78	Complete the sentences. 1. we eat, ... we live in, ... we breathe; everything we own, use, touch and consume has its origins in the natural.... 2. By acting now, we can protect... 3. An ecosystem is a place where..... 4. Ecology is a science that....
5.	Subjunctive Mood  78	Mark the sentence as a real (R) or unreal (UR) conditions. 1. If a healthy environment is disturbed, there can be disturbance in ecology too. 2. If we could clean all oceans, aquatic animals would be safe.
6.	Direct / Indirect Speech  79 - 81	Put the sentences into indirect speech. <i>Example: The expert stated, "Climate change is one of the biggest threats." –</i> <i>The expert stated that climate change was one of the biggest threats".</i> 1. The scientists say, "Deforestation and the loss of animals and plants make it harder for nature to stay balanced." 2. The student asked, "Is ecology the science that studies relationships between living organisms and their environment?" 3. The ecologist instructed, "Let's start working together to make the world a better place to live."

Read the text and do the tasks.

Ecology and Environment

Ecology is the science that studies relationships between living organisms and their environment. Ecology provides a deep understanding of ecosystems and how they function.

Environment is the combination of physical and biological components such as animals, plants, air, water, sunlight. Environment is an essential factor for the existence of life on the Earth.

Ecology is a scientific discipline, while the environment is a broader concept that includes social, economic, and cultural aspects.

Environmental issues are the set of challenges and problems facing Earth and its natural systems. The main types of environmental issues that contribute to interconnected challenges facing the Earth and human beings are as follows: 1) air pollution, 2) water pollution, 3) soil pollution, 4) depletion of natural resources, 5) deforestation, 6) climate change, 7) loss of biodiversity.

Climate change is one of the biggest threats. It causes weather events, rising sea levels, and hotter temperatures. Pollution, from plastic waste to dirty air, harms millions of people's land, water, and health. At the same time, deforestation and the loss of animals and plants make it harder for nature to stay balanced.

To prevent resource depletion, industries can use better technologies to save water and energy. Governments can encourage reforestation and conservation programs. Individuals can help by practicing responsible consumption and reducing waste.

Recognizing these environmental problems is the first step to solving them. We can make a difference through practical actions: responsible consumption – reduce, reuse and recycle products you consume; save energy and water; reduce carbon emissions and traffic congestion – use public transport; plant trees.



Scan and listen

I. True or False?

1. Ecology is the combination of physical and biological components such as animals, plants, air, water, sunlight.
2. Environmental issues are the set of challenges and problems facing Earth and its natural systems.
3. Environment provides a deep understanding of ecosystems and how they function.
4. Deforestation and the loss of animals and plants make it easier for nature to stay balanced.
5. To prevent resource depletion, industries can use better technologies to save water and energy.

II. Answer the questions.

1. What do ecology provide?

2. Environment is an essential factor for the existence of life on the Earth, isn't it?
3. What are the main types of environmental issues?
4. Is climate change one of the biggest threats?
5. How can we solve environmental problems?

III. Put 5 questions to the sentence.

Environmental issues are the set of challenges and problems facing Earth and its natural systems.



Part IV READING AND COMPREHENSION



Text 1

Viruses – Tiny Infectious Agents

1. Guess the meaning.

Virus, bacteria, infectious, microbiology, organism, agent, molecules, microscope, proteins, ecosystem, biological, evolutionary, genetic, copy, lipids, structure, type, material, plasmids, reproduce.

2. Read the title of the text. Guess what the text is about.

Viruses – Tiny Infectious Agents

A virus is a microscopic infectious agent that replicates only inside the living cells of an organism. Viruses infect all life forms, from animals and plants to microorganisms.

Viruses are found in almost every ecosystem on Earth and are the most numerous type of biological entity. The study of viruses is known as virology, a subspeciality of microbiology.

When infected, a host cell is forced to rapidly produce thousands of copies of the original virus. When not inside an infected cell or in the process of infecting a cell, viruses exist in the form of independent particles, or virions, consisting of the genetic material, i.e. long molecules of DNA or RNA that encode the structure of the proteins by which the virus acts; a protein coat, the capsid, which surrounds and protects the genetic material; and in some cases an outside envelope of lipids.

Most virus species have virions too small to be seen with an optical microscope, as they are one-hundredth the size of most bacteria.

The origins of viruses in the evolutionary history of life are unclear: some may have evolved from plasmids – pieces of DNA that can move between cells –while others may have evolved from bacteria.

Viruses are considered by some biologists to be a life form, because they carry genetic material, reproduce, and evolve through natural selection, although they lack the key characteristics, such as cell structure, that are generally considered necessary criteria for defining life. Because they possess some but not all such qualities, viruses have been described as “organisms at the edge of life”, and as self-replicators.



Scan and listen



Scan and study

3. True or False?

1. Viruses can replicate outside living cells.
2. Viruses infect only plants and animals.
3. Virology is a brunch of microbiology.
4. Some viruses may have evolved from plasmids.
5. All scientists agree that viruses are living organisms.

4. Fill in the gaps.

1. A virus is a _____ infectious agent.
2. Viruses exist in the form of _____ particles called virions.
3. The genetic material in a virus is either _____ or _____.
4. The _____ protects the genetic material of the virus.
5. Viruses replicate only inside the _____ of an organism.

5. Match the terms to their definitions.

	Term		Definition
1.	Virion	a.	A lipid-containing outer layer of some viruses.
2.	Capsid	b.	The outer protein shell of a virus.
3.	Virology	c.	A complete virus particle outside a cell.
4.	Plasmid	d.	A field of science studying viruses.
5.	Envelope	e.	A small DNA molecule that can move between cells.

6. Answer the questions.

1. Where can viruses be found?
2. Are viruses living or non-living organisms?
3. What is virology?
4. Do viruses have a cellular structure?
5. Viruses carry genetic material, don't they?

Text 2

Importance of Bacteria

Read the text and do the tasks.

Bacteria are single-celled microorganisms that can be found almost everywhere on the Earth, both inside and outside other organisms. They are a major group of prokaryotic organisms, meaning their cells lack a nucleus and other membrane-bound organelles. While some bacteria can cause disease, many are beneficial and play crucial roles in various ecosystems and even within the animal and human body. They support many forms of life both plant and animal, and they are used in industrial and medicinal processes.

Bacteria are thought to have been the first organisms to appear on the Earth about four billion years ago. Bacteria can use most organic and some inorganic compounds as food, and some can survive extreme conditions.

They usually measure a few micrometers in length and exist together in communities of millions. A gram of soil typically contains about 40 million bacterial cells. A milliliter of fresh water usually holds about one million bacterial cells.

There are many different types of bacteria. One way of classifying them is by shape. There are three basic shapes.

Spherical: Bacteria shaped like a ball are called cocci, and a single bacterium is a coccus. Examples include the streptococcus group.

Rod-shaped: These are known as bacilli (singular bacillus). Some rod-shaped bacteria are curved. These are known as vibrio. Examples of rod-shaped bacteria include *Bacillus anthracis* (*B. anthracis*), or anthrax.

Spiral: These are known as spirilla (singular spirillus). If their coil is very tight they are known as spirochetes. Leptospirosis, Lyme disease are caused by bacteria of this shape. There are many variations within each shape group.

Bacteria can be found in soil, water, plants, animals, radioactive waste, deep in the earth's crust, arctic ice and glaciers, and hot springs. There are bacteria in the stratosphere, between 6 and 30 miles up in the atmosphere, and in the ocean depths, down to 32,800 feet or 10,000 meters deep.



Scan and listen



Scan and study

- 1. In the text find the sentences proving that bacteria are neither animals nor plants.***
- 2. Find in the text and share the information about: a). Shape and size of bacteria; b). Habitat of bacteria.***
- 3. Ask your speaking partner 5 questions about bacteria, answer the questions from his/her part.***
- 4. Read the following text and complete the chart. Discuss the results with your group.***

Bacteria in Technology Industry and Research

Lactic acid bacteria, such as *Lactobacillus* and *Lactococcus* together with yeast and molds, or fungi, are used to prepare foods such as cheese, soy sauce, natto (fermented soy beans), vinegar, yogurt, and pickles.

Bacteria can break down organic compounds. This is useful for activities such as waste processing and cleaning up oil spills and toxic waste.

The pharmaceutical and chemical industries use bacteria in the production of certain chemicals. Bacteria are used in molecular biology, biochemistry and genetic research, because they can grow quickly and are relatively easy to manipulate. Scientists use bacteria to study how genes and enzymes work. Bacteria are needed to make antibiotics.

Bacillus thuringiensis (Bt) is a bacterium that can be used in agriculture instead of pesticides. It does not have the undesirable environmental consequences associated with pesticide use.

	Beneficial role of bacteria	Harmful role of bacteria
1		
2		
3		
4		
5		

Text 3

Infection

Read the text and do the tasks.

Infection in animals refers to the invasion and multiplication of disease-causing microorganisms (pathogens) within an animal's body, leading to illness. These pathogens can include viruses, bacteria, fungi, and parasites. Infections can range from mild to severe and can be spread through various means, including direct contact, contaminated environments, or through vectors like insects. Pathogens may be found in various parts of the body, and their presence does not necessarily mean that a disease process has been established.

The terms '*infection*' and '*contamination*' are related but they are not synonyms. *Contamination* refers to the presence of harmful substances, like microbes, on surfaces or in materials. Infection, on the other hand, is the entry and multiplication of harmful microbes within the body, leading to disease. For example, dirty hands may be contaminated but not infected till the pathogens get entrance inside the body and starts multiplication.

The term *pathogenicity* refers to the ability of a pathogen to enter a host and produce disease; the degree of pathogenicity – that is, the ability of an organism to cause infection – is known as *virulence*. The capacity of a virulent organism to cause infection is influenced both by the characteristics of the organism and by the ability of the host to repel the invasion. A pathogen may be virulent for one host but not for another. Pneumococcal bacteria, for example, have a low virulence for mice and are not found in them in nature.

Many pathogens (e.g., the bacterium that causes anthrax) are able to live outside the animal's body until conditions occur that are favourable for entering and infecting it. Pathogens enter the body in various ways – by penetrating the skin or an eye, by being eaten with food, or by being breathed into the lungs. After their entry into a host, pathogens actively multiply and produce disease by interfering with the functions of specific organs or tissues of the host.

Before a disease becomes established in a host, the barrier known as immunity must be overcome. Defense against infection is provided by a number of chemical and mechanical barriers, such as the skin, mucous membranes and secretions, and components of the blood and other body fluids.



Scan and listen



Scan and study

1. Guess the meaning:

infection, multiplication, microorganisms, pathogen, viruses, bacteria, parasites, contact, vectors, synonym, process, substances, microbes, barrier, immunity, secretion.

2. Write down from the text and translate the sentences that describe the terms:

infection, contamination, pathogenicity, virulence.

3. Make a list of pathogens mentioned in the text, discuss with your speaking partner if these pathogens can affect humans?

4. True or false?

1. Invasion and multiplication of pathogens in the animal body may cause illness.
2. Viruses and bacteria are not pathogenic organisms.
3. Fungi and parasites can never invade animals or humans.
4. Infections can range from mild to severe.
5. Contamination refers to the presence of harmless substances.
6. The ability of an organism to cause infection – is known as *virulence*.

5. Answer the questions.

1. What is infection?
2. In what parts of the body can pathogens be found?
3. After their entry into a host, pathogens actively multiply and produce disease, don't they?
4. Can a pathogen infect all kinds of animals or only a certain type?
5. What does the term pathogenicity refer to?
6. What barriers do you know that provide defense against diseases in the animal body?
7. Can animals and humans be infected by the same pathogens, what do you think?

Ask your groupmates to explain the terms: infection, contamination, pathogenicity, virulence.

Make a plan of the text and render the text using your plan.

1. Read the following word combinations and choose what issues will be addressed in the text below: a). Weather and seasons; b). Oceans and waters; c) Animal nutrition.

Feeding habits, plant tissue, animal tissue, food particles, animal feeds, food intake, body cells, food digestion, cell repair, animal growth, animal nutrition, water function.

2. Guess the meaning:

Photosynthesis, protein, process, term, evolution, result, organisms, components, complex, carbohydrates, minerals, proteins, vitamins, directly, *absorption*, *assimilation*, *form*, nectar, python, physical, chemical, energy, type, system.

3. Read the text and do the tasks.

Animal Nutrition and Nutrients

Nutrition in animals is as important as it is for plants. Plants prepare their own food by the process of photosynthesis but animals cannot prepare their own food, hence they need to depend on plants or other animals for their feeding.

Nutrition in animals depends upon the feeding habits of the animals. Animals derive their nutrition either by eating plants – herbivores (cattle, sheep, goats), or by eating animal tissues – carnivores (dogs, cats, wolves). Some animals feed on both plants and animals; these animals are termed omnivores (swine, bears, rats). Humans are also omnivores by the type of feeding. Different feeding habits of animals are the result of evolution.

All organisms require food for their survival and growth. Animal feeds have different components, called nutrients, like carbohydrates, fats, minerals, proteins, and vitamins, which are required for the maintenance of the body. These components are complex and cannot be used directly, so they are broken down into simpler components by the process of digestion. Water is an excellent solvent of food particles.

The process of nutrition in animals involves the following steps: *Ingestion* – the process of taking in food. The method of ingestion is different in different animals. For example – bees and hummingbirds suck nectar from plants, a python swallows its prey and cattle feed on grass.

Digestion – the process when the larger food particles are broken down into smaller, water-soluble particles. There are physical or chemical processes for digesting food. *Absorption* – the digested food is absorbed into the bloodstream through the intestinal wall. *Assimilation* – the absorbed food is used for energy, growth and repair of the cells of the body. *Egestion* – the process when the undigested food is removed from the body in the form of faeces.

Oesophagus, stomach, small intestine (duodenum, jejunum, ileum), large intestine caecum, colon, rectum) are parts of the digestive system in animals.



Scan and listen



Scan and study

Tasks:**1. True or false?**

1. Plants can prepare their food and animals cannot.
2. Different feeding habits of animals are the result of the amount of food consumed.
3. Only humans are omnivorous.
4. Animal feeds have different components, called nutrients.
5. Bees feed on grass, a python sucks nectar from plants, cattle swallow its prey.
6. All animals require food for giving it to their hosts.
7. Water is not a nutrient, it is a solvent.

2. Match the columns as appropriate.

1.	Ingestion is the process	a	of breaking down large food particles.
2.	Digestion is the process	b	of taking in food.
3.	Absorption is the process	c	when the undigested food is removed from the body.
4.	Assimilation is the process	d	when food is absorbed into the bloodstream.
5.	Egestion is the process	e	when the absorbed food is used for energy, growth and repair of the cells of the body.

3. Make a list of nutrients mentioned in the text.

1	
2	
3	
4	
5	

4. Make a list of parts of the digestive system in animals. Compare the results with your fellow students.**5. Ask your speaking partner 3 questions about animal nutrition, and answer the questions you are asked.****6. Make a plan of the text. Compare your plan with your partner's.****7. Test your knowledge of animal nutrition.****1. Duodenum, jejunum, ileum are parts of:**

- a) Large intestine; b) Small intestine; c) Stomach; d) Oesophagus.

2. The process when the food is taken in is called:

- a) Digestion; b) Ingestion; c) Absorption; d) Assimilation; e) Egestion.

3. Animals that eat both plants and animal tissues are called:

- a) Herbivorous; b). Carnivorous; c) Omnivorous.

4. Nutrients needed in small amounts for the body are called:

- a) Proteins; b) carbohydrates; c) fats (lipids) d) minerals; e) vitamins.

(key: 1. b; 2 b; 3. c; 4. d, e.)



PART V

COMMUNICATION

Topic 1.

FARM ANIMALS

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

Fauna of the Earth is very rich. Since early days of civilization people began to domesticate wild animals. Animals were domesticated for labour, skin, fur, meat, milk, etc. Farm animals include cattle, swine, sheep, horses, poultry and rabbits.

Cattle include cow, heifer, calf, bull. Modern cattle are usually divided into three types: beef, dairy and dual purpose. Cattle can be fed hay, grain, pasture grass, silage. They are bred for milk, beef, hide.

Swine (hogs) are the most typical meat animals. They comprise sow, pig and boar. Swine are omnivorous and can scavenge a wide range of foods: barley, wheat, beans, potatoes, by-products of the farm. There are two types of swine: the lard type and the bacon type. They provide pork, lard, skin, bristle.

Sheep came from Asia. They include ewe, lamb, ram. They are fed hay, pasture grass. Sheep are valued for wool, hide, milk, mutton.

Horses are domesticated in Eurasia. They comprise mare, foal, stallion. Horses can be divided into draft, coach and light horses. These farm animals consume hay, grass and oats.

Poultry include hen, cock, chicken; duck, drake, duckling; goose, gosling; turkey. Scientists estimate that they were domesticated roughly 8000 years ago in what is now Thailand and Vietnam. The types of poultry have been developed into egg type, meat type and general purpose type. Eggs, meat, feathers, down are useful products obtained from poultry. Poultry consume grain mixture.

II. Find the English equivalents.

Дикие животные, домашние животные, были одомашнены, порода, мясные животные, сальный тип, всеядные, побочные продукты, зерновая смесь, овес, пух, потреблять, трава.

III. True or False?

1. Animals were domesticated only for labour.
2. Cattle are omnivorous.
3. Swine are divided into the following types: lard type and bacon type.
4. Horses are fed by-products of the farm.
5. Poultry provide eggs, meat, feather, down.

IV. Answer the questions.

1. What farm animals do you know?
2. What purposes were animals domesticated for?
3. Swine are the most important meat animals, aren't they?
4. Where did sheep come from?
5. What types are horses divided into?

V. Topics for discussion.

1. Animal contribute to human needs.
2. Animal husbandry is the most developed branch of agriculture in Belarus.

VI. Read the text below. Suggest your title to the text. Make a list of animals mentioned in it.

Humans have tried to domesticate many animals, but they succeeded with very few. Dozens of kinds have been tamed and kept as pet or raised in zoos, but few have actually been domesticated. Many people keep unusual or exotic animals as pets, including pythons, tarantulas and tropical birds. In the early 1990s the Vietnamese potbellied pig became a popular, though expensive pet. This pig, in contrast to wild animals, can be readily domesticated. In some places, however, it is illegal to keep what are considered farm animal or animals that can be considered dangerous to the public. Unsuccessful attempts at domestication have been made with the bison, relate to cattle; with the zebra, related to horse. The Egyptians kept herds of antelopes and gazelles in pastures. Why only a few animals were domesticated – remains a mystery.

Topic 2.

VETERINARY PROFESSION

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

Veterinarians are doctors who diagnose and treat animal diseases, ensure appropriate use of drugs. Veterinarians work in different branches of agriculture, food industry and education. They work on farms, at veterinary stations, clinics and hospitals, laboratories, fisheries and meat processing plants. Some veterinarians treat small pets like cats, dogs and birds; others treat large animals like horses, cows and pigs. Veterinarians examine their animal patients, immunize them against diseases, treat illnesses, perform laboratory examinations and surgical operations. These specialists advise the animal owners how to keep pets and livestock well-nourished and healthy. Veterinarians also work as veterinary inspectors. They protect humans against diseases transmitted by animals. Veterinary food hygienists increase the quality of food produced by animals. Thus, veterinarians contribute greatly to the development of agriculture and public health.

II. Find English equivalents.

Лечить животных, болезни животных, контролировать применение лекарств, пищевая промышленность, мясоперерабатывающие заводы, проводить лабораторные исследования, владельцы животных, защищать людей, качество пищи, способствовать здоровью общества.

III. True or False?

1. Veterinarians are doctors who treat illnesses in animals.
2. Veterinarians work only in animal clinics.
3. Veterinarians prevent and control various diseases.
4. Veterinarians never examine animal patients.
5. Most animal owners take their pets to a veterinarian annually for check-ups.

6. Veterinarians can't increase the quality of food produced by animals.
7. Veterinarians can't perform surgical operations.

IV. Answer the questions.

1. What do veterinarians deal with?
2. Where do veterinarians work?
3. What animals do veterinarians treat?
4. Veterinarians vaccinate their animal patients against diseases, don't they?
5. Do veterinary medicine specialists work as veterinary inspectors?
6. What are veterinary inspectors responsible for?
7. Do veterinarians contribute to public health?

V. Topics for discussion.

1. Responsibilities of veterinarians employed on the farms.
2. The contribution of veterinarians to public health.

VI. Read the passage below. Suggest your title to it.

Large-animal veterinarians work primarily with livestock. They perform vaccinations, parasite control. Large-animal veterinarians often treat groups of animals rather than individuals. They ensure that infectious diseases do not spread from farm to farm. Most patients of large-animal veterinarians are viewed from the standpoint of their economic potential.

VII. Agree or disagree with the statement.

Large-animal veterinarians work primarily with pets.

Topic 3.

FARMING

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

Farming is an important occupation in the world. Many people live on small family farms. They raise cattle, chickens, pigs and grow corn, fruit, vegetables, hay, and wheat. Today, each farmer produces food for 80 people. Every day the farmer has to work hard on his farm. The farmer has to feed and water animals, clean animal quarters.

There are several kinds of farm buildings on the farm. They are a cowshed, a pen, a sheep-pen, a stable, a pigsty, a poultry house, a hay barn, a shed etc. All farms can be divided into two types: 1) specialized farms and 2) mixed farms. Farms and farm products supply food, shelter, clothing, fuel.

II. Find English equivalents.

Разводить КРС, выращивать овощи, работать усердно, поить и кормить животных, сеном амбар, фермы можно разделить на два типа, коровник, поставлять еду, конюшня, собирать яйца, чистить загоны.

III. True or False?

1. Farming is the best occupation in the world.
2. Each farmer produces food for 80 people.

3. The farmer doesn't have to feed and water animals.
4. There are two farm buildings on the farm.
5. All farms can be divided into two types.
6. Farms and farm products supply only food.

IV. Answer the questions.

1. What do farmers deal with?
2. Where do farmers work?
3. What do farmers grow?
4. Farmers have to work hard on their farms, don't they?
5. What are the main farm buildings?
6. What are the main types of work on the farm?
7. What are types of farms?

V. Topics for discussion.

1. Responsibilities of farmers employed on cattle raising farms.
2. The role of farmers in the economy of Belarus.

VI. Read the text below. Suggest your title to the text.

Five years ago, I tried an experiment. I grew maize on one half of my farm and rice on the other half. I kept records for each crop. I wrote down everything I spent on the rice: how much I spent on seed, how much on pesticides, on hired labour and on fertilizers. I even recorded the time I spent weeding... I wrote down everything. And I did the same thing for maize field. At the end of the season, I sold my crops.

Then I sat down and completed my records. I added up all the costs for all the crops. Then I added up all the money I received for selling the crops. I was surprised to find out I made more money from growing maize than I did from growing rice.

VII. Let's discuss:

- a) Farming is an active life with good deal of independence.
- b) Your personal experience in farming.

Well done!



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